

Any individual with a disability who requires reasonable accommodation to participate in a Board meeting, may request assistance by contacting the President's Office, 16007 Crenshaw Blvd., Torrance, CA 90506; telephone, (310) 660-3111; fax, (310) 660-6067.



**El Camino Community College District
Board of Trustees**

**Agenda, Monday, May 19, 2008
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 April 21, 2008,
Pages 4-7**
- III. Presentation – none**
- IV. Public Hearing – none**
- V. Consent Agenda – Recommendation of Superintendent/President, Discussion
and Adoption**
 - A. Public Comment
 - 1. Academic Affairs
*See Academic Affairs Agenda,
Pages 8-300*
 - 2. Student and Community Advancement
*See Student Services Agenda,
Pages 301-305*
 - 3. Administrative Services
See Administrative Services Agenda, Pages 306-344
 - 4. *See Measure “E” Bond Fund Agenda,
Pages 345-347*
 - 5. *See Human Resources Agenda,
Pages 348-381*
- VI. Public Comment on Non-Agenda Items**
- VII. Oral Reports**
 - A. Academic Senate Report
 - B. Compton Center Provost Report

- C. Board of Trustees Report
- D. President's Report

VII. Closed Session

- A. Personnel Matters, Brown Act Section 54957
 - 1. 2 cases

Board of Trustees Meeting Schedule for 2008 4:00 p.m. Board Room

Monday, May 19, 2008
Monday, June 16, 2008
Monday, July 21, 2008
Monday, August 18, 2008
Tuesday, September 2, 2008
Monday, October 20, 2008
Monday, November 17, 2008
Monday, December 15, 2008

EL CAMINO COLLEGE STRATEGIC PLAN 2007 THROUGH 2010

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

1. Offer excellent educational and student support services:
 - a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
 - b) Maximize growth opportunities and strengthen programs and services to enhance student success.
 - c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.
2. Support self-assessment, renewal, and innovation:
 - a) Use student learning outcomes and assessment to continually improve processes, programs and services.
 - b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.
3. Modernize the infrastructure to support quality programs and services:
 - a) Use technological advances to improve classroom instruction, services to students and employee productivity.
 - b) Improve facilities to meet the needs of students and the community for the next fifty years.

EL CAMINO COMMUNITY COLLEGE DISTRICT
MINUTES OF THE REGULAR MEETING OF
Monday, April 21, 2008

The Board of Trustees of the El Camino Community College District met at 4:00 p.m. on Monday, April 21, 2008, in the Board Room at El Camino College.

The following Trustees were present: Trustee Mary Combs, President; Trustee Nathaniel Jackson, Vice President; Trustee Maureen O'Donnell, Secretary; Trustee Ray Gen, Member; Trustee William Beverly, Member; and Ms. Roxanna Seyedin, Student Member.

Also present were Dr. Thomas M. Fallo, Superintendent/President; Dr. Francisco Arce, Vice President, Academic Affairs; Dr. Jeff Marsee, Vice President, Administrative Services; Dr. Jeanie Nishime, Vice President, Student Services; and Dr. Doris Givens, Provost, El Camino College Compton Community Educational Center.

Minutes of the Regular Board Meeting of March 10, 2008

The Minutes of the Regular Board Meeting of March 10, 2008 were approved.

Accountability Reporting for the Community Colleges (AARCC)

The Board received and discussed the 2008 Accountability Report for the Community Colleges (ARCC). The report can be found at:

<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/ResearchandPlanning/ARCC/tabid/292/Default.aspx>.

Public Hearing – Negotiations – El Camino Community College District and the El Camino Police Officers Association for 2007/2008 Reopener Negotiations

Public Hearing opened at 4:05 p.m. No comments were made. Public hearing was closed at 4:06 p.m.

Consent Agenda

It was moved by Trustee Beverly, seconded by Trustee Jackson, that the Board adopt the items presented on the agenda in the following areas.

Academic Affairs

Board Policy 4100.1 – Catalog Rights – Second Reading & Adoption

Board Policy 4040 – Library Services – First Reading

Board Policy 4045 – Textbook and Instructional Materials – First Reading

Center for the Arts Presentation 2007/2008

Certificate of Achievement and Certificate of Accomplishment

Instructional Field Trips – Spring 2008

Out-of-Country Travel

Proposed Curriculum Changes: Effective 2008-2009 Academic Year

Student Services

Student Field Trips

Student Conference

2008 Summer Youth Camps

EOPS/CalWORKS/CARE Recognition Event (Revised)

Community Education – Fall 2007/Spring 2008

Grants

International Travels

Expulsions – 2008-1, 2008-2, 2008-3, 2008-4, 2008-5

Administrative Services

AB2910 – Quarterly Fiscal Status Reports

Information Item – General Fund Unrestricted – Special Program Funds (15)

Budget Adjustments

Transfer Agreement Between El Camino Community College District and the Compton
Community College District for Law Enforcement Services

Contracts Under \$72,400

Contracts \$72,400 or Higher

Bid No. 2007-08/Athletic/Field Trip Bus Transportation

International Student Health Insurance

Purchase Orders and Blanket Purchase Orders

Measure E Bond Fund

Category Budgets and Balance

Contract – Flewelling & Moody Architectural Services

Contract – Heider Engineering Services, Inc. – Lot H Parking Structure

Contract – Hershey Systems – Document Imaging Solution

Contract – Keenan & Associates – Lot H Parking Structure & Athletic Facilities

Contract – LCC3, Inc. – Various Projects

Contract – AT&T, SBC, DATACOMM – IP Telephony System

Change Order – Humanities Replacement Project

Change Order – ALCAL Roofing – Humanities Replacement Project

Change Order – S.H. Fish Electric Inc. – Humanities Replacement Project

Change Order – Pacific Carpets – Humanities Replacement Project

Change Order – PPC Construction – Humanities Replacement Project

Change Order – Preferred Ceilings – Humanities Replacement Project

Change Order – ACCO Engineered Systems – Central Plant Project

Change Order – HPS Mechanical – Infrastructure Phase 2

Notices of Completion – Humanities Replacement Project

Informational Item – Parking Measures – Fall 2008 & Spring 2009
Purchase Orders and Blanket Purchase Orders

Human Resources

Employment and Personnel Changes

Temporary Non-Classified Service Employees

Resolution – Equivalence of Minimum Qualifications

~~*Approval by Board of Trustees: El Camino College Federation of Teachers, Local 1388, AFT, AFL CIO Contract Ratification~~

~~*Item pulled and no substitutions were made.~~

President/Board of Trustees

California Community College Trustees Board Election

Citizens' Bond Oversight Committee

Informational Item – Commission on Athletics Resolution

Motion carried. Student Trustee Seyedin recorded an advisory yes vote.

California Community College Trustees Board of Directors Election

It was moved by Trustee O'Donnell, seconded by Trustee Jackson, that the Board vote for the following persons to serve on the California Community College Trustees Board of Directors.

1. Edward Ortell, Citrus CCD
2. Paul Fong, Foothill-DeAnza CCD
3. Mary Figueroa, Riverside CCD
4. Katherine "Kay" Albiani, Los Rios CCD
5. Charles Meng, Napa Valley CCD
6. Judi Beck, Shasta-Tehama-Trinity Joint CCD
7. Isabel Barreras, State Center CCD
8. Carolyn Batiste, Mira Costa CCD
9. Eva Kinsman, Copper Mountain, CCD

Motion carried. Student Trustee Seyedin recorded an advisory yes vote.

Public Comment

Ms. Luukia Smith addressed the Quarterly Fiscal Status Report. On behalf of Dr. Angela Simon, Ms. Luukia Smith addressed the Citizens' Bond Oversight Committee. Professor David Vakil, two students, and Dr. Emily Rader addressed Native American Club and the Gathering of Nations in Albuquerque, New Mexico.

Adjournment

Meeting recessed to a closed session at 6:30 p.m. and reconvened at 7:17 p.m. No action was taken. Meeting adjourned at 7:19 p.m.

Maureen O'Donnell, Secretary of the Board

Thomas M. Fallo, Secretary to the Board

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

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ACADEMIC AFFAIRS

A. BOARD POLICY 4040 (LIBRARY SERVICES) – SECOND READING AND ADOPTION

It is recommended that the Board accept the following policy for a second reading and adoption:

Board Policy 4040 – Library Services

ACADEMIC AFFAIRS

Board Policy 4040

Library Services

It is the policy of El Camino College to maintain library services that are an integral part of the educational program. The district will provide the means to assure the planned and systematic acquisition and maintenance of library materials, resulting in a well-balanced collection having the depth, scope, and currency necessary to meet the needs of the El Camino College community.

The librarians, working in collaboration with other faculty, shall have primary responsibility for the identification, selection, coordination and provision of academic resources and services that meet the information needs of the El Camino College community. Donated materials will be evaluated using the same criteria as other materials.

Library resources shall be accessible to all users. Students and faculty involved in distance education or off-campus programs shall have electronic access to sufficient library resources to ensure successful completion of their academic coursework. The libraries shall be open during all terms in which classes are offered. Libraries shall operate under the supervision of library faculty during all open hours.

The District supports the American Library Association's Bill of Rights that affirms both library users' right to read what they choose and the library's responsibility to provide books and materials presenting a variety of points of view.

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

Reference: Education Code, Section 78100

Replaces Board Policy #6142

El Camino College

Adopted:

Amended:

ACADEMIC AFFAIRS

Board Policy 6142

Library Books

~~The freedom to read is as essential to democracy as free communication is to the preservation of a free society and a creative culture. What people read is most important. Ideas can be dangerous but the suppression of ideas is fatal to a democratic society.~~

~~El Camino College will maintain a library which reflects a philosophy of freedom of reading information and thought and geared to the needs of all aspects of the curriculum, coupled with the responsibility for propagating the American ideals and the American way of life.~~

~~Maintaining a well balanced book collection is the delegated duty of the Librarian. The materials must encompass all fields of the curriculum and must be commensurate with the college level.~~

~~The responsibility for book selection at El Camino College is shared jointly by the faculty, administration and the Librarian. As materials pertinent to specific fields are located, the Librarian notifies the instructor in that area. Furthermore, faculty members submit lists of materials which they feel would be valuable to their students. As nearly as possible the Librarian orders the books which have been requested by faculty members. This book selection is a process carried on throughout the year.~~

~~Following the clearance of the Librarian, who has screened requests for initial approval, the recommended purchases are presented to the Dean in charge of the specific area for further evaluation and approval then to the Vice President Instruction in turn for final approval and in some instances analysis and evaluation prior to going to the Vice President Business for purchase.~~

Rules

~~Approved: 12/22/58~~

~~Amended: 5/10/65~~

ACADEMIC AFFAIRS

Board Policy 6142

Library Books — Selection

~~The freedom to read is as essential to democracy as free communication is to the preservation of a free society and a creative culture. What people read is most important. Ideas can be dangerous but the suppression of ideas is fatal to a democratic society.~~

~~El Camino College will maintain a library which reflects a philosophy of freedom of reading information and thought and geared to the needs of all aspects of the curriculum, coupled with the responsibility for propagating the American ideals and the American way of life.~~

~~The book selection for the El Camino College Library shall reflect the expert and specialized knowledge of the faculty consisting of administrators and instructors as well as the librarian which has formed it.~~

~~Maintaining a well planned book selection is the delegated duty of the librarian. The material must encompass all fields of the curriculum and must be commensurate with the college level.~~

Policy

Adopted: ~~12/22/58~~

ACADEMIC AFFAIRS

B. BOARD POLICY 4045 (TEXTBOOK AND INSTRUCTIONAL MATERIALS) – SECOND READING AND ADOPTION

It is recommended that the Board accept the following policy for a second reading and adoption:

Board Policy 4045 – Textbook and Instructional Materials

ACADEMIC AFFAIRS

BOARD POLICY 4045

Textbooks and Instructional Materials

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

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

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

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

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

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

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

Previous Board Policy Number: 6133

El Camino College
Adopted:
Amended:

ACADEMIC AFFAIRS

Board Policy 4045

Textbooks

I. Introduction

- ~~—A. The purpose of this policy is to define responsibilities for the adoption of textbooks and other classroom materials.~~
- ~~—B. The official course outline of record sets forth the goals and objectives of each individual course of study. All texts, films and other printed or electronic materials utilized in the learning process shall be compatible with and evaluated in light of the course outline of record.~~

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

- ~~C. For the purpose of this policy, the following terms will be used:
 1. Textbooks/Texts—These include laboratory manuals, syllabi, workbooks, student supplements, or other printed or electronic material.
 2. Required Texts—These include textbooks or other printed or electronic material required of all students enrolled in a particular section of a course.
 3. Recommended Texts—These include textbooks or other printed or electronic material recommended to all students enrolled in a particular section of a course. Student use is optional.~~

II. Selection or Change of Texts

- ~~A. The primary responsibility for the selection of text(s) rests with the faculty teaching the subject.~~
- ~~B. A selection or change in text(s) may be proposed by any faculty member teaching the subject or by the appropriate administrator. The individual recommending the text shall discuss the proposal for selection or change with the faculty in the discipline.~~
- ~~C. The faculty of a discipline may select a majority adopted text for the purposes of continuity in a multisection course or course sequence. However, if a faculty member feels another text is more appropriate for his/her methodology or philosophy, the faculty member may propose and select another text.~~
- ~~D. The faculty's authority to select appropriate textbooks shall not be preempted by an administrator without reasonable cause and advance written notification.~~

ACADEMIC AFFAIRS

- ~~E. The period of adoption for texts is to be for not less than one academic year. Special consideration for earlier change may be given under extenuating circumstances.~~
- ~~F. If an instructor, after discussion with faculty in the discipline and the appropriate administrator, believes that a particular class section can best be conducted without a required text, it is not necessary to require a text for that section. However, to facilitate articulation and transferability, textbooks are strongly advised for all credit courses.~~
- ~~G. Textbooks should reflect professional standards in terms of content and design as well as reasonable cost to students.~~

~~Previously Board Policy Number: 6133~~

~~El Camino College~~

~~Adopted: 3/14/66~~

~~Amended: 4/28/80, 4/12/99~~

~~Renumbered: 4/18/05~~

ACADEMIC AFFAIRS

C. BOARD POLICY 4070 (AUDIT OF COURSES) – FIRST READING

It is recommended that the Board accept the following policy for a first reading:

Board Policy 4070 – Audit of Courses

ACADEMIC AFFAIRS

BOARD POLICY 4070

Audit of Courses

It is the policy of El Camino College to allow students to audit courses. The instructor of the course will determine whether to accept a student as an auditor and the manner in which the audit is to be conducted.

Students who are enrolling in a class for credit have enrollment priority over students intending to audit.

Students who enroll in a class as an auditor cannot change their enrollment to receive credit for the course and cannot receive credit by examination for audited courses. Audited courses cannot be used to fulfill prerequisites.

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

Reference Education Code Section 76370

Previous Board Policy Number: 5117

El Camino College
Adopted:
Amended:

ACADEMIC AFFAIRS

~~BOARD POLICY 4070~~ ————— ~~Audit of Courses~~

~~In accordance with Education Code Section 72252.3, The Board of Trustees hereby authorizes persons to audit community college credit courses in accordance with Instruction Department Management Procedure 2003.~~

~~Previous Board Policy Number: 5117~~

~~El Camino College~~

~~Adopted: 3/25/85~~

~~Renumbered: 4/18/05~~

ACADEMIC AFFAIRS

~~BOARD POLICY 5117~~ ————— ~~Audit of Courses~~

~~In accordance with Education Code Section 72252.3, The Board of Trustees hereby authorizes persons to audit community college credit courses in accordance with Instruction Department Management Procedure 2003.~~

~~El Camino College
Policy:
Adopted: 03/25/85~~

ACADEMIC AFFAIRS

D. CENTER FOR THE ARTS PRESENTATIONS – 2007/2008 and 2008/2009

It is recommended that the Board approve the Center for the Arts revision and presentations for the 2007/2008 and 2008/2009 seasons. Costs for each presentation are established as negotiated between the artist and his/her management representative and the District.

2007/2008

<u>Artist & Payee Change</u>	<u>Date</u>	<u>Amount</u>
----------------------------------	-------------	---------------

- | | | |
|-----------------------------------|--------------|------------|
| 1. Chu-Fang Huang, Pianist | May 16, 2008 | \$4,000.00 |
|-----------------------------------|--------------|------------|

Payable to: Young Concert Artists, Inc.

Chu-Fang Huang, a classical pianist as well as a 2005 Van Cilburn finalist, winner of the 2005 Cleveland award, and winner of the 2006 Young Concert Artists award will replace Davide Cabassi, classical pianist on May 16, 2008. (Note: Davide Cabassi, Pianist and payee, Van Cilburn Foundation, was previously board approved on May 21, 2007.)

2008/2009

<u>Performance</u>	<u>Date</u>	<u>Amount</u>
--------------------	-------------	---------------

- | | | |
|-------------------|--------------------|------------|
| 1. Sa Chen | September 26, 2008 | \$4,500.00 |
|-------------------|--------------------|------------|

Payable to: Van Cilburn Foundation

Sa Chen, another Van Cilburn award winner will perform as a soloist with a program consisting of classical piano pieces. The Van Cilburn Foundation again brings to El Camino College another rising talent in the classical genre.

- | | | |
|---------------------------|------------------|-------------|
| 2. Debbie Reynolds | November 7, 2008 | \$25,000.00 |
|---------------------------|------------------|-------------|

Payable to: William Morris Agency

The undeniable talent of Debbie Reynolds will once again grace the stage of the Marsee Auditorium. She is an unsurpassed talent of film, stage and television in song and dance; and her smile and stage presence is contagious to all! She has been “in the industry” for over six decades and has been nominated and received numerous awards including an Academy Award, an Emmy, several Golden Globes, three Walk of Fame Stars and many, many more.

ACADEMIC AFFAIRS

3. **Battlefield Band** November 8, 2008 \$5,000.00
Payee: Folklore Productions
Four gentlemen make up the internationally renowned Battlefield Band. They play Scottish music with the inspiring joy and passion of which Celtic performers are known. Their music is a mix of old and new, with a fusion of ancient and modern instruments - bagpipe, fiddle, synthesizer, guitar cittern, flute, bodhran and accordion.
4. **Irish Christmas** December 5, 2008 50/50 Split
Payee: Kerry Records Inc.
Irish Christmas will liven the Marsee stage with the best of traditional Irish music, song, dance and storytelling.
5. ***The Nutcracker*** December 13/14, 2008 Co-Sponsor
Payee: South Bay Ballet
A holiday tradition for the family! ***The Nutcracker*** brings the music of Peter Tchaikovsky to life as Clara dreams and dances her way through the Land of Sweets and meets her Nutcracker Prince.
6. **Nashville Bluegrass Band** March 7, 2009 \$7,500.00
Payee: Keith Case and Associates
The Nashville Bluegrass Band has performed in nearly 20 countries on five continents and is known world wide as a sensational bluegrass band. The band has also become the first bluegrass band to perform in the People's Republic of China.
7. **Otmar Liebert & Luna Negra** March 28, 2009 \$10,000.00
Payee: MPI Talent Agency
Liebert has said that "flamenco is a music both romantic and dangerous; it is an attitude as much as it is a musical genre." The evening will feature an engaging mix of subdued flamenco guitar, original compositions and sassy and sultry vocals, all of which are infused with the musical influences of South American percussion, rock, jazz, and pop.
8. **ATOS Trio** April 5, 2009 \$5,000.00
Payee: KLRITA Concerts
Winners of the Kalichstein-Laredo-Robinson International Trio Award 2007, the ATOS Trio have performed classical recitals throughout the world to high acclaim. Violinist Annette von Hehn, cellist Stefan Heinemeyer and pianist Thomas Hoppe formed the trio in Germany in 2003 and they are known as one of

ACADEMIC AFFAIRS

the finest young chamber ensembles performing today.

- | | | | |
|-----|--|--------------|-------------|
| 9. | Eric Bibb | May 8, 2009 | \$4,000.00 |
| | Payee: Folklore Productions | | |
| | Grammy nominee and internationally known blues and jazz performer/songwriter Eric Bibb will perform live onstage at the Marsee Auditorium. His performance has been hailed as an “enriching experience, both musically and spiritually.” | | |
| 10. | Diane Schuur | May 16, 2008 | \$10,000.00 |
| | Payee: MPI Talent Agency | | |
| | Diane Schuur, also known as “Deedles” performed at the Marsee Auditorium a number of years ago. She returns again more accomplished, if that is possible, performing Gershwin, Rogers and Hart, Berlin and more. Blind from birth, Diane Schuur shows no problem in captivating her audiences with her smooth, clear vocals and jazzy piano interpretations. | | |

E. OUT-OF-COUNTRY TRAVEL

It is recommended that the Board approve the revision of travel dates and amount of expenses for Dr. Miranda’s travel to Guadalajara, Mexico, as follows:

Dates: Change from May 22-27, 2008 to May 22-**28**, 2008

Total expenses not to exceed: Change from \$1,200 to **\$1,400**

F. ACCREDITATION SELF-STUDY REPORT -- 2008

It is recommended that the Board accept the DRAFT Accreditation Self-Study Report for 2008 attached.



El Camino College

**Institutional Self Study in
Support of Reaffirmation of
Accreditation**

May 19, 2008

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

To

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

El Camino Community College District

Superintendent/President

Dr. Thomas M. Fallo

Board of Trustees

Mrs. Mary E. Combs, *President*
Trustee Area Two

Dr. Nathaniel Jackson, *Vice President*
Trustee Area One

Miss Maureen O'Donnell, *Secretary*
Trustee Area Five

Dr. Ray Gen, *Member*
Trustee Area Four

Mr. William Beverly, *Member*
Trustee Area Three

Ms. Roxanna Seyedin
Student Member

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: May 19, 2008

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

From: El Camino College
16007 Crenshaw Boulevard
Torrance, CA. 90506

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed _____

Name	Dr. Thomas M. Fallo Superintendent/President

Name	Mrs. Mary E. Combs President, Board of Trustees

Name	Dr. Francisco M. Arce Vice President Academic Affairs Accreditation Liaison Officer

Name	Dr. Arvid E. Spor Dean, Enrollment Services Accreditation Co-Chair

Name	Dr. Susan Y. Dever Faculty Member Accreditation Co-Chair

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A BRIEF HISTORY OF EL CAMINO COLLEGE

In 1947, 450 students attended classes at the newly opened El Camino Junior College. The 80-acre campus included nine buildings—all former World War II barracks from the Santa Ana Army Air Base. Thirty professors, housed in one main faculty office, taught lower division courses that included math, speech, economics, geography, English, and history. These dedicated professors used their own cars and trucks to move their teaching materials and other College belongings from the temporary campus located at Leuzinger High School (in Lawndale) to the new campus at Crenshaw and Redondo Beach Boulevards. Students enjoyed weekly dances and fraternity parties, listened to the College string quartet, cheered at football games, and participated in campus celebrations. A new vocational shop, the first permanent building on the campus, was in the planning stages. A women's gym and other athletic facilities would soon follow. The founding faculty and staff were committed to meeting the educational needs of the communities that had enthusiastically supported establishing the new college.

Today the campus has changed considerably. Students at El Camino College enjoy an expansive, 126-acre campus with an open, tree-lined quad area. They are part of a diverse student body of nearly 30,000 who study in the three story library, use 50 computer labs (?) located throughout the campus, or attend classes in the 30 buildings across campus. The architecture is mid-century modern. A recently approved bond measure will soon enable structural improvements in many of the buildings—some nearly 55 years old. The 1,150 full- and part-time faculty members teach approximately 2,336 sections of pre-baccalaureate, transfer, and vocational courses in 850 programs each semester. Students and community members enjoy cultural and entertainment events in the 2,048-seat Marsee Auditorium cheer at football games in Murdock Stadium, or study in the 120,000-volume Schauerman Library. A new Humanities building, the first new building on campus in two decades was recently opened and serves as part of a revitalized entrance to the campus.

The evolution of El Camino Junior College, from nine war barracks to a multi-structured campus, was the vision of many individuals who saw an unusable Alondra Park—always flooded in the winter and arid in the summer—and created a means to turn the parkland into a much needed junior college. The El Camino Junior College campus opened in 1947 to serve the growing local high school graduate population as well as a wave of returning WWII veterans. During its 57 years, El Camino College has become one of the largest single-campus districts in the California Community College system.

Talk of a junior college in the area began as early as the 1930s. However, the initial steps were taken in 1943 when members of the boards of the Centinela Valley, Redondo, Inglewood, and El Segundo school districts saw enrollments at out-of-district community colleges peaking and area students being turned away. They formed a committee with the goal of creating a junior college for the Inglewood/South Bay area and used a survey completed by UCLA professor Lloyd N. Morrisett to demonstrate that a need existed. The study also proved the area met State Department of Education criteria for creating a junior college – a growing population of College-aged students and a tax base that could support robust; curriculum. After introducing the idea of a junior College at chamber of commerce meetings and at other local events, the committee

members requested that the Department of Education hold an election. Though voter turnout was light, the community supported the College in a 10-1 margin of approval on June 30, 1946.

With this affirmation, the El Camino Junior College Board of Trustees was established. Courses were scheduled in the evenings at local high schools. Acquiring the land for the permanent College was the next challenge. The Board of Trustees sought a portion of the land in Alondra Park for the site. The Los Angeles County Board of Supervisors, who held title to the land, could not legally deed it to the College. Carl Arfwedson, acting business manager for the El Camino Junior College District, called Assemblyman Glenn Anderson with a unique solution. Arfwedson persuaded the assemblyman to introduce a bill that would allow the transfer of parklands to junior College districts provided the land had not been used for 20 years. After extensive lobbying, Anderson elicited a unanimous vote from the Assembly. The Los Angeles County Board of Supervisors used the newly passed Assembly Bill 62 to deed 75 acres of Alondra Park to the El Camino Junior College District. That vote rested on a crucial stipulation—that the College agrees to provide community members usage of all recreational facilities on the campus. The Board of Supervisors agreed to the stipulation on May 23, 1947. Soon after, the Army barracks arrived from Santa Ana, and the faculty, staff, and students moved to the new College site.

While numerous individuals dedicated time and effort to creating El Camino Junior College (ECJC), the catalyst was Forrest G. Murdock, then superintendent of the Centinela Valley Union High School District. Murdock had the faith, determination, and tenacity to transform an idea into a reality. He was enthusiastic in gathering community support and was tireless in his efforts to succeed. Murdock served as the acting director of ECJC during the initial planning years and was then selected as the first superintendent/president in 1947. In his 12 years of leadership, Murdock instilled a feeling of community at the College that remains to this day. He was known for his open door policy, as well as for knowing the entire faculty and staff, and most of the student, by name. He attended all campus events and invited faculty to his home after football games. His dedication to creating the College and his leadership through its pioneering years earned him recognition as the “father of El Camino College.”

Murdock could not have fulfilled his vision alone. Carl Arfwedson, former business manager of the Centinela Valley Union High School District and El Camino’s first business manager, dedicated 14 years to leading the campus through tremendous periods of growth. In the initial planning of ECJC and through its initial years, Arfwedson served as Murdock’s right-hand person. His creativity and initiative took the College from an idea to an expansive campus of modern buildings—all without establishing debt. This remarkable feat gave the College a fiscal stability envied by other districts. It also ensured that El Camino College would be able to offer students educational experiences for decades to come.

The founding members of the Board of Trustees represented the three high school districts served by the College. The first Board of Trustees president, Robert Russell, served on the board for six years. He was known as El Camino Junior College’s financial watchdog, always insisting on negotiating the best deal for the College. For his long-time dedication and leadership, Russell was given the honor of turning the first shovel of dirt at the groundbreaking ceremonies during the summer of 1947.

The culture and facilities of the College are indeed a reflection of its five presidents. Forrest G. Murdock served from 1946 until his retirement in 1958. The 12,600-seat Murdock Stadium is a reminder of his dedication. Dr. Stuart E. Marsee guided El Camino College through 24 years of building and growth, including the prestigious Marsee Auditorium. In 1982, Dr. Rafael Cortada became president and established the El Camino College Foundation, which assists in funding various programs throughout campus. In 1987, Dr. Sam Schauerman, who had served the College as a dean of instruction and as vice president of academic affairs, became the College's fourth president. His legacy is recognized in the Schauerman Library. In 1995, Dr. Thomas M. Fallo became the fifth superintendent/president of the District after serving as vice president of administrative services for four years.

Under Dr. Fallo's leadership, the District sought and obtained voter approval for Measure E, a \$394 million facility and equipment bond in 2002, the largest successful bond for a single campus community college district. This bond was the first-ever in the College's history. Measure E funding will enable El Camino College to upgrade classroom facilities, modernize instructional equipment, and make necessary health and safety repairs throughout campus. A new Humanities building along Crenshaw Boulevard, to be completed in Fall 2006, will serve as a symbol of the tremendous collaborative effort of many individuals who believed in the College and worked toward passage of the bond. Community support of Measure E echoed the sentiment of the original vote to create the College as the bond passed with a 61 percent vote. Soon after, a seven-person Citizen's Bond Oversight Committee was formed to oversee the expenditures of the bond for the next several years.

The five-member Board of Trustees oversees El Camino College's policy and fiscal issues. The board members represent the nine Los Angeles county cities and unincorporated areas served by the District: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. Much like the founding board members, the current board comprises individuals dedicated to ensuring that El Camino College continues to set the standard for community college education. Collectively, the current board members have 61 years of service to the College with one member serving on the board for nearly 30 years.

On August 22, 2006, at the Board of Trustees meeting, the Special Trustee approved the Memorandum of Understanding (MOU) with El Camino College District to solidify the partnerships between the two districts. Under this MOU, the campus became a center of El Camino College. The Office of the President/Superintendent was replaced by the Office of Provost/Chief Executive Officer (CEO). The center is officially established as the Compton Community Educational Center.

On August 23, 2006, the Compton Community Educational Center officially became part of El Camino College with Dr. Doris P. Givens serving as the Provost/CEO.

DEMOGRAPHICS

Area Description

El Camino College serves two community college districts (El Camino and Compton) in southwestern Los Angeles County. The College strives to meet the needs of communities in both of these economically and demographically diverse districts.

Figure 1

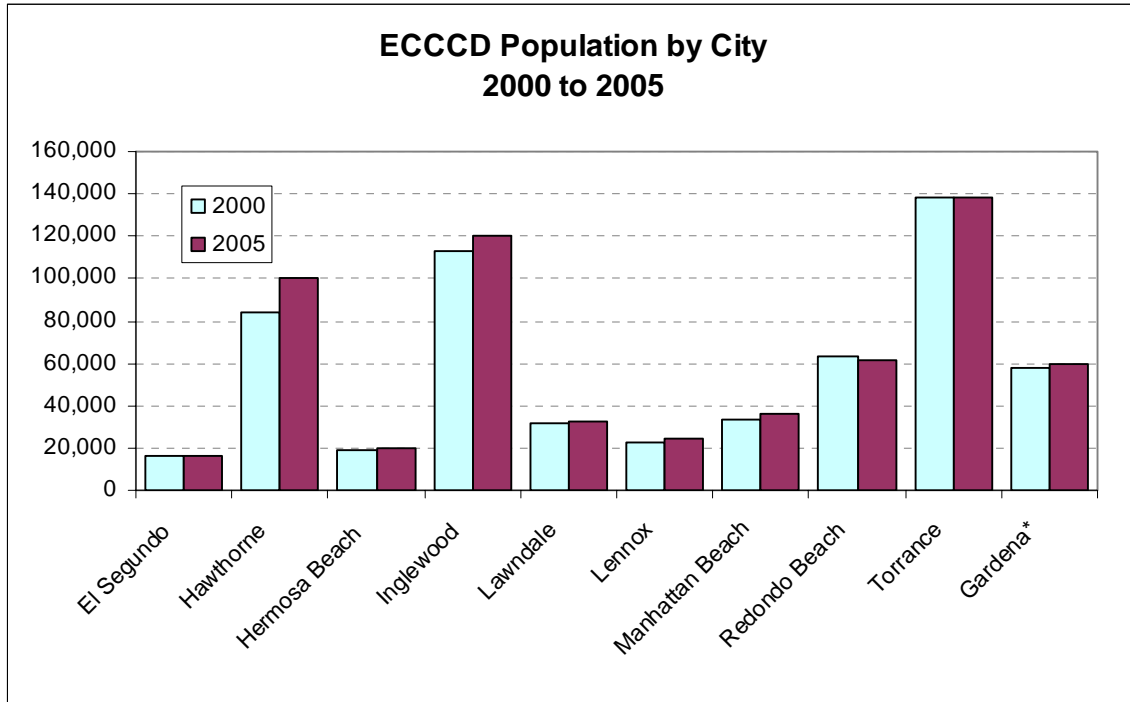


The figures and tables below provide demographic, enrollment, and workforce profiles of the communities and campuses served by the main campus in Torrance and the Center in Compton. The El Camino Community College District profiles are listed first followed by the Compton District profiles.

El Camino College Demographic Profile

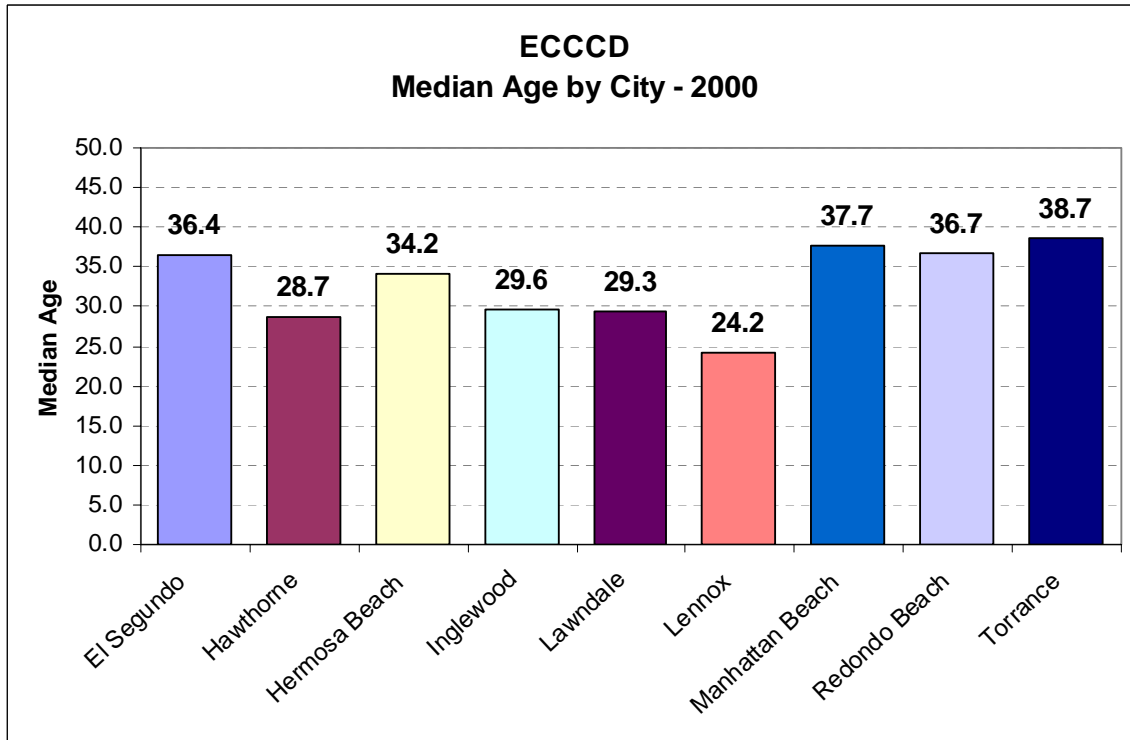
The College serves both growing and stable communities (Figure 2). Cities within the district also vary by age, with younger mixed with aging communities (Figure 3).

Figure 2



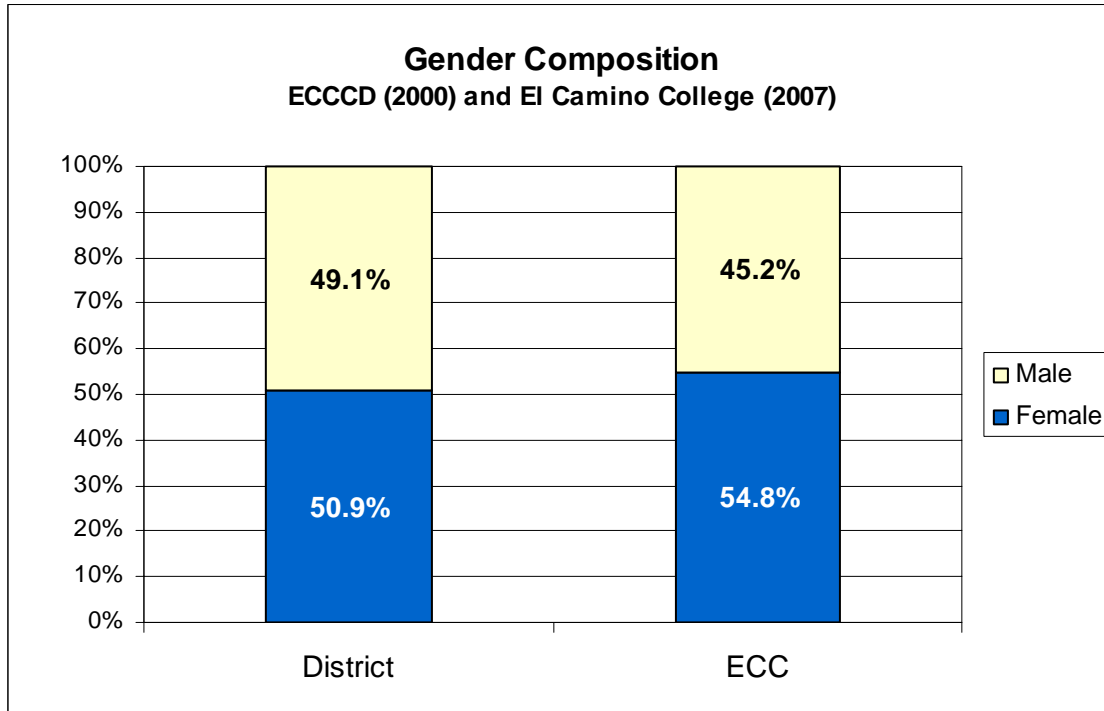
* Outside El Camino Community College District

Figure 3



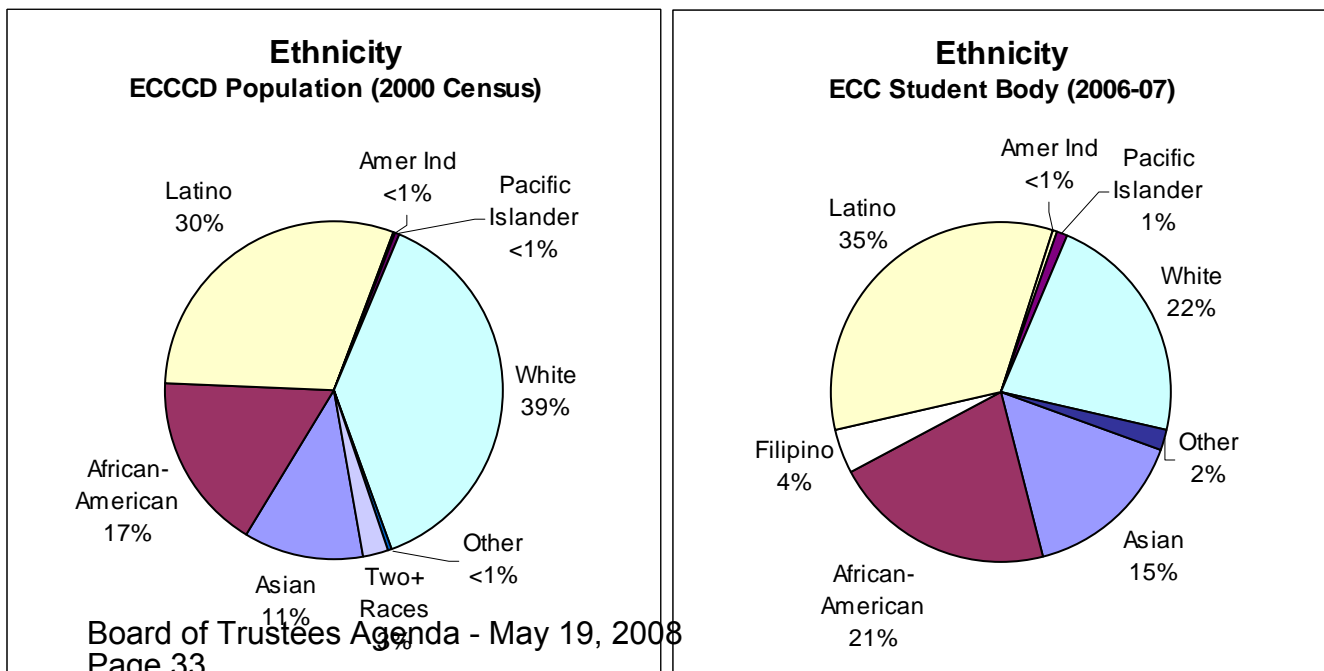
El Camino College tends to serve more women from the district than men (Figure 4). However, this is typical for a community college. El Camino College has the same broad ethnic diversity found in the district (Figure 5). Although the College serves noticeably fewer white students, this is likely due to the fact that this portion of the population is older on average than those of other ethnic groups.

Figure 4



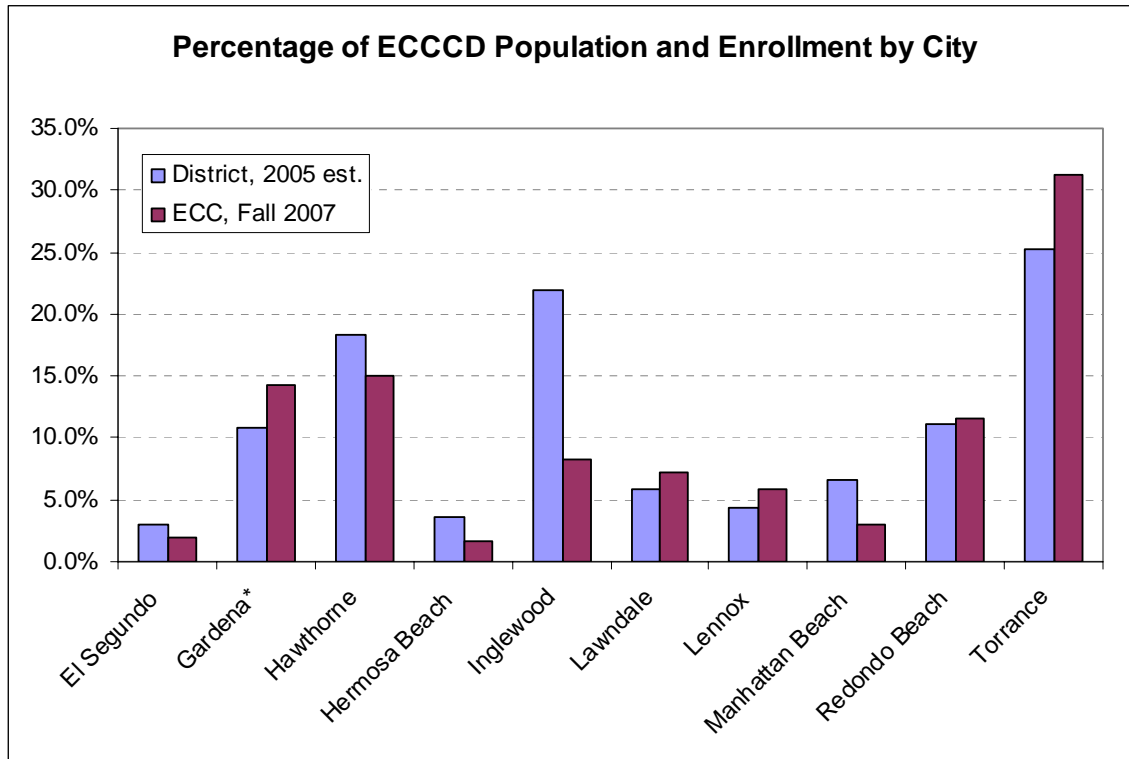
Source: Census 2000 and 2006-07 college enrollment

Figure 5



Participation at El Camino College varies by district city. In Figure 6, the bars show each city in terms of its percentage of the district and the student body. Differences between percentages of representation in the district vs. college enrollment are primarily due to distance from the college (and proximity to other colleges) as well as the age distribution of the city. These rates are, nonetheless, monitored to determine how well the College serves each region of its district.

Figure 6

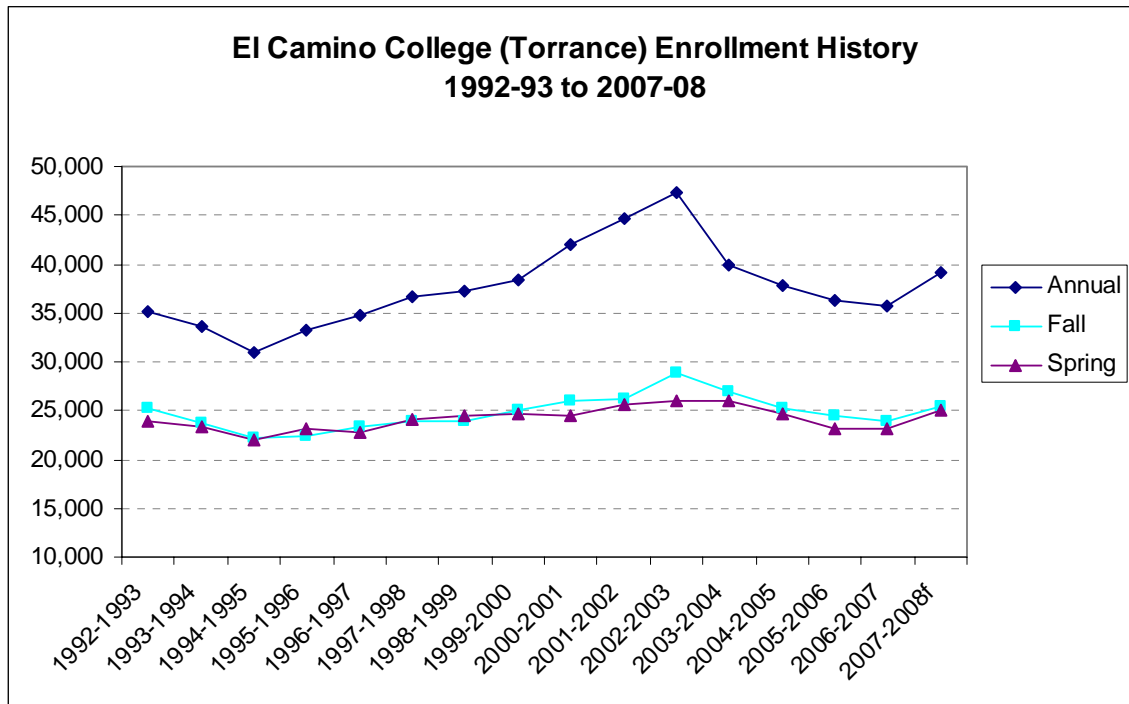


* Located nearby but outside district.

El Camino College Enrollment Profile

Enrollment at El Camino College has fluctuated over the past 15 years (Figure 7), with enrollment peaking in 2002-03. Since that time, enrollment has declined until the recent increase experienced in 2007-08.

Figure 7



Although enrollment has declined overall since 2003-04, the percentage of students enrolled exclusively in evening courses has dropped even more, with the College hosting less than 25% percent of students in recent years compared to over 30% 5 or 6 years ago. This could be partly due to the growth in online course enrollments, found under the “unknown” category in Table 1 below.

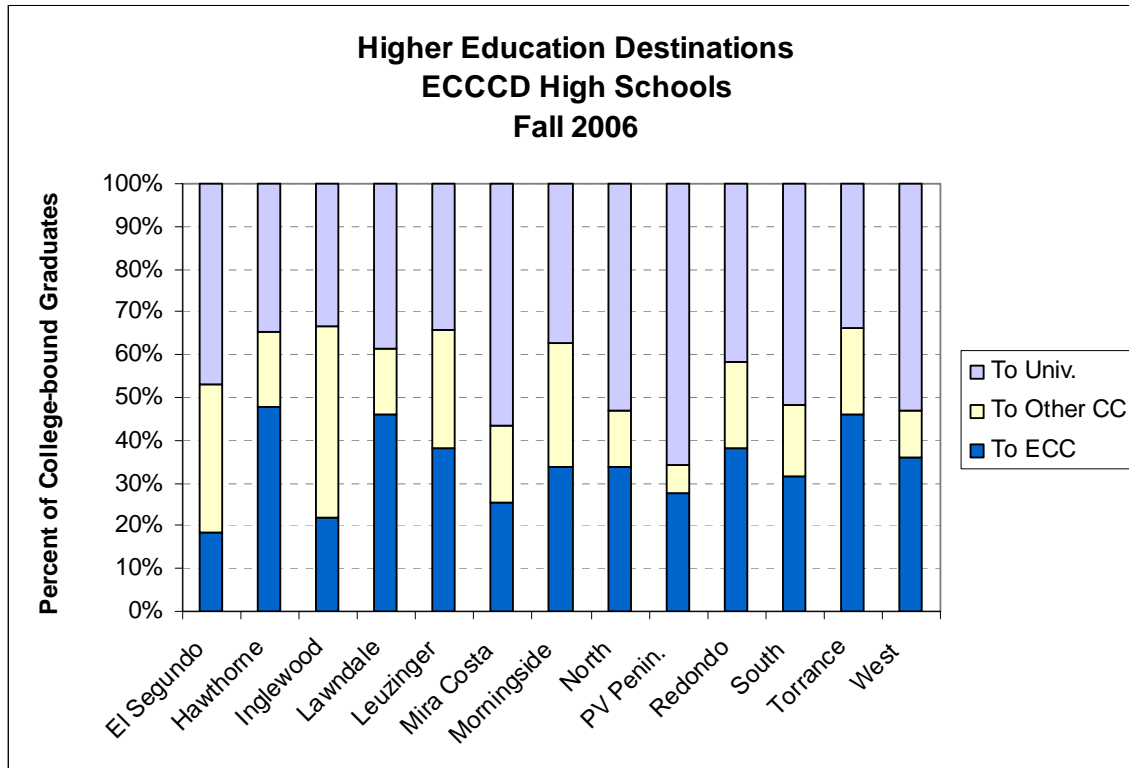
Table 1
El Camino College
Day vs. Evening Class Time Status
Percentage (%) in each Category

Time	FA98	FA99	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07
Day	66.4	67.1	65.9	66.5	67.4	68.0	69.6	70.3	72.0	71.7
Evening	32.6	31.2	30.5	30.3	29.6	28.2	27.3	26.0	24.3	23.4
Unknown	1.0	1.7	3.6	3.2	3.0	3.7	3.1	3.7	3.7	4.9

Studying the higher education destinations of local high school graduates is another way that El Camino College can determine how well it serves its district population. With the exception of 2 outlying schools in the district that tend to send more students to other colleges and universities,

El Camino College serves between 25% and 47% of graduating high school classes that attend public higher education institutions in California (Figure 8).

Figure 8



El Camino College Workforce Profile

The El Camino College workforce is known for its long-term employees with over 30% of employees having more than 15 years of service. The tables and chart below profile the workforce as of Fall 2007. Although the workforce is predominantly White, the percentage of those employees is declining in favor of other groups.

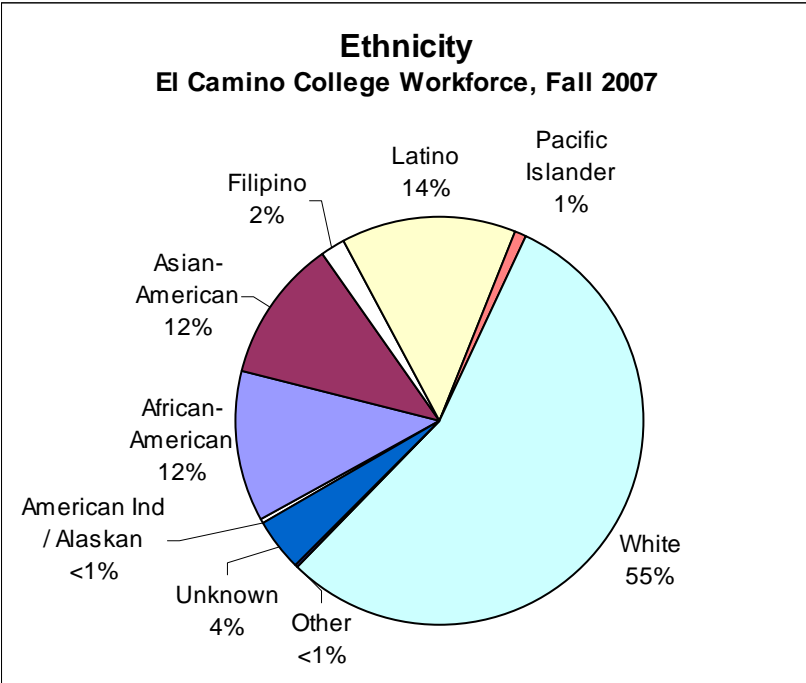
Table 2
El Camino College
Workforce by Employment Category

Position	Count	%	All CCC %
Administrative	45	3.2	3.5
Tenured / Tenure Track	333	23.4	19.8
Academic Temporary	650	45.7	47.2
<i>Total Faculty</i>	<i>983</i>	<i>69.1</i>	<i>67.0</i>
Professional, Other	49	3.4	2.2
Clerical / Secretarial	150	10.5	12.2
Technical / Professional	88	6.2	8.6
Skilled Crafts	36	2.5	1.1
Service / Maintenance	71	5.0	5.4
Total Workforce	1,422	100.0	100.0

Table 3
El Camino College
Workforce by Gender and Employment Category

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	11	1.4	8	1.2	19	1.3
Tenured	118	15.4	128	19.5	246	17.3
Tenure Track	57	7.4	30	4.6	87	6.1
Academic Temporary	332	43.3	318	48.5	650	45.7
Classified	248	32.4	172	26.2	420	29.5
Total Workforce	766	100.0	656	100.0	1,422	100.0

Figure 9



El Camino College – Compton Center Demographic Profile

Compton Center serves students of the Compton Community College District, originally configured to include the K-12 districts of Compton, Lynwood, and Paramount. It includes a decidedly younger and growing district (Figures 14 and 15).

Figure 14

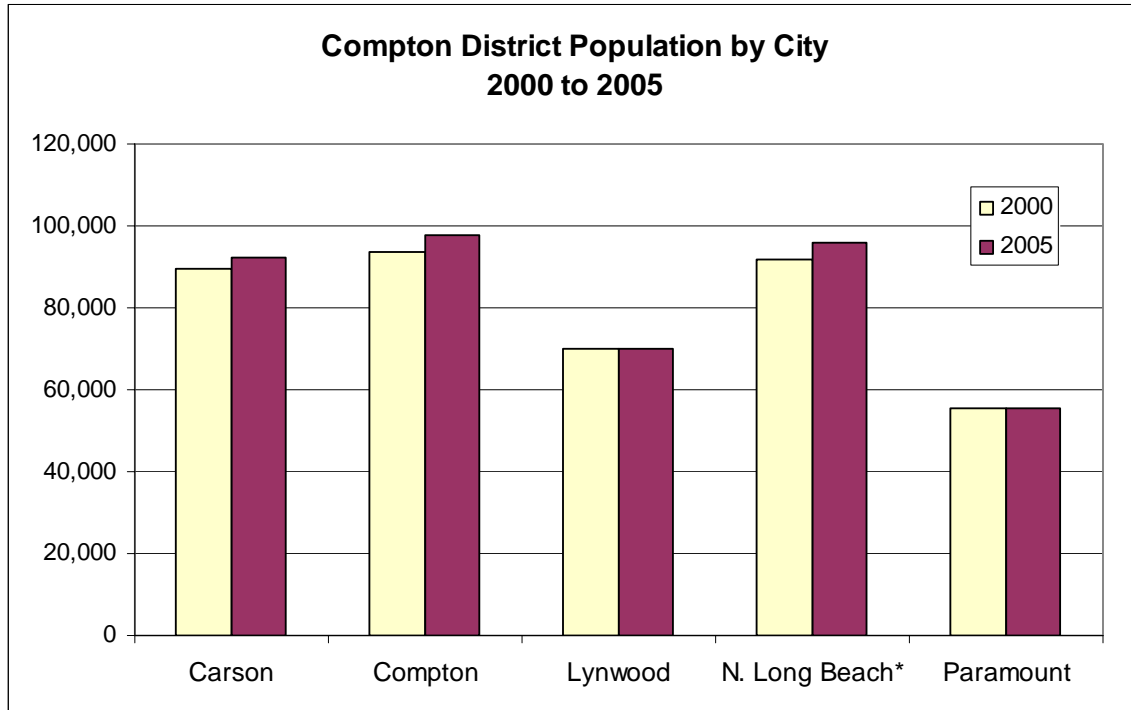
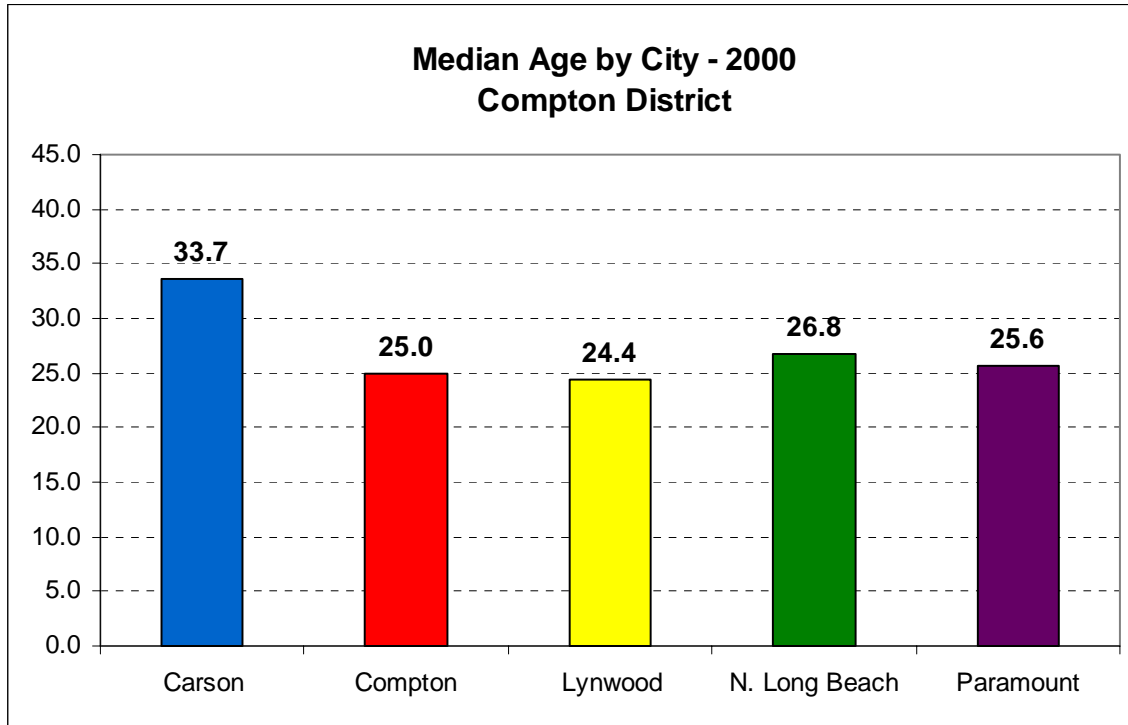


Figure 15



Compton Center shows distinctly larger enrollments of women than men and proportionately more African-American than Latino students despite the more even distribution in the district in both these areas (Figures 16 and 17). One explanation for the ethnic difference is that the Latino population is younger, on average, than the African-American community within the Compton district.

Figure 16

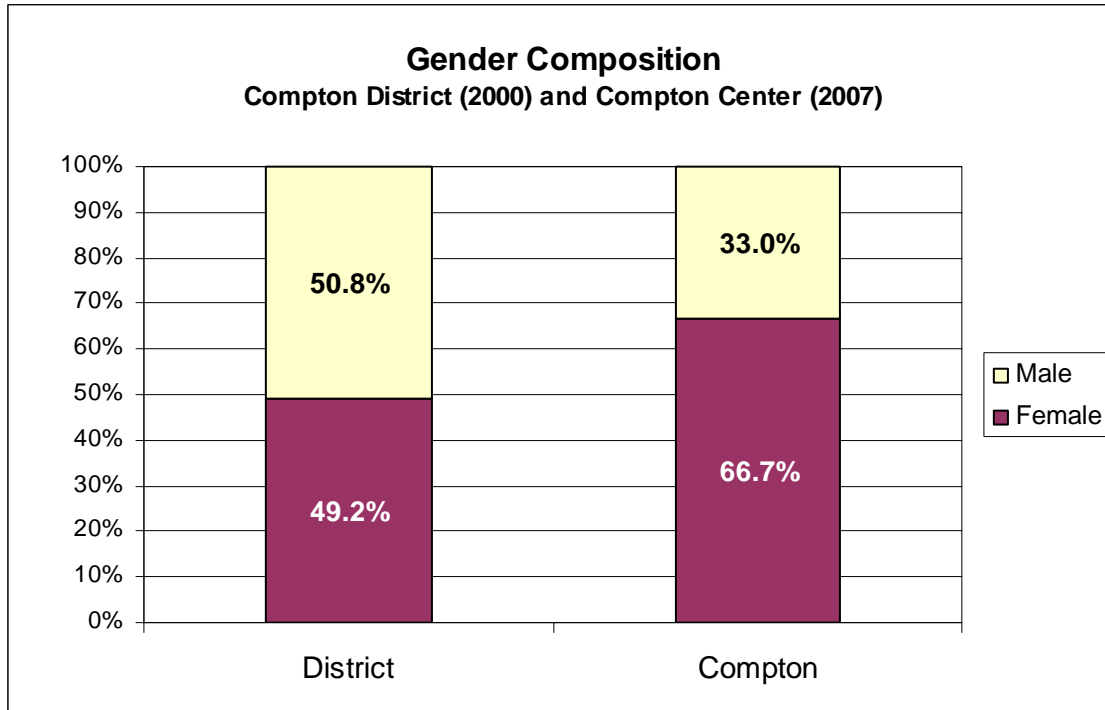
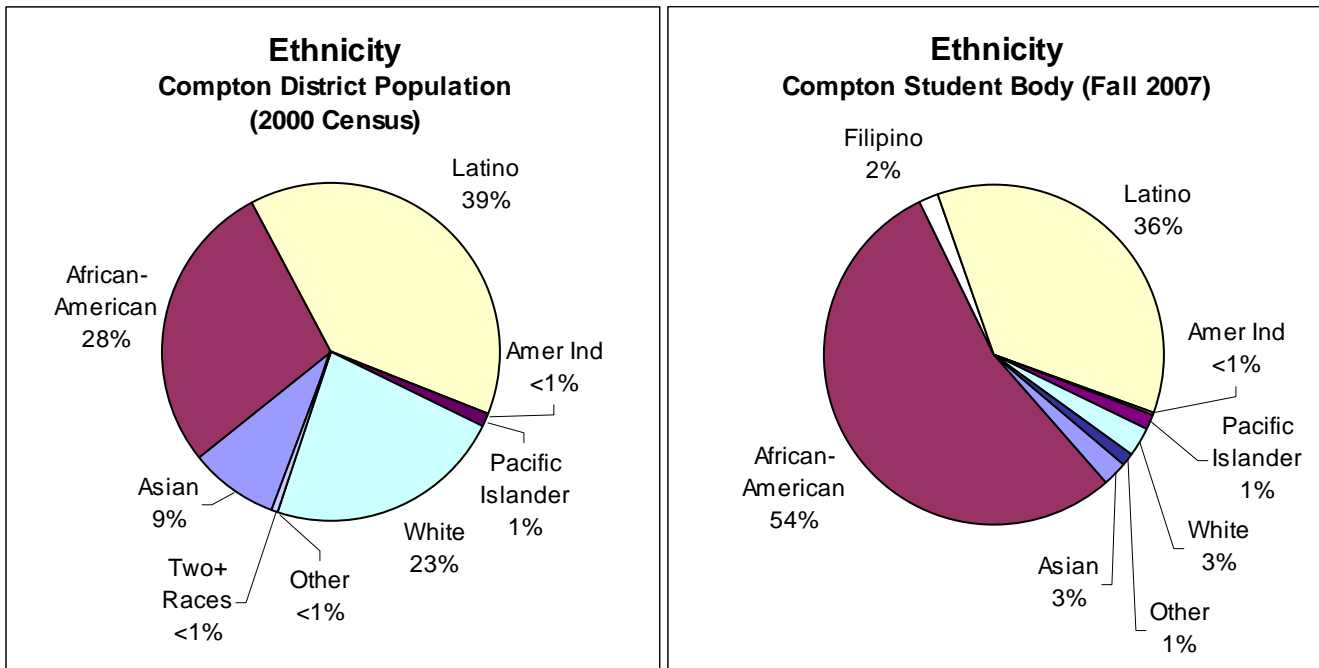
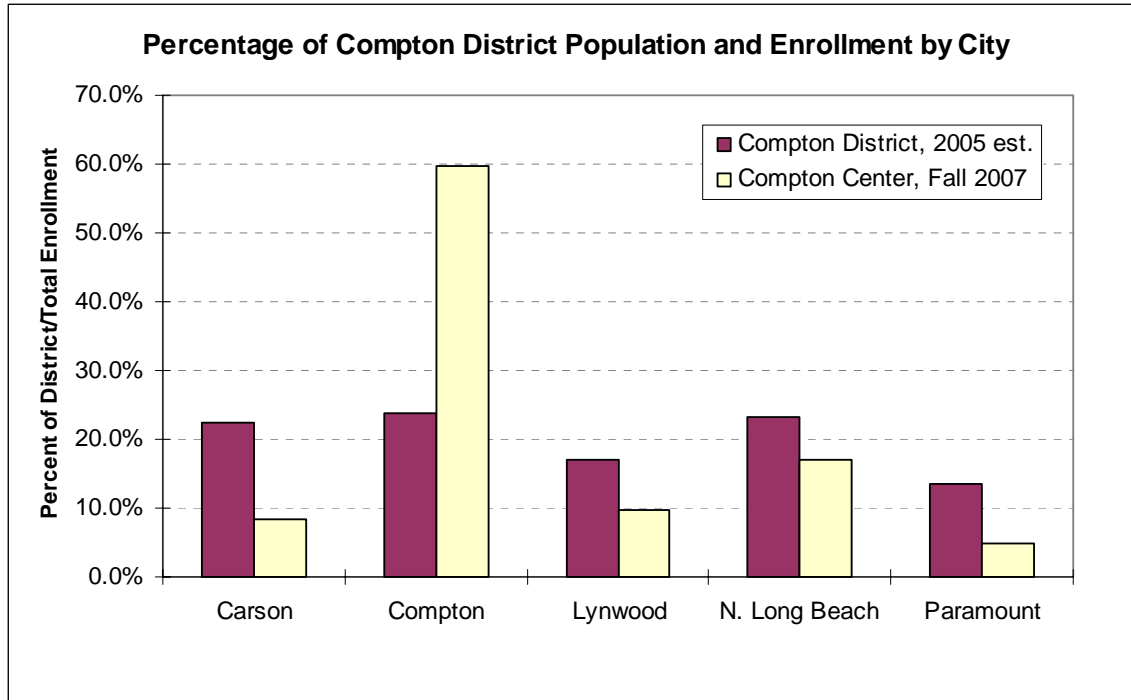


Figure 17



Percentage of enrollment by district city varies, with a much higher percentage of students enrolling from the City of Compton compared to other regions, partly due to each region's distance from the campus.

Figure 18



Compton Center Enrollment Profile

In the first year of the partnership with El Camino College, Compton Center enrolled fewer than 3,000 students but experienced a jump of nearly one thousand students by fall 2007 (Table 8).

Table 8
Compton Center Fall Term Enrollment

	FA06	FA07
Total Headcount	2,851	3,725

Enrollment of evening students at the Compton Center has increased slightly over the same period (Table 9).

Table 9

Compton Center

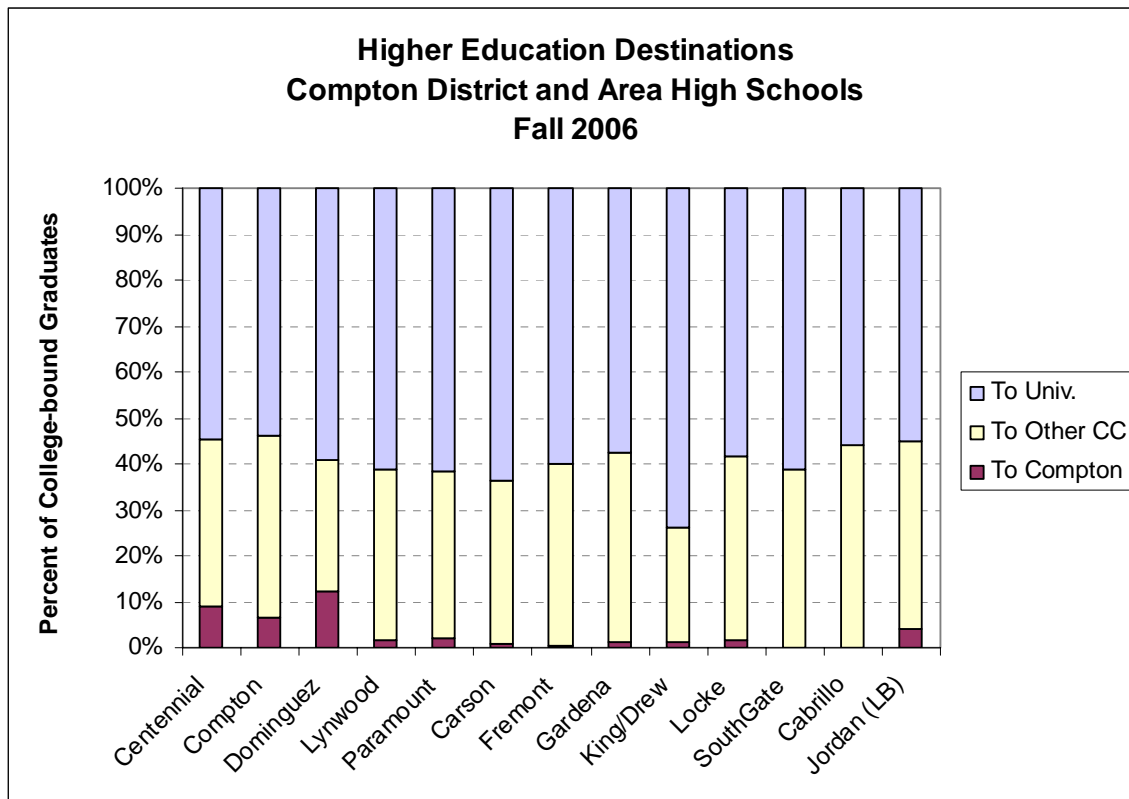
Day vs. Evening Class Time Status

Percentage (%) in each Category

Time of Day	FA06	FA07
Day	71.5	69.1
Evening	27.0	28.2
Unknown	1.4	2.7

A small percentage of college-going students in the Compton district selected Compton Center in Fall 2006 (Figure 19). However, this is not surprising due to the loss of Compton College’s accreditation just before the semester began. As the campus recovers from the accreditation loss and moves forward in partnership with El Camino College, Compton Center is working strenuously to rebuild enrollment from area High Schools.

Figure 19



**Compton Center
Workforce Profile**

The workforce at the Compton Center featured in Tables 10-11 and Figure 20 reflects broad ethnic and gender diversity.

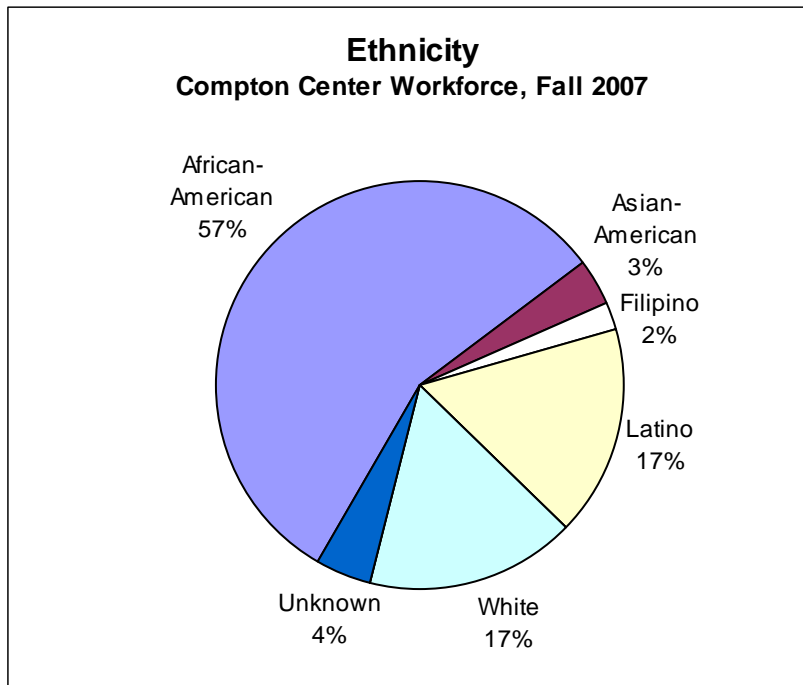
Table 10
**Compton Center
Workforce by Employment Category**

Position	Count	%	All CCC %
Administrative	11	3.7	3.5
Tenured / Tenure Track	88	29.4	19.8
Academic Temporary	69	23.1	47.2
<i>Total Faculty</i>	<i>157</i>	<i>52.5</i>	<i>67.0</i>
Professional, Other	11	3.7	2.2
Clerical / Secretarial	22	7.4	12.2
Technical / Professional	59	19.7	8.6
Skilled Crafts	4	1.3	1.1
Service / Maintenance	35	11.7	5.4
Total Workforce	299	100.0	100.0

Table 11
**Compton Center
Workforce by Gender and Employment Category**

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	6	4.1	2	1.3	8	2.7
Tenured/Tenure Track	42	28.4	46	30.5	88	29.4
Academic Temporary	26	17.6	43	28.5	69	23.1
Classified Administrator	1	0.7	2	1.3	3	1.0
Classified Professional	11	7.4	0	0.0	11	3.7
Classified Support	62	41.9	58	38.4	120	40.1
Total Workforce	148	100.0	151	100.0	299	100.0

Figure 20



RESULTS FROM THE 2002 COMPREHENSIVE VISIT

- 1. As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)**
- 2. The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7B.3)**
- 3. As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)**
- 4. The college's 1992 governance policy and current consultation procedures needs to be updated and clarified into one governance policy and procedure system in order to create an understandable and more effective governance system that clearly reflects the roles and responsibilities of all constituents. (Standard 10.B.8)**

The College has made significant progress addressing the four recommendations listed above as were described in the March 11, 2005 Focused Midterm Report. As background for the Commission, in spring 2005 the three vice president positions became vacant due to retirements. Two of the vice presidents, academic affairs and student and community advancement were hired as interims in July 2005. A permanent vice president of administrative services was hired to start on August 1, 2005. A permanent vice president of academic affairs was hired in December 2005 and the college is in the recruitment stage for a vice president of student services to start on July 1, 2006. Regardless of the changes in the composition of the Cabinet the College continued to address the Commission's recommendations and is making progress with the implementation. The Vice President of Academic Affairs used the same members of the Accreditation Task Force to develop a response to the Commission's request for a progress report. In summer 2005, the President of the College assigned the Interim Vice President of Academic Affairs to become the Accreditation Liaison Officer with the responsibility to oversee this Progress Report.

Response to Recommendation 1

1. As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)

Description of Progress Made Toward Recommendation 1

The College has met the requirement of Recommendation 1 and continues to move forward in an affirmative manner.

Academic Affairs

Under the direction of the Vice President of Academic Affairs the Dean of Natural Sciences is primarily responsible for overseeing the implementation of the program review in Academic Affairs. She meets regularly with the Vice President of Academic Affairs and the President of the Academic Senate to discuss issues related to implementation. The Dean is in the process of preparing a packet of information for each program review to assist the chairs in their work. At the orientation meeting this spring for the 2006 program reviews, each team will be provided key data to assist them in the analysis of their programs.

Currently 24 programs are in varying stages of their program review. The programs include Administration of Justice, Air Conditioning and Refrigeration, Anthropology, Architecture, Astronomy, Construction Technology, Dance, Engineering Mathematics, ESL, Reading, Film/Video, History, Law/Legal Assistant, Machine Tool Technology, Music, Nursing, Philosophy, Physics, Photography, Radiological Technology, Real Estate, Respiratory Care, Sociology, and Speech. Ten programs will be ready for the final stage of the process in April 2006. At that time, a committee comprised of representatives of the Academic Senate and Academic Affairs selected by the Vice President of Academic Affairs and the President of the Academic Senate, will meet with the program review chairs to review their documents and grant full or conditional approval of the programs. A second round of reviews will occur in September 2006 for the remainder of the programs (attachment 1.1).

The following grid delineates the process for the next round of reviews beginning fall 2006:

<i>Action Item</i>	<i>Timeframe</i>	<i>Originator</i>
Notify Deans and Institutional Research which programs will be starting program review in the fall.	January 2006	VP, Academic Affairs, Dean, Natural Sciences
Identify program review chairs	February Flex Day	Deans
Provide basic program data.	April	Institutional Research
Hold orientation/training session with team chairs	April/May	Dean, Natural Sciences

Program review surveys conducted	September/October	Chairs & Institutional Research
First drafts due to Division Office for dissemination to faculty	December	Deans & Chairs
Reports due to Academic Affairs Office	March 2007	Deans & Chairs
Program Review Acceptance	April	VP, Academic Affairs, President, Academic Senate
Dissemination of completed reports	May/June	VP, Academic Affairs

Student and Community Advancement:

Under the direction of the Vice President of Student and Community Advancement (SCA), the Dean of Enrollment Services is responsible for monitoring the program review process for all programs in Student and Community Advancement. The goal is for approximately 40 percent of SCA programs to complete the process by the end of spring 2006 with an additional 50 percent completed by spring 2007, and the remaining 10 percent by spring 2008 (attachment 1.2).

During September 2005, managers and staff from eleven departments in SCA, Admissions, Evaluations, Records, Registration, Veteran’s Affairs, International Student Program, First Year Experience, Assessment and Testing, Outreach and School Relations, Student Development, and Financial Aid received detailed instructions on how to effectively write a meaningful program review. Managers and staff were further instructed to submit the first group of completed program reviews to the Vice President of Student and Community Advancement by the end of the spring 2006 for review and comment.

Administrative Services:

Under the direction of the Vice President of Administrative Services, the administrative services area is in the process of conducting program review. Human Resources will be completed in spring 2006 followed by Information Technology Services, Facilities Planning Services, and Campus Police. Upon completion of their review in fall 2006, Fiscal Services, Purchasing and the Bookstore will complete the program reviews by fall 2007.

Summary

As the program reviews are completed in each of the respective vice president’s areas, the vice president in collaboration with their councils will prioritize the recommendations generated by each department program review. The prioritized recommendations will be presented to the President’s Cabinet for review and recommendation for funding. The newly prioritized recommendations will be presented to the Planning and Budgeting Committee for review and recommendation to the President. This review will occur during the planning cycle of the current budgeting process to identify programs and services that will receive new or increased funding in the following academic year.

Response to Recommendation 2

- 2. The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7.B.3)**

Description of Progress Made Toward Recommendation 2

In 2005 the College completed Recommendation 2 and instituted a three-pronged approach for managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. The three approaches used include a classified employee personnel grid, performance evaluation workshops, and the implementation of a classified employee performance evaluation procedure.

The evaluation grid was issued by the Human Resources Department to the College's three vice presidents and then disseminated to managers and supervisors in January 2005. The grids list departments or divisions within a vice president's area and show classified employee names, titles, original hire date, job status date, and last evaluation date. The grids are designed to highlight employee evaluations that had lapsed beyond the annual time frame thus prompting managers to catch up with delinquent classified staff evaluations and to construct a reminder system to avoid falling behind with annual evaluations. The majority of the College's managers and supervisors became engaged in the process and completed their staff evaluations however a sufficient amount of time has not passed since this effort began to know if managers will be persistent in their ongoing efforts to provide timely evaluations.

Two workshops were provided during the past year to address the team's recommendation of thoroughness, consistency, objectivity, accountability, growth, and performance improvement. In April a mandatory workshop was sponsored by the Human Resources Department. Another workshop occurred in November and was optional with training provided by the legal firm of Liebert, Cassidy, and Whitmore. Improvements in the quality and caliber of the evaluations will need to be assessed by Human Resources personnel to determine if additional workshops are needed.

The third approach led by the Human Resources Department will alert managers and supervisors of classified personnel evaluations that must occur within 30-days of the notice, reminders will be sent at two weeks before the due date and a day after the due date. Copies of the reminder will also be sent to the manager's vice president at the two week mark. A list of overdue performance evaluations will be given to the Superintendent/President and the three vice presidents every month.

Response to Recommendation 3

- 3. As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)**

Description of Progress Made Toward Recommendation 3

The College has met the requirements of Recommendation 3. Currently the College is in the second year of the three-year planning and budgeting process that began in the summer of 2004. The principle responsible parties of the planning and budgeting process are the College President, the three Vice Presidents and the Planning and Budget Committee (PBC). The planning and budgeting process has progressed through this academic year. As the budget is prepared for the third year of the cycle, it was decided that the focus of planning would be enrollment management with an emphasis on two program areas: student recruitment and student retention.

Recently, the three vice presidents requested from all unit managers a prioritized list of recommendations from the College's planning software that focused on student recruitment and retention. The PBC in March will also begin to review the status of action items generated in the 2004 Comprehensive Master Plan and the 2002 Accreditation Self-Study. Action items requiring development will be discussed and considered by the PBC for funding endorsement with the President's Cabinet making the final decision on funding. These prioritized recommendations will be reviewed and grouped into categories of recruitment and retention with a focus on plans that involve funding. Recommendations requiring funding will be brought to the PBC for advice and recommendation and then proceed to Cabinet. Program review has been identified as being a part of the process, and the first round of program reviews will begin to be considered by the PBC in spring 2006.

Based on prioritized recommendations from the various plans, the College allocated \$1,949,687 in funding to departments throughout the campus in the first year of the three-year planning cycle. In the second year, the president's Cabinet funded \$2,581,436 of planning requests. In both years there was consultation with the following entities: Academic Senate, Planning and Budgeting Committee, and College Council.

The PBC serves as the steering committee for campus wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by institutional priorities set forth in the Educational Master Plan and other plans adopted by the College. The PBC makes recommendations to the Superintendent/President on all planning and budgeting issues and reports all committee activities to the campus community.

Response to Recommendation 4

4. The College's 1992 governance policy and current consultation procedures needs to be updated and clarified into one governance policy and procedure system in order to create an understandable and more effective governance system that clearly reflects the roles and responsibilities of all constituents. (Standard 10.B.8)

Description of Progress Made Toward Recommendation 4

The College has met the requirements of Recommendation 4. In June 2002 the El Camino College Board of Trustees approved the updated Board Policy (B.P.) 2510 and the corresponding Administrative Procedure (A.P.) 2510. Both the policy and procedure have been circulated through each collegial consultation committee on campus and placed on the College's website for ease of accessibility by all employees. The updated policy clarifies the District's decision-making process for the Academic Senate, staff, and students. The updated procedure spells out the role and functions of the District's College Council (a campus-wide collegial consultation committee), membership and process of College Council, other collegial consultation groups, and committee appointments.

To validate the effectiveness of the BP 2510, the College Council chaired by the President/Superintendent and made up of constituent representatives conducted a self evaluation in fall 2005. Generally, the self evaluation is positive and during discussions in College Council it was agreed that it is effective in its role. The College Council meets every week and includes a representative from the three unions, faculty senate, associated students and members of the President's Cabinet. Agenda items are generated by Council members. The Council also reviews the Board of Trustees Agenda and advises the President on a variety of matters covered in the Agenda.

Under the direction of the President/Superintendent the College Council will continue to conduct a self evaluation of its effectiveness on an annual cycle to ensure confidence in the college governance policy and procedure system. Recommendations for change or revision will be discussed in College Council and Council representatives are expected to report back to their respective constituents. Consultation with constituents will be filtered back to the College Council for discussion and action.

Academic Affairs Program Review Status (April 2008)

Program Review Status	Previous Self Study	2nd Round	1st Draft	Final Review
Paralegal Studies*	92/93, 00/01	2001	Done	Done
Speech Communication	92/93, 00/01	2001	Done	Done
Dance	93/94	2003	Done	Done
English as a Second Language	92/93	2003	Done	Done
Architecture		2004	Done	Done
Astronomy	92/93	2004	Done	Done
History/Ethnic Studies	92/93	2004	Done	submitted
Machine Tool Technology		2004	Done	Done
Nursing*	94/95	2004	Done	Done
Philosophy		2004	Done	resubmitted
Physics	93/94	2004	Done	Done
Real Estate	93/94	2004	Done	Done
Administration of Justice	93	2005	Done	Done
Air Conditioning and Refrigeration	94/95	2005	Done	submitted
Anthropology	97/98	2005	IP	May 07
Construction Technology	93/94	2005	Done	Done
English - Reading	93/94	2005	Done	Done
Film/Video		2005	IP	submitted
Mathematics – Engineering	94/95	2005	Done	Done
Music		2005	Done	Done
Photography		2005	IP	May 07
Radiological Technology*	92/93	2005	Done	submitted
Sociology	98/99	2005	IP	May 07
Art	93/94	2006	Done	Done
Automotive Technology		2006	Done	May 07
CADD	96/97	2006	Done	Done
Childhood Education	93/94	2006	Done	Done
Computer Information Systems		2006	Done	Done
Computer Science		2006	IP	May 07
Fire and Emergency Technology	93/94	2006	Done	Done
Life Sciences	92/93	2006	Done	Done
Quality Assurance		2006	-	-
Recreation/PE Major		2006	IP	Apr 07
Respiratory Care*	97,00/01, 03	2006	IP	Done
Teacher Education Program		2006	Done	Done
Welding		2006	IP	resubmitted
Academic Strategies	93/94	2007	submitted	Apr 08
Auto Collision Repair/Painting	92/93	2007	Dec 07	Apr 08

Program Review Status	Previous Self Study	2nd Round	1st Draft	Final Review
Business		2007	submitted	Apr 08
Cosmetology	96/97	2007	submitted	Apr 08
Electronics & Computer Hardware Technology	93/94	2007	submitted	Apr 08
English	93/94	2007	submitted	Apr 08
Environmental Horticulture		2007	submitted	Apr 08
Fashion	93/94	2007	Dec 07	Apr 08
Honors Transfer Program	97/98,98/99	2007	submitted	Apr 08
Learning Resources Unit		2007	submitted	Apr 08
Mathematics - Developmental	93/94	2007	Dec 07	Apr 08
MESA		2007	submitted	Apr 08
Physical Education – Athletics Program	94/95	2007	submitted	Apr 08
Political Science	93/94	2007	submitted	Apr 08
Pre-Engineering		2007	Dec 07	Apr 08
Sign Language/Interpreter Training	94/95	2007	submitted	Apr 08
Theatre	93/94	2007	Dec 07	Apr 08
Chemistry	97/98	2008	Dec 08	Apr 09
Earth Sciences	98/99	2008	Dec 08	Apr 09
Economics	98/99	2008	Dec 08	Apr 09
Family & Consumer Studies	96/97	2008	Dec 08	Apr 09
Foreign Language	97/98,98/99	2008	Dec 08	Apr 09
General Studies	97/98	2008	Dec 08	Apr 09
Health Center	96/97	2008	Dec 08	Apr 09
Journalism	97/98	2008	Dec 08	Apr 09
Psychology	97/98	2008	Dec 08	Apr 09
School Health Clerk		2008	Dec 08	Apr 09
Science Career Prep Programs		2008	Dec 08	Apr 09
Special Resource Center	94/95	2008	Dec 08	Apr 09
Study Abroad Program		2008	Dec 08	Apr 09
Distance Education		2008	Dec 08	Apr 09
Human Development		2008	Dec 08	Apr 09

*Accredited by outside agencies. Their accreditation reports serve as their program review.

Student and Community Advancement Program Review Timeline

Year – 1 (2005/06)

- Admissions
- Evaluations
- Records
- Registration
- Veteran's Affairs
- International Student Program – ISP
- Outreach & School Relations
- Financial Aid
- Assessment & Testing
- Student Development
- First Year Experience / Supplemental Instruction

Year – 2 (2006/07)

- Inglewood Center/One-Stop (In progress)
- Community Education (In progress)
- El Camino Language Academy - ECLA (In progress)
- Counseling
- EOP&S/CARE/CalWORKs
- Career Center (In progress)
- Transfer Center (In progress)
- Project Success (In process)
- Puente Program (In process)
- Matriculation - Student Enhancement Program (In process)

Year – 3 (2007/08)

- Institutional Research and Planning (In Process)
- Resource Development – Foundation (In Process)
- Resource Development - Grants Development and Management (In Process)

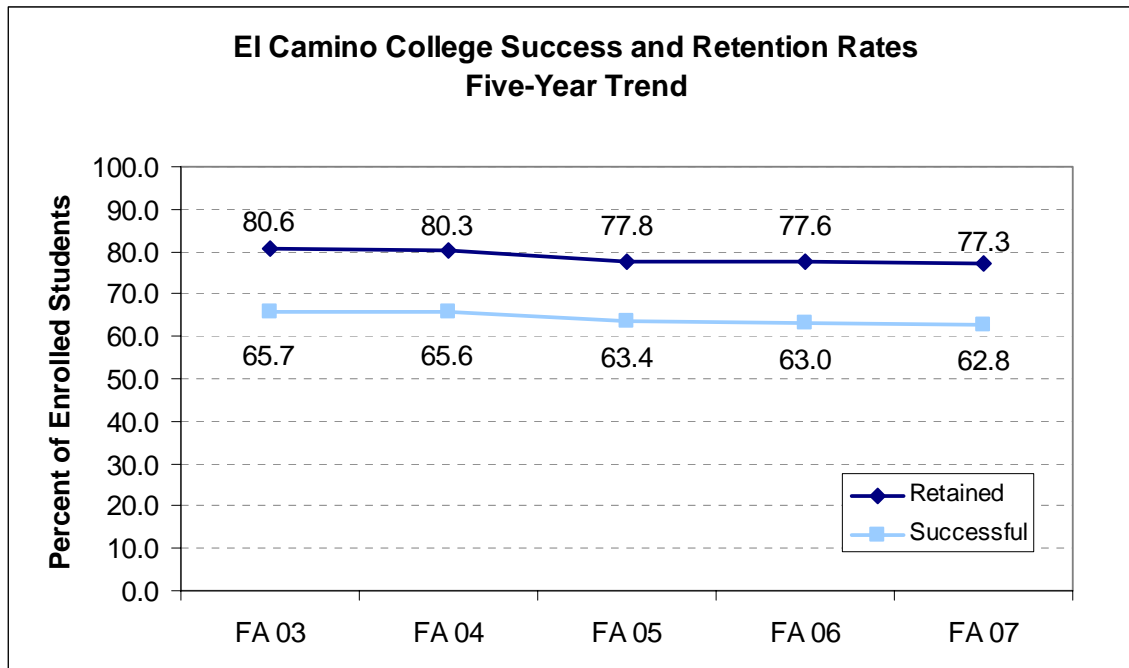
LONGITUDINAL STUDENT ACHIEVEMENT DATA El Camino College

Course Completions

Retention and success rates are two measures frequently used to assess academic progress and serve as proxies for college-level learning outcomes. Retention is the percentage of students who remain enrolled through the end of the term; success is the percentage of students who earn a C, CR (credit) or better in courses.

El Camino College is proud of its rigorous curriculum which successfully prepares students for a variety of careers and academic programs at four-year universities. The College experienced slight fluctuations in success and retention over the past 5 years, with course retention and success rates stable but declining slightly over the last 3 years (Figure 10).

Figure 10



The Student Progress and Achievement rates in the Accountability Report for the California Community Colleges (ARCC) also exemplify changes in academic performance and achievement at El Camino College over the past few years (see Figure 11 below). The College tends to be above or near the average of its peers on most measures with the rate of persistence (Table 1.2) being especially high. ECC students tend to stay with their course of study more often than nearly all its peer institutions.

Figure 11

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	49.5%	50.8%	49.6%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	67.8%	68.3%	67.9%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	73.6%	74.4%	75.2%

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.6%	70.5%	71.2%

Degrees Awarded

El Camino College experienced a recent growth and subsequent decline in degrees awarded which directly related to preceding enrollment levels (Figure 12). Certificates awarded continued fairly stable growth during the same period despite these enrollment declines. 2006-07 showed a 5-year high in certificates awarded. Tables 4 and 5 below show the top 10 fields in which degrees and certificates were awarded by the College.

Figure 12

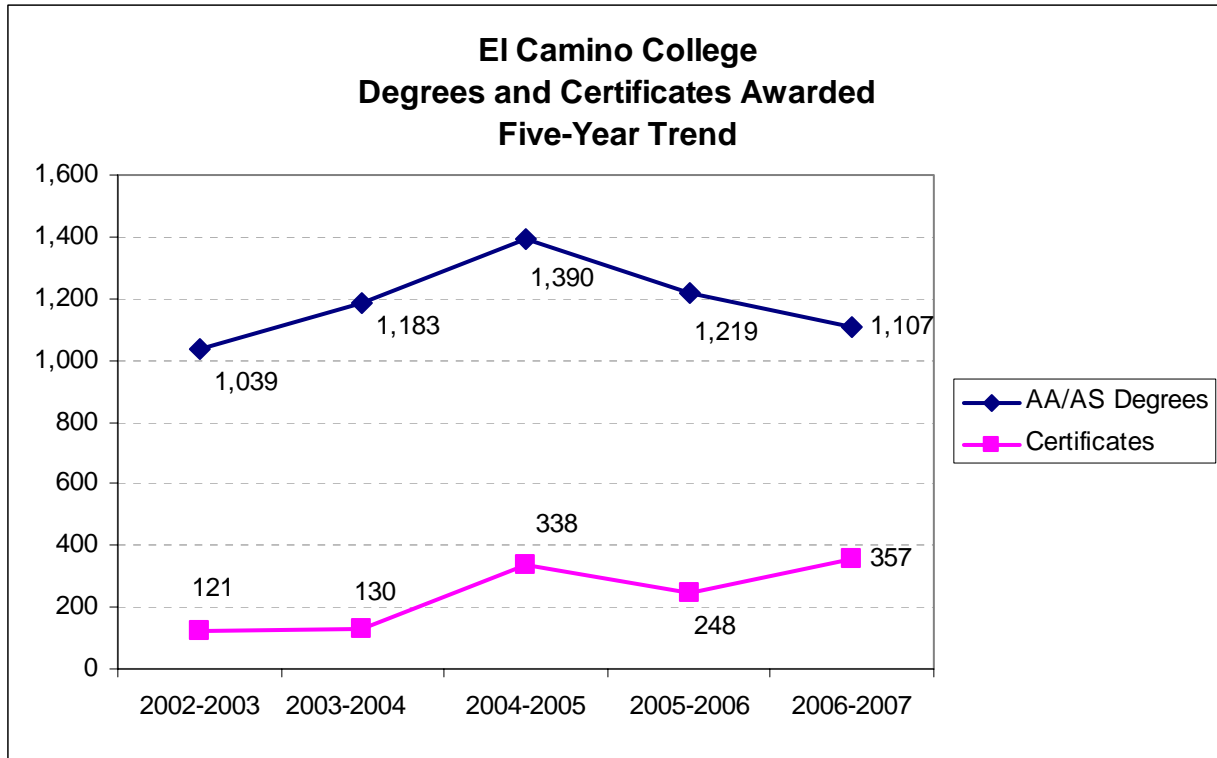


Table 4
El Camino College
Top Ten Degree Fields
2006-07

Degree Area	Count
Interdisciplinary Studies	427
Health	145
Business and Management	139
Public and Protective Services	59
Social Sciences	58
Engineering and Industrial Technologies	44
Fine and Applied Arts	44
Family and Consumer Sciences	40
Education	25
Information Technology	21

Table 5
El Camino College
Top Ten Certificate Fields
2006-07

Certificate Area	Count
Health	82
Public and Protective Services	73
Engineering and Industrial Technologies	54
Commercial Services (e.g., Cosmetology)	41
Business and Management	32
Education	20
Family and Consumer Sciences	14
Law	10
Humanities	8
Media and Communications	8

Transfer Destinations

El Camino College is among the top colleges in California in terms of transfer to 4-year institutions. Well over 1,000 students transfer to universities each year. Tables 6 and 7 show the top destinations of El Camino College students by institution type and institution, respectively.

Table 6
**El Camino College Students
Transfer Destinations
2006-07**

Institution Type	Count	%
California State University	668	59.3
University of California	253	22.5
In-State Private University	113	10.0
Out-of-State University	92	8.2
Total	1,126	100.0

Table 7
**El Camino College Students
Top Receiving Institutions
2006-07**

Institution Name	Count
California State University - Long Beach	298
California State University - Dominguez Hills	123
University of California - Los Angeles	84
California State University - Fullerton	58
California State University - Los Angeles	52
University of California - Irvine	47
University of California - San Diego	41
University of California - Berkeley	35
California State University - Northridge	33
University of Phoenix	26
San Diego State University	24
California State Polytechnic University - Pomona	22
University of Southern California	21
Loyola Marymount University	21
University of California - Riverside	16
University of California - Santa Barbara	15
California State University - Sacramento	14
San Francisco State University	10

Basic Skills Academic Performance

Success rates in pre-collegiate (credit) basic skills courses at El Camino College fluctuate little over time (Figure 13, Table 1.4). The College is also above the average of its peers on this measure.

Improvement rate, measured as the percentage of students successful in an entry basic skills or ESL course who are also successful in a subsequent course, is an effective way to determine progress through a basic skills course series (Table 1.5 below). The ESL Improvement Rate at El Camino College is consistently high and well above the peer average. Although the basic skills improvement rate is below the peer average, the College has experienced notable gains on this measure in recent years.

Figures from the ARCC report reflect mostly pre-partnership rates for Compton and are not included here. Nonetheless, Compton’s rates in the basic skills categories are especially low and therefore are a particular focus for improvement.

Figure 13

El Camino College

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	58.6%	57.1%	58.7%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

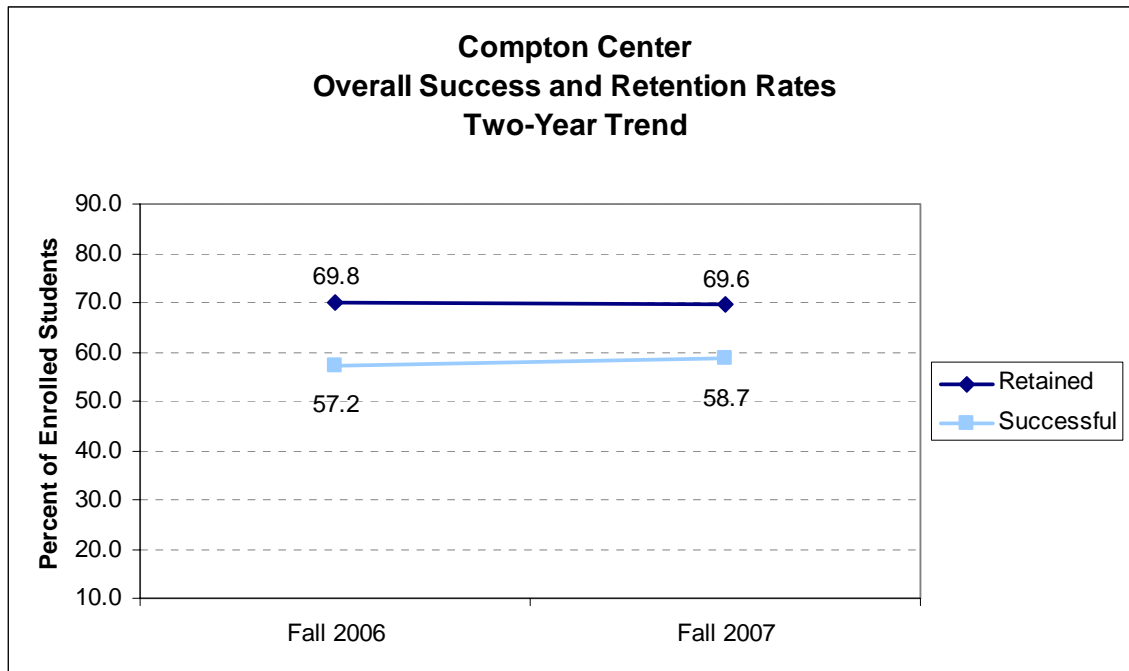
	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	65.2%	62.9%	64.9%
Basic Skills Improvement Rate	49.6%	49.8%	51.7%

Longitudinal Student Achievement Data El Camino College - Compton Center

Course Completions

Figure 21 reflects overall fall term success and retention rates for Compton Center for the first two years of the partnership with El Camino College. Academic performance has improved dramatically at the Compton Center over the last year. Between Fall 2006 and Fall 2007, success rates improved from 57% to nearly 59%, while retention rates stayed about the same (70%).

Figure 21



The Accountability Reporting for the Community Colleges (ARCC) report presents data for the Center over three cohort years. For most measures, the last cohort of the 2008 report was partially under the El Camino College partnership. The largest influence on these performance indicators is, without question, Compton College's loss of accreditation and late-starting partnership with El Camino College in fall 2006. However, this report serves as a useful baseline from which to measure future improvements.

Figure 22 below shows the student progress and achievement indicators from the fall 2008 ARCC report. The measure of greatest concern is Persistence (Table 1.2) which indicates that many students who left Compton College after being enrolled in Fall 2005 did not enroll at another California Community College. A positive result from the report is the vocational course success rate (Table 1.3) which showed continued strong improvement across the years of the report.

Figure 22

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

Percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	27.0%	29.6%	24.4%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	56.1%	55.5%	53.5%

Table 1.2:
Persistence Rate

Percentage of first-time students with a minimum of six units earned in a Fall term and who returned and enrolled in the subsequent Fall term anywhere in the system. (See explanation in Appendix B.)

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	46.7%	53.7%	34.3%

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

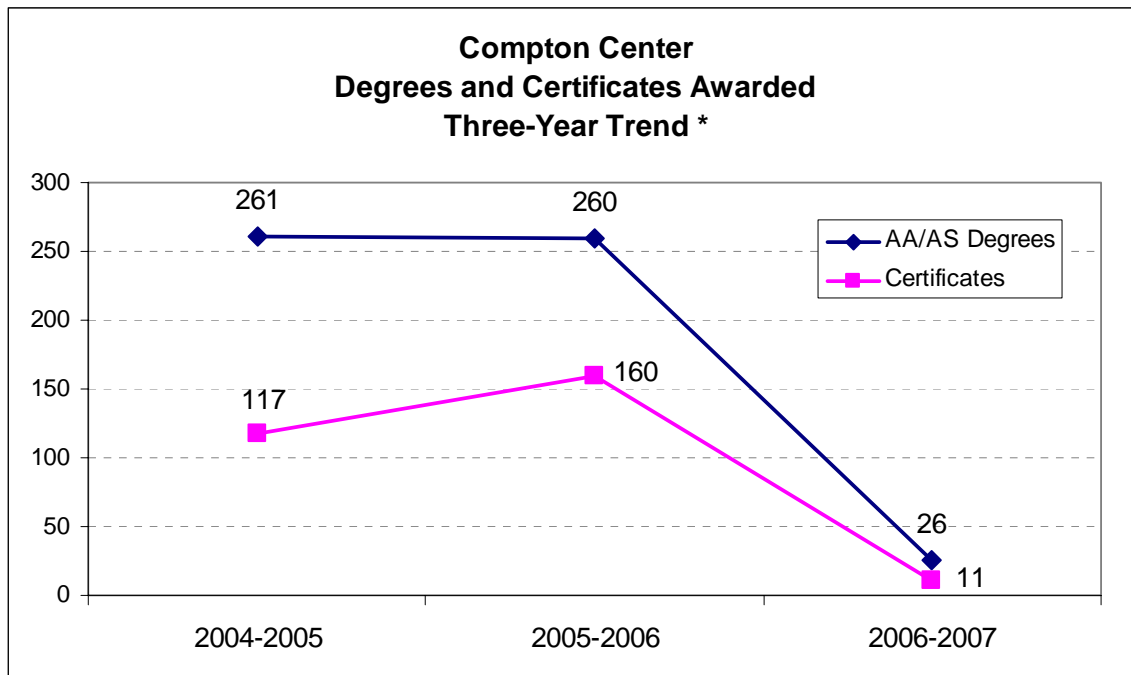
	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	62.4%	68.5%	69.9%

Degrees Awarded

One of the more dramatic effects of the accreditation loss has been on the number of degrees and certificates awarded at Compton College/Compton Center (Figure 23). This number, which plummeted during the first year of the partnership with El Camino College, relates to the extreme decline in enrollment during this first year. Although degrees and certificates are now awarded by El Camino College, those awarded to students associated with Compton Center will continue to be tracked as graduation will continue to be celebrated on the Compton campus.

Table 12 lists the top fields in which degrees and certificates were awarded in 2006-07.

Figure 23



* First two years in chart were under Compton College.

Table 12

**Compton Center
Top Degree and Certificate Fields
2006-07**

Program/Degree Subject	Count
Health (Nursing)	18
Family and Consumer Sciences	6
Engineering and Industrial Technologies	5
Public and Protective Services	4
Business and Management	2
Commercial Services	2

Transfer Destinations

Despite the impending loss of accreditation in 2006, Compton College transferred nearly 200 students to 4-year institutions in 2006-07 (Table 13). Most of these students went to the nearby CSU-Dominguez Hills, while a notable number selected local private institutions (Table 14).

Table 13
**Compton Center Students
Transfer Destinations
2006-07**

Institution Type	Count	%
California State University	168	87.5
University of California	1	0.5
In-State Private	23	12.0
Out-of-State Private	0	0.0
Total	192	100.0

Table 14
**Compton Center Students
Top Receiving Institutions
2006-07**

Institution Name	Count
California State University - Dominguez Hills	112
California State University - Los Angeles	19
California State University - Long Beach	17
Charles R. Drew University	13
California State University - Fullerton	6
California State Polytechnic University - Pomona	6
National University	6
University of California - San Bernardino	5
University of La Verne	3
Humbolt State University	2

Basic Skills Academic Performance

Success and progress in pre-collegiate (credit) basic skills courses at Compton Center is an area of concern. Most measures of basic skills, retention, success, and improvement (Figures 24 and 25) are low and experienced recent declines. Academic success and progress through basic skills courses are receiving special attention both at the division and department levels as well as through a college-wide Basic Skills Task Force. Classroom and student service innovations have begun to be implemented which should support greater success among students at Compton Center.

Figure 24

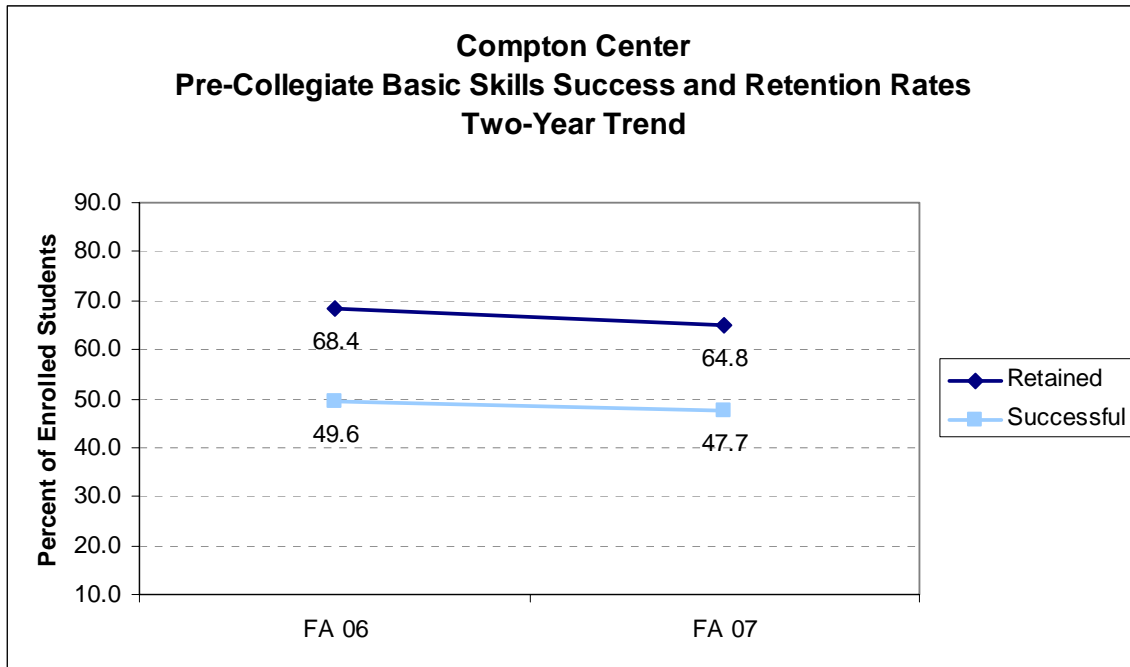


Figure 25
Compton Center

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	61.8%	51.5%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2002-2003 to 2004-2005	2003-2004 to 2005-2006	2004-2005 to 2006-2007
ESL Improvement Rate	5.8%	5.6%	9.4%
Basic Skills Improvement Rate	41.3%	41.0%	35.1%

STUDENT LEARNING OUTCOME (SLO) STATUS

The SLO Task Force

In fall 2004, the college administration and the academic senate formed the SLO Task Force. For two years, key personnel held meetings and sponsored flex activities to facilitate dialogue concerning student learning outcomes and assessment. The Vice Presidents for Academic Affairs and Student Services funded training workshops, both on and off campus.

The SLO Task Force began its work in the midst of an ambitious six-year process to review all course outlines for compliance with Title 5 regulations. The college curriculum committee was reluctant to change the procedure midstream to include SLOs, so the SLO Task Force concluded that developing the assessment infrastructure would take place in parallel; integrating assessments into curriculum review would wait until the cycle of Title 5 course reviews was completed. Allowing the Title 5 course review to proceed uninterrupted had an unexpected benefit. Comprehensive Title 5 course review demanded that course objectives were stated in behaviorally measurable terms became a standard question faculty asked and answered in curriculum review. As a result, when the design of SLOs and assessment proposals began in earnest, the college enjoyed a head start in creating robust student learning outcome statements.

The SLO Task Force established two clear principles: First, course objectives undergo a strict approval process, and so are different from student learning outcomes and assessments, which are cyclical and must be flexible. Assessment results produce evidence for consideration during course review. Second, while faculty have always engaged in assessments, a formal system of sharing results would require faculty leadership.

The SLO Task Force also had a few crucial accomplishments. The Vice President for Student Services organized an SLO Writing Event, at which each program director or dean in student services wrote at least one desired outcome statement for his or her area. In fall 2005, the new Vice President for Academic Affairs led the SLO Task Force in creating Institutional Learning Outcomes, which later were the first draft for the college's core competencies. By the end of spring 2006, the SLO Task Force decided that faculty coordinators were needed before further progress could be made. The Academic Senate President and the Vice President for Academic Affairs selected two faculty members to serve as Coordinators. Under this new leadership, the process began in earnest at El Camino College in fall 2006.

Coordinators and an SLO and Assessment Strategy

The coordinators decided on a unique approach to student learning outcomes and assessments, designed for swift, meaningful and sustainable progress. Emphasis was placed on complete, three-phase assessment cycles. Personnel were to identify a student learning outcome and create an assessment instrument, to *assess* the outcome, and then to reflect on the results, before going on to the next cycle. Willing faculty and staff from across campus would focus on one course or program and one student learning outcome at a time. One way to visualize the plan was as a tall, narrow pyramid: complete course-level assessment cycles at the base, program-level student learning outcomes in the middle, and college core competencies on top. As more cycles were

completed, the structure would expand at all levels. Within a few years, the structure would become a more robust pyramid.

The coordinators created an initial three semester plan, each semester of which mimicked the assessment cycle. For example, the theme of the first semester was “identify.” Workshops focused on identifying student learning outcomes and creating assessment plans. Academic divisions identified all programs for the purpose of student learning outcomes and assessments. Faculty and staff created at least one student learning outcome and assessment plan for one course in every program. The themes for the second and third semesters were “assess” and “reflect”, respectively.

The coordinators formed the Assessment of Learning Committee (ALC), with members from each division, representatives from student services, the institutional researcher, senior administrators, and the accreditation chairs. Representatives from the Compton Center were also invited to join in spring 2007. The committee was charged with guiding the campus as it builds the SLO and assessment process.

As the three-semester project unfolded, the ALC gathered evidence to determine where the college was in terms of assessing student learning outcomes at the course, program and degree level, as well as how the faculty and staff understood the role assessments play in improving student learning at the college.

Evidence at the Institutional Level

The ALC’s first task was to establish a set of core competencies, which reflected the values of the community, based on evidence gathered at a workshop held on the fall 2006 flex day. Beginning with a compilation of over a hundred core competencies at other colleges across the nation, faculty, staff and managers narrowed the list to the five areas most important to the El Camino College community. This served as evidence for the ALC, which drafted a set of core competencies, which expound the mission of the college, reflect the values of the college community, and serve as the over-arching framework, under which program-level and course-level student learning outcomes are organized and aligned. The El Camino College Core Competencies were ratified by the Academic Senate in February 2007.

Evidence at the Program Level

Early in fall 2006, academic divisions were asked to establish programs for the purpose of SLO assessments; the results were surprisingly varied and at times did not align with the programs defined for program review. For example, the Natural Sciences Division decided on three programs, based on the three groups of students it serves: pre-allied health students, general education students, and future majors. The Mathematical Sciences Division decided on five programs and reshaped its governing structure to align with these.

A few programs on campus defined student learning outcomes and designed assessments at the program level during the first cycle of assessments. One example was the Math for Teachers Program, which began with program-level SLOs and created course-level SLOs to align with the

program-level SLOs. The lead Math faculty member then conducted a full set of assessment cycles for one of the courses in the program, Probability and Statistics for Prospective Elementary School Teachers (Mathematics 115). She is now assisting other instructors in this program as they conduct assessment cycles in the other courses in the program. In student services, the Admissions Program completed an assessment cycle related to how well students are able to apply for admission online, which they aligned with one of the core competencies, Communication and Comprehension. CalWORKs completed its first assessment cycle of its program. As a result, it is redesigning how it gathers evidence from both students and employers. The Natural Sciences division created a “division-level” student learning outcome focused on a student’s ability to articulate how the scientific method has been used in a published study. The history program recently identified three program-level SLOs, which were then adapted to all of their courses.

Evidence at the Course Level

Faculty members who have completed an assessment cycle are using the experience to change how they are teaching and to help bring fellow instructors begin an assessment cycle. Below are a handful of examples:

- An Art instructor, after completing his first assessment cycle in Life Drawing (Art 17/18), changed in the ways he trains his students to do certain tasks. He has repeated the Life Drawing SLO assessment cycle twice. He has also developed and completed an assessment cycle in Basic Drawing (Art 10ab), working together with an adjunct instructor.
- A Biology instructor designed and implemented a complete assessment cycle based on the scientific method “division-level” student learning outcome. This first example helped set the quality standards for SLOs in this division.
- A Child Development faculty member created an assessment plan entitled “Putting Theory into Practice: Observing, and Analyzing Special Education Programs”. Her conclusions and plans: “Students do not know how to cite the text when extracting information. I will develop a handout as well as some practice sessions on ‘How to Cite.’ I will consider providing a list of observation sites to the students to determine if more students will attempt the assignment.” Since this first cycle, the Child Development program has designed at least one student learning outcome and assessment proposal for every course in its program.

What the ALC has done with the evidence to-date

1. *We are adjusting our strategy.* The ALC found that most assessments were designed at the course level, largely because instructors were more familiar with assessments at the course level. In response, the ALC now encourages faculty to work at the course level until they complete several cycles.

2. *We are creating a new metaphor for the big picture.* Course-level assessment reports are “files”, collected in appropriate program-level or degree-level student learning outcome “folders”; “files” and “folders” are, in turn, stored in core competency “filing cabinets”. Assessments of programs, degrees and core competencies would be based on a review of the contents of these “filing cabinets”, “folders and “files”.
3. *We are designing and redesigning reporting forms that reflect our strategy.* In spring 2007, the ALC designed a form with three sections, each corresponding to a step in the cycle (identify, assess and reflect). The standardized form guides faculty, while still allowing them latitude in assessment design and reporting styles. A similar form was developed for student services in fall 2007.
4. *We are refining the role of the ALC and articulating assessment principles.* The ALC coordinates the development of an SLO and Assessment infrastructure across the campus, but is not empowered to establish policy. The ALC developed assessment principles, which guide the campus as it integrates SLOs and assessments into already-existing systems and processes. Ideally, any policy regarding SLOs will adhere to these principles, once accepted by the College Cabinet, as well as the Faculty and Classified Staff Unions. The first draft was ratified by the Academic Senate on March 4, 2008.
5. *We created means of reporting progress.* The ALC shares the results of faculty and staff effort in three venues. In addition to resources that assist in the development of student learning outcomes and assessment proposals, all work done by the committee is posted on the web site. Every semester, a progress report is compiled by the co-coordinators, approved by the ALC, submitted to the Vice President for Academic Affairs, and posted on the website. Finally, all SLO Assessment Reports are stored by the Coordinators on a shared drive and sent to the appropriate academic division dean and ALC representative.

Training and Professional Development Opportunities

Since fall 2004, senior administrators have emphasized the importance of ongoing training. After being selected, the administration sponsored multiple training opportunities for the coordinators, including sending them to the first Strengthening Student Success Conference in San Diego in October, 2006. The ALC continued this commitment with the continued backing of the Vice President of Academic Affairs and the Office of Staff Development. In October 2007, a team of fifteen campus leaders attended the second Student Success Conference in San Jose. In addition to large events, such as flex days, other training opportunities were more informal, including visits to department meetings, and other one-on-one or group meetings.

Flex Days

Fall 2006 flex day marked the beginning of the student learning outcomes and assessment development process at El Camino College, in earnest. Workshops were offered in order to lay the groundwork for course-level and program-level student learning outcomes, as well as core

competencies. At the spring 2007 Flex Day, faculty worked in their divisions, creating new student learning outcomes and assessments plans and completing ongoing assessment cycles. Some faculty engaged, in an “assessment audit”, a process which asks faculty to discuss assessments they already do, and encourages them to create student learning outcomes for which the existing assessment would be appropriate. Finally, at the spring 2008 flex day, the campus expanded its pool of active student learning outcome assessment plans and completed assessment cycles. On this day alone, the number of student learning outcome assessment proposals at the course-level nearly doubled. Faculty have commented on how productive these flex days have been. Administrators have been impressed as well, and have decided that all flex days will focus on student learning outcomes and assessment until a complete assessment infrastructure has been put in place.

Assessment of Student Learning Weeks & Student Services SLO Summits

Other important training events include the Assessment of Student Learning Weeks, started in fall 2007 and offered each semester, and the Student Services SLO Summits, started in January 2008, and offered during the summer and winter intersessions. The Assessment of Student Learning Weeks include “fairs”, at which faculty create new assessment proposals, make progress with ongoing assessment, and share experiences with other faculty. The week ends with a “mini-conference,” which includes break-out workshops and guest speakers. The Student Services SLO Summit is a half-day event which begins with campus leaders and administrators establishing outcomes for the day and continues with several break-out workshops. These two events will continue to offer faculty an opportunity to collaborate and receive help and training from the campus leaders.

Snapshot of Progress

The faculty coordinators use the ACCJC Rubric for Assessment of Progress to help them guide the college forward. The stages of development are 1) Awareness Building, 2) Infrastructure Under Development, 3) Infrastructure Complete, and 4) Ongoing Reflection & Change Occurring. Overall, the college places itself in Stage 2. In the tables below, a more detailed description of our current status is given for each area of development.

Area A: Student Learning Outcomes and Assessment Framework Creation and Organizational Integration	
Current Status: Infrastructure Under Development (Stage 2)	Strength of Rating: Strong
Evidence: <ul style="list-style-type: none"> • Framework designed and approved by all college stakeholders. • Core Competencies have been established and ratified. • Course and program SLOs and Assessments developed for targeted courses and programs. (Assessment Proposals: 328 Course-Level and 27 Program-Level Complete Assessment Cycles: 31 Course-Level and 5 Program-Level) 	

- Coordinators have begun integrating SLOs and Assessments into program and curriculum review.
- Staff Development has adopted student learning outcome and assessment training as a central goal.
- Assessments of SLOs are contractually part of faculty self-evaluation.

Area B: Dialogue about Student Learning Outcomes and Assessments	
Current Status: Infrastructure Close to Completion (Between Stages 2 & 3)	Strength of Rating: Strong
Evidence: <ul style="list-style-type: none"> • Department, division, deans and manager meetings, as well as the college cabinet and the academic senate, all place SLOs and Assessments as permanent agenda items. • Faculty and staff are fully engaged and aware of the SLOs and Assessments framework; the Assessment of Student Learning Weeks and the Student Services SLO Summits, as well as three of the past four flex days, have been entirely devoted to student learning outcomes and assessments. 	

Area C: Administration Commitment and Support	
Current Status: Infrastructure Under Development (Stage 2)	Strength of Rating: Weak
Evidence: <ul style="list-style-type: none"> • The administration provides the equivalent of one fulltime faculty release for three coordinators (two instructional and one student services faculty). • Administration supports both on and off-campus training opportunities, e.g., in October, 2007, a fifteen member team was sent to the Strengthening Student Success Conference in San Jose. 	

Area D: Alignment of Teaching and Counseling Practices with Student Learning Outcomes and Assessments	
Current Status: Infrastructure Under Development (Stage 2)	Strength of Rating: Weak
Evidence: <ul style="list-style-type: none"> • Widespread acceptance exists for the role student learning outcomes and assessment results will play in reviewing and revising curricular and pedagogical strategies, as well as how student services will be delivered. • A policy for including student learning outcomes in course syllabi and program descriptions is underway, but at a very early stage. • Aligning grading with student learning outcomes still meets with a high level of faculty resistance. 	

Area E: Artifacts and Evidence	
Current Status: Building Awareness, with some Infrastructure Under Development (Between Stages 1 & 2)	Strength of Rating: Strong
Evidence: <ul style="list-style-type: none"> • Organized evidence related to student learning outcomes consists largely of indirect measures, such as retention and success rates, grades, and transfer rates. • An SLO Handbook is available to all faculty and staff. It is updated every semester. • Identification of student learning outcomes for courses, programs and degrees is underway, but these are not yet available to the college as a whole through any consistent means. 	

Instructional Area

The table below shows where instructional divisions stand in the process of developing student learning outcomes assessment plans and reports for all courses and programs. In eighteen months, the percentage of courses with student learning outcomes and assessment proposals increased from essentially zero percent to roughly 25%. In fall 2007, the ratio of assessment plans to completed assessment cycles was roughly 7:1. The plan for spring 2008 is to return and reduce that ratio.

Semester	Courses with SLO Assessment Plans	Courses with complete SLO Assessment Cycle	Programs with stated SLOs	Programs with assessed SLOs
Fall 2006	16	2	1	0
Spring 2007	90	10	7	0
Fall 2007	178	26	22	5
Spring 2008	323	31	27	5

Student Services Area

As described above, progress in the Student Services area has been slow. In fall 2007, a third SLO coordinator from student services was appointed, who began her work by revising the SLO assessment reporting forms to make them more useful in the student services area. With the new forms, student services made rapid progress; some revisited their SLO from fall 2005 and drafted an assessment plan. Other areas drafted new SLOs; a few were even assessed in fall 2007. The Student Services SLO Summit in January 2008 helped this area move forward in the process. Most programs will be completing their first assessment cycle by the end of spring 2008. Those who have already completed one cycle are using the results from their assessments to improve and modify their programs. They are also considering ways to assess different components of their program and involve more staff in the process. In addition, more efforts are being made to assist the Compton Center in moving forward in their SLOs. Their goal is to complete one

assessment cycle by spring 2009. With the support of the Student Services SLO coordinator, their progress is expected to be steady in the next year.

Semester	Programs with stated SLOs	Programs with complete SLO Assessment Cycle
Fall 2006	11	0
Spring 2007	11	0
Fall 2007	13	3
Spring 2008	13	4

Compton Center

SLO Project leaders have made a concerted effort to include Compton Center faculty in the Project. Center faculty have participated together with El Camino faculty in developing SLOs and assessments within their disciplines. Compton faculty also participate in ALC workshop activities held on both the Torrance and Compton campuses and in the mini-conferences. The Compton SLO coordinators attend ALC meetings and report back to their colleagues in a regularly agendized item on the Compton Faculty Council.

Implementing an endeavor of the size, scope, and complexity of El Camino’s SLO Project is never easy for a college. Compton faculty have faced additional challenge in having to adapt to an implementation model (bottom-up and SLO/assessment/reflection) that differs significantly from the approach they were working with prior to the partnership (course SLOs closely articulated within program sequences across the college with assessments to be developed at a later date). However, as Compton and El Camino faculty build closer personal and professional relationships and communicate more effectively and as faculty from both campuses have more experience working together, both Compton and El Camino faculty are finding the process easier. Faculty in the Business and Math Divisions have led the way in collaborating on the development of SLOs in their areas.

Plans for continued progress

El Camino plans to continue with its primary strategy of strengthening and expanding its assessment pyramid over the next three years. The goal is to reach Stage 3 (Infrastructure Complete) by the end of spring 2011, with most of the campus entering Stage 4 (Ongoing Reflection and Changes Occurring) by fall 2011. The ALC plans to guide the campus toward this goal and has set up a timeline for attaining the benchmarks listed below, again organized using the ACCJC Rubric for Assessment of Progress.

Area A: Student Learning Outcomes and Assessment Framework Creation and Organizational Integration	
Current Status: Infrastructure Under Development (Stage 2)	
Benchmarks:	Completion Date:
A1. Course SLOs and completed assessment cycles on record for every course offered regularly	Fall 2009
A2. Program and degree SLOs and complete assessment cycles on record for all programs and degrees	Fall 2010
A3. Memorandum of Understandings established regarding adjunct faculty participation in SLO Assessments	Spring 2009
A4. Plan for the integration of SLOs into planning and budget processes underway in spring 2009 and completed over the next year	Spring 2010
A5. Plan for the integration of SLOs into program review and curriculum review underway in spring 2009 and completed over the next two years	Spring 2011

Area B: Dialogue about Student Learning Outcomes and Assessments	
Current Status: Infrastructure Close to Completion (Between Stages 2 & 3)	
Benchmarks:	Completion Date:
B1. As evidenced in faculty self-evaluation reports, a large majority reflect engagement in SLOs and assessments	Spring 2011

Area C: Administration Commitment and Support	
Current Status: Infrastructure Under Development (Stage 2)	
Benchmarks:	Completion Date:
C1. Institutionalize adjunct faculty participation in SLOs and assessments	Spring 2009
C2. Permanently assign responsibility for SLOs and assessments, program review and curriculum review in each of the academic affairs and student affairs areas.	Spring 2010

Area D: Alignment of Teaching and Counseling Practices with Student Learning Outcomes and Assessments	
Current Status: Infrastructure Under Development (Stage 2)	
Benchmarks:	Completion Date:
D1. All course syllabi list course SLOs and appropriate program SLOs. Rubrics for high-stakes assignments are also included in course information.	Spring 2009
D2. Linked courses and student services routinely develop and assess common SLOs using multiple assessments	Spring 2010
D3. Course and program SLOs routinely used by counselors to assist students in academic planning	Spring 2011

Area E: Artifacts and Evidence	
Current Status: Building Awareness, with some Infrastructure Under Development (Stage 1)	
Benchmarks:	Completion Date:
E1. Online database for SLO and assessment reports created and used to generate reports and public webpages	Fall 2009
E2. Program SLOs listed in college catalog and on website for all programs and degrees	Fall 2010
E3. College, division, departmental and program meeting minutes and notes routinely reflect that decisions are made based on results of SLOs and assessments	Fall 2010
E4. Job descriptions changed to require participation in SLOs and assessments	Fall 2010

OFF-CAMPUS SITES AND CENTERS

El Camino College offers programs and services at four off-campus locations. The El Camino College Business Training Center (BTC), part of the ECC Community Advancement Division, is located in the city of Hawthorn. The BTC is the economic development segment of the college and provides a variety of programs and services to aid businesses and individuals. These programs and services include assistance through the Center for Applied Competitive Technologies (CACT) for manufacturers and aerospace companies in becoming more productive through consulting and training. The Center for International Trade Development (CITD) assists businesses and individuals get started with importing or exporting products. And the BTC offers customized training, workshops and seminars to businesses through Contract Education and to the life-long learner through Community Education.

The El Camino Fire Academy has trained firefighters for fire departments throughout the South Bay and across the country. It is located in the City of Inglewood.

The El Camino College Inglewood Center provides public access to technology and provides basic skills and general education classes. It also offers academic, career and technical education advising, on-site Math and English Assessment, financial aid advising for students who seek to obtain an AA/AS degree, or to transfer to a four year university.

The Compton Educational Center, located in the City of Compton, serves students from the Compton Community College District. This includes the cities of Compton, Lynwood, Paramount, part of Carson, and adjacent unincorporated areas. Due to its proximity, Compton Center also serves significant numbers of students from North Long Beach. The approximately 3500 Compton Center students can take courses and earn El Camino College certificates or degrees at the Center in almost all subjects for which courses are offered at the Torrance campus.

Students may also take El Camino College courses through distance education. In the 2006-2007 academic year, over 4100 students registered in 140 sections. Most of these were online; a smaller number were through instructional television. El Camino's goal is to expand its offerings to 150 sections per semester by fall 2008, making available to all students the highest quality education in online courses and degree programs.

INDEPENDENT AUDIT INFORMATION

The El Camino Community College District (the District) engages an independent audit firm to perform an annual audit of the District's financial statements. The audit is conducted in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. These standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The audit includes examination of evidence supporting the amounts and disclosures in the financial statements, and an assessment of the accounting principles used, and an evaluation of the overall financial statement presentation. In the auditor's opinion the basic financial statements present fairly, in all material respects, the financial position of the District for the period ending June 30, 2007.

The auditors audited the compliance of El Camino Community College District (the District) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplemental* that are applicable to each of its major Federal programs. Compliance with the requirements of the laws, regulations, contracts, and grant applicable to each of its major Federal programs is the responsibility of the District's management. The auditor's responsibility is to express an opinion on the District's compliance based on the audit.

The compliance audit is conducted in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. These standards require the auditors to plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements could have a direct and material effect on a major Federal program occurred. In the auditor's opinion the El Camino Community College District complied, in all material respects, with the requirements that are applicable to each of its major Federal programs for the year ending June 30, 2007.

ABSTRACT OF THE REPORT

To be added before the second reading by the Board of Trustees.

ORGANIZATION OF THE SELF STUDY

Self Study Executive Committee

Francisco Arce – Accreditation Liaison Officer (Vice President – Academic Affairs)
Arvid Spor – Accreditation Self Study Co-chair (Dean – Enrollment Services)
Susan Dever - Accreditation Self Study Co-chair (Faculty – Learning Resources Center)
Luukia Smith (President – El Camino Classified Employees)

Self Study Steering Committee

Francisco Arce (Administrator)
Susan Dever (Faculty, Co-chair)
Matt Ebner (Faculty)
Robert Gann (Administrator)
Donald Goldberg (Administrator)
Irene Graff (Administrator)
Alice Grigsby (Administrator)
Peter Marcoux (Faculty)
Jeff Marsee (Administrator)
James Noyes (Faculty)
Barbara Perez (Administrator)
Stephanie Rodriguez (Administrator)
Luukia Smith (Staff)
Arvid Spor (Administrator, Co-chair)
Claudia Striepe (Faculty)
Lori Suekawa (Faculty)
Evelyn Uyemura (Faculty)
David Vakil (Faculty)
John Wagstaff (Administrator)

Standard IA/B: Institutional Mission and Effectiveness

Co-chairs

Irene Graff (Administrator)
Peter Marcoux (Faculty)

Committee Members

Martha Aaron (Classified)
Rebecca (Loya) Bergman (Faculty)
Arthur Flemming (Faculty)
Ann Garten (Administrator)
David Mc Patchell (Faculty)
Quajuana Miller (Classified)
Julian Peters (Student)

Standard IIA: Student Learning Programs and Services

Instructional Programs

Co-Chairs

Donald Goldberg (Administrator)

Evelyn Uyemura (Faculty)

Committee Members

Carolee Casper (Classified)

Kate Collins (Classified)

Suzanne Gates (Faculty)

Jesse Galdamez (Student)

Randy Harris (Faculty)

Jeanette Magee (Administrator)

Danielle Marquez (Student)

Kevin O'Brien (Faculty)

Jenny Simon (Faculty)

Howard Story (Faculty)

Rosemary Swade (Faculty)

Pieter J. Van Niel (Faculty)

Standard IIB: Student Learning Programs and Services

Student Support Services

Co-Chairs

Stephanie Rodriguez (Administrator)

Lori Suekawa (Faculty)

Committee Members

Keith Curry (Administrator)

Sean Eggers (Student)

Maria Elena Dominguez (Classified)

Victoria Martinez (Faculty)

Brian Matson (Student)

David Muriyama (Faculty)

Esperanza Nieto (Administrator)

Jeanie Nishime (Administrator)

Dipte Patel (Administrator)

Ella Stewart (Faculty)

Standard IIC: Student Learning Programs and Services

Library and Learning Support Services

Co-Chairs

Alice Grigsby (Administrator)

Claudia Striepe (Faculty)

Committee Members

Umera Ameen (Student)
Lynn Clemons (Classified)
Mattie Eskridge (Confidential)
Wilma Hairston (Classified)
Ed Martinez (Faculty)
Gloria Miranda (Administrator)
Estina Pratt (Faculty)
Eleanor Sonido (Faculty)
HongVy Tran (Student)

Standard IIIA: Resources**Human Resources****Co-Chairs**

Barbara Perez (Administrator)

Committee Members

Steve Cocca (Faculty)
Momi Elliott (Classified)
Jim Hilgeman (Classified)
Dalia Juarez (Faculty)
Joseph Lewis (Classified)
Roxanne McCoy (Classified)
Julieta Ortiz (Classified)
Luis Ramirez (Student)
Allene Quarles (Administrator)
Rachelle Sasser (Administrator)
Chelvi Subramaniam (Faculty)

Standard IIIB: Resources**Physical Resources****Co-Chairs**

Bob Gann (Administrator)
Matt Ebner (Faculty)

Committee Members

Laurie Dawdy (Classified)
Chris Halligan (Faculty)
Brittney Hewitt (Student)
Bruce Hoerning (Administrator)
Debbie Johnston (Classified)
Tom Lew (Administrator)
Patricia Servin (Student)
Angela Simon (Faculty)

Standard III C: Resources

Technology Resources

Co-Chairs

Dr. James Noyes (Faculty)

Mr. John Wagstaff (Administrator)

Committee Members

Lisa George (Classified)

Melanie Graves (Classified)

Bo Morton (Administrator)

Tom Norton (Faculty)

Arnel Pascua (Administrator)

Donna Post (Classified)

Virginia Rapp (Administrator)

John Ruggirello (Faculty)

Alejandro Ruiz (Student)

Rebecca Stewart (Classified)

Robert Sutton (Classified)

Satish Warriar (Administrator)

Standard III D: Resources

Financial Resources

Co-Chairs

Jeff Marsee (Administrator)

David Vakil (Faculty)

Committee Members

Ann Ashcraft (Classified)

Rocky Bonura (Administrator)

Robin Dreizler (Administrator)

Katie Gleason (Administrator)

Saad Husain (Student)

Kelvin Lee (Student)

Teresa Palos (Faculty)

Lillian Sapp (Classified)

Gary Turner (Classified)

Standard IV-A/B: Leadership and Governance

Decision-Making Roles and Processes

Board and Administrative Organization

Co-Chairs

Francisco Arce (Administrator)

Luukia Smith (Classified)

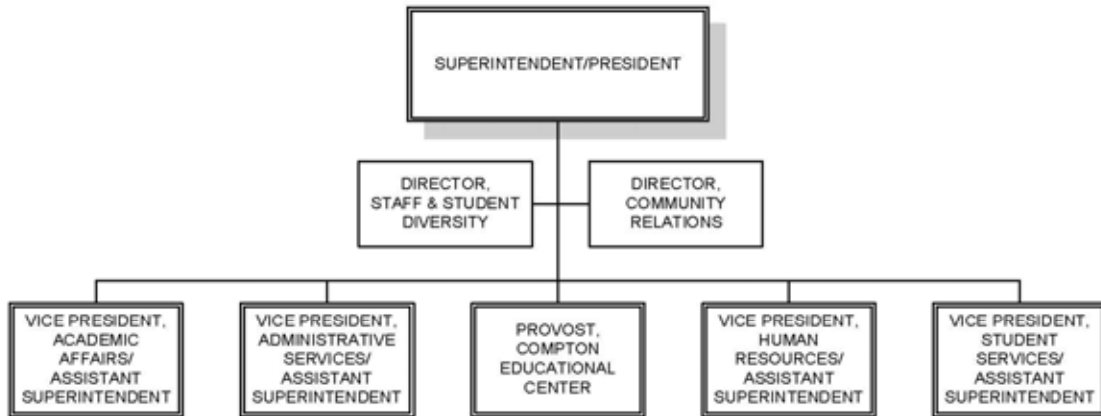
Committee Members

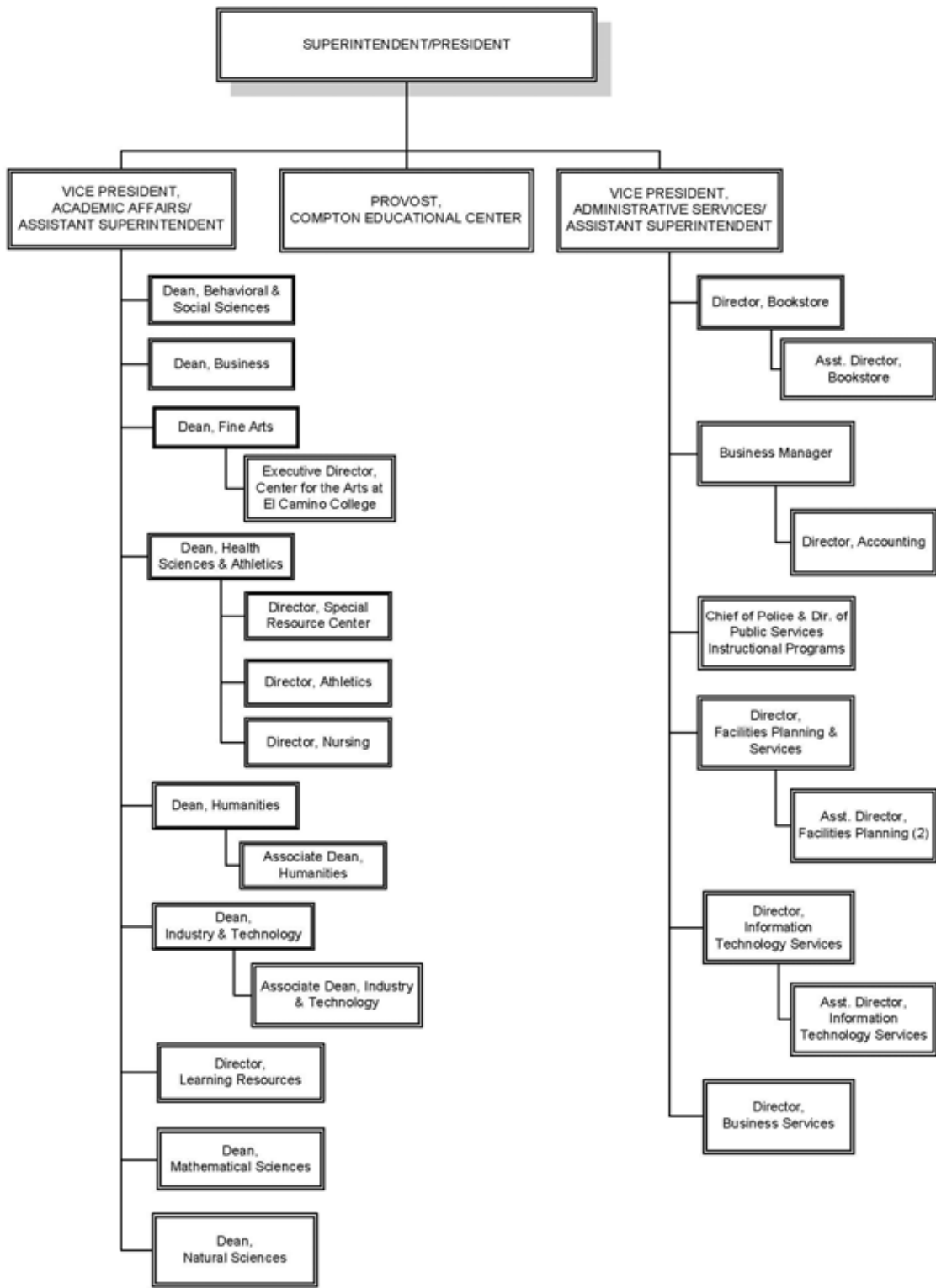
Ashley Bachmann (Student)
Sue Dowden (Faculty)
Kahea Kamahele (Classified)
Leo Middleton (Administrator)
Rodney Murray (Faculty)
Lucy Nelson (Classified)
David Nordel (Student)
Saul Panski (Faculty)
Renard Smith (Student)
Harold Tyler (Administrator)
Chris Wells (Faculty)

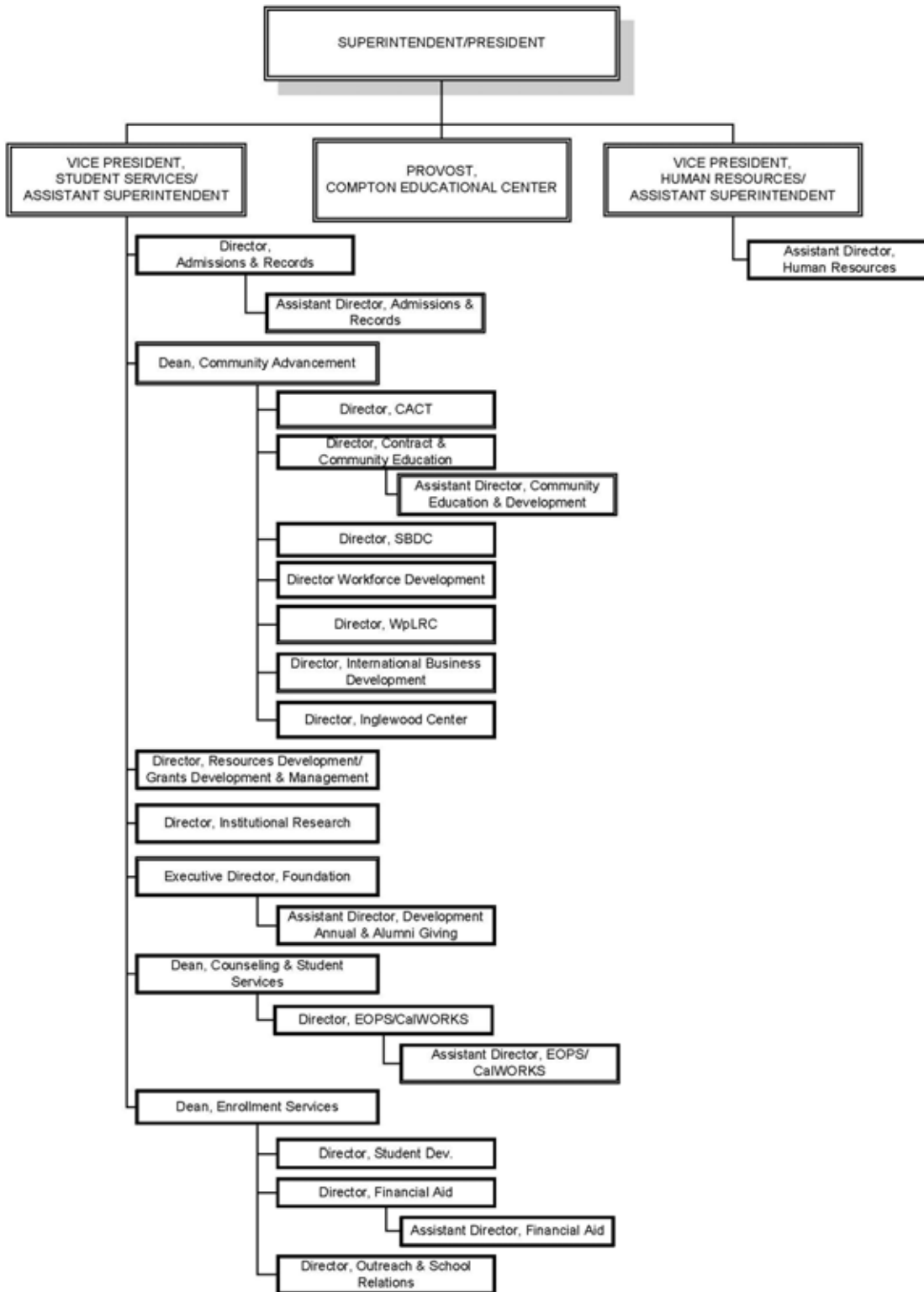
Accreditation Timeline

Time Period	Activity
Spring 2006	Meet with VP-AA, Academic Senate President, and ECCE President to field names of potential committee members
Fall 2006	Co-chairs chosen for Accreditation
Sept/Oct 2006	Invite co-chairs and committee members for each standard
Sept/Oct 2006	Confirm membership for each committee standard
September 21, 2006	Accreditation Standards Training – Rio Hondo College
October 19, 2006	Steering Committee training meeting
October 26, 2006	Accreditation Committee training meeting
December 1, 2006	Committee progress update
Jan/Feb 2007	ACCJC site visit regarding Substantive Change Report
February 1, 2007	Committee progress update
March 1, 2007	Committee progress update
April 2, 2007	Committee progress update
May 4, 2007	First draft due to Susie and Arvid
May 14, 2007	Post 1 st draft on Portal
May 22, 2007	Open Forum (12:30 – 2:00pm) campus community feedback
May 23, 2007	Open Forum (4:30 – 6:00pm) campus community feedback
May 28, 2007	First draft comments referred to respective standard committees
June – July 2007	Standard co-chairs incorporate 1 st draft comments
August 1, 2007	Standard co-chairs send 2 nd draft to committee members for review
August 23, 2007	Flex presentation
September 10, 2007	Comments on 2 nd draft due back to standard co-chairs
September 28, 2007	Second draft due to Susie and Arvid
October 29, 2007	Post 2 nd draft on Portal
November 6 - 8, 2007	Open Forums - campus community feedback
November 15, 2007	Second draft comments referred to respective standard committees
November 30, 2007	Standard co-chairs incorporate 2 nd draft comments
Nov/Dec 2007	Executive committee review
Dec/Feb 2007/08	Editor prepares final draft
March 3, 2008	Final draft to College Council for review and discussion
April 21, 2008	Board of Trustees – first reading
May 19, 2008	Board of Trustees - second reading projected approval
June 2008	Print bound copies of the 2008 self study and mail to accrediting commission
October 6 – 9, 2008	Accreditation team visit

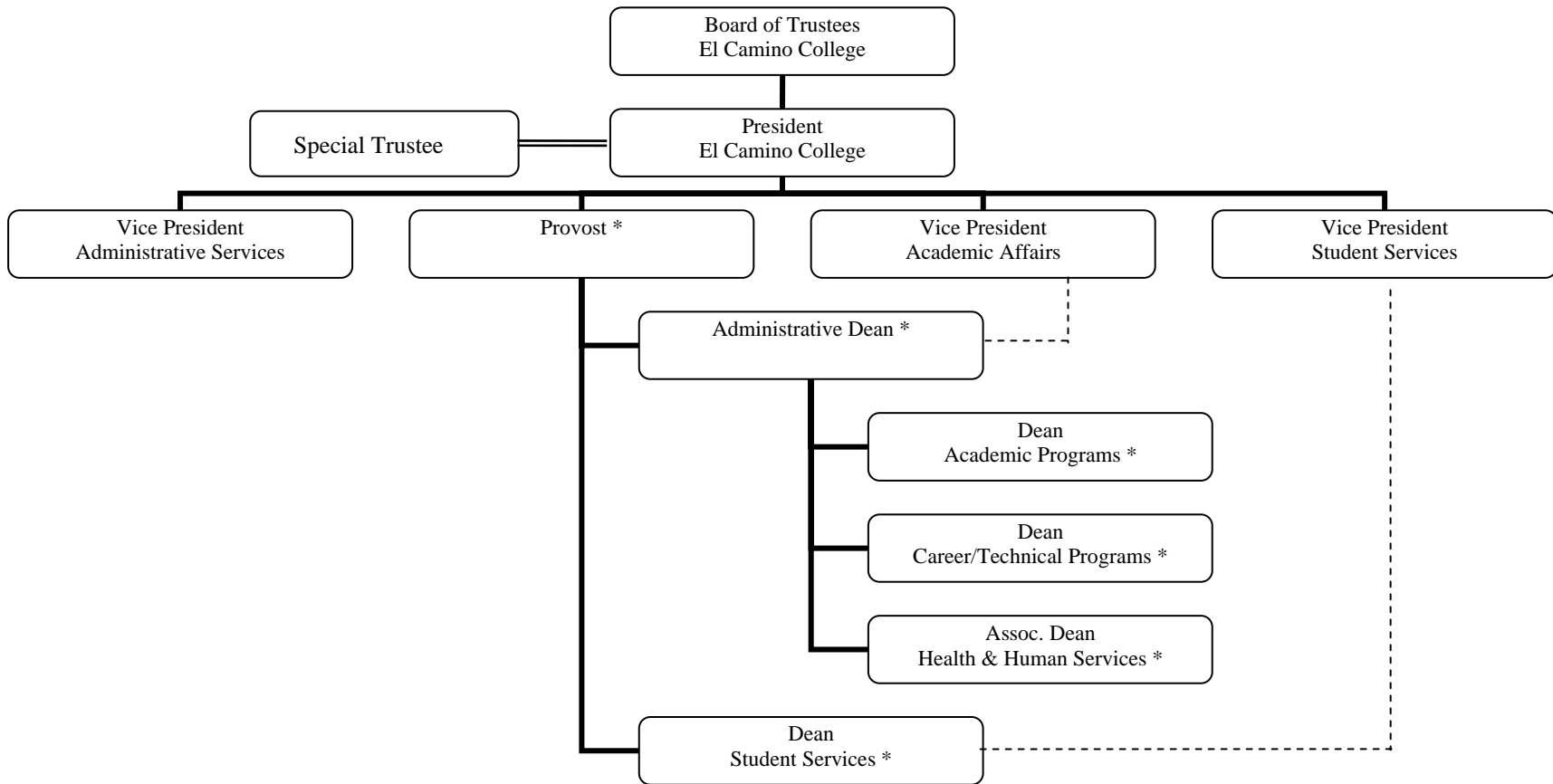
ORGANIZATION OF EL CAMINO COLLEGE







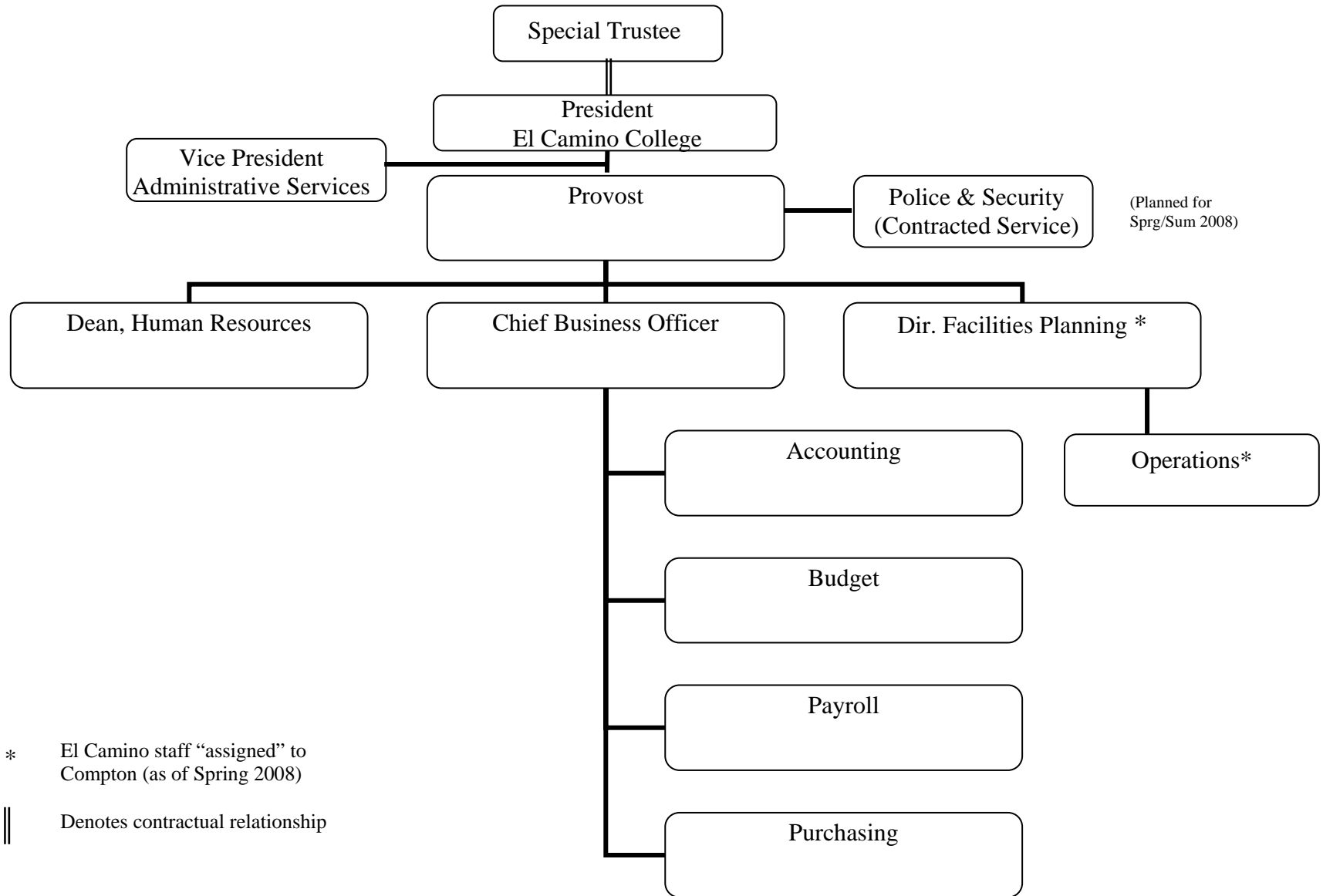
**EL CAMINO COLLEGE COMPTON CENTER
LINES OF REPORTING, REVIEW AND ACCOUNTABILITY**



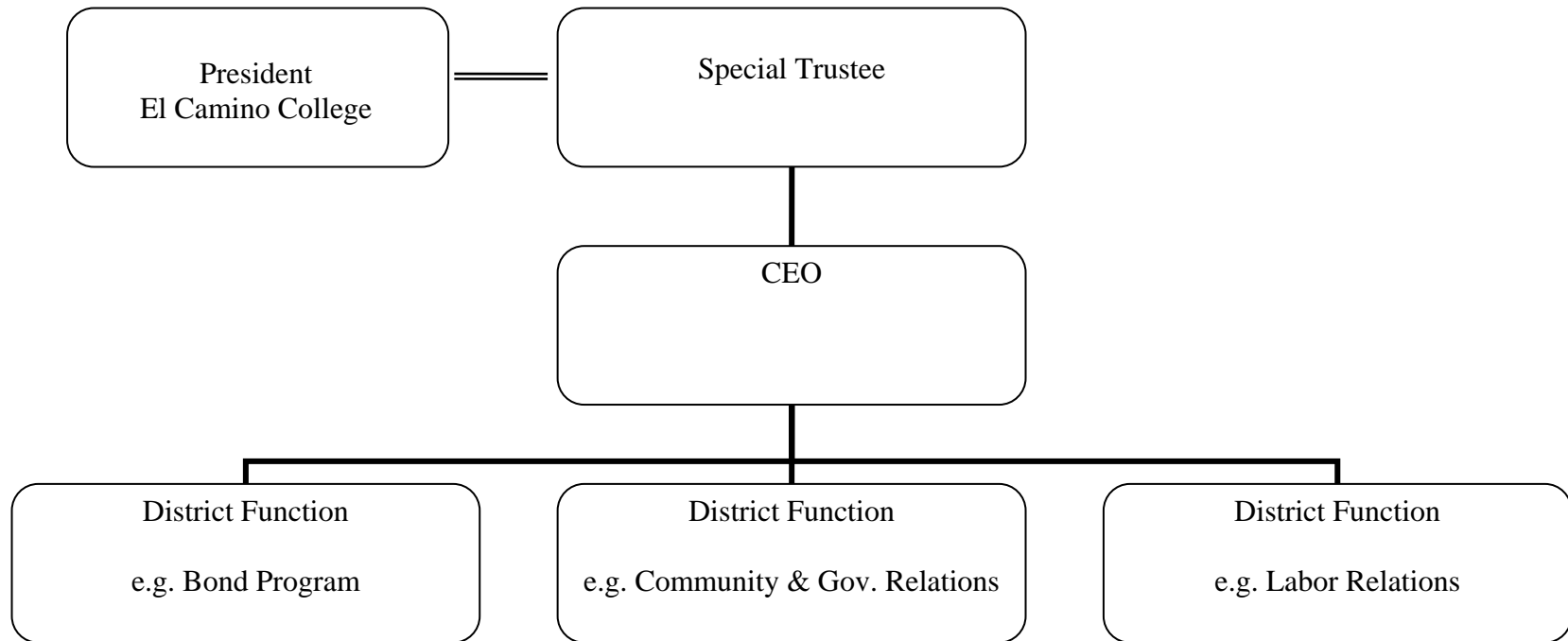
==== Denotes contractual relationship

* Compton employee "assigned"
to El Camino College –
Compton Community
Educational Center

COMPTON DISTRICT FUNCTIONS [DELEGATED TO EL CAMINO]

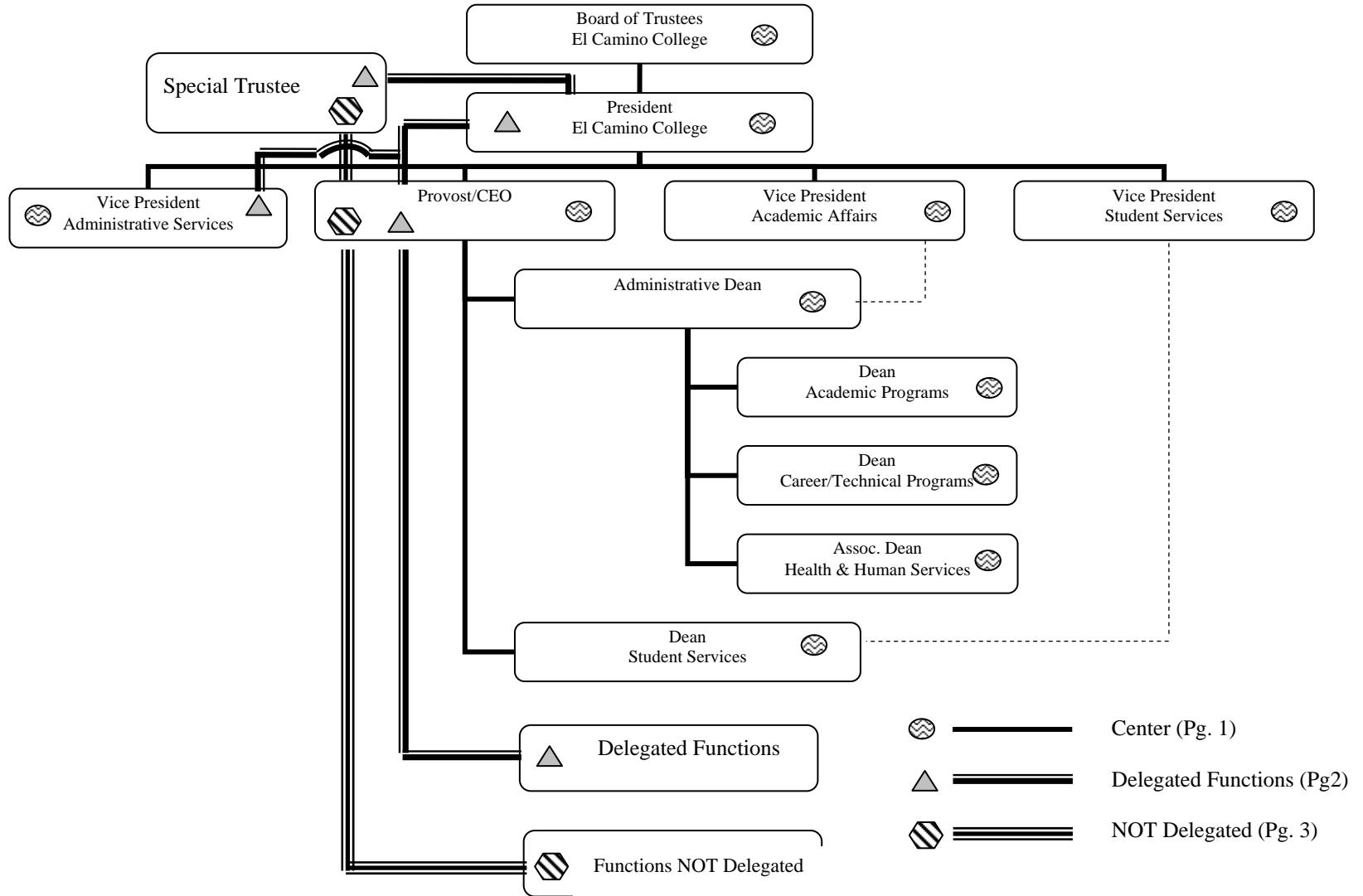


**COMPTON DISTRICT FUNCTIONS
[NOT DELEGATED TO EL CAMINO]
LINES OF REPORTING, REVIEW AND ACCOUNTABILITY**



==== Denotes contractual relationship

**EL CAMINO COLLEGE COMPTON CENTER AND COMPTON COMMUNITY COLLEGE DISTRICT
LINES OF REPORTING, REVIEW AND ACCOUNTABILITY**



CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

1. Authority

El Camino Community College District meets the minimum conditions for community colleges under the California Education Code, the California Code of Regulations Title 5 Education Division 6. California Community Colleges, and Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. El Camino Community College District derives its authority to operate, as a degree granting institution, from statute (California Education Code 70902). The college meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, Subchapter 1.

The Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education, accredited El Camino College.

El Camino College opened the El Camino College Compton Community Educational Center in August 2006. The educational center is the result of a partnership with the Compton Community College District to provide educational programs and services to the residents of the district. This is a unique arrangement in the State of California and the California Community College system. All educational programs and services are operated under the direction and legal auspices of El Camino Community College District. El Camino College understands and supports the long term effort to obtain accreditation status of the newly formed El Camino College Compton Center into a College in the future.

2. Mission

The El Camino College (ECC) mission statement was re-written in 2007 and is designed to address the needs of the community. The mission statement was reviewed by all college constituencies including representatives from the Compton Center and approved by the Board of Trustees.

The major change to ECC's mission since the last accreditation review is the establishment of the educational center in the Compton Community College District services area on the grounds of the former Compton College. Two significant changes to the ECC mission were made: first, a new geographical service area that is not contiguous to the El Camino Community College District was added to the ECC services area; and, second, a comprehensive educational center was opened in August 2006.. The addition of a new geographical service area encompassed by the Compton Community College District resulted in a higher concentration of limited English speaking persons needing educational services.

The mission statement is found in several campus documents, including the Educational Master Plan and College Catalog. The college publishes it on the web site, increasing its public

availability. ECC has a separate website for the ECC Compton Community Educational Center, more commonly known at the ECC Compton Center.

3. Governing Board

The ECC governing board and its jurisdiction has not changed. The establishment of an educational center in a new service area will not affect the authority of the El Camino Community College District Board of Trustees. El Camino Community College District is governed by a five-member board. Each member is elected for a four-year term from one of five trustee areas that make up the college district in district wide elections. The Board is stable and has strong leadership and support from the community. The ECC governing board is independent of the Compton Special Trustee. Jurisdiction for the Compton Community College District remains under the auspices of the CCC Chancellor and his authority to appoint a Special Trustee. The Special Trustee is given the authority to assume all of the powers of the Compton Community College District Board of Trustees. The Compton Board is suspended. The Special Trustee for the Compton Community College District holds monthly meetings and acts as the board.

The Board members do not have any employment, family, or personal financial interests related to either the college or the district. Two current Board members were ECC employees; however, both retired from the district several years prior to their election to the Board.

At each Board meeting, held once per month, there is a place on the agenda for both community and staff comment. The students have a non-voting Board member, and the Academic Senate President reports to the Board on a regular basis.

4. Chief Executive Officer

The major role and responsibility of the El Camino College Superintendent/President (CEO) is to serve as the chief executive officer of the ECC Board of Trustees to administer Board policies and provide oversight of the District.

The Board of Trustees appointed the Superintendent/President after a nationwide search. A large, broad-based committee comprised of representatives of the campus community, student government, and the community at large, under the guidance of a consultant selected by the Board, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration.

On matters related to the management of the Compton Center, the Superintendent/President and the Compton District Special Trustee mutually agree on the appointment of the Provost/CEO of the Compton Center and Compton Community College District. Other key management and faculty positions for the Center (faculty, staff and managers are Compton employees) are approved by the Superintendent/President through his participation in the final interview with the Provost. The Compton Provost reports to the Superintendent/President on educational policies, programs, and services; and to the Special Trustee on fiscal, operational, and bond programs. The Provost coordinates with the Vice President of Academic Affairs on instructional and

academic matters; the Vice President of Student Services on student support services matters; the Vice President of Administrative Services on fiscal, facilities, and bond programs; and with the Vice President of Human Resources on personnel matters.

5. Administrative Capacity

The college has a reputation for educational excellence supported by its accreditation history. This would suggest that the administration is capable of providing the administrative oversight necessary to ensure that the institution continues to offer quality programs. ECC has sufficient administrative, faculty, and support staff to address the needs of our students and the institution.

The College has sufficient span of control to adequately manage the Center. The Center management staff work closely with the main campus administration through direct reporting, participation in the Council of Dean/Directors, committees, and other joint efforts. Management development workshops are held monthly for all administrators to develop their knowledge and skills in a variety of areas including accreditation policies and procedures.

ECC's administrative services structure and operations were superimposed on the Compton Center to eliminate duplication of services and to lower operational costs. Where necessary the management and supervisory staff were moved to different locations to enhance operational efficiency.

6. Operational Status

Students at the main campus and Center enroll in a variety of courses that can lead to either a two-year degree, certificate of achievement/accomplishment in one of seventy-seven programs. The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and balanced.

The most pressing challenge facing El Camino College is the need to rapidly grow enrollment at the Compton Center. Enrollment statistics are not accurate, but a review of course by course enrollment shows dozens of courses offered in 2005/06 with single digit enrollment. The enabling legislation (AB 318) guaranteed funding for the Compton Community College District for three years. The Compton District is now in the second of that three year guarantee with approximately 3,394 FTES as of spring 2008. The Compton District will be forced to implement staffing and operational budget cut backs to balance the budget if enrollment does not meet or exceed 4,480 FTES (the last year of guaranteed funding is 70% of 6,400 FTES).

7. Degrees

The major change in degrees since the last Accreditation Self Study Report - 2002 is the adoption of a Transfer Studies AA/AS Degree and some changes in the AA/AS Degree to clarify

different options for students interested in completing a major, completing CSU transfer requirements, and students interested in completing the CSU/UC (IGETC) transfer requirements.

8. Educational Programs

The majority of El Camino College's offerings are in programs that either lead to an Associate in Arts or Associate in Science degree, as described in the College Catalog. A significant number of students are enrolled in these courses. The catalog clearly indicates whether or not the courses are degree applicable and transferable to the UC and CSU.

9. Academic Credit

Academic credit is based on Title 5, Section 55002.5. A unit is the value placed on three hours of a student's time per week in pursuit of educational goals. Students attending El Camino College find a wide array of degree and certificate programs in academic and vocational fields. These programs have sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and certificates offered.

10. Student Learning and Achievement

The El Camino College Office of Institutional Research collects and reports information about student success and retention for the college, its programs and courses, by division, department and section. This information is made available on the Institutional Research and Planning webpage of the college website. In addition, the College uses Cognos Data Cube Information software to archive information. The Information Technology Services Office generates the required MIS student information data reports to the state Chancellor's Office.

The College matriculation policies strongly encourage students to complete the matriculation process starting with application, assessment, orientation to college, and educational planning. The College offers courses in Academic Strategies and in Educational and Career Planning for all students.

11. General Education

The general education curriculum promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding (Title 5, Section 55806). The courses approved for general education have the required breadth to promote intellectual inquiry. The quality and rigor of these courses are consistent with the academic standards appropriate to higher education.

12. Academic Freedom

El Camino College Board of Trustees approved Board Policy 4030 Academic Freedom at their August 21, 2006 meeting. The policy is available on the college website.

13. Faculty

El Camino College has 337 full-time instructors and 572 part-time faculty members. The names, degrees, and year of hire of full-time faculty are listed in the College Catalog. While information regarding part-time faculty is kept in the division offices, the names, degrees, and year of hire of the part-time faculty who have taught ten consecutive semesters are also published in the College Catalog. The college lists faculty responsibilities in faculty handbooks and the Agreement between the El Camino College Federation of Teachers and the district.

The Compton Center employs 105 full-time faculty members and very few part-time faculty members. The El Camino College Catalog also lists Compton faculty member names, degrees, and year of hire. The Compton Federation of Teachers represents Compton faculty members.

14. Student Services

El Camino College acknowledges the importance of providing appropriate student support services and student development programs to facilitate student success for its diverse population on campus, at the Center, and as much as possible to online students.

Located in the center of campus, the Student Services Center houses a large array of services designed to assist students in achieving their academic and vocational goals including, but not limited to, Admissions and Records, Counseling, Career Center, Transfer Center, Project Success, Puente, Outreach and School Relations, International Students Program, EOP&S/CARE, Career Placement Services, CalWORKs, Financial Aid, First Year Experience, Student Development, Veterans, and the Special Resources Center (DSP&S). The Special Resource Center is a model center, with state-of-the art facilities, to assist students with both physical and learning disabilities. These programs are for the most part replicated at the Compton Center.

Special programs have been funded by the College and through general funds and grants to assist students who traditionally have had difficulty succeeding in college. For example, Project Success and Puente focus on preparing underrepresented students for degree completion and transfer. The college also provides a counseling outreach program for local high schools students. The general fund supports a First Year Experience Program with an emphasis on Hispanic students.

15. Admissions

Student information for El Camino and Compton students is collected and stored separately. Compton students are matriculated as El Camino students. The College's admissions policies are consistent with its mission and conform to guidelines outlined in state law and district policy.

16. Information and Learning Resources

To support its mission El Camino College provides students and staff with access to information and learning resources. The Schauerman library is open 67.5 hours per week, including Saturday, with many of the resources available off-campus through the internet. The Library Media Technology Center, located in the basement of the Schauerman Library, provides student access to computer resources, including peripherals such as scanners and adaptive access tools, standard office software, and full Internet access. There are approximately 42 computer labs throughout the campus support the instructional program.

The Schauerman Library also serves as a home for the Learning Resources Center (LRC). Emphasizing individual learning, the LRC provides access to a wide range of academic materials and services, including tutorial programs, computer-aided instruction, and media materials. Additional computer-aided instruction labs support English, foreign languages, fashion, and art programs, with one lab devoted to meet the needs of vocational students.

The college developed a comprehensive technology plan to evaluate technology needs and a process to address them. The campus-networking system uses fiber optics to connect all major buildings (all classrooms, laboratories, and offices) on campus with high-speed connections to the wide area network.

The Center students have access to the Library and Learning Resources Services at the main campus and vice versa for main campus students wishing to use similar services at the Center. Library catalogs are not commingled.

It is unclear at this time if the fiber optics project was ever completed at the Compton Center. Based on preliminary information, there is a general sense that the Compton bond projects are significantly behind schedule and, comparable to many other colleges, will experience higher building costs than originally projected.

17. Financial Resources

El Camino College receives funding from the State of California (through apportionment based on the number of full time equivalent students), local taxes, tuition, and income producing local programs. The college has successfully competed for additional funds and grants to support its mission and educational programs. The college carefully tracks and documents all income and expenditures. ECC maintains a minimum of five percent of the general fund budget as a reserve for contingencies.

Funding for the Compton Community College District is separate, guaranteed for three academic years, and will be adjusted according to FTES enrollment. The enabling legislation authorized a

state loan for \$30 million for Compton's budget to be stabilized over a five year period. There is a structural deficit in the adopted budget that is stabilized by the state loan. El Camino College estimates that it may take up to five years to restore full enrollment at the Center.

18. Financial Accountability

An independent firm audits the El Camino Community College District on an annual basis. The firm conducts the audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees that notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations, as necessary.

Compton Community College District funding is separate from El Camino Community College District even though both utilize enterprise resource planning system (Datatel – Colleague). The integrity of each budget is kept separate by assigning different accounting codes to each site. The Vice President of Administrative Services works closely with the Special Trustee and the Provost to ensure the budgeting and accounting systems are working correctly. The enabling legislation requires the Compton Community College District to be reviewed every six months by Fiscal Crises Management Assistance Team (FCMAT) to evaluate progress in the five operational areas of management: financial management; academic achievement; personnel management; facilities management; and governance/community relations. The FCMAT team has aligned these five areas with ACCJC's four standards.

19. Institutional Planning and Evaluation

El Camino College has made considerable progress in this area since the 2002 accreditation team visit. The Planning and Budgeting Committee (PBC), a standing committee, is advisory to the President and meets every two weeks to review and endorse plans and the annual budget. The committee recently created an application process that requires all applicants to that requires pre and post evaluation of any plan that is funded. The PBC is chaired by the Dean of Enrollment Services.

Planning and budgeting for the educational center coexists with El Camino where appropriate. In coordination with the Provost and the Special Trustee, the Vice President of Administrative Services ensures the Compton Community College District is adhering to the FCMAT standards.

20. Public Information

El Camino College reviews and publishes a printed and online catalog every academic year. The College Catalog is accurate, current, and provides all of the information necessary for students and the public to learn about the college. The Director of Community Relations chairs a web

oversight committee that includes all of the constituent groups to advise necessary changes on the website.

21. Relations with the Accrediting Commission

El Camino College is in compliance with all of the Standards for Accreditation and maintains an active and positive relationship with the Commission and its officers. Throughout this process of evaluation to enter into the partnership, El Camino maintained close communication with the President of the Commission and staff members to ensure we proceeded correctly to understand the nature of Compton's deficiencies, deadlines, agreements made with the Commission and to seek guidance. This relationship continues through this process of writing the Substantive Change Report and it is expected El Camino will continue to seek guidance as the partnership proceeds. El Camino's long term goal is the re-accreditation of Compton College. The Commission will play a crucial role to assist El Camino to reach this goal.

RESPONSE TO RECOMMENDATIONS FROM THE MOST RECENT COMPREHENSIVE EVALUATION

DATE: April 30, 2007

TO: Dr. Barbara A. Beno, Executive Director
Accrediting Commission for Community and Junior Colleges

FROM: Ron Manzoni, Team Chair

SUBJECT: Progress Visit Report, El Camino College, April 17, 2007

Introduction:

Since the last Progress Visit Report in April 2003, El Camino College completed a Focused Midterm Report, March 2005, a Progress Report, February 2006, and a Progress Report, March 2007. The purpose of the reports was to address recommendations from the March 2002 accreditation visit that were identified by the Accrediting Commission following the submission of the February 2006 Progress Report.

A three member team appointed by the Accrediting Commission conducted a one-day progress visit at El Camino College on April 17, 2007. The teams' primary concern was to review documentation and interview personnel to provide information and analysis of issues identified by the Commission.

Response:

The Accrediting Commission, in its letter of June 2006, asked the college to focus on the institution's resolution of the three recommendations and concerns from the March 2002 Accreditation Report. Two of the recommendations were from previous accreditation visits.

Recommendation 1. As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)

The Academic Affairs area has completed or is in the final stages of completing reviews for 34 of its 65 programs. The remaining programs are scheduled for review in 2007 – 2008 (18 programs) and 2008 – 2009 (13 programs). The review process uses an agreed upon template, is supported by data from the Office of Institutional Research, and now has a formal orientation in place for faculty beginning the review cycle. The Program Review Committee is responsible for examining the completed reviews and providing formal comments to those submitting the reviews. Comments were provided this spring both for programs just completing reviews in

2006 – 2007. Because this portion of the review process is new, those undergoing review expressed doubt about how effectively the information from the review would be used, especially when accessing needed resources. Until the link between completing reviews and accessing resources is clearly and consistently established, program faculty are likely to remain skeptical about the benefit of completing Program Reviews. However, the college appears committed to completing the Academic Affairs Program Reviews on schedule and to continuing to work toward strengthening the link between reviews and accessing resources.

The Student and Community Advancement area has completed or is in the final stages of completing 25 of its 28 program reviews. Those interviewed, who completed reviews in 2006, expressed satisfaction that their findings have been useful in providing justification for access to resources to improve their current services, institutionalizing portions of services provided by past grants, and developing justifications for seeking new grant funding.

In past years, the Administrative Services area staff has struggled unsuccessfully to modify the Program Review process and templates used in Academic Affairs and Student and Community Advancement to fit the programs in their area. Under new administrative leadership, this area has settled on a new process that appears to be effective for them. The review process includes: 1) creating flowcharts to identify how things actually work within and across units; 2) using feedback provided by a comprehensive customer satisfaction survey; and 3) setting key performance indicators by individual units to establish and meet service quality benchmarks in order to create and implement plans for improvement. All 24 Administrative Services units have elected to undergo this review process simultaneously to take advantage of evaluating their individual and crossover functions at the same time; they believe will lead to integrated improvement plans and better application of resources to implement their plans. While this approach seems very promising, until the units complete and document the outcomes of process (scheduled for completion in December 2007), a conclusion cannot be reached on its effectiveness.

Conclusion:

El Camino College has made progress on this recommendation. If the college maintains its schedule to complete reviews in all areas over the next two years, it will have met this recommendation. The team suggests that as the college continues to refine and evolve its review processes over the next few years, especially in the Academic Affairs and Student and Community Advancement areas, that it explores how implementation of student learning outcomes might be integrated into the overall Program review process. The team also suggests that the college consider ways to increase its current research capacity to address the growing assessment workload which will be needed to support future program review and student learning outcomes processes.

Recommendation 2. The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7B.3)

The college began working on this recommendation during spring 2002 and made progress toward completing this recommendation by spring 2003. The procedures implemented in 2005 are the foundation for the success of the current performance evaluation procedures for classified staff.

The college currently has an automated procedure in place that notifies managers and supervisors when classified staff evaluations are to occur. The procedure provides follow-up notification if the evaluation is late. Appropriate vice presidents are informed if evaluations are over-due. There is evidence that the current procedures results in all classified staff being evaluated as scheduled, using a common performance evaluation form.

The college participates in a consortium that provides annual training opportunity for managers and supervisors which includes conducting employee performance evaluations.

Conclusion:

The college has satisfied this recommendation.

Recommendation 3. As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)

The college included written evidence in the Progress Report that illustrated a decision making process which tracks a budget recommendation starting with the Program Review data, passing through the Planning and Budgeting Committee (PBC) and being approved by the Board of Trustees. This redesigned process for budget allocations is in its first year of implementation and has influenced only a portion of the resources to date. Their intent is to expand the recommendations coming to the PBC based on Program Reviews for all units.

The college needs to continue this planning and budgeting process and to articulate the budget process to the college community. The college needs to have all units submit and maintain program reviews so consistent budget decisions can be made. Currently, identification of needs in the facilities master planning projects and technology projects follow a different process than Program Reviews.

Conclusion:

The college has demonstrated sufficient progress towards this recommendation. The college is preparing their self study for the fall 2008 accreditation team visit. The evaluation of the budget decision making process should be a key element in the self study since it would have been implemented for one full budget cycle by that time.

STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary:

El Camino College's mission is stated in its Strategic Plan 2007-2010:

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

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A congress of various stakeholders of El Camino College--students, faculty, staff, and administrators from both campuses--at its Planning Summit in April of 2007 created this mission statement to help define its purpose.

First, the mission statement emphasizes the excellence and broad focus of our programs and services by focusing on the "quality" of our programs. In the mission statement, the phrase "comprehensive educational programs" captures the overall objective of the college by focusing on both the educational and vocational programs and services the college provides. The mission statement directly recognizes the "diverse" district served by the college, which is an amalgam of communities with widely different demographic characteristics in terms of household income, age, ethnicity, ability level, education level, and career direction. The college defines diversity broadly and takes pride in its efforts to serve all segments of the community with programs and services such as basic skills development, college honors and transfer courses, vocational education and workforce development, and enrichment courses for the community.

El Camino College is a regional college that attracts student enrollment from outside of the service area because it has a large schedule of course offerings and more than 40 certificate programs. Students select the college because of its name recognition and reputation according to the 2006 Community Survey conducted by Kenney and Associates. In 2006, the college was approved to extend its geographical service area to include the Compton Community College District service area.

Evidenced by its broad array of course and program offerings and student services, El Camino College's mission statement truly captures the college's commitment to serving a diverse community with high-quality educational opportunities. Rather than solely focusing on a

particular type of student, such as a full-time transfer student, the college has maintained a comprehensive set of academic programs, expanded its distance education offerings, and has created opportunities for success and excellence among its vocational, transfer-oriented, and basic skills students. Recent efforts, such as the Basic Skills Task Force, and the Assessment of Learning (SLO) Committee, have begun to emphasize the further improvement of student learning and academic success at El Camino College. The addition of the Compton Educational Center further diversified the college.

El Camino College created core competencies that demonstrate its commitment to student learning. During flex day in 2006, staff, faculty, and managers created these core competencies to enhance our mission and focus our efforts on student learning outcomes. These core competencies are:

Students completing a course of study at El Camino College will achieve the following core competencies:

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

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

III. **Communication and Comprehension:** Students effectively communicate in written, verbal, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

IV. **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.

V. **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.²

The 2007 Planning Workshop involved all of the district constituent groups, including representatives from Compton, in extensive discussion about the mission of the college as it relates to student learning. There was general consensus on the need to support high quality educational programs and services. There is wide agreement that the mission statement emphasizes the need to support quality educational programs and student success.

Self Evaluation:

The college exceeds the expectations of this standard. The current mission statement is the result of the 2007 Planning Workshop in which more than 60 participants represented all of the college constituent groups including representatives from the Compton Center.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary:

The Office of Institutional Research (IR) measures academic performance by division, program, and course for each term, with grade distributions, and success and retention rates published on the college's website³. Demographic and enrollment profiles⁴, published by term and annually, help the college determine the student body it serves and monitor changes in that population. Institutional Research also produces demographic profiles for each department going through the program review process. Alongside the profiles, IR also mirrors the demographic portion of the student profile in periodic district profiles; this helps the college assess how effectively it is serving the various sub-populations of the region such as men and women, different age groups, and different ethnic groups. ZIP code analyses of enrollments show how well the college is serving each region of the district, providing the ability to focus more efforts in areas that appear to be underserved⁵.

The effort to improve basic skills is just one example of how El Camino College serves its "diverse community." Through the demographic profiles and trend analyses produced each term⁶, faculty, staff, and administrators can implement program plans responsive to the changing needs of our student body. For example, although enrollment has declined in recent years, the percentage of students who are Latino has steadily increased. This prompted the College to examine programs to ensure that the needs of this growing (and diverse) group of students are being measured and addressed. The college is an active member of the Hispanic Association of Colleges and Universities (HACU) and has hosted consortia for programs such as *¡Excelencia! in Education* (an organization supporting research and practice that improves Latino student success). Institutional Research and the Counseling Division are currently conducting a long term evaluative study of Puente, the college's program geared towards improving academic success and transfer-readiness for Latino students⁷.

Another method of assessing institutional effectiveness is through benchmarking and peer comparison. The Accountability Report for the Community Colleges (ARCC) highlights performance measures for El Camino College and the Compton Center and compares each to a set of peer colleges for each measure⁸. The administration and Board of Trustees at each campus receive reports to inform them about future campus plans to address the ARCC results⁹. In addition, IR creates periodic peer analyses comparing itself to similar urban/suburban colleges in Southern California on a variety of measures¹⁰.

A critically important way the institution knows it is addressing the needs of its student population is by asking the students themselves through comprehensive and program-level student opinion surveys. The Office of Institutional Research administered a comprehensive student opinion survey to a random sample of the student body in fall 2001¹¹. Beginning in 2005-06, the administration established a regular schedule of student surveys, with comprehensive, nationally-benchmarked surveys administered every other year, and with focused surveys administered in alternating years. In spring 2006, ACT's Survey of Student

Opinions was administered¹², providing comparisons available to other community colleges across the nation. Through this survey, students informed the college that the issues most important to them (other than parking¹³) involved academic quality and educational offerings. El Camino College was proud to learn that students also were highly satisfied with these important academic issues.

The College participated in the well-known Community College Survey of Student Engagement (CCSSE)¹⁴. The results will be published from this survey in summer 2008 and will show comparisons with other California community colleges, national averages, and averages from a consortium of Hispanic-serving institutions. In spring 2007, students enrolled in distance education courses were surveyed to ensure that the Distance Education program and course offerings were meeting their needs¹⁵. The survey was also used as a planning tool to gauge interest in expanded program offerings in the future, ensuring that the educational offerings continue to remain “comprehensive.” Academic Affairs and the Distance Education Office are currently using the 2007 survey results in their near-term program plans.

Student opinion surveys also serve goals of institutional effectiveness by informing the college on topics that are not otherwise known, such as the number of hours they work each week, the preferred communication methods with the college, and the language spoken in the home.

The administration authorized a plan, similar to the student survey, which will survey the El Camino College workforce on a regular basis. The first faculty/staff survey since 2001 was administered in spring 2006¹⁶, with a faculty survey planned for spring 2008 (linked to the CCSSE). Additional faculty and staff surveys are planned for every 2 to 3 years.

Self Evaluation:

The college exceeds this standard.

There were 33.5% of student respondents who were very dissatisfied with the availability of cultural programs on campus. This may be an indication that the number of cultural programs on campus are lacking or are unknown to students. In response to discovering that 25% of students speak at least some Spanish at home, the college signed on to the Spanish-language application project and has translated registration materials and parent surveys into Spanish¹⁷.

More than 2000 online student received a link to the locally-developed Online Student Survey in spring 2007. Seventeen percent (342) surveys were submitted. A number of conclusions could be drawn from the results. It determined that about 50% were fulfilling a general education requirement or completing a degree or certificate. The prevailing reason for enrolling in an online course was its convenience when working around work and family commitments. Over forty percent indicated a preference for the online format. The responses indicated that most of the students are also enrolled in other ECC classes, they are likely to repeat, and that general education topped the courses of interest.

Of some concern was the fact that only 14% of the respondents had spoken to an ECC professional or faculty member prior to deciding to enroll in an online course while the overall

conclusion was that students are very comfortable with the online environment and likely will enroll in another course. There was also significant interest in offerings that facilitate degree/certificate receipt.

Since the survey, the academic deans have collaborated with the distance education department to expand the offerings online and/or in the hybrid format. At this time, there are offerings within all six areas enabling a student to satisfy the general education requirements.

2. The Mission Statement is approved by the governing board and published.

Descriptive Summary:

On June 18, 2007, the Board of Trustees approved the Mission Statement as part of the Strategic Plan 2007-2010.¹⁸ The mission statement is published in documents available to the public such as the college catalog, the schedule, some marketing materials and announcements, and on the college's website¹⁹. It is also printed on college business cards, in the El Camino College Catalog, and in the monthly President's Newsletter.

Self Evaluation:

The College meets this standard.

3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary:

Since the last accreditation site visit, the college revised the mission statement in 2004 and again in 2007. The revision includes all of the major stakeholders in the review process and is approved by the Board of Trustees. The mission statement is in all major college publications, in the Board of Trustees agenda, and on the college website.

Self Evaluation:

The college meets the standard.

4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary:

The mission statement plays a key role in the college's planning and decision making. The statement focuses on key characteristics, such as student success, quality, comprehensive educational programs, and the educational needs of a diverse community.

Planning and budgeting supports the mission by supporting instructional and student service programs to promote student success. The district is in compliance with good fiscal practices. The college full-time to part-time faculty ratio is 62 percent and meets the state-required ratio. El Camino College values excellent instructional and student services programs. The college offers a good mix of transfer, career/technical education, developmental, basis skills and community service programs. ECC enrolls about 25,000 students every semester. The Compton Center enrolls 3,500 students every semester.

Self-evaluation

The college meets this standard.

Planning Agenda:

- 1. The college will review the mission statement every three years.**

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Descriptive Summary:

The college engages the various constituent groups in the governance processes to ensure that as many people and groups as possible participate in the planning and decision making of the college. Meetings are open and all staff may participate. The entire governance process is designed to support student learning and student success. All governance committees are required to post their agendas and minutes on the college website under the Board of Trustees links associated with the president's office.

In July 2006, the college formed an Enrollment Management Committee whose purpose is "to plan and create a responsive, flexible, educationally sound, research-based approach to

enrollment management”²⁰. The college developed targeted Enrollment Management Plans²¹ in 2006-07 and in 2007-08 outlining a detailed action plan that included cost estimates for the various strategies. In addition, in the spring 2007, the college held three Enrollment Management Summits. At the first summit, various stakeholders including students, staff, faculty, and administration discussed specific ways for the college to focus on improving student learning and institutional processes. The summits involved specific groups such as faculty and members of the Compton Center.

The college administration and Senate leadership formed the SLO Task Force, which developed a general implementation plan. The Task Force began its work by drafting institutional learning outcomes, as well as creating a permanent SLO committee. During the next two years, the college sponsored numerous flex activities to facilitate the exchange of ideas surrounding the development and assessment of SLOs²².

In fall 2005, the Vice President for Student Services organized a Student Learning Outcomes Workshop, specifically geared towards educating program directors and deans in student services on the process for writing and assessing SLOs. The attending campus leaders came away with at least one well-drafted SLO, and with an assessment plan for that SLO in the coming year.

By the end of spring 2006, the SLO committee recommended faculty coordinators to further progress among instructional faculty. Two faculty coordinators were selected by the VP/Academic Affairs and each was provided with reassigned time. Working closely with administrators and the academic senate, these coordinators established the Assessment of Learning Committee (ALC), whose members include representatives from college administration, institutional research, and faculty from both campuses²³. Through a campus-wide discussion and voting process involving administration, faculty and the campus at large,²⁴ the ALC began its work by refining the institutional learning outcomes and renaming them “core competencies”. These were ratified by the academic senate in February 2007. Rather than first writing student learning outcomes for all courses and programs, the ALC’s strategy is to develop and implement complete student learning outcome assessment cycles, emphasizing how assessment results are used to inform self-evaluation of services offered and instructional methods. Workshops were offered to faculty and staff throughout the fall, and the spring 2008 flex day was dedicated to developing student learning outcome assessment plans.

During this time, El Camino College began to focus its professional development resources on methods for assessing student learning. The fall 2007 flex day offered several sessions on instructional innovations intended to advance student engagement and learning in the classroom. Research studies are under way to determine whether recently-introduced methods have an impact on student learning and academic success, including active learning methods²⁵.

Also in fall 2007, El Camino College expanded the leadership structure for the ALC, adding both a student services co-coordinator, as well as a faculty co-coordinator from Compton. The ALC is in constant motion, creating new events, updating website information, and processing new course and program SLOs and assessment results on nearly a weekly basis. The ALC conducted three SLO fairs and a Mini-Conference during Assessment of Learning Week in October 2007, creating another opportunity for faculty to learn about the SLO process with a special emphasis

on the assessment cycle. The fairs and conference included presentations, a guest speaker, workshops, and informational tables to promote a faculty focus on the assessment of learning process. The Assessment of Learning Committee also hosted another student services SLO writing event in winter 2008 and is planning to offer at least two more mini-conferences in spring and fall 2008, with more activities, training, and collaborations planned.

The college successfully uses systematic planning processes and evaluation to assess its effectiveness. The college is in the second generation of planning software. The first was called Q-Builder; the second is called Plan Builder. The college is successfully completing program review and using the information for planning at the unit level. All major innovations and program development must be included in the unit plan, particularly if they are tied to a budget augmentation request.

Self Evaluation:

The college meets this standard.

Currently, the Plan Builder software is in use for each unit manager. Once completed, each vice president receives the unit plans and merges them into one plan that is prioritized for the area. These prioritized area plans are presented to the Planning and Budgeting Committee (PBC) for review and endorsement. Plans that are endorsed are forwarded to the President for consideration of funding. Approved plans requiring funding are placed on the Board of Trustees's agenda for approval.

The college meets this standard. While campus participation is now increasing at an ever growing rate, El Camino College acknowledges that the campus as a whole was slow to respond to the initial call to focus on student learning and assessment of outcomes. Many more SLO and assessment plans must be created across campus, and the SLO process needs to be integrated more fully into curriculum planning and program review processes. The next crucial need is a system to display, access, and store college data for existing student learning outcome assessment plans. The ALC is in the process of reviewing the limited number of existing systems to select one that is most appropriate for El Camino College. A planned implementation date for this system is still being considered.

The college made very steady progress completing program reviews in academic affairs and student services. To date, 29 instructional program reviews²⁶ are complete and 16 student services program reviews are complete. Administrative services uses a program review model called "flow charting" and is nearly complete.

2. The institution sets goals to improve effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary:

The college consistently sets goals to improve its effectiveness. The criteria it uses to set these goals are the college's vision, mission, philosophy, and values statements as well as its guiding principles. The aforementioned groups such as the College Council, the Council of Deans, and the Area Councils, as well as the Enrollment Management Committee, continually evaluate the goals and revise them accordingly.

The college established its institutional strategic goals at a Planning Summit held May 15-16, 2003. Objectives for the summit in 2003 included reviewing external trends and internal data such as the budget, student demographics, student success, and retention reports, Partnership for Excellence (PFE) results, and El Camino's vision, mission, and values statements. Participants in the summit included all constituent groups—students, faculty, staff, administration—thereby offering a broad-based understanding of college goals and processes. From this summit the following Strategic Goals 2004-2007 emerged:

1. Support and constantly improve the quality of our educational offerings.
2. Promote student-centered learning to increase student success.
3. Support innovative practices that enhance the educational experience.
4. Foster a climate that promotes integrity and accountability.
5. Support and develop effective and motivated employees.
6. Improve and enhance internal and external communication.
7. Incorporate flexibility into institutional structure process.

As the college began efforts to achieve these goals, many felt that some of the goals were difficult to implement because they were too broad and lacked a link to student success.

Although some of the goals were difficult to implement, progress was made during this period, particularly in the area of student learning. The college promotes student centered learning by offering many specialized learning programs. Programs like Project Success²⁷, First Year Experience²⁸ and its Learning Communities, Supplemental Instruction²⁹ and the Puente Program³⁰ demonstrate effective models of student centered instruction³¹. In addition, a wide variety of innovative instructional and student service methods were implemented and evaluated campus-wide (goals #2 and #3). Many of these practices were found to positively improve student success and encourage greater student engagement both inside and outside the classroom. Examples of these practices include service learning programs, active-learning instructional methods, and matriculation services.

The college continually offers staff and faculty development programs. Staff development offers instruction in computer related tasks such as using Microsoft products more efficiently, training in teaching and learning online, and other enrichment programs like Women's Wall of Fame, and Black History Month events. It also attempts to motivate its employees through events such as the Electric Cart Parade and various barbeques during flex day activities. However, there has been some discussion on campus whether or not these are effective means of motivation.

The college also hosted mini-conferences such as the Assessment of Learning Week (see above) and Holistic Approaches to Teaching and Learning, offered on May 4, 2007. Programs such as these highlight effective teaching and learning methods which faculty may adopt in their own classes or programs.

The college sponsored another planning summit on April 18-19, 2007³². Key constituents were in attendance including administrators, faculty, staff, and students from both the El Camino College main campus and the Compton Center. The following are the results of the 2007 Planning Summit:

Strategic Initiatives

1. Offer excellent educational and student support services:
 - a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
 - b) Maximize growth opportunities and strengthen programs and services to enhance student success.
 - c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.

2. Support self-assessment, renewal, and innovation:
 - a) Use student learning outcomes and assessment to continually improve processes, programs, and services.
 - b) Use research-based evidence as a foundation for effective planning, budgeting, and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:
 - a) Use technological advances to improve classroom instruction, services to students, and employee productivity.
 - b) Improve facilities to meet the needs of students and the community for the next fifty years.

College representatives organized the goals under three initiatives as a way to focus campus efforts. The goals help to provide concrete ways for taking steps forward to achieve the overarching initiatives. The college maintained educational and service quality as an important campus initiative. This initiative will be achieved through efforts to 1) implement “what works” in the classroom and institutional processes, 2) take advantage of resources opportunities, and 3) strengthen partnerships with other institutions and organizations.

Many discussions during the Enrollment Management Summits held in spring 2007 centered on improving educational offerings. The Curriculum Committee plays a central role in this endeavor as well, whether it is via adding new course or updating out of date course outlines³³.

The college is continuing its efforts to implement and evaluate new methods to improve student learning. It also initiated recent efforts to maximize the use of available resources, such as state-wide funding initiatives, which can be used to expand and improve services to students.

El Camino College has had a strong connection to the community through programs such as workforce development, community education, and by offering college courses in high school and community settings. The college is committed to improving vital links to the community and other educational segments. For example, in 2007 the college joined Cal-PASS (California Partnership for Achieving Student Success, a data-sharing consortium); future data-sharing opportunities will support the improvement of students' college-readiness and success beyond El Camino College. In 2005, El Camino College began sponsoring a bi-annual "Principals Breakfast" with the President and other college representatives. The goals of the breakfast is to profile educational opportunities, provide updates important for principals and high school counselors, and to hear from local administrators to ensure the college is meeting their needs. In addition, Vice Presidents for Academic Affairs and Student Services also host annual meetings with district high school principals, providing a "report card" profile of how their former students are doing at El Camino College and discussing ways to coordinate additional educational and service opportunities with each school.

Finally, campus representatives spoke loud and clear at the 2007 Planning Summit about the need to improve campus infrastructure which may impede program quality in the future. The campus is now over 60 years old and many aging facilities need refurbishing or replacement. A Facilities Master Plan³⁴ has been developed to address both technological and infrastructure improvements campus-wide.

The Planning and Budget Committee (PBC) approved the use of college-wide indicators³⁵ as an evaluation tool to use in plan development and to assist in determining the effectiveness of implemented plans. Beginning in 2008 for the 2008-09 planning and budgeting cycle, campus leaders will be required to link their program plans to specific strategic initiatives and justify plans and funding requests in terms of how they will contribute to these initiatives.

Self Evaluation:

The college meets this standard. El Camino College is effective in implementing its goals, yet like any organization, improvement can be made. The integration of strategic initiatives into the program and division planning process helped to link planning and budgeting.

As with any large organization, the college recurrently works on improving both the internal and external communication process. The campus email system has become a vital organ in the college's communication process. Other forms of communication include the president's newsletter, the college newspaper, The Union, and internal memos, etc. All governance committee meeting minutes are posted on the web. Though some are not as detailed with verbatim information, they contain minutes of actions. Some faculty and staff leaders have expressed a desire to have verbatim minutes.

Planning Agenda:

1. The College should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives.

- 3. The Institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.**

Descriptive Summary:

El Camino College demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve. The college also organizes its key processes and allocates its resources to effectively support student learning. The college demonstrates its effectiveness by providing 1) a growing body of evidence of student learning outcomes achievement and 2) long-term and in-depth evidence of institutional and program performance. The college uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The college assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

New strategic initiatives and new planning software have reinvigorated the process in the past year. Program review recommendations are prioritized and entered into the planning software for review by the vice presidents. All plans are reviewed and prioritized and then brought to PBC for consideration. The PBC reviews and discusses all finding requests from the vice presidents and advises the president.

The college made concrete efforts to more closely link campus goals with student and program outcomes and funding requests, especially program review and departmental plans. For example, Institutional Research produces a standard data set³⁶ of demographic and longitudinal performance data for each program undergoing periodic review. Department level questionnaires and student surveys³⁷ are used to assess satisfaction and program/service needs. In September 2006, the PBC adopted a model to integrate planning, resource allocation, implementation, and re-evaluation. PBC now reviews budget requests in light of college goals and objectives. Budget requests are typically accompanied by supporting research that demonstrates potential institutional improvement. When possible, follow-up funding is granted based on actual improvements following the initial funding.

The template for academic program review³⁸ uses a standard data set that supports program evaluation along with planning for future changes and development by departments. Student services program review³⁹ uses standard metrics for each program to assist in evaluation and future planning.

The college develops an Educational Master Plan every three years to provide a comprehensive analysis for the campus community to plan for the future. Planning agendas are created that

serve as a guide for campus program planning. A Facilities Master Plan is created to support evidenced-based planning for physical campus growth and modification.

A community survey⁴⁰ is conducted periodically to determine how El Camino College is perceived in the community and how well the college serves its district population. Changes may be made to the campus plan based on results of the survey.

Institutional Research provides many comprehensive research reports to the campus community, many of which are updated each year. The reports are often accompanied by explanatory narrative. Profiles of trend data and campus and community profiles are presented several times per year to a variety of college constituencies including administrators, managers, deans, new faculty, and the campus as a whole.

Planning resources and research reports are provided on the Institutional Research and Planning website, available to the entire campus community.

Self Evaluation:

The college meets this standard.

Response to the availability of evidence on which to make decisions has been very positive; the increase in new requests for supporting research has grown 40% over the past four years. The use of performance indicators is promoted in several areas of the campus (e.g., PBC, Enrollment Management, campus planning). However, it is too early to tell how effective the use of performance indicators will be to improve program quality and student success. While global performance indicators are important markers of academic and service quality, caution is recommended when attempting to link broad campus-wide performance too closely with funding for specific program or service modifications. Performance can be due to a variety of factors, not just a particular intervention.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary:

In response to recommendations following the 2002 site visit, the college conducted a review and evaluation of its planning and budgeting process. Composed jointly of the prior District Planning Council and Budget Development Committees, the study found that most unit action plans were not funded; discretionary dollars were insufficient to fund strategic initiatives; the district did not establish annual priorities before the budget process began; the Budget Development Committee did not consider the master plan when reviewing budget requests; and the budgeting process was essentially a “roll over” operation that did not allow for new programs or services.

A second report, done at the request of the College Council, proposed that the college establishes parameters for linking planning to budget development. Among the recommendations were to develop a planning/budgeting model directly linked to the college mission and master plan; develop common planning and budgeting terminology; build unit action plans from program review; hold each unit accountable for its budget; and set aside a percentage of the college's budget each fiscal year to fund the highest ranked action plans, as rated by the President's Cabinet and the PBC.

In the academic year 2003-2004, the District Planning Council and the Budget Development Committee merged into a single governance Planning and Budgeting Committee (PBC), with the following responsibilities: to create an integrated planning and budgeting model; to oversee the program review process and incorporate findings into the planning process; to implement a three-year cycle of both master and strategic planning; to coordinate facilities, technology, human resources and fiscal planning with the Educational Master Plan; to develop a long-range financial plan as part of the Educational Master Plan; to review and monitor implementation of on-going planning activities by measures of institutional effectiveness; to provide recommendations to the president regarding all planning activities, funding sources, enrollment management, and the Educational Master Plan⁴¹.

The PBC has voting representative from the Academic Senate, the Federation of Teachers, the classified employees, the associated student organization, management, and the superintendent/president.

To illustrate the new planning-budgeting process at work, approximately \$1 million was set aside in the Fiscal Year 2006-2007 budget for program innovation. Priority was assigned to plans which focused on student recruitment and retention. Program managers submitted 53 unit plan-based proposals, each of which was reviewed by the PBC. The committee ranked all of the plans and recommended funding support for the top 12. Among the proposals endorsed were

1. A request, submitted by the Distance Education Committee, for \$112,000 in first-year funding to migrate more course offerings to the online format. Expenditures included \$36,000 for Etudes software licenses, \$12,000 for faculty stipends to convert to Etudes, and the remainder for staffing support. (Enrollment in distance education classes has increased almost four-fold in the past ten years.)
2. A proposal, submitted by Enrollment Services, for \$50,000 to augment the student services component of the 2006-2007 Enrollment Management Plan. Funds would pay for directional signage, post cards, student staffing, and a calling service for special events addressed to recruitment and orientation.
3. \$75,000 in partial-year supplemental funding for the First Year Experience (FYE) Learning Communities Program. FYE offers entering students nationally-recognized integrated courses (learning communities), specialized counseling, early group registration, FYE-dedicated faculty, peer mentoring, and other services.
4. \$25,000 in funding to enhance the financial aid process, which would allow for a) purchase of a software package that would reduce aid application processing time from six to two weeks, and b) staffing to keep the financial aid office open for an additional two evenings per week.

The PBC recommendations, totaling \$575,000, were forwarded to the College President and reviewed by the President's Cabinet. The Cabinet endorsed and the Board of Trustees approved requests for \$362,000 in funding (page 68 of Board agenda)⁴². The Committee deferred additional funding recommendations until the spring, when more program reviews would become available.

El Camino College has developed a three-year cycle for strategic and master planning. The current cycle (2008-2010) has begun with a research phase (institutional data, internal scanning [built from unit planning and program review], and environmental trend scanning), which was used as a foundation for the development of strategic initiatives.

The college now uses a model that maps the new strategic initiatives to measurable indicators of success in order to input college and unit plans into the college's new planning software, ECC Plan. At the same time, the comprehensive master plan is undergoing revision, with a timeline for Board adoption in summer 2008.

In the three-year strategic plan and annual action planning cycles, every department inside and outside of instruction can use the program review process to develop its unit plans and input them into the college planning software. Divisions evaluate and prioritize these plans, forwarding priorities to area vice-presidents and the Planning and Budgeting Committee for final review before the president recommends funding to the Board. Unit plans must be coordinated with the strategic goals of the college, the most recent program review, and relevant accreditation planning agenda items. Department plans are also developed outside of program review. In winter 2008, campus leaders entered their program and unit plans with final approvals by the administration made in time for the 2008-09 budget cycle.

The budget development process itself has also undergone a structural revision. In a departure from the traditional "roll-over" practice of basing allocation decisions on prior-year spending patterns, the college has devised a budgeting model which both builds from, and provides accountability for, institutional planning (see history below). Expenditures are broken down into three strategic areas:

First, instructional budgets, which optimize the faculty-to-student relationship in the classroom and which configure full- and part-time faculty assignments to cover the program, course, and section offerings for the fiscal year;

Second, mandatory budgets, which cover the required costs of supporting instruction and operating the college (administrative and classified salaries with benefits, housekeeping expenses, supplies, debt service).

Third, the college uses discretionary budgets to fund the initiatives emerging from the unit, strategic and master planning process itself, and thus to institutionalize linkage between planning and budget.

Based on need, the instructional and mandatory budgets must be funded initially. The current planning-budget cycle has nonetheless allowed for significant infusions of funding for program initiatives by way of the discretionary budget.

The Grant Development and Management Office, the El Camino College Foundation, and the Community Advancement Division are sources of alternative funding for college programs. The Grants office provides coordination and oversight for all grant applications submitted by faculty and staff, and all grant-funded projects awarded to the college. Currently, public sector grant funding is decreasing, and private foundation grants account for less than 10% of grant funding overall. The latter remains a potential sector for growth. Grant funding is not a solution to shortages in operational revenue. It is, however, an excellent resource for testing new concepts and strategic initiatives.

The ECC Foundation functions to support the college, to identify financial resources available from within the community, and to build collaborative partnerships which make sharing of resources possible. The Foundation raises money from external sources, provides fiscal and investment management and oversight of all funds, and allocates funds for scholarships, campus programs, and initiatives. The Foundation is also able to enhance the effectiveness of other campus fundraising efforts by extending the benefits of community resources and networks that it has established over time.

Since 2001-2002, ECC Foundation has grown dramatically. In the past five years, total contributions grew annually from \$250,000 to \$1,300,000, with \$800,000 distributed in 2005-06. This is a four-fold increase in contributions and a ten-fold increase in distributed funds since 2000-01. This infusion of new funds has supported a new program, Foundation Scholarship Program, which provides funding for 128 new scholarships many with substantially higher dollar amounts awarded. \$1,000 multi-year scholarships have also been added, including 14 linked to district high schools.

Along with a significantly increased number of individual Foundation supporters, additional corporate partnerships have been formed. For example, Northrop-Grumman sponsors a \$100,000 five-year program in support of math and science teachers. Washington Mutual is also supporting future teachers with a \$60,000 gift, and American Honda provides annual support for the South Bay Youth Orchestra. In addition, Boeing, Southern California Edison, and Southern California Gas have all partnered with the Foundation, providing support for various programs on campus. With the help of a newly expanded Board of Directors, ECC Foundation expects continued growth in the future in support of students and program innovations.

The Community Advancement Division provides economic and workforce development services through 13 different departments and 23 different grant funded projects. These services are provided directly to businesses and their employees throughout the South Bay. Some of these services that are grant funded are provided free of charge and some are charged a nominal fee. Some of the high level contract training is charged at a fee based on the ongoing market rate. Since 2002 this division has grown from seven grants totaling \$1.2 million to 23 grants totaling over \$4 million. The contract fee-based trading has grown from over \$200,000 to over \$4 million.

This substantial expansion has allowed the division to fund programs and services that provide direct service to the business community. In addition, Community Advancement staff support job placement for students, job internships, high school outreach for vocational programs, and other services that ultimately also lead to increased FTES for the college. These services to the campus only became available during the last two years because of the division's independent funding growth. The enterprise account that covers the fee-based contract training also allows the division to cover all of its expenses as well as contribute to the general fund.

The college has many avenues to initiate innovative practices. Faculty can apply for programs such as mini-grants and iGrants offered through the ECC Foundation⁴³ that promote innovative learning practices. In addition, in the 2005-2006 and 2006-2007 years, the college funded special projects through the Augmentation Budget, which was money received from the partnership with the Compton Center.

Self Evaluation:

The college meets this standard. The college has undertaken a major transformation of its planning processes at the master and strategic planning levels, particularly with a design to integrate planning and budgeting cycles.

In recent years, the college has been under continuous funding pressure, in part from system-wide constraints imposed by restrictive state budgets, but also because enrollment growth targets have fallen short. The college has begun to explore non-state funding sources of revenue more aggressively, but with sensitivity to the risk that one-time or short-term infusions may mutate into a drain on unrestricted general funds when such funding is exhausted. The Grants and Foundation programs along with the Community Advancement Division have responded to this funding need with exceptional growth over the past few years.

Although the growth in the availability of one-time resources such as grants and augmentation funds can provide start-up funds for special programs and innovations on campus, the college should improve its long-term support of these innovative practices to enhance the educational experience. Often, innovative practices are first funded through grant proposals and then are never institutionalized. For example, funding for programs like First Year Experience and Supplemental Instruction as well as academic hardware and software are not made permanent and therefore their funding is inconsistent.

With the college's new strategic planning process, a more integrated approach to resource development will be needed. An annual resource development/grants agenda needs to be formulated, with priorities attached to projects directly advancing goals and objectives identified in the plan. A resource development plan could be developed from the unfunded objectives and action plans identified by the divisions. External funding should have the highest institutional priority.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary:

The college's mission states that "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." There are various methods in which the college strives to assess whether it is meeting the goals of the mission. The college collects assessment data from members of the campus community to stay on task with institutional objectives.

Internally, administrative level decision makers and faculty conduct program reviews and Student Learning Outcome (SLO) assessments. Externally, the college collects data using surveys to target groups among the community and student populations.

During Program Review, academic departments and student service areas perform comprehensive self-studies of their programs and processes. The college collects data on student demographics and academic performance, method of instruction, learning environment, human resources, facilities, financial viability of the program, and governance. The purpose of Program Review is to look at programs and services in their current state and determine whether they are meeting the goals of the institution. The review recognizes strengths and weaknesses and recommends improvements.

Assessment through the Student Learning Outcome (SLO) process focuses on students' skills and educational results. Student-centered data is collected from an academic, student service, and environmental perspective. The assessment process includes information about quality of education and the ability for students to navigate through the institution's services. Additionally, the campus environment should contribute to Student Learning results.

Information from campus surveys are also used in assessing the institution's effectiveness. Survey results have been collected from all members of the campus community: faculty, staff, students, and administrators. The college has recently collected data to learn the student, faculty and staff opinions about the campus. Campus wide survey results are compiled and tabulated by El Camino College's Institutional Research department. Individual programs and departments, with the assistance of Institutional Research, also gather opinions⁴⁴ from students served by each program on a regular basis.

Each fall, Institutional Research produces a student profile report to help the college better serve our students. This report captures the vital first step of identifying the students we serve. This identification process enables our college to gear up programs and services for target populations, informing the campus of notable enrollment shifts such as the growth of Latino students as a share of the student body. Campus surveys included additional information about students such as language spoken at home and number of hours worked each week. Academic performance data is also collected for the fact books⁴⁵ including unit load, retention, success, and persistence.

The Faculty and Staff Opinion Survey⁴⁶, completed spring 2006, focused on four topics: Campus Mission, Campus Climate, Communication, and Student Service. In an anonymous forum, faculty and staff were able to provide professional feedback about the campus. Institutional Research compiled data from the employee responses to several items under the four topics. Some items included in the survey: familiarity with our mission, assessment of employee morale, innovation, and evaluation of student services.

The college publicizes research reports and analyses through a variety of avenues, both internally and externally. Through its open-access website, El Camino College posts student profiles and trend data, academic performance data, district profiles and survey results. In addition, many of these reports, such as the fall term student profile and results from campus-wide surveys, are presented at trustee meetings that are open to the public. Major reports are also released to the student newspaper and quoted in community publications. Internally, the college posts daily enrollment trends on its Intranet (MyECC) and distributes enrollment reports to the entire college workforce periodically via email. Research findings are also presented widely on campus by way of presentations to committees (such as Academic Senate, Council of Deans, and Enrollment management), Management Forums and campus-wide flex day assemblies. Therefore, the campus not only presents the data but also provides explanation of the implications with a ready forum in which to discuss and strategize solutions to concerns or problems. And finally, the President's and Institutional Research newsletters are just two examples of internal publications that disseminate data about the campus.

The college is currently developing a system with which campus representatives may access data directly and drill down to particular subset of interest. This system will facilitate data exploration and be used to support program and service improvements. Similarly, the college promotes independent access to college data through the Chancellor's Office Data Mart, empowering users to make the most of available data.

The dissemination of data about institutional quality would be meaningless if it were not explained and communicated effectively. The college relies on several methods to evaluate how effective the campus and public receives information. The most important method is the periodic community survey, administered by the office of Public Information and Marketing. The community survey gathers information on public knowledge and perceptions about the college. The most recent survey, administered in 2005, found that residents of the South Bay were very favorable towards El Camino College.

Internally, there are also a number of ways that El Camino College evaluates the effectiveness of its message. First, staff/faculty surveys frequently ask questions about communication and information sharing between administration and staff. In the spring 2006 survey, only 39% of faculty and staff felt that the college communicates openly and honestly with employees at all levels, while 43% felt that employees were well-informed. Since that time, however, great strides have been made to increase and improve the ways in which the campus distributes information.

A second way to discern how well data is communicated is through Institutional Research program review. The next review of Institutional Research services is scheduled for spring 2008. Results from this review will inform changes to how data is shared and explained campus-wide.

Self Evaluation:

The college meets this standard. The college uses assessment results garnered from program review, assessment of student learning outcomes, campus surveys and analysis, and accountability reports to greater or lesser degrees to communicate the quality of educational and service offerings at El Camino College. The college's new web design and expanded content plus wider distribution of assessment reports have provided knowledge and encouraged discussion and accountability of student achievement. This effort to communicate assessment results more broadly is developing and will continue to expand in the future.

SLO assessments should be summarized and published to serve both as examples for other faculty development learning outcomes assessments as well as to inform the campus community about what students are actually learning in the classroom. As stated above, the college intends to invest in a system to store and display student learning outcomes and assessment results in the future.

Program Reviews are divided into the three vice president's areas and each one is responsible for ensuring timeline completion. The tables showing completion are available. The results of program review recommendations are prioritized at the division/unit level and may be included in the program Plan Builder software. These are reviewed and revised and may be reprioritized by the vice presidents and recommended for funding.

Planning Agenda:

1. 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.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The college-planning process fosters improvement by setting ambitious strategic goals and being more focused on attaining those goals. Recommendations that were forwarded to the Planning and Budgeting Committee in the last three years resulted in an allocation of no less than \$3 million dollars being allocated for improvement in programs and services. Examples of programs specifically affected include Financial Aid, Release 18 (Datatel Colleague, college data system), and First Year Experience.

In 2002, the college introduced new planning software known as Q Builder for each unit to develop its plans, budgeting proposals and evaluation. The software was used effectively for three years; however, there were some programming problems with it, making it difficult to continue use. The college spent the year researching new planning software in use at another local college. The software and training were rolled in fall 2007. The new software is called Plan Builder, and the units are currently in the first stage of implementation.

With the planning cycle underway, the college has begun to close the loop of assessment/evaluation, reflection, and improvement. The college expects to maintain this cycle and continue to improve how well it evaluates assessment results in order to make and/or fund meaningful institutional initiatives.

One key support mechanism for this process is to increase research capacity. The return to greater staffing in research and planning received resounding support from the college administration, the PBC, Academic Senate, and the campus at large. In addition, research capability is expected to increase at the Compton Center with a full-time Research Analyst to be hired in 2008. Other programs, such as Career and Technical Education and some grant-funded projects, are hiring part-time project-specific researchers. The increased research and planning capacity will support the expansion of evidence-based decision making at El Camino College.

Self Evaluation:

The college made a major commitment to institutional planning and budgeting starting in 2002. The process continued through 2005, and a change to a new planning was sought. This change slowed progress in the coordination of planning, budgeting and evaluation; however, since 2007 with the new Plan Builder planning software, the college is on the second generation of planning software.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary:

There are a variety of ways that El Camino College participates in this continuous evaluation process, from global campus planning to individual course or service planning. The Comprehensive Master Plan (2004-2007) suggests a three-year planning cycle and off-year cycle to assure regular updates and continuous planning through the Planning & Budgeting Committee. Regular scheduling of the program reviews following standard guidelines assures a systematic review of all areas throughout campus.

El Camino College uses global data such as student profile trends and academic performance data to determine how well it is accomplishing its goals to provide effective programs and services. Information from external reports, such as the Accountability Reporting for the

Community Colleges (ARCC) report, also provides indirect indicators of overall college effectiveness over time.

The college also focuses in on academic performance and accessibility as well as to conduct financial, service, and curriculum needs assessments. Program review is the tool used to evaluate the effectiveness of campus programs and services. El Camino College's plan is to review programs and services every six years. This process has been accelerated to a three to four year time frame so that all programs will be reviewed under the comprehensive campus review currently underway.

Using a standard schedule of program reviews for each vice president's area ensures that every instructional program, student support service, the library, and other learning support service is examined and assessed on a regular basis. Areas needing improvement that would require action plans and additional funding are then closely reviewed and prioritized by the vice presidents before moving the recommendations forward to the PBC and the President.

Each program review contains a program overview, including a linkage to recommendations from previous reviews; program statistics; curriculum discussion (for academic programs); program requirements (staffing, equipment, planning, student learning or service outcomes); and recommendations for improvement. Each vice president's area designates which departments or programs are to be reviewed each year.

Student opinion surveys provide valuable evidence that directly informs needs assessments and can indirectly evaluate student performance through student self-perception and evaluation. Not only are nationally-benchmarked surveys administered biannually, with special focus surveys in alternating years (e.g., distance education), individual departments frequently administer surveys to students and occasionally faculty for supporting evidence in program review. When used, results from these surveys are included in the review document.

El Camino College began its most recent cycle of program reviews in 2001-02, completing 12 reviews by 2004-05. In 2005-06, the college reviewed 11 programs in both Academic Affairs and Student and Community Advancement; ten offices in Administrative Services also participated in this self-reflective review process. The college then reviewed 13 academic and 14 student service or community advancement programs; another five Administrative Services units were also evaluated. Reviews planned for completion in 2007-08 and 2008-09 include 30 academic programs and three SCA programs to complete one cycle of evaluation.

A critical and growing component of the evaluation process is the student learning outcomes (SLO) assessment cycle. Faculty and campus leaders who have created SLOs are immediately developing related assessments to evaluate teaching effectiveness in each area. Following one cycle of assessment, faculty will reflect on results to determine how instruction, materials, or facilities can be modified to improve student learning.

Self Evaluation:

The college meets this standard.

The program model developed in the late 1990s and used through the early 2000s was cumbersome. Revisions were made to the models in 2002-2004 and are currently going through the cycle. These current models used by the three areas need to be evaluated for effectiveness.

The addition of the Compton Educational Center under El Camino College has had definite impacts on the evaluation of programs. First, some departments have been more heavily affected by the Compton partnership than others, such as many of those under Administrative Services. This factor may contribute to reduced efficiency and service to the main campus which may be noted in a program review.

Data from Compton courses will be included in reviews conducted in 2008 or later now that sufficient data has accumulated. An issue likely to arise is that differences in student goals and academic preparedness between the two campuses might affect outcomes. In response to this concern, future program reviews will display data and summarize conclusions separately for each campus.

The college meets this standard. El Camino College has well-structured program review templates that foster in-depth systematic analysis of program details. In addition, the Administration and the PBC evaluate the entire review document when considering funding requests. Program reviews are posted on the Academic Affairs website for anyone to review. The review should be consulted after the review process is complete to enhance the linkage of program improvement and goal evaluation.

El Camino College demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. The fact that the Office of Institutional Research is operating with minimal staff definitely has affected the availability of pertinent information; the recent addition of another researcher will definitely contribute to an increased research capacity for both program and college-wide self-evaluation.

Planning Agenda:

1. The College will reassess the program review models and the SLO assessment process after the current cycle is completed.

¹ http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

² <http://www.elcamino.edu/academics/slo/corecomps.asp>

³ <http://www.elcamino.edu/administration/ir/acadperformance.asp>

⁴ <http://www.elcamino.edu/administration/ir/eccprofile.asp>

⁵ http://www.elcamino.edu/administration/ir/docs/research/brief3_enrollmentbyzip.pdf

⁶ <http://www.elcamino.edu/administration/ir/eccprofile.asp>
⁷ *Puente: History and Trends* (forthcoming)
⁸ *Focus On Results: Accountability Reporting for the Community Colleges* (ECC sub-report)
⁹ http://www.elcamino.edu/administration/board/minutes/5-21-07_FINALminutes.pdf
¹⁰
http://www.elcamino.edu/administration/ir/docs/acadperformance/AcademicProfile_ECCandPeers_2005.pdf
¹¹ Noel-Levitz Student Satisfaction Inventory - 2001
¹² http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
¹³ <http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf>
¹⁴ *Community College Survey of Student Engagement (CCSSE), Spring 2008* (forthcoming)
¹⁵ *Profile and Survey Results of Online Students, Spring 2007*
¹⁶ http://www.elcamino.edu/administration/ir/docs/surveys/Results_FacStaffSurvey_SP06.pdf
¹⁷ Spanish-language application (CCC-Apply), registration materials, parent surveys
¹⁸ http://www.elcamino.edu/administration/board/minutes/6-18-07_FINALminutes.pdf
¹⁹ <http://www.elcamino.edu/about/mission.asp>
²⁰ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1126
²¹ *Enrollment Management Plan 2006-07 and 2007-08*
²² Flex Day agendas 04-05 through fall 2007
²³ <http://www.elcamino.edu/academics/slo/collegecommittee.asp>
²⁴ <http://www.elcamino.edu/academics/slo/history.asp>
²⁵ Research forthcoming
²⁶ http://www.elcamino.edu/administration/vpaa/program_review.asp
²⁷ <http://www.elcamino.edu/studentervices/co/projectsuccess.asp>
²⁸ <http://www.elcamino.edu/studentervices/fye/index.asp>
²⁹ <http://www.elcamino.edu/studentervices/fye/si/index.asp>
³⁰ <http://www.elcamino.edu/studentervices/co/puenteproject.asp>
³¹ MyECC - Documents tab, Planning Documents page, SCA Program Reviews
³² MyECC - Documents tab, Planning Documents page, 2007 Planning Summit
³³ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106
³⁴ <http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf>
³⁵ Performance Indicators, El Camino College, 2006-07
³⁶ Standard data set, Program Review
³⁷ Samples of program review student satisfaction surveys
³⁸ Academic Program Review template
³⁹ MyECC - Documents tab, Planning Documents page, SCA Program Reviews
⁴⁰ The most recent Community Survey was conducted in 2005-06
⁴¹ <http://www.elcamino.edu/administration/masterplan/cmplan.asp>
⁴² http://www.elcamino.edu/administration/board/agendas/12-18-06_agenda.pdf
⁴³ <http://www.elcamino.edu/administration/foundation/>
⁴⁴ samples of Program Review Surveys
⁴⁵ <http://www.elcamino.edu/administration/ir/eccprofile.asp>
⁴⁶ http://www.elcamino.edu/administration/ir/docs/surveys/Results_FacStaffSurvey_SP06.pdf

STANDARD IIA: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievements of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages persona; and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary:

The mission of El Camino College is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. The college offers programs in transfer, education, career technology, developmental education, basic skills, non-credit instruction, community education, enrichment programs, and economic development programs. To reach all of the segments of our community, the college has expanded its curriculum to meet the needs of the community in the broadest sense, including high school students, adult students, adult re-entry students, second language learners, workers seeking additional skills and training for certifications, and the business and industrial community.

As new curriculum originates at the instructional divisional level, it is reviewed by the division curriculum committees and moves forward if approved to technical review and is then reviewed by the College Curriculum Committee (CCC). If courses are approved by the CCC, they are forwarded to the Office of the Vice President of Academic Affairs and for final review and approval by the Board of Trustees. All new courses that are designated as transfer courses are sent either to the CSU General Educational Committee or the IGETC committee for review and articulation. There are some programs at the College like Radiologic Technology and Nursing and Respiratory Care that require external review and certification. The Paralegal Studies Program also requires approval of all changes by the American Bar Association Education Committee. The college is engaged in the statewide effort to improve instruction and curriculum in the basic skills program and is currently engaged in a partnership Title V Federal program to improve mathematics instruction with a focus on developmental education. The college also has a Mathematics, Engineering and Science Achievement (MESA) Program.

The college has a well-thought out program review process in place in Academic Affairs and Student Services. Both program areas have made significant steps to review their respective programs and are using the recommendations from those program reviews in the unit planning process for budgeting and other changes.

The college was established 62 years ago, and during this time took great pride in the development of a comprehensive general education transfer program and in career technical programs. The college has course offerings that meet all of the general education criteria for an Associate of Arts degree and that transfer to the CSU, UC, and private universities. The college employs a full-time articulation officer to ensure that all programs are current and articulate to the CSU, UC, and private universities. All instructional programs are assessed for currency on a six-year cycle of course review by the CCC. Each division is required to review and update courses any time changes are made to the general course outline in order to keep the courses current. Certificates in career track courses and programs are responsive to changes in the labor market based on student enrollment and the advice from advisory committees. In addition, through programs like VTEA (CTE), staff development and sabbaticals, faculty in the vocational programs are encouraged to take advantage of professional development opportunities and short-term training available in their respective fields. Some of the vocational faculty are certified by external agencies in their respective fields. Tied into regular course review and revision are the required program reviews for each major program discipline group. The college is not organized into academic departments; instead, discipline groups within each of the eight instructional divisions are recognized as the operational units for course offerings.

The college is fully engaged in the implementation of Student Learning Outcomes (SLO) and assessment. To support this program, the college appointed two SLO coordinators in the instructional program and one in the Student Services program. The coordinators report to the Vice President of Academic Affairs and the Vice President of Student Services respectively, however, all of them make regular reports to the Academic Senate. The college is taking a very systematic approach to training faculty to develop SLOs and assessments. The college has dedicated the last three major institutional flex days to SLO training, and since last fall has scheduled assessment of learning weeks so that faculty can work with each of the coordinators or their respective division representatives on the Assessment for Learning Committee to develop their individual course SLOs and assessment programs. The SLO coordinators write a final report each semester detailing accomplishments, the number of courses that went through the SLO development process and the courses that began the development of assessments. All of this information is detailed by division and posted online. The Vice President of Academic Affairs makes regular reports on the status of accreditation and the progress of SLOs to the Board of Trustees.

Compton Center has appointed faculty SLO Coordinators whose responsibilities include representing Compton Center on the Assessment of Learning Committee (ALC) and other college level SLO meetings on the main campus and to communicate back to the Center faculty on a regular basis. The Center's Faculty Council includes as a standing item on its agenda a report from the SLO coordinator.

El Camino College is dedicated to fulfilling its mission and upholding its integrity in all programs offered by the college at the main campus as well as at the Compton Center and other off-campus locations. Through careful planning and review of curriculum, the program review process, regular faculty evaluations, articulation with transfer schools, and compliance with outside accrediting bodies for some vocational programs, El Camino College continually demonstrates the integrity of all academic offerings.

While attention to the outcomes and objectives of instruction is always at the heart of what El Camino College seeks to do, in recent years focused attention on the formulation and assessment of Student Learning Outcomes became more conscious and public. As a community, El Camino College embraced the importance of learning outcomes and the need for assessing everything we do in order to maintain the highest levels of student success.

Self Evaluation:

The college meets the standard. The college is in good standing with the Accrediting Commission and all other external organizations involved in the certification of programs. The college employs a strong faculty and meets the full-time faculty obligation required by the State of California. In addition, the college has strong enrollment; currently 25,000 students per semester. The college ranks as one of the top ten transfer schools in the state and enjoys an excellent reputation in the community. The latter statement is based on the information gleaned from community surveys that were administered by an external organization two years ago. In these community surveys, the college ranked in name recognition almost equally with University of California at Los Angeles and the University of Southern California. In other words, the community surveyed knew about El Camino College when asked and in general expressed very high opinions about the reputation of the college.

The college is in the process of assembling multiple sources to use as resources to assess learning outcomes. One resource that looks promising is the Accountability Report for Community Colleges (ARCC) that is created by the System Office. The ARCC contains meaningful measures of academic progress on many aspects of community college education: academic achievement and transfer, vocational education and basic skills success, and ESL and basic skills improvement (continuing through and succeeding at higher levels of course work). Basic skills improvement is an especially important indicator of learning outcomes since the rate acts as a gauge of student progress from basic skills to college-level work. The college experiences healthy performance rates on most of these measures, showing either growth or stabilization over the past four years. The Compton Center has experienced declines across most measures during the first year of the El Camino College partnership. However, this is likely due to the upheaval of accreditation loss. Due to efforts on both campuses, performance is expected to improve by next year's report.

1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research

and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary:

El Camino College is committed to providing opportunities and accessibility to students of varied ages, cultures, ethnicities, abilities and backgrounds. The faculty, counselors, administration, and staff work together to serve the community as it continues to change. ECC enhances its diverse community as it supports the mission of ensuring student success by offering quality, comprehensive educational opportunities.

El Camino College provides instruction at both the El Camino College Campus in Torrance and the El Camino College Compton Educational Center in Compton, which primarily serves residents of the Compton Community College District.

The ECC District includes the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. ECC’s Demographic Data profile (based on census 2000) indicates that the ECC District is 38% white, 30% Latino, 17% African American, 11% Asian, and 4% composed of Native Americans, Pacific Islanders, persons of two or more races, and persons of other race. The district is 49% male and 51% female.¹

The ECC student body is 55% female and 45% male. The ethnicity data for ECC students indicates approximately 32% Latino, 21% white, 18% African American, 13% Asian, 4% Filipino, and 12% Native Americans, Pacific Islander, Unknown or Declined to state. The largest ECC district enrollment categories consist of groups ages 18 and 19 year olds (approximately 13% of total enrollment each) In addition, approximately 12% of our students are age 25 to 29 and 12% are age 30 to 39.²

ECC District*		ECC Student Body	
White	38%	White	21%
Latino	30%	Latino	32%
African-American	17%	African-American	18%
Asian	11%	Asian	13%
All other	4%	All other	16%
Female	51%	Female	55%

*It should be noted that the ECC service area is not limited to the ECC District.

The Compton District encompasses all or most of the following cities: parts of Carson, Compton, Lynwood and Paramount. The area of North Long Beach is also included due to its close proximity to Compton Center. The district is 51% male and 49% female. Based on 2000 census figures, the district is 67% Latino, 19% African-American, 6% White, 6% Asian, and 2% American Indian, Pacific Islander, persons of two or more races, and persons of other race.³

At the El Camino College Compton Educational Center, figures for fall 2006 indicate that the student body is 50% African-American, 37% Latino, 2% Asian, 2% Filipino, 2% white, and 7% Pacific Islander, Native American, unknown, or other. The student body at the Compton Center is 67% female and 33% male.⁴

Compton District		ECC Compton Center Student Body	
White	6%	White	2%
Latino	67%	Latino	37%
African-American	19%	African-American	50%
Asian	6%	Asian	2%
All other	2%	All other	9%
Female	49%	Female	67%

Research completed by ECC's Institutional Research Office for spring 2007 indicates that the El Camino campus is successfully achieving its goals when serving students, including 17-21 year olds, Latinos, Pacific Islanders, and out of state and international students. The college continues to address strategic recruitment efforts based on location and type of student, such as traditional college-age students and working adults. Particular attention has been given to maintaining and increasing enrollment at the ECC Compton Center during the last two school years. Demographic change in the area served by the Compton district will require new approaches as ECC works to ensure that the Compton Center recovers from the declines in enrollment brought about by the loss of accreditation and its transition to a Center of El Camino College.

El Camino College ensures high quality programs and proper assessment of educational preparation in a variety of ways. The faculty, including both the El Camino campus and the ECC Compton Center, is comprised of over 1054 full and part time instructor (890 at the main campus and 164 at the Compton Center). The last survey indicated that 90% possess at least a master's degree and 25% have doctoral degrees. Furthermore, all classes and programs meet the minimum requirements of the California Community Colleges Board of Governors as stated in the California Administrative and Education codes.

In addition, a four step matriculation process is in place to support students' educational goals. Matriculation consists of 1) filing a college application for admission and declaring a goal, 2) participating in assessment for educational planning, 3) participating in a new student orientation, (combined with registration and assessment), and 4) preparing an educational plan with a counselor.

To supplement the regular programs, the varied needs of the El Camino community are being met through programs such as Puente, Project Success, First Year Experience, and Learning Communities, as well as the Honors Transfer Program, and the innovative Women in Technology program.

Student-learning needs and educational preparation are assessed through assessments and tests including the following:

1. English Placement Test
2. English as a Second Language Placement Test
3. Mathematics Placement Test
4. Chemistry Placement Test

Assessment tools are validated to assure that students enroll in classes that are appropriate to their needs.

During the fall of 2005, ECC's Institutional Research Office completed an Academic Performance Profile⁵ that included comparisons of performance measures with five comparable California Community Colleges (Cerritos College, Long Beach City College, Mt. San Antonio College, Pasadena City College, and Santa Monica College.) These colleges were chosen because, like ECC, they are large, urban/suburban, ethnically diverse, and in single-college districts.

The Profile addresses academic performance five areas:

1. Course Retention and Success
2. One Year Persistence
3. Completions (degrees or transfer – preparedness)
4. Transfer to UC/CSUs
5. Degrees Conferred at UC/CSUs

The study revealed that “the academic performance of ECC students, compared with those of its closest peers, is fairly consistent and central.” The Profile notes that exceptions to this included “one year persistence,” in which ECC rated near the top, as well as higher performance in the degree/transfer completion rate, where ECC ranked third among the five comparison schools. Also noted was ECC's third place ranking for UC transfers. However, ECC's success and retention rates were found to be in fourth place.

The profile also indicates that ECC student course retention rates during the period from fall 2001 to fall 2005 resulted in a modest decline following four years of stability. In the area of course completion and transfers, ECC had a fairly stable rate based on historically high performance rates.

Additionally, the Accountability Reporting for Community Colleges (ARCC) indicates that ECC's degree, certificate, and transfer rates during a ten year span resulted in completion rates of 49% for 2003-04, 50% for 2004-05 and 51% for 2005-06. Over five years, ECC's transfer rates to the UC and CSUs showed steady increases.

The ECC Assessment of Learning Committee (ALC) developed core competencies and submitted them for ratification to the Academic Senate in spring 2007. The core competencies include the following and are described in detail in Standard I:

1. Content Knowledge
2. Critical Creative and Analytical Thinking
3. Communication and Comprehension
4. Professional and Personal Growth

5. Community and Collaboration

Self Evaluation:

The College meets the standard.

1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary:

All courses offered under the auspices of El Camino College, whether on campus or off, in face-to-face mode or as a hybrid or distance education offering, are based on a course outline which includes learning objectives. The curriculum process ensures that courses to be offered via distance learning are reviewed and that integrity is maintained.

In recent years, the use of technology in the classroom has transformed classroom instruction, and currently many classrooms include internet access and projection systems, allowing for easy use of PowerPoint, video clips, and other interactive methodologies. A project is underway to provide auto response system for classroom use, which will enable instructors to receive instant feedback on students' understanding of the material being presented.

To ensure that instructional methods fit the objectives and content of courses, courses are reviewed at the division level and at the college level by the College Curriculum Committee. The college curriculum forms require faculty to respond to a section that details the methods of instruction, and the originators must explain and justify the methods of instruction that include lecture, lab, discussion, multi-media presentations, demonstration, group activity, role-play/simulation, guest speakers and field trips or other methods. Delivery methods are evaluated through program review and through classroom observations when faculty are evaluated; however, most faculty also employ some form of student evaluation at the end of the semester. Generally faculty members review their students' performance on the examinations to ensure that students are learning the information and are able to demonstrate their knowledge and skills throughout the semester. All of the faculty members are in the process of developing SLOs and assessments of the SLOs with the goal of improving instruction. This process is in development and the faculty are learning the methodology. The expectation is that as faculty members' skills with the use of SLOs improve, their instructional programs will also improve.

Dialogue about student learning in instruction happens in a variety of forums which include the formal process of course review and development, SLO development, program review, articulation efforts, and student performance. The college regularly reviews student performance in all classes and posts this information on the website under the Institutional Research and Planning page⁶. The college employs a full-time articulation officer that is an ex-officio member of the College Curriculum Committee. As the UC, CSU or IGETC committees require information to update the articulation agreements, the articulation officer will transmit that

information to the appropriate discipline group or the dean of the division for revisions to the curriculum.

The college pays a great deal of attention to student enrollment in all courses and programs as a first indicator of the relevance of the course. When enrollment declines in a program, the faculty and the dean are encouraged to examine the reasons for the decline. With the advent of online instruction, additional care is given to monitoring student performance and comparing it to in-class instruction. If significant differences between online and in-class instruction begin to appear, the faculty member and the dean are asked to review the reasons for the differences. Overall, the differences in student performance in online classes and regular courses do not appear to be significant, yet we are aware that the drop rate in online classes is higher than in regular classes.

Since 1970, El Camino College has offered Distance Education courses. Distance Education includes a variety of delivery methods including cable television, videoconferencing, videotape, DVD, and Web-based instruction.

The Distance Education Office supports both faculty and students by preparing and distributing materials (student handbooks, guidelines, faculty contact information, etc.), maintaining the program website, and answering questions in person, by phone, and by email. The office has responsibility for working with instructional divisions, ITS, admissions, the bookstore, and other campus departments to manage all program elements.

The Distance Education Advisory Committee (DEAC) meets once a month and has responsibility for developing guidelines, policies, and procedures for distance education courses, reviewing new distance education proposals, and recommending program goals. The committee includes faculty, managers, and key staff from various areas of campus.

Currently, 102 courses are approved by the CCC to be offered via Distance Education (DE). During the 2006-2007 academic year, 140 sections of DE courses were offered, enrolling 4,139 students. Most of these sections were online courses. The number offered by the television delivery format has declined due to student preference for online courses.

In 2006, the Vice President of Academic Affairs established a Distance Education Task Force with a goal of growing the Distance Education program. The Task Force prepared and approved a plan after consultation among DEAC, the Academic Senate, the Technology Committee, and other groups on campus. The plan calls for a goal of 150 sections per semester to be offered by fall 2008 and for providing the necessary support to ensure a quality program. This represents a 114% increase in the current program.

All distance education courses at El Camino College must meet the same standards of quality that apply to traditional classroom courses. The college follows the guidelines provided in Title 5 regulations regarding offering distance education courses throughout the curriculum. All online courses are credit and most are transferable. The courses must go through a rigorous review before they are approved for online delivery. This process is outlined in the Distance Education Guidelines and College Curriculum Committee procedures. The Division Curriculum

Committee must approve each course, and the Distance Education Advisory Committee reviews the courses before submission to the CCC. The college places emphasis on ensuring effective regular contact between students and faculty and maintaining content and assessment integrity.

Guidelines and procedures for all aspects of the distance education program include faculty selection, course scheduling, new course proposal, class size, training requirements, and intellectual property rights.

The Distance Education Office and Advisory Committee (DEAC) has begun the process of evaluating the delivery of degrees solely by distance education. El Camino College currently offers over 49 general education courses through distance education.

Self Evaluation:

The College meets the standard. The CCC and the Division Curriculum Committees work well to ensure that all courses meet the standards of excellence and require the appropriate scholarship and rigor for students to complete their studies.

The college has not made sufficient progress in the development of student learning outcomes and assessment of the outcomes. It is expected that once the assessment program is completed in the first cycle that some faculty members may be required to make changes either in how they present the course content or how they evaluate students. The beauty of the SLO project is that each instructor will be in control of this process and using it to improve student success and instruction.

The college must develop a more effective approach to evaluate student learning in online instruction. Included in this is a need to help students evaluate their own level of skill and preparation for enrolling in online courses. A possible approach for this self-evaluation may be a requirement for all online students to take a self-evaluation assessment test to measure their skill and preparation for online instruction.

While the college supports ample opportunities for faculty members to improve their skills in teaching, more faculty members should be encouraged to participate. The college regularly offers the On Course workshops, Great Teachers workshops, and other faculty development opportunities; however, while the attendance is strong, more faculty members should be engaged in participating in these workshops. All remodeled and new classrooms since 2003 include what is being called the Smart Classroom instructional technology that is yet to be evaluated in terms of improving student learning.

The college stays current, offering courses utilizing a various modes of instruction to meet the objectives of the curriculum and students' needs. Traditional classroom instruction has been enhanced through technology, and distance learning has transitioned from primarily video-based formats to mainly online courses.

Planning Agendas:

1. The college will evaluate the progress of SLOs on an annual basis.

2. The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center.
3. The college will continue to evaluate the effectiveness of online instruction on student learning.

1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary:

The college began its compliance with the SLO mandate in fall 2004 with the formation of an SLO task force to investigate how to respond to the new ACCJC standards asking community colleges to create and assess SLOs. The members of this task force looked at examples from other schools and attended workshops to assist with the implementation of SLOs at ECC.

During the next academic year 2005-2006, several members of the original task force formed a smaller task force and created a draft of nine Institutional Learning Outcomes (ILOs).⁷ This task force recommended that SLO coordinators be appointed to facilitate the process of this implementation. Two SLO coordinators were appointed at the end of spring 2006. A third SLO coordinator was added later in the year.

During academic year 2006-2007, SLO implementation began in earnest. The task force was dissolved, and in its place, a college-wide committee, called the Assessment of Learning Committee, was formed. One of the first tasks of this committee was to reformulate the Institutional Learning Objectives into more formal core competencies. Input regarding the content of these core competencies was requested from the campus at large. At the end of the drafting process, the committee developed five core competencies, which the committee as well as the Academic Senate, thought reflected the learning goals of the entire campus. The Academic Senate ratified these core competencies on March 6, 2007.

The Core Competencies are as follows:⁸

Students completing a course of study at El Camino College will achieve the following core competencies:

1. Content Knowledge: Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. Critical, Creative and Analytical Thinking: Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. Communication and Comprehension: Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

4. 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.
5. 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.

The committee also asserts that these core competencies would serve as the framework (metaphorically, “folders”) under which program-level and course-level SLOs and assessments are organized.

The faculty are primarily responsible for the creation of SLOs and assessments at the course level and program level. SLO assessment committees exist in each division to coordinate these efforts. The approach to SLOs and assessments that El Camino College adopted was to create SLO statements, assessments, and rubrics at the same time in order to insure that all three components were aligned.

The coordinators, along with the Assessment of Learning Committee, developed forms for SLO assessment proposals. An assessment audit questionnaire is used to encourage faculty to think about assessments already in place. When this Self-Study began, there were some thirty-five course-level SLOs, with assessments and rubrics under development.⁹ At the present time 323 courses have developed SLOs with 31 courses in the process of assessment.

Summary of Progress (After Spring 2008 Flex Day)

Division / Unit	Courses with at least one SLO	Courses assessing at least one SLO	Programs with at least one program-level SLO	Program-level SLOs assessed
Behavioral and Social Sciences	31	1	1	0
Business	56	0	2	0
Fine Arts	65	8	1	0
Health Sciences and Athletics	71	13	3	1
Humanities	45	1	1	0
Industry and Technology	21	5	1	0
Learning Resources	N/A	N/A	5	1
Mathematical Sciences	6	2	1	0
Natural Sciences	28	1	1	1
Student Services	N/A	N/A	11	2
Total	323	31	27	5

Self Evaluation:

The college is in the development stage of this standard.

While implementation of SLOs at El Camino College began slowly, since we started on the process significant progress ensued. ECC is somewhat unique in its method of writing SLO statements, assessments, and rubrics at the same time so that assessment of an SLO can happen very quickly.

This approach aids the implementation, and reduces faculty resentment towards the mandate. Instead of faculty feeling that they are rewriting course objectives, when faculty see that an SLO statement is linked to an assessment and rubric, the difference between an SLO and a course objective becomes clear. The college is in the development stage of the SLO program and has made progress using the assessment process.

While El Camino College has a lot of work to do to achieve full implementation of SLOs and assessments, the general feeling is that it is on the right track. The student learning outcomes for the institution were written and confirmed at the fall 2006 flex day; however, they are not being assessed at this time. There are plans to implement the assessment of what we call “institutional learning outcomes” starting next academic year. While the assessment instrument is not in place, there are discussions about what instrument to use for this purpose.

Planning Agendas:

1. The faculty will complete the development of SLOs and assessments for all courses, programs, certificates, and degrees.
 2. The college will develop an assessment instrument for the Institutional Learning Outcomes (ILO) to improve the general education instructional program.
- 2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

El Camino College, in keeping with its mission statement, offers a wide variety of educational programs. These include both collegiate and pre-collegiate courses, non-credit community education courses both in person and online, and study abroad. It also offers courses for international students through the El Camino Language Academy, as well as in the credit program, and it offers contract education through the Business Training Center.

2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary:

El Camino College uses policies and procedures to design and identify learning outcomes for, approval, administration, delivery, and evaluation of courses and programs. Established methods both for course design and review, and for program review, are discussed and followed by faculty, staff, and administrators.

Courses, as well as majors and certificates, are designed, revised, and evaluated according to Academic Senate policies and procedures outlined in the Curriculum Handbook for El Camino College, and the California Community Colleges Course and Program Approval Handbook. The ECC handbook is updated yearly and is widely distributed, including to all division offices. The handbook also is available online at the College Curriculum Committee (CCC) website¹⁰, as are all forms required for curriculum proposals. Faculty proposing or revising courses, majors, and certificates receive assistance from division personnel, from the CCC website, from the CCC chair, and from the Curriculum Advisor.

New courses must be proposed through use of a Proposal for New Course form (CCC Form 2). The course itself is outlined on a Course Outline of Record form (CCC Form 1). In spring 2007, the approval process for Distance Ed course delivery was streamlined by including DE expert faculty on all Division Curriculum Committees and eliminating the requirement for approval by the Distance Education Advisory Committee (DEAC).

Existing courses are reviewed and revised through use of a Proposal for Course Revision form (CCC Form 3). Faculty members play an essential role in the design, review, evaluation, and revision of courses, as discussed in Section II.2.c.

All new and revised courses must meet established standards for credit and non-credit courses, and have documentation for the establishment of conditions of enrollment: prerequisites, corequisites, advisories, and enrollment limitations. The CCC itself is chaired by a faculty member and has eleven voting faculty members and two voting administrators. Additional ECC personnel, including the Articulation Officer, the Curriculum Advisor, and the Matriculation Officer, serve in ex officio positions. The committee meets twice a month, and a prepared schedule sets the curriculum review timeline for each semester.

The review of courses and programs is closely related, but separate procedures allow for targeting and revising specific courses when a program is not conducting program review. Academic programs are reviewed according to an established five-part procedure, and program reviews are scheduled and coordinated by the Office of the Vice President of Academic Affairs. Each program review is undertaken by faculty within that program, and they use institutional data, student and faculty evaluations, trend spotting, discussion, and reflection to arrive at a thorough evaluation of the program.

Procedures for course review and program review lead to assessment of quality and improvement at the course and program level. Additionally, course and program faculty are responsible for identifying appropriate student learning outcomes. Student learning outcomes are being established for each course and program. Each department within its division has identified committees responsible for SLO development for each course and program. These SLOs guide course development and revision and program review/evaluation. At the course level, SLOs are tied directly to course content through stated course objectives.

Credit and non-credit courses are approved at the faculty, division, and college level. Each division's curriculum committee reviews, discusses, revises, and approves new and existing course proposals before forwarding them to the CCC. The College Curriculum Committee must review, evaluate and approve all new or revised courses before they are presented to the Board of Trustees for approval. The current processes effectively guide and administer both courses and programs.

At the program level, current procedures lead to assessment of quality and improvement in programs through shared dialogue and goal-setting, and as program review is tied directly to program funding, program needs and recommendations set by program faculty inform and guide the Planning and Budgeting Committee (PBC) as they review stated program needs and recommendations when funds are requested.

Courses and programs undergo rigorous examination in order to maintain high standards. Course evaluations result either in revision according to the CCC's established procedures for course revision, or in retiring the course if the course no longer meets the needs of its program or the campus community. Programs are reviewed and evaluated every six years to assess program needs and to provide recommendations. Programs within departments and divisions are reviewed on a rotating basis.

Self Evaluation:

The college meets the standard. The institution assures that it relies on faculty expertise for establishing the quality of its courses and programs by making faculty discussion and decision-making the first and most crucial step in course review and revision and by assigning faculty the central role in evaluation and goal-setting for all programs via program review procedures. Current curriculum review guidelines suggest a six-year course review cycle. However, the workload of the CCC prohibits a six-year review cycle. A 10-year review cycle is a more manageable goal, as well as curriculum review accomplished through program review, given the number of courses, majors, and certificates offered at ECC.

The CCC under the direction of the current chair developed new online web based course management software to ease the development processes. The software is available for faculty to use and was launched in fall 2007. The use of the software may expedite the curriculum review process shortening the time needed for the committee to review courses. The CCC in coordination with the Office of Academic Affairs Curriculum Advisor is generally effective at overseeing the curriculum review process. The Curriculum Advisor is a full-time position.

With the growth of courses now offered online has come growth in faculty Distance Education expertise. Designating one faculty Distance Education expert in each division as a sitting member of each division curriculum committee will streamline the approval process.

In spite of its heavy workload, the CCC's work on campus development of an engineering technology program and an extensive non-credit ESL program are among recent CCC accomplishments.

2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary:

El Camino College has started building a comprehensive assessment program, and the process has been previously led by faculty. The Assessment of Learning Committee, made up of faculty, is tasked with creating and assessing institutional-level SLOs. This committee consists of faculty representatives from each academic division, the Compton Center, and student services/counseling, along with some ex-officio members—the Vice President of Academic Affairs, an academic dean, the institutional researcher, and a student services dean. Finally, each division has an SLO and Assessment advisory committee which consists exclusively of faculty members, with academic deans taking on an organizational or supporting role.

Student progress towards achieving the outcomes identified by the faculty is assessed as part of the SLO cycle. One result of the SLO program is greater emphasis on clear statements of expectation, usually through the use of rubrics. Faculty members have increased their use of rubrics, adding to the level of transparency and allowing students greater understanding of how to achieve their goals.

At this time, the faculty primarily relies on grades and testing processes to evaluate the effectiveness of student learning. Some are beginning to use SLOs, though this is in the developmental stage. The college expects that once faculty members begin to get the gist of the SLO assessments, they will have data based on classroom research to assess the student learning outcomes in their respective courses. Allied Health Programs pay more attention to student outcomes than other programs because they are externally accredited and are required to demonstrate minimum student competencies. All students are strongly encouraged to develop an education plan and to schedule appointments with counselors to review their progress. Students that have educational plans and meet with counselors regularly have higher retention and success rates compared to those that do not plan or see a counselor.

Self Evaluation:

The college meets this standard. Some programs such as Nursing are required to perform an annual self evaluation; however, others rely on Career Technology Education (CTE) program review as the major source of program evaluation. Career Technology programs receiving CTE funding are required to respond to the core indicators to qualify for funding. The basic skills English and Math programs are in the process of completing a self assessment that will be submitted to the Chancellor's Office on May 1, 2008. The information used to assess student progress is downloaded from the state MIS database to develop success and retention reports. The Institutional Research Office must complete reports to the State Accountability Report for the Community Colleges (ARCC) every year. The faculty are primarily engaged in developing program reviews and more recently SLOs and assessment.

Planning Agenda:

1. The college will continue to develop, assess, and revise SLOs and assessments for all college courses, programs, certificates, and degrees.

2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary:

Quality of instruction at El Camino College is demonstrated through several processes. All course outlines must be reviewed by three separate collegial bodies: department faculty, division curriculum committees, and the College Curriculum Committee. During this review, department faculty are instrumental; faculty update course outlines according to overall program and course content trends and texts, current developments in modes of delivery, course sequencing, needs of the community, results of program review, and established course- and program-level student learning outcomes. As SLO assessments are conducted, these results are also considered in updating course outlines.

El Camino College has developed a Pre-baccalaureate Task Force that brings together for the first time pre-collegiate disciplines and support-offices across campus. Included in this task force are faculty and administrators from Academic Strategies, English as a Second Language, English, Reading, and Mathematics; the Special Resource Center and the Learning Resources Center; ECC's Director of Grants; and academic counselors. The task force seeks to broaden our discussion and concerns about pre-collegiate students, disseminate current research, and develop both instructional and student support strategies for strengthening our pre-collegiate programs. Our current project is a Title V grant proposal which, if funded, will provide a means to develop successful cross-campus strategies benefiting pre-collegiate students. The Pre-baccalaureate Task Force provides cross-campus institutional dialogue much needed at ECC, as so many of our students enroll in pre-collegiate-level classes.

Within disciplines, criteria used to determine breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is derived from successful program review. Criteria are derived from results of data sets, including fill rate, retention and success rate; curricular review; faculty expertise within their disciplines, and the support of faculty growth through conference funding and on-campus events; and discipline-specific standards. Each program establishes its criteria at the beginning of their program review process by reviewing quantitative data and trends. Program faculty set pre-collegiate and collegiate standards through review of the quantitative data and comparison of that data with national trends within the discipline.

Self Evaluation:

The college meets the standard. The college curriculum process requires faculty to respond to questions on the forms that stimulate reflection and dialogue in the discipline. Faculty members must revise general course outlines once every six years depending on the articulation of the course. In order to complete the curriculum review process, they must respond to questions regarding articulation, grading standards, methods of instruction, currency of content, Bloom's taxonomy, course objectives, degree status, textbooks, conditions of enrollment, pre- and co-requisites, and content analysis, which are found in the committee's forms¹¹.

2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary:

El Camino College faculty members, counselors, tutors, and other support staff have been innovative in their use of delivery modes and teaching methodologies. Various campus programs and faculty groups continually address the ongoing drive to understand learning styles and academic needs of our diverse student body. The Staff Development Office provides workshops designed to increasing effective teaching and learning through alternative modes of instruction and to help evaluate the effectiveness of new methods of delivery.

For example, during the 2006-07 academic year the following workshops were offered that provided strategies for faculty to use in their classroom addressing teaching methods:

1. Two-day On Course Workshops were held in the fall and spring with over 70 faculty attending. On Course provides strategies for assisting students to be successful both in college and in life. Among the many topics covered are Discovering Your Preferred Learning Style, Understanding Emotional Intelligence, and Gaining Self Awareness.
2. In spring 2006, a series of workshops titled "Tooling Up: Empowering Active Learners" were held. These workshops followed up on strategies learned in the On Course 2-day workshops.
3. Human Development 8 Teaching and Learning Cohort
4. Globalizing the Curriculum met throughout the year in preparation for a trip to China
5. Basic Skills Infusion Training in Reading & Writing
6. Celebrating Abilities-Special Resource Center Open House

7. An Introduction to Service Learning
8. A one-day conference: Holistic Approach to Teaching & Learning: Academics and Beyond

A recent campus-wide effort by faculty members working with Academic Affairs has begun the discourse on Student Learning Outcomes. Fall 2006 and spring 2007 Flex Days included divisional and departmental work on developing SLOs for each discipline.

Additionally, the college has excellent support services designed to supplement in-class instruction with the intent of augmenting student success. Under the acronym of SSTARS, the college is committed to a variety of programs that supplement instruction at all levels. The Student Success Transfer and Retention Services (SSTARS) committee evolved from Counseling and Student Services in spring 2003. It was created to support the mission of ECC to meet diverse community needs and to support the development of services for student success, transfer, retention. Among its programs are the following that address the diverse needs and learning styles of El Camino College students:

1. The Learning Communities program offers linked classes in which the subject matter of two or more classes is integrated. The classes may be designed around a unifying theme to reinforce the students' learning. Students and faculty learn from each other and build a sense of community.¹²
2. The First Year Experience program is designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and career services.¹³
3. Mathematics, Engineering, and Science Achievement program (MESA) provides support to community college students who are majoring in math or science so they excel academically and transfer to four-year institutions¹⁴.
4. The Honors Transfer Program is designed to better prepare the highly motivated student to transfer successfully to a university and complete a bachelor's degree.¹⁵
5. Project Success is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los Angeles County, California. The program is open to any at-risk student who just graduated from high school and is serious and motivated.¹⁶
6. Puente Project's original program mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Puente is open to all students.¹⁷
7. Special Resource Center exists to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Over 1200 students are currently receiving services.¹⁸

8. Supplemental Instruction offers a series of weekly review sessions for students enrolled in selected courses.¹⁹
9. The Women in Industry & Technology Program is a support program for women who want to enter non-traditional careers, providing a forum for guest speakers, lectures, field trips, and tours. It also provides counseling, peer support group, tutoring, and child care, and assists with employment, internships, and apprenticeships.²⁰
10. Community Education places emphasis on the development of skills necessary for the workplace and for lifelong learning. Instruction is offered through small groups and individual study and is often aided by computers.²¹
11. The Learning Resources Centers at El Camino and Compton Center provide academic support resources and tutorial services and computer access to all students across all divisions.

Furthermore, Distance Education course retention and success rates are examined yearly and special attention is given to individual courses.

ECC faculty members also determine the effectiveness of teaching methodologies through peer, student, and self evaluations, which are required under the faculty contract. These evaluations ask faculty within each department to critique teaching style and methodology, ask for student input on teaching effectiveness, and reflect on the results in the process of self evaluation.

Self Evaluation:

The college meets the standard. El Camino College is fortunate to have the resources to support programs like the ones described above. These programs are continued because each one has demonstrated increased student success, retention, and persistence²². Though they are expensive, they are maintained because they serve as models for successful faculty and student engagement, including faculty members not involved in these programs. Faculty members rotate in and out of these special programs to allow for the college to increase the expertise of the general faculty in these more engaging teaching methodologies.

Compton Center students have access to WIT, LRC, and SRC on campus. Efforts are underway to expand Compton's offerings and to implement others of those listed above.

2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary:

The college evaluates the effectiveness of its courses and programs through consistent program review. ECC's program review process has been revised substantially since the last accreditation

self-study. The new program review process was developed as follows: first, a faculty member received course release time to conduct a meta-review of area program review processes. The faculty member examined program reviews of sixteen California community colleges for their relevancy to program faculty, their focus on SLOs, their ability to integrate program review with overall campus planning, and their faculty-friendly structure. The results of this meta-review were presented to a newly-formed Program Review Task Force. The Task Force combined faculty and administrators from all divisions on campus. After much discussion, the Task Force developed a program review process it felt would benefit students and faculty without becoming so unwieldy as to make its completion by faculty a labored and unproductive chore, and would ensure that programs maintain academic integrity and quality. The approved process is based on a six-year cycle and focuses on the effectiveness of stated objectives through both a curricular review and an emphasis on active learning. All academic programs follow program review procedures, regardless of the program type. Several campus programs that receive special accreditation undergo external program reviews by accrediting agencies. For these programs, their accreditation reports serve as their program reviews. Such externally-reviewed programs include Nursing, Paralegal Studies, Radiological Technology, and Respiratory Care.

The current program review process uses both quantitative and qualitative data to help faculty and program administrators arrive at a deeper understanding of their programs. The process requires faculty to assess quantitative data, and then to use results of the data in the remaining three components of the review. The following data is standard in the current program review process and is supplied by the Office of Institutional Research, except where noted:

- FTES by course and program
- fill rate
- student satisfaction with scheduling (determined through student evaluations)
- retention
- success rate
- FTEF ratios (supplied by division offices).

For each data set, and throughout the entire process, faculty members and program personnel are asked essential questions that lead to increased discussion and reflection. Two reflective questions address quantitative data:

1. Given the data, what trends are observed?
2. Should a recommendation be written addressing the data?

After assessment of quantitative data, the results are used in the next three segments of the program review process. A thorough curricular review is conducted in which the answers to the above questions become central to faculty as they discuss Student Learning Outcomes and their relationships to Course Objectives in each Course Outline of Record, and the overall role and relevancy of the program within the college's larger mission. Faculty discuss program requirements and then draw conclusions. The review should prioritize recommendation, major needs, and strategies to address both recommendations and needs.

Once completed, the Academic Affairs program reviews are sent to the appropriate program review coordinator in each of the two vice president areas. The program review committee reviews and discusses the completed review with the originators and the deans. The committee may ask questions and request clarification and additional information. After this meeting is

completed, the originators will receive a memorandum from the coordinator describing the information required to complete the program review.

In Administrative Services area, the program review process took on a different approach that is described as flowcharting in which the vice president works with each unit in his area to assess the various unit services and whether they are operating efficiently. The flow-charting process allows the unit to graphically understand where gaps or dysfunctions may exist, and thereby the process becomes a very hands-on assessment. Administrative Services also uses an internet based survey to assess the college community's satisfaction with the quality of services. The results from these two inputs were used to create indicators and goals. Each month progress is assessed where the units are in respect to their goals.

Self Evaluation:

The college meets the standard. The faculty whose programs have completed program review process reported meaningful and increased discussions among the program faculty. Contributions to the program review process were provided by Institutional Research, the Articulation Officer, the Curriculum Advisor, and administrators. Faculty report satisfaction that direct linkage between planning and funding assures that evaluation and goal-setting do not end at the program level. Some faculty have reported that the new review process itself has created a means by which programs can achieve and maintain a higher level of integrity. The process aids faculty in determining program needs and to develop appropriate recommendations for their programs and this has deepened the faculty's level of reflection and research, according to faculty members who already have participated in the new process.

Once completed, the program reviews are sent to the appropriate program review coordinator in each Vice President area. The coordinator schedules the Program Committee meetings to discuss each program review with the dean and the originators. At this meeting the committee may ask questions and request clarifications of the responses. The originator then receives a written memo from the coordinator specifying the additional information required to complete the program review.

Results of program reviews have, in some instances, helped faculty attain new perspectives on the needs of their programs. For example, the 2005-2006 Reading program review revealed to Reading faculty that ECC required an additional lower level Reading course, and the entire series of Reading courses needed re-sequencing. As a result, Reading faculty wrote and submitted a New Course Proposal to the CCC. After its approval, and the subsequent revision and approval of the two existing Reading courses, the Reading faculty essentially updated their entire program by adopting holistic assessment methods that align with current research.

The program review process is working well in Academic Affairs. The Student Services area is using a similar model as Academic Affairs, but is more focused on the evaluation of services to students. Under the leadership of the new Vice President of Student Services, the Student Services program review committee will evaluate the unit reviews and develop a similar feedback system to the units. In Administrative Services, the program review process has been

effective in raising employee awareness of unit indicators and where the units are relative to those measures. This is having an impact on operations and resulting in better service.

Planning Agenda:

1. The results of program reviews in all three areas should be published on the college website under a link called Program Review.

2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary:

One of the major components of the college's systematic evaluation and planning is program review and it is used to assess currency and to measure achievement in each of the areas. In Academic Affairs program reviews, courses, certificates, and programs are evaluated for currency and student success measures. In Student Services the major focus is on the assessment of the quality and the amount of service students receive. Administrative Services concerns itself with the quality of its services and uses the flowcharting analysis process to improve services in relation to indicators that were developed for each unit.

The college is in the process of posting its program reviews on the website for each of the areas, and these are available to students and the rest of the college community.

The institution is very concerned with ongoing planning, and to improve the effectiveness of the planning process has acquired a new planning software application that is easier for all of the units to use. All units are required to develop a plan that is related to the overall institutional goals and objectives and allows for self-evaluation.

The units will be required to update their plans annually as projects are completed and improvements are made giving the units the opportunity to revise the previous year's plans. Units seeking augmentation of funding for staffing, equipment, professional development, and facilities improvements are required to integrate these into their unit plans.

The college has an institutional research office that includes a director, a research analyst, a part time research analyst, and will soon add a second research analyst who will focus primarily on the Compton Center. The office develops regular reports based on the state MIS data to report student progress.

Q-Builder, the software previously used for coordinating development of college planning, was an excellent program but difficult to use. In 2006/07 it was replaced with Plan Builder, a more user friendly planning software. Users report that it is in fact easier to use than Q-Builder.

Self Evaluation:

The college meets the standard. The college takes planning and budgeting seriously and spends a great deal of human and financial resources to ensure that the planning process is linked to the budgeting process. The college has strengthened the relationship between planning and budgeting to the point that unit managers understand that resource allocation, particularly for new funding, is tied to their planning, thereby validating the planning process.

If managers want new funding, their proposal will have to be part of their annual plan, and they will be required to evaluate how well their unit uses the new resources.

The institutional planning process at Compton Center was interrupted with the loss of accreditation and the transition to partnership. Efforts are now underway to reactivate the necessary committee activities and draft new or updated strategic and operational plans.

Planning Agenda:

1. The evaluation component of Plan Builder needs to be strengthened to assist managers in evaluation process.

2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

El Camino College does not currently use departmental course or program exit examinations. Various licensing examinations are conducted and validated by outside agencies.

2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary:

The grading policies and the criteria for awarding credit for courses are stated clearly in the college catalog. Course outlines of record for new or revised curricula submitted to the CCC must include learning objectives and methods of evaluating students, including a document establishing which pre-requisites, and/or advisories and other conditions of enrollment, address the adequate preparation of students. However, the college has chosen not to include SLOs as a formal part of the Course Outline of Record in order to ensure that SLOs are continually revised as part of the assessment cycle. Instead, faculty are encouraged to include SLOs as part of their syllabi. CCC review of courses ensures that units of credit are awarded according to the Carnegie unit standard.

Course syllabi provide the detail supporting individual class section compliance with the course

outline of record. Syllabi are provided to students and to the dean of each division, and they are monitored and reviewed during faculty evaluations and during the tenure review process to ensure that they are in line with campus policies, and that they accurately reflect the content, activities, and assessment methods of the courses.

Self Evaluation:

The college meets the standard. The college SLO program is in development and more dialogue will take place to assess the relationship of SLOs, assessments and student grades. It is too early in the development stage for the faculty to fully understand the relationship between SLOs and evidence of student learning.

Planning Agenda:

1. The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning.

2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary:

The college awards Associate in Arts and Associate in Science degrees and requires students to earn a 2.0 GPA.

Certificates require the following GPA:

Certificate of Achievement

A Certificate of Achievement is awarded to students who complete the prescribed program with a 2.0 grade point average.

A Certificate of Achievement with Honors is awarded to students who complete the prescribed program with a 3.0 grade point average.

A Certificate of Achievement with High Honors is awarded to students who complete the prescribed program with a 3.5 grade point average or above.

Certificate of Accomplishment

A Certificate of Accomplishment is awarded to students who complete the prescribed program with a 2.0 grade point average or above.

To complete the requirements for a certificate or degree, students must complete a sequence of courses for the degrees or certificates that are outlined in the college catalog. The criteria for student achievement in each level of certificates of achievement was developed in fall 2007 by the Academic Senate and approved by the Board of Trustees.

Self Evaluation:

The college meets the standard. The college has not developed SLOs for degrees and certificates and is still in the developmental stage of the SLO program.

Planning Agendas:

1. The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year.
2. 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.
- 3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.**

Descriptive Summary:

In 2002, the College Board of Trustees adopted Board Policy 4025, Philosophy for Associate Degree and General Education. The policy states that

The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education. El Camino College recognizes the need to provide a multidimensional, multicultural and integrative general education curriculum, as the core of associate degree. With this objective in mind, El Camino College pledges to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding.²³

During the years 2002-2005, an Associate Degree Committee, established by the Academic Senate and the Vice President of Academic Affairs, thoroughly reviewed general education requirements and proposed changes. The Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of "General Education Criteria for Associate in Arts and Associate in Science Degrees," which was presented to the College Curriculum Committee (CCC) and approved by the Board of Trustees.²⁴ This statement is published in the College Curriculum Handbook²⁵ and the College Catalog.²⁶ The degree requirements for an associate degree at the college include six areas of general education:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. Language and Rationality
 - A. English Composition
 - B. Communication and Analytical Thinking
5. Health and Physical Education
6. Mathematics Competency

For each area, the college has adopted criteria for designation of courses which satisfy the requirement; the criteria are described in broad terms reflecting student learning.

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the CCC. To a large extent, courses are included in the general education pattern based on articulation with the four year schools and criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four year schools.

The rationale for general education courses is communicated primarily through the college catalog. There are eight academic divisions, and they closely mirror the general education breadth pattern to one degree or another.

Self Evaluation:

The college meets the standard. The philosophy for general education was established by the governing board and is implemented through a process relying on faculty disciplinary expertise.

3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary:

The El Camino College general education requirements include courses in Natural Sciences, Social and Behavioral Sciences, and Humanities. For inclusion as a general education Natural Science course, “a course shall be designed to help the student develop an appreciation and understanding of the scientific method”²⁷ and make connections between science and other human activities.

For inclusion as a Social and Behavioral Science course, “a course shall develop an awareness of the methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts.”²⁸

El Camino's general education requirement in Humanities also includes introductory and integrative courses in the arts; for inclusion in this requirement, a course "shall develop the student's awareness of the ways that people . . . have artistically and culturally responded to themselves and the world . . . and shall develop the student's aesthetic understanding and ability to make value judgments." Courses are selected for the general education breadth patterns by the academic division submission to the CCC. The CCC is responsible for determining where courses fit into the general education pattern; however, the committee relies strongly on the recommendation of the academic programs and faculty. The courses are discipline based and related to criteria at the four year schools, articulation agreements, and comparisons to other community colleges in California. Courses with similar subject and course content may vary in lab or lecture loads or hours; however, they are comparable to the general education courses at other schools. When courses are brought before the CCC, the committee, in coordination with the originating faculty members, will make a determination if the course has sufficient rigor to meet the standards of scholarship of the college.

Self Evaluation:

The college meets the standard.

3.b A capability to be a productive individual and life long learner skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary:

The college's general education philosophy specifically cites the development and importance of critical thinking, technological awareness, analytical skills, and clear and precise expression among its goals. Under the heading "Language and Rationality," the general education requirements include a course in English Composition and a second course demonstrating Communication and Analytical Thinking, which may include critical reasoning, oral or written communication, logic, statistics, mathematics, or computer language or programming.

As part of El Camino's process of establishing and assessing student learning outcomes, the Assessment of Learning Committee, in fall 2006, drafted a statement of Core Competencies to serve as institutional learning outcome objectives.²⁹ Two of the five Core Competencies, "Critical, Creative and Analytical Thinking" and "Communication and Comprehension" are well-aligned with the goal of developing strong critical analysis skills. The Assessment of Learning Committee began a process to link the Core Competencies with the associate degree general education requirements; however, this is a work in progress.³⁰

The college is in the process of developing student learning outcomes and assessment for the core competencies. The competencies as described above are a starting point for the college, and there are plans in the future to develop an assessment that will do a summative evaluation of what students have learned over a four to six semester cycle. It is not clear what instrument will

be used to do this assessment, but there has been discussion among members of the Assessment of Learning Committee that a survey, or student portfolio, or capstone project could be used to measure student learning in the five core competencies.

Self Evaluation:

The college meets the standard. It is recognized that the college must develop an instrument or projects to help assess what students have learned during the time they were enrolled and at the time they completed their educational goal. Various options for measuring goal obtainment and learning are under consideration and college leaders are reviewing what other schools have done in this area. There is no specific requirement in computer literacy.

- 3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.**

Descriptive Summary:

The broad themes of ethics and citizenship are echoed in the college's Philosophy for Associate Degree and General Education. The recently adopted Core Competencies include "Professional and Personal Growth" and "Community and Collaboration." While no specific general education requirement directly addresses the development of ethics and citizenship, the requirements in Social and Behavioral Sciences and Humanities provide opportunities to broaden students' awareness of society, culture, history and values. The Humanities requirement encourages development of aesthetic sensibilities.

Self Evaluation:

The college meets the standards. The categories in El Camino's general education requirements do not specifically include areas corresponding to the qualities mentioned in this subsection, though the general education requirements parallel these areas. When considered as a whole, particularly in conjunction with the recently developed Core Competencies, the general education breadth pattern may result in the development of higher thinking individuals.

- 4. All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core.**

Descriptive Summary:

The college catalog lists all degree programs, along with their required courses, the number of units needed, the courses that can be used to fulfill electives, and in some cases the career path for which the program prepares the student. The catalog lists 30 Associate in Arts Degree programs and 47 Associate in Science Degrees, for a total of 77 AA/AS degrees.³¹

The definition of the Associate Degree states that:

The Associate Degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

In September of 2000, the college created an AS/AA Degree Task Force to create clear definitions of the two degree patterns and to assure that course patterns satisfy the needs of students and of the community as a whole. Over the past seven years this task force has completed its work. It has established General Education criteria for each specific area and reviewed all existing courses with discipline faculty for compliance with criteria. Any courses which did not meet the criteria were revised or removed.

The criteria for defining a degree program as an Associate in Arts or an Associate in Science, as published in the College Catalog, are as follows:

An Associate in Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area.

An Associate in Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology.”³²

Further, the catalog notes that: “All degrees require a total of 60 units with no fewer than 18 units in the major and appropriate general education courses as indicated on the A.A. or A.S. degree patterns.” These degree patterns are also detailed in the catalog.

The catalog features a description of each program, with clearly stated learning outcomes, as well as individual course descriptions. Each course description in the college catalog explains the content of the course and the expected learning outcomes and skills. The 77 associate degree programs offered at El Camino College cover a broad intellectual spectrum.

All degree programs are in compliance with the Taxonomy of Programs (TOP) guidelines. Focused study in a recognized area of inquiry or in an established inter-disciplinary core is required for all majors.

Self Evaluation:

The college meets this standard. The college updates and publishes the catalog annually so that it accurately reflects the addition or revision of courses and programs. Divisions review and revise program descriptions for accuracy. Divisions review all established degree and certificate programs, and the Chancellor's Office approves all new degree and certificate programs.

Advisory committees and external accrediting bodies also monitor several of the college's programs. Each of these reviews verifies that courses leading to degrees are consistent with program objectives.

5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary:

A survey was conducted of all instructional deans to determine which El Camino College programs have external licensure requirements or which otherwise lead to professional certification. The following programs reported participation by students in external licensure or certification, with the examination identified and the passing rate noted.

Cosmetology
California State Board of Barbering and Cosmetology
First time pass rate, 2006-1007: 72%

Fire and Emergency Technology – Paramedic
National Registry Examination for Emergency Medical Technician – Paramedic
Pass rate (first attempt) 1998-2007: 79%
Pass rate (up to five attempts) 1998-2007: 100%

Fire and Emergency Technology – Firefighter I
California State Marshall certification
Certification requires at least an 80% grade in the program and completion of a one-year internship, but not an examination

Nursing
National Licensing Examination (NCLEX-RN)
Pass rate: 93%

Radiologic Technology
State Fluoro Examination
Pass rate (first attempt) 2007: 100%
National Registry Examination (ARRT)
Pass rate (first attempt) 2007: 100%

Self Evaluation:

The college meets the standard. As noted earlier in this section, students must earn a minimum 2.0 GPA for a degree, and there are three levels of scholarship for certificates of achievement. These requirements ensure students earning degrees and certificates demonstrated the necessary skills and competencies to meet the requirements of the labor market in their respective field of study. The college does not collect post-graduation information about student placement and success in the labor market.

Planning Agenda:

1. 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.
6. **The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.**

Descriptive Summary:

The College Catalog is available at the bookstore for purchase and is available online. The catalog includes a description of each degree and certificate program. Each description consists of the knowledge and skills students will develop as well as the courses required to complete the program. The catalog description is proposed by faculty in the discipline and approved by the College Curriculum Committee as a component of the adoption or review of the program. The catalog is reviewed and revised every year to reflect changes in certificates, degrees, courses, prerequisites, articulation status, and other related requirements. The catalog is a comprehensive publication that is kept current by the Office of Academic Affairs. All faculty are required by the labor agreement and college policy to complete and distribute to students a comprehensive course syllabus that describes content, course objectives, examination requirements, and other information required for students to successfully complete the course. Syllabi are distributed on the first day of instruction and in some cases, are available on the instructor website. All division offices are required to maintain a copy of the current course syllabi. The college is in the process of developing a model course syllabus for new instructors and for those revising their syllabi.

Self Evaluation:

The college meets the standard.

When surveyed by the Vice President of Academic Affairs, it was reported by the academic division deans that they did not have a uniform policy for course syllabi collection. The majority of course syllabi do not include student learning outcomes as this initiative is in the developmental stage, and faculty are learning how to develop and use SLOs. It is anticipated that in time most faculty will include SLOs in their course syllabi. The ECCFT labor agreement does not specifically require faculty members to post SLOs on their course syllabus.

In spring 2008, Compton Center faculty are taking the lead in beginning to develop syllabi templates that will help demonstrate linkages among course content, learning objectives, and class activities. Templates will be beta tested over the summer sessions and will be adopted generally by Compton Center faculty in the fall. They will also be presented to El Camino College faculty for review and input throughout the development period.

6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary:

El Camino College is very active in promoting transfer of students to four-year CSU, UC, and private four-year schools. Counseling Services maintains a Transfer Center, where students may receive information and counseling to assist them in transferring as expeditiously as possible. The Transfer Center offers frequent workshops and Transfer Fairs to inform students about the requirements and the opportunities for transfer.³³

In addition, El Camino College participates in articulation agreements and employs a faculty coordinator as Articulation Officer to assure that El Camino facilitates the mobility of its students.

Articulation is the process of developing a formally written agreement that identifies a course or a group of courses offered on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling advancement to the next level of instruction at the receiving institution.

El Camino College articulation agreements with the California State University and University of California can be found on ASSIST, which is available through a link from the ECC Counseling website.³⁴

California Articulation Numbers (CAN) are included in course descriptions in both the College Catalog and the Schedule of Classes, enabling students to make well-informed choices when selecting classes.

In addition, the college has articulation agreements with approximately 24 private four-year institutions. Information about each college and the articulation agreements is available online on the Counseling Services webpage.³⁵

Self Evaluation:

The college meets the standard. The college does not have a degree audit system for students to regularly review their academic progress.

Planning Agenda:

1. The college will develop a degree audit program in the next four years.

6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary:

El Camino has not eliminated any programs at the main campus in recent times. When enrollment in a program becomes so low that the program cannot be sustained, the college initiates a modified program review to assess the future of the program. When a major revision or termination is indicated, the college assists students that completed 75 percent of the program to complete the program at another college, or allows the program to remain open until the students complete their program requirements.

The Board of Trustees approved Board Policy 4100.1 on Catalog Rights in July 2006, to assist students to complete their education in a timely manner when changes are made to program requirements. This policy allows students to graduate under either the requirements that were in place when their continuous enrollment began or under the new requirements. The Policy is published on the Board of Trustees website and in the College Catalog.³⁶

Self Evaluation:

The college meets the standard.

6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary:

Each academic year, El Camino College publishes a college catalog which includes detailed information about the college, college policies, programs, and course offerings, as well as information on college administrators, deans, directors, managers, and members of the faculty. The catalog is scrutinized regularly to be sure that all information contained therein is accurate and up to date.

In addition, the entire catalog is made available in electronic form online.³⁷ A link to the catalog may be readily found from the main page of the college website under the heading Academics. Information is also available on the catalog webpage indicating that the catalog is available for purchase at the campus bookstore and that it may be ordered by mail for a small fee.

The college schedule of courses is also available in both hardcopy and electronic form for each campus. For several years, the paper copy of the schedule of courses was not distributed free and was not mailed to the community. The class schedule is available free of charge at the Information Desk in the Student Services Center and the Bookstore. Students and the community members also have access to the schedule online in both searchable form and as a PDF file³⁸. The searchable schedule is updated throughout the registration period to provide students with up-to-date information about class availability.

The schedule, in both paper and PDF form, includes detailed information about policies and procedures as they pertain to students. This information is also scrutinized and up-dated with each publication.

Other materials that represent the college are overseen by the Public Relations and Marketing office to assure that information is accurate and trustworthy³⁹. This department has available both online and in hardcopy form a Communications Guide & Publications Standards booklet⁴⁰ in order to assure that the college maintains integrity in all representations about its mission, programs, and services.

Self Evaluation:

The college meets the standard.

- 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.**

Descriptive Summary:

The Board of Trustees adopted Board Policy 4030 Academic Freedom⁴¹ and Board Policy 5138 Standards of Conduct⁴². Both policies are available on the college website and in the college

catalog. The college mission statement, statement of philosophy, statement of values, and guiding principles are published in the college catalog and on the college website.

Self Evaluation:

The college meets the standard.

7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary:

The Board of Trustees approved Board Policy 4030, Academic Freedom, in August 2006, following similar action by the Academic Senate, replacing a previous policy on the Teaching of Controversial Issues that had been in place since 1965. The policy begins with a broad statement of principle:

“The El Camino College District recognizes that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”⁴³

The policy recognizes academic freedom by stating that each faculty member

“shall have the freedom to examine or endorse unpopular or controversial ideas either in classroom teaching or in discussions with students as is appropriate to the course content, or in academic research or publication, while recognizing the responsibility to be accurate, objective and respectful of others.”

The policy also states standards of responsibility; for example:

”Faculty also have the responsibility to grade students solely on the basis of evidence of knowledge of the material pertinent to the class and attainment of appropriate skills, or other generally accepted grading criteria, avoiding any bias generated by a student’s political outlook, religious belief or other personal attributes.”

This policy is available on the El Camino College website.⁴⁴

Self Evaluation:

The college meets the standard.

7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary:

Student academic honesty is addressed in Board Policy 5138, Standards of Conduct, which is published in the College Catalog.⁴⁵ The policy states that “Dishonesty, include[s] but [is] not limited to cheating, plagiarism or knowingly furnishing false information to the college. When there is evidence of cheating or plagiarism in classroom work, students may receive an F for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.” The catalog includes detailed examples of forms of cheating and/or plagiarism⁴⁶. In addition, many faculty members include a statement in the course syllabus indicating the definition and the consequences of plagiarism.

The director of Student Development, in coordination with deans and faculty members, is responsible for the enforcement of student disciplinary issues, including questions of academic dishonesty.

Self Evaluation:

The college meets the standard.

7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

This standard is not applicable to El Camino College.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard is not applicable to El Camino College.

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- 1 <http://www.elcamino.edu/administration/ir/docs/regional/DistrictData2000Census.pdf>
 - 2 http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_ECC_Fall2006.pdf
 - 3
 - 4 http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.pdf
 - 5 http://www.elcamino.edu/administration/ir/docs/acadperformance/AcademicProfile_ECCandPeers_2005.pdf
 - 6 <http://www.elcamino.edu/administration/ir/>
 - 7 <http://www.elcamino.edu/academics/slo/history.asp>
 - 8 <http://www.elcamino.edu/academics/slo/corecomps.asp>
 - 9 <http://www.elcamino.edu/academics/slo/>
 - 10 <http://www.elcamino.edu/academics/cc/>
 - 11 <http://www.elcamino.edu/academics/cc/officialforms.asp>
 - 12 http://www.elcamino.edu/student-services/fye/lc/LC_Schedule.asp
 - 13 <http://www.elcamino.edu/student-services/fye/about.asp>
 - 14 <http://www.elcamino.edu/academics/mathsciences/mesa/index.asp>
 - 15 <http://www.elcamino.edu/academics/honorstransfer/>
 - 16 <http://www.elcamino.edu/student-services/co/projectsuccess.asp>
 - 17 <http://www.elcamino.edu/student-services/co/puenteproject.asp>
 - 18 <http://www.elcamino.edu/academics/src/>
 - 19 <http://www.elcamino.edu/student-services/fye/si/index.asp>
 - 20 <http://www.elcamino.edu/academics/wit/index.asp>
 - 21 <http://www.elcamino.edu/commadv/communityed/>
 - 22 <https://portal.elcamino.edu/portal/main.html>
 - 23 <http://www.elcamino.edu/administration/board/boarddocs/4000/4025.doc>
 - 24 http://www.elcamino.edu/administration/board/minutes/4-18-05_minutes.pdf
 - 25 <http://www.elcamino.edu/academics/cc/intro-boardpolicy4025.asp>
 - 26 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
 - 27 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
 - 28 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
 - 29 <http://www.elcamino.edu/academics/slo/corecomps.asp>
 - 30 Assessment of Learning Committee Agenda, September 17, 2007.
 - 31 <http://www.elcamino.edu/admissions/docs/Catalog.pdf> p. 30
 - 32 <http://www.elcamino.edu/admissions/docs/Catalog.pdf> p. 31
 - 33 <http://www.elcamino.edu/student-services/co/transferservices.asp>
 - 34 <http://www.elcamino.edu/student-services/co/articulation.asp>
 - 35 http://www.elcamino.edu/student-services/co/docs/LMU_Liberal_Arts_2006_2007.pdf
 - 36 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
 - 37 <http://www.elcamino.edu/admissions/catalog.asp>
 - 38 <http://www.elcamino.edu/admissions/schedule.asp>
 - 39 <http://www.elcamino.edu/administration/publicrelations/>
 - 40 <http://www.elcamino.edu/administration/publicrelations/docs/CommGuide.pdf>

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- ⁴¹ <http://www.elcamino.edu/administration/board/policies.asp>
⁴² <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
⁴³ <http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom%20Approved%208-21-06.doc>
⁴⁴ <http://www.elcamino.edu/administration/board/policies.asp>
⁴⁵ <http://www.elcamino.edu/admissions/docs/Catalog.pdf> p. 25
⁴⁶ <http://www.elcamino.edu/admissions/docs/Catalog.pdf>

STANDARD II B – STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

El Camino College is an open access¹ institution that utilizes the matriculation² process to ensure proper placement of students into courses where the students will most likely benefit based upon multiple measures of their incoming abilities.

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.**^{1,2}

Descriptive Summary:

The college evaluates the quality of the student support programs by conducting program review every three years and an annual year-end report. Each department program review goes through its respective dean or director and then on to the area vice president or Provost. The purpose of the program review and year-end report are for each office to report accomplishments, challenges and/or issues, successes, and projects in progress. In addition, there are categorical programs such as Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids Act (CalWORKs), Disabled Student Programs and Services (known at ECC as the Special Resource Center - SRC), and Matriculation that undergo a state review every six years by the Chancellor's Office. El Camino College and the Compton Center completed the self-evaluation portion of the state categorical program review on February 7, 2007.

El Camino College developed the Student Success Transfer and Retention Services (SSTARS) which is comprised of 27 Student Support Programs listed in the attached SSTARS contact list and on the El Camino College website. It lists the name of each Student Support Program, the contact information, the purpose, and the services offered³. SSTARS will be available at the Center by fall 2008.

The Student Support Programs are located in various buildings around campus such as the Student Services Center (SSVC), Math and Computer Science (MCS), Social Sciences (SOCS), Art and Behavioral Sciences (ARTB) and at the Compton Center. Each program office contains flyers, brochures, pamphlets, and information about their program. The following are some details of a few of those programs.

The Adult Re-Entry program is geared for students 30 years of age or older who are returning to or starting college for the first time after a five-year gap in their educational pursuits. Adult Re-

Entry students return to college to complete a program leading to an AA or AS degree, with many students transferring to a university to complete a bachelor's degree. Continuing students are required to have a 2.0 cumulative GPA. The services provided include: orientation for new students; academic, career and vocational counseling; assessment; referral to appropriate support services; book vouchers; and supply kits⁴.

The CalWORKs program assists single parents who are receiving Temporary Assistance for Needy Families (TANF), and those students transitioning off welfare, to achieve long-term self-sufficiency through coordinated student services. The program offering these services is the CalWORKs Career Ladder Programs and Services. The CalWORKs Career Ladder Programs and Services supports eligible students to obtain their educational degrees and certificates, while gaining work experience leading to sustainable employment. The staff members are dedicated to providing quality career training and degree programs, and services are offered to help students achieve their goals. The college offers extensive services including childcare funding and referrals, vocational and educational assessment, counseling, jobs search and placement assistance, work activity referrals, and employability workshops^{5, 6}.

The Career Center has developed innovative programs to support the undecided student population. Data provided by the Institutional Research Department showed that approximately 35% of El Camino College's student population is listed as an undeclared major in the college database. The Center provides a number of activities throughout the year to assist and inform students of the multiple career paths available to students. One of the activities for the Center was the Career Internship Fair which generated 350 student contacts. In October 2006, the Center sponsored the first annual Student Success Conference which approximately 150 students attended. Because declaring a major is an imperative for students transferring to a university, and in order to support the retention efforts for the college, the Center will continue to host the conference. In addition, the Center conducted 41 career orientations, two career tours, 25 classroom visits, one career internship fair, 1400 career assessments, and 80 counseling appointments serving over 17,000 students (Fall 2006 Report)⁷.

Career Placement Services (CPS) provides students with job listings and employer information leading to employment and internships. CPS provides services to thousands of students through job listings (part-time, full-time, on-campus), employment referrals, internships, and CPS holds other fairs each semester including the Seasonal Job Fair, Internship Fair, Diversity Fair, and Career EXPO⁸.

The Career & Technical Education (CTE) program at the college prepares students for employment (Entry Pathway) or for future education (Skilled and Professional Pathways) in a career major or concentration. CTE courses are occupationally specific and technical in nature. There are 32 occupational programs offered at El Camino College. If students are uncertain about a career direction, career counselors can assist them to find the path that fits their talents and interests. Expert professionals teach CTE courses in their respective fields. Their expertise ensures that students receive an intensive, hands-on educational experience. Instructors also work with students to seek employment, often before the course ends. CTE students learn how to compete in today's workplace, while learning valuable skills vital to their career advancement. They enforce a strong work ethic along with dedicated workmanship. CTE offers programs for

all kinds of students, from high school graduates looking to start a career to those who want to work toward transferring to a four-year college or university. Many students enroll in courses to up-grade their skills or develop new ones for different positions in the workforce⁹.

The Counseling Division has successfully increased the number of students served in Student Enhancement, in orientation workshops, and in pre-registration appointments.

The Counseling Division is working collaboratively with the Compton Education Center to provide continued training on Datatel, educational plans, prerequisites, Associate Degree requirements, student athlete and nursing in-service workshops, financial aid, Extended Opportunity Program and Services, international students, CalWORKs, and on-course workshops^{10 11}.

The Extended Opportunity Program and Services (EOP&S) program helps low income and educationally disadvantaged students achieve their educational goals at El Camino College. The program encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with support services in the areas of counseling, peer-support, financial assistance, transfer, and tutorial services. Counselors provide matriculation, transfer, career, personal, and academic guidance services for all eligible students. Students who are trained as peer advisors work with students on registration, adapting to the college environment, and financial or personal matters. El Camino provides counseling services both by appointment and on a walk-in basis. The EOP&S staff assists students in understanding and applying for the many financial aid resources available to them such as EOP&S book service, scholarships, and fee waivers. The EOP&S office provides supervised study, which is a tutorial service designed to assist students toward successful completion of their academic courses. The El Camino College EOP&S program has been recognized as a model by the state System Office^{12 13}.

The First Year Experience (FYE) program helps students to be successful in their first year of college by providing a supportive, caring environment of educational and career services. These include early group registration, orientation, and an FYE-exclusive bilingual counselor. There are also learning community courses, strategies for success in college, FYE faculty, field trips, and peer mentors. This program was one of the first to use MyECC email accounts¹⁴.

The Honors Transfer Program (HTP) at El Camino College prepares the highly motivated student to transfer successfully to a university and complete a bachelor's degree. HTP provides a unique learning environment which stresses scholastic excellence and develops the academic awareness necessary to achieve this goal. The major objective of the program is to better prepare students for transfer by focusing on enhanced writing, reading, and study skills. The program provides the following benefits: priority registration for all El Camino College classes; close academic and social interaction with other highly motivated honors students; enrollment in honors classes with smaller class sizes; outstanding faculty; designation of the Honors Transfer Program on El Camino College transcripts and on the El Camino College associate degrees; a parchment-quality Certificate of Completion upon program completion; an honors program counselor, director, and assistant for special help and advisement; enrichment seminars which provide information leading to academic and personal growth; increased chances of receiving

scholarships; and special privileges offered by universities that have honors transfer agreements with El Camino College¹⁵.

The International Student Program (ISP) at El Camino College enrolls hundreds of students originating from more than 65 different countries, including Latin America, Europe, Africa, and the Pacific Rim each year. Many students will earn an Associate of Arts (A.A) or an Associate Science (A.S.) degree while working toward transferring to a four-year university or college¹⁶.

The Mathematics, Engineering and Science Achievement (MESA) program, part of the MESA Undergraduate Program, provides support to community college students who are majoring in math or science, enabling students to excel academically and transfer to four-year institutions. MESA is based on a rigorous academic program that uses various components to support their students. The program's components help build an academically based peer community to provide student support and motivation. The program has received outstanding results, providing a diverse pool of transfer-ready students who are prepared to excel as math, engineering, and science majors. MESA rigorous academics, leadership preparation, and collaborative problem-solving training have helped produce transfer students who graduate as part of the high-tech workforce that is so urgently needed by industry¹⁷.

Project Success is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los Angeles County, California. The college developed the program¹⁸ in 1987 in response to the disproportionate number of African American students who had either dropped out of, or had been academically dismissed from, El Camino Community College. The program is open to any at-risk student who recently graduated from high school and is serious and motivated. A variety of support services are provided to students in Project Success. These services include academic counseling, pre-registration workshops, mentoring, cultural and university field trips, book loans, scholarships, and Learning Communities¹⁹.

The Puente Program was founded in 1981 by Co-directors, Felix Galaviz and Patricia McGrath at Chabot College in Hayward. The program's mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Since then, Puente has expanded to over 50 community colleges throughout the state. The college developed the program in 1988. As an outgrowth of its success as a community college program, Puente high school programs were added throughout the state in 1993. Puente has a variety of services for the students including orientation, counseling, university tours, mentors, and a Leadership Conference. The Puente Program has been very successful in transferring thousands of students to four-year universities²⁰.

In 1972, El Camino College established the Special Resource Center (SRC), to assist students with disabilities in their pursuit of a post-secondary education. The purpose of the SRC program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. In the first year, this program served 65 students. Today, well over 1200 students are currently receiving services^{21 22}.

The Student Athlete Independent Learning (SAIL) program at El Camino College is committed to the welfare of student athletes by providing the skills needed to balance academics and athletics. The following services are available to students: special matriculation workshops, pre-registration course planning, priority registration, specialized tutoring, an athletic counselor familiar with eligibility requirements for all levels of transfer – Division I, II, III, NAIA, recruitment assistance, individualized educational planning, and a human development course geared towards the unique needs of student athletes²³.

The Student Support Services Program at the Compton Center is a federally funded program designed to increase college retention and graduation rates for eligible students; increase the transfer rates of eligible students to four-year colleges/universities; and foster an institutional climate supportive of the success of low-income, first-generation, and college students with disabilities. The services provided include priority registration; counseling; computer lab use; tutorial assistance; study groups; transfer assistance; informational and cultural awareness / appreciation workshops; financial aid assistance when applying online; scholarship information; and access to grants. Currently, the Student Support Services Program provides services to 160 Compton Center students.

Based on the data from the Institutional Research Office, transfer students comprise about 41% of El Camino College's population, making transfer the most listed educational goal for the students. The Transfer Center coordinates transfer events (campus tours, workshops, fairs, university representative visits, and university days). The Center also coordinates the Transfer Awareness Month in November and an Annual Transfer Conference in the spring semester. The conference attendance averages 300 students each year. During fall 2006, the Center had a total of 70 workshops, seven campus tours, 30 classroom presentations, two college fairs, two university days, and 84 university representative visits serving a total of approximately 2500 students. The Compton Center Transfer Center Annual Transfer Conference is held in October. During the fall 2007 event, over 200 students attended, and during the spring of 2006 the Compton Center, in partnership with California State University, Dominguez Hills, hosted an On-site Admissions Day. The Compton Center Transfer Center posts a monthly calendar which includes workshop dates and campus tours. A comprehensive list of workshops and tours is available (Fall 2006 Report)²⁴.

The Women in Industry and Technology (WIT) program was created to empower women for economic success by pursuing high-skill, high-wage majors and careers in Industry and Technology. Based on research from the California Department of Education and the California Community Colleges Chancellor's Office, fewer Latinas graduate from high school than girls in any other racial or ethnic group. Although Latinas make up 25% of the female population, only 15% have gone on to post-secondary education. Women in nontraditional jobs typically earn 20-30% more than women in traditional occupations. WIT provides nontraditional occupational support services on both the Torrance and Compton campuses through peer support groups, peer mentors, tutors, counseling, workshops, industry tours, career speakers, employment, and internship assistance²⁵.

Self Evaluation:

The college meets this standard. The description of student services described above demonstrates the breadth and depth of offerings available to meet the needs of students at ECC. These services rely upon program review²⁶ and student surveys^{27, 28} as tools to improve and enhance the service to students.

2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- ~ **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
- ~ **Educational Mission**
- ~ **Course, Program, and Degree Offerings**
- ~ **Academic Calendar and Program Length**
- ~ **Academic Freedom Statement**
- ~ **Available Student Financial Aid**
- ~ **Available Learning Resources**
- ~ **Names and Degrees of Administrators and Faculty**
- ~ **Names of Governing Board Members**

Descriptive Summary:

El Camino College has a catalog, which meets all requirements documented by the Commission's Standard IIB, 2a section.

The educational mission statement²⁹ was revised in a collaborative effort at the April 2007 Planning Summit and was approved by the El Camino College Board of Trustees in June 2007.

Most of the currently offered courses, programs, and degree offerings are listed in the main catalog³⁰ for 2007-2008. They can be found in the catalog on pages 41 to 243. Course offerings may be expanded to meet the vocational and developmental English needs of students attending the Compton Center.

The academic calendar³¹ is easily found in the index of the catalog. It can also be downloaded from the college website.

Information regarding financial aid³² is readily available in the catalog beginning on page 22 as well as page 273 of the second edition catalog³³. Links are available from the Compton Center website to the main campus Financial Aid webpage.

The college offers a wide array of student support services many of which are adequately described in the catalog³⁴.

Names and degrees of all ECC faculty³⁵ members are listed in the back of the catalog from pages

244 to 259 with Compton Educational Center faculty³⁶ listed on pages 279 to 281 of the second edition. The names and degrees are not easily identified on the El Camino College website as they must be found in a search of the campus directory.

Board of Trustees members are listed on the website³⁷ and on the inside covers of the class schedule³⁸. The second edition of the catalog lists the Compton Center Provost³⁹ (page 279).

The college has an approved academic freedom statement,⁴⁰ and it is posted in the college catalog and available on-line under approved Board policies.

As noted in the previous self study, El Camino College fulfills all of the requirements in this area in terms of key content: Official names, addresses, contact numbers, and website address are listed in most college materials. In fact, the name, address, telephone numbers, and web address are listed in the cover page of the catalog.

b. Requirements

- ~ **Admissions**
- ~ **Student Fees and Other Financial Obligations**
- ~ **Degree, Certificates, Graduation and Transfer**

Descriptive Summary:

Admissions criteria, registration processes, and matriculation processes are described in the catalog. Students may also access this information, application to ECC⁴¹, and Financial Aid⁴² on the web site. The catalog also includes information regarding residency and foreign student requirements. All courses, degrees, certificates, and requirements for graduation and transfer are described in the catalog⁴³.

c. Major Policies Affecting Students

- ~ **Academic Regulations, including Academic Honesty**
- ~ **Nondiscrimination**
- ~ **Acceptance of Transfer Credits**
- ~ **Grievance and Complaint Procedures**
- ~ **Sexual Harassment**
- ~ **Refund of Fees**

Descriptive Summary:

The catalog, both printed and online, includes information on major policies affecting students, such as academic regulations, including academic honesty; transfer-credit acceptance policies, grievance and complaint procedures, sexual harassment policies, and fee refund procedures. Additional information in the catalog are the non-discrimination policy, scholarship standards, student services information, student development information, standards of student conduct, transfer information, and, honors programs information⁴⁴.

Self Evaluation:

The college meets this standard.

The college catalog includes all of the information required by the Commission's standards for accreditation and California regulations.

d. Locations or publications where other policies may be found**Descriptive Summary:**

All policies are available and accessible to students, staff, and faculty via the website⁴⁵. The catalog is revised annually by the Office of Academic Affairs in coordination with all offices and programs that affect the contents of the catalog. In November of each year the various sections of the catalog are sent to the appropriate manager for updates and revisions. The Vice President of Academic Affairs and staff edit, review, and assess for clarity, an error-free draft for final publishing. The catalog is printed annually and available in the bookstore for purchase and online at no cost. Students are encouraged to purchase a catalog at the time they enroll. The catalog is available on the web⁴⁶.

Self Evaluation:

The college meets this standard. The college catalog is accurate and up to date. Any policies contained in the catalog are also found on the college website on the Board of Trustees webpage. The Office of the President is responsible for ensuring the policies on the website are up to date.

Compton Educational Center operates under all El Camino College board policies, and many departments have adopted the same forms or are in the process of transition.

- 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.**
 - a. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.^{1,2}**

Descriptive Summary:

El Camino College has expanded and improved the quality of its services to students utilizing surveys⁴⁷, program review recommendations⁴⁸, and initiatives from students, faculty, and staff. Providing appropriate, comprehensive, and reliable services to all students, regardless of service location or delivery method has been addressed throughout the college campus. In spring 2006 an opinion survey was administered to a sample of El Camino College students to gauge students' opinions to inform and assist in the development of policy decisions and to establish

baseline opinions of students about college services, programs, and the campus environment. Due to an increased desire to address students' needs and interests, information based on this survey and program review reports, several student support services have been modified, created, and expanded.

The Vice Presidents of Academic Affairs and Student Services established an Enrollment Management Committee to assess, develop, implement, and evaluate the matriculation process, retention, and outreach activities for the college. This new effort has increased campus awareness and involvement in recruitment, retention, and student support services creating a more comprehensive and integrated approach to providing services to students. At the Compton Center the Enrollment Management Task Force meets regularly and is chaired by the Dean of Student Services and a faculty representative.

Student Support Service faculty and staff created a new program called SSTARs in 2003. Due to state budget cuts and the increased needs of the college community, this group created a committee that would support the collaboration, communication, and development of services for student success, transfer, and retention. As a result, over 30 academic and student support services meet monthly to coordinate, evaluate, and create activities and procedures that will promote appropriate, reliable, high quality methods of delivery for students and their families.

The expansion, institutionalization, and support for programs that deliver comprehensive services to students are also underway. These programs include the Teacher Education Program (TEP), First Year Experience (FYE), Learning Communities (LC), Supplemental Instruction (SI), Women in Technology (WIT) and the Honor's Transfer Program (HTP), to name a few. Each of these programs utilizes counseling faculty, outreach and recruitment staff, and instructional faculty. These programs represent a trend at the college to integrate services across disciplines, programs, and offices to provide a more streamlined approach to student and instructional support services.

Self Evaluation:

The college meets this standard. The spring 2006 student opinion survey found that students are highly satisfied with the student support services, the delivery methods used, and accessibility. The students ranked, in order of highest satisfaction, library programs and services, computer support and services, financial aid, counseling and tutorial services⁴⁹. Overall, student support services were ranked above average in all categories except for parking, day care, and recreational programs. The survey provided a baseline that will challenge the college to continue to improve upon. A follow up CCSSE survey will be administered late in the spring of 2008 with the results being used for program improvement.

In addition to this survey, program reviews are being conducted by each student support service program and office. The services that have completed their program reviews include: First Year Experience/Learning Communities/Supplemental Instruction, Admissions and Records, International Students Program, Veterans, Financial Aid and Scholarships, Assessment and Testing, Outreach and School Relations, EOP&S, and CalWORKs. By June 2008, all student support services will have completed their program reviews. This process has increased

awareness with program faculty and staff as to the services that need improvement as well as the services that are clearly promoting student success. The program reviews employ in-depth evaluations of each student service via student surveys, questionnaires, focus groups, and faculty evaluations. This process is required by all programs at the college. It is a valuable tool to continue to assess student support services effectiveness and needs.

Finally, in October of 2005, El Camino College conducted a comprehensive community survey to determine and evaluate whether the district's population is satisfied with the services the college provides and to research the demographics as well. As a result of this survey, it was found that there was high satisfaction with the college services and academic programs. The survey also highlighted a major change in the demographics, specifically the increase in Latina women and their interest in continuing their education.

Planning Agenda:

1. An annual outreach and recruitment plan will be developed.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary:

The Student Development Office provides opportunities for El Camino College students to get involved on campus via clubs, services, and leadership roles. These opportunities provide a learning environment which allows students to fashion their interests as well as develop critical attributes such as civic responsibility, creativity, and originality. Specific services provided by the Student Development Office include student government, inner-club council, a variety of clubs, and Alpha Gamma Sigma (The El Camino College Honors Society). These services provide diverse activities that enhance student development in the areas of leadership, communication skills, and decision-making that directly impacts their campus life.

El Camino College offers a variety of support services that enable the students to develop intellectually outside the classroom. Such services include Honors Transfer Program; Alpha Gamma Sigma; Associated Students Organization; cultural, religious, and discipline-related clubs; EOP&S; MESA; Puente; Project Success; First Year Success; and high caliber counseling services.

The college also engages the students through various student functions and acknowledgements such as year-end award events, a quality graduation ceremony/celebration, and letters congratulating students for making the Dean's list. Students have an open forum opportunity everyday from 1:00 pm to 2:00 pm in what is known as the "college hour" where students can host guest-speakers, play live or recorded music, and enjoy other related activities. During this time, there are also regularly scheduled job fairs, transfer fairs, and college fairs.

El Camino College regularly hosts Rock the Vote during election years. Civic responsibility is strongly stressed at this event not only by people involved with El Camino College but also by guest candidates that have been asked to come and speak to the students. El Camino College is also a voter registration affidavit distribution site. Students at El Camino College are encouraged to become more aware of their social surroundings not only by events and activities like those stated previously but also daily in the classroom. Civic responsibility is interwoven into some classrooms through Service Learning activities.

Student development activities actually start prior to the first day of classes at the college. A week before fall semester begins, El Camino College hosts a New Student Welcome day where students are given tours and the opportunity to ask questions of college personnel and current students. By actively easing the fears and insecurities of students at the beginning of their academic journey, El Camino College assures a much higher rate of student retention. Becoming acclimated to college life early in the student's college career seems to aid the students in the completion of their college goals.

The Health Center at El Camino College provides the following services: chiropractic services, psychological counseling/group seminars/individual sessions, HIV testing, STD testing, workshops on depression, test anxiety help, anger management, and anxiety disorder help to support students in their health and well being⁵⁰.

El Camino College is proud to offer a wide array of intercollegiate athletic programs. Over 400 student-athletes compete and excel in the classroom, on the court, and on the field as they prepare for transfer to the four-year institution. Warrior athletics has a strong commitment to sportsmanship, education, and preparation.

The athletic staff consists of advocates for the development of student-athletes, their families, and the community. Today's coaching profession is very sophisticated encompassing many different areas. Coaches at the college utilizes a solid base of educational knowledge, personal experience, a repertoire of clinical skills, and teaching and learning principles to enhance the ability of the student-athlete while at El Camino College⁵¹.

El Camino College hosts 21 men's and women's intercollegiate athletic programs. During fall 2006, the following highlights were acknowledged⁵²:

- Ranked 4th in The Commission on Athletics (COA) Pepsi Supremacy Cup
- Cross Country Men's - 2nd South Coast Conference - 3rd California State
- Cross Country Women's - Conference Champions - 9th California State
- Football - State Champions (12-2)
- Soccer Men's - Elite eight California State Playoffs
- Volleyball Women's - Conference Champions - Top six California State Playoffs

The athletic division provides youth swim lessons for ages five and older; a fitness center which is open Monday through Friday for students; athletic camps and clinics for swimming, soccer, basketball, baseball, and softball, and hosts an annual golf tournament.

Ever since fall 2004, senior administrators have emphasized the importance of training faculty, staff, and administrators. The Assessment of Learning Committee (ALC) has continued this effort with the support of the Vice President of Academic Affairs and the Office of Staff Development. Primarily through this training, the ALC has been expanding faculty understanding and acceptance. Training included formal workshops⁵³, like those held on the fall 2006 flex day, and the Assessment of Student Learning Weeks, offered every semester since fall 2007. Other training opportunities were more informal, including visits to department meetings and other individual or group meetings.

A pivotal moment occurred at the fall 2006 Flex Day, when the coordinators kicked off the SLO and Assessment development process with their presentation “Welcome to the Zen of the Student Learning Outcomes Assessment Cycle,” which not only informed faculty about the process and how it was shaping up, but also allayed some of the fears of the faculty by introducing them to the “Zen” theme. During this flex day, workshops were also offered in order to lay the groundwork for faculty to start developing SLOs and plans for assessment.

At the spring 2007 Flex Day, faculty worked in their divisions in order either to create new SLOs and assessments, design assessments for existing SLOs, or to engage in an “assessment audit” process. A starting point for SLO development, the assessment audit process asks faculty to discuss assessments they already do, which encourages them to create an SLO for which the existing assessment would be appropriate.

SLO development surged during the spring 2008 flex day. The day began with a short general session, which covered general information for filling out the SLO Assessment Proposal and Report form and presented the big picture vision of the SLO and Assessment process. During the rest of the flex day, faculty spent time in their divisions working in small groups developing new SLO Assessment Proposals or completing SLO Assessment Reports from previous assessments. This day was a huge success and resulted in a significant increase in the number of assessment proposals and completed reports done across the campus.

Compton Center

At the Compton Center, students are given an opportunity to reflect on their volunteer experiences through discussion, journal entries, and reading. Students are encouraged to investigate career opportunities and discover and develop their interests and abilities. The Faculty also serves as faculty advisers for student clubs and organizations such as Black Student Union, ASB, MECHA, Speech Club, and many others.

The Center supports several co-curricular programs that foster personal and civic responsibility. It also promotes opportunities for intellectual, aesthetic, and personal development through such activities as classroom instruction, student government, student clubs, and through employment opportunities with federally funded TRIO programs (i.e., Upward Bound, Upward Bound Math/Science, Student Support Services, and Talent Search).

The Compton Center endeavors to provide students with a stimulating environment which fosters development of individual and civic responsibility; at the same time it encourages intellectual,

aesthetic, and personal development.

The Associated Student Body (ASB) throughout the year hosts numerous lectures, concerts, and cultural presentations on the campus. Further, there are special programs for Latino Heritage Month, Cinco de Mayo, Black History Month, Homecoming, and Academic Awards. International Students Week, Women's History Month, and Martin Luther King are all celebrated, and there is a Conference on HIV/AIDS Prevention are also noted

The Executive Council of the ASB meets weekly to discuss issues related to students and to formulate recommendations to address student needs. On a monthly basis the Provost of the Compton Center meets with the ASB President to address the needs of the students. In addition, the ASB hosts public forums for students.

Other campus programs and departments also provide opportunities that enrich the learning environment. Extended Opportunities Programs and Services (EOPS) and Student Support Services sponsor cultural activities each semester. Together with the Transfer Center these groups also set up trips for students to visit local universities and participate in special university activities such as UCLA's STOMP conference and summer transfer program. In the spring of 2007, the EOPS/CARE program, Student Support Services and the Transfer Center hosted a northern California campus tour for 30 Compton Center students.

Career Expo/Open House - the Center kicked off the first major campus-wide recruitment effort co-lead by the CalWORKs Program, Career Center, Outreach, and Financial Aid Departments on March 21, 2007. Over 80 employers participated, 300 high school students attended, and over 2,000 employment seekers and students were present at the event.

Students acquire valuable job experience through the CalWORKs employment partners on the South Bay Workforce Investment Board (SBWIB) and career opportunities related to the student's field of study. Students are gaining valuable work experience by learning new skills, using industry terminology, and by being exposed to professional work ethics.

Collaborative efforts between CalWORKs and CARE:

- CalWORKs/CARE Mini-Conference (fall and spring): Students attend orientations, listen to speakers, and attend workshops geared toward the needs of CalWORKs students.
- Western Center on Law and Poverty: Provides on-going legal services for CalWORKs students and informational presentations on program rights and responsibilities
- Lifeline: Student support groups and advocacy for CalWORKs students by former CalWORKs student graduates.
- Harriet Buhai Center for Family Law: Provides free legal consultations regarding child custody, alimony, and other family related issues for single CalWORKs parents.
- On-site GAIN services worker: Provides weekly information, advice and problem-solving related to CalWORKs eligibility and benefits in partnership with Los Angeles County GAIN Office - Region V

The recently initiated Regional Transfer Collaborative Program at the Center also seeks to provide enriching and challenging experiences for students outside of the classroom by visiting

universities, taking fieldtrips, and providing other special activities.

Student growth in the appreciation of aesthetics comes not only from observation but also from participation. Students in the theater department present a play each semester.

The Center's intercollegiate athletics programs provide the men the opportunity to participate in basketball, baseball, football, and soccer. Women compete in basketball and badminton. Tennis courts were removed due to construction of the Major League Baseball Urban Youth Academy baseball and softball fields. The softball team will be reinvigorated once the fields are completed. The Compton Center athletic programs are complying with Title IX requirements.

The Compton Center is excited about planned and ongoing activities that will contribute to increased opportunities for student's personal, aesthetic and intellectual growth, and community/civic involvement. The Compton Center Athletic department is planning to add women's softball and soccer in the 2007-2008 academic year. To determine student interest, softball and women's soccer classes will be offered during the fall 2007 semester. However, budget constraints could impede this plan.

The construction of the music and performing arts center will significantly add to the opportunities for students to gain a greater appreciation of the arts and aid in our service to the community. The opening of the Major League Baseball Academy has provided opportunities for community involvement by assisting with some planned activities for the youth of our communities. One area that should be addressed is the need to provide a more inviting Student Lounge/Activities Center for our students. Budget constraints have continually hindered some of the goals. The Center administration is seeking outside resources to assist with the effort.

The Compton Center provides an environment that encourages personal and civic responsibility for all its students. To this end, the center sponsors a "Welcome Back Day" at the beginning of the fall semester, in addition to the New Student Orientations. During Welcome Day, student clubs, student service programs, and instructional programs provide information booths, activities, and a barbecue. Center clubs and organizations regularly sponsor and participate in community service activities. The Compton Center Student Life Office is dedicated to supporting community organizations.

Self Evaluation:

The college exceeds this standard. El Camino College provides its students with a multitude of programs, opportunities, and support services to enhance student growth in areas of personal and civil responsibility as well as their intellectual, aesthetic, and personal growth. Although the responsibility ultimately resides with the students themselves, El Camino College provides the structure and support for students to learn and to grow.

c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary:

The Counseling Division programs are evaluated through student satisfaction surveys, program review, year-end reports, and categorical program review⁵⁴. As mentioned previously, programs within Student Services are evaluated every three years with input from faculty and staff. The Dean of Counseling provides reports every semester to the Vice President of Student Services on how each program is doing. In addition, the Division provides program plans using the college’s software program.

The Institutional Research Office administered an opinion survey in spring of 2006 to 1,900 students. The purpose of the survey was to assess students’ opinions and satisfaction regarding student services. The survey asked students’ opinions of the importance of services and satisfaction with 21 services and 43 aspects of the college environment. The scale for the items: a score of 1 (least important/least satisfied) to 5 (most important/most satisfied) and a score of 3 being moderate importance/neutral satisfaction. Listed below is a representative sample of the college service’s ratings for counseling⁵⁵:

The following table and chart highlight the highest and lowest ranked services by both importance and satisfaction. Item numbers with a higher level of importance but a lower level of satisfaction such as parking are in italics; those with higher ratings in both importance and satisfaction are in bold. ECC students both valued and were more satisfied with library programs and services, computer support and services, financial aid services, and academic counseling.

Highest and Lowest Ranked Services by Importance and Satisfaction

#	Top 5 Most Important	Mean	#	Top 6 Highest Satisfaction	Mean
<i>20</i>	Parking facilities and services	4.15	6	Library programs and services	4.09
1	Academic counseling services	3.97	19	Computer support and services	3.94
6	Library programs and services	3.91	10	Financial aid services	3.75
10	Financial aid services	3.90	2	Personal counseling services	3.73

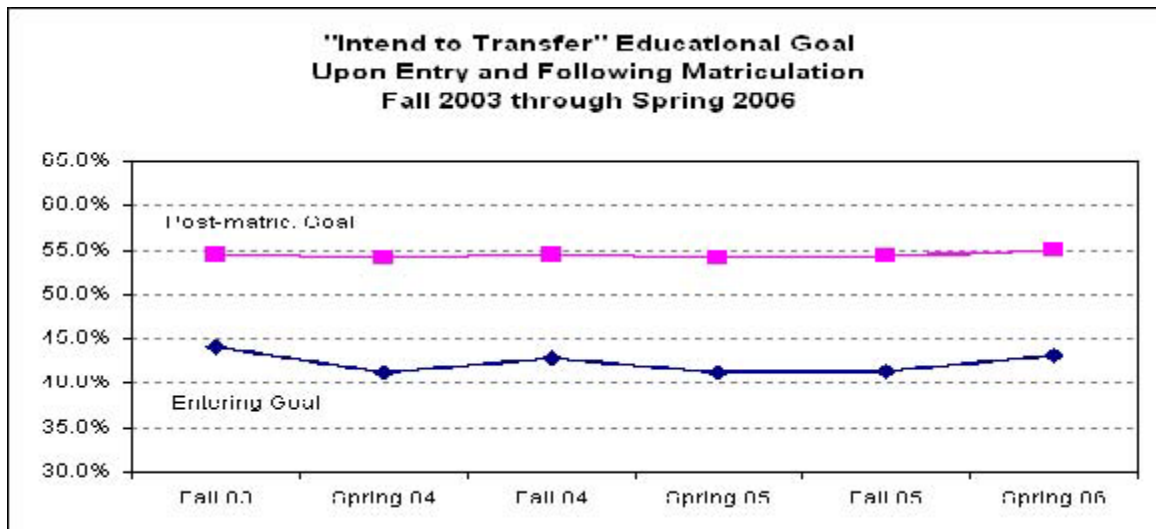
Service	Importance	Satisfaction	Sat-Imp	National Satisfaction	ECC-Nat'l
Academic Counseling	3.97	3.72	-0.25	3.87	-0.15***
Personal Counseling	3.67	3.73	0.06	3.74	-0.01
Career Planning	3.68	3.65	-0.03	3.71	-0.06

By participating in the Student Support Services Program, students will be able to access support services (i.e., Counseling, Financial Aid, and Tutoring services) that will assist and motivate them towards the successful completion of their postsecondary education.

Self Evaluation:

The college meets this standard.

The survey data from institutional research shows that 31% of students entering the college as Undecided Majors were reduced to 22% after receiving matriculation (application, assessment, orientation, counseling) services. In addition, the research shows that students who entered El Camino College and indicated the intent to transfer increased by 10% or more after matriculation services had been provided. The data further verifies the effectiveness and importance of counseling services (see table below).



Educational Goal	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
Transfer (Entering)	44.0%	41.2%	42.9%	41.2%	41.4%	43.1%
Transfer (Post-Matriculation)	54.5%	54.1%	54.5%	54.1%	54.3%	54.9%
Undecided (Entering)	31.6%	33.3%	31.6%	33.3%	33.2%	31.8%
Undecided (Post-Matriculation)	22.7%	22.5%	22.7%	22.5%	23.2%	22.4%

El Camino College gives counseling faculty an opportunity to attend training sessions, conferences (i.e., CSU, UC, Ensuring Transfer Success, and Career), and in-service training workshops to upgrade skills. Monthly planning meetings and bi-monthly counselor meetings are held with a half hour of in-service training (e.g. transcript evaluation, Advanced Placement exams, student learning outcome and assessment development, and Nursing Program) followed by the counseling meeting.

d. The institution designs and maintains appropriate programs practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary:

On-Campus Clubs - Camino College promotes the enhancement of students understanding and appreciation of diversity by promoting a variety of student clubs. El Camino College has 57 students clubs and organizations, 14 of which are located at the Compton Center that promote academics, gender, cultural and religious differences. Students also have the opportunity to create their own club to meet their needs⁵⁶.

Center of the Arts - Appreciation of diversity can be seen in the wide variety of performances presented in the El Camino College Center for the Arts. The Center hosts a variety of lectures, travel films, and live concerts from all over the world⁵⁷.

Study Abroad Program - The Study Abroad Program “serves to expand the student's awareness of the world, other cultures and ways of being, through the greatest teacher of all, personal experience”. Students have studied in Italy, England, Ireland, Spain, Costa Rica, France, New Zealand, Austria, Greece, Hungary, China, Mexico, and Australia⁵⁸.

Staff and Student Diversity - El Camino College has established board policies that promote diversity in its student and staff population such as the policy on non-discrimination (Board Policy 3410)⁵⁹. The policy states that El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation.

In addition to the Board Policy 3410, the Human Resources department has established hiring procedures that promote diversity at El Camino and at the Compton Center. An Equal

Employment Representative is a required member on all hiring committees at El Camino College. One of the responsibilities of this representative is to determine if the applicant pool represents diversity.

The Office of Staff and Student Diversity offers and co-sponsors services and events⁶⁰ for staff and students that enhance the understanding and appreciation of diversity throughout the campus. Examples include: training and development (diversity, cross-cultural communications, and sexual harassment prevention presentations and seminars); diversity events and programs (presentations, festivals, and fairs); and diversity related conferences (support for attendees).

Student Service Departments work together to promote understanding and appreciation of diversity:

The Special Resource Center assists students with special physical and mental challenges⁶¹.

The Financial Aid Office assists students that demonstrated a financial need⁶².

The EOP&S and CARE Programs assist students with financial and educational challenges⁶³.

The First Year Experience Program helps students to be successful in their first year of college by providing supportive educational and career services⁶⁴.

The Puente Project⁶⁵ has as its goal to increase the number of Mexican American/Latino Students transferring to four year colleges and universities. The program offers counseling and mentoring. This program is open to all students.

Project Success⁶⁶ is open to any at-risk students that have just graduated from high school. It focuses on recruitment and retention. It offers academic counseling and mentoring.

At the Compton Center, student programs that support the center's diverse population most directly include the following state and federal categorical programs: a Special Resource Center, EOPS, CARE, CalWORKs, Financial Aid, Student Support Services, a Transfer Center, Talent Search, Upward Bound, Upward Bound Math & Sciences, and the Regional Transfer Collaborative Program.

The Compton Center has a long tradition of institutional support for categorical programs such as EOP&S/CARE and Special Resource Center that serve a very diverse student population. These programs accommodate the needs of special populations with new student orientation, priority registration, book services, tutoring, readers, note takers, and financial aid grants.

Student Support Services Program at the Compton Center is a federally funded program designed to 1) increase college retention and graduation rates for eligible students; 2) increase the transfer rates of eligible students to four-year colleges/universities; and 3) foster an institutional climate supportive of the success of low income, first generation, and/or disabled college students

The El Camino Language Academy (ECLA) is committed to ensuring foreign student success in meeting their educational goals through intensive study of English for academic purposes⁶⁷.

Self Evaluation:

The college meets this standard. El Camino College offers a large selection of special programs and services to target diverse students. These programs demonstrate high success and retention rates when compared with students that do not participate in these programs. The college currently does not use a specific tool to measure the effectiveness of these programs; however, all of these programs must complete periodic program reviews that include a student survey of program effectiveness.

Planning Agenda:

1. Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary:

According to the Institutional Research Office at El Camino College and the State Chancellor's Office, all placement instruments are up to date on their validations. However, the Compton Center is in the process of validating the multiple assessment instruments used for the placement of non-English speaking students in ESL courses. The Center is in the process of approval for the use of the Chancellor's Office-approved CELSA assessment for ESL students. In addition to math and English placement exams, the college and center use multiple measures in placement.

The College utilizes ACCUPLACER, formerly known as the Computerized Placement Tests (CPT's), as one measure for placement of students into Reading, English, Math, and ESL (English as a Second Language) courses. The ESL assessment process also includes a written sample and a five-minute oral interview. The California Chemistry Diagnostic Test, a paper-and-pencil exam, is used for placement into Chemistry. Additionally, there are non-credit waiver exams for Contemporary Health and Math Competency.

Diagnostic tests are used by the college as part of the decision-making process to potentially award financial aid and as a component of the application process into the El Camino College Nursing Program. ACCUPLACER Tests (Reading, English, and Arithmetic) are used for the ATB (Ability-To-Benefit) testing requirement for financial aid. The C-NET (Computerized Nurse Entrance Exam) and the DRP (Degrees of Reading Power) Tests are required as part of the Nursing Curriculum in Nursing 145 (Introduction to Nursing). (A passing score on the DRP is one of the application requirements to the Nursing Program.) In addition, the Nursing Division utilizes a number of ERI (Educational Resources, Inc.), nursing tests given on-line to currently

enrolled nursing students. All of the tests described in this section are administered in the Testing Office by the college's trained Assessment/Testing Center personnel.

In 1992-1993, a validation study was completed by the Office of Institutional Research for all English and Math placement tests. The design of the study was intended to measure the strength of the relationship between a predictor variable (i.e. assessment score) and a subsequent criterion measure (i.e. final grade targeted course). The study employed correlational methods to assess the relationship between placement scores and student performance. In order to evaluate placement accuracy, the design classified placement recommendations and outcome data, then compared the placement recommendations with course outcomes. The study also included an analysis of the disproportionate impact by age, gender, disability, and ethnicity⁶⁸.

Self Evaluation:

The college meets this standard and the state guidelines and standards for the assessment of students for placement. The assessment tools used by the college are approved and monitored regularly by the state. El Camino College continually monitors the impact of cut-scores on student outcomes.

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

Descriptive Summary:

El Camino College has held and maintained student records^{69, 70} throughout the years securely and confidentially⁷¹. These records are maintained with the highest standards and are guarded closely and diligently in order to provide student records the highest levels of security. All records since the 1980s have been electronically held in El Camino College's mainframe computers, and all records before that time period are held in the secure vault. The mainframe has an extensive firewall network maintained by the information technology department. This network has been tested and found to be next to impossible to penetrate. Through numerous checks and balances, employee access to the mainframe is limited, and faculty are not allowed to access the mainframe under any circumstances. Access to student files can only be requested through the Information Technology Services department and must have personal authorization with good cause by the Director of Admission and Records in order to access those files. To ensure that no information will be permanently lost, the server has its files backed up every night by the Information Technology Services Department. As a secondary precaution, students' files are further backed up at Copper Mountain to provide a secure remote location in case a catastrophe strikes El Camino College and all records at the college are destroyed.

Self Evaluation:

The college exceeds this standard. El Camino College maintains student records with complete

confidentiality and stores them securely with multiple checks and balances to insure the highest standards of privacy. Backup files are made every night with secondary backups stored at Copper Mountain to ensure that student records will never be lost or destroyed.

4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

El Camino College provides systematic and regular evaluation processes to identify and support diverse student population needs. Evaluation and self-studies include student opinion surveys; faculty and staff opinion surveys; a three-year cycle of program review; quarterly and annual program reports. In 2005-06, Admissions, Evaluations, Records, Registration, Veteran's Affairs, International Student Program, First Year Experience/ Supplemental Instruction, Assessment and Testing, Outreach and School Relations, and Financial Aid completed a program review⁷². In 2007, 23 additional Student Services program reviews were scheduled, nine of which were at the Compton Center.

The Vice President of Student Services assembled a team of faculty, staff, and management to read completed program reviews from the Admissions and Records division and the Enrollment Services division. The team, under the direction of the vice president, discussed the reviews, heard presentations from the lead manager of both divisions, and made ranked recommendations to the vice president. The Vice President of Student Services presented the ranked recommendations⁷³ to the Planning and Budgeting Committee (PBC) for consideration and endorsement. The PBC chose selected items from the list of recommendations⁷⁴ based upon the PBC's priority of funding plans that promoted student success and retention. The recommendations⁷⁵ were forwarded to the president with funding following afterwards.

El Camino College provides comprehensive student support services and requires assessment and external review for funding. Required evaluations include, but are not limited to, Matriculation, EOP&S/CARE, DSPS, the Puente Program, CalWORKs, First Year Experience, Learning Communities, VTEA (Perkins Grant) related student support programs, and at the Compton Center the federal funded TRIO programs (i.e. Student Support Services, Talent Search, Upward Bound, Upward Bound Math/Science). The institution complies with the requirements of all externally mandated program review processes. Additionally, the Student Success Transfer and Retention Services (SSTARS)⁷⁶ implemented in 2004, is comprised of 27 student support programs that provide an on-going review of services and collaboration to ensure support programs are maximized and serving student needs. At the Compton Center, the student services departments also collaborate to ensure student services programs maximize services provided to students.

Students are encouraged to, and do, participate on standing committees, including commencement, student development, accreditation, matriculation, and curriculum. The

Associated Students Organization (ASO)⁷⁷ at El Camino College and the Associated Student Body at the Center are the official representatives of the student body and serve as a liaison with standing committees, such as division councils, and planning and budget. Student committee involvement provides feedback to faculty and staff related to student support services.

Self Evaluation:

The college meets this standard. The program review process is in various stages of implementation across the student services area. Program review recommendations need to be consistently placed into department plans for prioritization into the Vice President of Student Services area plan. Prioritized plans need to be presented to the PBC for funding recommendations to the President.

There are numerous ways for the institution to evaluate student support programs and services. Evaluation can be done formally, as with surveys produced by the Institutional Research Office or specific programs, or can be done informally, like gaining information from members of standing committees and getting general feedback from students.

In 2006, the college planned and implemented a student opinion survey. The survey results averaged 1,500 student-responses related to “importance” and “satisfaction” under college services. Most programs and services listed were above moderate importance. There were five programs or services that showed a satisfaction level lower than the importance ranking⁷⁸. Student support programs have responded to some of the student concerns. For example, the Divisions of Behavioral and Social Sciences and Counseling and Student Services increased the number of Human Development 8 course offerings to address student access to college information and resources. The Counseling and Student Services Division increased the number of faculty participating in On-Course training, and produced a 3rd student handbook to support student access and retention. Additional hiring and training for part-time counselors has taken place to respond to student access issues.

1 <http://www.elcamino.edu/administration/board/boarddocs/5000/5052.doc>
2 <http://www.elcamino.edu/administration/board/boarddocs/5000/5050.doc>
3 www.elcamino.edu/studentservices/co/sstars.asp
4 www.elcamino.edu/studentservices/co/adult-re-entry.asp
5 www.elcamino.edu/commadv/calworks
6 www.compton.edu/STUDENT/calworks.html
7 www.elcamino.edu/studentservices/co/careerservices.asp
8 www.elcamino.edu/studentservices/cps
9 www.elcamino.edu/academics/cte
10 www.elcamino.edu/studentservices/co
11 www.compton.edu/STUDENT/counseling.html
12 www.elcamino.edu/studentservices/eops
13 www.compton.edu/STUDENT/eops.html
14 www.elcamino.edu/studentservices/fye
15 www.elcamino.edu/academics/honorstransfer
16 www.elcamino.edu/academics/is
17 www.elcamino.edu/academics/mathsciences/mesa/index.asp
18 <http://www.elcamino.edu/studentservices/co/projectsuccess.asp>
19 www.elcamino.edu/studentservices/co/projectsuccess.asp
20 www.elcamino.edu/studentservices/co/puenteproject.asp
21 www.elcamino.edu/academics/src
22 www.compton.edu/STUDENT/dss.html
23 www.elcamino.edu/studentservices/co/sail.asp
24 www.elcamino.edu/studentservices/co/transferservices.asp
25 www.elcamino.edu/academics/wit
26 <https://portal.elcamino.edu/portal/main.html>
27 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
28 http://www.elcamino.edu/administration/ir/docs/surveys/Comments_SSO_SP06.pdf
29

<http://www.elcamino.edu/administration/board/boarddocs/1200%20Vision%20Mission%20State%20ment%206-18-07.doc>

30 <http://www.elcamino.edu/admissions/catalog.asp>
31 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
32 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
33 <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
34 <http://www.elcamino.edu/studentservices/>
35 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
36 <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
37 <http://www.elcamino.edu/administration/board/>
38 http://www.elcamino.edu/admissions/schedule/08_summer_ECC.pdf
39 <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
40

<http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom%20a%20proved%208-21-06.doc>

41 <http://www.elcamino.edu/admissions/>
42 <http://www.elcamino.edu/studentervices/fao/>
43 <http://www.elcamino.edu/admissions/catalog.asp>
44 <http://www.elcamino.edu/admissions/catalog.asp>
45 <http://www.elcamino.edu/administration/board/policies.asp>
46 <http://www.elcamino.edu/admissions/catalog.asp>
47 <http://www.elcamino.edu/administration/ir/surveys.asp>
48 <https://portal.elcamino.edu/portal/main.html>
49 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
50 <http://www.elcamino.edu/studentervices/health/>
51 <http://www.elcamino.edu/athletics/>
52 <http://www.elcamino.edu/athletics/index.asp>
53 <http://www.elcamino.edu/academics/slo/>
54 <https://portal.elcamino.edu/portal/main.html>
55 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
56 <http://www.elcamino.edu/studentervices/activities/clubs/>
57 <http://www.elcamino.edu/commadv/centerforarts/>
58 <http://www.elcamino.edu/studyabroad/>
59
<http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>
60 <http://www.elcamino.edu/administration/president/ssdiversity.asp>
61 <http://www.elcamino.edu/academics/src/>
62 <http://www.elcamino.edu/studentervices/fao/>
63 <http://www.elcamino.edu/studentervices/eops/>
64 <http://www.elcamino.edu/studentervices/fye/>
65 <http://www.elcamino.edu/studentervices/co/puenteproject.asp>
66 <http://www.elcamino.edu/studentervices/co/projectsuccess.asp>
67 <http://www.elcamino.edu/commadv/langacad/>
68
<http://www.elcamino.edu/administration/ir/docs/programs/CPT%20Assessments%20By%20Instrument%2010%20Year%20History.pdf>
69 <http://www.elcamino.edu/administration/board/boarddocs/3000/3300.doc>
70 <http://www.elcamino.edu/administration/board/boarddocs/5000/5040.doc>
71 <http://www.elcamino.edu/administration/board/boarddocs/3000/3310.doc>
72 <https://portal.elcamino.edu/portal/main.html>
73 Memo from VP-SS to PBC (11-2-06)
74 http://www.elcamino.edu/cmte_minutes/minutes/1001/119200619590.doc
75 PBC endorsement memo to President (11-30-2006)
76 <http://www.elcamino.edu/studentervices/co/sstars.asp>
77 <http://www.elcamino.edu/studentervices/activities/>
78 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf

STANDARD IIC: LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the service.

- 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of locations or means of delivery.**

El Camino College offers students, faculty, and staff several sources for obtaining library information and academic support.¹

The primary sources are the El Camino College Schauerman Library, the El Camino College Music Library, the Learning Resources Center, and the Media Services department. The library and learning support services at El Camino College collectively are called the Learning Resources Unit². Since 2007, the El Camino Learning Resources Unit has also included the Compton Educational Center Library and Learning Resource Center.

In 2003, a reorganization of the college occurred which downsized the Instructional Services Division from a division to a unit called the Learning Resources Unit. The instructional programs formerly included in the Instructional Services Division, including Library Information Science, Academic Strategies, Human Development, and the Special Resource Center, were moved to other academic divisions.

The Learning Resources Unit (LRU) has a director and two faculty coordinators, one each for the Learning Resources Center and Media Services/Distance Education, six full-time librarians, seven part time librarians, and approximately 15 full-time classified staff². The Compton Educational Center Library and Learning Resource Center has been under the LRU's supervision since October 2006.

Other divisions and learning centers have additional resources for student support. An art gallery, planetarium, museum, and various computer labs also provide learning resources in the form of text, realia, exhibitions, media materials, technology, and tutorial programs.

El Camino College Library

The Schauerman Library is divided into several departments, including Collection Development/Acquisitions, Bibliographic Instruction, Cataloging and Acquisitions, Systems Development, Public Access, and Reference³.

The Acquisitions department is responsible for coordinating the selection of new book titles by faculty and librarians, for the purchase and receiving of new books, and for the discarding of outdated, worn, or mutilated titles. The main goal of the department is to ensure that the collection adequately meets or exceeds the needs of the college curriculum by providing the necessary supplemental and research titles for class assignments in all disciplines. For example, Acquisitions works with disciplines that have accrediting criteria, like Nursing and Law, and uses faculty and student survey results to appropriately update the collection. In addition, the department provides titles in sufficient quantity (given circulation figures, hold requests, and the current budget) on topics of current interest to prepare papers, speeches, and debates.

The Bibliographic Instruction department provides students with instruction and assistance in retrieving information and researching resources. The librarians meet with classes and instruct them in the use of specific reference materials and in the use of various databases using either lecture or hands-on lab setting. The department also hosts other services like Brown Bag programs and Lunch Hour Labs, which offer informal instruction on library related issues or programs.

The Cataloging department is responsible for the cataloging and physical processing of materials for the Library. The Cataloging Department currently uses a part-time librarian to oversee the processes of that area and relies solely on the expertise of a single paraprofessional for its day to day activities.

The Systems Development department is responsible for the management and maintenance of the online databases, as well as the Library's integrated library system, which includes the Millennium online book catalog, implemented in 2006.

The services offered by the Cataloging and Systems departments have a direct effect on the level of user satisfaction in locating needed information and materials within the Library or from Library resources accessed externally. The hiring of a Systems Librarian in 2007 has alleviated some staffing concerns in this area.

The Public Access department consists of the Circulation and Periodicals/Reserve departments. The Circulation Department, in addition to providing patrons access to materials by checking materials in and out of the Library, is responsible for the book stack maintenance and shelving, and for Interlibrary Loan (ILL) services; however, the availability of the service has been decreased due to staffing reductions. Additionally, the department coordinates art exhibitions in the lobby, and a variety of programming with the Friends of the Library organization. The department oversees seven study rooms that can be booked by groups of two or more students, as well as a self-service copy area, which has photocopy machines, print card dispensers, a change machine, and a vending kiosk for the purchase of supplies. The Unit has additional photocopy machines in various areas in the building.

The Reserve Collection includes textbooks and class readings, as well as Distance Education videotapes and DVDs. These materials have restricted circulation, with most materials available for in-house use only. Electronic Reserves (ERes) is an important new service offered by this department. This service provides 24/7 access to reserve materials via the Internet. There are

currently 39 classes utilizing this very popular service⁴. The Periodicals Department handles the purchase and maintenance of print periodical titles, liaises with the electronic databases vendors, and oversees a microfilm collection of 202 titles, and six microfilm machines.

The Reference Department is staffed by a certificated librarian whenever the library is open. In addition to assisting students and faculty in utilizing the Millennium online book catalog and periodical databases, the librarians suggest specific resources for research needs. They also work with individual faculty and divisions to assist with the development of bibliographies, assignments, and class projects. All Reference librarians present Bibliographic Instruction classes and other presentations. The Library web page, the Ask-A-Librarian⁵ online reference service, and the management of the electronic databases are all handled by librarians from this department. Additionally, all of the librarians are liaisons for various academic divisions, soliciting book requests and disseminating information of interest.

A new wing for the Learning Resources Unit is currently under construction⁶ with a scheduled completion date of spring 2008. The new wing will consist of the following: a Distance Education Conference Center, the campus Archives Room, The Ella Rose Madden (ERM) Nursing Collection, a digital processing center, book and archives storage, and an expansion of the Basic Skills and Tutoring Centers. These new areas will enhance access to resources and services by providing space and technologies beyond what is currently available to students, faculty, and staff.

The Music Library is currently located in the Fine Arts building and provides many of the same services as the main Schauerman library, such as cataloging, reference, and circulation. In addition to books, the facility includes printed music, sound recordings in various formats, laser discs, interactive multimedia, and reserve materials. The staff oversees a set of music practice rooms and statistical record keeping for some music courses and their labs. The staff also reproduces classroom audio discs/tapes for students, and prepares music folders for the band, orchestra, and all choral organizations.

Media Services provides a key set of services dedicated to ensuring student success via technology on campus. These services are provided to faculty and directly to students. Media Technicians and specialists perform a variety of activities that support educational technology on campus.

The Equipment Services area provides audio/visual, video, and multimedia services to the El Camino College Community. Projection, recording, amplification, and playback equipment is available for loan. Support is provided for classroom facilities on campus with built in media equipment and the development of smart classrooms. Training on the operation and utilization of media equipment is also provided. Media Services inventory of equipment is for short-term loan. The Media Materials area purchases, houses, and distributes media materials for the use by ECC faculty and staff. The extensive media library includes film, video, CD-ROM, VHS, and DVD formats. The Multimedia Production component of the department works with faculty and staff in the conceptualization, planning, and production of numerous forms of educational and promotional media to enhance classroom teaching, and to document activities and events on campus.

The department also has responsibility for the College Cable Television Channel and facilitates meetings and classroom activities via videoconferencing technology.

Distance Education

The Distance Education program offers fully accredited college courses via television and computer. The office provides support to distance learning faculty at El Camino and Compton, and is a key communication link for students in the program. The DE program is administered by the Director of Learning Resources and staffed by one full-time faculty coordinator. Through the consultation process, a program growth plan was adopted for 2006-2008. The thrust has resulted in additional funding for the program and an increase in offerings from 33 sections in fall 2005 to 76 sections in fall 2007, with further growth mandated. The ETUDES course management system was adopted and the college supported the training of all eligible faculty. Plans also include the provision of an online certificate program in the CIS area and sufficient general education courses online to meet California State and University of California requirements.

Learning Resource Center

The Learning Resources Center includes the Learning Center, the LRC Tutorial Program, the Basic Skills Study Center, and the LMTC in the Schauerman Library, the CAI Computer Lab in the Communications Building, the TOP Computer Lab in Technical Arts, and oversees operation of the MCS Reading Computer Labs in Math & Computer Science for the Humanities Division. The Learning Resources Center is open the same hours as the Library, except that the two satellite labs – the TOP lab and the CAI lab are not open at night and on weekends. The Basic Skills Study Center and the LMTC (Library Media Technology Center) Computer Commons have a variety of adaptive devices and software to allow all students access to computer-based instruction and resources. Also available are more than 4000 audio and video recordings, text, computer-assisted instruction programs, models and other realia supporting and supplementing most academic disciplines at El Camino College. An upgraded Windows-based check-in system records student usage data for all the LRC areas. Additionally, the LRC webpage provides information on services and materials. The Learning Resource Center provides a heavily used tutoring program free of charge to students in the LRC, the TOP Lab and at other satellite locations around the campus. The Learning Center contains individual and small-group audiovisual viewing and study areas.

The Learning Resources Center services and facilities are heavily used. The five major areas of the LRC provide services a total of approximately 254 hours a week and log approximately 100,000 student visits per year. LRC staff liaise regularly with faculty to ensure materials and services meet student needs. Tutors for the LRC must pass the Tutor Training 200 training course which is certified by the College Reading and Learning Association (CRLA) so that they can tutor students most effectively. This requirement successfully addresses a planning agenda item from the last accreditation report “to coordinate student tutorial programs and ensure uniformity in training to maximize effectiveness of service.”⁷ As a result of the partnership with the Compton Education Center, services have been more in demand as the ECC services are now open to the Center students as well and the already thin staff is stretched to the maximum.

Compton Educational Center Library and Learning Resource Center

The Compton Center library provides information and support to students, faculty, and staff. The library serves approximately 5,375 persons per year. The Compton Center library fields around 4000 reference questions per year.⁸

The Learning Resource Center offers academic support areas for students and faculty, including Tutorial Programs, Computer Assisted Instruction Labs, Distance Learning, a Listening Lab, Independent Study/Computer use, Study Skills seminars and Internet Basics classes. The Learning Resource Center is open six days a week in the fall and spring.

The Computer Assisted Instruction Lab serves developmental students, primarily in the areas of Math and English. It also serves any student seeking remediation, practice, or test preparation. This component of the Learning Center is a designated lab with the PLATO software program that provides students with the remediation that complements classes such as Math, Reading, Physical Science, GED preparation, and job readiness.

The LRC also provides a media viewing lab for students to view tapes of Distance Education tele-courses at their convenience when the LRC is open. Computers with internet access are available to complement the CIS and COT classes. Students are also provided with a variety of software on other subjects.

Study skills seminars are held each semester. Topics include note-taking, time management, research paper writing and internet basics

The tutorial program is a heavily used academic support program on campus and plays a vital role in student retention. The program serves the entire student population. The program offers personal one-to-one tutoring or group sessions, study groups or independent tutorials using software programs on the computer. The program also provides tutors who go to classes and labs on campus, working side by side with instructors. Tutors are now trained according to CRLA guidelines. In 2006 the training program was reviewed, and has been recertified until 2011.

Other learning support programs and computer labs, some funded by categorical programs, are located across the Center in close proximity to the classes they serve. Among these are the Writing Center/Language lab, Library Bibliographic Instruction Lab, Math & Science computer lab, Distance Ed Lab, and various computer labs for Business classes and drop in use.

In fall 2007, the planned move to the new Library facility was postponed. The building has to pass the State Standards and structural repairs have to be undertaken. The contractors and engineers as well as the college administrators believe that it will take 15 to 18 months before any move can take place. Students and library staff continue to use the old building, originally built in 1953 while pushing for a resolution to the issues concerning the new building.

The 2006-2007 fiscal year has seen the removal of the positions of Library Coordinator and interim Library Director. The library is currently staffed with two full-time librarians (who also

assist with overseeing LRC operations) and five part-time librarians, There are two library assistants and a temporary clerk to help in library operations.

Special Resource Center

The purpose of Disabled Students Programs and Services (DSP&S) is to provide legally mandated instruction and services to students with disabilities, to promote appropriate utilization of resources/instructional delivery, to provide equitable access to instructional medium, and to advocate for universal design and educational access for students with disabilities.

The DSP&S program, known at El Camino College as the Special Resource Center (SRC), provides courses, services, and accommodations including access technologies and equipment with the following component areas: Adapted Physical Education, Counseling, Deaf and Hard of Hearing, Learning Disabilities, Physically Disabled and Visually Impaired, High Tech Center, Low Vision Center, and Alternate Media services. SRC staff is comprised of 25 full-time or part-time permanent employees. According to the 2006-2007 primary disability headcount, El Camino College's SRC served over 1,200 students with disabilities.

The instructional component of the program seeks to meet the varied educational needs of students with disabilities through 15 different Educational Development courses⁹. These courses are open to all students, although some are specifically designated for Deaf and Hard of Hearing populations. Three of these 15 courses are transferable.

The High Tech Center trains students with disabilities in the use of computers and other access technologies providing them with skills to utilize in other settings on campus and in their careers. The Center operates, in cooperation with the Schauerman Library, an Adaptive Access room in the Reference area of the library. This room is accessible via a sign-in process and is limited to students with disabilities who have been trained in the use of the hardware and software by the High Tech Center staff. This ensures equal access to library resources.

The Adaptive Physical Education program is a joint venture between the Special Resource Center and the Physical Education/Kinesiology Department. This program allows students with a variety of special needs to participate in physical activity often necessary to improve or maintain adequate levels of health and fitness.

Specially funded programs include the Western Region Interpreter Education Consortium, the Manhattan Beach Unified School District Transition program, and Project Reach: Service Inclusion for Community College students.

The Compton Center SRC is comprised of three full-time staff including a counselor, Adaptive Computer Technology Specialist, and clerical assistant. Due to accreditation and fiscal challenges, the number of students with disabilities has declined in the past three years parallel to overall Compton district enrollment. According to the 2006-2007 student headcount, Compton Educational Center's SRC served 77 students with disabilities. This office is in the process of transition; they have adopted forms and are in process of implementing procedures and creating informational items such as student handbooks and brochures parallel to those used at the main campus and in scope with student and program needs.

The SRC participates in a categorical program review every six years with the most recent completed February 2007.¹⁰

The Humanities Writing Center is open approx. 60 hours a week, and provides drop-in tutoring for students needing advice on writing assignments. Students can get help in prewriting, formatting, and content development. The Center also provides grammar workshops and tutorials. Tutors are screened to ensure they are qualified for the position, at minimum, tutors hold a Bachelor's degree, with many having Masters degrees. The Center also has computers for students to work on writing assignments. The Writing Center moved into the new State-of-the-Art Humanities Center in January 2008.

The MESA Tutorial Program is part of the Mathematics and Engineering Science Achievement Undergraduate Program, which provides support to students majoring in math or science so as to aid in transferring to four-year institutions.

The Math Tutoring Center is a drop-in center that serves all students enrolled in a Mathematical Science Math course. Each semester the center helps approximately 2000 math students. The purpose is to develop math and study skills to ensure student success. In addition, the Math Science Multimedia Computer Lab enables math students to learn how to best use technology and acquire proficiency in the use of specific applications.

The Anthropology Museum opened in 1971 and is housed in the Art & Behavioral Sciences Building. The Museum has 1,800 sq ft of exhibition space, with locked cases to display items from various exhibitions and shows throughout the year. Besides displaying items of interest, the museum also provides students with hands-on opportunities to work with artifacts, and allows them to design, create, and display exhibitions through the Museum Studies course.

The Art Gallery hosts six exhibitions a year. The Gallery acts as a visual arts laboratory for the art appreciation and art history classes. Students attend exhibitions and complete assignments on the shows as a class requirement. In addition to the scheduled shows, visiting artists give lectures. Because it is a community gallery, admissions, lectures and receptions are free and open to the community. Art 34 (Gallery Management and Artist Career Issues) concerns itself with gallery management and issues, so arranging shows for the gallery give students first-hand experience in this area.

The Planetarium services the astronomy classes as both a classroom and a laboratory facility. The interior houses a Spitz star projection system, with several other smaller telescopes and supporting equipment, to fulfill its needs as a working observatory. Students in the astronomy program receive hands-on experience when viewing and operating the equipment. Astronomy programs are also scheduled as a community service on an on-call or occasional basis for elementary school classes and members of the community.

Computer Labs - There are three types of computer labs on campus: open-access, class-use and mixed purpose. Open-access labs are intended for student use on a drop-in basis. Students use these labs to explore online resources (including Internet), do research, and complete

assignments. No FTES are generated. Class-labs are classrooms with computers, and the students come to these as a scheduled class. Instructors are present during these labs, and FTES are generated. Mixed-purpose labs are used in a variety of ways to support instructional activities, and no FTES are generated.

As of fall 2006 El Camino College had 47 computer labs and 1,492 computers, compared to the 2002 Accreditation Self-Study which showed 29 computer labs and 1,127 computers. This showed an increase of 18 labs and 357 computers. In the last year this number has shrunk as labs have been consolidated, and currently El Camino has 33 labs and 1167 computers. A chart lists the labs available to users on campus.¹¹

1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

To complement the El Camino College mission of offering quality, comprehensive educational opportunities, the mission of the library is to foster a productive learning environment by providing quality instructional support resources, services, and instruction to the ECC community.

The El Camino Library currently consists of two physical collections – the main Schauerman Library and the Music Library. The library provides diverse resources in a variety of formats.

The Schauerman Library houses 104,118 book and serial print titles, 119,976 book and serial volumes, 337 current periodical subscriptions, 202 microfilm titles, 20,781 microfilm reels, 2,422 videotape/DVD titles, and 2,531 videotape/DVDs. The library also subscribes to approximately 20 databases. The Music Library additionally has 6,973 music CD titles and 7,087 CDs¹².

Since the last accreditation, the library book collection has decreased slightly as a result of weeding of the collection combined with an increase in the cost of books and the smaller number of books purchasable within budget. Maintenance of the collection is an ongoing process. Designated areas are targeted for weeding each year. During the 2005-06 school year, the library staff discarded more than 300 obsolete items.

Teaching faculty are consulted and provide subject expertise and guidance in the areas of book selection relevant to student learning needs and collection weeding. The campus is routinely advised when new titles are received. Library material selection is performed according to the guidelines of the proposed Board of Trustees Policy¹³ and relevant library policies regarding selection criteria, controversial materials, textbooks, and gifts. Association of College Research Libraries (ACRL) comparative input measures and faculty requests are used as a benchmark to assess the collection. Additionally, specific assignments are used as a guide to student materials

needs. The Program Review survey indicates that faculty members feel that the current book collection does not adequately serve student needs. Students polled in the same survey did indicate that they were satisfied with the book collection.¹⁴

The ECC Library has a number of electronic resources in the form of periodical and reference databases. Electronic resources enhance the service to students across the board, allowing students 24/7 access, and especially granting access to materials for Distance Education students. Appropriate equipment is available to facilitate on-campus access to online resources. The Reference room has 27 computers.

The library webpage provides access to 20 online subscription databases¹⁵ with multiple and varied subject coverage and access to hundreds of magazine, journal and newspaper titles, and reports. Other links on the library webpage provide access to the library's online catalog (Millennium)¹⁶, and links to the catalogs of other local libraries and consortia. The webpage also links to the Compton Education Center Library. Links are also provided giving MLA and APA citation help, library hours and contact information, and "Ask-A-Librarian," an online reference service for patrons which allows them to send research related questions to librarians. The library liaises with library consortia that aid in the development of purchasing agreements for electronic resources. This has resulted in substantial cost savings for the library.

Library materials have been funded in recent years from a variety of sources in addition to the General Fund, including grants from the El Camino College Foundation, Ella Rose Madden Foundation, Title V grants, and from the used book sales.

The Bibliographic Instruction department has a demonstration classroom and oversees a computer lab of 30 computers for classes and hands-on instruction. Information Competency presentations are developed in collaboration with faculty to maximize learning outcomes.

The Compton Education Center Library book collection numbered 39,088 items, as of June 2006, with 731 books added during the 2005/2006 academic year. The library also holds 785 documents and pamphlets, 40,073 microforms, 484 audio recordings, 30 video recordings, and has 24 current periodical subscriptions. The Library offers an Interlibrary Loan service. The fiscal year 2006-2007 gave \$65,000 for the purchase of print materials for the library. Another \$60,000 is allocated for this fiscal year, 2007-2008.

Self Evaluation:

The college meets the standard. There is active faculty participation from many academic areas regarding the selection of new library books. Faculty has also collaborated with the librarians in determining the selection of electronic periodicals databases. The library procedure was recently revised to require the formation of a faculty advisory committee made up of representatives from the eight instructional divisions to advise the library collection development and its relationship to student learning.

A modest increase in the book budget in recent years has improved the ability of the library to purchase current materials in a timely fashion. The library recommends a regular recurring book

line item in the district budget. However, the base allocation budget is still inadequate and is annually supplemented with categorical funding.

Utilizing ACRL input standards computations reflect that the library has approximately seven titles per FTE of students, faculty and staff.

Currently a program review is underway to assess the effectiveness and quality of the collection and services.

The weeding of the library collection is a requirement.

A collaborative process involving the librarians and subject faculty must be developed to accomplish this task by the end of spring 2008 under the direction of the library director in coordination with the advice of the faculty advisory committee.

Planning Agendas:

1. Develop a stable funding source to maintain adequate book and periodical collections.
2. Establish a faculty advisory committee to help guide collection development and weeding.

1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary:

The El Camino College Library provides ongoing instruction by qualified faculty during all hours of operation in a variety of ways: Bibliographic Instruction sessions to individual classes upon request, individual reference interactions with students, the on-line Ask-A-Librarian service, on-line tutorials, brown bag sessions, and class offerings.

Bibliographic Instruction sessions are very popular with faculty as a way of introducing their students to the library and its resources. The library averages 135 instruction sessions per semester, seeing a total of approximately 3,500 students per semester.¹⁷ These sessions are aimed at increasing the information competency awareness and skills in students by introducing them to all of the resources the library offers, and instructing them in how to access and use the resources to their best advantage. Additionally, instruction is given in how to evaluate sources in terms of the papers they must write, and also in terms of accuracy, authority, content, and currency. Instruction sessions are either general in nature, providing an overview of the resources in general, or tailored to a specific class assignment or discipline and then focused on resources for that particular assignment/discipline. Instruction sessions can also be in a lecture-type format in the library classroom, or more hands-on in the Library Demonstration Computer Laboratory. Individual instruction and aid are also given at the point of service areas like the reference desk.

The demonstration classroom includes thirty computers for classes desiring hands-on instruction. The Program Review survey indicates satisfaction with bibliographic instruction from both

faculty and students. Faculty feedback after instruction is positive, and many faculty routinely plan for bibliographic instruction for their classes. Student learning outcome cycles and assessment results help us reflect on, and plan for, learning outcomes gained during bibliographic instruction.

For Distance Education students and for the student/staff body at large, the library introduced the Ask-A-Librarian online reference service in 2004. This service allows for student/staff interaction with a librarian over a 24/7 period and gets approximately 25-30 queries per semester. On occasion, the faculty librarian might engage in follow-up reference interviews via the telephone or e-mail.

The library has posted a tutorials on the use of the online databases for students to access remotely thus aiding especially Distance Education students who cannot attend Bibliographic Orientation sessions. The library website additionally contains pathfinders intended to guide students to subject and theme specific resources. Some librarians have also posted websites on the faculty web to ensure additional avenues for staff and student communication.

The library has hosted brown bag workshops for students and faculty to promote special programs, like Summer Reading, READ week, and to introduce new databases and other services to the campus.

The library offers two one-unit fully transferable classes: "Introduction to Library Skills" and "Library Research Using the Internet."¹⁸ "Introduction to Library Skills" is offered as a stand-alone class, and also partners with the First-Year-Experience program, Puente, and Student Success programs. "Library Research Using the Internet" is run as a stand-alone class. Both classes are run as 8 week, or semester-long classes and are taught by qualified library staff, providing another opportunity for students to gain information competency skills.

The library has also taken the lead on campus in advocating to have Information Competency made a General Education requirement via presentations to the Associate Degree Taskforce over the past years. A pilot program with faculty from the Child Development Center was conducted to see if students would benefit from such instruction. Students in the pilot received an overview of research resources, searching skills instruction, and handouts.

The library has been involved in the campus-wide planning for Student Learning Outcomes, having representatives on the SLO Campus Steering Committee. Program and Service-level SLOs have been identified and written for the unit. A program level SLO measuring information competency gained during bibliographic sessions was implemented and measured in the spring semester of 2007. Assessment of the SLO was conducted with pre and post-tests in eight classes. The results have been audited and after consultation with appropriate teaching faculty, the Bibliographic Instruction librarian is refining future instruction sessions. The process will be repeated in spring 2008.¹⁹ More program level SLOs have been planned.

Compton Center

The focus in the Compton Educational Center Library has been on its upcoming move to a new facility from the present library building which was built in 1953. The new library will be

capable of supporting modern-day academic library resources and services. Among the major services that the library provides are the Bibliographic Instruction and the 1-unit Library Information Competency classes. All library instruction is held in the open access lab of the library.

The Introduction to Information Competency classes are offered the second eight weeks of every semester. In spring 2005, it was linked with Counseling 1.

The Compton Center library and LRC is working with the main campus library to develop and assess SLOs.

Self Evaluation:

The college meets the standard. Information Competency continues to be important as community college students need these basic skills in order to maximize their college success and life long learning experiences; however, the ECC Associate Degree Taskforce has recommended that the college not make Information Competency a graduation requirement at this time.

While librarians have not yet been successful in convincing the college to adopt a course requirement for information competency, approximately 3500 students, most enrolled in English classes, take part each semester in orientation sessions with information competency related content.

The unit has chosen the Library Bibliographic Instruction area to pilot the first course-level SLO. A cycle of pre-and post-testing, and the resultant data was compiled. Analysis of the data²⁰ showed a percentage improvement in student understanding and has allowed staff to better tailor bibliographic instruction to the needs of the students.

Planning Agenda:

1. 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.

1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary:

The El Camino College Library, the Schauerman Library, is open Monday – Thursday from 7:30am to 9pm, Friday 7:30 am to 4:30pm, and Saturday from 9:30am to 2:30pm., totaling 68 hours per week. Hours are slightly abridged for winter and summer sessions. The Music Library

is open Monday – Thursday from 7:45am to 9pm, Friday 7:45am to 4:30pm, and Saturday from 9am to 1pm.

During library hours students may access the electronic materials and resources via the computers in the reference area, and labs on campus. Students have remote access to databases via the ECC Portal, and this access is guaranteed for the hours of 8am – 9pm, Monday through Saturday. The system may be up additional hours, but ITS does not guarantee its availability due to system maintenance requirements. Students may also access the library web page for other information relating to hours of operation, announcements, subject pathfinders, and other library services. Computer use continues to grow in the library and open-access labs. These computers provide access to class assignments, Distance Education course management systems, library databases, campus mail, word processing, and general internet access. Print services are available in limited labs.

The building has wireless remote access to the college network. Remote access to reserve materials is also provided via Electronic Reserves (ERes). Currently 25 classes offer remote access to supplemental resources utilizing this service. Copyright approved materials are either directly linked or scanned into the ERes system, allowing 24 hour access to materials.

The campus has a high technology center in the Special Resources Center to provide technological support to students with special needs. The library houses the Adaptive Access Room that houses specialized equipment, e.g. high image readers, enlarging software, and screen reading equipment, to serve disabled users whenever the library is open. All users are trained by the High Tech Center staff prior to gaining access to the library facility. Equipment is also maintained by the SPC staff.

The Learning Resource Center is open the same hours as the library. Computers in this area can access library online resources and also provide access to word processing.

Compton Center

The Compton Educational Center library is open Monday – Thursday 8am to 8 pm, Friday 8am to 4pm, and Saturday from 9am to 2 pm, totaling 64 hours per week.

The Library has 35,500 titles in its main collection.

Remote access to the Compton Library catalog and databases is available through the college's webpage. Students with a current identification card can check out materials from either campus library.

Self Evaluation:

The college meets the standard. The current hours meet the needs of the campus and the Center. The occasional requests for longer hours have been mitigated by the wide range of materials available online. The multiple services offered must continually be marketed to the campus and Center communities to maximize use. Computer labs and the print system are heavily used; however, technical support is often not available. The computers and print system are aging and

in need of replacement. The Compton Center library has recognized a need to concentrate on accessibility issues for special needs students.

1d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary:

The Learning Resources facilities are well maintained as adequate staff is assigned to provide daily upkeep. The staff is responsive to the changing dynamics of the operation and work to help keep the welcoming mantle that is characteristic of the unit.

Campus police provide backup for issues as varied as student complaints, students non-responsive to directions, ill students, missing backpacks, and presentations at staff safety meetings or unit retreats. Monthly unit safety meetings are scheduled, and the floor captains provide directions when building evacuations are required.

An alarm system is operative within the building, and many doors are individually alarmed. The computer lab has a separate alarm system maintained by an external agency. Major stairway doors are appropriately wired to close in case of fire.

To protect library materials, an internal security system, which uses security target strips for all materials, requires that items are desensitized before they are taken through the security exit gates.

In cooperation with the campus Information Technology Department, security is provided for external access to the library databases. The open-use labs maintained by the LRU should be on the cycle for replacement equipment. The imaging and software updates are done by unit staff. Maintenance of all student-use computers is a two tier process. The initial service is done by in-house part-time staff. The second tier service is provided by Information Technology. This is an effective model.

The Compton Center facilities are developing protocols to ensure effective maintenance and security for the new Library.

Planning is currently underway to upgrade power in the Bibliographic Instruction Lab.

Self Evaluation:

The college meets the standard. The maintenance and security of materials and facilities currently meets the library needs. As the new ECC Learning Resources Center facility moves through the building phase, emphasis has been placed on the appropriate alarming of doors and exits to protect library materials.

1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary:

The Schauerman library staff has negotiated reciprocal agreements with two local university libraries, California State University Dominguez Hills, and California State University Long Beach. Compton Center also has a contract with CSUDH. This program enables El Camino College students from the main campus and the Center students to check out books and appropriate periodical materials and have on-campus use of their databases. A review was made of the Mutual Lending Privileges of Library Materials between El Camino College and the aforementioned universities.²¹

There are no written processes in place at CSUDH for identifying the quantity of services provided; however, CSULB produces an annual statistical report. It indicates how many items are sent to El Camino College, which services are being used, and the number volumes being used by ECC students²² of use. These serve as reliable monitors of the service .

The El Camino College Library, as of September 2007, subscribes to eighteen databases through the Community College Library Consortium sponsored by the Community College League of California (CCLC). Each proposed database is reviewed by the Electronic Access & Resources Committee, a standing committee of the Council of Chief Librarians, California Community Colleges (CCL).

The Consortium is the contracting party on behalf of ECC, Compton, and other Consortium member colleges. Most of the contracts or licensing agreements are online on the Consortium website.²³ A list of the ECC and Compton Center library electronic resources and vendors is attached to this report.

Monthly use statistics are received from the major online database vendors.²⁴ Analytical and comparative data reports have been developed in-house. These reports are used to determine renewal priorities and to direct marketing efforts

Interlibrary loan services are provided for faculty and staff through a contract with OCLC (Online Computer Library Center).²⁵ The Library also offers a community borrowing program / Friends of the Library for area residents. This permits non-students to check out print materials for home use.

The Learning Centers on both campuses have purchased licenses for the PLATO and New Century software systems. These are computer-based instructional software systems for computer assisted instruction in Basic Reading and Basic Math. They are used on a daily basis

and serve approximately 750 students per semester in the El Camino College LRC. New Century software has been purchased and is awaiting installation for the Compton Center LRC.

Self Evaluation:

The college meets the standard. The Consortium services provide an extremely valuable service to the college library. Combined with the TTIP²⁶ funding it assures the students of access to a wide range of online periodical databases. It is important that this resource combined with the expertise provided by the Council of Chief Librarians Electronic Access Resources Committee be retained.

Interlibrary loans services should be expanded to provide materials for students. A survey conducted of other CCC libraries finds this is common.²⁷ This is a staff intensive responsibility that will be implemented when appropriate staffing is budgeted.

The Plato and New Century software is available in the Learning Resources Center to assist students with identified basic skills deficiencies. These applications provide students with the necessary individualized instruction to improve their basic Reading and Math skills. While reports on student progress are produced by New Century and PLATO software, the library does not have a process in place for evaluating and ensuring the quality of most contracted library services.

Planning Agenda:

1. The college will develop a process for evaluating the quality of contracted library services.
- 2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary:

The college publishes an array of documents that are referenced in the formulation of assessments. These plans include the El Camino College Master Plan²⁸ and planning objectives, previously developed by the unit.²⁹ Progress is monitored periodically through updated planning documents. The first formal program review of Learning Resources is currently underway. Library Student Learning Outcomes assessment helps to determine the adequacy and effectiveness of specific services.

The college uses opinion surveys to chart student responses to the services offered by the unit. Internal surveys are conducted each school year by the Learning Resources Center, Music Library, Main Library, and academic support computer labs. These results are cumulated along

with the comments, circulated to each department, and identified as issues used to formulate program ideas for the unit's annual retreat as well as new action plans.

The student opinion survey conducted by the college also provides useful data for evaluation of the services. The spring 2006 survey, with more than 1600 responses, reflected that the library programs and services were ranked sixth among the most important services with a Mean of 3.91. These services ranked at the top for the satisfaction analysis of campus activities at a mean of 4.09, followed closely by computer support and services including the public use academic labs.³⁰

Statistical reports prepared annually for the Chancellors Office and the California State Library identifies trends. Internal use statistics are collected in each area providing direct services to students. The librarians discuss problems and trends identified from these statistics and formulate new strategies as appropriate.

The data collected and analyzed from these annual surveys provides comparison information from like-sized or neighboring community colleges such as the budget³¹ provided for the operations including staffing and materials. New initiatives are also formed through data crunching from the National Center for Education Statistics database.³² This data permits the comparison of similar libraries in more than 20 categories including budgets and types of services.

To access the effectiveness of the library collection, an analysis of age of the ECC library collection has been completed to help focus collection development activities³³. The Compton campus continues to work to address these issues.

Library instruction / information competency is a primary tool used by both libraries to provide tools for research. The librarians also teach two one-unit credit classes. The group is exploring the possibility of an online library technology program and has developed several courses in the sequence. Student learning outcomes have been developed in this area and tools for selective evaluation have been put in place. A selected number of classes received pre-tests and completed post-tests after the instructional sessions. The library anticipates use of response tools during the 2007-08 school term to help generate immediate evaluation and feedback during presentations.

Self Evaluation:

The college meets the standard. Student satisfaction surveys and anecdotal interviews provide very useful planning and evaluative information. An annual meeting is held with area high school and public librarians to share information regarding the needs of the patrons we serve. This is also used to garner suggestions for new or reformatted services. The use of pre- and post-tests for selected orientation classes provide data that aid in reframing class orientations and presentations, as needed. Faculty feedback is mainly anecdotal and verbal.

Faculty members are actively involved in the book acquisition process and have been provided lists, upon request, of materials within their subject specialty that help to drive book selection

recommendations. The library works collaboratively with three programs that have external accrediting agencies--paralegal, nursing, and respiratory care--to provide required titles and an up-to-date collection.

The mini-program review of the student and faculty centered offerings of the Music Library³⁴ provided useful information on the services provided in the facility and recommendations for alternative service models.

Planning Agenda:

1. 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.

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- 1 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
 - 2 ECC Learning Resources Unit Organization Chart
 - 3 http://www.elcamino.edu/library/library_ser/index.asp
 - 4 <http://eres.elcamino.edu/>
 - 5 http://www.elcamino.edu/library/library_ser/ask_a_librarian.asp
 - 6 ECC Learning Resources Unit Expansion Building Plans
 - 7 http://www.elcamino.edu/administration/vpaa/accreditation_selfstudy.asp
 - 8 Compton Education Center Library Reference Statistics
 - 9 ECC SRC Education Development Courses
 - 10 ECC Special Resource Center Program Review 2007
 - 11 <http://www.elcamino.edu/current/labs.asp/>
 - 12 CCL Survey and Local Statistics Report
 - 13 Proposed Board Policy... Library Materials selection procedures
 - 14 ECC LRU Program Review 2007 Faculty Student Surveys
 - 15 http://www.elcamino.edu/library/library_ser/liblinks/index.asp
 - 16 <http://ecclib.elcamino.edu/>
 - 17 ECC Library Bibliographic Instruction Statistics
 - 18 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
 - 19 ECC LRU SLO example
 - 20 ECC LRU SLO Analysis
 - 21 CSU Long Beach and CSU Dominguez Hills Reciprocal Lending Agreements.
 - 22 CSU Long Beach reciprocal usage statistics
 - 23 <http://www.cclibraries.org>
 - 24 ECC Database use statistics
 - 25 ECC/OCLC Interlibrary Loan Agreement
 - 26 Telecommunication & Technology Infrastructure Program (TTIP) Funding
 - 27 Inter Library Loan Survey
 - 28 <http://www.elcamino.edu/administration/masterplan/docs/EducationalPlan.pdf>
 - 29 ECC LRU Objectives and Budget
 - 30 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
 - 31 ECC LRU Budget 2006-2007 p. 6, 10
 - 32 <http://nces.ed.gov/surveys/libraries/>
 - 33 ECC LRU Age of Collection Survey
 - 34 ECC LRU Music Library Mini Program Review

STANDARD III A: RESOURCES

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized on if equivalence has been established.

Descriptive Summary:

Under the direction of the Vice President of Human Resources, the college strives to implement a hiring process that ensures those selected meet the required qualifications and are capable of meeting the demands of the position in order to insure that the institutional mission and goals will be implemented.

Job descriptions exist for all full-time positions and are located in the Office of Human Resources. Classified, supervisory, and administrative job specifications are also available on the college's web site.¹ When a vacancy in the classified or administrative area occurs, the area manager and Human Resources review the job description and job duties to ensure the classification meets the needs of the position.² Human Resources staff drafts job announcements directly from the job descriptions, highlighting key duties and minimum qualifications.³ Board Policy 7120⁴ provides direction in establishing hiring procedures. As detailed in the classified agreement, Human Resources announces classified positions for a minimum of 10 working days

and the screening committee has at least one member appointed by the ECCE and an Equal Employment Representative.⁵ For classified openings, the Human Resources department announces the vacancy in local publications unless a broader circulation is requested.

The respective vice president oversees the recruitment process for administrators in his or her area. Administrators, faculty and classified staff comprise the screening committee. Like faculty recruitments, the college announces management positions for a minimum of 40 working days to provide Human Resources adequate opportunities to advertise the position.

The college has a well-defined process for the selection of faculty. ECC includes position descriptions for faculty in Appendix A of the Faculty Agreement with the district.⁶ These descriptions indicate that faculty members must hold the appropriate credentials to render service in a given area and focus on student learning. The local minimum qualifications for faculty come from the disciplines list approved by the Board of Governors through collaboration with discipline faculty and the Academic Senate. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list.⁷ Hiring procedures mutually agreed upon by the Academic Senate and the Board of Trustees exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates.⁸ The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty, ensures discipline expertise and the ability to contribute to the department, an Equal Employment Representative, and the final selection committee, comprised of the administration and discipline representation, examines potential to contribute to the college.

The college reviews qualifications for faculty and administrators twice to ensure they are met. As part of the application process, Human Resources requires candidates to submit copies of pertinent transcripts and staff reviews degrees earned by candidates prior to applications being forwarded to screening committees. Candidates with foreign degrees are asked to provide equivalency transcripts from established companies such as the International Education Research Foundation. After the final screening committee selects the candidate, Human Resources again reviews the individual's qualification prior to board approval. For those candidates who do not have the minimum qualifications, as stated on the job announcement, but who feel they have equivalent qualifications, the college has an established policy and procedure for determining equivalence.⁹ The Vice President of Academic Affairs, Vice President of Human Resources and the President of the Academic Senate review all equivalencies prior to Board approval to ensure that necessary background and documentation is present to document the equivalency. The college catalog lists all full-time faculty, administrators, and long-term part-time faculty.¹⁰

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the college. Job announcements delineate the job requirements, so that applicants are aware of the requirements. Through the Office of Staff and Student Diversity, equal opportunity representatives participate in the hiring process to ensure that the process is equitable, and that the hiring procedures are consistently applied.

During 2006-2007, the college performed a classification review study of all classified positions to ensure that the job descriptions accurately reflect position duties and responsibilities.

Classified staff completed surveys in which they described duties and responsibilities. Area managers reviewed and commented on the staff surveys. Consultants collated this information to draft up-dated job descriptions for each classification. Currently Human Resources and the leadership of the El Camino Classified Employees are reviewing the revised description to ensure the job descriptions are reflective of the classification. Once the review is completed, Human Resources will submit the descriptions to the Board of Trustees for approval.

Over the years, the hiring procedures for faculty have been reviewed and changes recommended by a joint committee of the Academic Senate and Administration. Most of the recommendations are designed to clarify some areas and open up the process. Due to a lack of agreement between the Senate and the Administration regarding the final selection process, the original procedures are still used. The Academic Senate and Administration continue efforts to resolve the differences.

As a result of legislative action, El Camino Community College District and the Compton Community College District (CCCD) entered into an agreement to establish the El Camino College Compton Educational Center. El Camino College's Human Resources conducted a complete review of the minimum qualifications for all academic personnel. Faculty had the opportunity to apply for equivalency if it was determined that they did not meet state minimum qualifications. The college formed committees composed of El Camino and Compton faculty to review the petitions and determine if minimum qualifications were met. Consequently, the college made appropriate assignment changes based on a faculty member's qualification. To correct an earlier oversight, the college printed a new catalog incorporating the Compton Center faculty and their qualifications.¹¹

In recent negotiations, the Compton Community College District (CCCD) and Compton Center faculty agreed to modifications of the hiring practices of the CCCD. El Camino College faculty will participate in the selection process of center faculty. The CCCD and El Camino College continue to monitor that prospective faculty meet minimum standards.

Self Evaluation:

The college meets this standard.

1.b The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary:

All employees have the right to be evaluated, per agreements and board policies, to ensure that they are meeting performance standards. Bargaining unit agreements and personnel board

policies delineate the procedures and timelines for evaluations for all employees. Each procedure outlines the process and timelines for the evaluation which examines the performance of assigned duties.

For classified staff, police officers, and confidential employees, the college evaluates new-hires at least twice during their probationary period (one year) and then annually on their anniversary date. The employee's immediate supervisor completes the standard evaluation form providing ratings and comments on selected areas. This is followed by a meeting between the evaluator and the employee to discuss the employee's performance.

Faculty evaluations occur in a different manner. Full-time tenure-track faculty are evaluated during their first three semesters and then annually until the seventh semester. This evaluation process includes a self-evaluation, peer evaluation, and student evaluations followed by a conference with the evaluation panel. Once the college grants tenure, it evaluates faculty on a three year cycle under the direction of the Vice President of Academic Affairs.

The college utilizes the same basic process to evaluate part-time faculty members and full-time temporary faculty. All faculty members are evaluated during their first semester and at least once during the next three semesters of employment. After two successful evaluations, the college evaluates part-time faculty every three years provided that there is not more than a one year break in service.

Administrator and supervisor evaluation procedures indicate that new administrators/supervisors will be evaluated once a year for the first two years and then at least once every three years or on an as-needed basis. This process includes a self-evaluation with goal setting, peer/faculty/staff opinionnaires, an immediate supervisor's evaluation, and a conference.

Human Resources at Compton Community College District is responsible for overseeing the evaluation process at the Center. The bargaining units and the district have delineated the evaluation procedures for the Compton Center Employees in their bargaining agreements. Under new procedures negotiated with the faculty, El Camino faculty will participate in the evaluation process of Center faculty.

In response to the previous self-study, the college has taken active steps to improve the evaluation process. In addition to providing workshops at the monthly management forums, the college participates in a consortium where training is provided by the legal firm of Liebert, Cassidy, and Whitmore. Further, management staff has participated in the following workshops: *Performance Management: Evaluation, Documentation and Discipline; Evaluation, Discipline and Non Re-employment of Contract Faculty; Performance Evaluations; Maximizing Performance Through Evaluations; and Performance Evaluation: Don't Wait, Communicate for Community Colleges.*

Academic divisions submit a list of full-time and part-time faculty members that are being evaluated each semester to the Office of the Vice President of Academic Affairs. Staff in the Vice President's office tracks the full-time faculty evaluations. Each division maintains a record of the part-time evaluations.

Self Evaluation:

The college meets the standard. In 2005, the college instituted a three-pronged approach with managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. Human Resources Department alerts managers and supervisors of classified personnel evaluations that must occur within 30 days of the notice. Notifications are sent the month the evaluations are due. Thereafter, a monthly reminder is sent until the evaluation is received by Human Resources. Human Resources provides a list of overdue performance evaluations to the Superintendent/President and the three vice presidents every month. Human Resources' assessment of this system showed that during the first six months of 2006, managers submitted 90.5% of the evaluations on time. The percentages of evaluations completed on time dropped over the summer and early fall due to summer vacations and the partnership with Compton but have risen over recent months. A more recent review by Human Resources shows that three of the four areas have no delinquent evaluations. The Administrative Services area is working to complete the outstanding evaluations by May, 2008. As of February 2008, 82% of the classified evaluations and 70% of the administrative evaluations had been completed in a timely manner.¹²

The Vice President of Human Resources monitors administrative and supervisory evaluations. Due to long-term vacancies at the vice president level, several evaluations could not be completed. It is anticipated that all past-due management evaluations will be completed by the end of spring 2008.

Administrators and supervisors at the Compton Center participated in a workshop for evaluating employees conducted by the Director of Human Resources, and during April 2007, all classified employees were evaluated by their supervisors. Managers were not evaluated in 2006-2007 partially because many were in interim positions or consultants. Plans are underway to evaluate current managers using the old evaluation procedures which are conducted through the President's Office. The Special Trustee is proposing a new procedure, but it has not yet been approved.

Compton Center Academic Affairs failed to notify faculty due for evaluations in 2006, so no faculty evaluations took place in the 2006-2007 year. El Camino College found that in many cases, previous evaluations were missing from the files. As part of the negotiation with faculty, CCCD and the faculty adopted a new evaluation process that includes input from El Camino faculty. Compton's Human Resources department produced a schedule of faculty evaluations for the next three years.¹³ Each faculty member will undergo a comprehensive evaluation every six years.¹⁴ As a result of the first six-month progress report from the Fiscal Crisis and Management Assistance Team (FCMAT), the Special Trustee negotiated a memorandum of understanding with the faculty leadership to implement the Faculty Development Project.¹⁵ The assessment conducted under the project will satisfy the requirements for the evaluation of tenured faculty during the 2007-2008 academic year. All probationary and temporary faculty are being evaluated by the regular evaluations procedures during this time.

Planning Agenda:

1. All employee evaluations must be completed in a timely manner.

1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary:

Under the guidance of the Student Learning Outcomes (SLOs) coordinators, departments are developing student learning outcomes and assessment instruments for courses and programs. Currently, the faculty agreement does not specifically address student learning outcomes or the effectiveness in achieving them. As part of the evaluation process, evaluators examine a faculty members' adherence to the course outline and course objectives.

The attached student evaluation identifies areas that pertain to student learning outcomes for the Compton Education Center.¹⁶ As part of the faculty evaluation, students and evaluators examine a variety of areas that are geared toward improving instruction. These include evaluating the capability of faculty to relate to students; involving student participation through discussions; organizing classroom presentations and activities that promote student understanding of material; and creating an atmosphere for teacher-student interaction.

Self Evaluation:

The college meets this standard.

As part of the self-evaluation process, faculty members identify what they are going to do to improve instruction over a three-year period. In the self-evaluation, faculty members analyze the extent to which objectives for the improvement of instruction from the last report were met.¹⁷ At this time, evaluators do not examine their effectiveness in producing student learning outcomes. The district and Federation are engaged in negotiations, and this article of the agreement is under review. There is a proposal to include student learning outcomes in the self-evaluation.

For the Compton Center faculty, the student and faculty evaluation procedures are designed to measure student learning outcomes; however, because these procedures have not been initiated in a timely and regular manner, determining if outcomes are met in each class may be difficult at this time.

Planning Agendas:

1. Faculty will continue to be trained in developing SLOs in spring 2008.
2. District will continue to work with Federation to include SLOs in evaluation.

1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary:

In its strategic plan for 2004-2007, the college identified a vision statement and statement of values to support the mission statement. As part of the vision statement, it states “We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence.” The college’s five core values, reflect the ethics of our institution.

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.

The Board of Trustees adopted a Code of Ethics/Standards of Practice on April 16, 2001¹⁸. While a specific code of professional ethics does not exist for administrators, faculty, and staff, the college addresses aspects of professional behavior through different venues.

The Academic Senate adopted the American Association of University Professor’s code of professional ethics in the early 90s. In the faculty agreement, position descriptions identify a faculty member’s responsibility to “maintain high standards of professional conduct and ethics appropriate to the Instructor’s professional position” and “to respect the academic freedom of students to express their opinions on controversial matters...”

Self Evaluation:

The college meets this standard.

At this time, the college does not have a comprehensive code of ethics for all employees. The Superintendent/ President has formed a committee chaired by the Vice President of Human Resources to draft a policy state that can be brought forward to the constituent groups of College Council. Statements do exist in a number of areas that address how employees should relate with each other, students, and the community.

Planning Agenda:

1. The college will develop a written Code of Ethics for all employees
- 2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.**

Descriptive Summary:

Since 2002, the college has strived to maintain an adequate number of staff to support the institution's mission. Despite budget restrictions due to a state economy that caused the college to implement a hiring freeze in the administrative and classified units, the college works to meet the needs of its students. Currently, the college employs 312 full-time faculty and 743 part-time faculty for the instructional program and 25 full-time and 20 part-time non-instructional faculty which include counselors, librarians, health center personnel, and faculty coordinators to provide key support services for students. To support and oversee the programs and services of the college, there are 56 administrators, 17 supervisors, 354 classified and confidential employees, and 11 police officers.

Per the faculty hiring procedures, the college processes requests for replacement or new full-time faculty during the fall semester. Divisions complete the faculty position identification form which examines multiple factors including growth potential, productivity, and program review. A committee composed of division deans and faculty prioritizes the list and forwards this as a recommendation to the Superintendent/President. In conjunction with the planning and budget activities of the college, the cabinet establishes the number of faculty positions to be filled in the coming year. In 2000, the Vice President of Academic Affairs established a guiding principle for the college to move towards 75 % instruction by full-time faculty.¹⁹

For non-faculty positions a different process is followed. When a vacancy occurs, the area determines if the position should be filled, and the manager completes a staffing requisition and the "Justification for Filling Established, Non-Faculty Vacant Position" form. During this process, the needs are delineated, and alternatives are discussed if the position is not filled. These requests are reviewed by the Vice Presidents and presented to the President's Cabinet. If approved by Cabinet, the Human Resources department initiates recruitment for the position. A similar process is used for new positions.

Self Evaluation:

The college meets this standard.

In spring 2002, the college instituted a hiring freeze in the administrative and classified units in response to fiscal changes at the state level. This freeze did not have the same impact on the faculty unit. With the exception of fall 2003, the district hired more than the minimum number of full-time faculty required. Since 2000, more than one-third of the full-time faculty was hired. Due to fluctuations in the full-time equivalent students, the college replaced only a limited number of retirees for fall 2006, which resulted in an increase in the number of part-time faculty.

The impact of the hiring freeze is currently evident in some areas. Although hiring has resumed, the number of support staff has decreased approximately 7% since fall 2002. While no formal policy or procedure is in place to determine appropriate staffing levels, a staffing level review is in progress. Temporary classified staff members are used to handle the fluctuating numbers of permanent classified staff and administrators.

Staffing levels at the Compton Center still fluctuate. CCCD Human Resources has initiated a series of recruitments to permanently fill top leadership positions and key operational positions in fiscal and student services. Inability to generate adequate pools has delayed the filling of many key positions. Due to a decline in enrollment, a reduction in the number of full-time faculty has taken place during the past year.

Planning Agenda:

1. The college will develop a classified staffing plan.

3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary:

Over the past several years, the college has been reviewing and updating its board policies under the model recommended by Community College League of California (CCLC). The Vice President of Human Resources is responsible for creating a draft for all personnel policies which are reviewed by College Counsel prior to board approval. Historically, many of the policies included procedural language. As the policies are updated, new separate procedures are developed to assist in the administration of the policy. As the policies are updated, they are posted on the college's web site. The policies related to personnel are reviewed by administrators and college counsel prior to board approval.

The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring that all policies and procedures are equitably and consistently administered.

Self Evaluation:

The college meets this standard.

Although some of the personnel policies have been reviewed and updated, a significant number still need to be revised. Those that have been reviewed and updated are posted on the college's website. Some were updated prior to the practice of simultaneously developing procedures. The Vice President of Human Resources has identified this as an area that must be addressed. The Superintendent/President's office serves as a repository for all board policies.

Planning Agenda:

1. Continue to review and revise personnel policies including procedures as needed.

3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary:

El Camino College has established written policies and procedures to ensure fair hiring practices. Hiring policies and procedures exist for full-time, part-time and temporary faculty. In addition to these policies/procedures, policies exist to address the following²⁰:

7100-Commitment to Diversity
7120-Recruitment and Selection
7310-Nepotism
4119-Equivalency of Minimum Qualifications

Written guidelines pertaining to the hiring and participation of faculty and staff in the hiring process are contained within the collective bargaining agreements. Since 2005, a Statement of Confidentiality has been read to all committee members of a hiring panel outlining their duties and responsibilities as agents of the district during the hiring process.

Self Evaluation:

The college meets this standard.

The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring the hiring processes are adhered to and fair to all applicants. They have created checklists to assist chairs in following the hiring procedures. Human Resources personnel need to take a more active role in ensuring that procedures are followed. More workshops should be held for new managers and those areas that do not routinely go through the hiring process.

3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary:

The Office of Human Resources serves as the central location for employee personnel files. District-trained staff are responsible for ensuring that personnel records are kept secure and confidential. Files are kept locked after hours in an electronic power file, and the entrance to the office is only accessible by electron key with security clearance.

Board Policies 4216 and 4312, which deal with personnel files and the collective bargaining agreements for faculty, classified staff and police, have provisions regarding the access and contents of employee's files.

Self Evaluation:

The college meets this standard.

The college follows the provisions of the bargaining agreements and board policies in relation to personnel records. In accordance to the bargaining agreements, in order for an employee to review their files, they must sign a request and are then given access.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary:

El Camino College is situated in the South Bay area of Los Angeles County. The communities within the District are highly representative of diverse ethnic, cultural, and socio-economic populations from the cities of Inglewood, Hawthorne, Lennox, Lawndale, El Segundo, Manhattan Beach, Hermosa Beach, Redondo Beach, and Torrance. The campus embraces diversity through its support of a multitude of appreciation days and/or weeks dedicated to special interest groups.

An updated Student Equity Plan was approved by the Board of Trustees at its meeting held in October 2006.²¹ This plan had been presented for review to representatives of College Council for dissemination and discussion with constituents. Council consists of the President, the vice presidents, the Presidents of the Federation of Teachers representing faculty and classified employees, the President of the Academic Senate, President of the Police Officer Association, the President of the Associated Student Body, a management designee, and the Director of Student and Staff Diversity. This particular updated plan went through three years of scrutiny and review with campus representatives prior to its submission for approval by the Board.

The Director of Staff & Student Diversity identifies and coordinates a variety of programs including training and development in the area of diversity, cross-cultural communication, and sexual harassment presentations and seminars. The Staff and Student Diversity Office has made available to supervisors and managers, Preventing Harassment Discrimination and Retaliation in Academic Setting/Environment, and will jointly offer this training with Human Resources on an on-going basis in the future.

In addition to programs in support of nationally designated monthly holidays, the college has offered a series of multicultural conferences over the years titled “Celebrating Diversity – A Key to the 21st Century” presented by the First Year Experience Program and the Staff & Student Diversity Office. Topics included Teaching Asian Pacific Students in Higher Education (2003), Teaching African-American Students in Higher Education (2003), Teaching and Learning in a

Global Community (2004), The Cultural Learning Styles of Latino Students (2005) and Holistic Approach to Teaching and Learning (2007).

To stress the importance of respect, tolerance, and education, the college continues to host a variety of events. Eva Brown, a Holocaust survivor, was Commencement speaker in 2007 and has been a featured speaker in our Resident Artist Series. In fall 2006, the college had the honor of hosting a Fulbright Scholar from Pakistan, Dr. Toseef Azid. During his stay, Dr. Azid presented a series of lectures for faculty, staff, and students on different aspects of Islam. Plans call for offering employee training on diversity, tolerance, and cooperation, and tours of the Simon Wiesenthal Museum of Tolerance, beginning spring 2008.

Self Evaluation:

The college meets this standard.

In a survey taken in spring 2006, 78.4 % of the faculty and staff felt the college climate is respectful of religious, ethnic, and other differences. Students expressed a similar sentiment with over 60% agreeing that the college is equally supportive of women, men, and all racial/ethnic groups.

Under the leadership of the Director of Staff and Student Diversity, the college is beginning its revision and development of the District's Equal Opportunity Plan and is awaiting availability data to be provided by the system office.

4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary:

The District actively advertises and promotes within its job announcements the fact that, "The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation."

All selection committees include an Equal Employment Representative who is responsible for ensuring that each selection process is fairly and consistently administered to provide opportunity for all interested, qualified applicants.

As part of the hiring process, the District's non-discrimination policy and related materials are now included in paperwork given to all new hires. This had been routinely done for full-time and non-certificated employees, but as of January 2007, the information is also being shared with all "casual" or temporary, non-classified hourly workers and student employees.

An Equal Employment Opportunity Survey is contained within each application for the college. It is entitled “El Camino College is an Affirmative Action -Equal Opportunity Employer.” This form contains voluntary statistical data regarding the applicant’s ethnicity, age, sex, and source from where he or she learned of the vacant position. Instructions for the form are as follows:

“The following information is necessary for the El Camino Community College District to evaluate its hiring practices and to prepare reports requested by law for the state and federal government. The information will be confidential and will not be used to make a decision about your employment. Your cooperation by providing the information on a voluntary basis will be appreciated. This form will be separated from your application and will not be seen by a reviewing committee.”

Human Resources and the Director of Student and Staff Diversity monitor the results of this survey for each recruitment process at various stages. The Superintendent/President reviews the survey summaries for each full-time faculty and management position.

Self Evaluation:

The college meets this standard.

El Camino College is an equal opportunity employer and has strived to maintain ethnic diversity in all of its hiring practices. There are specific divisions which do not reflect the diversity within the surrounding communities served by the District. Recruitment processes in these divisions are closely monitored to ensure that the process has included appropriate outreach efforts. Since 2003, the college has made some progress in increasing the ethnic diversity of the faculty and staff as reported annually to the Chancellor’s Office:

	2003	2006	2003	2006
	% ethnic diversity	% ethnic diversity	%Female	%Female
Educational Administrators	33.33	40.00	43.1	45.0
Full-time Faculty	23.81	24.93	50.6	52.5
Part-Time Faculty	31.78	35.18	45.6	50.0
Classified Managers	44.44	47.37	44.4	36.8
Classified Professionals	52.83	60.00	83.0	81.8
Classified Support	58.10	59.02	57.5	56.9

4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

The district has established a series of policies on non-discrimination. The college’s goal is to provide an educational and work environment free of sexual harassment and discrimination. They include²²:

- Board of Trustees Policy 3410- Non-Discrimination
- Board of Trustees Policy 1600 - Full Inclusion of People with Disabilities

Board of Trustees Policy 3430 - Prohibition of Sexual and Other Forms of Harassment

Administrative Procedure 3410 - Non Discrimination²³

The college provides the information to employees and students in a variety of venues. Human Resources provides all new employees with booklets outlining the district's policies. The policies are also published on the college's web site and in the college catalog and class schedule.

Self Evaluation:

The college meets this standard. Through its vision and statement of values, the college advocates an environment of respect and integrity. Workshops are held for employees to ensure they understand their responsibilities in upholding these policies.

In 2001 and again in 2006, the college surveyed faculty and staff about their opinions of ECC life including campus culture/climate; results were generally positive. In the 2006 survey, the ECC workforce felt that the campus was a welcoming environment that was respectful of difference. In addition, the majority of employees felt that management was approachable, provided meaningful feedback and lead by example. A repeated concern from 2001 to 2006, however, was a desire for more open communication on the campus.²⁴

El Camino College students have very positive impressions of the college environment. In a spring 2006 survey, a majority felt that faculty and staff had positive attitudes and treatment towards students. And over two-thirds felt that the college had concern for them as individuals and was equally supportive of men and women and all ethnic and racial groups.²⁵

5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary:

Consistent with its mission, El Camino College strives for excellence in education and student services with well-trained staff and faculty. The Staff Development Office on campus is responsible for designing and providing staff and faculty with relevant programs and training that lead to increased knowledge of advances in educating techniques, customer service, and employee wellness. Staff Development conducts periodic needs assessments for both general and technology training. The results of the assessment assist the Staff Development Coordinator design programs to meet the needs indicated by the employee. Management, Classified and Faculty Development committees also assist in planning programs for their constituent groups.

Staff development opportunities are advertised throughout campus email listserv and inter-office mail for those without access and are available to employees from both campuses.²⁶

Along with campus-wide opportunities available to the general staff and faculty, individual departments and divisions also provide staff with professional development opportunities. Any program (conference, seminar, or other training) that is relevant to an employee's service is made available to employees. Attendance to such programs is subject to approval from managers and the office of Human Resources.

Training programs are offered through the Staff Development Office on specific flex days and throughout the year. Constituent committees provide input and recommendations geared specifically to faculty and staff interests and needs to carry out the mission of the college.²⁷ These activities range from area specific activities such as brown bags where faculty focus on the educational program and ideas to improve student learning for those topics of more global interest. In recent years, the college has been focusing on two areas: student learning outcomes and distance education. The Teacher Education Program is sponsoring a series of workshops for faculty to improve student learning and success.

Recognizing the importance of providing time, resources, and support to new full-time faculty, the college initiated the New Faculty Learning Academy in 1998. During each fall semester, new faculty members from a variety of disciplines have an opportunity to become better informed about both administrative and academic issues.²⁸ To expose the faculty to the methodology of "On-Course," staff development is restructuring the four modules of the academy using on-course strategies.

Classified and police bargaining units have funds set aside for professional growth activities for their members on a first-come, first-served basis. In recent contract negotiations, the amount of money was increased from \$15,000 to \$20,000 for the classified employees. In addition to the professional growth funds, the college sponsors a professional development day during the spring semester for staff. The college also sponsors an educational reimbursement program for all employees for classes taken at El Camino.

Self Evaluation:

The college meets this standard. Periodically the Staff Development Office conducts needs assessments to assist in the planning of professional development activities. The assessment process used this fall helps illustrate how the needs of the individual were blended with the needs of the institution. At a Management Forum, managers were asked to identify their needs and the strengths and needs of their classified employees. Utilizing a classroom response system, the strengths and needs were identified throughout the organization.²⁹ The classified staff completed a similar needs assessment, and the information was used by the Classified Development Committee to develop a series of workshops offered during January.

The Faculty Development Committee working with the Staff Development Coordinator plans different professional development activities to meet the needs of the faculty in the classroom. This includes On-Course which teaches strategies to empower students to become responsible

learners and ETUDES training for course management system used in on-line education. In spring 2006, a technology needs assessment was initiated and, a series of workshops were offered throughout the year to address the identified needs.

5.b. With the assistance of participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary:

At the end of professional development programs on campus, participants evaluate the importance and effectiveness of the program to ensure that the learning needs of staff and faculty are met through relevant programs.

The Staff Development Coordinator tallies and evaluates information from the evaluations and shares the information with the presenter(s) of the program. Feedback collected is then used by the Staff Development Office to improve future programs.

Self Evaluation:

The college meets the standard. Typically, the Staff Development Office coordinates over 140 non-technology programs throughout the year that are attended by 1000 plus employees (duplicate count). Over 74% of attendees responded to the program evaluations. On a scale of 1-5 (highest), the average rating was 4.73. 93% percent indicated that the program should be repeated and 97% indicated that ideas presented in the workshop could be used in the classroom to improve student success or on the job.

As part of the evaluation process, attendees are asked how the program might be improved. As mentioned above, this information is shared with the presenter and with the appropriate committee to refine the programs that will be repeated. Comments in this area tend to focus on handout materials, room conditions, and time constraints. Suggestions for future programs are also solicited and shared with the appropriate committee to use in planning future programs.³⁰

36 technology classes with over 521 attendees (duplicate count) were scheduled during the 2006-07 academic year. For the non-certificate-based classes such as Word, Excel, and Outlook, evaluation ratings were above average for 90% of the workshops (4.5 out of 5). Comments from the post training evaluations indicate a high rate of satisfaction among the participants about the programs success with meeting the training objectives and teaching them new technology skills they could use in their workplace.

Training workshops that were certificate-based were the *Teaching Online: Building Content* and *Introduction to ETUDES-NG* workshops. Out of the 48 participants that registered and attended the Teaching Online workshop, 45 successfully completed the training and received a Certificate of Completion. Out of the 23 participants that registered and attended the Introduction to ETUDES-NG workshop, 15 successfully completed the training and received a Certificate of

Completion. Individual comments from the post-course evaluations support the high satisfaction rating among the participants in the certificate-based workshops. Both quantitative and qualitative data collected at the end of the certificate based workshops reveal that participants were overwhelmingly confident about using the new skills they learned to effectively teach at a distance.

The evaluations for both types of programs indicate how the professional development needs of those attending the programs offered are being effectively met.

6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:

Human resource planning occurs at various levels throughout the college. The college continually evaluates the policies, needs, and effectiveness of its human resources. All levels of management review levels of staffing and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the college's goals.

As part of the development of the district's master plan, area managers have completed a 10-year trends and projections form. This analysis includes an analysis of staffing trends in each area.³¹ The college utilized this information to generate a staffing plan that was incorporated into the Education Master Plan. Each Vice President meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President.

Each fall, the Vice President of Academic Affairs and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member.³² The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President.

Self Evaluation:

The college meets this standard. The college is constantly reviewing its human resources planning to ensure effective use of personnel to improve services. Areas are in the process of updating their staffing plans as the college prepares to update the Education Master Plan.

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- ¹ www.elcamino.edu/administration/hr
- ² Justification for Filling Establish Non-Faculty Vacant Positions -
<https://secure.elcamino.edu/portal/Compton/justification%20for%20filling%20established%20vacant%20positions.doc>
- ³ Sample job descriptions – administrative, classified and academic
- ⁴ <http://www.elcamino.edu/administration/board/boarddocs/7000/7120.doc>
- ⁵ http://www.elcamino.edu/administration/hr/docs/ECCE_FinalVersionofECCEAgreement2007-2010.pdf
- ⁶ <http://www.elcamino.edu/administration/hr/docs/ECCFTcontract.pdf>
- ⁷ Local Minimum Qualifications List
- ⁸ Hiring Procedures for Faculty
- ⁹ Board Policy 4119 – Equivalence to the Minimum Qualifications
- ¹⁰ <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
- ¹¹ <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
- ¹² Evaluation logs for classified and management
- ¹³ Compton faculty evaluation schedule
- ¹⁴ Compton faculty evaluation procedures
- ¹⁵ Faculty Development Project Proposal
- ¹⁶ Compton Student Evaluation Form
- ¹⁷ Faculty Evaluation Forms
- ¹⁸ <http://www.elcamino.edu/administration/board/boarddocs/2000/2715.doc>
- ¹⁹ Five Year Plan to Improve Full-Time/Part-Time Ratio
- ²⁰ Board Policies
- 7100 – Commitment to Diversity
<http://www.elcamino.edu/administration/board/boarddocs/7000/7100.doc>
 - 7120 - Recruitment and Selection
<http://www.elcamino.edu/administration/board/boarddocs/7000/7120.doc>
 - 7310 – Nepotism
<http://www.elcamino.edu/administration/board/boarddocs/7000/7310.doc>
 - 4119 – Equivalency of Minimum Qualifications
- ²¹ Student Equity Plan
- ²² Board Policies
- 3410 – Non-Discrimination
<http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>
 - 1600 – Full Inclusion of People with Disabilities
<http://www.elcamino.edu/administration/board/boarddocs/1000/1600.doc>
 - 3430 – Prohibition of Sexual and Other Forms of Harassment
<http://www.elcamino.edu/administration/board/boarddocs/3000/3430.doc>
- ²³ <http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>

<http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>

²⁵ http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf

²⁶ Sample announcements -

http://www.elcamino.edu/administration/staffdev/Flex_Calendar_Desc_updated.pdf

²⁷ Minutes of committee meetings

²⁸ New Faculty Learning Academy – Fall 2007

²⁹ Management Needs Assessment

³⁰ Sample evaluation reports - <https://portal.elcamino.edu/portal/main.html>

³¹ Trends and Projection Forms - <https://portal.elcamino.edu/portal/main.html>

³² Faculty Identification Form

STANDARD IIIB: RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

- 1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

Descriptive Summary:

The El Camino Community College District (ECCCD) facilities consist of a main campus - El Camino College, an educational center - Compton Educational Center, and various other centers or off-campus sites within the ECCCD's boundaries.

El Camino College is located on 126 acres in an unincorporated section of Los Angeles County; the campus consists of 35 buildings totaling over 1.2 million gross square feet in size, eight parking lots that provide over 4,000 parking spaces, outdoor athletic facilities, horticulture gardens and a greenhouse, a construction technology lab, and vehicular roads and pedestrian walkways.¹

Compton Educational Center is located on 78 acres in the Compton. Sited on the center are 30 buildings totaling over 296,000 assignable square feet in size². In addition, there are outdoor athletic facilities, parking, and extensive gardens and green space.

The Fire Academy is located in Inglewood; this site was the former fire training facility for the city of Inglewood. The college purchased the property in 2000 when it became available due to the city of Inglewood's discontinuation of its Fire Department. The facility is used by the college's fire fighting program.

The Inglewood Center is a leased facility in the Inglewood where college courses are offered, academic counseling is provided, and academic assessment is performed.

In addition to the facilities used at El Camino College, the Nursing, Respiratory Therapy, and Radiological Technology programs use the facilities of a number of area hospitals for on site practice. Sites include Torrance Memorial Medical Center, Little Company of Mary Hospital, Kaiser Foundation, Harbor City UCLA Medical Center, Centinela-Freeman Hospital, Daniel Freeman Marina Medical Center, and St. Francis Hospital.

The Business Training Center is located in the City of Hawthorne; this facility provides a base for the following programs:

1. Center for Applied Competitive Technologies (CACT)
2. Center for International Trade Development (CITD)
3. Small Business Development Center (SBDC)

4. Workplace Learning Resource Center (WpLRC)

As stated in The El Camino Community College District's 2004-2007 Comprehensive Master Plan³, the districts capacity load ratios (the state's standard for the square footage allowed for given level of WSCH) are:

1. Lecture 138%
2. Laboratory 81%
3. Office & Conference 113%
4. Library 60%
5. Media/ATV 33%

The 2004 Comprehensive Master Plan documents the methods used by the college to evaluate how effectively the college meets the needs of its programs and services. Consultants have been hired by the college to assess district facilities to ensure that all buildings meet government standards and Los Angeles County and the State of California fire and safety regulations. Results from the consultants' studies were used to create the Facilities Plan of the Comprehensive Master Plan.

Compton expects to approve its latest Facilities Master Plan in summer 2008.

Equipment and safety needs are also assessed annually for distance education program. Program improvements to support changes in software and hardware technology are made based upon submitted plans and available funding.

1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary:

The college has developed a comprehensive set of design standards and material specifications that are used when building or modifying facilities⁴. Designers are required to follow the standards unless given specific permission to deviate from them. Facilities are maintained at the level of original construction.

The college supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division, which employs 88 employees⁵.

Services provided include⁶:

1. Facilities Planning
2. Facilities Construction
3. Custodial Operations

4. Building and System Maintenance
5. Grounds Maintenance
6. Material Receipt and Delivery
7. Physical Asset Management
8. Recycling & Waste Management
9. Utility Management

The college's Capital Construction Plan⁷ contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%

Self Evaluation:

The college meets this standard. The effectiveness of El Camino College District's facilities planning and construction is assured in a variety of ways: input from campus groups, involvement of the building users in the design process, and review of project plans by operations and maintenance staff.

All major constituency groups are represented on the Facilities Steering Committee, a group that considers facilities projects and provides advice and recommendations to the President. The group meets regularly, usually each quarter but more frequent if warranted. An example of the group's activities was consideration over the summer and fall of 2007 of a number of possible project options. Presentations were made to the group and frank discussion followed. Ultimately, the group made a recommendation that supported the option chosen.

The design process for new buildings and building renovations includes the participation of groups that will occupy the finished product. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces that they will occupy and about equipment and furniture.

The design and construction of facilities is managed by the Facilities Planning and Services Division, a unit that also includes the operations and maintenance groups. As plans progress, they are reviewed by the relevant operations and maintenance groups, and consideration is given to the feedback obtained.

The key objective in the maintenance of facilities is to keep the facilities as effective as when they were originally constructed. Consistent with budget allocations, building systems and their components are replaced as needed to maintain effective operation.

A user survey conducted in March 2007⁸ showed 69% of responders rated Facilities Planning and Services Division's performance as good, very good, or outstanding.

In the 10 month period of September 2005 to June 2006, The Facilities Planning and Services Division received 5,682 work requests and completed 5,064⁹, representing an 89% completion rate.

Planning Agenda:

1. Update the facilities modifications request form and procedure.

1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary:

The Division of Facilities Planning and Services is responsible for planning, construction, and maintenance of all district facilities. This includes new construction, renovations, and scheduled maintenance. Due to the age of many of the buildings and materials used during their construction, this results in hazardous material abatement, as the college locates and removes asbestos during renovations. When the college employs outside contractors for major construction projects, it holds pre-job conferences where it details the district's policies and procedures with regards to job safety¹⁰. During the construction phase, the Director of Business Services monitors the practices of the contractors and their employees.

Over the years, the college has worked to remove barriers and increase accessibility to both buildings and classrooms. Joint efforts between the Directors of the Special Resource Center and Safety and Risk Management keep the college apprised of changes in the Americans with Disabilities Act (ADA) and what the college must do to address the changes and increase access. As new or remodeled buildings are planned, the college ensures that it meets accessibility standards described in the ADA¹¹.

In an effort to be proactive, the college developed written material to avoid potential problems in the workplace, such as violence and repetitive stress injuries. A procedure¹² was created to address concerns of violence in the workplace before it surfaces as a problem, and a document¹³ to help employees develop proper work habits, in the age of computers, and minimize the potential of such injuries as carpal tunnel syndrome.

The college maintains a safe and healthful environment for students, staff, and guests, as evidenced in the ongoing training provided to managers and supervisors and the growth in the college's disaster preparedness¹⁴. A comprehensive manual,¹⁵ El Camino College Emergency Evacuation Procedure, allows for orderly building evacuation prior to an actual incident which, in turn, will reduce the fear and panic individuals may face during a real emergency. Each building has a captain who has specialized emergency training. In an effort to provide emergency evacuation and information plans as quickly as possible to over 25,000 students and all faculty and staff, the Director of Business Services developed a script and arranged for the production of an eight minute video¹⁶ entitled, "El Camino College Emergency Preparedness." The video has also become an integral part of the new hire orientation for employees and has served as a model for other community colleges that are members of the California Community College Risk Management Association.

The college continues to maintain a professionally trained police department that provides a wide variety of services to the campus community and guests. The department is open seven days a week, 24 hours a day, and 365 days a year. The police department is sanctioned under California Penal Code 830.32 and adheres to the professional standards established by the California Commission on Peace Officer Standards and Training. A continuing effort is made to meet or exceed contemporary professional standards related to recruitment, training, policies and procedures, equipment, and community based policing philosophies.

The police department continues to consist of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Departments throughout the campus rely upon Cadet Services to direct guests when hosting events, conferences, regional meetings for traffic control, and monitoring reserved parking areas. New, smaller Live Scan machines have been purchased to expand services to meet the demand. Additional student workers have been added to the parking services staff to provide more continuity of services during, and in between, semesters. Patrol dispatch has participated in a major upgrade in 911 and other telephone equipment with funding provided by the state to help them deal with the 37,000 plus calls that came into the dispatch center in 2006. New computers and related computer software programs were installed and technical training took place. Patrol Services continue to make community-oriented policing and crime prevention a priority in order to maintain a safe learning environment.

The police department remains active within the college community by making presentations to students and staff, either in the classrooms or in general assemblies. Topics have included general crime prevention, personal crime prevention in support of groups seeking to reduce violence against women, DUI presentations, and district driver safety classes. The police department also continues to host both the police advisory and the police safety committees in an effort to solicit input from staff and students on current issues and trends as well as to provide guidance to the Chief in regards to the future activities of the department.

In general, the police department has seen a significant increase in the use of computer and other technologies. Parking Services utilizes hand held digital ticket writers instead of hand written citations; as a result, accuracy and legibility have greatly increased. Some of the PDA style citation machines have built-in cameras which allow for documentation of noted violations. Mobile Data Computers have been installed in all patrol vehicles allowing officers ready access to data bases, previously only accessible by a police dispatcher. Police radios for officers and cadets have been upgraded to models with greater reception, more frequencies, and longer battery life. The police department website¹⁷ has been improved and now offers more means of interaction with the campus community. The ability of those ticketed to file parking citation appeals online has been one of the more popular updates. The department continues to use this venue to post public access for Students Right to Know information.

The district began operating the Compton Education Center in the fall of 2006¹⁸. Since that time, a process has evolved whereby the operational standards and procedures of El Camino Community College District are being systematically implemented at the Center. Many years of neglect preceded the district's partnership with the Center. A number of years will be required before the Center's facilities will be brought up to current standards.

In May 2008, an agreement was approved by ECCD and CCCD to merge the Compton Center Police department with El Camino's.

Self Evaluation:

The college meets this standard. A review of the crime statistics reported by the El Camino Police Department for 2002–2005¹⁹, shows that the college's efforts to provide a safe environment, through its community-based policing philosophy, have been successful. One area that continues to be problematic is drug abuse violations

Over the years, the college has improved access to buildings. The college has added ramps where possible, as in the Communications Building. Unfortunately, not all the classrooms are as accessible to students with disabilities. The Life Science, Natural Science, Chemistry, and Physics Buildings were renovated in 2003 and the laboratories and classrooms now meet the current accessibility standard in the ADA²⁰. The Natural Science Building has also been made accessible to students with disabilities. In 2007, the college will be starting a restroom renovation project²¹ that will bring 32 restrooms in 16 buildings into full ADA compliance.

The ECC Emergency Preparedness Plans have experienced growth in the number of employees trained for specific duties and positions within the emergency preparedness organization²². The college has given more than 130 employees at all levels specialized training in critical response/corporate emergency response/search and rescue. Staff turnover and changing awareness of possible hazards reinforces the need for continued training in these areas. Periodical energy shortages and rolling blackouts have provided the district with the opportunity to practice and evaluate its emergency preparedness plans and evacuation procedures. Currently, the plan is meeting the needs of the college to ensure the safety of its students and employees, and the college will continue to evaluate the plan.

2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account

The college uses the process of program review to assess how well its physical resources support programs and services. As each program is reviewed, the facilities and equipment being used are evaluated. Deficiencies then become budget needs and are considered within the framework of the institutional planning and budget process.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. This process occurs on a 5-year cycle. The information is collected and maintained on a state wide community college system called FUSION. The resulting information is used to prioritize needs and develop funding strategies.

2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary:

In 2002, the district adopted a facilities master plan²³ that contained specific goals that support the institutional goals. The purpose of the Facilities Master Plan for El Camino College is to provide a guide for future campus development. The plan provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a number of site improvements for the college.

The planning process has been a highly participatory one involving the many constituencies of the college. The facilities planners worked closely with the Facilities Steering Committee²⁴ comprised of key faculty, staff, administrators, and students. The committee reviewed the analysis of existing conditions, evaluated a series of development options, and made decisions that led to the development of the master plan recommendations.

The planning process included a series of Facilities Master Planning Committee meetings as well as presentations and discussions with the college and Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed projects

The following project goals²⁵ were identified in 2002 by the Facilities Steering Committee at the beginning of the facilities master plan planning process:

1. Improve instructional facilities.
2. Cluster related instructional areas.
3. Address faculty office space needs.
4. Improve access to Student Services.
5. Develop a "One Stop Shop" for Student Services.
6. Replace older facilities in need of major renovation.
7. Incorporate green (sustainable) design elements into the campus.
8. Repair and replace for energy efficiency.
9. Create an ecologically sound environment.
10. Establish a "front door" to the campus.
11. Enhance campus landscaping
12. Develop well defined drop-off areas.
13. Improve campus way-finding.
14. Rebalance parking; locate closer to destinations.
15. Repair and improve pedestrian pathways.
16. Develop exterior edges of the campus to create inviting entry points and views.
17. Create focal points on campus.

When considering the total cost of ownership as an evaluation tool for facilities and equipment purchases, the elements considered are initial cost, operating costs, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs. Adjustments are

made using the time value of money, meaning money received today is more valuable than if received in the future. Conversely, an expense incurred in five years is less than the same expense incurred in three years.

Self Evaluation:

Since the adoption of the 2002 Facilities Master Plan, the college has completed facilities projects that address the institutional goals. Examples include Science Complex Renovation, energy efficiency measures, equipment replacement needs, parking expansion, and aged infrastructure replacement. The college is currently completing the construction of a new Humanities Building and a library addition²⁶.

Planning Agenda:

1. The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities.

2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Facilities Master Plan – This plan contains replacement or renovation measures for all facilities on the El Camino College campus²⁷. The plan was developed using progressive assessments of the campus facilities.

Five-Year Capital Construction Plan - This plan expresses the district's needs to the system office and serves as a mechanism for funding allocation. ECC's plan²⁸ is a subset of the Facilities Master Plan containing those projects judged to have the highest likelihood of receiving funding from the system office. Funding has been received for Humanities equipment, a Learning Resources Center addition, and renovation of the Social Sciences Building.

Since the last accreditation, some major projects completed or in construction are:

1. Renovation of the Science Complex
2. Electrical Substation. A key upgrade in campus infrastructure and necessary for supporting the other new and renovated facilities on campus.
3. Replacement of the Humanities Complex
4. Central Plant
5. Infrastructure Replacement Phase 1
6. Installation of Modular buildings to provide space for programs displaced by construction projects:

El Camino's Scheduled Maintenance Plan²⁹ is filed annually with the system office. This plan identifies needs that are contained in the Facilities Master Plan and seeks funding for them.

The college has secured funding³⁰ from the system office for roof replacements and infrastructure replacement.

In the May 2002 Evaluation Accreditation Report for El Camino College, the following statement was made: “If the college is to continue to remodel and renovate existing facilities, they will have to seek alternative sources of funding (pg. 21)³¹.”

In anticipation of a bond measure, the college administered needs assessment surveys to all academic and non-academic divisions. These surveys provided the basis for projects which could be supported with bond money. In February 2002, the Facilities Steering Committee, a campus-wide committee consisting of administrators, classified employees, police officers, faculty, and students began working with facilities planners to develop the 2002 Facilities Master Plan³², which has since undergone modifications. In November 2002, voters passed Measure E, the El Camino College Bond Measure. The Facilities Master Plan addresses the needs expressed by various divisions and more specifically, the needs expressed in the Educational and Technology Plans. The Facilities Master Plan projected a total cost of \$460,016,464 for various projects. The college anticipated that the bond would cover the bulk of the cost, and various state funding sources would cover the remainder³³.

A total of \$394,516,463 in bond money was approved by voters in 2002. El Camino College also received \$6,866,776 in refunding income from the bond in 2006, so the total budget for bond projects is currently \$401,383,239³⁴

In February 20, 2007, the bond projects were grouped into the following categories with the following budgeted amounts³⁵:

Additional Classrooms and Modernization (ACM)	\$175,871,183
Campus Site Improvements (CSI)	\$ 20,413,973
Energy Efficiency Improvements (EEI)	\$ 3,033,653
Health and Safety Improvements (HIS)	\$138,808,747
Information Technology and Equipment (ITE)	\$ 55,567,921
Physical Education Facilities Improvements (PEFI)	\$ 1,707,049
Refunding Income	\$ 5,980,713

The remainder of the refunding income has been designated for equipment purchases for various campus divisions.

Self Evaluation:

The college meets this standard. Due to numerous factors, construction costs have skyrocketed. For example, natural disasters such as Hurricane Katrina have led to greater demand for a limited supply of building materials. As another example, numerous school districts have voter-approved bond money, meaning that contractors can now demand premium rates. These factors and others have resulted in a tremendous increase in construction costs for El Camino College. Construction costs for the bond projects were estimated to be 55% higher in 2005–2006 than in 2003³⁶.

El Camino College is funding the various projects with Measure E and state monies. Taking these sources into account, the chart below shows the estimated funding shortfalls for the bond categories³⁷.

Additional Classrooms and Modernization	\$ 49,802,078
Campus Site Improvements	\$ 14,301,366
Energy Efficiency Improvements	\$ 0
Health and Safety Improvements	\$ 200,220,736
Information Technology and Equipment	\$ 9,213,938
Physical Education Facilities Improvements	\$ 2,251,319

The only additional source of income is \$3,000,000 in interest, which has not yet been allocated.

Overall, the estimated costs for the bond projects have increased from approximately \$460,000,000 to over \$700,000,000³⁸.

This dramatic funding shortfall is, at the moment, El Camino College's greatest concern regarding the Facilities Master Plan projects.

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- ¹ ECC Space Inventory
 - ² Compton Space Inventory
 - ³ <http://www.elcamino.edu/administration/masterplan/cmplan.asp>
 - ⁴ Campus Standards Handbook - <https://portal.elcamino.edu/portal/main.html>
 - ⁵ FPS Org Chart
 - ⁶ FPS Program Review
 - ⁷ Capital Construction Plan
 - ⁸ 2007 User Satisfaction Survey
 - ⁹ Work Request Report
 - ¹⁰ Pre Construction Meeting Agenda
 - ¹¹ Division of the State Architects Project Reviews
 - ¹² Procedure 1003.11 - <https://portal.elcamino.edu/portal/main.html>
 - ¹³ ECC Video Display Handbook
 - ¹⁴ Disaster Preparedness Minutes
 - ¹⁵ El Camino College Emergency Evacuation Procedure - <http://www.elcamino.edu/police/HomeLandSec/index.asp>
 - ¹⁶ El Camino College Emergency Preparedness
 - ¹⁷ <http://www.elcamino.edu/police/>
 - ¹⁸ <http://www.elcamino.edu/administration/board/summary/8.21.06BoardSummary.pdf>
 - ¹⁹ 2002-2005 Crime Statistics - <http://www.elcamino.edu/police/SpecNotice/index.asp>
 - ²⁰ Science Complex Plans
 - ²¹ ADA Restroom Compliance Plans
 - ²² Safety training Records
 - ²³ June 2002 Board of Trustees Meeting Minutes - http://www.elcamino.edu/administration/board/minutes/06-24-02_minutes.pdf
 - ²⁴ 2002 Facilities Master Plan
 - ²⁵ 2002 Facilities Master Plan
 - ²⁶ Measure E Table of Project Budgets & Expenditures
 - ²⁷ Measure E Table of Project Budgets & Expenditures
 - ²⁸ Capital Construction Plan
 - ²⁹ Latest Scheduled Maintenance Plan
 - ³⁰ Funding Agreements
 - ³¹ May 2002, Evaluation Accreditation Report
 - ³² 2002 Facilities Master Plan
 - ³³ Financial Plan
 - ³⁴ http://www.elcamino.edu/administration/board/agendas/2-20-07_agenda.pdf
 - ³⁵ http://www.elcamino.edu/administration/board/agendas/2-20-07_agenda.pdf
 - ³⁶ http://www.elcamino.edu/cmte_minutes/minutes/1111/02262007101338.doc
 - ³⁷ http://www.elcamino.edu/cmte_minutes/minutes/1111/0312200711257.doc
 - ³⁸ http://www.elcamino.edu/cmte_minutes/minutes/1111/02262007101338.doc

STANDARD IIIC: RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

- 1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

Descriptive Summary:

The college utilizes several committees to identify its technology needs. There are standing technology committees whose membership consists of faculty, staff, and administrators. The El Camino technology committee has two subcommittees: the Academic Technology Committee and an Administrative Technology Committee. The Technology Committee exercises overall direction, but the subcommittees have considerable autonomy to raise issues, conduct studies, and make recommendations. The Academic Technology Committee makes recommendations about technologies used by students and faculty in the instructional process. It sends its recommendations to the technology committee for discussion¹. The Administrative Technology Committee makes recommendations about the district's Enterprise Resource Planning tool. The Technology Committee meets once a month during the academic year as do the two subcommittees. The committees prepare an annual update of the technology plan that integrates with the educational master plans and the facilities plans². In 2007, the administration established the Technology Committee as a subcommittee of the Planning and Budget Committee. The Planning and Budget Committee now reviews recommendations from the Technology Committee and forwards them to the cabinet for final disposition³.

In addition to the technology committees, the individual academic divisions use their own technology committees to identify their technology needs during the annual instructional-equipment-library-materials-block-grant cycle. The Vice President of Academic Affairs reviews these requests in consultation with the department of information technology services. These groups forward information and recommendations to the Planning and Budget Committee for discussion. The Planning and Budget Committee reviews the recommendations and forwards their recommendations to the Administration for consideration and final action⁴.

In fall 2006, a subcommittee of the Technology Committee drafted the technology plan update. This plan contained recommendations for 12 projects to be completed during 2007-2008⁵. The plan articulated the first end-to-end renovation of the El Camino College data infrastructure, as well as a substantial upgrade in the hardware supporting Datatel Colleague (the college's Enterprise Resource Planning tool), replacement of the ISDN/Centrex telephone system with an Internet Protocol (IP) telephony system, an upgrade of the academic computer laboratories, and an IP-based security system. In the spring of 2007, the administration approved the projects, at an estimated cost of \$3,500,000⁶.

Technology planning at Compton Center through the technology committee process was interrupted at the time of the loss of accreditation and implementation of the partnership. Since

then, planning for and prioritizing technology needs was handled by means of close collaboration between the El Camino and Compton ITS staffs and Center ITS management with other center managers, in particular those of Facilities/Maintenance and Operations, Academic Affairs, and Student Services. Center managers identified needs and priorities in consultation with supervisor, staff, and faculty in their areas. The Center Technology Committee is being reactivated in spring 2008.

The college maintains a close and collaborative relationship between Institutional Research (IR) and Information Technology Services (ITS). ITS ensures access to critical data sources for research, facilitates electronic manipulation and publication of data, and provides technical support when needed. Technological support of research is evaluated in three ways: 1) through information feedback directed both to ITS and IR, 2) through formal evaluation of ITS services, and 3) through formal evaluation of IR services⁷.

An example of how ITS and IR support each other's goals is the development of a decision-support data warehouse. The campus and IR needed a way to access a large amount of data easily and to be able to drill down to smaller units (e.g., division, department, course data) The existing software (Cognos) was not satisfactory, and ITS responded by investigating other options. Within one year, a new system (DecisionCentric) began to be developed. It had the advantages of the old system while providing much more access and facility for IR data reporting. ITS deployed the new system in spring 2007.

In 2005, the college launched a comprehensive reconstruction of its website⁸. The college appointed a task force to work with the Office of Public Information to bring new functionality to this space⁹. The work occurred in conjunction with the rollout of OmniUpdate, a tool that enables staff and faculty to keep their web pages current, and MyECC, the college's new student portal¹⁰. The task-force drafted the goals and objectives of the re-design effort¹¹. The college utilized a series of focus groups composed of students, staff, and members of the community to gather feedback about the new site. MyECC provides links to a wide range of online student services including registering, adding and dropping classes, and paying for fees and parking stickers¹². Since going live in spring 2006, there has been a steady increase in the number of students using these online services. A comparison of the number of students using the site in the fall 2006 registration period with the number of student using it in the fall 2007 registration period shows a 30% increase¹³.

The college's academic technology committee participates in determining software and hardware needs. In 2006-2007, the committee prepared a prioritized inventory of ongoing academic software needs and presented it to the college technology committee¹⁴. The college created a special fund that renewed the licenses of all of the high priority needs¹⁵. The department of information technology services created a portal-based online database and calendar. The calendar prompts the director of information technology services when software and hardware licenses and agreements are about to expire¹⁶. The database shows all licenses and agreements of record¹⁷.

In fall 2005, the Academic Technology Committee prepared and distributed a faculty survey designed to determine who among the faculty had the greatest need for newer laptops than those

that had been issued in 1999. The survey results indicated that a third of the full-time faculty wanted an upgraded laptop. The administration reviewed the situation and decided that there was an urgent need to migrate away from Windows 98, the operating system installed on most of the faculty laptops. Consequently, the district decided to retire these laptops and replace them with new laptops capable of running Windows XP Service Pack 2, the current college-supported operating system^{18, 19}.

In 2006, the college conducted a comprehensive inventory of its academic computer laboratories that addressed issues related to increases over time in the number of labs, how the labs were deployed (type of student access, dedicated and general), the college’s ability to keep the facilities current, how the labs contributed to the college’s FTES, and the adequacy of technical support. The data resulted in a report of how the facilities were being used, the FTES generated, the utilization schedule, the age of the computers, the software being run, and the support staff work load. In its 2002 accreditation self study, the college reported 30 labs housing 1073 computers. At that time the college identified three types of labs: class-use labs that the divisions scheduled and which generated FTES; mixed-purpose labs, such as writing and reading labs, that supported instructional activities but did not generate FTES; and open-access labs intended for general access and student drop-in use. A comparison of the computer labs that were reported in 2002 with those that were documented in the 2006 inventory showed no real change in the number of locations (one room was divided). The number of computer stations increased by 69. However, the report also showed that the FTES-generating class-use labs were not

Comparison of Computer Labs 2002 & 2006

Types of Academic Labs	2002		2006	
	Labs	PCs	Labs	PCs
Class Use Labs – Classroom with computers. Division scheduled, classes scheduled for a semester, generate FTES, instructor present.	17	511	17	563
Mixed Purpose Labs – support instructional activities, discipline specific, no FTES generated	11	393	12	399
Open Access Labs - Intended for student use on a drop-in basis to use the Internet, do research and complete out-of-class assignments, no FTES generated	2	169	2	180
Total	30	1073	31	1142

being kept current. Of the 538 MS/Intel PCs, 417 were beyond their three-year warranty period. The report concluded that some divisions were creating additional special-purpose labs housing small clusters of computers. These labs are adjacent to classrooms. During regular class time, faculty send groups of students to these facilities as needed. The computers in these labs are generally newer than those installed in the class-use labs²⁰. Overall, the 2006 inventory documented 47 computer labs and clusters housing a total of 1,492 computers, an increase of 16 “cluster” labs and 350 computers over the amount reported in 2002.

The inventory report was accompanied by a paper that summarized the college’s previous efforts to support technology. The report concluded that technology funding could be best characterized

as budget-driven haphazard attempts to “put out fires” rather than a consistent strategy to keep technology current. It made a series of recommendations leading to the creation of funding policies to keep all technology current²¹. The college used this information to review its existing computer labs and the process by which the divisions requested and/or created additional facilities. The report has become a benchmark for monitoring academic computer labs to ensure the most effective utilization of these technology resources²². The Planning and Budget Committee recommended moving technology hardware and software funding to the “institutional” section of the 2007-2008 budget where this and all future allocations could be protected²³. This action may have ended the annual debate over how to keep technology current. All desktop and laptop computers are on a five-year warranty and replacement cycle²⁴. All administrative and academic software is also budgeted with “institutional” funds. The department of Information Technology Services is charged to administer both budgets so as to keep the technology sector current²⁵.

The department of Information Technology Services maintains several reporting mechanisms that monitor system performance. The ITS Services Report shows the performance of all network systems and documents issues which result in downtime for each individual server. The report also calculates a percentage of reliability for specified periods. These reports are available online in real time²⁶. The department also maintains online helpdesk statistics that are searchable by data, group (staff, request type, and division), and request type (computer, A.V., phone and all). The helpdesk system tracks staff assignments, job status (open or closed), total hours to close, average hours spent, and average time to close. The department uses the helpdesk statistics to monitor persistent problems which may indicate hardware/software issues or the need for staff development training²⁷.

Self Evaluation:

The college is in compliance with the intent of this section of the standard. However, the decision to link technology planning with planning and budget is relatively recent, having occurred in fall 2006. The college needs to continue working to integrate its technology planning with the planning and budget process. The relationship among the Technology Committee and its subcommittees is also recent. The college needs to work to make the relationship productive. This is particularly true of the relationship between the Technology Committee and the Academic Technology Committee. Beginning in fall 2005, Information Technology Services and the Academic Technology Committee conducted a number of studies that provided information about technology in the academic sector, including a comprehensive academic software inventory and a survey of fulltime faculty prior to the distribution of new laptop computers. Coordinating such information-gathering and analytical efforts between the Technology Committee and the Planning and Budgeting Committee needs to continue so that the college has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

Planning Agenda:

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

- a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

Descriptive Summary:

The college technology committee and its two subcommittees on academic technology and administrative technology formulate plans and recommendations and forward them to the planning and budget committee for review and discussion. The Planning and Budget Committee forwards their recommendations to the Cabinet for final disposition²⁸. ITS staff works with divisions and departments to prepare specifications for hardware and facilities. The forms for new PC requests and for PC upgrade requests are available on the college portal²⁹, ³⁰. Academic divisions and the Dean's Council discuss technology, and Facilities involves ITS in planning and constructing new facilities and renovating existing structures. Both worked together to publish a standards manual with sections on technology to guide architecture and construction firms³¹. ITS worked with the Academic Technology Committee to compile an inventory of academic software and to program an automated portal-based calendar that prompts management as renewal dates for licenses approaches³², ³³.

The college continues to struggle with the burden of keeping its technology current. The 2002 self study admitted that even though the demand for technology was greater than the college could support, it was not really possible to limit technology growth. The college has considered several proposals over the years including an annual set-aside for technology renewal. During the fall 2005 semester, the department of Information Technology Services conducted a complete inventory of the academic computer labs and published the findings³⁴. A year later, the department drafted a report on technology funding which reviewed four technology plans and two accreditation self studies³⁵. In fall 2006, the technology committee prepared a report recommending 12 projects for immediate implementation. The work included upgrading the data network and the district's ERP tools, replacing the district's aging telephone system with a Voice over Internet Protocol system, deploying a security system that utilizes Internet Protocol technology, establishing a document imaging system to help the district develop an increasingly paperless environment, and creating an online student advising and registration system that is tied to student education plans³⁶. The Planning and Budget Committee and the Cabinet reviewed the plan. Ultimately, the district funded all 12 projects³⁷.

The college offers an extensive schedule of distance learning classes. In fall 2007, the college offered 66 courses with 87 sections offered as distance learning³⁸.

In fall 2006, the college convened a distance-learning task force to review course management tools and recommend alternatives to its contract with the California Virtual Campus (CVC) / BlackBoard which was due to expire in fall 2007³⁹. The task force worked with the college's Distance Education Advisory Committee (DEAC) to review alternatives. Several course management system vendors presented their software applications for consideration. Both faculty teaching online and interested faculty participated in the presentations⁴⁰, ⁴¹, ⁴². Ultimately, the college joined the ETUDES-NG consortium and began working with faculty to

migrate their distance education courses from BlackBoard to the new ETUDES NG course management system. In spring 2007, a small number of online faculty began using ETUDES and in fall 2007, the college signed a full institutional agreement with the ETUDES consortium^{43, 44, 45}. The college agreed to pay the consortium an annual fee to cover ETUDES training, conversion of courses, and central course hosting, which ETUDES provides to consortia members via Optimized Learning Inc⁴⁶. The hosting service is redundant, scalable (system capacity is always 50% greater than demand at any point in time), secure, and backed-up regularly. Students and faculty access all ETUDES online courses through secure, individual logons, and passwords. All student records are protected and adhere to Family Education Rights and Privacy Act (FERPA) guidelines⁴⁷.

Faculty who teach courses at a distance have access to on-campus technology including high speed (DS-3) internet access via CENIC⁴⁸. Students enrolled in distance education courses have access to a full range of online student services, including application and enrollment, e-counseling, and e-reference library services. The LRC and Writing Center are working to reinstate online tutoring^{49, 50}. The college provides open access computer labs for distance learning students who want to work on campus⁵¹. The courses are designed to function with dial-up access as well as high-speed DSL and cable modem connections. The college worked with the consortium to stop the practice of using the last five digits of student and faculty social security numbers in logon names.

The Learning Resources Unit houses a great deal of technology in the form of computers, microfilm machines, TV studios, and demonstration classrooms – all geared for the support of student learning in the Library, LRC, and satellite locations across the college. The college library provides students with access to 22 computers in the Reference Room and in the Library Demonstration Classroom. The Learning Resources Center also runs several computer labs including the open access Library Media Technology Center, TOP Lab, CAI Lab, Basic Skills Study Center, and the mixed-use MCS Reading Lab with a combined total of 395 computers, a number that will increase to 435 with the opening of the new Humanities Building and LRC expansion in spring 2008. The library computers have access to the Internet and periodical databases useful for student research, and the LRC labs offer this access, plus access to other software programs essential for completing assignments. Finally, the library subscribes to many information databases to meet the research needs of students and faculty^{52, 53}.

Self Evaluation:

El Camino College meets this standard. The college has recently moved to strengthen its committee structure by tying the technology committees to the planning and budget committee. The college has also taken the initial steps towards regular funding of hardware and software licenses and a regular replacement cycle for PCs from the mandatory budget. This decision represents the college's acknowledgement that technology must be as good as a utility. However, the college reduced the initial fund of \$900,000 for PC replacement by \$450,000 during the budget development cycle in 2007-2008. The college has nearly 3,000 PCs, and to replace them on a five-year cycle requires an annual budget of \$1 million. Until the college identifies and protects these funds, the departments and divisions will be forced to do what they

have always done: fight over whatever funding is available in order to take care of their own needs.

The college is making the transition from being a leader in the California Virtual Campus (CVC) movement to being a member of the ETUDES-NG consortium. The Distance Education Task Force included the faculty in its deliberations as it looked for alternative course management tools and hosting solutions. Cost considerations motivated the decision to join the ETUDES-NG consortium. Lack of staff support may prevent the program from achieving the level of enrollment that the college would like to see. There is no full-time distance learning coordinator. Instead, the division offices are deciding which courses will be taught online and who will be recruited to teach them. The Distance Ed/Media Services Faculty Coordinator works with the department of information technology services to upload students and faculty into the ETUDES course rosters. Lack of adequate technical staff makes these tasks difficult and time consuming. The Distance Ed/Media Services Faculty Coordinator also attempts to provide “help desk” services to assist online students experiencing technology issues at the beginning of the semester.

While significant progress has been made in upgrading Compton Center technologies over the past few years, serious challenges still remain due to weaknesses in Center infrastructure, especially power and HVAC. Efforts continue to develop center-wide inventories of hardware and software and to increase server capacity, functionality, and security. In 2007/08, Academic Affairs worked with ITS to replace obsolete audiovisual classroom equipment and to increase the number of Smart Classrooms on campus.

Planning Agendas:

1. 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.
2. ITS will prepare an annual budget to show the funding obligation as accurately as possible.
3. ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs.

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary:

The office of Staff Development conducts a comprehensive, ongoing schedule of technology training classes for faculty, staff, and administrators. The college employs a full-time staff member to perform this function⁵⁴. Staff Development also conducts an annual faculty-and-staff-needs assessment. Survey results provide direction for future training sessions^{55 56}. The college gathers information about the technology-training needs of its students from several sources. The Distance Ed/Media Services Faculty Coordinator tracks calls from students who are experiencing problems with online instruction technology. The call volume is particularly heavy at the beginning of the semester. Admissions and Records hires help desk technicians who take calls from students having problems with the admissions and enrollments process⁵⁷.

All the academic divisions have integrated technology into the curriculum. Instructors monitor the ability of their students to use technology in the curriculum and recommend additional training, usually by encouraging students to enroll in Computer Information System classes. In fall 2006, spring 2007, and fall 2007 over 2,400 students enrolled in courses teaching the Windows operating system and the Office suite of applications⁵⁸.

The office of Staff Development provides technology training support for all interested faculty and staff. The office has a permanent director, support staff, and an instructional developer⁵⁹. The staff development web site offers links to a number of sites including a calendar of events, committees, conferences, flex FAQs and forms, the innovation center, instructional technology, professional development links, programs and training, the staff directory, a library of training materials, and web resources⁶⁰. A few faculty members have used the staff/faculty survey results to develop special courses to assist help faculty retrofit their traditional courses and develop new course offerings⁶¹. A variety of other factors drive technology training needs, including the acquisition of new software, the upgrades of existing software, and the installation of new equipment such as document scanners and “smart” classroom lecterns. Divisions and departments identify special training needs for their work group clusters and respond with a “train-the-trainer” approach. The college provides these types of training experiences at both the Compton and El Camino campuses⁶².

All training class attendees complete an evaluation form. The results are generally very positive^{63, 64}. The staff reviews suggestions for possible incorporation into future sessions. An open-lab schedule exists to accommodate follow-up sessions where needed⁶⁵. However, it has been more difficult to assess long-term effectiveness of these training sessions because the results are usually very subtle, most readily observed by supervisors, and noted in employee evaluations or reported in student/faculty class evaluations.

The Special Resource Center works directly with students requiring adaptive services technology⁶⁶. The college operates several writing and reading labs where students receive help with word processing their term papers. The library teaches classes on the technology of the internet and information retrieval throughout the semester^{67, 68}. The library houses the learning resources center that helps students, faculty, and staff achieve their academic goals. The Library Media Technology Center is a computer commons that houses 165 computers, and the LRC operates another four computer facilities housing an additional 230 seats in the Learning Center, the Technical Arts building, and the Communications building. In these labs, user-support staff assist students with access to the internet and college-provided student email accounts as well as a variety of word processing, spreadsheet, presentation, and graphics programs⁶⁹.

Self Evaluation:

The college meets this section of the standard. It provides a variety of training opportunities for students and staff. The Staff Development office publishes monthly training bulletins and schedules. The college has scheduled special vendor-led orientation and training sessions for fiscal and purchasing-staff. In addition, staff have been enrolled in off-campus training in Datatel Colleague and Microsoft remote management software. However, one of the challenges posed by the EC-CEC partnership has been creating a common college culture in which the staff

can perform successfully. The college has conducted training sessions on business practices and has temporarily transferred staff at both locations for more in-depth orientation to Datatel Colleague ERP software. However, knowledge and experience gaps exist which have created data integrity issues. Some administrative offices, such as Administrative Services, have encouraged collaboration and assistance. Other units are functioning autonomously^{70, 71}.

Planning Agenda:

1. The college will review and update its administrative procedures. The results will be published in print and online.

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The college administers its academic and administrative technology infrastructure centrally through the Department of Information Technology Services. All offices and most laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the internet, and the college's intranet portal. There are 47 academic computer laboratories and computer clusters housing over 1,600 connected devices. The college has deployed secure wireless service for students and staff at hot spots around the campus and is preparing to deploy universal service by spring 2008⁷².

The college has utilized Datatel Colleague as its enterprise resource planning tool since 1999. In fall 2005, the college launched a student portal and deployed Datatel's Web Advisor student services module⁷³. Innovative Interfaces is El Camino College's library automation vendor. The company deployed Millennium, a web-based browser, at the college in fall 2005. All students, faculty, and staff have access to this technology. Endeavor Information Systems is Compton Center's library automation vendor. The company deployed Voyager, a web-based browser in 2004-2005. The two systems operate independently.

All of the college's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected. Users are required to change their passwords every 180 days. Virtual private network firewall databases control access from off campus. Students are virtually and physically isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptible power supplies (UPA) protect network equipment from power surges and brownouts, and are programmed to shut down the servers in a predetermined sequence. All data systems are professionally backed up and stored at a secure off campus site that is located off the fault line.

At the beginning of the partnership with Compton Educational Center, the college integrated the two information technology services organizations and assigned responsibility for the combined operation to the director of the college's information technology services unit. The center

retained its connection to the internet via the Corporation for Education Network Initiatives in California (CENIC). The college installed three additional point-to-point T1 communications service lines. Two lines provide secure connections between the college and the center for Colleague users and one line provides secure point-of-sales transactions between El Camino and Compton bookstore operations. The college's Enterprise Resource Planning (ERP) systems are the sole data repository for student services, financial, and human resources data for all transactions that have occurred since the partnership began on August 22, 2006. The Center remains responsible for all data accumulated prior to that date⁷⁴.

The college employs 31 professional staff and administrators to maintain and operate its technology infrastructure^{75, 76}. The information technology services department is divided into three units: application support, network services, and technical services. Compton Center staff is integrated with the college. The lead Compton Center technician is an employee of the college reporting to the Director of Information Technology Services. There are six support staff similarly organized into application, network and technical services units. The college has integrated the two email systems with common address books and spam and virus protection, while retaining the individual identity of the college and the center. Separate password-protected listservs exist for each campus. The administration decides who can access the listservs.

Core network systems have appropriate reliability and redundancy. Servers and switches have auto-fault detection that identify problems, self correct, and call out for help. Staff have PDAs and other remote computer equipment to monitor system performance and to perform diagnostic and other repair tasks. In fall 2006, the college installed a diesel electric generator capable of sustaining basic ERP, email, and internet services during a prolonged campus electrical outage. ITS has deployed virtual machine (VM) technology in order to eliminate single points of failure wherever possible. VM technology also conserves energy by allowing multiple applications to run on single servers.

Unfortunately, the edges of the data infrastructure lack redundancy, fault detection, and power backups. There are over 100 3COM-brand data switches that are not compatible with the Cisco brand core and intermediate data switches. This incompatibility prevents remote management of connected devices and complicates troubleshooting network problems. Because the redundant power supplies connected to these switches have failed, while the core network devices can remain up during an emergency, the edge switches are vulnerable to electrical service outages. The projects undertaken in fall 2007 will remedy this incompatibility and vulnerability. The college will replace all non-Cisco switches by early spring 2008⁷⁷.

In 2006, the college began a major data infrastructure upgrade project as part of a general retrenching of its electrical, water, and steam conduit systems. When completed in 2009, the data infrastructure will consist of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings will have non-duplicated redundant connections to the backbone thereby allowing for instantaneous data re-routing in the event that one of the main circuits is disrupted^{78, 79, 80}. The System Office (Community College Chancellor's Office) is proposing that redundant connections be established between the community college campuses and CENIC, the system's state-funded internet service provider⁸¹.

Self Evaluation:

The college meets this standard.

The ITS departments at both campuses are housed in facilities that have HVAC and electricity problems. The college has installed in-room supplemental air conditioning systems at both locations. Nevertheless, the number of days with temperatures in excess of 130 degrees Fahrenheit in the Center's ITS facility have seriously damaged servers and data storage equipment. Service outages are becoming more frequent. The college is addressing these issues by installing temporary air conditioning systems at the two campuses. El Camino is working with the state to qualify The Compton Center for special funding to replace the air conditioning system with a higher capacity unit. The college's ITS facility is scheduled for a complete re-engineering of its HVAC systems. The college's diesel generator has the demonstrated capacity to keep ITS operational during power outages. The Compton Center has increased its level of security in the ITS facility by installing card key door locks similar to those being used at the college.

Planning Agenda:

1. The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment.

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary:

The college relies on a planning structure that links technology planning to the planning and budgeting and the cabinet's review and decision-making processes. The Technology Committee meets at the beginning of the year to audit the previous year's plan and to discuss projects for the next year. Working groups of the Technology Committee prepare draft proposals and related budget recommendations. The technology committee reviews the proposals and prepares presentations for the Planning and Budget Committee. Once these proposals have been reviewed, the Planning and Budget Committee either refers them back to the Technology Committee or forwards them to the Cabinet for final disposition. The Department of Information Technology Services provides direct support to the Technology Committee and the Planning and Budget Committee. The department maintains data about how technology resources are being used and what issues need to be addressed. Unit administrators review help desk data and monitor key performance indicators, such as time to complete trouble tickets and the number of open and closed tickets. The unit also maintains hardware and software inventories that are linked to online calendars capable of prompting action when renewal dates come due. In spring 2008, the unit began migrating the academic computer labs to an active directory: now students are required to use their college-issued logon and password to gain access to lab computers. The system collects data about who is using lab workstations, why, where, and for how long. The college uses this data, along with FTES and the end of semester seat count, to determine how the labs are performing and whether their continued existence is justified.

In recent years, the college has deployed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the email and web servers, have redundant CPUs and power supplies. ITS staff monitor network performance and submit weekly performance reports to the administration⁸². High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The college has contracted for off-campus storage of weekly archival back-ups. The storage location is away from the earthquake fault lines which threaten the campus. ITS requires all Datatel Colleague users to reset their passwords every 180 days. The student and staff networks are physically and virtually separated. Students have no access to the staff network. The wireless network is attached to the student network and allows users to access only the internet and the college's portal-based services. ITS provides student users with logon names and passwords to the portal when they are admitted to the college. Because of storage limitations and the potential for serious network performance degradation, ITS does not save network logon files. However, it does save logon files to the portal.

In 2006, the college began constructing an underground trench for its electrical, steam, water, and data infrastructure. When completed in 2009, the data infrastructure will provide for two independent data pathways to each of the five most critical building locations on campus, thereby enabling quick rerouting in the event that one connection is disrupted⁸³.

In 2006, the college participated in two security audits of its network infrastructure. HP/AT&T performed the first audit, and McAfee performed the second audit. Both audits tested the college's security arrangements to determine vulnerability to unauthorized outside penetration. The results indicated that all of the college systems were secure and properly monitored⁸⁴. In spring and fall 2006, the college conducted a face-to-face data security survey and discovered that many administrative offices were storing sensitive data on floppy discs and other highly vulnerable media. In fall 2007, the college acquired additional SAN storage capacity to accommodate these users⁸⁵. ITS is systematically creating SAN storage locations for administrative users. The nightly backups include this data so that no user is more than 24 hours away from complete data restoration.

For over ten years, El Camino College has attempted to provide reliable funding for maintaining existing technology, replacing or upgrading aging technology, and training employees to maintain and make full use of college technology. Every technology plan and accreditation self-study published since 1995 has urged the administration to create and sustain a central fund for the regular renewal of technology hardware and software. Moreover, all these documents described the difficulty of providing funding adequate to maintain the technology infrastructure while accommodating the continual demand for more service. Throughout this entire period, there has been a recurring theme that up-to-date technology infrastructure is vitally important for administrative and academic activities. However, by its own admission, the administration has struggled to keep pace with cries for help and the demand for expanded services. Until recently, the goal of stable and reliable funding has been elusive owing to California's unpredictable budgeting swings and un-restrained growth in the number of connected computers.

During the spring 2007 budget formulation cycle, the administration moved 1.8 million dollars from the discretionary budget to the mandatory budget to cover software and hardware

maintenance, contracts and license renewals, and PC replacement. The Planning and Budget Committee discussed this action and endorsed the move. The Administration based the set-aside on the cost of a five-year replacement cycle for PCs. The department of information technology services negotiated five-year parts and labor warranties with its PC vendor. This warranty plan is intended to reduce the maintenance liability to a level that can be sustained by the college's support staff. The college is implementing the first year of this replacement cycle in the 2007-2008 fiscal budget^{86, 87}.

Information Technology Services has adopted a policy that all computers must adhere to a baseline defined by a uniform operating system and a common set of applications. The network infrastructure must support transmission control / internet protocol (TC/IP) standards, consist of uniform end-to-end data switches, and provide at least 100 MbBs to the desktop. This standard applies to academic as well as administrative PCs. The technology and academic technology committees participate in an ongoing discussion of infrastructure issues and how well the installed base meets the requirements of academic and administrative programs. Information Technology Services uses this feedback when considering system upgrades and expansion. Facilities incorporates feedback from all these bodies into its campus planning, as well as renovation and new construction projects. Information Technology Services has drafted an "Infrastructure Standards Book" to guide architects and contractors in planning and deploying new systems⁸⁸.

The Distance Education Advisory Committee (DEAC) meets regularly with the Vice President of Academic Affairs to identify issues that effect program quality. These issues are reviewed by the division deans, the Academic Senate and the Information Technology Services for resolution⁸⁹.

Information Technology Services reviews all technology requests to ensure that new purchases conform to current technology standards. Users can review the division's recommended hardware configurations and select options via the college web site⁹⁰. In spring 2006, the college distributed new laptop computers to full-time faculty who wanted one. These computers were configured to connect to the campus data infrastructure both on and off campus. Faculty use these laptops to access email and the internet, and to run administrative and academic software. The college licensed the ETUDES-NG course management tool and made it available to faculty teaching online courses and faculty wishing to develop hybrid online course materials to supplement traditional course pedagogies^{91, 92, 93}. The college has deployed several wireless hotspots which students use to access the internet, email, and distance learning courses. The URL is located at the bottom of an alphabetical list of student services on the student services homepage⁹⁴.

Faculty and staff have the capability of entering help desk work requests from the college web site⁹⁵. The college's help desk technicians also monitor technology issues raised by faculty and staff users and resolve many issues immediately over the telephone. In addition, the ETUDES Consortium provides help desk services and training sessions to faculty teaching online courses⁹⁶. The Library Media Technology Center (LMTC) and the TOP and CAI Computer labs are open-access facilities providing students with access to networked computers that support the general curriculum as well as internet access to distance learning classes⁹⁷.

Self Evaluation:

The college does not fully comply with this section of the standard. The Planning and Budget Committee is reviewing technology plans and submitting recommendations to the Cabinet. However, technology planning did not formally connect with planning and budgeting until fall 2007. The college needs to demonstrate that the technology planning process can be institutionalized successfully and the outcomes evaluated for their effectiveness in dealing with the college's administrative and academic needs. In addition, the college needs to formalize the process of determining how best to expand and manage its technology infrastructure along with establishing criteria that measure the success of these outcomes. There are no formal standards to determine when and under what circumstances upgrades will occur. There are no criteria for how to expand the college's technology infrastructure, and the college continues to struggle with staff support issues.

The college is attempting to provide students and faculty engaged in distance learning with effective technologies. Most faculty have reasonably up-to-date PCs. The great majority of academic computer labs have periods throughout the day that can be defined as "general access." However, the definition of "general access" varies. In some labs, only students enrolled in the curriculum taught in the labs can use the computers, and other labs are completely open to all students. The 245 PCs that comprise the LMTC, TOP, and CAI labs can be included in this latter category. Students can use the college's web site to find the locations of labs and their PCs and operating systems. However, these pages do not contain consistent information about how many seats are available and the hours of operation⁹⁸, ⁹⁹. The college is developing a campus wide wireless network that provides access to the internet via the college's portal. It provides all admitted students with logons and passwords to the portal.

Compton Center's Technology Committee is being reactivated in spring 2008. The major function of this committee is to develop an updated technology plan for the Center that will integrate with master plans at the Center and El Camino.

Planning Agendas:

1. The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems.
2. The college will develop a schedule and budget for upgrading computers with academic and administrative hardware.
3. The college will complete the technology plan.
4. The college will investigate online scheduling software that allows students to reserve time in the academic computer labs

2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary:

Administrative services units use various techniques and instruments to identify institutional needs. Departments have engaged in program review, staff and faculty surveys, and in fall 2007 developed performance indicators for those service activities deemed to need improvement. The faculty, staff, and management surveys measure satisfaction on seven criteria: (1) provide services needed; (2) timeliness to requests; (3) responsiveness to requests; (4) communication and feedback on service provided; (5) customer service – helpful, professional, courteous; (6) completion and follow up on requests; and (7) overall performance. Divisions use the results to track performance improvement over time and to identify areas needing attention. Academic divisions review and revise local technology needs and plans in division technology committees.

The comprehensive master plan, the education master plan, and the facilities master plan provide a framework that gives direction to the technology plan. Finally, the annual comprehensive master plan and enrollment management retreats enable students, faculty, and staff to consider and discuss weaknesses, strengths, opportunities, and barriers. The technology committees use this information to guide their planning efforts. The Planning and Budget Committee recommendation that the administration set aside funds for software, hardware maintenance, and a regular PC replacement cycle occurred because the technology committees and the enrollment management retreat brought these issues forward¹⁰⁰, ¹⁰¹, ¹⁰², ¹⁰³, ¹⁰⁴.

Self Evaluation:

The college meets this segment of the standard.

1 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=91
2 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=82
3 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001
4 [PBC Minutes 2007-03-15](#)
5 [Technology Plan Update 2006-2007](#)
6 [Technology Plan Update 2006-2007 Executive Summary](#)
7 [Administrative Services Program Review Survey Summary](#)
8 www.elcamino.edu
9 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1117
10 <https://portal.elcamino.edu/portal/main.html>
11 [Web Design Objectives and Design Parameters](#)
12 [Student Portal](#)
13 [Student Logins f06 & f07.doc](#)
14 [Technology Committee Minutes 11-16-05](#)
15 [Academic Software Prioritization 05-06](#)
16 [Contract Tracker Notice](#)
17 [Contract Tracker Detail](#)
18 [Faculty Computer Survey](#)
19 [Faculty Laptop Report](#)
20 [Computer Lab Report](#)
21 [Central Funding for Technology](#)
22 [Room Book Page](#)
23 [PBC Minutes 2007-2-15](#)
24 [PBC Minutes 2007-3-15](#)
25 [PBC Minutes 2007-8-16](#)
26 [System Status Report](#)
27 [Help Desk Statistics](#)
28 [Technology Committee Structuring \(9-21-07\)](#)
29 [New PC Equipment Request Form](#)
30 [PC Upgrade Request Form](#)
31 [Campus Standards](#)
32 [Academic Software Inventory](#)
33 [Portal Software Renewal Calendar](#)
34 [Computer Lab Report](#)
35 [Central Funding for Technology](#)
36 [Technology Plan Update 2006-2007](#)
37 [Technology Plan Update 2006-2007 Executive Summary](#)
38 <http://www.elcamino.edu/admissions/schedule/DE-Fall07.pdf>
39 [LMS CMS Evaluation Method Email](#)
40 [DE Task Force Agenda 9-14-06](#)
41 [Distance Education Task Force](#)
42 [Distance Education Task Force 2-06](#)
43 [CMS Email](#)
44 <http://www.sakaiproject.org/sakai-map/>

45 [ETUDES Membership Agreement](#)
46 [ETUDES-NG SERVICES ELCAMINO 2006-07](#)
47 <http://www.optimizedlearn.com/>
48 <http://www.cenic.org/>
49 <http://www.elcamino.edu/library/distance-ed/index.asp>
50 <http://www.elcamino.edu/library/distance-ed/usefullinks.asp>
51 <http://www.elcamino.edu/library/lrc/index.asp>
52 <http://www.elcamino.edu/library/lrc/index.asp>
53 http://www.elcamino.edu/library/library_ser/databaselist.asp
54 [Class Offerings 2005-2006](#)
55 [El Camino College 2006 Computer Training Needs Assessment \(Faculty\)](#)
56 [El Camino College 2006 Computer Training Needs Assessment \(Staff\)](#)
57 [A&R Help Desk](#)
58 [Technology Training for Students](#)
59 <http://www.elcamino.edu/administration/staffdev/office.asp>
60 <http://www.elcamino.edu/administration/staffdev/programs.asp>
61 [El Camino Technology Training 2005-2006 Academic Year](#)
62 [ECC / Compton Training](#)
63 [Staff Development Evaluation Form](#)
64 [Staff Development Program Evaluation Report](#)
65 <http://www.elcamino.edu/administration/staffdev/innovation.asp>
66 [A Student's Guide to the Special Resource Center](#)
67 <http://www.elcamino.edu/academics/humanities/writingcenter/index.asp>
68 <http://www.elcamino.edu/library/lrc/index.asp>
69 [Learning Resources Center Handout](#)
70 [ECC / Compton Training](#)
71 [ECC / Compton Faculty Portal Orientation](#)
72 <http://www.elcamino.edu/studentervices/wireless-access.asp>
73 <https://portal.elcamino.edu/portal/main.html>
74 [ECC Operation of Colleague](#)
75 [ECC ITS Organization Chart](#)
76 [Compton IT Organization Chart](#)
77 [Technology Plan Update 2006-2007](#)
78 [MAAS Meeting Report #65](#)
79 [MAAS Meeting Report #72](#)
80 [MAAS Meeting Report #128](#)
81
<http://www.cccco.edu/SystemOffice/Divisions/TechResearchInfo/TelecomUnitHome/StrategicPlanning/tabid/1224/Default.aspx>
82 [System Status Report](#)
83 [MAAS Meeting Report #128](#)
84 [2006 Security Scan Results](#)
85 [Staff Data Security Survey](#)
86 [PBC Minutes 2007-02-15](#)
87 [PBC Minutes 2007-03-15](#)

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- 88 [Campus Standards](#)
- 89 [Distance Education Task Force Agenda](#)
- 90 <http://www.elcamino.edu/administration/techservices/pcspece.asp>
- 91 http://sakaiproject.org/index.php?option=com_wrapper&Itemid=588
- 92 http://www.etudesproject.org/steering_committee.htm
- 93 <http://www.sakaiproject.org/sakai-map/>
- 94 <http://www.elcamino.edu/studentsservices/wireless-access.asp>
- 95 <http://www.elcamino.edu/uportal/helpcenter/index.asp>
- 96 <http://etudesproject.org/>
- 97 <http://www.elcamino.edu/library/lrc/clabs/lmtc.asp>
- 98 <http://www.elcamino.edu/current/labs.asp>
- 99 <http://www.elcamino.edu/library/lrc/clabs/index.asp>
- 100 [Final Technology Committee Draft](#)
- 101 [Enrollment Management Retreat 4-27-07](#)
- 102 [Combined 98-03 Survey](#)
- 103 [PBC Minutes 2007-03-15](#)
- 104 [PBC Minutes 2007-08-16](#)

STANDARD IIID: RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

The college conservatively creates and maintains a budget that covers earned revenues and known expenditures while maintaining at least a 5% reserve as shown in the annual ECC Final Budget Book, also known as the Blue Book¹. The history of the college's general fund unrestricted income, expenditures, and ending balances is found on page 54 of the 2007 – 2008 Blue Book.

Planning efforts focus on developing operational efficiencies and then implementing action plans to reduce the expenditures, increasing revenues by obtaining new funds (e.g., Compton partnership), and redirecting resources to higher impact operational needs—e.g., reducing utilities. Planning and budget development activities are discussed at the:

1. Planning and Budgeting Committee;
2. Insurance Benefits Committee;
3. Facilities Steering Committee;
4. Technology Committee; and
5. various campus councils (Deans' Council, Administrative Services Council, etc)

Linking planning and budgeting requires collaborative efforts to validate that adequate funds are available to meet the college's mission, plans, goals, and objectives. The zero-based budget development process helps to ensure that a rationally developed budget is in place to meet the needs of the students.

1. The institution relies upon its mission and goals as the foundation for financial planning.

a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary:

The college has not completely integrated the planning and budget development process with the institution's mission statement and goals. The college instituted an annual review of the mission statement in College Council but only recently incorporated the mission statement into plans through institutional planning software known as Plan Builder. College goals were created in 2003 with explicit directions to tie all new plans to at least one of the college's seven goals. In 2004-2005 campus departments created a total of 118 plans with budgets that were all linked to a college goal². The Cabinet funded plans in about the same percentage as the plans were created.

The seven goals have since been replaced by three strategic initiatives that were jointly created with Center employees in 2007³.

The college through the PBC assigned funding priority to recommendations in 2005-2006 and 2006-2007 that proposed to help improve student success and student retention. Most of the funding recommendations were accepted in the December Board of Trustees meeting⁴. Other goals that have been examined recently include creating and implementing a 5-year replacement cycle for all ECC administrative computers and reviewing funding recommendations for proposals developed through the Program Review process. Another example involves enrollment management and recruiting, which has garnered much attention due to prior years' enrollment declines. Funding for these two areas has been endorsed by PBC for the past two years⁵.

In consideration of the establishment of priorities to help allocate competing resource needs and future funding predictions, both short-term and long-term, ECC has developed the model described above. Components of this tiered model reflect ongoing and long-term planning. Another example relates to bond, State, and local fund supported building and construction programs. These long-term building and renovation programs are reflective of both the development of a Master Facilities Plan and the Educational Master Plan.

The financial budgeting process is linked to institutional plans for content and timelines. For example, completed program reviews have been part of financial planning since fall 2006, as can be seen:

1. in the Planning & Budgeting Committee (PBC) minutes of November 2006⁶, projected, but not fully realized discussions during April 2007.
2. Student Services completed several Program Reviews and received funding for highly ranked items.
3. the accreditation report update approved by the Board of Trustees on March 19, 2007⁷

The 2004 Comprehensive Master Plan has rarely been reviewed by the Planning and Budgeting Committee, nor have the 2002 Accreditation Self-Study planning agendas or those in the 2004 Comprehensive Master Plan. Instead, administrators have forwarded their Planning Agendas from the Master Plan to their area's Vice-President, which are then forwarded to PBC, as can be seen in the PBC minutes from 4/5/2007⁸, 11/30/2006,⁹ and 4/6/2006.¹⁰ Some of the plans forwarded to PBC originate from the planning agendas from those planning documents.

To aid in the linkage between planning and budgeting, the Board of Trustees is presented with a copy of the budget prior to adoption, in three stages. The preliminary budget is presented at the May Board meeting with a second reading of the tentative budget in June for adoption and implementation by July 1. The Board of Trustees reviews, votes, and adopts the final budget in September. The Board of Trustees also reviews and approves bond expenditures linked to the Facilities Master Plan¹¹.

The Final Budget (known as the "Blue Book") contains the annual unrestricted and restricted, capital outlay projects, general obligation bond, and insurance budgets as well as budget-related information. The Blue Book is primarily a financial tool but does include a few links between the budget and various plans – such as the Capital Construction Plan and Facilities Master Plan¹².

Self Evaluation:

The college meets this goal. However, institutional planning must become more consistent and systemic before the college can excel in this area.

Planning Agenda:

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

b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary:

Planning and budget development requires that each funding decision must not only account for the impact on the area being considered, but also the financial impact on all other areas of the budget. For instance, the decision to increase the number of funded sections must be off-set by the funds that would otherwise be distributed to other departments. The ability to identify and implement efficiencies, such as reduced utility costs, can also result in the ability of the district to provide additional funds to other parts of the budget. Planning thus becomes a realistic part of the budget by not only identifying positive new or improved programs, but also how the strategic plans will be funded and what areas of the operation will be adjusted if adequate funds are not available. This provides a direct and meaningful reality to the planning and budget development process. By prioritizing funding decisions using a cost-benefit rationale, the budget developers focus on creating stronger global and long-term visions.

The preliminary, tentative, and final budget are discussed rigorously every spring in the Planning and Budgeting Committee and shared throughout the campus in meetings such as the Academic Senate¹³ and posted PBC minutes¹⁴.

As mentioned above, the college sets goals, has demonstrated planning linkages with those goals, and has funded higher ranking plans especially those focusing on student retention. In 2007, the President initiated a \$3 million dollar allocation program that is designed to address academic and student support activities that will improve enrollment initiates and retention programs. Most of the allocations¹⁵ are linked to specific outcome expectations with a proviso that repeated funding will only be granted to programs with proven measurable achievement.

Self Evaluation:

The college meets this standard. However, more emphasis should be placed on prioritization of planning and a greater focus on college goal achievement when funding plans.

- c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.**

Descriptive Summary:

Several examples of long-term planning are in place to assure financial stability. These include pre-funding future retiree health benefits, funding the Facilities Master Plan, and the funding of administrative office computer replacement cycle that was partially funded in the 2007-08 budget¹⁶. Current assets for the future retiree health benefits (GASB-45) are approximately \$5.8M, with previous annual contributions of at least \$900,000¹⁷. Measure "E" (bond) dollars provide the major source of funding to pay for building construction and renovations¹⁸. The third example is a \$400,000¹⁹ annual commitment from the college to replace, repair, and upgrade instructional equipment to make certain that classroom equipment is functioning without concerns for departmental budgeted funds.

During 2007, the college reviewed and amended²⁰ the original 2002-03 Facilities Master Plan^{21,22} to address issues related to unexpected construction inflation and the need to change educational priorities. It is anticipated that this fifth-year review and amendment process will be a standard practice to accommodate changing needs, funding availability from State and local sources, and cost change issues that impact initial planning outcomes.

The college continues to match State funded block grant or appropriations to the capital renovation and replacement account (fund #41)²³. Remodeling and capital repair projects that require immediate and local funding are supported with these funds.

Self Evaluation:

The college meets this standard. Long-term planning and budgeting is given considerable weight in the development on annual budgets as noted above.

- d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Descriptive Summary:

Individuals involved in planning receive information about funds and the annual budget. A specific process is followed for distribution of budget information to key individuals and groups involved in institutional planning. These individuals and groups include:

1. Planning and Budget Committee (PBC) which is composed of representatives from:
Academic Senate, faculty labor union, classified staff labor union, each VP area, management, and Associated Student Organization (ASO)
2. Planning Summit Attendees

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3. College Council, whose membership includes: Union representatives for classified, faculty, and police, ASO, managers, and the Academic Senate
4. Deans and Directors
5. Facilities Steering Committee
6. Cabinet
7. Board of Trustees, which has final review, recommendations, and approval.

Submitted planning document review and discussion occurs primarily in PBC meetings. While planning and budgeting take place year round, there is a stronger focus on planning during the fall semester and budgeting during spring. The budget development process begins in January with the presentation to PBC of preliminary revenue estimates and budget expenditure assumptions—e.g., faculty and staff new positions.

PBC reviews and recommends to the President for submission to the Board of Trustees a tentative (first read in May; approval June) budget. The approved tentative budget becomes the operating document until the final budget is approved by the Trustees; typically in September. The Board of Trustees welcome public comment on the budget whenever it is on the agenda.

The following calendar identifies the annual planning and budget development cycle at the college.

Planning & Budget Development Calendar

Dates	Activity	Responsible
October – December	<ol style="list-style-type: none"> 1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions 	Planning & Budgeting Committee (PBC)
January - February	<ol style="list-style-type: none"> 1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues—including the Funding of High Priority Plans 	Vice President of Administrative Services PBC
February 28 th	<ol style="list-style-type: none"> 1. Prioritized plans in Plan Builder entered and made available to Area VP 2. Assessment of current year special contract funding outcomes 	Deans/Directors
March 31 st	<ol style="list-style-type: none"> 1. Prioritized plans in Plan Builder made available to Cabinet and PBC 2. Assess outcomes from prior year funding cycle 	Vice Presidents

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April 15 th	1. Tentative budget information completed for PBC review	Vice Presidents
April	1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized	PBC Cabinet
May	President submits tentative budget to Board of Trustees for first reading presentation.	President
June	Tentative Budget is presented to Board	President
July	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC	PBC President Fiscal Services
September	Final Budget Submitted to Board	President

Self Evaluation:

The college meets this standard. Greater and more consistent efforts need to be made to effectively link the planning and budget development process. It is worth noting that significant progress has been made since the last accreditation visit by:

1. funding planning agendas that were established through Q-Builder²⁴
2. establishing a planning and budget development calendar that provides time for focused planning;
3. better utilizing the Planning and Budgeting Committee and the newly constituted Technology Committee to assess institutional effectiveness and forecast future technology/communication needs;
4. developing a planning methodology (Plan Builder²⁵ and it's predecessor Q-Builder) for linking resource and outcomes to the allocation of discretionary funds²⁶;
5. continuing to advance the planning process by implementing an easier to use planning software (Plan Builder) to help provide budgetary and planning linkages;

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6. monitoring and revising²⁷ the Facilities Master Plan to reflect shifting options and changing priorities; and
7. reallocating resources obtained from the Compton partnership²⁸ to improve student programs and services based on measurable results oriented criteria

Financial planning and budget information are handled primarily by PBC and the President's Cabinet. PBC is a committee comprised of various campus constituencies whose members communicate with their constituents regularly. PBC reviews the budget according to the calendar above, as can be seen in the minutes for the committees. Throughout the year, the PBC has the ability to make recommendations to the President.

PBC representatives are expected to report back to their constituent groups by the committee members. For example, during every meeting of the Academic Senate, the senate's representative on PBC gives a report about senate-relevant PBC items.

The Compton Center budget is reflective of its separate (Compton Community College District) entity status. While the Center and its operations are managed and supervised by ECC, the funding and employment responsibilities are under the direct responsibility of the Compton District. El Camino retains oversight responsibilities for the budget development and approval of all positions. However, while working within mutually agreed upon guiding principles, the budget remains the sole prerogative of the Compton District and its Special Trustee.

This situation, while unusual, does appear to work because of a strong collaborative relationship that has been developed between the Center and ECC senior management team. Compton is committed to the same budget development calendar as shown above. The Center, still in an early stabilization stage, is making good strides towards the development of jointly partnered master plans—educational and facilities.

Planning Agenda:

1. The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate.
2. **To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**
 - a. **Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Descriptive Summary:

The independent auditor's responsibility is to express an opinion on the financial statements based on their audits. The audit report addresses areas of internal control over financial reporting and its operation. The audit report also addresses compliance testing regarding laws, regulations, contracts, and grant agreements. In the auditor's opinion²⁹, the basic financial statements fairly present in all material respects, the financial position of the El Camino Community College District, and the respective changes in financial position and cash flows.

The auditor's issued an unqualified audit report which means that regarding internal control over financial reporting, there were no material weaknesses identified, nor any reportable conditions identified which were not material weaknesses. There also was no evidence of material noncompliance within the financial statements.

Self Evaluation:

The college meets this goal. The institution reviews the audit exceptions and management advice and either agrees or challenges the exception. If in agreement with the finding, the District prepares an audit response and plan for corrective action. The corrective action plan is discussed with the auditors and the departments involved and action is taken within the next fiscal year and before the time of interim audit fieldwork to begin the implementation of the audit recommendations with a goal of full implementation by the time of the next audit, a timeline acceptable by the external audit firms. Some findings require longer periods of time to fully implement and are so noted in the next external audit as partially implemented.

Regarding the 2006 Fiscal Year audit:

1. The auditors issued an unqualified opinion which represents their finding that there were not any matters considered reflecting a material weakness, as stated above.
2. The audit report also states that the testing did not disclose any instances of noncompliance or other matters required to be reported under Government Auditing Standards.
3. Ultimately the above opinion and statement regarding compliance testing relate to the reasonable assurance that the financial statements are free of material misstatement.
4. While there were some minor audit findings, such as not always apply "timely corrections" to advice from previous audit reports, these minor findings did not jeopardize the overall "unqualified opinion" issued by the auditors and they are being addressed.

b. Appropriate financial information is provided throughout the institution.

Descriptive Summary:

The annual audit report is issued to the Board of Trustees and the Superintendent/President. Information about budget, fiscal conditions, and financial planning are disseminated on campus through:

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1. President's Newsletter
2. Fall Flex Day presentations by the President
3. College Website
4. Management Meetings
5. Facilities Master Plan, which is updated as needed
6. Committee reports and reports to constituents (such as through PBC)
7. Copies of the budget book are available in the Fiscal Services Office.

Self Evaluation:

The college meets this goal.

- c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.**

Descriptive Summary:

Revenues are generated almost entirely by state-funded apportionment. Some funds generated by the Business Training Center are transferred to the General Fund.

El Camino College provides a sufficient reserve for contingencies and emergencies. In 2004-2005, the ending balance was \$6.1M (6.1%), in 2005-2006 it was \$5.3M (5.2%), in 2006-2007 it was \$13.6M (13%)³⁰, and at the end of 2007-2008 it is projected to be \$10.6M³¹ (10%). Some of the extra funds received during 2006-2007 came as a result of the partnership with Compton College³².

The El Camino Community College District (ECCCD) participates in self-insurance programs in order to keep the cost of insurance as low as possible. For example, the ECCCD is self-insured to appropriate limits for workers' compensation and for property and liability coverage³³. The ECCCD maintains membership in the Joint Powers Agency with its insurance programs and has sufficient reserves to handle financial emergencies.

El Camino Community College District retains membership in the Statewide Association of Community College (SWACC) JPA for its property and liability program structure. Within this program, there is sufficient coverage to protect against fire and theft loss and liability for personal injury and other property damages, including equipment breakdown, crime, and electronic data processing equipment protection. It must be noted that the ECCCD Superintendent/President is the current President of SWACC and has retained this elected position for over 10 years. Additionally, the ECCCD Director of Business Services is a member of the Executive Board for the Protected Insurance Program for Schools (PIPS) JPA for workers' compensation coverage (see attachments). The El Camino College Compton Educational Center is now participating in both JPAs with similar coverage to parity ECCCD.

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The schedule of all insurance coverage³⁴ is provided in the appendix of the final budget document. The deductible limits in several categories represent a partial self-insurance program. Insurance reserves for self-insurance are included in ECCCD's self-insured funds.

Self Evaluation:

The college exceeds expectations with this goal, particularly since the 2006-07 and 2007-08 years when 10%+ reserves were available. Cash flow difficulties are not a problem. The college has access to at least a 5% reserve fund, as well as reserve funds in the amount of \$9.9M³⁵ created to fund future retiree health benefits. (This source of retiree health benefits funds will not be available once they are put into an irrevocable account, to satisfy GASB requirements. This shift will presumably take place in 2008-2009.)

d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary:

External audits are performed for many of the programs listed; some were referenced above.

There have been findings over the past six years as a result of external audits/program reviews. However, none of the findings required a "qualified opinion" statement to be issued. Those recent findings include:

1. In relation to the 2006 audit, there were three findings: (1) the CalWORKs program was cited in response to question 3, page 3 of 7; (2) Also related to CalWORKs referenced lack of "eligibility documentation" regarding CalWORKs recipients; and (3) Referred to "a self assessment of noncredit classes." Currently, ECC is addressing these problems. ECC is working with DPSS Regions I and V with the goal of obtaining student eligibility verification directly from their agencies. A mailing is sent to students who still require eligibility documents. A copy of this mailing and/or student eligibility documentation is added to the student's file each semester along with the GN6005 and GN006 forms
2. Regarding 2005 Audit, there were two findings: (1) "As a minimum condition to receive State apportionment for FTES, the El Camino Community College District must adopt regulations consistent with the Standards of Scholarship contained in the California Code of Regulations (CCR Section 55671) and publish statements of those regulations under appropriate headings in their catalog"; and (2) "During our testing of admissions and records, it was noted that the District was not in compliance with California Code of Regulation Title 5, Section 58161." Since this finding, there have been many updates to our policies. The most notable response and change to the lack of compliance with 58161 is noted on page 16 of the class catalog³⁶.
3. For 2004 there were no findings.
4. For 2003 there were six findings: (1) General Accounting related to the reconciliation of the District's in-house system to the County general ledger (note-this was a follow

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- up and restatement of finding relevant to the 1999 audit); (2) related to FTES; (3) regarding general fixed assets; (4) regarding payroll clearance fund; (5) regarding accrual balances; and (6) regarding student financial aid-FISAP.
5. For 2002 there were four findings: (1) regarding District's General Accounting practices and reporting of the Annual Financial and Budget Report (CCFS-311); (2) regarding FTES; (3) regarding general fixed assets; and (4) regarding payroll clearance fund.

Self Evaluation:

The college meets this goal. The auditing teams determined that none of the findings required a "qualified opinion" statement to be issued.

- e. **All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.**

Descriptive Summary:

The bookstore conducts an annual audit, overseen and supervised by the Director of Accounting, performed this year by Vavrinke, Trine, Day & Co., LLP.

Similarly, the El Camino Community College Foundation, a 501c(3) auxiliary organization of the college is subject to an annual audit performed by Windes & McClaughry Accountancy Corporation, an independent auditor and a different auditor from the one that performs the audit for the El Camino Community College District. A member of the Foundation's Board of Directors makes a presentation to the ECC Board of Trustees. Copies of the audit are provided to the Board of Trustees and the Superintendent/President.

The college bookstore expanded its operations to the Compton Center during the 2006-07 academic year. The bookstore has also expanded operations to include a new on-line book ordering process. In addition to book and sales merchandise, the bookstore managers also operate or supervise two small convenience stores on campus.

El Camino College board policy #3820³⁷ states that all gifts, donations, and bequests be made to the El Camino College Foundation and that the Foundation's policies and procedures be followed. The Foundation is charged with the stewardship and fiduciary responsibilities to ensure that the gift is properly accounted for, that donors are provided with appropriate tax information, and that the gift is correctly distributed to the department or program for which it is intended. The Foundation is responsible for investment of its assets in accordance with Foundation Investment Policy # 200³⁸ and maintaining the organizations endowments in accordance with Foundation Endowment Policy #201³⁹.

The System Office audits categorical programs. Other programs have their own individual audits.

Self Evaluation:

The college meets this goal. Several external audits are performed on a regularly scheduled basis.

- f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Descriptive Summary:

According to institutional policies, the Director of Business Services maintains agreements with external entities. Purchasing staff prepare the Board Agenda for those contracts requiring advance approval by the Board of Trustees, in accordance with general purchasing practices under Board Policy 3320⁴⁰. These policies and procedures define the limits for purchases and bidding requirements. All other contracts are ratified through means of the purchase order listing, approved at the regular monthly Board meetings. Designated authorized representatives sign and distribute contracts.

Before each Board of Trustees meeting, a special agenda review meeting is held by the Vice President of Administrative Services with representatives from each respective department, to review all contract services, and then again in the President's Cabinet (all area vice presidents and the Superintendent/ President). The purpose of the agenda review meeting is to thoroughly discuss each entry for correctness prior to presentation to the President's Cabinet for approval and placement onto the Board Agenda. Purchases and expenditures that do not require upfront Board approval are also reviewed at these meetings –via the Purchase Order List which provides a summary of all purchases and expenditures incurred by the District between each monthly Board of Trustees meeting. If necessary, department managers are invited to participate in the agenda review meetings to provide additional information.

The District has written policies and procedures⁴¹ that regulate expenditures and buying practices. District buyers are responsible for maintaining and securing the integrity of the District's purchasing habits. The college uses Datatel – an Enterprise Resource Planning system - to generate purchase orders. All purchase orders are presented to the Board of Trustees for review and approval. The system is programmed to automatically prevent purchases when there are insufficient funds. The system maintains a running current balance of accounts. Most contracts are attached to a purchase order and are maintained by the Accounts Payable Unit in the Purchasing & Business Services Division Office. Copies of bid contracts and the purchase orders are maintained in bid files in the Purchasing Office.

The District also has in place a Bond Oversight Committee⁴² whose responsibility is to oversee district use of designated (Measure "E") Bond monies.

The District Grants Office monitors the activities of funds generated via grants and state funding.

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Self Evaluation:

The college meets this goal. The appropriate policies are established, and appropriate input from many areas is solicited.

- g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

Descriptive Summary:

The Administrative Services area has been actively conducting a three-part program review. The information received from student and employee satisfaction surveys has been used to examine how functional areas can better address customer satisfaction issues. Since 2005, the units within the division have also been completing process flow charts for the purpose of identifying how to improve existing, or implementing new, procedures to better meet the customer and efficiency needs of the organization. Finally, the departments are identifying performance indicators which identify and measure acceptable and above average performance. These indicators, combined with process and customer satisfaction strategies, will be used to help assure that its financial management processes are always running efficiently and effectively. All of the Administrative Services departments plan to complete the program review process by December 31, 2008.

Self Evaluation:

The college meets this goal.

- 3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary:

Sections D.1.a (about the new budgeting model), D.1.b (funding the highest priority items identified by college-wide goals), D.1.c (planning and budgeting for long-term needs), D.2.a (responding to audit-identified needs), D.2.c (increased cash availability), and D.2.g (Administrative Services review of processes) all give examples of how the institution has assessed and improved itself based on previous recommendations.

Self Evaluation:

The college meets this standard but could improve by more effectively addressing the needs as a system rather than piecemeal as described above.

Standard III: Resources

Planning Agenda:

1. 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.

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<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

2 2004-2005 Objectives by Goal document

3 http://www.elcamino.edu/administration/board/agendas/6-18-07_agenda.pdf

4 http://www.elcamino.edu/administration/board/agendas/12-18-06_agenda.pdf

5 11-30-06 PBC funding Endorsement

6 http://www.elcamino.edu/cmte_minutes/minutes/1001/119200619590.doc

7 http://www.elcamino.edu/administration/board/agendas/3-19-07_agenda%20to%20post.pdf

8 http://www.elcamino.edu/cmte_minutes/minutes/1001/0452007115133.doc

9 http://www.elcamino.edu/cmte_minutes/minutes/1001/1130200615847.doc

10 http://www.elcamino.edu/cmte_minutes/minutes/1001/0452007115133.doc

11 <http://www.elcamino.edu/administration/board/meetingagendas.asp>

12

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf> Pages 41 and 49

13 http://www.elcamino.edu/academics/academicsenate/minutes_files/sept42007packet.pdf

14 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001

15 http://www.elcamino.edu/cmte_minutes/minutes/1001/06212007101036.doc

16 http://www.elcamino.edu/cmte_minutes/minutes/1001/03152007182930.doc

17

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

18 <http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf>

19

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

20 http://www.elcamino.edu/cmte_minutes/minutes/1111/09172007152835.doc

21 <http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf>

22

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

23

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

24 Final Budget memo from the President to the Board of Trustees sent on August 18, 2004.

25 <http://ecc-webapps1.elcamino.edu/pb/>

26 Application process for special contract funds

27 http://www.elcamino.edu/cmte_minutes/minutes/1111/09172007152835.doc

28 Application process for special contract funds

29 Audit reports (GIVE SPECIFIC PAGES/DOCUMENTS)

30

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

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<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>.

³² http://www.elcamino.edu/cmte_minutes/minutes/1001/1042007155711.doc

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<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

34

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

35

<http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf>

³⁶ <http://www.elcamino.edu/admissions/docs/Catalog.pdf>

³⁷ <http://www.elcamino.edu/administration/board/boarddocs/3000/3820.doc>

³⁸ Include a copy of the Foundation's Investment Policy # 200

³⁹ Include a copy of the Foundation's Endowment Policy #201

⁴⁰ <http://www.elcamino.edu/administration/board/boarddocs/6000/6330.doc>

⁴¹ Documentation of the policies and procedures/practices that regulates expenditures and buying.

⁴² <http://www.elcamino.edu/administration/bond/>

STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary:

The 2004-2007 strategic initiatives¹ describe the vision, mission statement, philosophy, values, guiding principles, and strategic goals for the college. This document best describes the type of environment the college seeks to create. In addition to the college catalog and other college publications describing the college's commitment to excellence, the Strategic Plan encapsulates major themes and goals the college aspires to expound upon and use as the philosophical foundation. The plan emphasizes student success, quality, an environment that emphasizes people, as well as the need to constantly improve and promote student learning, foster a climate that promotes integrity and accountability. The importance of students, the community, and employees is also recognized. It is the most crystal clear set of statements that advance the image the college has of itself. It is a very positive and uplifting set of statements hopefully shared by the entire community to one degree or another.

The strategic initiatives were developed in 2007 with participation from cross-constituency groups during a two-day workshop. The values statements in the plan were developed through a campus wide survey that asked 158 respondents to list the values most important to them, and these were summarized and prioritized into the present statements².

To ensure participation in the governance process, the college formed standing committees, advisory committees, and task force type of committees. Below is a list of the formally recognized committees. Though not listed, each instructional division uses a division council to advise the Dean. The College President chairs the College Council and the Facilities Steering Committee.

Consultation Committees include the following:

Academic Technology
Area Council - Administrative Services
Area Council - Student & Community Advancement
Area Council - Vice President/Academic Affairs
Calendar Committee
College Council
Communications Task Force
Division Council - Campus Police Services
Division Council - Community Advancement
Division Council - Counseling Division
Division Council - Enrollment Services
Division Council - Facilities Planning & Services Day Staff
Division Council - Facilities Planning & Services Night Staff
Division Council – Fine Arts
Division Council - Fiscal Services
Division Council - Human Resources
Division Council - Information Technology Services
Division Council – Learning Resources
Division Council - Purchasing & Business Services
Division Curriculum – Health Sciences and Athletics
ECC Technology Committee
Facilities Steering Committee
Faculty Development Team
Planning & Budgeting Committee

Advisory to President Committees³

Council of Deans
Emergency Planning Committee
Insurance Benefits Committee
Parking & Traffic Advisory
Police Advisory

Contractual Committees⁴

College Load Review
District wide Conference
Sabbatical Leave Committee

Academic Senate Committees⁵

Compton Faculty Council
Curriculum
Education Policies
Elections
Legislative Action

Association of Students Committees⁶

Associated Student Senate
Finance Committee
Inter-club Council

Board of Trustees⁷

Citizen Bond Oversight Committee

Operational Committees⁸

Auxiliary Service Board
Classified Staff Development
Enrollment Management
Management Council – Administrative Services
Management Development Committee
Planning Council – Counseling Division
Safety & Health
Staff Development Advisory Committee
Vocational Technical Educational Act (VTEA)
Web Task Force

Special Events⁹

ECC Foundation – Board of Directors
ECC Foundation – Executive Committee
ECC Foundation – Finance Committee

Committee agendas and minutes are found on the college website¹⁰.

The college's standing committees are cross-constituent committees. They have standing meeting dates and are the major source of information dissemination and collection to inform decision making. There are many opportunities for faculty and staff to participate in committees, task forces, and ad hoc committees. The classified staff committee participation may be more challenging than others due to the nature of the unit they work for, size, student demand, and staffing.

Within The Academic Senate are several committees that regularly report their progress. The committees include:

1. Curriculum
2. Educational Policies
3. Finance and Special Projects
4. Faculty Development
5. Legislative Action
6. Elections Sub-committee
7. Compton Faculty Council
8. Academic Technology
9. Calendar Committee

Information is exchanged through various sources. The college website is the major repository of information on the governance process. Standing committee agendas and minutes are posted on the web and available to the general public. The listservs are another source of free flowing information and formal notices are communicated in this manner as well. The President's newsletter¹¹ is a biweekly publication sent via listservs, website, and hardcopy. The Office of Institutional Research uses the listservs to publish enrollment information particularly during the start of the semester. The college portal includes comprehensive information and reports on enrollment. The portal is accessible to password holders only.

There is a vast amount of information on the public side of the Office of Institutional Research website¹² about enrollment trends, demographics, staff surveys, student grades, and success and retention studies. It is common for the campus researcher to make presentations to various committees and the Board.

Self Evaluation:

The strategic initiatives are clear, and will be reviewed during each cycle to evaluate the effectiveness of the institutional planning process.

The strategic initiatives are published in a variety of publications such as the college website¹³ and all board agendas¹⁴. Based on responses to the Faculty and Staff Opinion Survey Spring 2006¹⁵, it was concluded that, "overall, El Camino College employees are familiar with the mission statement and feel that the college is fulfilling its mission." The mean responses to questions about staff familiarity with the mission:

- Does ECC fulfill its mission;
- ECC meets the educational needs of a diverse community;
- ECC ensures student success suggest strong agreement from the respondents.

The following table below summarizes favorable responses for mission statement items from the Faculty & Staff Opinion Survey, administered at El Camino College (ECC) in spring 2006.

Overall, faculty and staff felt that the campus is familiar with the mission statement and is generally fulfilling the mission, meeting needs, and offering quality educational opportunities. However, challenges were noted in terms of sharing a common language, planning for the future, and campus-wide involvement in contributing to the mission.

Percentage Who Indicated Strongly or Agree (or Strongly Important and Important)

Item	% Agreement	% Importance	Performance Gap
1. Familiar with Mission Statement	90%	85%	5
2. ECC fulfills mission	78%	87%	- 9
3. ECC meets needs	82%	78%	4
4. ECC ensures success	64%	75%	-11
5. ECC offers quality educational opportunities	85%	94%	-9
6. ECC shares common language	43%	79%	-36
7. ECC is planning for future	59%	93%	-34
8. All members contribute to ECC mission	52%	80%	-28

Planning Agendas:

1. Improve use of website at unit level to post governance committee agendas and minutes.
2. Improve student participation on consultation committees where appropriate.
3. Continue to improve communication about the governance process with the college community.

2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary:

The various constituent groups and their participation in the governance procedures are described in Board Policies 2510¹⁶, 2015¹⁷, and 4027¹⁸. Administrative Procedure 2510 defines roles and participation in decision-making involving the Board, Academic Senate, collegial consultation groups, staff, students, and College Council.

The five-member Board of Trustees is the definitive institutional decision-maker in compliance with state and federal laws and regulations, and ensures district-member participation in developing policies and fiscal integrity for the District. The trustees represent the nine Los Angeles County cities and unincorporated areas served by the District. The Board includes an advisory non-voting student member who participates as a full member of the board except in closed sessions.

The Academic Senate is consulted on academic and professional matters and other areas of interest. The faculty participates in the consultation process in committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policy, including processes for institutional planning and budget development. The Academic Senate (after consultation with the Superintendent/President or designee) also appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

The El Camino College 2004 – 2007 Comprehensive Master Plan¹⁹ describes the implementation process for linking planning and budgeting activities. Two major committees were merged, the District Planning Council (DPC) and the Budget Development Committee (BDC) to create the Planning and Budget Committee (PBC). The PBC responsibilities include linking planning and budgeting through an integrated process. The committee includes representation from administration, faculty, staff, and students.

The Planning and Budgeting Committee PBC was formed in response to recommendations made by the accreditation team visit in 2002 to develop a more effective link between planning and budget development.

Classified staff members (Police Officers Association, El Camino Classified Employees and confidential groups) are given the opportunity to participate in the planning and development of district policies and procedures. Classified staff members are given reasonable consideration to express opinions and advise, especially in areas that affect the interests of the classified staff.

The Associated Students participate in the formulation and development of district policies and procedures. Student representatives serve on district committees, task forces and the Board of Trustees. However, it is difficult to recruit students to serve on committees.

Chaired by the Superintendent/ President, the College Council's role is to act as the body that advises the Superintendent/ President on policy and procedures affecting the college. The College Council includes 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. Academic Senate recommendations are shared with College Council to provide feedback on broad issues (not daily administration of the college) to the Superintendent/ President. All governance recommendations and advice are forwarded to the College Council to advise the Superintendent/ President. The Superintendent/ President is responsible for recommending actions to the Board of Trustees and is delegated by the Board to ensure its policy directives and initiatives are implemented.

Self Evaluation:

The student role in the development of policies, processes, and procedures was recently clarified in Board Policy. Students are involved in policies affecting grading; student codes of conduct; academic discipline; curriculum; educational programs; processes for budgeting and planning; student standards; student services planning and development; fees; and faculty, administration, and staff evaluation and hiring. It is difficult to recruit students to become involved in the

governance committee system. There are a variety of explanations for lower levels of student participation. More effort should be made to include them in the policy development process.

The Planning and Budgeting Committee (PBC) was formed in response to recommendations made by the accreditation team visit in 2002 to develop a more effective link between planning and budget development. The PBC is functioning well.

Many collegial consultation committees do not update meeting minutes on the college “Committee Minutes” webpage, with the exception of College Council, PBC, and Board of Trustees which keeps up-to-date 2007 meeting minutes. For example, one division council last posted their meeting minutes in 2001 and several division councils have no minutes posted at all.

Planning Agendas:

1. Define collegial consultation and shared governance, and better communicate to the campus community.
2. Post meeting minutes monthly.

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary:

The Academic Senate²⁰ is the faculty organization which provides for participation in the formulation of policy on academic and professional matters relating to the college. The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Process for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

The Academic Senate facilitates communication among faculty, administration, employee organizations, bargaining agents, and the El Camino Board of Trustees. The Academic Senate

participates in the development of the District policies and procedures in coordination with other consultation constituent groups on the various governance committees.

The Academic Senate constitution and bylaws²¹ clarify the official formation, procedures, responsibilities, and authority of the faculty. Several board policies²² are listed on the website for campus and community access regarding the working relationships and procedures in place for collegial consultation between the administration and the Academic Senate. In addition, Curriculum Committee meeting minutes are on the website²³.

There are many opportunities for faculty members to participate in the governance process. The majority of recommendations from the faculty are brought forward through the Academic Senate; however, faculty members are generally more engaged in policy implementation, faculty hiring, faculty use, student conduct issues, collegial activities, evaluation, program review, unit planning, institutional equipment selection, and curriculum review at the division level. In all of these areas, the faculty work closely with academic administrators.

The Center operates under the policies, procedures, and processes of El Camino College. The Center's Faculty Council is a standing committee of the El Camino Academic Senate and its Chair is Vice President and member of the Academic Senate Executive Board. Collaboration among faculty leadership through the Academic Senate has been close throughout the history of the partnership and has contributed significantly to its success.

Compton Center

Decision-making that affects the operation of the Compton Center is a complex process. The Compton District Special Trustee and the President of El Camino College confer on all matters that require the approval of the El Camino Board, with consensus reached by both parties before decisions are finalized and implemented. The Compton Center Provost participates in the President's Cabinet, where policy issues that impact the Center are discussed. As a result, the faculty and staff at Compton generally perceive that decisions made by the El Camino Board that directly impact the Center are arrived at after due deliberation and active discussion by all parties involved. While there are times that there may be disagreement on the part of some Compton faculty and staff about the wisdom of a particular decision, there is a clear understanding that the decision-making process is comprehensive and represents the interests of both entities. In addition, the El Camino College Board of Trustees welcomes input on all decisions being considered by members of the faculty or staff at the Compton Center, or by residents of the Compton Community College District.

Self Evaluation:

Interviews conducted with faculty leadership and senators indicated that Academic Senate is a well-organized and effective organization in which faculty can discuss and act upon important instructional and policy issues. The Academic Senate leadership team works collaboratively with district administration to promote student learning and compliance with educational policies and laws. However, there are some issues Administration and Academic Senate do not agree upon.

The process of electing new senate officers provides an opportunity for experience and training of the leadership. Orientation of the general faculty in the consultation process and the activities of the Board should be strengthened.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary:

Governance structures, processes, and practices are in place to facilitate discussion of ideas and effective communication among college constituencies. In 2002 the Board of Trustees approved the updated Board Policy 2510 and the corresponding Administrative Procedures 2510 to clarify the district's decision-making process for each group including the faculty, staff, and students. The Board through its designee, Vice President/Academic Affairs, consults collegially with the Academic Senate on academic and professional matters. Classified staff is provided opportunities to participate in the formulation and development of district policies and procedures that have a significant effect on staff. The Associated Students participate in matters that have a significant effect on students, as defined by law. However, all groups are equal on the College Council and advise the Superintendent/President.

The College Council, a campus wide collegial consultation committee, is a critical component to the overall inclusion of faculty, staff, students, and administration to review, discuss, and make recommendations on, policies and procedures. The College Council²⁴ is chaired by the Superintendent/President. It is made up of constituent representatives. It meets every week and includes a representative from the three unions, faculty senate, associated students, and members of the President's Cabinet. Recently, the policy was updated to include more specific guidelines for students' role in the consultation process. The College Council appointed a task force to review the consultation procedure.

To facilitate an open exchange of ideas, information, and feedback regarding district issues and concerns, campus technology is utilized. The campus portal and website provides access to Board of Trustees²⁵ and campus committees' minutes²⁶, reports (program review²⁷, research²⁸, etc.), major campus projects (Student Learning Outcomes²⁹, Accreditation³⁰, etc.), faculty and student services³¹ websites, and The President's monthly newsletter³² (electronic and hard copy campus distribution). Online minutes and meeting agendas, and email communication are widely used within the district by faculty, staff, students, and administrators. Improving communication is an ongoing effort of each group. The College Council continues to explore new strategies to improve communication campus wide.

Self Evaluation:

College Council conducts an annual self-evaluation to determine its effectiveness. The self-evaluation found its role to be effective and positive.

In spring 2006, the Office of Institutional Research conducted an opinion survey³³ of all faculty and staff. Communication was one of the primary topics surveyed. The survey indicated that over 87% of the faculty and staff utilizes their email daily or weekly. About 8% never check their email. Technology is used as a primary form of communication.

	n	%	Valid %
Daily	297	75.6	77.1
Weekly	39	9.9	10.1
Bi-weekly or less	5	1.3	1.3
Rarely	12	3.1	3.1
Never	32	8.1	8.3
Not Indicated	8	2.0	---
Total	393	100.0	100.0

Communication was listed as one of the items of highest importance in this survey. According to the survey, the majority feel they can express their concerns. However, faculty and staff feel that they are not well informed and ECC does not communicate “openly and honestly with employees at all levels.” Both the Board of Trustees and the College Council evaluate themselves annually to determine if they are communicating effectively with the campus community. It is important to note that the survey was administered during labor negotiations and a follow up survey will be conducted this year to evaluate this sentiment along with others.

According to a student survey³⁴ conducted in spring 2006, student satisfaction with the governance and communication was in the top 10 for lowest satisfaction. The majority of the constituencies agree that the student’s role in collegial consultation should improve.

Planning Agenda:

1. Improve student involvement in the consultation process.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary:

El Camino College is in its 61st year as an accredited institution of the California Community College system. During that time the college maintained and adhered to all accreditation standards, policies, guidelines, Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes.

The college makes an affirmative effort to respond to recommendations made by the Commission.

The College Educational Master Plan is updated every three to four years. There are also policies and procedures for operation and implementation of all college goals and objectives to meet the revised mission statement developed by members of our college community, constituent groups at our planning retreat held in 2007. Program review is in place for the departments and divisions of Student Services³⁵, Academic Affairs³⁶, and Administrative Services. Plans are developed from the program review recommendations that support academic programs and activities, and promote student learning and student success.

Self Evaluation:

The college made significant progress since the last accreditation visit in the areas sited for improvement. The Educational Master Plan was updated with new and revised strategic initiatives³⁷ and goals. Program Review has been accomplished by all departments at least once, and most are on their second cycle of evaluation. Board policies and procedures are regularly updated to reflect changes in regulations or as recommended by the Community College League of California. The link between planning and budgeting was strengthened with new membership on the Planning and Budgeting Committee (PBC). The PBC reviews and advises the Superintendent/ President in the development of the budget. The college SLO program is progressing in quality and quantity now that it is in the third year of development.

Planning Agenda:

1. Continue to strengthen the relationship between planning, budgeting, and program evaluation.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary:

The governance process is evaluated on an annual basis by the College Council³⁸. Each year the Board of Trustees sets annual goals and completes a self-evaluation to measure its accomplishments. This process of evaluation is indirectly related to the College Council's annual goal-setting and self-evaluation. The Superintendent/President is evaluated by the Board of Trustees on an annual basis using a confidential process between the President and the Board.

The results of the Board self-evaluation and annual goal-setting are public and posted in the Board Agenda³⁹. The Board of Trustees agenda is posted on the college website. The College Council evaluation is also public and posted on the college website.

The other major governance committees do not conduct evaluations of their effectiveness or accomplishments. The three area councils chaired by each of the Vice Presidents do not conduct self evaluations. All governance committee and area council agendas and minutes are posted on the college website.

The Academic Senate does not conduct a self-evaluation; however, the agendas and minutes are distributed widely in email and print and are posted on the college website.

Self Evaluation:

In 2006-2007, the College Council's self-evaluation demonstrated a significant consensus among its members with regard to their effectiveness. However, in fall 2007, that consensus seemed to become divided for a variety of reasons. One, the faculty union representative, the Academic Senate representative, the student representative, and the police officers association representative changed at the end of spring 2007. Two, though the district reached a settlement in salary negotiations, ratified by 99 percent of faculty and classified union members; emails reached a confrontational crescendo during spring 2007 that may have damaged the perception about participatory governance. The effects of those negative communications and weekly Wednesday demonstrations in spring 2007 strained the relationship between the Cabinet and the union leaders and advocates.

This may possibly explain why the College Council self-evaluation was divided in fall 2007. With new leadership and time, this may change as the participants gain experience working together and develop a better understanding of the governance processes and the important role of the College Council and other standing governance committees. It could be argued that it takes time to learn and understand how the governance processes work.

Planning Agendas:

1. Develop a college governance process orientation for all new constituent leaders.
2. Clarify the role of collegial consultation.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

Descriptive Summary:

The El Camino Community College District Board of Trustees reviews policy, curriculum hiring, contracts, facilities, salaries, budget, and legal matters in open and public meetings. Policies and Procedures set forth the Board's responsibility to establish policies to ensure the integrity and effectiveness of student learning. Board policies are available for public review on the college website. Board meetings are held monthly.

When a vacancy of the Superintendent/ President occurs, the Board authorizes the search and selection of the Superintendent/ President. As chief executive officer, the individual appointed to this position serves as the educational and administrative leader of the college. The presidential search is nationwide. A consultant is contracted to lead the search and a presidential search committee is assembled, composed of campus-wide constituent groups and community representatives. The screening and selection timeline details committee orientation, development of paper screening criteria and questions, interview of candidates, referral of finalists for Board interview and selection and arrangement for Board site visits. The Superintendent/ President is evaluated annually by the Board. The evaluation process is jointly developed and agreed upon by the Board and the Superintendent/ President.

The Board delegates authority to the CEO to administer policies adopted by the Board, executive decisions, and the ability to interpret policies in the interest of the District.

Self Evaluation:

The Board of Trustees is a policy-making elected⁴⁰ body. The Board is an effective elected body that works well as the representatives of the District citizens making policy, ensuring fiscal stability of the District and overseeing the quality of academic and educational support services

a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary:

The college's governing board members are elected representatives of the service area of the El Camino Community College District. None of the board members is a district employee. Board decisions are final and are expected to be made in the best interest of the institution. In 2006, the Board approved a partnership with the Compton Community District⁴¹ to establish an educational center at the site of the former Compton College and to expand service into the Compton Community College District. The duration of the partnership is based on the time needed for Compton College to become re-accredited.

Self Evaluation:

All Board of Trustees meetings are open and public. The monthly agenda⁴² allows for public

comment from anyone interested in addressing the Board. All policy making decisions, contracts, budgeting, expenditures, facilities planning, and matters of public interest are recorded in the monthly Board of Trustees agenda. All Board of Trustees decisions are made in public and recorded in the agenda and minutes⁴³ of the Board.

b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary:

Policies, institutional goals, or other formal statements exist which describe governing board expectations for quality, integrity, and improvement of student learning programs and services. The El Camino College Vision, Mission, Philosophy, Values and Guiding Principles specifically outlines, in part, that El Camino College will be the college of choice for successful student learning, caring student services, and open access; that it will meet the educational needs of the diverse community and ensure student success by offering quality, comprehensive educational opportunities, and that to assure quality, the college is dedicated to implementing its student institutional goals of maintaining optimal academic standards and insuring availability of academic and student support services.

Alignment of established board policy is evidence of the institution's mission to improve the quality of student learning programs and services. To meet ever changing needs, El Camino College offers comprehensive educational programs and services opportunities for students to achieve degrees and/or certificates to transfer, and to gain personal enrichment. It is also committed to ensuring availability of academic and student support services, providing technology and facilities to support teaching and learning, and implementing sound fiscal policies and practices.

Self Evaluation:

The effectiveness of the Board of Trustees is evidenced by its successful budgetary and policy development as well as its facilities development projects. In 2003, the District electorate passed a Facilities Construction Bond Measure to raise \$400 million to modernize and build new instructional facilities. The Board is making significant progress at updating policies, maintaining balanced budgets, and managing the fiscal integrity of the District. The Board maintains positive and strong relationships with the District labor groups and employees. The Board made a significant commitment to aid the Compton Community College District to continue instructional programs and services under the legal auspices of El Camino Community College District while Compton Center works to gain accreditation.

c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary:

El Camino Community College District Board of Trustees is independent; its actions are final and are not subject to the actions of any other entity. All meetings are public, board agendas and minutes are on the college website, and all contracts are also public. Board members do not personally gain from contract agreements or services conducted by the college district.

The Board delegates the Superintendent/ President to act on its behalf regarding legal, financial, personnel, and contractual matters. However, final settlements must be approved by the Board during public meetings.

Self Evaluation:

The Board of Trustees conducts a self-evaluation annually to assess its effectiveness and its compliance with state and local requirements. In addition, it identifies and prioritizes board goals and priorities.

d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary:

Board Policy 2010, Board Membership⁴⁴, provides for Board size, five members, who are elected at large by qualified voters of the El Camino Community College District. One non-voting student member also sits on the Board. The student member is seated with and recognized as a full member of the Board and has an advisory vote. The term of office for Board trustees is four years, beginning in December, following the November general election, held every two years, in odd numbered years. They serve staggered four-year terms.

The structure of the Board encompasses the President, Vice President, and Secretary, who are elected at the annual organizational meeting and have specific responsibilities and duties as officers. The term of officers is one year. While the President presides over all meetings of the Board, the Vice President presides over meetings when the President is absent, and the Superintendent/ President serves as Secretary. The Board is allowed to adopt such policies as authorized by law or determined to be necessary for the effective operation of the District. Board policies represent statements of intent and administrative procedures issued by the Superintendent/ President as statements of methods used to implement Board policy.

Self Evaluation:

The published Board bylaws and policies may be adopted, revised, added to or amended at a regular Board meeting, and the policy or administrative procedure issued and provided annually to Board members with any revisions to enable the Board to effectively govern.

e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary:

Board actions indicate Board governance is consistent with established policies. Records of Board of Trustee actions recorded in Board minutes⁴⁵ and resolutions show Board conformance with its policies. The Board evaluates and reviews its policies on a regular basis. The Board follows parliamentary procedures, conducts open meetings, and elects officers including a board president, vice president, and secretary.

The Board utilizes a self-evaluation⁴⁶ developed by the Community College League of California to determine effectiveness and priorities annually.

Self Evaluation:

The District has been updating and revising all Board policies, using the Community College League of California policy template. Although Board actions indicate Board governance to be consistent with policies and bylaws, several requests have been made from representatives of several constituent groups to include more Board meeting details in Board minutes. The District has expanded and included more meeting details in Board minutes.

f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary:

The Board has a program for continuing development and orientation for new members. For continuing development and to gain a broader and more comprehensive perspective of the role and responsibilities in board governance, Board members attend the Effective Trusteeship Workshop presented by the Community College League of California⁴⁷, for on-going development and new member orientation. Major areas highlighted are Board and Trustee Role and Responsibilities, Student Learning, Board Functions, Board/CEO Relationships, Operations, Fiscal Health, Board-Employee Relations, Policies and Delegation to CEO.

Board members also attend the annual Legislative Conference⁴⁸, hosted by the Community College League of California, and receive status reports on legislation and bills of interest, state budget and fiscal policy, institutional effectiveness, students and other information.

The CEO disseminates a bi-monthly letter to Board members to update them on all matters of interest; it includes the School Services of California Newsletter, the community college update, and other articles related to public education news and policy. The CEO may meet monthly with new Board members.

Board elections are held every two years, in odd numbered years, with a four-year term of office beginning in December following the District election in November, resulting in staggered terms. Generally half of the Board members are up for election at any one time. The elections facilitate, and provides for, continuity of Board membership and staggered terms of office. This is in accordance with Board Policy 2100⁴⁹.

Self Evaluation:

The Board program for trustee development and new member orientation is both comprehensive and continuous. Board Policy 2100, Board Elections, ensures full and effective board governance.

g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary:

The Board is committed to assessing its own performance as a Board in order to identify its strengths and its areas where it may improve its effectiveness. The governing Board self-evaluation process⁵⁰ is determined by board policy.

The Board sets goals and evaluates its performance annually, using an evaluation instrument developed by the Community College League of California. A summary of evaluation responses is publicly presented and discussed, and Trustees determine goals for the upcoming year. Goals were established in 2006 for the following five key areas, with specific sub-goals:

1. New trustee orientation.
2. Effect implementation of the November 5, 2002 Measure E successful board election.
3. Participate in community activities and events and bring observances to the Board for policy issues.
4. Participate in the operation of the college at board meetings.
5. Continue a trustee education program.

The Self-Evaluation Questionnaire, used for individual board member appraisal of all board-member activities for 2005-2006, focused on the following, with sub-goals:

1. Priorities and Planning
2. Board and Chief Executive Officer Relations
3. Board and College Relations
4. Board and Community Relations
5. Board Agendas

The most recent self-evaluation questionnaire⁵¹ completed by the Board was included on the November 19, 2007 Board Agenda and discussed.

Self Evaluation:

The self-evaluation process of the Board is clearly defined, implemented, and published. As currently structured, it is conducted annually and is an effective tool for self-assessment.

- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**

Descriptive Summary:

The Board maintains high standards of ethical conduct for its members; the standards are clearly defined in Board Policy 2715, Code of Ethics/Standards of Practice⁵², and members of the board are responsible for the Code of Ethics. At this time, the Board does not have a code of ethics. Board members use their own discretion and monitor themselves. The Superintendent/President may ask a member to abstain.

As an elected official (a trustee of the El Camino Community College District), the Board member pledges his or her best efforts under the Code of Ethics to:

1. Confine Board action to policy determination, assuring fiscal stability and to delegating authority to the Superintendent/President.
2. Oversee the spending of public funds and those relating to one's own expenses appropriately, prudently and legally.
3. Assure appropriate conduct at Board meetings.
4. Encourage and welcome active involvement of students, employees, and residents.
5. Avoid any conflict of interest.
6. Abide by management decisions.

Self Evaluation:

The college meets this standard. There are no Code of Ethics violations by board members. Their active engagement in the employee communication process may appear to represent or not represent administrative views, and may also affect individual relationships of board members. Their involvement in direct communication with employees may also contribute to the disruption of the operation of the college. It appears board members strive for balance and are focused on the success of the college. All decisions of the Board are made at public meetings.

- i. The governing board is informed about and involved in the accreditation process.**

Descriptive Summary:

All accreditation publications are sent to board members by the Superintendent/President. The Board is updated on the status of the accreditation self-study process⁵³, progress reports,

substantive change proposals, the progress of SLOs⁵⁴, and other related information

Recognizing the significance of the accreditation process and standards, the Board receives on-going training on the process of accreditation. The Board receives publications and other materials of the commission on the accreditation processes, accreditation reports/findings, and other relevant information. Board members are encouraged to attend CCLC sponsored accreditation workshops.

Board members also attend California Community College Trustees Association meetings. Training on accreditation is made available by the association. Board members can also choose to become members of accreditation team visits to enhance their knowledge of accreditation. One of the institution's board members participated in a visit.

The Board's discussion, support of, and final adoption of recommendations presented by the Superintendent/President, all reflect its commitment to improvements planned as a part of the institutional self-evaluation and accreditation process, as well as to support and improve student learning outcomes.

Board members receive information on the accreditation standards through presentations and reports with an opportunity for discussion. Members also receive statistical reports on the accreditation process by the Superintendent/President. The Board annually assesses its own performance using accreditation standards. Measures used include: 1) Priorities and Planning, 2) Board and Superintendent/President relations, 3) Board and College Relations, 4) Board and Community Relations, and 5) Board Agendas. Each major appraisal area is further broken down into 3-6 dimensions.

The governing board is informed about, and involved in, the accreditation process.

The Board of Trustees must approve the Accreditation Self Study Report, Progress Reports, and Substantial Change Proposals before they are sent to the Commission.

In addition to the training the board members receive at the Community College League of California (CCLC) workshops, the administration regularly reports accreditation updates to highlight the changes in accreditation standards and policies.

Individual board members do not typically serve on the self-study committees; however, should the Board President wish to appoint a board member to serve on a committee, he could appoint a member. The college website⁵⁵ has an accreditation page that includes the 2002 Self Study Report, the Commission's evaluation and recommendations, Progress Reports, Substantive Change Proposals, and the draft of the 2008 Accreditation Self Study Report.

Self Evaluation:

The CCLC workshops and others presented by the Trustees Association adequately prepare board members to understand the accreditation process. All of the information related to accreditation reporting is available on the college website for the public. The college provides

various kinds of training and information on the accreditation process and standards for the Board on an ongoing basis.

The college does not have a formal process for the Board to participate in the institutional self-study and planning efforts; however, drafts of the self-study are posted with notifications to the Board and campus community through an open invitation process that solicits comments on the self-study content.

- j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.**

In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary:

The current Superintendent/ President was selected in July 1995. The recruitment selection process was managed by a search firm contracted by the Board. The procedure then called for a constituency-based committee to interview the first-level finalists and recommend to the Board a list of finalists. The finalists are interviewed by the Board with the final selection made by the Board. The Board has not used these processes since it last appointed a Superintendent/ President to the position which was on July 1, 1995.

The Board's delegation of administrative authority to the Superintendent/ President is defined and included in formally adopted and written board policy. In board policy 2430, delegation of authority to Superintendent/ President⁵⁶, the Board delegates to the Superintendent/ President , extensive responsibility for administering policies adopted by the Board and executing decisions requiring administrative actions.

Expectations of the Board are that the Superintendent/ President performs duties described in the job description and fulfills other responsibilities. Authority delegated also includes interpreting board policy, undertaking action, and in the absence of policy, recommending written policy. Delegation of this authority is clear.

One of the major roles of the Board is to set, and focus on, policy direction. An individual board-member is not vested with the authority to lead or direct. During the 2006-2007 academic year, several board members offered comments on the email distribution lists (comprised of Managers, Supervisors, Staff, and Faculty both Full- and Part-time) about the El Camino College District/Compton Community College District Partnership, as well as on one or two other occasions with faculty and staff. This could have been possibly interpreted as policy or direction

on the part of employees. Notwithstanding an occasionally email to the listservs, board members are self-restrained and very sensitive to the new nuances of their elected role. Board members have many opportunities to participate in campus events to recognize community members, students, and staff. They are regularly informed by the Superintendent/ President in a bi-weekly board letter and through board reports at board meetings. Board member questions about non-consent and consent agenda items are routinely followed up by staff in the President's bi-weekly communication to the Board. The Superintendent/ President may meet with an individual board member as often as is necessary to familiarize them or inform them.

The Board evaluates the Superintendent/ President annually in closed session during the course of two or three meetings. The Superintendent/ President initiates the process with an extensive self-evaluation detailing annual goals, objectives, and accomplishments. These are discussed in closed session with the Board to the satisfaction of both parties. The Superintendent/ President is given clear goals and objectives to set performance goals for the next year.

Self Evaluation:

The college meets the standard. The President of the college is also the Superintendent of the El Camino Community College District and therefore has a direct relationship with the Board of Trustees and receives his direction from them. The Superintendent/President develops and recommends the instrument for evaluation to the board members for review and approval. After approval the Board will complete their individual evaluation instrument and submit it to the Superintendent/ President. A summary of the evaluations are later presented and discussed at a closed board session scheduled for that purpose. The results are then used to identify college accomplishments in the past year and goals not yet completed that will be carried forward to the following year.

7. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary:

The Superintendent/ President communicates the annual goals and state of the District to employees at the general session meeting held annually in the fall of each year to kick-off the flex-day activities. Information is also disseminated at monthly meetings of the management team and through the President's newsletter⁵⁷. The newsletter is published twice a month and distributed to all employees by email, and hard copies are delivered to all offices and off-site locations. During the academic year, work committees are formed and staffed with the appropriate constituents to plan and recommend and/or advise the President. The standing

committees are collegial consultation bodies⁵⁸. The Superintendent/ President appoints⁵⁹ the chair of the standing college-wide committees and each constituent group nominates their representatives to serve, participate, report to, and provide feedback from, their members. This process is intended to help with the development of recommendations that are sent to the Superintendent/ President for decision making at the College Council, College Cabinet, and Board of Trustees⁶⁰ level. There are also committees that recommend to councils at the area, division, and department level. The consultation process facilitates accomplishing the college mission by planning, prioritizing, and determining resources needed to implement and accomplish the goals and objectives of the institution.

The institutional strategic initiatives are published in the monthly Board of Trustees Agenda. Copies of the College Mission Statement are posted in classrooms and offices. The college planning process is guided by the institutional strategic initiatives developed by the President in consultation with all of the constituent groups including those at the Compton Center. The President has an administrative services background and prefers to have database analysis for recommendations to move forward to policy or fiscal commitments. The planning and budgeting process is reliant on analysis of data that may identify enrollment trends, student performance, demographic analysis, and other measures of institutional effectiveness such as the Accountability Reporting for the Community Colleges (ARCC) document or the Career and Technical Education (CTE) core indicators. The college relies upon the Institutional Research Office to prepare in-depth reports about the college. The Academic Affairs Office produces in-depth analysis of enrollment by division, program, and course to set enrollment goals.

The Superintendent/ President is involved in the final selection process of all key administrators and all full-time faculty members on the main campus and the Compton Center. He ensures that the college is an effective institution with highly qualified and trained faculty and staff that reflect the college's purpose, size, and complexity while working to meet the needs of the community. Additional staff is selected by administrators that have been delegated the authority consistent with their responsibilities. All administrators, faculty, and staff are evaluated annually by their immediate supervisors and peers as appropriate.

Self Evaluation:

The college meets the standard. There is some dissatisfaction with the involvement and effectiveness of staff in the collegial consultation process as it relates to the consideration of recommendations from specific committees to the President. Employees are continuing, and willing, to participate and suggest ideas for changes in the process.

Planning Agenda:

1. The College and the Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process.

c. The President guides institutional improvement of the teaching and learning environment by the following:

Descriptive Summary:

The institutional mission, values, goals, and strategic directions were revised in 2004 and again in spring 2007⁶¹. In 2007, the college hired a consulting firm to assess knowledge of the mission statement, agreement with the values statement, and concerns of individuals about the strategic directions. The consultant interviewed several individuals at the college and the Compton Center to assess this information and awareness of what was working and what needed clarification or improvement. The assessment was followed up through a two-day off-campus workshop. The retreat included the College President, Vice Presidents, Academic Senate members, classified staff, students, and administrative leaders, as well as members from the similar constituent groups at the Compton Center.

The results of the retreat and the consultant's assessments were revisions of the Mission Statement and the strategic directions to more accurately reflect the current state of the college and an agenda for the next three to five years.

The college is in the process of strengthening the Institutional Research Office by hiring a Director of Research and a Research Analyst. A Research Analyst position is now in recruitment for the Compton Center campus. A concerted effort is in place to strengthen the relationship between funding special programs and growth programs with measures of their effectiveness. One example of this is the strengthening of the program review process that requires the discipline groups to respond to questions about enrollment, grades, student success, and retention. A second and more recent example utilizes a form that relies upon data as the precursor to potential special contract funding and evaluative components to assess the results should the plan be funded. The Institutional Research Office provides faculty members with the necessary data sets for faculty to review the data, to respond to the data, and to incorporate the data into their department program review.

The Superintendent/President directed the Vice President of Academic Affairs and the Vice President of Student Services to co-chair and establish an Enrollment Management Task Force to study the causes for enrollment decline and to develop a plan for growth. An analysis of internal and external trends developed by the Institutional Research Office was used to create baseline information for strengthening targeted recruitment programs for high school graduates and adult learners. After two years of declining enrollment the college has begun restoration of enrollment. These efforts, in large measure supported by research, resulted in enrollment growth.

The President's decision to strengthen the Institutional Research Office is designed to regularly assess the effectiveness of ECC's efforts to serve students. Enrollment data is analyzed by demographics^{62, 63} and trended to ensure students are being served relative to their make up of the college-going students in the community. Emphasis is also placed on understanding student trends in success, retention, and persistence to ensure that resources are adequately distributed.

To emphasize the importance of analysis, the Superintendent/President is requiring all recipients of annual augmentation funding to measure improvements in the programs as a result of the additional funding. If improvement is not demonstrated, the program could lose augmentation

funding. Analysis of enrollment, student success, retention, and persistence are factors in prioritizing new faculty positions every year. Clearly, enrollment is an issue, but if a program can prove its integrity is in jeopardy because it does not have sufficient full-time faculty, the President may consider giving the program additional support.

Since hiring a research analyst in 2005, the Institutional Research Office is operating more effectively and providing the President's Cabinet with enrollment data to guide decision making. The enrollment data and analysis is distributed on the college list serves so everyone will be aware of enrollment trends. The next step for the College Research Office is to produce and post an annual basis an ECC fact book⁶⁴ that will give the community an identifiable place to learn about the effectiveness of the college.

Self Evaluation:

The college meets the standard.

Planning Agendas:

1. Institutional Research will formalize the publication of an annual fact book.
2. Review the structure of governance committees to determine if their charge needs to be revised.

d. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The Superintendent/President delegates to the Vice Presidents the responsibility to ensure that each of their respective areas operates according to the law. Board of Trustee meetings are public and in compliance with the Brown Act. The college is audited regularly to ensure compliance with fiscal guidelines required by statute. Audit exceptions are corrected as a result of findings. The Board of Trustees receives such audit reports⁶⁵.

The Office of Staff and Student Diversity⁶⁶ is responsible for investigating discrimination and harassment complaints from employees and students. The Director of Staff and Student Diversity who is also the Equal Employment Officer reports directly to the Superintendent/President.

Self-Evaluation:

The college meets the standard.

e. The president effectively controls budget and expenditures.

Descriptive Summary:

The Superintendent/President is responsible for establishing procedures to assure sound fiscal policies in budget planning and expenditures for the District. With the assistance of administrative personnel and input from the Planning and Budgeting Committee, the Superintendent/President presents an annual budget for Board approval^{67, 68} within the parameters set by the General Assembly and Governor.

Reports on the District's fiscal status are submitted by the Superintendent/ President to the Board of Trustees on a quarterly basis, which are reviewed at regular board meetings.

The Superintendent/President meets with the campus Planning and Budgeting Committee as well as administrative staff to monitor expenditures and to receive input in budget preparation.

Revenues and expenditures from the successful bond issue in 2002 are also monitored by the Superintendent/President.

Self Evaluation:

The college meets the standard. The Superintendent/President has extensive knowledge of budget and expenditure issues and the college has benefited from this expertise. In the most severe period of state budget shortfall and restrictions (2002-2003), and in more recent revenue constrictions caused by enrollment decline, El Camino College has been able to maintain fiscal balance and integrity due to conservative policies and proactive, timely decision making in fiscal matters.

Changing and increasing construction costs have necessitated flexibility and revisions to the proposed campus physical renovations. The Superintendent/ President has consistently monitored budget requirements for this project while at the same time consulting with many constituencies impacted by construction, planning, and cost considerations. Impacted groups may have preferred new construction rather than renovation, but increasing construction costs justify modifications.

f. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary:

The Superintendent/President maintains communication with the communities served by the institution through a variety of methods including personal contact, newsletters, the college website, press releases, community surveys, and college brochures.

Personal contact includes membership in many community organizations, personal appearances by invitation from local groups and organizations, meetings with superintendents of local private and public high schools, and meetings with city, county, state, and federal elected officials.

The Superintendent/President meets weekly with the College's Public Relations Officer for updates on community issues and to provide information through press releases, mailings, and brochures.

The Superintendent/President also maintains communication with the college community through personal contact, newsletters, committee meetings, and a weekly open office hour. At the beginning of each academic year, he addresses the college faculty, staff, and administration in a State of the College message, outlining budget, academic, and community issues anticipated in the coming year.

Self Evaluation:

The college meets the standard. The Superintendent/President maintains a viable and visible presence in the local communities served by the College District.

- g. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.⁷**

Responses to items 3a – 3g are not applicable as El Camino College is not a multi-college district or system.

- a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.**
- b. The district/system provides effective services that support the colleges in their missions and functions.**
- c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.**
- d. The district/system effectively controls its expenditures.**
- e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.**
- f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.**

- g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.**

1 http://www.elcamino.edu/administration/board/agendas/7-16-07_agenda.pdf
2 http://www.elcamino.edu/administration/board/agendas/7-16-07_agenda.pdf
3 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=3
4 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=4
5 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=8
6 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=6
7 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=7
8 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=2
9 http://www.elcamino.edu/cmte_minutes/display_cmte.asp?col=1&cmte=5
10 http://www.elcamino.edu/cmte_minutes/display.asp
11 <http://www.elcamino.edu/administration/president/presnewsletter.asp>
12 <http://www.elcamino.edu/administration/ir/>
13 http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf
14 http://www.elcamino.edu/administration/board/agendas/2-21-06_agenda.pdf
15 http://www.elcamino.edu/administration/ir/docs/surveys/Results_FacStaffSurvey_SP06.pdf
16
<http://www.elcamino.edu/administration/board/boarddocs/2510%20final%20board%20approved%2011-19-07.doc>
17 <http://www.elcamino.edu/administration/board/boarddocs/2000/2015.doc>
18
<http://www.elcamino.edu/administration/board/boarddocs/4027%20Administration%20of%20Relations%20with%20the%20Academic%20Senate.doc>
19 <http://www.elcamino.edu/administration/masterplan/docs/PlanningProcessEvolution.pdf>
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22 <http://www.elcamino.edu/administration/board/policies.asp>
23 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106
24 http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=99
25 <http://www.elcamino.edu/administration/board/>
26 http://www.elcamino.edu/cmte_minutes/display.asp
27 http://www.elcamino.edu/administration/vpaa/program_review.asp
28 <http://www.elcamino.edu/administration/ir/>
29 <http://www.elcamino.edu/academics/slo/>
30 <http://www.elcamino.edu/administration/vpaa/accreditation.asp>
31 <http://www.elcamino.edu/student-services/>
32 <http://www.elcamino.edu/administration/president/presnewsletter.asp>
33 http://www.elcamino.edu/administration/ir/docs/surveys/Results_FacStaffSurvey_SP06.pdf
34 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
35 <https://portal.elcamino.edu/portal/main.html>
36 http://www.elcamino.edu/administration/vpaa/program_review.asp
37 http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf
38 http://www.elcamino.edu/cmte_minutes/minutes/99/09242007121251.doc
39 http://www.elcamino.edu/administration/board/agendas/11-19-07_FINALFINALagenda.pdf
40 <http://www.elcamino.edu/administration/board/>

41 http://www.elcamino.edu/administration/board/minutes/8-21-06_FINALminutes.pdf
42 <http://www.elcamino.edu/administration/board/meetingagendas.asp>
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44 <http://www.elcamino.edu/administration/board/boarddocs/2000/2010.doc>
45 <http://www.elcamino.edu/administration/board/meetingminutes.asp>
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52 <http://www.elcamino.edu/administration/board/boarddocs/2000/2715.doc>
53 http://www.elcamino.edu/administration/board/agendas/2008/01-22-07_FINALagenda.doc
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55 <http://www.elcamino.edu/administration/vpaa/accreditation.asp>
56 <http://www.elcamino.edu/administration/board/boarddocs/2000/2430.doc>
57 <http://www.elcamino.edu/administration/president/presnewsletter.asp>
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[http://www.elcamino.edu/administration/board/boarddocs/1200%20Vision%20Mission%20State
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62 http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_ECC_Fall2006.pdf
63
[http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.p
df](http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.pdf)
64 http://www.elcamino.edu/administration/ir/docs/eccprofile/Facts&Figures_Fall2005.pdf
65 [http://www.elcamino.edu/administration/board/agendas/2006-
2007%20ECC%20Audit%20Report.pdf](http://www.elcamino.edu/administration/board/agendas/2006-2007%20ECC%20Audit%20Report.pdf)
66 <http://www.elcamino.edu/administration/president/ssdiversity.asp>
67 http://www.elcamino.edu/administration/board/agendas/6-18-07_agenda.pdf
68
[http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%2020
07-2008%20FOR%20POSTING.pdf](http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf)

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

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~~* Item pulled and no substitutions were made.~~

STUDENT SERVICES

***A. 2008 SUMMER YOUTH CAMPS**

It is recommended that the Board approve the following 2008 Summer Youth Camps sponsored by the Health, Sciences and Athletics Division:

1. 2008 Summer High School Basketball League
 June 16, 23, 30, July 7, 14, 21, 2008, Mondays, 4pm-9pm.
 Summer Camp Director: Michael Fenison.
 Total Income: \$3,000
 Total Expenses: \$2,352
 Net Income \$ 648

2. 2008 Summer Baseball Camp
 June 16-21, July 23-27, July 7-11, July 14-18, 2008
 Summer Camp Director: Bob Fernley
 Total Income: \$17,500
 Total Expenses: 16,655
 Net Income \$ 845

* Item pulled and to substitutions were made.

B. GRANTS - ACCEPTANCE

It is recommended that the Board accept the following grants

1. California Community College Economic and Workforce Development – Youth Entrepreneur Program. This is an augmentation to the Center for International Trade Development grant. The California Community Colleges Economic and Workforce Development Project, through the Small Business Development Initiative, offers grants to each California Small Business Development Center and Center for International Trade Development that prepares a plan for providing entrepreneurial education curricula and activities for youths – those enrolled in feeder high schools and/or the affiliated community college.

Amount of Grant Funding from Granting Agency	\$50,000
Amount of College Match	<u>\$ -0-</u>
Total Amount of Grant	\$50,000
Performance Period:	April 1, 2008 through March 31, 2009
Indirect Rate:	\$1,923 (4%)

2. California Community Colleges Chancellor's Office – Career Technical Education Teacher Preparation Pipeline. This program will meet all of the required objectives and activities of the grant including developing the Career Technical Education Teacher Pathways in terms of curriculum development; strengthening math, science, and English courses in the pipeline; increasing awareness of the program and recruiting students; and identifying enrollment goals. In the 2007/08 grant cycle, El Camino College laid the foundation for three Career Technical Education pathways for: 1) a Family and Consumer Sciences Single Subject Credential, 2) an Industrial Technology Education Single Subject Certification, and 3) a more general designated Subject Credential. For the 2008/09 grant cycle, these pipelines will be refined, including the creation of 2+2 agreements and developing recruitment strategies to create a steady flow of new Career Technical Education students.

Amount of Grant Funding from Granting Agency	\$174,465
Amount of College Match	\$ -0-
Total Amount of Grant	\$174,465
Performance Period: June 1, 2008 through May 31, 2009	

3. California Community Colleges Economic and Workforce Development – Youth Entrepreneur – 2008 Summer Buzz on Biz Academy. This grant is an augmentation to the Small Business Development Center grant. The El Camino College Small Business Development Center has identified several cities with 18-27 year-old African American and Latino high school and college students who are economically challenged, which limits their ability to explore entrepreneurship that would lead to viable means of providing income. To respond to this need, the segmented targeted market, the 2008 Summer Buzz on Biz Academy has been designed to expose young people to various opportunities, expert speakers, healthy competition and incentive activities, part-time business creation and development, mentorship and outreach, resource development and management, and collaborative partnerships in an atmosphere that is conducive to learning.

Amount of Grant Funding from Granting Agency	\$60,000
Amount of College Match	\$70,000
Total Amount of Grant	\$130,000
Performance Period: April 1, 2008 through March 31, 2009	
Indirect Rate:	\$2,857 (4%)

4. California Community Colleges Chancellor's Office via the United States Department of Labor – Workplace Learning Resource Center SB70 HUB grant. This grant is being extended by \$125,000. The original grant amount was \$205,000. The goal of the project is to build partnerships and promote the Economic and Workforce Development model of integrating business and emerging industries with career technical education programs and courses provided in high schools. The Economic and Workforce Development network of initiatives and centers should be responsive to the needs that the liaison brings back from the traditional career technical education programs. The Career Technical Education Hub Project Director has a statewide role and must work collaboratively with the Chancellor's Office, Initiative Directors, and Regional Centers to be the Initiative's liaison to community colleges.

Amount of Grant Funding from Granting Agency	\$330,000
Amount of College Match	<u>-0-</u>
Total Amount of Grant	\$330,000
Performance Period: July 1, 2008 through March 31, 2008	
Indirect Rate:	\$12,693 (4%)

5. United States Department of Education, Business and International Education Program: Title VI, Part B. The El Camino College Business and International Education Program grant is designed to raise the level of United States business compliance with international trade regulations and to strengthen curriculum and faculty competency in this critical field. International trade regulations affect both the nation's security and its access to global markets. As key deliverables within a two-year grant period, El Camino College will: 1) develop regulatory and compliance curriculum for credit and certificate courses, 2) train and assist faculty to integrate regulatory issues in 1B-related courses, 3) establish an International Trade Compliance Institute for US exporters and importers, 4) offer ongoing compliance counseling, workshops, and customized technical assistance, and 5) develop an extensive, online database of US and foreign trade regulations.

Amount of Grant Funding from Granting Agency	\$172,468
Amount of College Match	<u>388,463</u>
Total Amount of Grant	\$560,931
Performance Period: May 31, 2008 through June 30, 2010	
Indirect Rate:	\$12,775 (8%)

C. INTERNATIONAL TRAVELS

It is recommended that the Board ratify approval of expenses for the following international travel:

James Hoffman, project Director for Center for International Trade Development has been invited to travel to Hong Kong to conduct a 3-day seminar covering subjects on international business with a focus on trade development in California. The Hong Kong Trade Development Council will pay for airfare and hotels during the time of the seminar. Mr. Hoffman has also been invited by the Director of Trade of the Government of Bhutan to conduct a week of seminars in Bhutan (the world's youngest democracy) covering topics on international business with a focus on California. The period of time to conduct these seminars is during the time of May 6 through June 6, 2008. This time frame is being used because the dates of the seminars will be confirmed for dates during this time frame. Travel expenses in the amount of ~~\$2,950~~ \$3,300 will be paid from the Center for International Trade Development fund. (Previously Board approved April 21, 2008).

**Agenda for the El Camino Community College District Board of Trustees
from
Administrative Services
Jeff Marsee, Vice President**

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Administrative Services

A. TENTATIVE BUDGET 2008–2009

It is recommended that the Tentative Budgets, including the General Fund-Unrestricted, General Fund-Restricted, Student Financial Aid, Child Development, Capital Outlay, General Obligation Bond, Workers' Compensation, Property and Liability Self-Insurance, Dental Self-Insurance, Special Reserve Fund-Retiree Health Premiums, and Bookstore Funds for the 2008–09 fiscal year be submitted to the Board for adoption at the June 16, 2008, meeting. California Code Regulations Section 58305(a) requires that, on or before the first day of July, each community college district shall file a tentative budget with the County Superintendent of Schools. The Tentative Budget 2008-2009 can be reviewed on the website at: <http://www.elcamino.edu/administration/board/>.

B. INTERFUND TRANSFER

It is recommended that \$450,000 of moneys in the Capital Outlay Fund (41) budget be transferred to the General Fund-Unrestricted (11) for transfer of energy savings rebate funds. 2007-08

C. CONTRACTS UNDER \$72,400

It is recommended that 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 his authorized designee, has executed the necessary documents.

1. **Contractor:** AIR NEW ZEALAND
Services: 20 employees are to receive 2 hours of training in Communications.
Requesting Dept.: Contract Education – Business Training Center (BTC)
Dates: 4/22/08 – 6/30/08
Financial Terms: Projected Income \$225/Projected Expenses \$95/Projected Net \$130 (Instructor paid per hour for the two-hour session)
2. **CONTRACTOR:** ALONDRA PARK
Services: Use of facility for instructional classes by El Camino College students enrolled in physical education programs.
Requesting Dept.: Health Sciences & Athletics (HS & A)
Date: 9/1/08 – 8/31/09

- Financial Terms:** No cost (Students pay a \$6 user fee for a 3-par 9-hole course)
3. **CONTRACTOR: B.E. AEROSPACE, INC.**
Services: 15 employees are to receive 40 hours of training in Frontline Leadership.
Requesting Dept.: Workplace Learning Resource Center – BTC
Dates: 5/20/08 – 6/30/08
Financial Terms: Projected Income \$11,544/Projected Expenses \$6,000/Projected Net \$5,544
4. **CONTRACTOR: CIPS MARKETING GROUP, INC.**
Services: 5 employees are to receive 3 hours of training in Sexual Harassment.
Requesting Dept.: Workplace Learning Resource Center (WpLRC) – Business Training Center
Dates: 5/20/08 – 6/30/08
Financial Terms: Projected Income \$500
5. **CONTRACTOR: GABLE HOUSE BOWL**
Services: Provide 3 lines for bowling, shoes and bowling balls for students enrolled in El Camino College physical education programs.
Requesting Dept.: Health Sciences & Athletics
Dates: 9/1/08 – 8/31/09
Financial Terms: No Cost
6. **CONTRACTOR: GRACELAND UNIVERSITY, LAMONI, IOWA**
Services: Contractor will provide clinical practicum for El Camino College Nursing Department RN-BSN students enrolled in the Graceland Distance Learning Education Program.
Requesting Dept.: Nursing Department – Academic Affairs
Dates: 4/1/08 – 3/31/10
Financial Terms: None
7. **CONTRACTOR: KAISER FOUNDATION HOSPITALS, SOUTHERN CALIFORNIA PERMANENTE MEDICAL GROUP**
Services: Use of facilities for students enrolled in El Camino College District Health Occupation Courses for clinical experience.
Requesting Dept.: Radiologic Technology-Health Sciences& Athletics
Dates: 4/1/08 – 6/30/09

- Financial Terms:** None
- 8. CONTRACTOR: L-3 COMMUNICATIONS**
- Services:** 12 employees will receive 24 hours of training in Blueprint Reading and 40 hours training in Geometric Dimension & Tolerances (GD&T).
- Requesting Dept.:** WpLRC – BTC
- Dates:** 5/20/08 – 6/30/08
- Financial Terms:** Projected Income \$14,776/Projected Expenses \$7,650/Projected Net \$7,126
- 9. CONTRACTOR: JANET LEVINE**
- Services:** Conducted one 2-hour Grant Writing Workshop
- Requesting Dept.:** Title V – Resource Development Office
Compton Center
- Dates:** 4/30/08
- Financial Terms:** Cost: Materials \$300/Workshop \$500/Total Cost \$800
- 10. CONTRACTOR: NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT (NOCCCD)**
- Services:** El Camino College Workplace Learning Resource Center (WpLRC) will develop basic skills components for the contractor and provide training which can be infused into a Wind Generating curriculum.
- Requesting Dept.:** Community Advancement Division
- Dates:** 6/1/08 – 4/30/09
- Financial Terms:** Total Income Not To Exceed \$4,940. WpLRC will bill NOCCD at \$65 per hour.
- 11. CONTRACTOR: OMNI METAL FINISHING, INC.**
- Services:** 10 employees are to receive 40 hours of training in Blueprint Reading.
- Requesting Dept.:** WpLRC – BTC
- Dates:** 5/20/08 – 6/30/08
- Financial Terms:** Projected Income \$7,700/Projected Expenses \$5,075/Projected Net \$2,625
- 12. CONTRACTOR: PRESBYTERIAN INTERCOMMUNITY HOSPITAL**
- Services:** Use of facility to provide clinical experience for El Camino College nursing students.
- Requesting Dept.:** Nursing Division – Academic Affairs
- Dates:** 7/1/08 – 6/30/10

- Financial Terms:** No Cost
13. **CONTRACTOR: STACO SYSTEMS**
Services: Participant in the Aerospace Export Training and Enabler Program.
Requesting Dept.: CITD – Community Advancement
Dates: 5/20/08 – 6/30/08
Financial Terms: Income \$1,000
14. **CONTRACTOR: TRI MODELS, INC.**
Services: Participate in the Aerospace Export Training and Enabler Program.
Requesting Dept.: Center for International Trade Development – (BTC)
Dates: 5/20/08 – 6/30/08
Financial Terms: Income \$1,000
15. **CONTRACTOR: WEBER METALS**
Services: 15 students will receive 24 hours of training in Computer Skills and 40 hours training in Shop Math.
Requesting Dept.: Center for Applied Competitive Technologies (CACT).
Dates: 5/20/08 -6/30/08
Financial Terms: Projected Income \$18,470/Projected Expenses \$9,625/Projected Net \$8,845

D. CONTRACTS OVER \$72,400

It is requested that the Board of Trustees approve that the District enter into the following agreements:

1. **CONTRACTOR: LONG BEACH COMMUNITY COLLEGE DISTRICT (LBCCD)**
Services: The Small Business Development Center will deliver programs and services to small businesses in the form of training workshops and one-on-one confidential counseling in the south bay and surrounding cities; funded by LBCCD as a sub-recipient of state-funded grant.
Requesting Dept.: Small Business Development Center – BTC
Dates: 11/1/08 – 12/31/08
Financial Terms: State Funded Grant \$275,000/Expenses \$275,000/ Net 0
2. **CONTRACTOR: PACIFIC PARKING SYSTEMS, INC.**
Services: Contractor will replace current parking machines throughout the facility that will provide technology for

wireless transactions of debit and credit cards and other advanced features.

Dates: 5/20/08 – 8/15/08

Financial Terms: Expense \$122,170 (from Parking Fund 12)

3. CONTRACTOR: SWIFT-COR AEROSPACE, INC.

Services: 7 employees will receive 40 hour training in Vocational English as a Second Language (VESL). 12 employees will receive 24 hours of training in Time Management; 40 hours of training in Process Improvement, Computer (MS Project), Customer Service, Frontline Leadership, and Project Management; 13 employees will receive 40 hours of training in Process Improvement, Sheet Metal Fabrication, and Machine Shop Fundamentals; and 16 employees will receive 40 hours training in Material Requirement Planning, Blueprint Reading and Shop Math.

Requesting Dept.: Center for Applied Competitive Technologies (CACT) – Community Advancement

Dates: 5/20/08 – 6/30/08

Financial Terms: Projected Income \$111,131/Projected Expenses \$58,750/Projected Net \$52,381.

E. BID No. 2007-10/TRACK & FIELD AND MURDOCK STADIUM SOD PROJECT

It is recommended that the Board of Trustees award the turf replacement to existing areas of the Track & Field and Murdock Stadium in accordance with the specifications, terms and conditions of the above named bid.

CONTRACTOR: BENNETT LANDSCAPE
Services: Turf replacement to existing areas of the Track & Field and Murdock Stadium.
Requesting Dept: Facilities Department
Dates: Track & Field;
6/01/08 – 7/01/08
Murdock Stadium;
6/23/08 – 8/01/08
Financial Terms: Expense \$73,300.00 (from Parking Funds)

Other Bidders

Y&M Construction \$125,950.00

“No Bid” Responses: 4

F. RFP- 007-06/FOOD SERVICES OPERATIONS

It is recommended that the Board of Trustees approve the District entering into the following agreement for campus-wide food service operations.

CONTRACTOR: CAMPUS FOODSERVICES, INC.

Services: Campus-wide food service operations. Contractor is currently providing food service operations at Pasadena City College. The Business Services Division received five official bids on April 17th. The Food Service Operations Interview Panel reviewed, compared, and evaluated the proposals of the five companies. Three companies were invited to interview on Wednesday, April 23rd; and two companies did not meet the minimum requirements of the RFP.

The companies interviewed by the Food Service Operations Interview Panel were Fresh and Natural, Inc., Campus Foodservices Inc., and S & B Foods. The ECC Food Service Committee, consisting of 25 members, was invited to observe the interviews.

The following subjects were considered and evaluated by the Panel, both in each company's oral presentation and within the RFP: Experience, Fee Proposals, Catering, Management Plans, Food and Beverage Services Plans and Menu at each current and future campus location, Marketing/Outreach Plans, Fair Labor Standards, Safety, and L.A. County Health Department Ratings. The Panel also made unannounced visits to each company's operations for personal observations of quality of food, pricing, customer service and cleanliness of facilities. The RFP and mandatory job walk requested that each company provide their utmost creativity for the future of food services on campus.

After careful consideration and evaluation, the ECC Food Service Interview Panel unanimously recommends Campus Foodservices, Inc. as the choice for the future of food services operations on campus.

Requesting Dept.: Administrative Services
Dates: 7/1/08 – 6/30/11 (2 optional one-year renewals)
Financial Terms: Projected Income 4.5% of all sales (before taxes), or minimum annual payment of \$50,000, whichever is greater. (Further negotiations pending)

G. INTERNATIONAL STUDY ABROAD PROGRAM – SUMMER 2008

It is recommended that the Board approve the following student study-abroad program for summer 2008.

CONTRACTOR: PASSPORTS

Services: Contractor will act as agent for suppliers of services providing programs and travel arrangements for the International Study Abroad Summer 2008 Program - Art and Geology Tour of Italy, Austria and Germany.

Requesting Dept.: Behavioral & Social Sciences

Dates: 6/16/08 – 7/4/08

Financial Terms: None

H. INFORMATION ITEM: STATUS OF COMPTON COMMUNITY COLLEGE DISTRICT 2006-07 AUDIT

Compton CCD is separated legislatively (AB-318) from El Camino Community College District for financial funding, bond indebtedness, employment of personnel, and operation of facilities. However, El Camino College has taken a proactive management role by facilitating the management of resources and facilities during the initial years of the agreement. The financial audit for the (2006-07) fiscal year ending June 30, 2007 has been presented to Compton's Special Trustee by Vavrinek, Trine, Day & Company, LLP (VTD) with the understanding that ECC currently has primary responsibility for the District's fiscal oversight.

The findings noted as a result of the audit reflected many anticipated first year conversion issues—e.g., post fiscal year start date general ledger conversion; two data bases (Datatel and PeopleSoft) supporting the general ledger; inadequate Compton accounting staff; undocumented procedures; and late prior year (pre-partnership) close out of financials at Compton. The overall assessment concerning the condition of the financial statements was unqualified with two direct qualified exceptions:

1. The audit firm was not able to express an opinion on the financial activity of the grant (categorical) funds.
2. The audit firm was not able to express an opinion on the Associated Student Body funds.

VTD noted twenty-nine control or operational concerns in their report that reflected issues related to the security of assets or accuracy of the financial statements. ECC's accounting management and Compton's accounting staff are working together to address the issues for the purpose of assuring a timely year-end closing and the implementation of necessary procedures and controls to eliminate the concerns noted in the audit. The Compton Center is now operating without the benefit of a Chief Business Officer. However, steps are being taken to immediately fill the open position and to provide additional resources needed to help assure the accounting issues will be addressed. The Compton District audit can be reviewed on the website at:

<http://www.elcamino.edu/administration/board/agendas/Compton/audit>

I. INFORMATION ITEM: PRESENTATION OF PROPOSED DRAFT AGREEMENT BETWEEN ECC AND COMPTON DISTRICTS

It is recommended that the Trustees receive for their review the attached draft Agreement between the El Camino Community College District and the Compton Community College District.

It will be officially submitted for approval at the June 2008 Board meeting. The proposed new Agreement between the two Districts updates and extends the original Memorandum of Understanding (MOU) approved August 24, 2006.

Comments related to the draft Agreement are being sought via the Compton and El Camino College collegial consultation process. The Agreement has been posted on the ECC/Compton Administrative web sites. The Agreement can be reviewed at: <http://www.elcamino.edu/administration/board/>.

**AGREEMENT BETWEEN THE
EL CAMINO COMMUNITY COLLEGE DISTRICT AND THE
COMPTON COMMUNITY COLLEGE DISTRICT**

This Agreement is made and entered into on the 1st day of July, 2008, by and between the El Camino Community College District (hereinafter referred to as “El Camino”), acting by and through its governing board, and the Compton Community College District (hereinafter referred to as “Compton” or the “District”), acting by and through the Special Trustee appointed by the Chancellor of the California Community Colleges to serve in the place of Compton’s governing board. In consideration of the mutual commitments contained herein, the parties agree as follows:

1. This Agreement, and the parties’ implementation of it, is intended to provide a set of binding mutual understandings to achieve the following goals:
 - A. Provide the students and residents of Compton with access to accredited community college programs and services that address their educational needs and contribute to the overall welfare and development of the community;
 - B. Specify the various rights and responsibilities of each party in providing those programs and services;
 - C. Create the conditions under which Compton will have a genuine opportunity to establish a newly accredited college as an autonomous institution* ;

* Obtaining accreditation for the Center will be a multi-year process. Based on the *Eligibility, Candidacy and Initial Accreditation Manual* published by the Accrediting Commission for Community and Junior Colleges, the parties have

D. Build effective, mutually respectful relationships between and among the faculty, staff and administrators of El Camino and Compton; and

E. While accomplishing all of the above, safeguard El Camino's accreditation.

2. All accredited programs and services offered under this Agreement shall be offered exclusively by El Camino and during the term of this Agreement Compton shall not engage in any activity that requires status as an accredited institution. Compton shall also refrain from engaging in any activity that would pose a demonstrable risk to El Camino's accreditation and shall abandon the use of the term "Compton College" to refer to Compton or in connection with any activities undertaken by Compton.

The Center

3. As authorized by Chapter 50 of the Statutes of 2006 (A.B. 318) (and any amendments thereto), El Camino shall maintain the "El Camino Community College District Compton Community Educational Center," also known as the "El Camino College Compton Center," and hereinafter referred to simply as the "Center," on Compton's facilities in Compton, California. The educational program and services offered by El Camino at the Center shall consist of a full range of credit and non-credit offerings, and related student support services, as specifically agreed to by the two parties and from time to time modified as they deem necessary.
4. The Center, and all of its educational programs and services, shall be under the exclusive management and control of El Camino. As used in this agreement, the Center consists programs and activities like the following: All credit and non-credit courses and programs; library and learning resource center services; counseling and matriculation services; admissions and records; financial aid; student life and other student services programs; categorical programs such as EOPS, DSPS, CalWorks, GAIN, and TANF; transfer center services; athletics; international students; relations with schools; and special programs and services such as the Foster/Kinship Care Program.
5. Without implying any limitation on the Center's programs and services, El Camino shall include the following among the programs and services it provides at the Center:
 - A. EOPS, Special Resources Center (DSPS), CalWorks, GAIN, TANF and other categorical programs (as well as federally supported programs like grants to Hispanic-Serving Institutions under Title V of the Higher Education Act) that are separate from and independent of similar programs provided at El Camino's main campus;
 - B. An Associated Student Body organization at the Center that is separate from and independent of the Associated Student Body organization at El Camino's main campus and that assesses and benefits from its own fees; and

outlined the steps required to gain accreditation and an anticipated time frame. The outline is appended to this Agreement as Attachment A, for information purposes only.

- C. Subject to approval by the Commission on Athletics of the Community College League of California, intercollegiate athletic teams that are separate from and independent of the athletic teams at El Camino's main campus. Unless otherwise agreed to by the parties, the teams shall be designated as the "Compton Tartars."
6. If El Camino currently does not offer programs or services that El Camino or Compton, after consulting with the other through a curriculum and program review process, reasonably determines are appropriate and necessary to meet the educational needs of the students and residents of Compton, El Camino shall promptly undertake all reasonable efforts to adopt appropriate curriculum or services. If El Camino reasonably determines that it cannot adopt appropriate curriculum or services requested by Compton, or that doing so would be impractical or ill-advised, El Camino shall work with Compton to attempt to find an alternative means of providing the programs or services. If any action taken pursuant to this section requires approval from the Accrediting Commission for Community and Junior Colleges (ACCJC) through the substantive change proposal process, Compton will cooperate with El Camino to ensure compliance with that process.
 7. The educational program and student support services offered at the Center shall be clearly identified as exclusively programs and services of El Camino, and El Camino shall have full authority over all aspects of the accredited programs and services offered at the Center, including but not limited to, curriculum development and approval, program review, student assessment, student services and institutional planning for the Center. Furthermore, as more fully specified in Sections 13.A, 13.B and 14, below, El Camino shall have authority over faculty and staff qualifications and evaluation of their performance.
 8. El Camino and its Academic Senate shall ensure that faculty employed by Compton but assigned to provide educational and support services at the Center are accorded appropriate professional standing in academic and professional matters as they relate to the Center, including but not limited to, curriculum development and approval, program review, student assessment, student services and institutional planning for the Center.
 9. El Camino shall comply with all federal requirements to ensure that qualified students enrolled at the Center remain eligible for federal financial assistance.
 10. As authorized by the Education Code, El Camino shall collect fees as follows:
 - A. Non-resident tuition fees, materials fees, health fees, Associated Student Body fees, and ASB Student Representation fees, which shall be set by El Camino upon the recommendation of Compton.
 - B. Parking fees and facility use fees, which will be set by Compton.All fees collected by El Camino from students enrolled at the Center, or others who use the Center's facilities or participate in its programs or services, shall be devoted to supporting

programs and services at the Center or remitted to Compton, as the parties may from time to time specify.

11. Compton shall make appropriate District facilities available to El Camino without charge and shall name those facilities the “El Camino College Compton Center.”
12. The Chief Operating Administrator of the Center shall be a Provost, who shall be responsible to, and supervised by, the Superintendent/President of El Camino in connection with the proper oversight and administration of the Center. The Provost shall be appointed with the concurrence of the Superintendent/President and the Special Trustee of the Compton Community College District and shall serve at the pleasure of the Superintendent/President and the Special Trustee. While the Provost will report to the Superintendent/President, he or she shall be an employee of Compton and Compton shall retain the discretion to assign additional duties to the Provost, including duties as the Chief Executive Officer of the Compton Community College District. In the event the Provost simultaneously serves as Compton’s Chief Executive Officer, he or she shall be responsible to, and supervised by, the Special Trustee only for those aspects of his or her assignment that relate to service as Compton’s Chief Executive Officer.
13. El Camino and Compton shall agree upon a staffing plan for the Center that identifies every position, in addition to the position of Provost, that will be needed to provide services at the Center and that specifies which of the positions Compton will fund. The parties shall implement the staffing plan as follows:
 - A. To the extent the parties determine necessary and appropriate, Compton shall propose assignment of its current employees to provide services at the Center pursuant to the staffing plan. Before any individual employee is assigned to provide services at the Center, El Camino, in its sole discretion, shall have the right to review the employee’s qualifications and to determine if the assignment is an appropriate one. If El Camino determines that the assignment is appropriate, the employee shall remain an employee of Compton and shall not become an employee of El Camino, but he or she will provide services at the Center under the day-to-day supervision of El Camino. If El Camino determines that the assignment is not appropriate and declines to accept the employee, he or she shall not be assigned to provide services for El Camino at the Center.
 - B. When new employees need to be hired by Compton pursuant to the staffing plan, Compton shall promptly undertake reasonable efforts to recruit qualified employees for those positions using hiring procedures adopted by Compton following consultation with El Camino. Before extending an offer of employment to any individual who will provide services at the Center, Compton shall consult with El Camino to ensure that El Camino has the opportunity to review the prospective employee’s qualifications and to determine if his or her assignment to provide services at the Center under El Camino’s day-to-day supervision is appropriate pursuant to El Camino’s authority under Section 13.A, above, to approve assignments.

- C. Every Compton employee who is assigned to provide services at the Center shall do so pursuant to Education Code Section 74293. No such employee shall be deemed to be an employee of El Camino nor shall any such employee gain any status with El Camino for any purpose.
14. El Camino, acting through the Provost, shall have the primary right to direct the activities of employees assigned to provide educational and student support services at the Center consistent with Compton's contractual and legal obligations as the employer of those individuals. Using evaluation procedures applicable to Compton employees, El Camino shall also provide employee performance assessments to Compton regarding the services provided by Compton's employees. If El Camino finds that it is necessary to do so, El Camino may reassign a Compton employee back to Compton after providing Compton with a reasonable opportunity to remedy any circumstances that El Camino believes warrants the reassignment.
15. Nothing in this agreement shall be construed to limit El Camino's ability to assign its own employees to oversee activities or to manage the educational and student support services at the Center, or to employ employees of any type or class as otherwise authorized by law as needed to provide oversight of activities or the management of educational and student support services at the Center. Any person who provides services pursuant to this paragraph shall remain an employee of El Camino and shall not be deemed to be an employee of Compton nor shall any such employee gain any status with Compton for any purpose. If they deem it to be appropriate, El Camino and Compton may also enter into inter-jurisdictional agreements with each other to exchange employees needed for an interim period for a specific job classification.
16. Compton shall remain responsible for the salary and benefits of its employees assigned to provide educational and student support services at the Center and El Camino shall remain responsible for the salary and benefits of its employees assigned to provide educational and student support services at the Center. Neither party shall have any responsibility for the salary or benefits of the other party's employees.

Management of Compton District Functions to Support
Compton Operations and the Center

17. Compton and El Camino have determined that it is in their mutual best interests to delegate certain Compton district functions to El Camino with the goal of achieving the following objectives:
- A. Ensuring effective support for, and close coordination with, the Center;
 - B. Implementing effective policies, procedures and practices that will serve Compton well—both in the present and over time as it resumes internal management of the operations; and
 - C. Ensuring that Compton has trained, capable staff who can provide essential services and who can appropriately revise and improve administrative systems as future needs evolve.

18. To further the objectives listed in the preceding section, the Superintendent/President — acting primarily through the Provost — shall manage the following operations, subject to oversight by the Special Trustee: Accounting services, including accounts receivable, accounts payable, general accounting and maintenance of the general ledger, and cashier services; payroll; human resources; purchasing; auxiliary services, including bookstore and cafeteria operations, grants administration, etc.; facilities maintenance and operations; police and security services; and management information services.
19. El Camino and Compton shall agree upon a staffing plan for the operations listed in Section 18. Based on that plan, Compton, with El Camino's advice and assistance, shall recruit and retain an appropriate administrative and classified workforce to staff the operations.
20. The following operations have not been delegated to El Camino and shall continue to be managed exclusively by Compton:
 - A. Bond-funded construction and other capital improvement projects associated with the facilities in Compton at which the Center is located.
 - B. Business, legal and other administrative functions that relate exclusively to the management of the Compton Community College District.
 - C. Labor relations, provided however, that Compton shall consult with El Camino on matters that are likely to have a substantial effect on the operation of the Center.
 - D. Community and governmental relations that relate primarily to the District and not to the Center, including, but not limited to, organization and operations of the Compton governing board and the office of the Special Trustee.

The parties may agree on other functions or activities that will be managed by Compton; provided, however, that Compton shall not assume any responsibility that requires status as an accredited institution or which, if performed by Compton, would pose a demonstrable risk to El Camino's accreditation.

21. Compton shall resume internal management of the operations delegated to El Camino pursuant to Sections 17 and 18, once the Superintendent/President and the Special Trustee agree that Compton has the capacity to effectively manage and control the function and that the resumption of internal management by Compton is in the best interests of both the Center and the District. That determination will be based primarily on FCMAT's review of the District's progress in implementing relevant recommendations made in the Comprehensive Review of April 2007, but also on success of the party's transition plan for District functions delegated to El Camino, a copy of which is appended to this Agreement as Attachment B, for information purposes only. At least annually, the parties shall review the transition plan and make any adjustments to it that they deem are necessary.
22. Unless the parties explicitly agree otherwise on a case-by-case basis, all classified employees assigned to work in the operations managed by El Camino shall report, directly or indirectly, to

the Provost, but in any event, all classified employees assigned to work in the operations managed by El Camino shall remain employees of Compton and shall not gain any status with El Camino for any purpose.

23. Nothing in this agreement shall be construed to limit El Camino's ability to assign its own employees to assist in providing services needed in the operations managed by El Camino, or to employ employees of any type or class as otherwise authorized by law as needed to provide oversight of the operations managed by El Camino. Any person who provides services pursuant to this paragraph shall remain an employee of El Camino and shall not be deemed to be an employee of Compton nor shall any such employee gain any status with Compton for any purpose.
24. If they deem it to be appropriate, El Camino and Compton may also enter into inter-jurisdictional agreements with each other to exchange employees needed for an interim period for a specific job classification. Furthermore, as an alternative to delegating management of a district operation to El Camino pursuant to Sections 17 and 18 (and other relevant provisions of this agreement), the parties may agree that El Camino will assume full responsibility for the operation (including staffing, equipment, supplies, etc.) and that it will provide Compton with all relevant services associated with the operation as a service provider. However, any such agreement shall be approved by the Special Trustee and shall take the form of a written agreement that specifies all of the terms and conditions of the services to be provided by El Camino and the compensation payable to El Camino for those services.
25. Compton shall remain responsible for the salary and benefits of its employees working in operations managed by El Camino and El Camino shall remain responsible for the salary and benefits of its employees working in those operations. Neither party shall have any responsibility for the salary or benefits of the other party's employees.
26. The Special Trustee shall receive regular reports regarding the status of the operations managed by El Camino pursuant to Sections 17 and 18, above, and may request special reports at any time. Furthermore, the Special Trustee may initiate performance or financial audits of the operations at any time.
27. In managing the operations specified in Sections 17 and 18, above, El Camino shall ensure that no funds of Compton are expended or committed without the approval of the Special Trustee or an appropriate Compton official acting under delegated authority from the Special Trustee.

Budget Development

28. El Camino, in consultation with Compton, shall set up an annual budget development procedure that includes a budget development calendar, defines the roles and responsibilities of Compton and El Camino officials involved in the process, and identifies the manner in which appropriate collegial consultation with Compton faculty and staff will be conducted. Following that procedure El Camino will develop a unified master budget for the Center, the operations it manages pursuant to Sections 17 and 18, above, and the operations that continue to be managed exclusively by Compton pursuant to Section 20, above. The master budget, which

shall be updated annually, shall be based upon enrollment projections and other operational goals agreed upon by the parties and shall consist of:

- A. an operating budget for the Center for the upcoming fiscal year;
 - B. an operating budget for the operations El Camino manages pursuant to Sections 17 and 18, above, for the upcoming fiscal year;
 - C. an operating budget for the operations that continue to be managed exclusively by Compton pursuant to Section 20, above, for the upcoming fiscal year; and
 - D. a projected budget for the Center for each of the two succeeding fiscal years.
29. Before adopting the master budget, the Special Trustee shall determine if the Superintendent/President concurs with the proposed master budget. If the Superintendent/President concurs, the Special Trustee shall adopt the master budget as specified in the following two sections. If the Superintendent/President does not concur, the Special Trustee shall either modify the master budget as necessary to obtain the Superintendent/President's concurrence, or adopt the budget without the concurrence. In the latter case, El Camino will be deemed to have given notice of termination of this Agreement on the date of the budget's adoption and the termination procedure set forth in Section 41 shall be automatically invoked.
30. Once the Special Trustee adopts the master budget developed pursuant to Section 28, Compton shall, as a first priority, fund the Center's operating budget for the current fiscal year and the current operating budget for the operations El Camino manages pursuant to Sections 17 and 18, above. The current operating budget for the operations El Camino manages shall be incorporated into the annual operating budget approved by Compton and shall be administered as a part of Compton's operations.
31. Once the Special Trustee adopts the master budget developed pursuant to Section 28, El Camino may include the Center's expense budget in the operating budget approved by El Camino's Board and administer it as an integral part of El Camino's operations. In that event, Compton shall reimburse El Camino for all Center expenses included in the budget. In the alternative, El Camino may ask Compton to include the Center's expense budget in the operating budget approved by Compton, in which case the budget shall be administered as a part of Compton's operations. In any event El Camino shall provide fiscal and administrative oversight for the operation of the Center and all matters related to the Center.

Recruitment, Retention, Marketing and Enrollment

32. El Camino acknowledges that Compton has a substantial interest in monitoring enrollment at the Center and ensuring that it continues to grow as vigorously as possible. The parties agree that student enrollment at the Center is an important, quantifiable measure of service to the community, and recognize that the Center's enrollment will ultimately determine Compton's entitlement to State apportionment.

33. El Camino, acting through the Provost, shall prepare annual and long-term recruitment, retention, marketing and enrollment management plans for the Center which shall be presented to the Special Trustee for review and endorsement. The process by which the various plans are developed shall provide for broad participation by Compton faculty and staff and, among other things, shall define:
- target populations the Center will specialize in serving well;
 - the nature of the programs the Center will need to develop or enhance to adequately meet the needs and expectations of students in those target populations;
 - the services the Center will need to be skilled at delivering to ensure that student success is buttressed and students in the target populations are properly supported; and
 - the most effective and compelling messages (and the best means of delivering them) the Center will use to communicate with potential students in the target populations.
34. By April 15 of each academic the Superintendent/President and the Special Trustee shall agree upon an enrollment goal for the Center for the subsequent academic year and, through the budget development process, the funding necessary to achieve that goal.

Miscellaneous

35. By October 1, of each fiscal year, Compton shall remit to El Camino the sum of \$500,000 as an administrative fee for El Camino's services under this Agreement.
36. Compton shall defend and indemnify El Camino, its officers, employees or agents, in connection with any and all claims, actions or lawsuits that arise in any manner from the acts or omissions of Compton, its officers, employees or agents in the performance of this agreement, and El Camino shall defend and indemnify Compton, its officers, employees or agents, in connection with any and all claims, actions or lawsuits that arise in any manner from the acts or omissions of El Camino, its officers, employees or agents in the performance of this agreement. It is expressly understood that in the event of a claim, action, or lawsuit based upon an act or omission of a Compton employee assigned to provide services at the Center under this agreement, the Compton employee shall not be deemed to be an agent of El Camino unless the act or omission giving rise to the claim, action or lawsuit was one required by El Camino or taken at the explicit direction of an El Camino supervisor or manager.
37. During the effective dates of this Agreement, each party shall maintain in effect a policy or policies of insurance issued by one or more insurance companies and/or a memorandum or memoranda of coverage issued by a joint powers authority providing the coverages identified below:
- A. Liability to a third party for bodily injury, sickness, or disease and for physical injury to tangible property and/or for loss of use of tangible property not physically injured that is neither expected nor intended from the standpoint of the insured or of the covered party. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence with an aggregate limit of no less than \$5,000,000.

- B. Liability to a third party for “personal injury” offense(s) as defined by the applicable policy of insurance or memorandum of coverage. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence or claim with an aggregate limit of no less than \$5,000,000.
 - C. Liability to a third party for “errors and omissions” as defined by the applicable policy of insurance or memorandum of coverage. The policy limit or limit of liability for such coverage shall be at least \$1,000,000 per occurrence or claim with an aggregate limit of no less than \$5,000,000.
 - D. Automobile Liability with the following limits: Primary Bodily Injury limits of \$1,000,000 per occurrence and Primary Property Damage limits of \$5,000,000 per occurrence or combined single limits of Primary Bodily and Primary Damage of \$10,000,000 per occurrence.
 - E. Worker's Compensation Insurance with the limits established and required by the State of California.
 - F. Employer's Liability with limits of \$5,000,000 per claim.
38. During the effective dates of this Agreement, each party shall cause the other party and its elected and appointed officers, directors, employees and agents to be named as additional insureds under the policy or policies of insurance providing the coverages identified above for claims arising out of actual or alleged acts or omissions on the part of the other party, its elected and appointed officers, employees and agents and/or cause the other party, its officers, employees and agents to be named as a covered party or as an additional covered party under the memorandum or memoranda of coverage providing the coverages identified above for claims arising out of actual or alleged acts or omissions on the part of the other party, its elected and appointed officers, employees and agents. However, this provision shall not apply to the coverage for “errors and omissions.”
39. By July 1 of each year, each party shall provide to or cause to be provided to the other party a certificate or certificates of insurance identifying the policy or policies of insurance to which the other party has been named as an additional insured and/or certificate or certificates of coverage or similar document(s) identifying the memorandum or memoranda of coverage to which each party has been named as an additional covered party. Each such policy or memorandum shall state that not less than thirty (30) days’ written notice shall be given to the other party prior to cancellation; and, shall waive all rights of subrogation. Each party shall immediately notify the other party in the event of material change in, or failure to renew, each policy or memorandum.
40. This Agreement shall take effect immediately and shall remain in effect until it is terminated. Either party may initiate termination of this Agreement by giving 180 days written notice to the other party, and to the Board of Governors of the California Community Colleges, of its intent to terminate. No termination pursuant to this paragraph shall take effect until the end of

the semester following the expiration of the notice period provided under this paragraph so as to protect students from a mid-term interruption of educational services.

41. Notwithstanding anything in Section 40 to the contrary, in the event El Camino initiates termination of this Agreement by giving notice to Compton and the Board of Governors of its intent to terminate pursuant to the preceding Section, the Chancellor of California Community Colleges shall meet with the Superintendent/President of El Camino to determine if the proposed termination by El Camino relates to factors that can be resolved with the Chancellor's assistance. If that is not the case, and if El Camino declines to withdraw its notice of termination within ninety days after it was initially given to Compton and the Board of Governors, the Special Trustee shall immediately act to terminate the agreement pursuant to Education Code Section 74292(1)(2), which explicitly authorizes the Special Trustee to initiate termination of agreements with a partner district. Thereafter, the Special Trustee, the Chancellor and the Board of Governors of the California Community Colleges shall be deemed to have waived any and all rights whatsoever that they may have to require El Camino to continue to provide services as a partner district. This waiver provision is irrevocable and its inclusion in this agreement has been relied upon by El Camino as a material inducement for its willingness to enter into this Agreement.
42. Any notice required to be delivered under this Agreement to the other party must be in writing and shall be effective (i) when personally delivered to the other party or (ii) three business days after deposit in the United States mail, postage fully prepaid and addressed to the respective party as set forth below (or to such other address and to such other persons as the parties may hereafter designate by written notice to the other):

To Compton:

Special Trustee
COMPTON COMMUNITY COLLEGE DISTRICT
1111 E. Artesia Boulevard
Compton, CA 90221

To El Camino:

Superintendent/President
EL CAMINO COLLEGE
16007 Crenshaw Blvd.
Torrance, CA 90506

To the Chancellor and Board of Governors:

Chancellor
CALIFORNIA COMMUNITY COLLEGES
1102 Q Street
Sacramento, CA 95811

43. This Agreement represents the entire understanding between the parties and supersedes all prior agreements, written or oral. This Agreement may be amended or modified only by an agreement in writing signed by both Compton and El Camino.

IN WITNESS WHEREOF, the parties have executed this agreement on, _____, 2008.

COMPTON COMMUNITY COLLEGE DISTRICT

By _____
Peter J. Landsberger
Special Trustee

EL CAMINO COMMUNITY COLLEGE DISTRICT

By _____
Thomas M. Fallo
Superintendent President

I have reviewed this Agreement and assent to its terms. I also confirm that the Special Trustee has the power to sign it and, acting in accordance with the authority I have granted him under the law, to bind the Compton Community College District to the terms set forth in the agreement.

Diane Woodruff
Chancellor, California Community Colleges

Attachment A

Steps to Establish Eligibility For Accreditation

Step 1- Establishing that Criteria for Eligibility have been Met and Applying for Eligibility [2006 though 2010]

Before making a formal application of any kind to the ACCJC, an institution like the El Camino College Compton Center that wishes to become a Candidate for Accreditation must first establish its eligibility. Requirements for establishing eligibility include completing an assessment of the Center's relationship to the basic criteria for institutional eligibility and providing the Commission with a description (with relevant evidence) of how the institution meets standards in the following twenty-one areas:

- 1 Authority
- 2 Mission
- 3 Governing Board
- 4 Chief Executive Officer
- 5 Administrative Capacity
- 6 Operational Status
- 7 Degrees
- 8 Educational Programs
- 9 Academic Credit
- 10 Student Learning and Achievement
- 11 General Education
- 12 Academic Freedom
- 13 Faculty
- 14 Student Services
- 15 Admissions
- 16 Information and Learning Resources
- 17 Financial Resources
- 18 Financial Accountability
- 19 Institutional Planning and Evaluation
- 20 Public Information
- 21 Relations with the Accrediting Commission

El Camino College anticipates that the Center may be able to demonstrate that it does meet the twenty-one basic criteria for institutional eligibility within several years. If that is the case, El Camino will submit an eligibility application and supporting documentation asking for eligibility status for the El Camino Compton Community Educational Center, perhaps as early as 2010.

Step 2 – Candidacy Status [2010 through 2012, or later]

If eligibility is granted, the Center will be able to apply for candidacy status by completing and submitting a Self Study Report using the Standards of Accreditation, the Self Study Manual, and other Commission policies and resources. This report needs to be supported by evidence that must be retained for later review by an accreditation team.

Following submission of the Self Study Report, the Commission will send a team to visit the Center for the purpose of determining if the institution meets the standards, policies and eligibility criteria of the Commission. The Commission may grant the Center candidacy or provide for an extension, deferral, denial, or termination of candidacy. Assuming candidacy is granted, the Center will be expected to remain in compliance with the standards of accreditation during the entire candidacy period, generally a period of at least two years.

Step 3 – Completing the Candidacy Period and Applying for Initial Accreditation [2012 through 2014, or later]

After at least two years as a candidate for accreditation, the Center will next apply for initial accreditation. This is accomplished by submitting a Self Study Report using the Standards of Accreditation, the Self Study Manual, and other Commission policies and resources. This Self Study Report is supported by evidence that the institution continues to meet the Eligibility Requirements as well as the ACCJC's standards and policies. Following submission of the report, a team visits the institution for the purpose of ensuring the institution meets all standards of the Commission. Following the review of the self study and team reports, the Commission will either grant initial accreditation to a new "Compton College," extend the period of candidacy, or deny initial accreditation.

If initial accreditation is granted, the institution begins a six-year cycle of periodic review for reaffirmation of accreditation which has several parts. These include a six-year comprehensive evaluation, a midterm evaluation in the third year, annual reports and annual fiscal reports to the Commission, and other progress and substantive change reports and visits as deemed necessary by the Commission.

Source: Eligibility, Candidacy and Initial Accreditation Manual, A Publication of the Accrediting Commission for Community and Junior Colleges, Summer 2006.

Attachment B

Transition Plan for District Functions Delegate to El Camino

The partnership agreement between El Camino and Compton delegates certain Compton district functions to El Camino with the goal of achieving the following objectives:

- Ensuring effective support for, and close coordination with, the Center;
- Implementing effective policies, procedures and practices that will serve Compton well—both in the present and over time as it resumes internal management of the operations; and
- Ensuring that Compton has trained, capable staff who can provide essential services and who can appropriately revise and improve administrative systems as future needs evolve.

The agreement also states that Compton will resume internal management of functions delegated to El Camino once the Superintendent/President and the Special Trustee agree that Compton has the capacity to effectively manage and control the function and that the resumption of internal management by Compton is in the best interests of both the Center and the District. It is anticipated that the transition to full internal management by Compton will take place incrementally over a period of several years as follows:

2007-2008

- Managers will continue to be hired at Compton so that the district can begin to take over direct supervisory responsibilities in more areas.
- As conditions permit, functions will begin to shift back to the campus.

2008-2009

- While some functions may remain at El Camino, Compton will assume full input and supervisory responsibilities in several areas.
- El Camino will continue to have a strong audit/oversight role in assuring that good fiscal and business practices are followed.
- Compton will begin to function with more independence while continuing to apply guidelines and policies that are consistent with those at El Camino.

2009-2010

- Most functions will be administered by Compton, but El Camino will continue to handle functions based on practicality and cost-effectiveness — for example, computer systems and data processing.
- El Camino procedures and policies remain applicable.

2010-2011

- El Camino and Compton develop long-term operational and process oriented agreements regarding administrative services and their support for the Center.
- El Camino provides general oversight and, when appropriate, technical assistance to Compton.

2011 and beyond

- El Camino continues to provide general oversight and, when appropriate, technical assistance to Compton, but management of formerly delegated functions is increasingly independent.
- Exceptions to independent operations will include those areas that are required by regulation (e.g., financial aid) or operational necessity (e.g., data base operations).

J. DECLARATION OF SURPLUS PROPERTY

It is recommended that the Board of Trustees approve the appropriate disposition of the following property. Education Code Sections 81450 through 81460 and Board Policy 6550 provide the method and manner of disposal of personal property no longer required or suitable for District use.

SURPLUS PROPERTY LIST

ECC #	Qty	Description	Manufacturer	Model	Serial #	Cond.
008313	1	Computer Desktop	Dell	8100 Series	5HLRM01	2
000125	1	System, Computer w/Monitor	Dell	4100	338GC01	2
008315	1	Computer Desktop	Dell	8100 Series	CCLMR01	2
000109	1	System, Computer w/Monitor	Dell	4100	J50536	2
001971	1	System, Computer	Apple	7500/100	66	2
006232	1	System, Computer	Dell	4100	F5X5201	2
009343	1	Computer	Dell	OPTIPLEXGX260	7DRJQ21	2
008141	1	Computer Desktop	Apple	M5183	XB11103CKZ4	2
008142	1	Computer Desktop	Apple	M5183	XB11103TKZ4	2
008150	1	Computer Desktop	Apple	M5183	XB11108JKZ4	2
002337	1	System, Computer	Apple	IMAC		2
008123	1	Computer	Apple	M5183	XB1220GYKL	2
001992	1	Computer	Apple	IMAC		2
008525	1	Computer	Dell	Dimension 4300		2
008593	1	Computer	Dell	Dimension 4300	IP311111	2
011138	1	Computer	Dell	OPTIPLEXGX270	57PMG51	2
011006	1	Computer	Dell	OPTIPLEXGX270	GKTMG51	2
008961	1	Computer	Dell	OPTIPLEX GX240	49N1F11	2
009606	1	Computer	Dell	OPTIPLEX GX260	HHJBT21	2
009632	1	Computer	Dell	OPTIPLEX GX260	6IHMCT21	2
009593	1	Computer	Dell	OPTIPLEX GX260	3ZR2S21	2
011074	1	Computer	Dell	OPTIPLEX GX270	ISMMG51	2
009630	1	Computer	Dell	OPTIPLEX GX260	DHMCT21	2
008953	1	Computer	Dell	OPTIPLEX GX240	48N1F11	2
008530	1	Computer	Dell	Dimension 4300	3H5LX01	2
009728	1	Computer	Dell	OPTIPLEX GX260	2936V21	2
008491	1	Computer	Dell	Dimension 4300	GM4LX01	2
009759	1	Computer	Dell	OPTIPLEX GX260	BNP4V21	2
009047	1	Computer	Dell	OPTIPLEX GX240	JYST G11	2
008943	1	Computer	Dell	OPTIPLEX GX240	G4N1 F11	2
008634	1	Computer	Dell	OPTIPLEX GX240	1YJR711	2
008751	1	Computer	Dell	OPTIPLEX GX240	F3LVB11	2
009025	1	Computer	Dell	OPTIPLEX GX240	DOT MF11	2
008662	1	Computer	Dell	GX240	9FR8811	2
008924	1	Computer	Dell	OPTIPLEX GX240	GBN1 F11	2
008937	1	Computer	Dell	OPTIPLEX GX240	C4N1 F11	2
008919	1	Computer	Dell	OPTIPLEX GX240	53N1 F11	2
008932	1	Computer	Dell	OPTIPLEX GX240	3CN1 F11	2
008851	1	Computer	Dell	OPTIPLEX GX240	3XW3C11	2
009726	1	Computer	Dell	OPTIPLEX GX260	6936V21	2
008963	1	Computer	Dell	GX240	D8N1 F11	2
008743	1	Computer	Dell	OPTIPLEX GX240	3JKGB11	2
010064	1	Computer	Dell	OPTIPLEX GX270	JW74P31	2
008951	1	Computer	Dell	OPTIPLEX GX240	H7N1 F11	2
008986	1	Computer	Dell	OPTIPLEX GX240	H8TO F11	2
008946	1	Computer	Dell	OPTIPLEX GX240	74N1 F11	2

001127	1	System, Computer	Dell	4100	00003934532210	2
008251	1	Computer, Desktop	Dell	4100	5SVNL01	2
002111	1	System, Computer	Dell	4100	3927J01	2
010572	1	Computer	Dell	OPTIPLEX GX270	2BKTM41	2
008483	1	Computer	Dell	Dimension 4300	BJ41X01	2
008592	1	Computer	Dell	Dimension 4300	DN31111	2
011584	1	Computer	Dell	Dimension 8400	2ZRDPG1	2
009061	1	Computer	Dell	OPTIPLEX GX240	77JWG11	2
008550	1	Computer	Dell	Dimension 4300	DPDQX01	2
008983	1	Computer	Dell	OPTIPLEX GX240	49TOF11	2
009707	1	Computer	Dell	OPTIPLEX GX260	DKMCT21	2
008164	1	Computer	Dell	4100	5TCXL01	2
001066	1	Computer	Dell	4100	00003934532192	2
008583	1	Computer	Dell	Dimension 4300	9K8VZ01	2
009822	1	Computer	Dell	GX260	HKDBW21	2
009668	1	Computer	Dell	GX260	DICCT21	2
009417	1	Computer	Dell	GX260	8VWKQ21	2
008945	1	Computer	Dell	GX240	84MIFII	2
010987	1	Computer	Dell	P360	74BMG51	2
009463	1	Computer	Dell	GX260	145LQ21	2
010953	1	Computer	Dell	P360	74BMG51	2
000517	1	Computer	Dell	4100	D7NS801	2
008207	1	Computer	Dell	4100	JRCXLOI	2
009670	1	Computer	Dell	GX260	23CCT21	2
008207	1	Computer	Dell	8100	IN8QM01	2
008317	1	Computer	Dell	8100	55SLM01	2
008934	1	Computer	Dell	GX240	C3NIF11	2
008947	1	Computer	Dell	GX240	93NIF11	2
000483	1	PRINTER	H.P.	LJ8100DN	JPGGF39274	2
008892	1	PRINTER	H.P.	LJ2200D	JPGGF39274	2
000114	1	PRINTER	H.P.	LJ8000N	JJFA074400	2
008007	1	PRINTER	H.P.	LJ455ON	JPNCA23171	2
000576	1	PRINTER	H.P.	LJ8000N	USCB013923	2
005026	1	PRINTER	H.P.	LJ8000	USHH09767	2
000576	1	PRINTER	H.P.	LJ8000	USCB013923	2
008003	1	PRINTER	H.P.	LJ455ON	JPNCA23552	2
008576	1	PRINTER	H.P.	LJ455ON	JPPKA26296	2
003700	1	PRINTER	H.P.	LJ4	JPBK030605	2
000483	1	PRINTER	H.P.	LJ8100DN	USCC026739	2
003699	1	PRINTER	H.P.	LJ4	JPBK030605	2
000478	1	PRINTER	H.P.	LJ8000N	USDD012676	2
006524	1	PRINTER	H.P.	LJ8000N	JJFA013019	2
002550	1	PRINTER	H.P.	LJ 5M	JPHF198523	2

1. NO LONGER REQUIRED
2. NO LONGER SUITABLE

K. PURCHASE ORDERS AND BLANKET PURCHASE ORDERS

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

P.O. Number	Vendor Name	Site Name	Description	P.O. Cost	
Fund 11	Unrestricted - El Camino				
P0103355	Dell Computer	Ctr for Arts Promo	New Equipment	\$3,307.31	
P0103418	Dell Computer	VP-SCA	New Computer	\$1,720.14	
P0103478	Rockler	Ctr for Arts Promo	New Equipment	\$519.55	
P0103514	Make Music, Inc.	Music	Instructional Supplies	\$220.85	
P0103697	Office Depot	Information Tech	Non-Instruct Supplies	\$65.33	
P0103769	Ward's Natural Sci	Earth Sciences	Instructional Supplies	\$304.00	
P0103840	Armstrong Medical	Physical Education	Instructional Supplies	\$817.26	
P0103844	Fisher Scientific	Life Sciences	Instructional Supplies	\$9,738.72	
P0103847	Fisher Scientific	Life Sciences	Instructional Supplies	\$694.52	
P0103850	Crucial Technology	Technical Services	Repairs Parts And Supplies	\$660.55	
P0103873	New Wave Computer	English	Instructional Supplies	\$339.91	
P0103877	A-1 Office Plus	Financial Aid	Non-Instruct Supplies	\$135.26	
P0103883	Dell Computer	Div Office Business	Instructional Supplies	\$350.71	
P0103895	Collegiate Cap/Gown	Commencement	Other Rentals	\$2,286.53	
P0103903	Empire Cleaning	Operations	Non-Instruct Supplies	\$1,014.84	
P0103938	Academic Superstore	Film/Video	Instructional Supplies	\$189.18	
P0103945	Crucial Technology	Community	Non-Instruct Supplies	\$153.61	
P0103954	Shop Floor	Machine Tool	Maintenance Contracts	\$85.00	
P0103957	Dieterich-Post	Architectural	Maintenance Contracts	\$1,111.14	
P0103960	Industrial Projects	Welding	Publications-Magazines	\$107.95	
P0103961	Committee on	Resp Therapy	Dues And Memberships	\$1,430.00	
P0103965	Universal Sewing	Ctr for Arts Production	Non-Instruct Supplies	\$104.25	
P0103966	Films Media Group	History	Instructional Supplies	\$207.33	
P0103967	B & H Photo-Video	Audio/Visual	Instructional Supplies	\$421.09	
P0103968	B & H Photo-Video	Internet Assistant	Non-Instruct Supplies	\$565.60	
P0103969	Highsmith Company	Div Office Instr.	Instructional Supplies	\$418.52	
P0103970	Spectrum Industries,	Instructional Television	Other Services And Expenses		\$188.36
P0103971	Bron Tapes of San	Audio/Visual	Instructional Supplies	\$212.25	
P0103974	Amazon.Com	History	Instructional Supplies	\$89.92	
P0103975	Amazon.Com	Counseling Office	Publications/ Periodicals	\$35.60	
P0103976	CCS Presentation	Audio/Visual	Repairs - Instructional	\$305.83	
P0103979	Community College	Div Office Instr.	Publications-Magazines	\$3,532.00	
P0103985	Westfall Commercial	Div Office Fine Arts	Instructional Supplies	\$4,993.41	
P0103991	CCS Presentation	Ctr for Arts Production	New Equipmen-Instr.	\$38,000.23	
P0103995	Gymcor.Com	Physical Education	Repairs Parts And Supplies	\$97.41	
P0103996	Summit X-Ray, Inc.	Physical Education	Repairs Parts And Supplies	\$440.00	
P0103997	Films Media Group	Div Office BSSC	Instructional Supplies	\$304.70	
P0103998	Uline Shipping Sup	Facilities/Planning	Non-Instruct Supplies	\$365.17	
P0104001	ACBO	Administrative Serv	Conferences Mgmt	\$285.00	
P0104002	CCFC Annual	Administrative Serv	Conferences Mgmt	\$75.00	
P0104007	Mass Press	Administrative Serv	Non-Instruct Supplies	\$59.48	
P0104009	U.S. Bank	Institutional Services	Escrow/adminstrtn fees	\$500.00	
P0104019	Gold Shield Chemical	Chemistry	Instructional Supplies	\$394.81	
P0104022	San Dieguito Printer	Admissions/Recors	Non-Instruct Supplies	\$482.80	
P0104023	Music Library Service	Music	Non-Instruct Supplies	\$1,012.34	
P0104024	Martha J. Aaron	Ed & Community	Postage	\$350.00	
P0104025	CCS Presentation	Anthropology	Instructional Supplies	\$245.99	

P0104026	Educational Maps	History	Instructional Supplies	\$145.31
P0104063	Council for Higher	VP-SCA	Publications/ Periodicals	\$110.00
P0104064	Canon Business	Fire Academy 06-07	Repairs - Instructional	\$55.44
P0104065	California Fire	Construction	Dues And Memberships	\$50.00
P0104077	CCS Presentation	Div Office Business	Instructional Supplies	\$540.00
P0104079	A1 Office Concepts	Div Office Business	Instructional Supplies	\$1,445.14
P0104080	Dell Computer	Information Tech	Maintenance Contracts	\$4,513.04
P0104081	CISOA	Information Tech	Conferences Mgmt	\$415.00
P0104082	Xerox Corporation	VP-SCA	New Equipment -	\$3,022.34
P0104090	Numbers America	Copy Center	Printing	\$216.50
P0104091	Xpedx Paper	Copy Center	Instructional Supplies	\$1,399.89
P0104093	Advanced Masonry	Facilities/Planning	Repairs Noninstructional	\$2,783.00
P0104094	Csu Fullerton Daily	Public Information	Multi Media Advertising	\$264.60
P0104100	Csulb Daily 49ER	Public Information	Multi Media Advertising	\$504.00
P0104103	Ann M. Garten	Public Information	Conferences Mgmt	\$38.00
P0104107	Monterey Graphics	Fiscal Services	Non-Instruct Supplies	\$707.39
P0104108	Uline Shipping Supply	Division Office Math	Instructional Supplies	\$157.89
P0104109	Discount Two-Way	Ctr for Arts Production	New Equipmen-Instr.	\$2,963.99
P0104110	Boise Cascade	Ctr for Arts Ticket	New Equipment	\$109.04
P0104111	Best Buy	Ctr for Arts Ticket	New Equipment	\$468.86
P0104112	Lou's Golf	Ctr for Arts Ticket	New Equipment	\$4,324.59
P0104113	Sundance Media	Ctr for Arts Ticket	New Equipment	\$92.02
P0104115	Specialized Products	Information Tech	Non-Instruct Supplies	\$169.33
P0104116	Crucial Technology	Technical Services	Repairs Parts And Supplies	\$697.96
P0104118	Mass Press	CADD	Instructional Supplies	\$59.48
P0104119	Mass Press	CADD	Instructional Supplies	\$86.55
P0104121	Goodson	Automotive Tech	Instructional Supplies	\$109.54
P0104122	Neway Mfg.	Automotive Tech	Instructional Supplies	\$1,388.81
P0104125	Disco Print	Architectural	Instructional Supplies	\$3,395.34
P0104126	CTI/valueline	Architectural	Instructional Supplies	\$157.58
P0104127	Mass Press	Purchasing	Non-Instruct Supplies	\$59.48
P0104128	Mitchell Instuments	Div Office Instr.	Instructional Supplies	\$108.03
P0104129	Highsmith Company	Div Office Instr.	Instructional Supplies	\$361.18
P0104130	Demco	Div Office Instr.	Instructional Supplies	\$200.04
P0104131	The Tape Company	Instructional TV	Other Services And Expenses	\$1,547.66
P0104132	Discount Audio, Inc.	Instructional TV	Other Services And Expenses	\$1,362.41
P0104133	B & H Photo-Video	Instructional TV	Other Services And Expenses	\$1,268.64
P0104134	CDW-G	Instructional TV	Other Services And Expenses	\$157.63
P0104135	Battery Specialties	Audio/Visual	Instructional Supplies	\$74.43
P0104140	Mid City Mailing	Ctr for Arts Promo	Multi Media Advertising	\$681.00
P0104143	UC Irvine New	Public Information	Multi Media Advertising	\$669.00
P0104144	The Apple Store	Instructional TV	New Equipment - Instructional	\$3,235.94
P0104145	Etudes Project	Information Tech	Maintenance Contracts	\$76,500.00
P0104146	CCS Presentation	Instructional TV	Other Services And Expenses	\$58.30
P0104158	Student Success	Institutional Research	Conferences Classified	\$670.00
P0104166	Allsteel, Inc.	Ed & Community	New Equipment	\$12,302.34
P0104170	Casbo	Fiscal Services	Conferences Mgmt	\$205.00
P0104181	PACRAO	Admissions/Records	Dues And Memberships	\$125.00
P0104183	Shredder Specialties	Admissions/Records	Maintenance Contracts	\$179.50
P0104184	E.G. Brennan & Co.,	Admissions/Records	Maintenance Contracts	\$423.50
P0104185	Frontiers News	Ctr for Arts Promo	Multi Media Advertising	\$400.00
P0104186	Collegiate Cap/Gown	Commencement	Other Rentals	\$1,198.77
P0104193	C I Solutions	District Photo Id Cards	Non-Instruct Supplies	\$81.28
P0104196	Janice M. Watanabe	Student Affairs	Non-Instruct Supplies	\$173.18

P0104208	Moore Medical Corp	Rad Tech	Instructional Supplies	\$332.70
P0104212	ADC	Ctr for Arts	New Equipmen-Instr.	\$320.00
P0104214	Viking Sewing Gallery	Ctr for Arts Ticket	New Equipment	\$873.90
P0104217	Signature Party Rental	Commencement	Contract Services	\$5,641.76
P0104233	Intercultural Press	Resource	Publications-Magazines	\$60.36
P0104236	Amazon.Com	Resource	Publications-Magazines	\$202.74
P0104237	Thomson West	Office Administration	Software	\$1,829.43
P0104240	Monterey Graphics	International Students	Conferences Mgmt	\$2,219.00
P0104248	Competitive Aquatic	Physical Education	Repairs Parts And Supplies	\$337.50
P0104251	Oclc, Inc	Div Office Instr.	Maintenance Contracts	\$2,000.00
P0104252	Vernier Software	Chemistry	Instructional Supplies	\$710.38
P0104253	CCS Presentation	Audio/Visual	Repairs - Instructional	\$300.73
P0104254	CCS Presentation	Audio/Visual	Instructional Supplies	\$946.00
P0104255	CCS Presentation	Audio/Visual	Instructional Supplies	\$571.25
P0104257	Boise Cascade	Office Administration	Instructional Supplies	\$317.89
P0104260	S & B Food Services	Div Office Business	Instructional Supplies	\$336.11
P0104265	Pyro-Comm Systems,	Civic Center	Repairs Noninstructional	\$4,450.00
P0104266	N. Glantz & Son	History	Instructional Supplies	\$173.54
P0104270	Linseis	Chemistry	Instructional Supplies	\$47.48
P0104275	The Apple Store	Ctr for Arts Promo	Multi Media Advertising	\$562.79
P0104276	Mass Press	Div Office Fine Arts	Non-Instruct Supplies	\$118.96
P0104277	Zones, Inc.	Technical Services	Repairs Parts And Supplies	\$1,053.79
P0104278	Lucks Music Library	Art Department	Other Services And Expenses	\$1,132.40
P0104281	Academic Superstore	Resource	Non-Instruct Supplies	\$65.85
P0104282	Board of Governors	VP-SCA	Conferences Mgmt	\$175.00
P0104283	Westfall Commercial	English	Instructional Supplies	\$3,387.19
P0104284	Kinokuniya Bookstore	Div Office Humanities	New Equipment - Instructional	\$499.30
P0104285	Namifiers	VP-SCA	Non-Instruct Supplies	\$18.84
P0104287	Kinokuniya Bookstore	Div Office Humanities	New Equipment - Instructional	\$75.22
P0104288	Botach Tactical	Technical Services	Repairs Parts And Supplies	\$139.68
P0104289	Discount Two-Way	Technical Services	Repairs Parts And Supplies	\$2,394.61
P0104292	Amazon.Com	Div Office Humanities	New Equipment - Instructional	\$25.57
P0104293	XAP Inc.	VP-SCA	Personal and Consultant Svcs	\$7,956.75
P0104294	Rosetta Stone	Div Office Humanities	New Equipment - Instructional	\$376.92
P0104296	Chronicle of Higher	Resource	Publications-Magazines	\$140.00
P0104297	Academic Superstore	Div Office Humanities	New Equipment - Instructional	\$47.90
P0104301	Academic Superstore	Div Office Humanities	New Equipment - Instructional	\$59.02
P0104303	Academic Superstore	Div Office Humanities	New Equipment - Instructional	\$21.13
P0104304	Applause Learning	Div Office Humanities	New Equipment - Instructional	\$139.74
P0104309	Scantron Corporation	Admissions/Records	Maintenance Contracts	\$1,344.00
P0104314	Zones, Inc.	Technical Services	Repairs Parts And Supplies	\$314.14
P0104315	CPP	Career Center	Non-Instruct Supplies	\$383.25
P0104316	Amazon.Com	Career Center	Other Books	\$104.46
P0104317	Mass Press	Transfer Center	Non-Instruct Supplies	\$118.96
P0104318	Mass Press	Counseling Office	Non-Instruct Supplies	\$59.48
P0104321	New Wave Computer	English	Instructional Supplies	\$397.28
P0104323	Office Max	Writing Center	Non-Instruct Supplies	\$299.85
P0104324	Office Max	Writing Center	Instructional Supplies	\$434.08
P0104327	Pacific Coachways	Outreach and School	Transportation	\$363.00
P0104342	Pacific Bell Telephone	Information Tech	Non Inst Comp Eq	\$8,840.13
P0104343	New Wave Computer	Copy Center	Printing	\$2,369.59
P0104344	Kater Litho, Inc.	Div Office Humanities	Non-Instruct Supplies	\$4,150.00
P0104348	Power Systems	Physical Education	Instructional Supplies	\$927.44

P0104349	Apple Computer, Inc.	Information Tech	Non Inst Comp Eq	\$31,862.62	
P0104351	Dell Computer	Information Tech	Non Inst Comp Eq	\$308,052.41	
P0104352	Boise Cascade	International Students	Non-Instruct Supplies	\$140.73	
P0104355	Amazon.Com	Electronics	Instructional Supplies	\$36.70	
P0104356	Diversified Imaging	Photography	Instructional Supplies	\$295.01	
P0104359	Oclc, Inc	Div Office Instr.	Maintenance Contracts	\$1,000.00	
P0104361	Fancy Floors, Inc.	Carpenter Shop	Non-Instruct Supplies	\$322.59	
P0104363	Southern Aluminum	Civic Ctr Comm Serv	Non-Instruct Supplies	\$1,636.02	
P0104367	Calmet Services	Utilities	Waste Disposal	\$3,825.00	
P0104373	Krystal Klear Window	Facilities/Planning	Repairs Noninstructional	\$2,725.00	
P0104374	A Plus Window Tint	Facilities/Planning	Repairs Noninstructional	\$100.00	
P0104375	PC Mall Gov Inc.	Job Placement	New Equipment - Instructional	\$1,533.35	
P0104376	Performance Pipeline	Facilities/Planning	Repairs Noninstructional	\$850.00	
P0104377	Aqua-Serv Engineers	HVAC Shop	Non-Instruct Supplies	\$1,239.25	
P0104378	The Resource Networ	Staff Development	Non-Instruct Supplies	\$2,761.05	
P0104383	Harland Technology	Administrative	Maintenance Contracts	\$527.00	
P0104385	Mass Press	CADD	Instructional Supplies	\$59.48	
P0104386	Tech Smith	Information Tech	Maintenance Contracts	\$215.42	
P0104388	New Wave Computer	Public Information	New Equipment -	\$1,502.51	
P0104390	Docutek Information	Information Tech	Maintenance Contracts	\$2,750.00	
P0104393	Grainger	Information Tech	Non-Instruct Supplies	\$352.68	
P0104395	Vicenti, Lloyd, Stutzm	Institutional Services	Audit	\$8,157.78	
P0104397	Datatel, Inc.	Information Tech	Maintenance Contracts	\$2,100.00	
P0104398	Mass Press	Student Affairs	Non-Instruct Supplies	\$178.44	
P0104404	Workplace Resource	Financial Aid	Non-Instruct Supplies	\$709.58	
P0104411	Classic Cleaners	Ctr for Arts Production	Non-Instruct Supplies	\$321.40	
P0104417	Los Angeles County	Hazmat	Waste Disposal	\$101.00	
P0104426	ADT Security Services	Art Department	Maintenance Contracts	\$607.74	
P0104427	Xpedx Paper	Copy Center	Instructional Supplies	\$4,018.68	
P0104428	Xpedx Paper	Copy Center	Instructional Supplies	\$1,766.21	
P0104429	Redondo Beach	Public Information	Multi Media Advertising	\$300.00	
P0104430	Graphic Media Co.	Public Information	Instructional Supplies	\$94.18	
P0104437	Presstek, Inc.	Copy Center	Instructional Supplies	\$640.79	
P0104451	Complete Business	Ed & Community	Non-Instruct Supplies	\$255.57	
P0104455	Doubletree Hotel	Nursing	Dues And Memberships	\$397.38	
P0104484	Csulb the Bulletin	Public Information	Multi Media Advertising	\$356.00	
P0104485	University Times	Public Information	Multi Media Advertising	\$643.20	
P0104486	Torrance Postmaster	Public Information	Postage	\$15,000.00	
P0104487	Redondo Beach Rotar		Public Information	Conferences Mgmt	\$100.00
P0104488	El Segundo Chamber	Public Information	Dues And Memberships	\$100.00	
P0104489	Ann M. Garten	Public Information	Conferences Mgmt	\$38.00	
P0104490	Charlotte V. Cooper	Public Information	Conferences Mgmt	\$15.00	
P0104508	M & K Metal Co.	Ctr for Arts Production	Non-Instruct Supplies	\$91.38	
P0104510	Rotary Club/Torrance	Administrative Service	Dues And Memberships	\$145.00	
P0104553	Sunny Express	Welding	Instructional Supplies	\$47.50	
P0104554	Beauty Systems	Cosmetology	Instructional Supplies	\$21.94	
P0104555	Clifford A. Ramirez	Human Resources	PSA Contract Services	\$595.00	
P0104556	Institute of Internation	International Students	Conferences Mgmt	\$2,075.00	
P0104558	American Educational	International Students	Conferences Mgmt	\$10,000.00	
P0104560	Leonid Rachman	International Students	Conferences Mgmt	\$566.80	
P0104627	Bank of America	President's Office	Other Services And Expenses	\$81.19	
P0104629	Rose Brand	Ctr for Arts Production	Non-Instruct Supplies	\$400.52	
P0104641	Music Theatre	Ctr for Arts Promo	Multi Media Advertising	\$400.00	
P0104662	Boise Cascade	Warehouse	Inventories, Stores, Prepaid	\$3,200.74	

P0104667	Travel Adventure	Ctr for Arts Promo	Multi Media Advertising	\$496.00
P0104674	Graybar Electric	Information Tech	Non-Instruct Supplies	\$1,408.32
P0104683	AT & T Mobility	Facilities/Planning	Maintenance Contracts	\$398.61
P0104684	Melroy Co.	Facilities/Planning	Repairs Noninstructional	\$1,475.00
P0104689	Torrance Chamber	Community	Conferences Mgmt	\$38.00
P0104693	Los Angeles Sentinel	Ctr for Arts Promo	Multi Media Advertising	\$336.00
P0104694	In Publications, Inc.	Ctr for Arts Promo	Multi Media Advertising	\$553.00
P0104695	Pacific Graphics	Ctr for Arts Promo	Multi Media Advertising	\$1,522.72
P0104696	Mid City Mailing	Ctr for Arts Promo	Multi Media Advertising	\$681.00
P0104701	Verizon Wireless	Health, Safety	Telephone	\$83.28
P0104702	Jean M. Shankweiler	Technology	Contract Services	\$2,563.35
P0104704	Canon Business	Fire Academy 06-07	Instructional Supplies	\$139.57
P0104728	Chronicle of Higher	Public Information	Publications/ Periodicals	\$72.50

Fund 11 Total: 221

\$696,619.67

Fund 12 Restricted - El Camino

P0103388	Dell Computer	Adv Aerospace Manuf	Non Inst Comp Eq	\$1,800.62
P0103400	Ait Training	JDIF/Maritime Basic	New Equipment -	\$806.21
P0103615	Distinguished Prod	Teacher Preparation	Instructional Supplies	\$755.28
P0103652	A-1 Printing	SBDC-YEP (COCCC)	Printing	\$389.70
P0103680	Dell Computer	YESS 07-08 email	New Equip - Noninstr	\$1,290.63
P0103768	Dell Computer	CCAccessMeansPare	Non Inst Comp Eq	\$1,290.63
P0103837	Foothill Sign Company	VATEA Business	Non-Instruct Supplies	\$3,423.95
P0103845	Affordable Products	Math	New Equipment - Instructional	\$1,915.56
P0103853	Best Buy Co., Inc.	Humanities	New Equipment - Instructional	\$420.51
P0103854	Amazon.Com	Humanities	New Equipment - Instructional	\$2,109.67
P0103915	Dell Computer	Basic Skills	Non Inst Comp Eq	\$6,257.04
P0103955	ACNT	VATEA I&T	Instructional Supplies	\$3,625.61
P0103956	Innovation First	CACT - Quick Start	Non-Instruct Supplies	\$1,313.92
P0103959	Mid City Mailing	SBDC - Non-Program	Postage	\$663.78
P0103962	Skyline Displays	SBDC - Non-Program	Printing	\$2,101.41
P0103963	Aristographics	Global Experience	Instructional Supplies	\$692.23
P0103964	A-1 Printing	SBDC - Non-Program	Printing	\$6,191.90
P0103972	Community College	TTIP Library Automat	Other Services And Expenses	\$33,388.00
P0103977	California Newsreel	Global Experience	Other Books	\$643.27
P0103980	Act, Inc.	JDIF/Work Ready	Conferences Mgmt	\$350.00
P0103981	Mcmaster Carr	JDIF/Maritime Basic	Non-Instruct Supplies	\$829.82
P0103982	Graphic Inks	Articulation Allocation	Non-Instruct Supplies	\$568.31
P0103984	Konica Minolta	CCAccessMeansPare	New Equipment	\$6,341.29
P0103986	S & B Food Services	CalWORKs	Non-Instruct Supplies	\$393.17
P0103988	El Camino College	Centinela Freeman	Other Services And Expenses	\$32.00
P0103990	El Camino College	SRC Donations	Instructional Supplies	\$500.00
P0103992	Creative Diversity	Child Development	Instructional Supplies	\$84.94
P0103993	Lakeshore Learning	Child Development	Instructional Supplies	\$259.44
P0103994	Nova Natural Toys	Child Development	Instructional Supplies	\$206.20
P0104004	Boise Cascade	Articulation Allocation	Non-Instruct Supplies	\$592.67
P0104005	Sandra Bartiromo	VTEA - Institutional	Conferences Other	\$49.70
P0104006	Pacific Parking	Parking-Student	New Equipment	\$100.11
P0104008	Emergency Medical	Parking-Student	Non-Instruct Supplies	\$360.70
P0104010	Pepperball	Parking-Student	New Equipment	\$4,699.99
P0104011	Custom Merchandise	EOPS CARE	Non-Instruct Supplies	\$3,245.15
P0104012	Siegel Display	Parking-Student	New Equipment	\$224.83
P0104013	Proforce Law	Parking-Student	New Equipment	\$1,553.01
P0104014	CDW-G	Parking-Student	New Equipment	\$194.40
P0104015	Language Line	Parking-Student	Other Services And Expenses	\$1.00

P0104021	Board of Registered	Centinela Freeman	Other Services And Expenses	\$75.00
P0104027	Donnice M. Smith	SRC Donations	Student Stipends	\$250.00
P0104028	Maria L. Little	SRC Donations	Student Stipends	\$250.00
P0104029	Lori J. Buendorf	SRC Donations	Student Stipends	\$250.00
P0104030	Office Max	WPLRC PIC Aerospa	Non-Instruct Supplies	\$339.33
P0104031	Bennie F. Agwazim	SRC Donations	Student Stipends	\$250.00
P0104032	Indianapolis Marriott	JDIF/Work Ready	Conferences Mgmt	\$1,028.10
P0104033	Peerless Auto Parts	JDIF/Maritime Basic	Non-Instruct Supplies	\$1,280.60
P0104059	New Wave Computer	VATEA I&T	New Equipment - Instructional	\$4,154.27
P0104060	JCL Company Ltd	VATEA I&T	New Equipment - Instructional	\$3,933.81
P0104061	ACNT	VATEA I&T	New Equipment - Instructional	\$1,826.88
P0104062	Dermal Institute	VATEA I&T	Instructional Supplies	\$854.14
P0104066	Virco Manufacturing	I&T	New Equipment - Instructional	\$2,625.60
P0104068	Janet H. Levine	Compton Title V	Contract Services	\$400.00
P0104074	Pearson Education	El Camino Language	Other Books	\$126.11
P0104075	Destyn M. LaPorte	El Camino Language	Other Instr Supplies	\$480.46
P0104076	Thinking Media	JDIF/Work Ready	License Fee/Site Licenses	\$2,275.00
P0104089	Turning Technologies	Natural Sciences	Instructional Supplies	\$17,640.86
P0104095	Oriental Trading	Foster Care Ed 03-04	Instructional Supplies	\$148.56
P0104096	Trainers Warehouse	Foster Care Ed 03-04	Instructional Supplies	\$161.49
P0104097	Atlas Stationers	Foster Care Ed 03-04	Instructional Supplies	\$73.82
P0104098	CCS Presentation	Sign Language	New Equipment - Instructional	\$262.89
P0104099	CCS Presentation	Sign Language	New Equipment - Instructional	\$845.28
P0104101	Tequipment.Net	JDIF/Maritime Basic	Non-Instruct Supplies	\$5,562.06
P0104104	American Express	VTEA - Institutional	Conferences Other	\$1,158.00
P0104114	CCS Presentation	Fire Tech Donations	New Equipment - Instructional	\$2,085.00
P0104117	Allstar Fire Equipment	I&T Division	New Equipment - Instructional	\$10,434.84
P0104120	American Welding	VATEA I&T	Instructional Supplies	\$185.00
P0104123	Myers	Ref & Lane Tech	New Equipment - Instructional	\$763.99
P0104124	Redline Detection	Ref & Lane Tech	New Equipment - Instructional	\$1,964.18
P0104141	Casa Maria's Illuzionz	SBA Contract Jan-Dec	Contract Services	\$1,015.00
P0104142	M & K Metal Co.	VATEA I&T	Instructional Supplies	\$981.65
P0104156	Lisa Smolen	DSPS	New Equipment - Instructional	\$1,515.50
P0104157	B & H Photo-Video	VATEA Medial / TV	Instructional Supplies	\$11,505.92
P0104159	Freedom Scientific	DSPS	New Equipment - Instructional	\$5,169.73
P0104160	Domain Registry	El Camino Language	Multi Media Advertising	\$30.00
P0104161	Domain Registry	El Camino Language	Multi Media Advertising	\$30.00
P0104162	Recording for Blind	DSPS	New Equipment - Instructional	\$2,815.18
P0104163	Duxbury Systems, Inc.	DSPS	New Equipment - Instructional	\$1,074.51
P0104164	The Bach Company	Title V - SMCC - Math	Instructional Supplies	\$12,600.30
P0104165	CDW-G	DSPS	Instructional Supplies	\$23.06
P0104167	Nancy A. Adler	Productions Donations	Non-Instruct Supplies	\$265.53
P0104168	Visual Aid Services	DSPS	New Equipment - Instructional	\$3,042.77
P0104171	Medal of Valor	Community	Contributions	\$350.00
P0104176	CASFAA	Administration	Travel And Conference	\$50.00
P0104177	Postmaster	SBDC - Caltrans	Postage	\$500.00
P0104178	AHEAD	DSPS	Conferences Mgmt	\$875.00
P0104182	MESA Statewide	MESA Program	Contract Services	\$2,445.00
P0104187	Dell Computer	Administration	New Computer	\$31,983.96
P0104189	XAP Inc.	Administration	Other Services And Expenses	\$1,210.11
P0104198	CDW-G	Sign Language	New Equipment - Instructional	\$1,191.97
P0104205	Rochester Institute	DSPS	Instructional Supplies	\$783.62
P0104206	CDW-G	DSPS	New Equipment - Instructional	\$476.78
P0104207	Vietnam Veterans	El Camino Language	Contract Services	\$300.00

P0104209	Uhaknet Co., Ltd.	El Camino Language	Contract Services	\$300.00
P0104210	Ryugaku Journal, Inc.	El Camino Language	Contract Services	\$300.00
P0104211	Mitsuba Associates	El Camino Language	Contract Services	\$300.00
P0104213	JAC Educational	El Camino Language	Contract Services	\$300.00
P0104215	Isa, Inc.	El Camino Language	Contract Services	\$300.00
P0104216	Geonet Study Abroad	El Camino Language	Contract Services	\$300.00
P0104218	Dongah Emigration	El Camino Language	Contract Services	\$300.00
P0104222	National Iwitts	Women in Ind. & Tech	Non-Instruct Supplies	\$230.50
P0104224	AI SQUARED	DSPS	New Equipment - Instructional	\$3,209.00
P0104227	World Boat	JDIF/Maritime Basic	Multi Media Advertising	\$260.00
P0104229	Fastsigns	CACT/BEST	Non-Instruct Supplies	\$205.68
P0104230	Digi-Key	LA County - Tech Prep	Non-Instruct Supplies	\$265.96
P0104231	Lynxmotion	LA County - Tech Prep	Non-Instruct Supplies	\$1,282.47
P0104232	Intelitek	LA County - Tech Prep	Non-Instruct Supplies	\$1,290.65
P0104234	Schoolmart	Basic Skills	Instructional Supplies	\$1,172.28
P0104235	ETA Cuisenaire	Basic Skills	Instructional Supplies	\$1,209.22
P0104239	Zones, Inc.	Global Experience	Non-Instruct Supplies	\$83.79
P0104249	Dell Computer	HSA	New Equipmen-Instr.	\$4,015.18
P0104250	World Information	El Camino Language	Contract Services	\$300.00
P0104262	Boise Cascade	Teacher Preparation	Instructional Supplies	\$136.40
P0104263	Western Graphics	Careers in Child Care	Instructional Supplies	\$584.55
P0104267	Custom Merchandise	Teacher Preparation	Instructional Supplies	\$3,894.34
P0104268	National Promotions	Teacher Preparation	Instructional Supplies	\$980.75
P0104269	Western Graphix	Careers in Child Care	Copiers	\$300.00
P0104271	Konica Minolta	CCAccessMeansPare	Maintenance Contracts	\$300.00
P0104273	Lakeshore Learning	Careers in Child Care	Instructional Supplies	\$5,284.55
P0104274	Western Graphics	Careers in Child Care	Instructional Supplies	\$584.55
P0104279	Apple Computer, Inc.	VATEA Medial / TV	New Equipment - Instructional	\$85,501.41
P0104280	Pacific Coachways	South Bay Children's	Transportation	\$541.25
P0104290	Trainers Warehouse	YESS 07-08 email	Instructional Supplies	\$322.98
P0104295	Oriental Trading	YESS 07-08 email	Instructional Supplies	\$155.41
P0104310	Aardvark Tactical, Inc	Parking-Student	New Equipment	\$7,395.90
P0104311	Amazon.Com	Parking-Student	New Equipment	\$980.99
P0104312	Stenhouse Publishers	Basic Skills	Instructional Supplies	\$63.46
P0104313	ImpressGDP, Inc.	Matriculation	Non-Instruct Supplies	\$483.00
P0104322	Carlton First Aid	Foster Care Ed 03-04	Instructional Supplies	\$514.00
P0104325	American Express	CITD	Transportation/ Mileage	\$530.20
P0104326	Quantum Signs &	Articulation Allocation	Non-Instruct Supplies	\$366.00
P0104333	Amazon.Com	EOPS	Other Books	\$85.39
P0104334	James Publishing	EOPS	Other Books	\$323.77
P0104338	Geyer Instructional	Basic Skills	Instructional Supplies	\$1,082.39
P0104339	CVIS	CACT - Quick Start	Computer Software Account	\$3,945.08
P0104341	Schoolmart	Basic Skills	Instructional Supplies	\$685.49
P0104345	Dell Computer	Career & Tech Ed	New Equipment - Instructional	\$2,927.01
P0104347	Dell Computer	Women in Ind. & Tech	New Equipment - Instructional	\$1,302.67
P0104350	Carolina Biological	Behavioral & Soc Sci	New Equipmen-Instr.	\$8,301.29
P0104353	Botach Tactical	Parking-Student	New Equipment -	\$63.38
P0104354	Pepperballparts.Com	Parking-Student	New Equipment -	\$136.33
P0104357	SPSS Inc.	Career & Tech Ed	Computer Software Account	\$2,946.42
P0104358	CCS Presentation	Business	New Equipment - Instructional	\$958.94
P0104362	Brownells, Inc.	Parking-Student	Non-Instruct Supplies	\$184.45
P0104364	S & B Food Services	VATEA Business	Non-Instruct Supplies	\$135.00
P0104366	PC Mall Gov Inc.	Career & Tech Ed	New Equipment - Instructional	\$1,531.48
P0104368	S & B Food Services	VATEA Business	Non-Instruct Supplies	\$135.00
P0104369	Apple Computer, Inc.	Humanities	New Equipment - Instructional	\$3,125.37

P0104370	S & B Food Services	VATEA Business	Non-Instruct Supplies	\$135.00	
P0104371	New Wave Computer	Women in Ind. & Tech	Non-Instruct Supplies	\$109.33	
P0104372	ALCOPRO	Parking-Student	Non-Instruct Supplies	\$36.71	
P0104379	Studica	Career & Tech Ed	New Equipment - Instructional	\$6,354.47	
P0104380	Articulate	CACT/BEST	Non-Instruct Supplies	\$1,513.34	
P0104382	Official Minority Rev	Admin of Justice	Non-Instruct Supplies	\$495.00	
P0104384	Proforce Law	Parking-Student	New Equipment -	\$5,057.67	
P0104389	New Wave Computer	EOPS	Non-Instruct Supplies	\$193.77	
P0104391	Boise Cascade	EOPS	Non-Instruct Supplies	\$305.27	
P0104392	Mass Press	Honeywell Training	Non-Instruct Supplies	\$118.97	
P0104396	ECC Interpreter Trust	VTEA - Institutional	Reproduction -	\$1,454.88	
P0104402	S & B Food Services	MESA Program	Conferences - Student	\$294.00	
P0104407	Dream Co., Ltd.	El Camino Language	Contract Services	\$300.00	
P0104409	E.C.C. Industry	JDIF/Maritime Basic	Non-Instruct Supplies	\$1,702.00	
P0104412	New Wave Computer	Sign Language	New Equipment - Instructional	\$1,455.96	
P0104413	S & B Food Services	AACC Workshop	Conferences Faculty	\$924.68	
P0104416	Southwestern College	CITD	Conferences Mgmt	\$1,083.87	
P0104421	Bruce E. Hoerning	Behavioral & Soc Sci	Instr.CompEquip	\$86.28	
P0104422	Domain Registry	El Camino Language	Multi Media Advertising	\$30.00	
P0104424	Linda Gonzalez	High School	Contract Services	\$350.00	
P0104425	Michael Clemons	High School	Contract Services	\$350.00	
P0104434	CCS Presentation	Instructional Services	Instructional Supplies	\$4,927.08	
P0104452	Computerland	VP AA 0506 new	Computer Software Account	\$155.98	
P0104460	Dell Computer	CACT/BEST	New Equipment -	\$4,614.11	
P0104464	Mary Jane O'brien	SBDC-YEP (COCCC)	Postage	\$200.00	
P0104465	Inglewood Area	SBDC-YEP (COCCC)	Multi Media Advertising	\$4,000.00	
P0104472	El Camino College	Centinela Freeman	Other Services And Expenses	\$20.00	
P0104477	Pacific Coachways	El Camino Language	Student Transportation Rental	\$1,500.00	
P0104481	Coast Community	Community	Conferences Mgmt	\$60.00	
P0104483	Phil Branstetter	High School	Contract Services	\$350.00	
P0104493	Japan Advertising Ltd	El Camino Language	Multi Media Advertising	\$300.00	
P0104496	Westhost, Inc.	El Camino Language	Multi Media Advertising	\$29.85	
P0104557	Elegant Event	EOPS	Non-Instruct Supplies	\$10,500.00	
P0104564	E.C.C. Public	VTEA - Institutional	Reproduction -	\$45.00	
P0104625	Party Pleasers	EOPS	Contract Services	\$499.00	
P0104626	Guillermo Hinojosa	EOPS	Contract Services	\$500.00	
P0104628	El Camino College	El Camino Language	Field Trip Expense	\$3,150.00	
P0104630	South Bay Municipal	Parking Violations	Other Services And Expenses	\$3,731.00	
P0104631	Bob Lee's Automotive	Parking-Student	Repairs Non Instr	\$47.86	
P0104632	Tom Bozigian	Fine Arts Dntn-Dance	Contract Services	\$300.00	
P0104633	Mercer County	High School	Dues And Memberships	\$2,000.00	
P0104634	Custom Merchandise	LAUSD Gear Up Grant	Non-Instruct Supplies	\$1,388.50	
P0104642	El Camino College	Centinela Freeman	Other Services And Expenses	\$309.00	
P0104643	El Camino College	Compton Title V Act	Other Services And Expenses	\$500.00	
P0104655	Scholastic Insurance	El Camino Language	Other	\$28,560.00	
P0104659	Sandra Bartiromo	VTEA - Institutional	Conferences Other	\$27.99	
P0104663	Susan D. Brouillette	Project Reach	Conferences Faculty	\$47.88	
P0104672	Nelly Rodriguez	Compton Title V Act	Non-Instruct Supplies	\$27.69	
P0104677	TWI Group Inc.	Aerospace Export	Transportation/ Mileage	\$742.46	
P0104678	James Hoffman	Matching - IDRC, etc.	Transportation/ Mileage	\$1,546.76	
P0104679	Awards to Remember	EOPS	Non-Instruct Supplies	\$484.96	
P0104680	Carson Black Cham	SBA Contract Jan-Dec	Multi Media Advertising	\$360.00	
P0104690	Chronicle of Higher	Compton Title V Act	Publications/ Periodicals	\$82.50	
P0104691	Janet H. Levine	Compton Title V Act	Contract Services	\$300.00	
P0104692	Rodolfo Lopez, Jr.	Compton Title V Act	Transportation/ Mileage	\$25.00	

P0104698	Hannover Fairs Usa,	Aerospace Export	Conferences Mgmt	\$5,355.00
P0104703	Sysco Food Services	CCAccessMeansPare	Non-Instruct Supplies	\$545.53
Fund 12 Total: 205				\$483,585.83

Fund 15 General Fund -Special Programs

P0103936	Dell Computer	Institutional Research	New Computer	\$250.59
P0103978	Community College	Div Office Instr.	Library Books	\$5,100.00
P0104003	E.C.C. Public	Div Office-Studnt	Printing	\$44.00
P0104058	Hispanic Association	VP-SCA	Dues And Memberships	\$8,680.00
P0104092	XAP Inc.	Div Office-Studnt	Contract Services	\$6,578.21
P0104136	Thomson Gale	Div Office Instr.	Library Books	\$519.80
P0104137	Matthew Bender	Div Office Instr.	Library Books	\$1,538.64
P0104138	Eso Won Books	Div Office Instr.	Library Books	\$499.66
P0104139	Greenwood Publish	Div Office Instr.	Library Books	\$1,685.56
P0104147	H.W. Wilson	Div Office Instr.	Library Books	\$2,806.18
P0104148	Matthew Bender	Div Office Instr.	Library Books	\$351.22
P0104149	H.W. Wilson	Div Office Instr.	Library Books	\$359.81
P0104228	United Printers	Project Success	Non-Instruct Supplies	\$475.22
P0104256	Advanced Masonry	Grounds	Repairs Noninstructional	\$4,967.00
P0104264	E.C.C. Public	Div Office-Studnt	Printing	\$450.00
P0104299	Association for	Institutional Research	Publications/ Periodicals	\$287.00
P0104305	Boise Cascade	Institutional Research	New Equipment	\$199.18
P0104307	Clary Business	Institutional Research	New Equipment	\$456.35
P0104308	SPSS Inc.	Institutional Research	Non-Instruct Supplies	\$4,052.57
P0104320	Scanning Services	Institutional Research	Repairs Noninstructional	\$597.33
P0104346	Jurassic Garden	Grounds	Repairs Noninstructional	\$607.28
P0104399	A-1 Office Plus	Institutional Research	New Equipment -	\$248.98
P0104473	S & B Food Services	Staff Development	Contract Services	\$3,477.81
P0104478	Kari Brody	Athletics-	Non-Instruct Supplies	\$165.19
P0104482	ACCCA	Staff Development	Conferences Mgmt	\$3,300.00
P0104506	California Community	First Year Exp	Conferences Mgmt	\$85.00
P0104507	California Community	First Year Exp	Conferences Mgmt	\$85.00
P0104559	On Course Conf	Staff Development	Conferences Faculty	\$5,800.00
P0104561	Ryugaku Journal, Inc.	VP-SCA	Contract Services	\$750.00
P0104657	Thomson Gale	Div Office Instr.	Library Books	\$750.73
P0104658	Nolo Press	Div Office Instr.	Library Books	\$98.50
P0104665	Matthew Bender	Div Office Instr.	Library Books	\$1,882.59
P0104666	Community College	Div Office Instr.	Library Books	\$39.00
Fund 15 Total: 33				\$57,188.40

Fund 41 Capital Outlay

P0104020	Fullmer Contract Llc	Humanities Complex	Group II Equipment	\$2,208.09
P0104502	Grainger	Humanities Complex	Group II Equipment	\$425.00
Fund 41 Total: 2				\$2,633.09

Fund 42 GO Bond Series 2003A

P0104102	B & H Photo-Video	Humanities	New Equipment - Instructional	\$1,395.35
Fund 42 Total: 1				\$1,395.35

Fund 62 Property & Liability

P0104000	Rocky N. Bonura	Purchasing	Liability - Self Insurance	\$210.00
P0104105	El Camino Commun	Purchasing	Liability - Self Insurance	\$260.79
P0104188	SWACC	Purchasing	Liability - Self Insurance	\$1,304.00

P0104551	Janice Crowe	Purchasing	Liability - Self Insurance	\$2,044.86
Fund 62 Total: 4				\$3,819.65

Fund 72 Student Representation Fee

P0104194	Academic Senate	Student Affairs	Conferences - Student	\$1,270.00
P0104238	The Westin	Student Affairs	Conferences - Student	\$1,225.65
Fund 72 Total: 2				\$2,495.65

Fund 74 Student Financial Aid

P0104332	L.A.C.M.T.A.	EOPS	Student Incentive Account	\$1,260.00
P0104335	Gotta Getta Gift, Inc.	EOPS	Student Incentive Account	\$6,728.76
P0104387	Dreammaker	EOPS	Student Incentive Account	\$1,647.51
P0104436	S & B Food Services	EOPS	Bus Passes and Food	\$2,002.89
P0104439	Pacific Coachways	EOPS	Student Incentive Account	\$932.55
P0104509	Pacific Coachways	EOPS	Student Incentive Account	\$515.00
P0104687	S & B Food Services	EOPS	Bus Passes and Food	\$748.75
Fund 74 Total: 7				\$13,835.46

Fund 79 Auxiliary Services

P0103953	Boise Cascade	Counseling Office	Non-Instruct Supplies	\$113.66
P0103958	S & B Food Services	Counseling Office	Non-Instruct Supplies	\$617.17
P0104192	CDW-G	Student Affairs	Non-Instruct Supplies	\$898.48
P0104197	Kimberly Wilkinson	Fine Arts	Non-Instruct Supplies	\$324.80
P0104258	Costco Wholesale	EOP&S	Non-Instruct Supplies	\$50.00
P0104259	Sams Club	EOP&S	Non-Instruct Supplies	\$35.00
P0104272	Channing L. Bete Co.	EOP&S	Non-Instruct Supplies	\$170.98
P0104291	Leslie Espinosa	Fine Arts	Non-Instruct Supplies	\$500.00
P0104306	Crystal M. Fuentes	EOP&S	Non-Instruct Supplies	\$197.77
P0104405	Paradise Awards	Health Sciences	Non-Instruct Supplies	\$342.08
P0104408	Team Threadz	Radiologic Tech	Non-Instruct Supplies	\$1,627.54
P0104410	Dawn C. Huntoon	Fine Arts	Non-Instruct Supplies	\$9.64
P0104494	Leslie Espinosa	Fine Arts	Non-Instruct Supplies	\$283.00
P0104512	William J. Georges	Fine Arts	Non-Instruct Supplies	\$290.17
P0104550	Team Threadz	Radiologic Tech	Non-Instruct Supplies	\$216.07
P0104670	Torrance Postmaster	Fine Arts	Non-Instruct Supplies	\$175.00
P0104671	Pacific Graphics	Fine Arts	Non-Instruct Supplies	\$1,315.24
P0104675	S & B Food Services	Fine Arts	Non-Instruct Supplies	\$1,000.00
P0104697	Quami Adams	Fine Arts	Non-Instruct Supplies	\$180.00
P0104722	Custom Trophy	Humanities	Non-Instruct Supplies	\$150.00
P0104723	Custom Trophy	Humanities	Non-Instruct Supplies	\$150.00
P0104724	E.C.C. Public	Student Affairs	Non-Instruct Supplies	\$120.80
P0104725	Custom Trophy	Humanities	Non-Instruct Supplies	\$150.00
P0104726	A & E Trophies	Student Affairs	Non-Instruct Supplies	\$591.05
P0104727	Tony's on the Pier	Humanities	Non-Instruct Supplies	\$555.00
Fund 79 Total: 25				\$10,063.45

Fund 82 Scholarships & Trust/Agency

P0101560	College of Dupage	Nursing	Fundraising	\$270.63
P0103842	Educational	Nursing	Fundraising	\$26,109.90
P0104403	Gunther Athletic Serv	Health Sciences	Fundraising	\$952.60

P0104438	Smack Authentic	Health Sciences	Fundraising	\$416.76
P0104453	Shawdow Mountain	Health Sciences	Fundraising	\$124.26
P0104480	Tommy D's	Health Sciences	Fundraising	\$1,627.51
P0104664	2XL Corporation	Health Sciences	Fundraising	\$506.76
P0104676	Tommy D's	Health Sciences	Fundraising	\$1,627.51
Fund 82 Total: 8				\$31,635.93

PO Funds Total: 508 \$1,303,272.48

Fund 11 Unrestricted - El Camino

B0103562	Mid City Fire	Facilities/Planning	Repairs Noninstructional	\$5,500.00
B0111147	KTLK Radio	Ctr for Arts Promo	Multi Media Advertising	\$4,000.00
B0111149	Lennox School District	Manufacturing	Contract Services	\$6,156.00
B0111152	Long Beach Unified	Manufacturing	Contract Services	\$113,400.00
B0111153	Inglewood Unified	Manufacturing	Contract Services	\$32,400.00
B0111182	Sepulveda Building	Facilities/Planning	Non-Instruct Supplies	\$2,300.00
B0111212	Tait Radio	Campus Police	New Equipment	\$211,160.00
B0111213	Bearcom	Campus Police	New Equipment	\$64,390.47
B0111222	UCLA Center for	Paramedic Academy	Contract Services	\$45,534.00
B0111248	San Dieguito Printers	Public Information	Printing	\$85,765.00
Fund 11 Total: 10				\$570,605.47

Fund 12 Restricted - El Camino

B0104271	Konica Minolta	CCAccessMeansPare	Maintenance Contracts	\$300.00
B0111148	Fastsigns	Contract Education	Postage	\$300.00
B0111150	Oregon Institute of	Adv Aerospace Manuf	Other Services And Expenses	\$62,773.00
B0111151	Purdue University	Adv Aerospace Manuf	Other Services And Expenses	\$45,234.00
B0111158	El Camino College	YESS 07-08 email	Fingerprinting fee	\$500.00
B0111160	Estwick & Associates	model approaches	Contract Services	\$430.00
B0111161	CRC Sign Language	DSPS	Contract Services	\$11,000.00
B0111165	Arroyo Research	WRIEC Year 3	Contract Services	\$2,300.00
B0111171	The Quantum Group	Administration	Special Events-Direct Costs	\$1,500.00
B0111181	Hellman Production	VTEA - Institutional	Reproduction	\$1,000.00
B0111190	Thomas Niland	Trade Exchange	PSA Contract Services	\$2,000.00
B0111191	Christy Lively	VTEA - Institutional	PSA Contract Services	\$700.00
B0111192	Leslie Greer	VTEA - Institutional	PSA Contract Services	\$700.00
B0111197	Elonda Austin-Perez	model approaches to	PSA Contract Services	\$430.00
B0111198	Elonda Austin-Perez	model approaches to	PSA Contract Services	\$75.00
B0111199	ECCD Petty Cash	SBDC-YEP (COCCC)	Noninstructional Supplies	\$500.00
B0111207	U. S. Commercial	High School	Contract Services	\$5,000.00
B0111209	B T G Composites	Honeywell Training	Contract Services	\$6,600.00
B0111211	John Johnson	VATEA Business	PSA Contract Services	\$600.00
B0111227	Laureen M. Paolozzi	Teacher Preparation	PSA Contract Services	\$900.00
B0111228	Myron Dembo	Title V ECC/SMC	PSA Contract Services	\$1,200.00
B0111229	Jon Pearson	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111230	Kenny Lee	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111231	Patrice A. McCorvey	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111232	Andy Lewis	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111233	James B. Jones	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111234	Allison K. Dean	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111235	Cindy Duncar	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111236	Lynda Rush	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111237	Brian Markarian	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111238	Deborah Gangi-Hall	Title V ECC/SMC	PSA Contract Services	\$100.00

B0111239	Candace Smitley	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111240	Stephen S. Kotleba	Title V ECC/SMC	PSA Contract Services	\$300.00
B0111241	Hot Spot Promotions	Contract Education	Postage	\$400.00
B0111242	Crossroad School	Contract Education	Contract Services	\$22,933.00
B0111243	Joann Isken	Title V ECC/SMC	PSA Contract Services	\$100.00
B0111244	Kelly K. Gasset	Title V ECC/SMC	PSA Contract Services	\$100.00
Fund 12 Total: 37				\$168,975.00
Fund 15	General Fund -Special Programs			
B0111156	CJR Education	VP-SCA	Contract Services	\$1,000.00
Fund 15 Total: 1				\$1,000.00
BPO Funds Total: 48				\$740,580.47
<u>Grand Total POs and BPOs: 556</u>				\$2,043,852.95

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

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Administrative Services – Measure E Bond Fund

A. CATEGORY BUDGETS AND BALANCES

The following table reports Measure E expenditures and commitments through April 30, 2008.

**GENERAL OBLIGATION BOND FUND CATEGORIES
AND PROJECT SUMMARY**

CATEGORY	BUDGET	EXPENDED	COMMITTED	BALANCE
Additional Classrooms/Modernization	\$191,843,972	\$59,341,608	\$11,479,177	\$121,023,188
Campus Site Improvements	35,907,523	3,213,280	19,285,070	13,409,173
Energy Efficiency Improvements	2,818,000	1,714,483	74,636	1,028,881
Health and Safety Improvements	144,935,897	27,009,454	2,094,926	115,831,516
Information Technology/Equipment	34,776,156	7,441,724	2,340,599	24,993,833
P.E. Facilities Improvements	1,585,700	0	0	1,585,700
Unallocated Refunding Income	<u>\$1,910,463</u>	<u>0</u>	<u>0</u>	<u>1,910,463</u>
TOTAL	<u>\$413,777,711</u>	<u>\$98,720,549</u>	<u>\$35,274,408</u>	<u>\$279,782,754</u>

**B. CHANGE ORDER – BOMEL CONSTRUCTION – LOT H PARKING
STRUCTURE & ATHLETIC FACILITIES**

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

1. Reroute existing 24 inch storm water line to miss parking structure footing. The location of storm water line was not accurately shown on the District’s drawings.	\$48,441
2. Install a portion of Infrastructure Phase III electrical work under the area of tennis courts adjacent to Marsee Auditorium. This includes a transformer vault as well as extending electrical and communication conduit into the Auditorium. It was planned that this work would be in place prior to construction of the parking structure. Due to delay in the infrastructure design it was not possible to do so. The work is being performed now to eliminate the need for future disruption of the site.	\$43,066
Total Change Order Amount	\$91,507
Original Contract Amount	\$19,290,000
Prior Changes	0

Administrative Services – Measure E Bond Fund

This Change Order Amount	<u>91,507</u>
New Contract Amount	<u>\$19,381,507</u>

C. CHANGE ORDER – SOUTHERN COUNTIES QUALITY MASONRY – LEARNING RESOURCES CENTER PROJECT

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

Additional brick veneer work for the addition of exterior fire sprinkler heads. Subsequent to the brick installation a portion required removal to allow the installation of newly mandated exterior fire sprinkler heads. The Division of the State Architect field engineer mandated the addition.

Total Change Order Amount	\$3,849
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Original Contract Amount	\$519,000
Prior Changes	15,810
This Change Order Amount	<u>3,849</u>
New Contract Amount	<u>\$538,659</u>

D. 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	DESCRIPTION	COST
P0104102	B & H Photo-Video	Humanities	Instructional Equip.	\$1,395
P0104018	Charles G. Hardy	Infrastructure Phase I	Buildings	298
P0104169	Robert J. Lung	Lot H Parking & Athl.	Site Improvements	4,000
P0104365	Grainger	Central Plant	Group II Equipment	4,251
P0104381	C & H Distributors	Central Plant	Group II Equipment	1,441
P0104414	DSA	Humanities Complex	Architecture/Engineering	18,365
P0104415	Cosco Fire	Infrastructure Phase I	Site Improvements	580
P0104423	Grainger	Humanities Complex	Group II Equipment	1,086
P0104461	Bennett Landscape	Humanities Complex	Site Improvements	3,470
P0104479	Water Werx	Humanities Complex	Site Improvements	4,221
P0104511	Encompass	Lot H Parking & Athl.	Site Improvements	5,980
P0104688	Marcor	Marsee Auditorium	Buildings	3,450
B0111202	Heider Engineering	Lot H Parking & Athl.	Testing & Inspection	386,270
B0111205	Pacific Bell	ITS	New Equipment -	<u>2,037,486</u>
GRAND TOTAL				<u>\$2,472,293</u>

**Agenda for the El Camino Community College District Board of Trustees
from
Human Resources - Administrative Services**

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A. EMPLOYMENT AND PERSONNEL

It is recommended that the Board ratify/approve the employment and personnel changes for certificated, classified, special service professionals and temporary classified service employees as shown in items 1-29 and 1-9.

Certificated Personnel:

1. Retirement - Mr. John Tyo, full-time instructor of Reading, Humanities Division, last day worked June 6, 2008, first day of retirement June 7, 2008 and that a plaque be prepared and presented to him in recognition of his service to the District since 1979.
2. Retirement - Ms. Susan Zareski, Interim Director of Nursing, Health Sciences & Athletics Division, last day worked August 29, 2008, first day of retirement August 30, 2008, and that a plaque be prepared and presented to her in recognition of her service to the District since 1969.
3. Pre-retirement - Ms. Dagmar Halamka, full-time instructor of Business, to work a reduced load of 40% in Fall 2008 and 60% in Spring 2009, for five years beginning Fall 2008 through Spring 2013, in accordance with the Agreement, Article XVIII, Section 2(c).
4. Employment - Mr. Michael J. Trevis, Chief of Police/Director of Public Services Instructional Programs, Range 15, Step 1, Administrator Salary Schedule, effective July 1, 2008.
5. Employment - Ms. Sara Di Fiori, full-time instructor of Earth Sciences, Natural Sciences Division, Class II, Step 4, Academic Salary Schedule, effective August 21, 2008.
6. Employment - Dr. Randall Firestone, full-time instructor of Philosophy, Behavioral & Social Sciences Division, Class V, Step 4, Academic Salary Schedule, effective August 21, 2008.
7. Employment - Ms. Michelle Moen, full-time instructor of Childhood Education, Behavioral & Social Sciences Division, Class II, Step 4, Academic Salary Schedule, effective August 21, 2008.
8. Employment - Ms. Shantel Thornton, full-time instructor of Psychology, Behavioral & Social Sciences Division, Class III, Step 4, Academic Salary Schedule, effective August 21, 2008.

9. Amend Employment - Mr. Dexter Vaughn, full-time EOP&S Counselor, Counseling Division, Class II, Step 9 instead of Step 4, Fiscal Salary Schedule, effective May 1, 2008.
10. Extend Assignment - Dr. James Schwartz, Interim Dean, Fine Arts, Range 16, Step 5, Administrator Salary Schedule, plus an additional \$575 a month to cover medical benefits, effective January 1, 2008 until position is filled.
11. Change of Assignment - Dr. Barbara Jaffe, Associate Dean of Humanities to Interim Associate Dean of Academic Affairs, effective July 1, 2008 through June 30, 2009.
12. Amend Special Assignment - Ms. Julie Gibler, part-time Nurse Practitioner, Health Sciences & Athletics Division, to help with athletic physicals, to be paid \$53.24 an hour, instead of \$51.71 an hour, not to exceed 38 hours or \$2,023, effective April 21 through June 6, 2008, in accordance with the Agreement, Article X, Section 14(a).
13. Special Assignment - Mr. Ricardo Castillo, part-time Disabilities Specialist, Special Resource Center, Health Sciences & Athletics Division, to coordinate projects for students with disabilities, to be paid \$44.22 an hour, not to exceed 225 hours or \$9,950, effective April 22 through June 30, 2008, in accordance with the Agreement, Article X, Section 14(a).
14. Special Assignment - Ms. Vera Bruce, full-time instructor of Fashion, Industry & Technology Division, to conduct not-for-credit Introduction to Gemstones class for Community Education, to be paid \$30.00 per hour, not to exceed 9 hours or \$270, effective March 1 through June 30, 2008, in accordance with the Agreement, Article X, Section 14(a).
15. Special Assignment - Dr. Lars Kjeseth, full-time instructor of Mathematics, to coordinate summer cohort projects/administrate grant paperwork, as Activity Director of Title V Grant, to be paid \$60.18 an hour, not to exceed 350 hours or \$21,063, effective June 8 through August 24, 2008, in accordance with the Agreement, Article X, Section 14(a).
16. Special Assignment - The following full-time instructors of Mathematics, to develop further the materials produced in the cohorts classes for the joint Title V Mathematics Grant with Santa Monica College, to be paid \$60.18 an hour, not to exceed a total of 300 hours or \$18,054, effective June 9 through August 24, 2008 in accordance with the Agreement, Article X, Section 14(a).

<u>Instructor</u>	<u>Not to Exceed Hours</u>	<u>Not to Exceed Dollars</u>
Jeffrey Cohen	80	\$4,814.40
Kaysa Laureano-Ribas	20	\$1,203.60
Arturo Martinez	40	\$2,407.20
Trudy Meyer	20	\$1,203.60
Eduardo Morales	20	\$1,203.60
Malinni Roeun	20	\$1,203.60
Greg Scott	20	\$1,203.60
Jacquelyn Sims	20	\$1,203.60
Susan Tummer Stocum	40	\$2,407.20
Susan Taylor	20	\$1,203.60

17. Special Assignment - The following part-time instructors of Mathematics, to develop further the materials produced in the cohorts classes for the joint Title V Mathematics Grant with Santa Monica College, to be paid \$60.18 an hour, not to exceed a total of 111 hours or \$6,680, effective June 9 through August 24, 2008 in accordance with the Agreement, Article X, Section 14(a).

<u>Instructor</u>	<u>Not to Exceed Hours</u>	<u>Not to Exceed Dollars</u>
Michael Bateman	12	\$ 722.16
Laura Gollener	12	\$ 722.16
Maribel Lopez	25	\$1,504.50
Wendy Miao	25	\$1,504.50
Tatiana Roque	12	\$ 722.16
David Yee	25	\$1,504.50

18. Special Assignment - Ms. Tisa Casas, part-time instructor of Human Development, Behavioral & Social Sciences Division, to work on career development modules for students with disabilities for the Special Resource Center, Health Sciences & Athletics Division, to be paid \$45.14 an hour, not to exceed 150 hours or \$6,771, effective May 1 through June 30, 2008, in accordance with the Agreement, Article X, Section 14(a).
19. Special Assignment - Mr. Eric Carlson, full-time instructor of Machine Tool Technology, Industry & Technology Division, to conduct aerospace industry research and develop training modules, to be paid \$45.14 an hour, not to exceed 132 hours or \$5,959, effective July 1 through August 22, 2008, in accordance with the Agreement, Article X, Section 9(m).
20. Special Assignment - Mr. Ed Lugo, part-time instructor of Machine Technology, Industry & Technology Division, to conduct aerospace industry research and

develop training modules, to be paid \$45.14 an hour, in accordance with the Agreement, Article X, Section 9(m).

<u>Effective Dates</u>	<u>Not to exceed Hours</u>	<u>Not to Exceed Dollars</u>
5/20 - 6/30/08	30	\$1,354
7/1/08 – 8/22/08	40	\$1,805

21. Special Assignment - Ms. Trudy Meyer, full-time instructor of Mathematics, to prepare written information to share with students on how to better meet the needs of our basic skills students, to be paid \$45.14 an hour, not to exceed 40 hours or \$1805, effective June 28 through July 25, 2008, in accordance with the Agreement, Article X, Section 14(a).
22. Special Assignment - The following instructors in the Health Sciences & Athletics Division, to work at summer sports camps or give swimming lessons, effective June 9 through August 22, 2008, in accordance with the Agreement, Article X, Section 14(a).

<u>Instructor</u>	<u>Discipline</u>	<u>Dollars per Hour</u>	<u>Not to Exceed</u>
Corey Stanbury	Swimming	\$25	\$3,100
Eugene Engle	Football	\$25	\$ 500
Albert (John) Britton	Soccer	\$25	\$ 750

23. Special Assignment - Ms. Bridget Green, part-time instructor of Public Safety, Industry & Technology Division, to instruct students enrolled in Foster Care program with Community Advancement Division, to be paid \$37.00 an hour, not to exceed 16 hours or \$592, effective May 24 through June 30, 2008, in accordance with the Agreement, Article X, Section 14(a).
24. Stipend Assignment - The following full-time instructors, to present a workshop at the Teacher Education Program (TEP) Speaker's Symposium, to be paid \$100 each, effective April 26 through April 27, 2008, in accordance with the Agreement, Article X, Section 14(a).

<u>Instructor</u>	<u>Discipline</u>
Jennifer Montgomery	Child Development
Gail Price	Child Development
Lisa Raufman	Counselor
Reginal Sirls	Education

25. Stipend Assignment - The following faculty to be paid \$250 each for participating in the Assessment of Learning Project to be held during the spring semester, in accordance with the Agreement, Article X, Section 14(a).

Jay Siddiqui
Jacquie Thompson
Nancilyn Burruss

Rose Ann Cerofeci
Patrick Schulz
Suzanne Won

26. Stipend Assignment - Mr. Harold Hofmann, full-time instructor of Machine Tool Technology, Industry & Technology Division, to complete the Project Lead the Way (PLTW) instructor certification for Engineering Technology, to be paid \$1,500, effective June 15 through June 27, 2008, in accordance with the Agreement, Article X, Section 9(m).
27. Employment - The following part-time Clinical Psychologists to be hired as needed in Student Health Services, to be paid \$60.18 an hour, not to exceed a total of 36 hours per week or \$2,167 per week, effective July 1, 2008 through June 30, 2009, in accordance with the Agreement, Article X, Section 9(e).

<u>Instructor</u>	<u>Not to Exceed Hours Per Week</u>
Ruth Taylor	24 hours
Sally Emery	12 hours

28. Employment - The following part-time Nurse Practitioners to be hired as needed in Student Health Services, not to exceed a total of 24 hours per week, effective July 1, 2008 through June 30, 2009, to be paid in accordance with the Agreement, Article X, Section 9(m).

Melanie Bronstein
Linda Goldman

Julie Gibler

29. Employment - The following part-time/temporary instructors to be hired as needed for the 2008 Summer session.

Behavioral & Social Science

Mohammed Abdelhamid, Class IV, Step 4
Catherine Adesina, Class III, Step 4
Kimya Anthony, Class IV, Step 4
Nancilyn Burruss, Class II, Step 6
Marie Butler, Class V, Step 28
Tisa Casas, Class II, Step 5
Van Chaney, Class III, Step 4
Joseph Georges, Class IV, Step 28
Jerry Gonzalez, Class III, Step 4
Mark Gordon, Class V, Step 10

Barry Gropp, Class III, Step 4
Shahrokh Haghighi, Class V, Step 14
Paul Harley, Class II, Step 11
Lorrie Kato, Class IV, Step 6
Steven Kaufman, Class II, Step 5
Toshiko Konishi, Class V, Step 9
Cathy Lakatos, Class III, Step 5
Michelle Moen, Class II, Step 4
Natalina Monteiro, Class V, Step 5
Andrew Monzon, Class II, Step 4

Gerardo Nebbia, Class II, Step 6
Rebecca Nunez-Mason, Class III, Step 4
Kaoru Oguri, Class V, Step 13
Jalpa Parikh, Class IV, Step 4
Jill Pfeiffer, Class IV, Step 11
Cecelia Phillips, Class III, Step 24
Jeffrey Rigby, Class IV, Step 28
Kathryn Romero, Class III, Step 12

Business

Vince Deluca, Class I, Step 4
Denise Nevin, Class II, Step 4
Amy Roberts, Class I, Step 4

Fine Arts

Peter Abilogu, Class III, Step 5
Cynthia Bahti, Class II, Step 24
Ava Baldwin, Class II, Step 5
Linda Busch, Class IV, Step 8
Elizabeth Casebolt, Class III, Step 4
Kristin Chew, Class I, Step 4
Camille Cornelius, Class III, Step 12
Walter Cox, Class III, Step 4
Robert Dalton, Class II, Step 7
Carola de la Rocha, Class IV, Step 6
Mary Drobny, Class IV, Step 14
Suzanne Fagan, Class IV, Step 4
Kurt Festinger, Class I, Step 10
Michelle Funderburk, Class IV, Step 4
Heidi Gornto, Class IV, Step 9
Jonathon Grasse, Class V, Step 7

Health Sciences & Athletics

Billie Jo Anthony, Class III, Step 4
David Bacon, Class II, Step 4
Jaymie Baquero, Class II, Step 4
Richard Blount, Class II, Step 6
Daniel Brown, Class II, Step 4
Susan Calderon, Class II, Step 5
Colleen Caldwell, Class I, Step 4
Elizabeth Canales, Class I, Step 4
Sivi Carson, Class III, Step 5
Olaivar Ellen, Class II, Step 12
Michael Fenison, Class II, Step 5
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Samuel Russo, Class II, Step 20
Francis Schulte, Class III, Step 12
Emily Sedgwick, Class II, Step 7
Terry Spearman, Class V, Step 20
Kell Stone, Class II, Step 7
Mari Womack, Class V, Step 8
Paulette Young, Class I, Step 4

Robert Rooks, Class I, Step 8
John Slawson, Class V, Step 7
Stephen Whitson, Class IV, Step 5

Hiroshi Hamanishi, Class I, Step 4
Jamie Hammond, Class II, Step 5
Glorianne Harris, Class III, Step 7
Kent Hayward, Class IV, Step 4
Karin Jensen, Class IV, Step 8
Isadora Johnson, Class II, Step 9
Emma Kheradyar, Class III, Step 4
Leroy Kim, Class I, Step 8
Lawrence Klepper, Class IV, Step 14
Norman Looney, Class IV, Step 24
Margot Martin, Class V, Step 10
Deborah Patterson, Class II, Step 7
Michael Quinn, Class II, Step 10
Holly Sneed, Class IV, Step 4
Bruce Tellier, Class II, Step 5

Nathan Fernley, Class II, Step 5
Diana Galias, Class I, Step 5
Jennifer Henderson, Class II, Step 4
Hiroko Hojo, Class III, Step 7
Naveed Hussain, Class III, Step 4
Stacey Komai, Class II, Step 4
Michael Mills, Class III, Step 4
Douglas Mizukami, Class I, Step 4
Mary Ogi, Class II, Step 6
Norkor Omaboe, Class II, Step 4
Fred Petersen, Class II, Step 6

Custodio Roland, Class II, Step 4
Danielle Roman, Class II, Step 7
Krysti Rosario, Class I, Step 4
Michael Schultz, Class III, Step 9
Stephen Shaw, Class II, Step 5
Sean Sheil, Class II, Step 8
Melinda Smith, Class II, Step 4
Joel Smith, Class III, Step 5
Julia Sprague, Class II, Step 6

Humanities

Eric Balley, Class II, Step 4
Vicki Blaho, Class IV, Step 14
Allison Carr, Class II, Step 4
Kathleen Collins, Class III, Step 10
Yolanda Cuesta, Class II, Step 11
Agnes Davies, Class II, Step 6
Kimiko Ego, Class IV, Step 4
Paul Freeborn, Class IV, Step 5
Antonio Gonzalez, Class V, Step 13
Ellen Griffin, Class V, Step 8
Yvette Hawley, Class II, Step 4
Jennifer Hill, Class III, Step 7
Yaeko Hirano, Class III, Step 4
Jennifer Holt, Class II, Step 6
Patricia Hoovler, Class III, Step 24
Kristin Jones, Class II, Step 4
Dalia Juarez, Class II, Step 6
Kim Krizan, Class II, Step 4

Industry & Technology

Vera Bruce, Class III, Step 12
Kevin Coffelt, Class III, Step 7
Timothy Dennis, Class I, Step 4
Jeffrey Donahue, Class II, Step 12
Sharon Higgins, Class II, Step 8
Wendy Kahan, Class II, Step 4
James Lemmon, Class II, Step 4

Mathematical Science

Vage Avakyan, Class V, Step 20
Adalinda Avila, Class II, Step 5
Michael Bateman, Class II, Step 7
Robert Bauman, Class III, Step 12
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Susan Stohrer, Class II, Step 5
Darryl Sue, Class V, Step 9
Elizabeth Sweeney, Class V, Step 4
Matthew Trites, Class II, Step 6
Steven Van Kanegan, Class II, Step 12
Lisa Marie Weyh, Class II, Step 5
Karen Wyatt, Class II, Step 5
Aiping Zhou, Class V, Step 4

Susan Magabo, Class II, Step 4
Michael Mangan, Class III, Step 4
Clinton Margrave, Class III, Step 5
Rossella Pescatori, Class V, Step 4
Claudia Prada, Class IV, Step 8
Robert Puglisi, Class II, Step 6
Cynthia Quintero, Class II, Step 11
Natalie Ricard, Class IV, Step 12
Alicia Rodriguez, Class IV, Step 14
Jelena Savina, Class II, Step 4
Joyce Schenk, Class IV, Step 24
Dale Shannon, Class II, Step 12
Jan Shimaura, Class II, Step 7
Kanzo Takemori, Class III, Step 12
Cynthia Tino-Sandoval, Class II, Step 7
Alfred Zucker, Class V, Step 28
Genevieve Zuidervaart, Class III, Step 6

Edward Lugo, Class III, Step 4
Phil Reno, Class III, Step 4
Eugene Rock, Class II, Step 10
Bernardo Rodriguez, Class II, Step 6
Dale Ueda, Class III, Step 5
Dan Valladares, Class I, Step 6

Beyene Bayssa, Class II, Step 8
Susan Bucher, Class IV, Step 5
Robert Caldwell, Class II, Step 12
Wei Feng Chen, Class V, Step 6

Remo Ciccone, Class II, Step 7
Dimetros Dammena, Class II, Step 8
Zekarias Dammena, Class II, Step 28
Henri Feiner, Class II, Step 20
Winfred Ferrell, Class II, Step 8
Manolita Formanes, Class II, Step 8
Theodore Gibson, Class II, Step 12
Jack Gill, Class III, Step 12
Astatke Gizaw, Class II, Step 11
Laura Gollner, Class II, Step 4
Jamel Kammoun, Class V, Step 14
Loan Le, Class II, Step 8
Juan Martinez, Class IV, Step 6
Perry McDonnell, Class III, Step 9
Wendy Miao, Class II, Step 12
Hai Ngo, Class III, Step 10
Alice O'Leary, Class II, Step 9

Quyen Phung, Class III, Step 6
Mohammad Rahnavard, Class V, Step 8
Lernik Saakian, Class V, Step 24
Michael Semenoff, Class II, Step 12
Ellis Shamash, Class V, Step 9
Arkadiy Sheynshteyn, Class V, Step 4
Richard Sibner, Class IV, Step 5
Shane Smith, Class II, Step 6
Gizaw Tadele, Class II, Step 20
Erxiang Wang, Class II, Step 12
Patrick Webster, Class II, Step 12
Richard Wong, Class II, Step 12
Jung Woo, Class V, Step 5
May Xu, Class IV, Step 11
Christie Yang, Class III, Step 9
Michael Zeitzew, Class V, Step 7

Natural Science

Robert Altermatt, Class II, Step 4
Premilla Arasasignham, Class IV, Step 4
Gary Booher, Class III, Step 5
Michael Brennan, Class III, Step 5
Adeleh Esfandiari, Class V, Step 14
Lynn Fielding, Class II, Step 12
Diana Garcia, Class V, Step 12
Melvin Kantz, Class V, Step 4
Mahbub Khan, Class V, Step 4

Octavian Le, Class V, Step 4
Natalia Lev, Class II, Step 6
Douglas Neves, Class V, Step 4
Charles Page, Class IV, Step 28
Ansha Qian, Class V, Step 4
Rajinder Sidhu, Class III, Step 6
Richard Slocum, Class V, Step 10
Rosmery Tajiboy, Class I, Step 4

Special Resource Center

Tisa Casas, Class II, Step 4

Jan Wong, Class I, Step 4

Classified Personnel:

1. Deceased - Ms. Easter White, Utility Worker, Range 23, Step E, Facilities Planning and Services Division, Administrative Services Area, effective April 23, 2008.
2. Retirement - Mr. John Moore, Night Custodian Supervisor, Range 10, Step E (Supervisory Salary Schedule), Facilities Planning & Services Division, Administrative Services Area, effective February 20, 2008.
3. Amend Extend Personal Leave of Absence 100% (Unpaid) – Ms. Carmen De La Cruz, Custodian, Range 20, Step E, Facilities Planning & Services Division,

Administrative Services Area, effective March 1 through March 30 instead of April 8, 2008.

4. Amend Work Out of Classification - Ms. Martha Perez from 50% Clerical Assistant, Range 22, Step E, to work an additional 50% as Student Services Technician, Range 28, Step C, Counseling and Student Services Division, Student and Community Advancement Area, effective May 12 through June 30, 2008.
5. Separation - Ms. Jillian Dongo, Lead Accounting Technician, Range 34, Step E, Center for the Arts/Fine Arts Division, Academic Affairs Area, effective April 24, 2008, and that she be placed on the 39-month re-employment list.
6. Termination - Mr. Mark Padjen, Groundskeeper/Gardener II, Range 28, Step A, Facilities, Planning and Services Division, Administrative Services Area, effective, May 20, 2008.
7. Employment - Ms. Betty Sedor, Assistant Director of Community Education and Development, Range 6, Step 2, Community Advancement Division, Student and Community Advancement Area, effective June 2, 2008.
8. Employment - Mr. Steven Waterhouse, Admissions and Records Supervisor, Range 21, Step A, (Supervisor Salary Schedule), Admissions and Records/Enrollment Services Division, Student and Community Advancement Area, effective June 2, 2008.

Temporary Classified Services Employees

9. Ms. Susan Nickle - Student Services Specialist, Range 33, Step E, Admissions and Records Division, Student and Community Advancement Area, effective May 14 through June 30, 2008.

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 1-31.

The following temporary non-classified service employees are hired for the 2007 – 2008 fiscal year, effective May 20, 2008 through June 30, 2008, days and hours vary as needed, unless otherwise stated:

1. Kasey Armstrong - Instructional Services Aide IV, \$11.75 per hour, effective May 5, 2008 through June 30, 2008, Special Resource Center/Health Sciences and

Athletics, Academic Affairs Area, to provide accommodations for students with disabilities.

2. Barbara Beaupre - Instructional Services Aide VI, \$15.00 per hour, Writing Center/Humanities, Academic Affairs Area, to assist students with their writing assignments in all phases of the composing process.
3. Miguel Castro - Campus Police Aide II, \$9.25 per hour, effective July 1, 2008 through June 30, 2009, Campus Police, Administrative Services Area, to assist the department staff with office support and other duties as assigned.
4. Jennifer D’Incecco - Program Aide VI, \$15.00 per hour, effective June 9, 2008 through June 30, 2008, Teacher’s Education Program (TEP)/Behavioral and Social Sciences, Academic Affairs Area, to assist the TEP staff with various aspects of maintaining the program.
5. Michael Fenison - Sports and Recreational Aide IV, \$12.00 per hour, effective June 16, 2008 through June 30, 2008, Health Sciences and Athletics, Academic Affairs Area, to work as a coaching assistant for the summer basketball program.
6. Michael Fenison - Sports and Recreational Aide IV, \$12.00 per hour, effective July 1, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to work as a coaching assistant for the summer basketball program.
7. Robert Fernley - Education Professional I, \$25.00 per hour, effective July 1, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to work as a summer camp director for the summer sports program.
8. Nicole Christina-Marie Gesch - Theater Aide I, \$8.25 per hour, Center for the Arts/Fine Arts, Academic Affairs Area, to provide customer service for any given event in either the Marsee Auditorium, Campus Theatre or Recital Hall.
9. Roxana Gomez - Campus Police Aide III, \$11.00 per hour, effective July 1, 2008 through June 30, 2009, Campus Police, Administrative Services Area, to assist the department staff with office support and other duties as assigned.
10. Can T. Hoang - Campus Police Aide I, \$8.00 per hour, effective July 1, 2008 through June 30, 2009, Campus Police, Administrative Services Area, to assist the department staff with office support and other duties as assigned.
11. Monica Lizarrage-Papke - Program Professional I, \$25.00 per hour, effective June 9, 2008 through June 30, 2008, Health Sciences and Athletics, Academic Affairs Area, to work as a camp director for the summer swimming program.

12. Steven Makshanoff - Education Professional II, \$42.00 per hour, effective July 1, 2008 through June 30, 2009, El Camino Language Academy (ECLA)/Community Advancement, Student and Community Advancement Area, to teach Basic, Low, and High Intermediate English as a Second Language (ESL) classes.
13. Amailia Moreno - Theater Aide IV, \$12.50 per hour, Center for the Arts/Fine Arts, Academic Affairs Area, to organize and coordinate the paid and volunteer front of house personnel for any given event in either the Marsee Auditorium, Campus Theatre, or Recital Hall.
14. Mario Munoz - Theater Aide I and II, \$8.25 and \$9.25 per hour, Center for the Arts/Fine Arts, Academic Affairs Area, to perform a variety of tasks related to ticket sales, general office procedures, and to provide customer service for any given event in either the Marsee Auditorium, Campus Theatre, or Recital Hall.
15. Diane Palmer - Program Aide VI, \$15.00 per hour, effective July 1, 2008 through June 30, 2009, Business Training Center/Community Advancement, Student and Community Advancement Area, to provide office support for the Business Training Center.
16. Brooke Parras - Campus Police Aide IV, \$14.00 per hour, effective July 1, 2008 through June 30, 2009, Campus Police, Administrative Services Area, to assist the department staff with office support and other duties as assigned.
17. Theresa Rogero - Instructional Services Aide I, \$8.00 per hour, effective April 20, 2008 through June 30, 2008, Special Resource Center /Health Sciences and Athletics, Academic Affairs Area, to provide accommodations for students with disabilities.
18. Matthew Ryan - Campus Police Aide II, \$10.00 per hour, effective July 1, 2008 through June 30, 2009, Campus Police, Administrative Services Area, to assist the department staff with office support and other duties as assigned.
19. Saori Sekiguchi - Sports and Recreational Aide IV, \$17.00 per hour, effective June 9, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to assist the coaching staff with the summer athletic programs.
20. Adriana Torres - Instructional Services Aide I, \$8.00 per hour, effective June 16, 2008 through June 30, 2008, Special Resource Center/Health Sciences and Athletics, Academic Affairs Area, to assist instructor with adaptive physical education classes.
21. Adriana Torres - Instructional Services Aide I, \$8.00 per hour, effective July 1, 2008 through June 30, 2009, Special Resource Center/Health Sciences and

Athletics, Academic Affairs Area, to assist instructor with adaptive physical education classes.

22. Thong Vo - Program Aide VI, \$16.00 per hour, effective July 1, 2008 through June 30, 2009, Workforce & Community Education/Community Advancement, Student and Community Advancement Area, to maintain computers and printer in the Career Placement Services computer lab, provide technical assistance to students with job searches, and other duties as needed.
23. Ronald Way - Program Professional IV, \$65.00 per hour, not to exceed \$24,000, Industry and Technology, Academic Affairs Area, to perform as principle investigator of the Advanced Technology Education Project funded by the National Science Foundation.
24. Jean Welsome - Sports and Recreational Aide IV, \$12.00 per hour, effective July 1, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to assist the coaching staff with the summer athletic programs.
25. The following individuals are to work as Education Professional II, \$40.00 per hour, effective July 1, 2008 through June 30, 2009, El Camino Language Academy (ECLA)/Community Advancement, Student and Community Advancement Area, to teach Basic, Low, and High Intermediate English as a Second Language (ESL) classes.

Kimiko Ego

Stella Kabelitz

Patricia Pollack

26. The following individuals are to work as Education Professional II, \$44.00 per hour, effective July 1, 2008 through June 30, 2009, El Camino Language Academy (ECLA)/Community Advancement, Student and Community Advancement area, to teach Basic, Low, and High Intermediate English as a Second Language (ESL) classes.

Cynthia Dong

Silvia Ribelles de la Vega

Maria Kindweiler

27. The following individuals are to work as Education Professional II, \$46.00 per hour, effective July 1, 2008 through June 30, 2009, El Camino Language Academy (ECLA)/Community Advancement, Student and Community Advancement area, to teach Basic, Low, and High Intermediate English as a Second Language (ESL) classes.

Lily Gill

Bonnie Pereyra

Susan Macias

Robert Puglisi

28. The following individuals are to work as Instructional Services Aide IV, \$11.75 per hour, effective March 20, 2008 through June 30, 2008, Special Resource Center/Health Sciences and Athletics, Academic Affairs Area, to provide accommodations for students with disabilities.

Joseph Fernandez

Shelley Spearman

29. The following individuals are to work as Medical Professional III, \$56.00 per hour, effective July 1, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to meet with injured athletes and administer physical exams to athletes.

William Mealer, M.D.

George Thompson, M.D.

30. The following individuals are to work as a Program Professional I, \$25.00 per hour, effective July 1, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to work as a camp director for the summer sports program.

Jaymie Baquero

Monica Lizarrage-Papke

31. The following individuals are to work as Sports and Recreational Aide IV, \$17.00 per hour, effective July 1, 2008 through June 30, 2009, Health Sciences and Athletics, Academic Affairs Area, to assist the coaching staff with the summer athletic programs.

Shelly Benner

Joshua Clark

Dana Dugan

Desiree Gant

Jeanette Gant

Richard Pieper

Peter Rice

Saori Sekiguchi

Amanda Whitehead

Jennifer Whitehead

Kiersten Zeller

Tiffany Zeller

C. DECLARATION OF INDEFINITE SALARIES FOR RETROACTIVE PAY

As a result of financial uncertainties, negotiations, legislation and other factors, the governing board hereby declares that all management, certificated, classified, confidential and other unrepresented employee salaries are declared indefinite for 2008-2009.

D. REVISED CLASSIFICATION SPECIFICATION FOR ADMINISTRATOR POSITION

It is recommended that the Board of Trustees approve the revised classification specification for the Vice President of Administrative Services position as shown on the following pages.

E. TITLE CHANGE FOR ADMINISTRATOR POSITION

It is recommended that the Board of Trustees approve the title change of the Vice President, Student Services to Vice President, Student and Community Advancement.

F. REVISED SALARY SCHEDULE FOR TEMPORARY NON-CLASSIFIED EMPLOYEES

It is recommended that the Board of Trustees approve the revised salary schedule for temporary non-classified employees (Casual), effective July 1, 2008 as shown on the following pages

G. REVISED SALARY SCHEDULE FOR STUDENT WORKERS

It is recommended that the Board of Trustees approve the revised salary schedule for student workers, effective July 1, 2008, to align hourly rates with Temporary Non-Classified Employee's rates as shown on page 22.

H. REVISED SALARY SCHEDULE FOR SPECIAL SERVICES PROFESSIONALS

It is recommended that the Board of Trustees approve for the Special Services Professional a 3.0% on-scale salary increase, effective July 1, 2008, as shown on page 23.

I. APPROVAL BY BOARD OF TRUSTEES: EL CAMINO COLLEGE FEDERATION OF TEACHERS, LOCAL 1388, AFT, AFL-CIO CONTRACT RATIFICATION

It is recommended that the Board of Trustees approve the Agreement between the El Camino College Federation of Teachers and the El Camino Community College District, to be effective July 1, 2007 through June 30, 2010, following the review of the “El Camino College Federation of Teachers, Local 1388, AFT, AFL-CIO Contract Negotiations Settlement Notification Component of the Statewide Criteria and Standards” as submitted in the attached item of this Non-Consent Agenda.

EL CAMINO COMMUNITY COLLEGE

CLASS TITLE: VICE PRESIDENT OF ADMINISTRATIVE SERVICES

BASIC FUNCTION:

Under the direction of the Superintendent/President, provide overall leadership in planning, directing and evaluating the operational activities of the District including, but not limited to all aspects of financial services; business services; facilities including maintenance and operations; information systems; campus police services; bookstore and food services.

REPRESENTATIVE DUTIES:

Serve as the chief advisor to the Superintendent/President on strategic matters related to budget development, finance administration, facilities services, property management, safety, purchasing, information systems and other administrative concerns.

Develop the annual estimates of income and expenditures for various District programs; make recommendations to the Superintendent/President regarding total estimated expenditures to assure compliance with projected income for the same period.

Assist with the District planning process to link with the annual budget.

Direct the administration of various District budgets; coordinate the development of the District's annual budget for expenditures with other Vice Presidents; execute budgetary documents as authorized by the Board, and assure the District maintains a balanced budget within authorized spending programs.

Participate in grievances, disciplinary meetings, legal matters and other employment activities.

Vice President of Administrative Services (cont'd)

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Direct the business services operations of the District including finance, budgeting and purchasing; provide for proper internal controls and management of District funds.

Oversee the administration of contracts with outside vendors, the bidding and procurement procedures for goods and services and execute contract documents as authorized by the Board.

Direct facilities services; make recommendations and approve plans and specifications for construction and remodeling projects; work with appropriate State agencies to assure

approval of various construction and remodeling projects; complete annual and long-term construction and facilities plans.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions to the Superintendent; approve goals and performance objectives for Administrative Services Department personnel.

Coordinate and supervise legal matters of the District; make recommendations to the Superintendent/President regarding employment of outside legal consultants; represent the District with legal counsel in various legal actions for and against the District

Provide for proper management of the District's investment program; assure funds not needed for current operation are invested in accordance with County, State and federal requirements.

Provide for proper management and control of the District's insurance program; analyze, review and purchase insurance to assure the District, Board and employees are adequately protected and covered for contingencies associated with operation of a community college. **Vice President of**

Administrative Services (cont'd)

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Oversee the operations of Auxiliary Services.

Direct the operations of the Campus Police; assure compliance with applicable State laws and regulations; participate on related committees.

Oversee the District's internal and external auditing program; recommend the employment of external auditors; assure program complies with related regulations.

Recommend agenda items for Board approval; attend regular meetings and closed sessions as requested; prepare Administrative Services board agenda and supporting materials for Superintendent/President; recommend new policies or amendments to existing policy to the Superintendent/President; provide information and data as requested.

Perform related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

Planning, organization and direction of the Administrative Services Department.
Budget preparation and control.
Oral and written communication skills.
Principles and practices of administration, supervision and training.
Applicable laws, Education codes, regulations, policies and procedures.
Interpersonal skills using tact, patience and courtesy.
Operation of a computer and assigned software.
Generally accepted accounting principles.

ABILITY TO:

Provide overall leadership in planning, directing and evaluating the administrative activities of the District.

Vice President of Administrative Services

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Supervise the administration of various District budgets.
Supervise and evaluate the performance of assigned staff.
Communicate effectively both orally and in writing.
Interpret, apply and explain rules, regulations, policies and procedures.
Establish and maintain cooperative and effective working relationships with others.
Operate a computer and assigned office equipment.
Analyze situations accurately and adopt an effective course of action.
Meet schedules and time lines.
Work independently with little direction.
Plan and organize work.
Prepare comprehensive narrative and statistical reports.
Direct the maintenance of a variety of reports and files related to assigned activities.
Sensitive to and understanding of diverse academic, socioeconomic, cultural, linguistic, ethnic backgrounds and disabilities of community college students and staff.

EDUCATION AND EXPERIENCE:

Master's degree from an accredited college or university in business administration or related field and five (5) years of increasingly responsible experience at the senior management level in the administration of administrative services divisions with emphasis in finance and budget or the equivalent.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

WORKING CONDITIONS:

ENVIRONMENT:

Office environment.
Attend multiple meetings.
Extended periods of sitting.

PHYSICAL ABILITIES:

Hearing and speaking to exchange information.
Seeing to read a variety of materials.

Certificated Management

Revised and Board Approved: May 19, 2008

TEMPORARY, NON-CLASSIFIED EMPLOYEE HOURLY RATES OF PAY

THE HIRING DEPARTMENT MUST START ALL NEWLY HIRED TEMPORARY, NON-CLASSIFIED (CASUAL) HOURLY EMPLOYEES AT **RATE I IN ANY GIVEN LEVEL.**

In certain situations, a manager may require that a new casual employee be placed at a higher rate within any level, based on specific job-related knowledge and skills that the employee brings to the position. In this case, the requesting department must submit the Casual Employee Qualifications Checklist, and the Vice President of Human Resources must approve placement of the level and rate for each casual employee before submission of the Board item.

Level I – Provides basic help for basic tasks and duties under supervision.

Level II – Some work experience in the particular job field is mandatory. Duties include responsibility for more complex functions and tasks. This level requires minimal direct supervision.

Level III – Requires experience and specialized knowledge. Duties include a variety of advanced tasks pertaining to more complex work and/or skills. Must be capable of using independent judgment and able to serve as a lead to others who are less skilled.

Level IV – Extensive experience required. Should have specialized knowledge or training for specific functions. Strong independent judgment, leadership, and communication skills as well as knowledge of relevant College policies are necessary. Can work independently.

Level V – Extensive experience required. Must have specialized knowledge or training for specific functions as well as judgment and problem solving skills. Must be able to handle complex tasks and provide guidance and leadership. Knowledge of relevant College policies is necessary.

Level VI – Extensive experience required. Must have specialized and advanced knowledge or training for specific functions. Ability to apply independent judgment and problem solving skills without supervision is necessary. Must be able to handle complex tasks and provide guidance and leadership at a high level. Detailed knowledge of relevant College policies is necessary.

	Rate 1	Rate 2	Rate 3	Rate 4	Rate 5
Level I	8.00	8.25	8.50	8.75	9.00
Level II	9.25	9.50	9.75	10.00	10.25
Level III	10.50	10.75	11.00	11.25	11.50
Level IV	11.75	12.00	12.25	12.50	12.75

Level V	13.00	13.25	13.50	13.75	14.00
Level VI	15.00	16.00	17.00	18.00	19.00

Series:

CAMPUS POLICE AIDE SERIES

Assists the department with duties which may include dispatch, Live Scan, parking enforcement, and other jobs essential to assisting Campus Police.

INSTRUCTIONAL AIDE SERIES

Assists with instructional support services which may include tutoring, teacher assistance, laboratory aid, and other jobs associated with supporting instruction.

OFFICE AIDE SERIES

Assists with office and department support which may include general office, customer service, computer assistance, cashiering, stocking supplies, and other jobs.

PROGRAM AIDE SERIES

Assists with duties that are related to daily operation and maintenance of a program and/or project.

SPORTS AIDE SERIES

Assists the athletic department with duties related to coordinating various sports programs and events.

THEATER AIDE SERIES

Assists the Center for the Arts with duties which may include ushering, ticket taking, greeting theater patrons, and working backstage as part of the technical crew.

Employees must complete at least one (1) year of satisfactory work or at least 320 hrs before being considered for advancement to the next rate. Justification for this must be provided in the form of a printed copy of the employee's cumulative hours from the Time Keeper system when submitting the Board item.

PROFESSIONAL Series

Highly experienced professionals with consummate, specialized skills. Professional Certification or Bachelor's or Master's degree preferred.

Professional I - \$20.00 to \$33.00 per hour

Professional II - \$34.00 to \$47.00 per hour

Professional III - \$48.00 to \$61.00 per hour

Professional IV - \$62.00 and up per hour

Professional Series titles are used for employees who are experienced professionals in their respective fields, having duties not similar to Classified or the previously mentioned Casual jobs.

- **Assistive Linguistics Professional:** sign-language interpreting, real-time captioning
- **Education Professional:** modeling, tutoring, preparing curriculum for not-for-credit classes
- **Medical Professional:** Physician, Nurse, Psychologist, & Chiropractic duties
- **Program Professional:** coordination, supervision, or maintenance of projects/programs
- **Training Professional:** provides training, expertise, leadership, & professional services

Professional Series employees working as a medical specialist (Psychological Assistant, Chiropractor, Clinical Psychologist, and Physician) must furnish a valid license and certification of malpractice insurance for no less than \$1,000,000.

RESTRICTIONS

Casual employees may not exceed 170 working days within the fiscal year. This is to be a cumulative figure, the sum being the combined days of multiple work locations. Hiring managers must continually monitor and confirm that less than 170 working days is maintained.

El Camino College

Student Worker Rates of Pay

POSITION TITLE	PAY RATE – HOURLY					DUTY LEVEL DESCRIPTION
	Rate A	Rate B	X. Rate C	Rate D	Rate E	
Student Worker I	8.00	8.25	8.50	8.75	9.00	Entry level. Provides basic help for basic tasks and duties under supervision.
Student Worker II	9.25	9.50	9.75	10.00	10.25	Above entry level. Same duties as Student Worker I, but requires some experience, knowledge, skills, or training.
Student Worker III	10.50	10.75	11.00	11.25	11.50	Provides support and assistance in moderate capacity. Must use independent judgment moderate supervision. Requires some specialized knowledge, skills or training.
Student Worker IV	11.75	12.00	12.25	12.50	12.75	Provides support and assistance in an advanced capacity. Must use independent judgment with minimal supervision. Requires specialized knowledge, skills or training for specific functions.
Student Worker V	13.00	13.25	13.50	13.75	14.00	Provides support and assistance in a highly advanced capacity. Must use independent judgment with minimal supervision. Requires highly specialized knowledge, skills or training for specific functions.
Student Worker VI	15.00	16.00	17.00	18.00	19.00	Must have approval from Human Resources prior to beginning work.
Student Representative	\$200 per month, prorated by the number of meetings attended					Student Representative – Board of Trustees
Student Ad Manager	15% Commission on paid account, \$50/wk bonus for \$1,200 in ads, \$100/wk bonus for \$1,600 in ads, minimum sales requirement is \$800/wk.					Advertising Manager for student newspaper.

**EL CAMINO COMMUNITY COLLEGE DISTRICT
SPECIAL SERVICES PROFESSIONAL
DAILY/ANNUAL RATE SCHEDULE**

		Effective July 1, 2008				
<u>Range</u>	<u>Step</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
1	Daily	\$201	\$208	\$214	\$221	\$227
	Annual	\$52,260	\$54,080	\$55,640	\$57,460	\$59,020
2	Daily	\$218	\$226	\$233	\$239	\$246
	Annual	\$56,680	\$58,760	\$60,580	\$62,140	\$63,960
3	Daily	\$239	\$246	\$254	\$261	\$269
	Annual	\$62,140	\$63,960	\$66,040	\$67,860	\$69,940
4	Daily	\$261	\$268	\$276	\$284	\$293
	Annual	\$67,860	\$69,680	\$71,760	\$73,840	\$76,180
5	Daily	\$284	\$293	\$298	\$310	\$320
	Annual	\$73,840	\$76,180	\$77,480	\$80,600	\$83,200
6	Daily	\$310	\$320	\$330	\$340	\$349
	Annual	\$80,600	\$83,200	\$85,800	\$88,400	\$90,740
7	Daily	\$337	\$347	\$358	\$371	\$383
	Annual	\$87,620	\$90,220	\$93,080	\$96,460	\$99,580
8	Daily	\$371	\$381	\$393	\$404	\$416
	Annual	\$96,460	\$99,060	\$102,180	\$105,040	\$108,160
9	Daily	\$404	\$415	\$428	\$441	\$454
	Annual	\$105,040	\$107,900	\$111,280	\$114,660	\$118,040
10	Daily	\$461	\$475	\$489	\$504	\$520
	Annual	\$119,860	\$123,500	\$127,140	\$131,040	\$135,200

*The maximum annual rate is based on the daily rate time 260 days for PERS credit.

Note: For departmental budgeting purposes only, add 18% for costs incurred by the District, which includes PERS, OASDI, Medicare, Workers' Compensation and Unemployment Insurance costs, plus \$97.00 per month for contribution to CalPERS medical health care program through December 31, 2008. If you are providing medical benefits, use 28% for total benefits.

Board Approved: May 19, 2008

**TENTATIVE AGREEMENT
BETWEEN EL CAMINO COMMUNITY COLLEGE DISTRICT
AND THE EL CAMINO COLLEGE FEDERATION OF TEACHERS**

On March 5, 2008, the District and the Federation reached the following tentative agreement on their package proposals. This Tentative Agreement is to become effective following ratification by both parties, except for Article 20 – Evaluation changes, which will become effective for the 2008-2009 academic year. The negotiation teams for both the District and the Federation support and recommend the ratification of this Tentative Agreement.

<p>Global Changes: <u>Associate Dean</u> in lieu of Assistant Dean <u>Director of Learning Resources</u> in lieu of Dean of Instructional Services <u>Disabilities Specialist</u> to be added to list referring to Nurses, Librarians, Counselors and Faculty Coordinators <u>Syllabi</u> in lieu of syllabuses.</p>
<p>ARTICLE 3 – RIGHTS OF THE FEDERATION</p>
<p>Sec. 2(a) – Delete “reduced service;” and replace with “representation <i>service</i> fee.”</p>
<p>Sec. 2(c) – When at any time a Faculty Member wants to become a Federation Member, the forms will be “<u>jointly</u>” approved by the District <u>and Federation</u>.</p>
<p>Sec. 2(h) – Add “<u>subsequently</u>” implement the provisions of subsection (c).</p>
<p>Sec. 2(j) – Federation retains right to choose counsel to defend.</p>
<p>Sec. 6 – Revise “ ... and will distribute a copy to each faculty member employed as of July 1, 1997, and to each newly hired faculty member hired thereafter. and will provide the Federation with 30 copies for its purposes.”</p>
<p>Sec. 13 – Add Federation’s <u>location and telephone number</u> to College Catalog and official Faculty Handbook.</p>
<p>ARTICLE 4 - INTRACOLLEGIATE RELATIONS</p>
<p>Sec. 8: Faculty Handbook Deleted reference to “part time” and made it a “faculty” handbook. Added: <u><i>This handbook will be maintained on-line by the Human Resources Office.</i></u></p>

ARTICLE 6 – CLASSIFICATION OF FACULTY MEMBERS

Sec. 1- (a) **Contract (Probationary)** - A Part-Time Faculty Member exceeding sixty percent (60%)shall be placed on the full-time salary schedule if the substitute service is less than or equal to more than eight (8) consecutive weeks.... .

Sec. 1(b) – Add “Disabilities Specialist” to listed positions.

Sec. 3(a)(3) – Faculty Services Area “competency” [see also App. G]
COMPLETION NOT TIED TO THESE NEGOTIATIONS. PARTIES WILL CONTINUE TO WORK ON REVISION OF THIS SECTION OF THE CONTRACT. RATIFICATION OF NEW CONTRACT NOT CONTINGENT ON COMPLETION OF PROJECT.

Sec. 3(a)(1) – Use globally “FSAs”

Sec. 3(a)(2) – Add: “Disabilities Specialist”

Sec. 3(a)(4) – Add: “documented” before “work experience”

Sec. 4 – Revised: “Program needs and past successful experience in the District ~~and affirmative action goals~~ will be among the factors considered in determining class assignments for Part-Time Faculty Members.”

Sec. 4 - Add “Part-Time Faculty” language. Part-time faculty should be considered to be an integral part of their departments and are encouraged to participate in department and college activities and , at the discretion of the District, afforded utilization of supplies, equipment, and professional development activities.

Sec. 5(b) Delete:
The District and Federation shall meet and negotiate a Memorandum of Understanding to clarify special assignments, teaching and non-teaching load for Part-Time Faculty. The goal for completion of this task is the conclusion of the Academic Year 2002. Sections 4 and 5 of this Article shall remain in full effect until the Memorandum of Understanding is ratified and adopted.

Sec. 6(c) If, without good cause, a regular (permanent) Faculty Member fails ~~prior to July 1 of any year~~ to notify the District of ~~an~~ his/her ~~intention to remain or not to remain~~ in the service of the District by June 30 of any year, and if a notice of employment.....

ARTICLE 7- CALENDAR

Section 2 – Committee Recommendations
.... Consisting of fall and spring semesters, summer and winter sessions,

ARTICLE 8 – HOURS AND WORKING CONDITION

Sec. 1 – Change “will” to “ <i>shall</i> ”
Sec. 2 – Insert item numbers (only) - (1), (2), (3), (4), (5), (6) dividing up solid paragraph.
Sec. 2 – Revise sentence: “Each Instructor shall have office or <u><i>otherwise scheduled on campus</i></u> class hours of a minimum of two and one-half (2-1/2) <i>two (2)</i> hours per day, four (4) days per week Monday through Friday.” Add new language: “ <u><i>Each Instructor is responsible for holding all scheduled class meetings and office hours throughout the term.</i></u> ”
Sec. 3(a) – Technical language change, “will” to “ <i>shall</i> ” and capitalize “I” in <i>Instructor</i> . Add “ <i>per week.</i> ”
Sec. 5 – Delete “for each tax dollar expended.” Add to sentencefirst census count each semester of <u><i>596 hours for a 16 week term.</i></u> Add “ <i>Division Load</i> ” to last sentence.
Sec. 7 – Add “ <i>The</i> ” before “College” and delete “established.”
Sec. 8(a) – Delete “which members shall serve for the term of this Agreement.”
Sec. 9 – Change “will” to “ <i>shall</i> ”
Sec. 10 – Add introductory statement, “ <u><i>All instructors shall submit copies of their course syllabi, preferably in electronic format, to their respective Division Offices before the end of the second week of instruction.</i></u> ”
Sec. 11 – Add “ <i>an athletic</i> ” before coaching.
Sec. 15 – Part-Time Faculty Members: Note: This is a renumber based upon deletion of current Sec. 4, so still dependent upon status of Sec. 4.
Sec. 16(b) – Counselors: Revise to insert a notification date by May 15 (not June 1) and subject to retaining subsection (c). Also, delete “modified” before academic year, as well as throughout Section 16.
Sec. 16(d) – Fiscal Year Counselors: Creates a work year schedule for counselors who are working on a “fiscal year.”
Sec. 16 new (d) – Academic Year Counselors: Creates a work year schedule for counselors who are working on an “academic year.”
Sec. 16(e) – Creates a work year schedule for counselors on a 175-day modified academic year.
Sec. 16(f) – “A Counselor who is also assigned a teaching load during the academic year <u><i>shall have the option to count the teaching load as overload up to 13.34 percent, or to</i></u> be governed by the provisions of this Article for such period in the proportion that the Counselor’s teaching assignment bears to the normal teaching load as defined in Section 6 of this Article. The balance

of that percentage will be assigned as counseling duties as provided by this subsection.”

Sec. 16(h) – The District believes that in light of the amendment to 16(f) that if this amendment is agreeable, then the current subparagraph (h) is moot and should be deleted from the Agreement. The District also believes that the Federation’s proposal for 16(h) is moot.

Sec. 18(b) – Faculty Coordinators: new language in 18(b).

Sec. 18 – Add Faculty Coordinators ***“on the Fiscal Salary Schedule”*** will be employed ...”
Change name of second salary schedule to ***“Academic Salary Schedule.”***

Sec. 20 – Released/Reassigned Time - If an Instructional Faculty member is released/reassigned on a 50% basis:

- (a) his/her released/reassigned commitment is ~~20~~ ***22.5*** hours per week;
- (c) his/her unscheduled time is the remainder of the ~~40~~ ***45***-hour work week.

Sec. 22(a) – ***Flex Time Credit:*** New first sentence: ***“Each 10-month Full-Time Faculty member shall be responsible for 24 hours of Professional Development and each 12-month Full-Time Faculty member shall be responsible for 9 hours of Professional Development.”***

Sec. 22(a) – A total of four (4) days shall be set aside ~~identified~~ ***identified*** for Faculty Development (Flex) ~~during~~ ***on*** the academic year ~~calendar~~.

Sec. 22(b) – Amend third sentence to read: ***The additional fifteen (15) hours of required Flex activities will be required of all 10-month Faculty and may be completed with activities selected at the Faculty Member’s discretion.***

(1) If a Faculty Member misses a mandatory flex day, he/she shall be charged under the appropriate leave account in proportion to the missed flex time and may not make up the absence. For the purposes of this article, six hours of flex time shall be equal to one day of absence. Any portion of the six hours missed shall be considered a partial absence and shall be charged accordingly. (2) If a Faculty Member does not complete any portion of the additional 15 hours of required Flex activities by May 15, his/her pay shall be deducted for any of the Flex hours not completed.

Delete last sentence: ~~If a Faculty Member misses a mandatory Flex day, he/she may make up the time and not be charged for any leave of absence for that day.~~

Sec. 24 – New Section ***Safety:***

(a) The District shall provide work and workplaces that are safe and healthful. The District and employees will follow applicable job safety and health laws while conducting District business. The Federation will cooperate with the District in encouraging employees to maintain a safe and healthy work environment. (b) The Federation shall have a designated representative on the District Safety & Health Committee.

ARTICLE 9 – WINTER AND SUMMER SESSION ASSIGNMENTS

Article 9, Sec.5 – Corrected Session to read Winter Session in headings.

Article 9, Sec. 6 – While there is a TA, 11/7/07, be sure that all references to “International Education” refer to “Study Abroad”

Article 9, Sec. 7 – Librarian: Technical changes; add “The three Librarians of record for any summer or winter session shall be the three librarians who have worked the most total days for that term; any tie shall be resolved by the priority system of Sections 2, 4 and 5 of this Article.”

ARTICLE 10 – COMPENSATION

NOTE: SALARY INCREASES WERE PREVIOUSLY AGREED TO ON JULY 20, 2007 RESULTING IN 5% FOR 01/01/07 AND 3% FOR 01/01/08. THE FEDERATION AND THE DISTRICT HAVE SIGNED AN “MOU” STATING THAT THEY WILL RETURN TO THE BARGAINING TABLE IN THE FALL OF 2008 WITH RESPECT TO SALARY AND BENEFITS.

Article 10, Sec. 2 – Delete all reference to salary formula.

Article 10, Sec. 9, new (o) – “Part-time faculty may be listed in the schedule of classes.”

ARTICLE 11 – PAID LEAVES

Article 11, Sec. 2(c): Add “*domestic partner*” to the list of persons included within “immediate family.”

Article 11 – Sec. 3(a)(5). “Sub-Difference Sick Pay.” “In no event shall a Faculty Member receive less than 50 percent of their regular salary during the period of such absence up to a maximum of 100 days.”

Article 11 – 3(c) Winter or Summer Session – Add: for winter or summer session: ... one and a half (1.5) days for each five (5) or six week session

Article 11, Sec. 13 – **Catastrophic Illness Leave Plan** (a) The purpose of this plan is to permit Faculty Members ~~with a catastrophic illness or injury~~ to solicit individual donations of vacation and sick leave from fellow employees and/or from the Leave Bank when he/she or a family member suffers from a catastrophic illness or injury. Add similar language to (b) of this section.

ARTICLE 12 – UNPAID LEAVES

Article 12, Sec. 7(a) – Clarification regarding continuing health benefits while on unpaid leave of absence: **“An eligible faculty member shall be deemed to be in ‘paid status’ during any summer and/or winter session so long as the faculty member is scheduled to return to paid status at the end of the summer and/or winter sessions.”**

Article 12, Sec. 7 new (c) – **“Payments for such coverage must be made by check or money order made payable to the District and may be made in monthly installments. Should a Faculty member fail to make a payment required by this section, coverage shall terminate at the end of the month for which the last payment was received. Should the District terminate a Faculty Member’s coverage in error, it shall reinstate the Faculty Member’s coverage as soon as the error is confirmed.”**

ARTICLE 13 – SABBATICAL LEAVE

Article 13, Sec. 1 – Change “study” to **“professional development”**.

Article 13, Sec. 4(h) Faculty Members whose **“on a full paid”** sabbatical **“whose”** leave includes...

Article 13, Sec. 5(a): Change “teaching field” to applicant’s “discipline.”

Article 13, Sec. 10:exclusive of the summer session **and participate in a faculty forum on their sabbatical.** Also, Discussing in sufficient detail the sabbatical activities **which will be shared with the Board of Trustees.**

ARTICLE 14 – VACATIONS

Sec. 3. **Accumulation**

..... **Faculty members having more than 30 days of accrued vacation on June 30 must submit a plan to utilize the vacation days in excess of 30 days by December 31 to the Dean or Director by August 1 each year.**

Article 14 – Sec. 5: Time off for earned and unused vacation may ~~not~~ be taken in lieu of payment following the last full day worked.

ARTICLE 16 – PROFESSIONAL MEETINGS AND CONFERENCES

Article 16, Sec. 3 – Clarify conference and travel fund may be allocated to academic divisions **“or approved unit,”** delete reference to \$1,000.

Article 17, Sec. 1(e) Faculty Members may, during the CalPERS open enrollment period in the ~~month of May~~ **Fall** of each year, change plan coverage effective ~~August~~ **January** 1 of each such year.

Article 17, Sec. 1(f): “An eligible faculty member shall be deemed to be in “paid status” during any summer and/or winter session so long as the faculty member is scheduled to return to paid status at the end of the summer and/or winter sessions.”

Article 17, Sec. 6 Title change only: ~~Tax Sheltered Annuity~~ Compensation in Lieu of Dependent Insurance

ARTICLE 18 – PRE – RETIREMENT PROGRAM

Article 18, Sec. 1 – Purpose and Implementation - as set forth in this article beginning at the start of the academic year for 10-month faculty and fiscal year for 12 month faculty.

Article 18, Sec. 2(a): preceding five (5) years were full-time employment without a break in service. For the purposes of this Article, other Board approved leaves shall not constitute a break in service as defined by the State....

Article 18, Sec. 3(b) – Add *“Disabilities Specialist”* and *“Faculty Coordinator”* following *“Counselor”*.

ARTICLE 20 – PROCEDURES FOR FACULTY EVALUATION

Article 20, Sec. 1(a) – Revise first sentence: “... will be evaluated during the first, second, third, fifth, and *seventh* semesters.”

Article 20, Sec. 1(a) – Delete “If the first three evaluations are satisfactory, no evaluation will be necessary during the fourth semester after hiring.”

Article 20, Sec. 1(e) – Revise second sentence as follows: “ In addition to this standardized report form, ~~included in Appendix J, shall include but may not be limited to:~~ the faculty member will provide:

- ~~(1) — Objectives for the continued improvement of instruction based on the job description (Appendix A) and any special responsibilities.~~
- ~~(2) — The results of the student survey, a self-examination of teaching effectiveness, effective encouragement of student success and effective encouragement of student course completion, and other factors the panel deems relevant.~~
- ~~(3) — Professional growth activities, including any conferences or workshops attended by the evaluatee.~~
- ~~(4) (1) Copies of course syllabi which include the contract Faculty Member's classroom policies, grading procedures, and course content timeline.~~
- ~~(5) (2) College committees on which the evaluatee is serving or has served since the last evaluation.~~
- ~~(6) — The extent to which the objectives for improvement of instruction stated in the prior evaluation have been met.~~

Article 20, Sec. 1(g) – Revise first sentence to read: “or other work-site observation, including on-line classrooms, with prior notice to the evaluatee.”

Article 20, Sec. 1(h) – Add seventh semester for the evaluation conference.

Article 20, Sec. 1(j) – Delete “whichever is more appropriate” with respect to length of time for the period of the improvement plan.

Article 20, Sec. 1(l) – Add a seventh evaluation semester.

Article 20, Sec. 2(e) – Revise to read, “The evaluation procedures shall ~~be~~ include the same procedures as those set forth in Sec. 1(d) – ~~(j)~~ of this article.”

Article 20, Sec. 3(d) – Clarify subparagraph is (j), not (k).

Article 20 - Add new Sec. 6(d): “Regular ECC Faculty will participate in Compton Center faculty evaluations and regular Compton Center faculty may participate in regular ECC faculty evaluations.”

“It is mutually agreed that service on evaluation and hiring panels will be (1) voluntary; (2) participatory; (3) compensated (Rate II + mileage).”

ARTICLE 21

Article 21, Sec. 5 – Update non-discrimination clause to read: “The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to unlawful discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or membership or non-membership in any faculty organizations.”

ARTICLE 25

Article 25, Sec. 5 – Delete current language and replace with new language as follows: (a) This Agreement shall be dated July 1, 2007, as a result of the duly ratified Tentative Agreement dated July 20, 2007, as to Article 10 (Compensation) and Article 17 (Insurance Benefits) only. Inasmuch as the parties have continued to negotiate on the remaining outstanding items following ratification of the Tentative Agreement dated July 20, 2007, the remaining terms and conditions of this Agreement shall become effective upon ratification by the parties through June 30, 2010, unless otherwise specified. (See Article 10 and Article 17. Article 20 shall become effective commencing with the 2008-2009 academic year.) In April 2010, both parties shall provide written notice and a proposal to the other party of the nature of the amendment sought to the current collective bargaining agreement. This notice shall, in turn, be publicly sunshined on the agenda of the Board of Trustees in May 2010.

(b) Article 10 (Compensation) and Article 17 (Insurance Benefits) shall be reopened for negotiations for calendar year 2009 and 2010 in the preceding September during the term of this Agreement. This Agreement may also be reopened for negotiations or consultation upon mutual agreement.

Article 25, Sec. 6 – Delete Section 6 in its entirety.

Appendix A – Add as Item 21 ***“To provide course syllabi to the Division Office.”***

Appendix J – Add provide course syllabi to Item 3.

Appendix J – Self-Evaluation Report – Change “improvement of instruction” to “improvement of instruction ***and student learning outcomes***” in Items 1) and 6). Also add “IMPROVEMENT OF INSTRUCTION ***AND STUDENT LEARNING OUTCOMES***” to Items I and IV.

Appendix N – Computation of Salary Formula. Deleted

Current evaluation forms language will be reviewed by a subcommittee of B. Perez and A. Simon for modification as deemed appropriate.