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, Tuesday, September 4, 2012
Board Room
4:00 p.m.

I. **Roll Call, Pledge of Allegiance to the Flag**

II. **Approval of Minutes of the Regular Board Meeting of August 20, 2012, Pages 5-7**

III. **Presentation –** Program Review Update

IV. **Public Hearing and Adoption –** 2012-2013 El Camino Community College District Budget, Page 8. Posted on web: **http://www.elcamino.edu/administration/board/agendas/2008/Budget%202012-2013.pdf**

V. **Public Comment on Consent Agenda**

VI. **Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption**
1. Academic Affairs
   See Academic Affairs Agenda, Pages 9-13
2. Student and Community Advancement
   See Student Services Agenda, Pages 14-62
3. Administrative Services
   See Administrative Services Agenda, Pages 63-74
4. *See Measure "E" Bond Fund Agenda, Pages 75-78*
5. *See Human Resources Agenda, Pages 79-86*

6. Superintendent/President
See Superintendent/President Agenda,
Pages 87-93

VII. **Public Agenda Request, Pages 94-96**
 A.   Public Comment
 B.   Sample Community College League
         of California Resolution regarding
         Proposition 30

VIII. **Public Comment on Non-Agenda Items**

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

X.   **Closed Session**
 A.   Existing Litigation, Brown Act,
         Section 54956
         1.   Case # BC400227

Board of Trustees Meeting Schedule for 2012
4:00 p.m. Board Room

Tuesday, September 4, 2012
Monday, October 15, 2012
Monday, November 19, 2012
Monday, December 17, 2012

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

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

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

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

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

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

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

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

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

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

BOARD PRESENTATIONS AND REPORTS 2012-2013

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

June 2012

EL CAMINO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
MINUTES OF THE REGULAR MEETING OF
Monday, August 20, 2012

The Board of Trustees of the El Camino Community College District met at 4 p.m. on Monday, August 20, 2012, in the Campus Theatre at El Camino College.

The following Trustees were present: Trustee William Beverly, President; Trustee Mary E. Combs, Secretary; Trustee Kenneth A. Brown, Member; Trustee Ray Gen, Member; and Student Member Jasmine Hormati. Trustee Maureen O'Donnell, Vice President was absent due to illness.

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

Minutes of the Regular Board Meeting of July 16, 2012
The Minutes of the Regular Board Meeting of July 16, 2012 were approved.

Presentation
General Obligation Bonds Election of 2002, Series 2012 C, Selected Portions of Rating
   Agency Presentation by Jo Ann Higdon

Public Hearing: Reopener Negotiations - El Camino Community College District and El Camino Classified Employees, Local 6142, CFT/AFT/AFL-CIO
It was moved by Trustee Brown, seconded by Trustee Combs, that a Public Hearing be opened at 4:23 p.m. Motion carried. No comments were made.

It was moved by Trustee Brown, seconded by Trustee Combs, that the Public Hearing be closed at 4:25 p.m. Motion carried

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

Academic Affairs
FTES Goals – Information Item

Student and Community Advancement
Destruction of Records
Comprehensive Master Plan – Second Reading and Adoption
Grants

Administrative Services
Five-Year Construction Plan 2012-2017
Chancellor's Office Tax Offset Program
Notice of Public Hearing – 2012-2013 Budget
Contracts Under $81,000
Contracts Over $81,000
Personal Services Agreement
Amendments
Bid 2012-4/Printing of College Newspaper & Warrior Magazine
Bid 2012-6/Printing of Community Education Class Schedules
Declaration of Surplus Property
Purchase Orders and Blanket Purchase Orders

Measure E Bond Fund
Category Budgets and Balances
Contract – IDS Group – Lot F Parking Structure Improvement Project
Contract – IDS Group – Seismic Vulnerability Assessment Project
Contract – Sid Lindmark, AICP – 2012 Facilities Master Plan Environmental Impact
    Report
Contract Amendment – Flewelling & Moody – Restroom Renovation Project – Phase 2
Change Order – Taisei Corporation – Math Business Allied Health Project
Purchase Orders and Blanket Purchase Orders

Human Resources
Employment and Personnel Changes
Temporary Non-Classified Service Employees
Revised Classification Specifications for Confidential Position
Revised Classification Specifications for Administrator Position
Revised Salary Schedule for Temporary Non-Classified Employees

President/Board of Trustees
Resolution in Support of El Camino College Improvement/Transfer/Job Training
    Measure
Redistricting Action Plan
Citizens' Bond Oversight Committee, New Members
Travel

Student Jasmine Hormati recorded a yes advisory vote. Motion carried.

<u>Retirement</u>
It was moved by Trustee Combs, seconded by Student Trustee Hormati, that the Board accept the Retirement of Ms. Kathleen Oswald, Assistant to the Superintendent, Range 13, Step E, and that a plaque be presented to her in recognition of her service to the District since 1975.

Student Jasmine Hormati recorded a yes advisory vote. Motion carried.

<u>Compton Community Educational Center</u>
2012-2013 Budget was presented as an informational item.

<u>Public Comment</u>
Antoine Churg and Martha Madison addressed General Obligation Bonds Election of 2002. Suzanne Herschenhorn spoke of bond extension. Derrin Baker commented on enrollment process.

<u>Closed Session</u>
Regular Meeting adjourned to a Closed Session at 6 p.m. which ended at 6:55 p.m.

_____
Mary E. Combs, Secretary of the Board

_____
Thomas M. Fallo, Secretary to the Board

EL CAMINO COMMUNITY COLLEGE DISTRICT
AGENDA FOR THE REGULAR BOARD MEETING
THURSDAY, SEPTEMBER 4, 2012

OFFICE OF THE SUPERINTENDENT/PRESIDENT

FINAL BUDGET

It is recommended that the Board of Trustees adopt the budgets for 2012-13 for the General Funds, Unrestricted and Restricted, General Fund-Compton Center Related, General Fund-Special Programs, Student Financial Aid Fund, Workers' Compensation Fund, Child Development Fund, Capital Outlay Projects Fund, General Obligation Bond Fund, Property and Liability Self-Insurance Fund, Dental Self-Insurance Fund, Post-Employment Benefits Fund, Bookstore Fund, Associated Students Funds, and Auxiliary Services Fund.

Board members, the general public and numerous college constituency groups have received this budget. A copy of the budget has been on file in the Office of the Vice President of Administrative Services since August 27, 2012, and it can also be viewed on the El Camino College Website at:
http://www.elcamino.edu/administration/board/agendas/2008/Budget%202012-2013.pdf

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

Page No.

ACADEMIC AFFAIRS

A. PROGRAM REVIEW UPDATE – INFORMATION ITEM

El Camino College has 56 programs in Academic Affairs on a four-year cycle of program review. In Fall 2012, seven programs will complete their program review. The College has reached sustainability level in program review both in Academic Affairs and Student Services. All areas are up-to-date in the completion of their programs reviews.

The program review process is used to identify the need for curriculum updates and outcomes assessment. The goal in the larger scheme is to integrate the process of program review with assessment and curriculum revision. More important, there is broad-based faculty participation in the program review process in Academic Affairs and Student Services.

Below are two program review schedules, one for Academic Affairs and another for Student Services.

ACADEMIC AFFAIRS

Academic Affairs Program Review

	Department/Program	CTE*	Year PR due
1	Anthropology		2012
2	Art		2012
3	Business (Office Admin, Marketing, Accounting, Business Mgmt)	Y	2012
4	CADD	Y	2012
5	Cosmetology	Y	2012
6	English (lit, creative writing, pre-collegiate/transfer-level comp)		2012
7	Environmental Horticulture	Y	2012
8	Kinesiology Athletics		2012
9	Kinesiology Theory		2012
10	Kinesiology Wellness Fitness		2012
11	Mathematics - Developmental		2012
12	Photography	Y	2012
13	Political Science		2012
14	Recreation		2012
15	Sign Language/Interpreter Training	Y	2012
16	Sociology		2012
17	Welding	Y	2012
18	Academic Strategies		2013
19	Astronomy		2013
20	Automation, Robotics, and Manufacturing	Y	2013
21	Automotive Technology	Y	2013
22	Chemistry		2013
23	Communication Studies		2013
24	Computer Science	Y	2013
25	Dance		2013
26	Earth Sciences (Geology, Geography, Oceanography)		2013
27	Economics		2013
28	English as a Second Language		2013
29	Fashion	Y	2013
30	Foreign Language		2013
31	Human Development		2013
32	Journalism	Y	2013
33	Physics		2013
34	Pre-Engineering		2013
35	Psychology		2013
36	SRC/Adaptive Physical Education (APE)		2013

ACADEMIC AFFAIRS

	Department/Program	CTE*	Year PR due
37	Theatre		2013
38	Air Conditioning and Refrigeration	Y	2014
39	Construction Technology	Y	2014
40	Mathematics (for GE and non-science students) CM2		2014
41	Mathematics (for prospective elementary teachers) CM3		2014
42	Music		2014
43	Real Estate	Y	2014
44	Architecture	Y	2015
45	Auto Collision Repair/Painting	Y	2015
46	Childhood Education		2015
47	Computer Information Systems	Y	2015
48	Electronics & Computer Hardware Technology	Y	2015
49	Fire and Emergency Technology	Y	2015
50	History/Ethnic Studies		2015
51	Health Sciences (anatomy, physiology, and microbiology)		2015
52	Biology		2015
53	Philosophy		2015
54	Administration of Justice	Y	2015
55	Film/Video		2015
56	Mathematics (for engineering, science & math students) CM1		2015

* CTE programs need 2 year cycles; other programs need 4 year cycles.

Revised 07/17/2012

ACADEMIC AFFAIRS

STUDENT AND COMMUNITY ADVANCEMENT
PROGRAM REVIEW TIMELINE
2012 through 2015

No.	Department	Cycle	
1.	International Student Program (ISP/ECLA)	Spring	2012
2.	Athletics	Spring	2013
3.	Counseling and Student Services	Fall	2012
4.	Career Center	Fall	2012
5.	Foundation and Scholarship	Fall	2012
6.	Transfer Center	Fall	2012
7.	Project Success	Spring	2013
8.	Puente Project	Spring	2013
9.	Grants	Fall	2013
10.	Institutional Research	Fall	2013
11.	Contract & Community Education (Advanced Customized Training Solutions)	Fall	2013
12.	First Year Experience	Spring	2014
13.	Graduation Initiative	Spring	2014
14.	Assessment and Testing	Spring	2014
15.	Financial Aid	Spring	2014
16.	Foster Care	Fall	2014
17.	Outreach and School Relations	Fall	2014
18.	Admissions & Records	Spring	2015
19.	Evaluations	Spring	2015
20.	Student Development	Spring	2015
21.	Veterans Affairs	Spring	2015

May 3, 2012

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

<u>Page No.</u>

STUDENT AND COMMUNITY ADVANCEMENT

A.   **JOURNALISM ASSOCIATION OF COMMUNITY COLLEGES REGIONAL CONFERENCE**
It is recommended that the Board of Trustees approve attendance of selected students from the following list to attend the Journalism Association of Community Colleges Regional Conference, October 5-6, 2012 at California State University, Fullerton, California. Registration expenses not to exceed $1,500 will be paid to register up to 30 students to attend the conference. Registration fees will be paid from Auxiliary Services Union Conference funds. Students will travel in private vehicles to and from the conference site.
Lori Medigovich, Kate McLaughlin, Karen Robes Meeks, and Gary Kohatsu – Advisers

Ariana Acevedo	Juan Carcamo
Jasmine Acosta	Stephanie Chung
Jason Albi	Jillian Copeland
Jon Aldanese	Diana Cortez
Rodrigo Almanza	Michael Cote
Mary Alvarez	Nickolas Dade
Antoinette Anderson	Karly Daquila
Cynthia Arias	Jonathan Escobar
Kelsey Asa	Amanda Evans
Gregory Baines	Kathy Fox
Cynnamon Baker	Vanessa Galvan
Alexandra Ball	Elia Garcia
Ryanchase Balthazar	Karen Garcia
Nadia Basich	Marsha Garcia
Shyanne Bates	Aurora Garrolini
Ross Christopher Baquir	Paula Geerligs
Alexander Berman	Wealthy Gener
Rebecca Bermudez	Charles Gonzalez
Kenneth Berry	Jasper Gout
Paul K. Bessman, II	Elizabeth Griswold
Cody Blank	Michelle Guelff
Rigo Bonilla	Claudia Gutierrez
Kyle Borden	Juan Gutierrez
Mike Botica	Marchel'le Hayes
Amunique Branch	Coree Heard
Sarah Bremme	Aldo Herrera
Erica Butler	Elizabeth Aviles Herrera
Wilson Callejas	Jonathan Hu
Brian Camacho	Danje Jackson

STUDENT AND COMMUNITY ADVANCEMENT

Shaquita James
Kahlida Jamilah
Daly Jimenez-Gastelum
Yo Han Jin
Noel Jocson
Kenan Johns
Chereal Johnson
Nicole Jones
Mercedes Jordan
Shanice Joyner
Monique Judge
Mayu Kataoka
Emerson Keenan
Lawrence Lan
Ryan Lee
Victor Liptzin
Emilia Lopez
Mary Lopez
Patrick Luian
Janet Maldonado
Jorge Maldonado
Carl Martin
Jorge Martinez
Kayla Maaytah
Isabelle Mantini
Avery Marshall
Jessica Martinez
Teresa Mead
Wahiba Mezraque
Andrew Mills
Isaac Montoya
Armani Moore
David Morales
Vanessa Morales
Claudia Moreno
Kyle Mounce
Stephanie Noriega
Kierra Norrell
Ryan Okamoto
Ashley Patterson

Cindy Pena
Troi-Jeanette Phillips
Jeanette Preciado
Alycia Church Presley
Philip Prins
Erica Rodriguez
Diana Romero
Hope Rugley
Deni Sahbegovic
Thomas Schmit
Angela Shin
Neelam Shirzad
Jamie Skeie
Jeremy Smith
Melissa Solis
Angela Songco
Lisa Suarez
Monica Taniguchi
Avery Taylor
Samuel Tedla
Steven Tran
Emma Trejo
John Trevezio
Jazmin Tynes-Brown
Viridiana Vaca-Rios
Jocelyn Valladares
Erika Vaquera
Diane Vay
Algena Weaver
Kaitlyn Webb
Zachary Weber
Arianna Wells
Julia Williams
Monique Williams
Brandi Wood
Cheolung Yang
Ji Ho Yang
Jessica Yeomans

B.   **COMMUNICATION EDUCATION CLASSES – FALL 2012**

It is recommended that the Board of Trustees approve the Community Education Classes for Fall 2012 as shown below.

Community Education Classes Fall 2012		
Course Name	Tuition Fee	Instructor Name
Academic Chess (Ages 5 - 13)	$79	Academic Chess
Ace the SAT Essay	$99	Arehart, Robin
Alcohol & Drug Counselor CAADAC- Approved Training Program 10-Part Series	$4,500	Riverside Community College
Bartending the Easy Way	$99	Nicholson, Kellie
Become a Notary Public - Renewing Notaries ONLY	$50	Notary Public Seminars
Become a Notary Public--Prep Class	$99	Notary Public Seminars
Become a Professional Child Visitation Monitor	$169	Douglass, Shirley
Belly Camp (A Belly Dance Workshop!)	$79	Costello, Regine
Belly Dance (Beginning)	$69	Costello, Regine
Belly Dance: Basic Building Blocks, Class #1	$75	Costello, Regine
Belly Dance: Intermediate Elements and Choreography, Class #2	$75	Costello, Regine
Belly Dance: Putting it All Together-Preparing for Performance, #3	$75	Costello, Regine
Best of the Internet	$35	Fedderson, Dale
BLS for the Healthcare Provider	$59	Rescue Medical Services
Bollywood Dance Fitness	$72	Costello, Regine
Cake Decorating 101	$175	Rossberg, Kirk/Torrance Bakery
Candle Making	$39	Abdul, Quayum
Clinical Medical Assistant Training Program	$2,995	Boston Reed College
College Application Essays: Creating Your Personal Statement (Grades 11-12)	$133	Arehart, Robin
Computer Basics Boot Camp for Older Adults	$45	Fedderson, Dale

Course Name	Tuition Fee	Instructor Name
Computer Basics for Technophobes! (a slower, simpler version of Boot Camp)	$45	Fedderson, Dale
Digital Photography--Basics Boot Camp 1 & 2	$24	Morrison, Douglas
Do-It-Yourself Solar For Homeowners	$89	Abdul, Quayum
Drums R" Fun"	$96	Giachello, Lenny
Financial Portfolio: Building Your Financial Portfolio on $25 a Month	$39	Christensen, Bobbie
Floristry Training Certificate Program 3-Part Series	$185	Rodriguez, Roxana
Food Manager Certification	$89	Kazanchyan, Gevork
Glycerin Soap Making	$39	Abdul, Quayum
Heartsaver--CPR and AED Course	$59	Rescue Medical Services
Heartsaver--First Aid Course	$59	Rescue Medical Services
How to Become a Substitute Teacher Full-Time or Part-Time	$39	Prosper, Charles
Intermediate/Advanced Italian Conversation	$120	Pescatori, Rossella
Introduction to Homebrewing	$45	Schulz, Patrick
Introduction to Voiceovers	$54	Voices For All
Learn to Play Guitar in a Day!	$65	Hutchinson, Marlene
Life Drawing Marathons	$18	Life Painting Com
Make-Up Artist 101 Certificate Seminar	$350	Tyler, Jenesie
Math Tutoring: Pre-Algebra, Algebra 1, Geometry, Algebra 2 (Grades 8-12)	$255	Coleman, Tracy
Medical Billing & Coding Health Information Management Series FREE Information Night	$0.00	Nelson, Dagmar
Medical Terminology 1 (Course 1 of 7)	$279	Nelson, Dagmar
Microsoft Word and Excel	$45	Fedderson, Dale
Multimedia Effects in the Haunted Mansion	$35	Weisbart, Chris
Natural Pain Management	$15	Vinick, Dr. Mark

Course Name	Tuition Fee	Instructor Name
Negotiation: The Art of Getting What You Want - Course 1 of 4	$39	Georgen, Pearl
Negotiation: The Power Player - Expert Course 3 of 3	$49	Georgen, Pearl
Negotiation: How to Talk and What to Say--Course 2 of 4	$39	Georgen, Pearl
Negotiation: Mastery of the Art--Course 3 of 4	$39	Georgen, Pearl
Negotiation: Resolving Critical Issues--Course 4 of 4	$39	Georgen, Pearl
Negotiation: Secrets of Effective Persuasion--Advanced Course 1 of 3	$49	Georgen, Pearl
Negotiation: Power Strategies--Advanced Course 2 of 3	$49	Georgen, Pearl
Negotiation: Multiplying Your Effectiveness--Advanced Course 3 of 3	$49	Georgen, Pearl
Negotiation: Critical Thinking in Negotiations - Expert course 1 0f 3	$49	Georgen, Pearl
Negotiation: Assertiveness - Saying it like you mean it! Expert Course 2 of 3	$49	Georgen, Pearl
Nutrition Tech Certification Course	$399	PROPTA/Antouri, Joseph
Personal Trainers Certification Course	$499	PROPTA/Antouri, Joseph
Personal Trainers Certification Course--FREE Info Session/Orientation	$0.00	PROPTA/Antouri, Joseph
Pharmacy Technician Training Program	$2,995	Boston Reed College
Pharmacy Technician Training Program FREE Information Session	$0.00	Boston Reed College
Photoshop Elements for Beginners	$45	Fedderson, Dale
Retirement Planning Today	$39	Takahashi, Larry
SAT Boot Camp - Mock-Exam	$0	Serradell, Diane
SAT Boot Camp (Grades 9-12)	$359	Serradell, Diane
Self-Hypnosis Stress Reduction & Relaxation Techniques	$39	Carter, Jethro

Course Name	Tuition Fee	Instructor Name
Shortcut Techniques to Drawing	$89	Berger, Richard
Social Networking	$25	Fedderson, Dale
Think Healthy, Be Thin, Stay Thin through Self-Hypnosis	$45	Carter, Jethro
Used Vehicle Dealer Certification: Start an Auto Wholesale Business!	$89	Williams, Ronald
Veterinary Assistant Training Program	$1,099	Boston Reed College
ED2GO /Cengage--Various Online Classes	$99	Various
Gatlin/Cengage--Various Online Courses -	Various	Various
Veterinary Assistant Training Program FREE Information Session	$0	Boston Reed College
Weight Training & Stretching (Beginning)	$39	Henry, Jeff
YOUR Resume and Interview	$40	Fedderson, Dale
Yoga for Health & Relaxation—Beginning	$69	Berman, Ron
Yoga for Health & Relaxation--Intermediate	$69	Berman, Ron
Write and Dine! Write Your Life Story	$46	Pappas, Dawn

C. **STUDENT LEARNING OUTCOMES - INFORMATION**
It is recommended that the Board of Trustees receive for information El Camino College's Status Report on Student Learning Outcomes Implementation, which is in response to requirements from the Accrediting Commission for Community and Junior Colleges. The report covers the areas of Assessment of Courses, Proficiency Rubric Statement, Self-Assessment on Level of Implementation, the Table of Evidence, and is shown below.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation.* Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

  a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**
  b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: August 20, 2012

Institution's Name: El Camino College

Name and Title of Individual Completing Report: Francisco Arce

Telephone Number and E-mail Address: (310) 660-3119; fmarce@elcamino.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Thomas M. Fallo   Signature: _____Thomas M. Fallo_____
                                                                        (e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 1074
   b. Number of college courses with defined Student Learning Outcomes: 1074
      Percentage of total: 100%
   c. Number of college courses with ongoing assessment of learning outcomes: 594
      Percentage of total: 55%

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 60
   b. Number of college programs with defined Student Learning Outcomes: 60;
      Percentage of total: 100%
   c. Number of college programs with ongoing assessment of learning outcomes: 59;
      Percentage of total: 98%

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 24
   b. Number of student learning and support activities with defined Student Learning Outcomes: 24;
      Percentage of total: 100%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 20; Percentage of total: 84%

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 6
   b. Number of institutional learning outcomes with ongoing assessment: 3

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

As of spring 2012, the College and the Compton Center have jointly assessed three of the six core competencies: Communication and Comprehension (fall 2010), Critical, Creative, and Analytical Thinking (spring 2011), and Professional and Personal Growth (spring 2012) (Appendix 1.E., 1F.). The remaining core competencies, Community and Collaboration, Information and Technology Literacy, and Content Knowledge will be assessed fall 2012, spring 2013, and fall 2013, respectively. The assessments will repeat starting in fall 2014 in accordance with the established four-year cycle (Appendix 1.A.).

All academic programs at the College have SLOs in place. All courses have at least one SLO with course-level authentic assessments occurring regularly. As of June 2012, approximately 55% of all courses have been assessed; included in this figure are courses with several outcomes which have been assessed multiple times. Program-level SLOs are assessed on a timeline that aligns with the program review cycle four year cycle (Appendix 1.G.). Program reviews include a section on SLOs and assessment results. Faculty summarize and analyzes the recommended and implemented changes resulting from course and program level SLO assessment (Appendix 1.B.). As described in the ECC planning model (Appendix 1.D.), SLO assessment data is used for program review, which then drives recommendations for annual planning and budgeting, which is how resources are allocated.

There are a total of 24 unique Student Services programs identified between ECC and CEC (Appendix 1.C.). All programs have at least one SLO in place; included in this figure are programs with several outcomes which have been assessed multiple times.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

SLOs are widely discussed across campus: in division and department meetings, the Assessment of Learning Committee (ALC), the Academic Senate, campus SLO summits, Flex day workshops and presentations, SLO facilitator meetings, deans meetings, department meetings, and SLO team meetings (Appendix 2.A-C., 2.H-J.). For example, within the Art and Math departments, there are frequent discussions of all aspects of student learning assessment in an attempt to increase effectiveness and participation by faculty (Appendix 2.D., 2.G.). At the Center, Flex days were devoted to SLO-related in spring 2011 and 2012 where faculty developed classroom strategies that would be implemented based on assessment results (Appendix 2.E.).

The college has six core competencies (institutional outcomes) that are assessed in a four year cycle (Appendix 1.A). The assessment results have been shared with the campus via summits, Flex day presentations, newsletters, and presentations to different campus committees, including Academic Senate and the Faculty Development Committee (Appendix 2.F.). In spring 2012 the ALC created a SLO video that discusses the importance of assessments and the link between SLOs, program review, planning and budgeting (Appendix 3.G.). The video is posted on the SLO webpage.

Regarding Student Services programs, institutional dialogue takes place regularly through department and division meetings (Appendix 2.K.), the joint Student and Community Advancement Student Learning Outcomes Committee (Appendix 2.L.), multiple workshops and trainings (Appendix 2.M.), and presentations to the CEC Board of Trustees. Student Services SLO assessment data and results are shared through Plan Builder and Program Review (Appendix 2.N.).

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

SLOs are a critical component of program reviews. SLO coordinators participate in the review process and provide guidance and feedback specifically on the SLO section of the report. Program reviews include thoughtful discussions about improving instructional methods, adjusting assessment tools, clarifying assignments or assessments to better reflect the desired outcome (Appendix 1.B.). Program reviews suggesting changes and improvements via additional resources have these recommendations added to annual plans in Plan Builder, the College's planning software (Appendix 3.E., 3.H.). The recommendations are discussed among faculty, prioritized, then forwarded on to the division level for potential funding and implementation. Starting spring 2012, all program reviews begin in the spring semester and end in the fall semester, to align with the college's planning and budgeting cycle (Appendix 3.B.). This allows programs to have their recommendations ready to input into their annual plan. This change has increased awareness of the correlation between SLOs, program review, planning and budgeting (Appendix 1.A.).

At Compton, SLO reports from several academic programs suggested more tutoring and writing workshops are necessary (Appendix 3.D.). As a result, an Instructional Specialist was hired in Spring 2012 to lead in the Center's tutoring and related academic support. (Appendix 3.F.)

All Student Services program SLOs strengthen institution-wide practices by addressing barriers to student persistence, retention and completion to support and improve student learning (Appendix 3.I., 3.C. and 3.A.).

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The college's organizational structure supports and facilitates authentic dialogue of SLOs and assessments. Assessment of student learning is coordinated by SLO coordinators, SLO division facilitators, and the Assessment of Learning Committee (Appendix 4.C., 4.D.). In spring 2012, the Academic Senate established a Vice President of Instructional Effectiveness position to facilitate communication between the Academic Senate, the Assessment of Learning Committee and serve as the co-chair of the Academic Program Review Committee.

For example, the Scientific Method SLO for Biology concluded that the students need a greater degree of practice using lab equipment, technology and supplies. The 2012-13 plan asked for budget increases to help with the identified needs (Appendix 4.A.).

The Proficiency with Instrumentation SLO for the pre-allied health courses noted the students in some classes are having difficulty properly adjusting microscopes because the equipment is in need of repair. The 2012-13 plan requests funding to purchase new microscopes (Appendix 4.B.).

In the Childhood Education program, faculty uses SLO data to refine assignments, promote and improve student learning and the overall quality of the program. Faculty collaborate on assignments to ensure consistency among instructors (Appendix 4.F.).

Based on their English 80 SLO assessment, the faculty determined that a new exit exam was (Appendix 4.G.). They applied for a Foundation iGrant and plan to develop an exit exam that accurately assesses their students' level of skill (Appendix 4.E.).

Student Services programs annually identify, assess, evaluate and complete the SLO cycle to fine-tune program activities and services for students. These results are shared through the institutional planning process, ensuring appropriate resource allocation.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

CurricUNET serves as the College's online SLO management and reporting system. The campus fully implemented CurricUNET in Spring 2012 to input course and program level SLOs and assessments. The SLO coordinators created a manual and conducted several campus-wide trainings in late fall 2011 and early spring 2012 for faculty and staff (Appendix 5.A.).

CurricUNET uses a standard reporting format that includes an SLO statement, the assessment tool and the rubric used to measure the outcomes (Appendix 5.B.). The results of each assessment are documented in a narrative form that discusses the findings of the assessment. The final part of the assessment involves faculty reflection which enables faculty to make recommendations on improvements for the next assessment cycle. CurricUNET provides a location for faculty to exchange thoughts about student learning results and improvement ideas. The implementation has helped improve campus-wide understanding and communication of the SLO assessment process. Faculty receive an email when a change has been made or assessment report has been submitted. This communication encourages faculty discussions regarding outcomes and assessment results.

Another benefit of CurricUNET is that it is a relational database that also integrates with program review reports. SLO data is automatically populated into the program review module for reference when faculty reflects on program success or areas to improve during program review.

Currently, all Student Services programs are transitioning to CurricUNET. For the past several years a Word document template was used to create SLO statements, assessments and reports which were then posted online (Appendix 5.C., 5.D., 5.E., 5.F., 5.G. and 5.H.).

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The College has six core competencies (institutional outcomes): Communication and Comprehension, Critical, Creative, and Analytical Thinking, and Professional and Personal Growth, Community and Collaboration, Information and Technology Literacy, and Content Knowledge. During Spring Flex Day 2010, the college faculty mapped their courses and programs to the College's core competencies. Using a scale of 1-4, (1=least important and 4=very important) faculty were asked to rate how strongly each core competency was related to the program and each course within the program (Appendix 6.A., 6.F., 6.G.). This alignment activity has allowed the college easy access to the hierarchical data when needed. For example, the College has been able to assess the first three core competencies by focusing on

courses that are "very important" to the core competency. In addition, faculty who teach courses that were rated a "4" were invited to participate in the design, assessment, and reflection of the fourth core competency.

All course level SLOs are also aligned with program level SLOs. Each division has documented their course to program alignments (Appendix 6.B., 6.C., 6.D.). These alignments are stored in CurricUNET and are included in assessment reports. Faculty are continuously fine-tuning their alignments to ensure they are accurate and appropriate. For example, the Art program-level SLO has been rephrased to better align with the institutional core competencies. As a result, most of course-level outcomes have also been rewritten to ensure clarity and alignment with the core competencies and the program-level outcome (Appendix 6.E.).

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

Student learning outcomes are widely communicated to students via course syllabi, division and college web pages, and the college catalog (Appendix 7.A., 7.C., 7.D.). For example, the Center uses a syllabus template which directs faculty to include all course SLOs. In addition, the College defined and published and posted an SLO assessment timeline in fall 2009, and updates it regularly, as needed. SLO facilitators review this timeline periodically with program faculty and deans.

In fall 2010 the Institutional Research Office administered an online campus climate survey to a random sample of 2,000 students to gauge general opinions on several topics, including SLOs (Appendix 7.B.). A total of 250 students responded to the survey (13% response rate, not unusual for online surveys). Students were asked if professors have explained the SLOs, if class activities are in line with SLOs, if class assignments are in line with SLOs, and if syllabi clearly state the SLOs. Over 95% of students are aware of and value SLOs and related activities.

Regarding Student Services program SLOs, there are wide-spread examples of surveys, questionnaires and evaluation data demonstrating student awareness of the goals and scope of program services or areas where more education is needed (Appendix 7.E., 7.F., 7.G.).

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	**YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?**

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The College is currently at the Proficiency level of SLO implementation. The college meets each of the rubric statements, although some more strongly than others. Programs often identify their own areas of improvement. For example, the English program included a thoughtful analysis in their program review (Appendix 8.A.). The college has an organizational structure in place to continuously support ongoing SLO assessments and authentic dialogue.

Based on feedback from the first two core competency assessments, there have been discussions regarding the need to revisit the statements and fine tune them. The goal is to consider the assessment tool(s) while rewriting the statements, thereby leading to more authentic assessments.

In the next couple of years, the college will have more evidence of SLO assessments that have led to institutional changes and resource allocation. The program review template has been revised to emphasize the importance of analyzing assessment results and making recommendations for changes and improvements, which lead to resource allocation.

Student Services programs also meet the proficiency level of implementation. Two areas of improvement include: better widespread institutional dialogue on assessment results and better identification of the connection between SLO assessments and resource allocation. Resource allocation is often indirectly associated with the SLO. In the future, Student Services programs will be encouraged to include better connections between their SLO and program resources, in their SLO reports, when appropriate.

The College continues to refine and evaluate ways of assessing student learning at the course, program, and institutional levels, resulting in an increase in authentic dialogue and appropriate resource allocation.

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Rubric Statement 1 Evidence:
A: Core Competency Assessment Timeline
B: Program Review Template
C: SLO Programs List
D: ECC Planning Model
E: Communication and Comprehension Assessment Report
F: Core Competency and You Newsletter
G: 4-year timeline template

Proficiency Rubric Statement 2 Evidence:
A: Fall 2011 Flex Day PowerPoint
B: SLO Facilitator agendas

C: Math Flex Day Agenda
D: Foreign Language Department Meeting Agenda
E: CEC Improvement Strategies
F: Core Competency Newsletter
G: Business division meeting minutes
H. Academic Affairs Deans and Directors meeting agenda
I: Behavioral and Social Sciences Flex Day presentation
J: Humanities Spring Flex Day Presentation
K: Financial Aid 2011/12 SLO Assessment Report
L: SCA-SLO Committee Agenda
M: ECC CurricUNET Training Slide
N: Transfer Center 2010/11 SLO Assessment Report

Proficiency Rubric Statement 3 Evidence:
A: SLO ECC Form 2010-11 EOPS CARE
B: Program Review Cycle
C: CEC Cal/WORKS SLO Assessment Report Section 1
D: CEC History 101 course assessment
E: Sociology Program Review
F: CEC May Board of Trustees agenda
G: SLO video transcript
H: Math for Teachers Program Review
I: CEC EOPS/CARE SLO Assessment Report

Proficiency Rubric Statement 4 Evidence:
A: Biology Program Review
B: Health Sciences Program Review
C: SLO Coordinator tasks
D: SLO facilitator tasks
E: English 80 iGrant proposal
F: Childhood Education Program Review
G: English 80 course assessment

Proficiency Rubric Statement 5 Evidence:
A: CurricUNET manual
B: Childhood Education program assessment
C: ECC EOPS Academic Goal Assessment Report
D: ECC EOPS Book Voucher Assessment Report
E: CEC Admissions and Records SLO History Report
F: CEC-SLO AR 2010-11
G: CEC-SLO AR 2011-12
H: CEC-SLO SRC Section 1 Report Fall 2011

Proficiency Rubric Statement 6 Evidence:
A: Natural Science Core Competency Map
B: Childhood Education course to program alignment

C: Psychology course to program alignment
D: History course to program alignment
E: Art Program Review
F: Business Core Competency Map
G: Industry and Technology Core Competency Map

Proficiency Rubric Statement 7 Evidence:
A: SLO Catalog page
B: Campus Climate Survey
C: English 1A syllabus
D: Radiologic Technology 111 syllabus
E: ECC Testing SLO ASSESSMENT REPORT FOR 2011-2012 Section 1
F: ECC-SLO pre_post_test 2011_2012 assessment tool – survey
G: CEC Student Enhancement Program SLO ASSESSMENT REPORT
F: CEC syllabus template

Self-Assessment:
A: English Program Review

D. <u>ACCREDITATION FOLLOW-UP REPORT</u>

It is recommended that the Board of Trustees accept the Accreditation Follow-up Report dated October 15, 2012 as shown below. There may be minor changes through the consultation process before the report is mailed to the Accrediting Commission for Community and Junior Colleges. The Follow-Up Report will be available for review on the El Camino College website www.elcamino.edu.

EL CAMINO COLLEGE

Follow-up Report

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506

To

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

October 15, 2012

Thomas M. Fallo, Superintendent/President

Table of Contents

STATEMENT OF REPORT PREPARATION

This follow-up report is in response to the February 1, 2012 letter from the Accreditation Commission for Community and Junior Colleges (ACCJC) Committee after review of the Midterm Report from El Camino College.

The report demonstrates the College's progress on Recommendation 1, 2, 4, 5, and 6. The response to Recommendation 1 demonstrates that both El Camino College (the College) and the Compton Educational Center (the Center) show ongoing sustainability in planning and program review. The College and the Center are both at the proficiency level of the ACCJC Rubric for SLO planning, assessment, and inclusion of outcomes for the improvements of student learning, as demonstrated in the response to Recommendation 2.   The response to Recommendation 4 assures online courses and programs, at the College and the Center, meet the same level of rigor as on-campus classes and that all services available to on-campus students are available to online students. The response to Recommendation 5 demonstrates SLO assessments have been integrated into faculty evaluations at the College and the Center, and that results of the evaluations are used for instructional improvements and faculty development. The response to Recommendation 6 indicates that both the College and Center have sound fiscal management plans and have made great improvements in the fiscal soundness of the institution.

The report was prepared by Jean Shankweiler, Dean of Natural Sciences and Matthew Cheung, Humanities faculty member, Accreditation co-chairs, in consultation with the Accreditation Steering Committee. It was presented to the El Camino Community College District Board of Trustees at their September 4, 2012 meeting and is published on the College website.

The Accreditation Steering Committee includes the following members:

Jeanie Nishime, Vice President, Student and Community Advancement and ALO
Jean Shankweiler, Dean, Natural Sciences and Accreditation Co-Chair
Matthew Cheung, Faculty Member, Humanities and Accreditation Co-Chair
Keith Curry, Chief Executive Officer, Compton Educational Center
Alice Grigsby, Director, Learning Resource Center
Christina Gold, Faculty Member, History and Academic Senate President
Jo Ann Higdon, Vice President, Administrative Services
Claudia Lee, Interim Associate Dean, Academic Affairs
Arvid Spor, Dean, Enrollment Services

The College is confident that the evidence in the report effectively responds to all recommendations.

_____
Thomas M. Fallo, Superintendent/President

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

All Academic Affairs and Student Services programs at the College have completed program review and are into their second cycle of review. Administrative Services and Human Resources are preparing to start their second round of program reviews. Reviews conducted in Academic Affairs and Student Services are developed simultaneously at El Camino College (College) and at El Camino College Compton Center (Center). Administrative Services program reviews are initiated at the main campus and developed in partnership with the Center. Academic Affairs and Student Services utilize Program Review Committees to assess and provide constructive criticism to program review authors to create a consistent level of quality for program reviews. Completed program reviews are posted on the web with recommendations placed into the program plans. Program plans are updated annually, and the unit plans are used in the planning and budgeting cycle.

Planning Cycle

The College continues to use the planning model developed and implemented in 2008 for institutional effectiveness to ensure that the cycle is maintained in all programs at all locations. Planning activities are segmented into annual plans at the program, unit, and area level, and into cyclical college-wide plans such as the Comprehensive Master Plan.

The planning process begins with data collection and analysis, usually the result of recommendations arising from program review and updates, to form the basis of an annual program plan. Plans that do not require funding or that reallocate their current funding may be implemented at the program level. When additional funding or staffing is necessary, extensive dialogue occurs at the program level, with highest ranked items being forwarded to the unit level. Further dialogue at the unit level leads to prioritized requests which are then forwarded to the area vice president for institutional prioritization and possible funding. The vice presidents present the prioritized funding recommendations to the Planning and Budgeting Committee (PBC) for consultation.

Upon endorsement of the PBC, the recommendations are forwarded to the President's Cabinet for additional discussion, review, and the President's recommendation to the Board of Trustees. (Appendix 1: Planning Model). At the Center, Academic Affairs and Student Services requests are discussed and prioritized by the managers.

Area vice presidents and the chair of the PBC assess progress toward completion of program goals and the College's strategic initiatives. Annual reporting and discussion of the progress occurs in PBC[i] by the start of each fall semester. (Appendix 2: 2011/2012 Annual Report)

College-wide plans such as the 2012 Comprehensive Master Plan (Educational, Technology, Facilities, and Staffing plans)[ii] are instrumental in guiding the College's long-range capital building efforts. The Educational Master Plan projects space needs as identified in recent program reviews, annual plans, and through meetings with architects and College staff. The Technology Plan builds upon needs that were identified in the Educational Master Plan and from the College's Technology Committee. The Facilities Plan further builds upon the criteria listed in the Education and Technology Plans in a manner that informs construction and infrastructure planning activities. The Comprehensive Master Plan also contains a Staffing Plan and demographic information. At the Center, the Educational Master Plan includes a discussion of the six major goals for the Center, developed and reviewed by college consultation committees. These goals guide the planning and funding decisions at the Center.[iii]

Funding Cycle

The vice presidents review the priorities from each area in order to align program plans with institutional priorities. Items that are required by accreditation, that are necessary for health and safety, or that directly support the College's strategic initiatives receive the highest priority. The top institutional priorities are reviewed by the PBC, which sends its recommendations to the President's Cabinet for final funding consideration. If the PBC expresses concerns about the prioritized recommendations of the vice presidents, they may request additional information and rationale, and adjustments may be made. Once Cabinet has approved funding, the Superintendent/President makes a recommendation to the Board of Trustees for their consideration and approval. During the recent two-year period of declining state revenue, the College has allocated over $12.6 million in resources to address needs that were listed in annual plans.

One of the major goals at the Center is to improve facilities. In 2011/2012, an additional $199,000 was dedicated to facilities improvements and in 2012/2013, and additional $100,000 has been budgeted. (Appendix 3: Funded 2010/2011 Plans)

Planning and Staffing Decisions

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

Proposals for hiring faculty are based on recommendations from program plans. All proposals are evaluated by the Faculty Identification Committee, which includes deans and representatives of the Academic Senate. This committee then ranks the proposals. The committee forwards their rankings to the Superintendent/President or to the Compton Center's CEO as appropriate. If the Superintendent/President or CEO makes changes to the committee's rankings, the College's Vice President of Academic Affairs or Center's Vice President writes a letter to the committee providing the rationale for the Superintendent/President's decision.

Through the planning and budgeting process last year, the College identified and funded seven new classified and management positions, which included a fitness specialist, lead accounting technician, support technician, research analyst, assistant director, and two associate deans. Additionally, thirteen faculty positions were filled. At the Center, four classified employees, two managers and eleven faculty members have been funded. (Appendix 4: Funded Positions)

Tracking and Evaluating Plans

Plans from all locations are tracked throughout the year to assure quality and timeliness. Plan evaluations are completed semi-annually, and an annual progress report will be submitted to the Planning and Budgeting Committee, Cabinet, and the Board of Trustees for the 2011/2012 year.

In 2011/2012, semi-annual evaluates were completed on the Colleges 142 plans. All college plans have a designated individual responsible for ensuring that the plan is evaluated and progress notated. Goals in-progress or on hold are included in the plan for the following year. This process supports continuous improvement efforts, allowing programs to evaluate their accomplishments, identify new needs, and prioritize funding requests based upon current data.

Program Review and Institutional Planning Processes

As of the 2011/2012 academic year, all programs at the College, and most at the Center, had completed at least one full cycle of program reviews. Most programs within Student Services and Academic Affairs have completed two or more program review cycles. Following the recommendation of the Commission, the College transitioned to a four-year cycle of program review in 2009.[iv]

In the Academic Affairs area, the Academic Program Review Committee is charged with overseeing the complete cycle of academic program reviews.[v] The committee meets with faculty members and division deans to discuss the status of their program review and to provide guidance and feedback. Faculty members participate in an orientation in early spring and are given a data set developed by the Institutional Research office for use in evaluation of the programs.

When a program undergoes review, program faculty members complete a draft of the review during the spring semester and send it to the Academic Program Review Committee (APRC). At the College this is done using the CurricUNET Program Review module while the Center continues to use paper copies. The APRC reviews the draft and makes suggestions. The final draft is submitted in the fall semester, approved by the APRC and posted.[vi] The Center follows a similar process. In the fall 2012 semester, Program Reviews will be reviewed by the Institutional Effectiveness Committee rather than the APRC. This process has improved the quality of program reviews significantly and provided for greater accountability. The College and the Center each relies upon an interim Associate Dean of Academic Affairs to assist faculty and staff with program review.

Student and Community Advancement (SCA) area programs use a peer review program review process similar to the Academic Affairs area. Programs at both the College and the Center undergo program review during the same timeframe to increase collaboration and standardization between similar programs. The Student Services Program Review Committee provides an orientation to programs prior to starting the review process, reviews draft submissions, and provides feedback.[vii]

The program review process in Human Resources and Administrative Services also follows a peer review process.[viii]/[ix] The process for evaluating the program reviews is under the direction of the vice president in each area, in consultation with program personnel. All managers in Administrative Services examine the program reviews and provide feedback to the program manager. Once completed, the program review recommendations are included in the unit plan by the unit managers.

Conclusion

The College has fully integrated and tracks program review, planning, budgeting, and evaluation as noted in Recommendation 1. All College programs participate in program review, and the resulting recommendations are clearly linked to institutional planning and the allocation of resources. Based on the ACCJC Planning and Program Review Rubrics, the College is at the sustainable level.

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

The College has met this recommendation and continues to make progress in assessing its SLOs and implementing changes indicated by the data in order to improve its institutional, program and course level learning outcomes. According to the Commission's Rubric for Institutional Effectiveness—Student Learning Outcomes, El Camino College has met the proficiency level and is making progress toward sustainable continuous quality improvement.

Student learning outcomes are widely communicated to students via course syllabi, division and college web pages, and college catalog. The College defined and published an SLO timeline in fall 2009, and updates it regularly, as needed.

Organization and Structure

Communication between the College and the Center improved significantly within the last year. Organizational structures at both locations are now parallel. In addition, faculty members have increased collaboration on the creation of the outcome statements, rubrics, assessments, and analysis of assessment results. Assessment of student learning is coordinated by SLO coordinators, SLO division facilitators, the Assessment of Learning Committee and is supervised by the Interim Associate Dean of Academic Affairs. In spring 2012, the Academic Senate established a Vice President of Instructional Effectiveness position to facilitate communication between the Academic Senate, the Assessment of Learning Committee and the Academic Program Review Committee.[x]

The Assessment of Learning Committee (ALC) is a college-wide committee that includes Academic Affairs and Student Services representatives from both the College and the Center.[xi] The committee discusses institutional level SLOs (core competencies), and ways to assess them. In spring 2012 the committee produced an SLO video, which explains the importance of SLOs and assessment. All committee agendas and minutes and the SLO video are posted on the SLO webpage.[xii]

The SLO coordinators at both locations are allocated reassigned time to lead the campus in assessing learning outcomes and reflecting on the results. They also provide training and support faculty with the assessment process. The coordinators meet weekly with the Interim Associate Deans of Academic Affairs to discuss issues that arise as well as track progress in SLO assessment completion. The team troubleshoots and strategizes ways to increase faculty participation and campus dialogue.

The SLO facilitators from both locations meet monthly to discuss issues that occur within their assigned divisions (Appendix 5: SLO Coordinators and Facilitators). They share their challenges and strategize ways to increase faculty participation in SLO assessment while adhering to all timelines. Facilitators track all division assessment deadlines, work with faculty on upcoming assessments, meet regularly with the division dean and program employees, and offer assistance and training with outcomes, assessments, and the CurricUNET system.

In fall 2011, the Compton Center adopted a faculty SLO facilitator model, based on an evaluation of the successes achieved at the College during the prior year and on the Center's own SLO assessment progress in each division. The Center's faculty SLO facilitators have been very successful in increasing awareness of the importance of assessing and facilitating the assessment of student learning. With facilitators' help, several recommendations to improve learning are being incorporated into Program Review and the annual planning process.

The Center's facilitators also helped faculty rewrite several course-level SLO assessment reports during 2011/2012 to focus on specific and attainable objectives leading to the improvement of student learning. SLO facilitators routinely inspect all SLO assessment reports and work with faculty to ensure dialogue and appropriate recommendations are included in the final assessment report.

Facilitators also continue to follow up with individual faculty members on specific instructional strategies that were recorded during the spring 2012 Flex Day, described below in the program and course-level assessment section.

CurricUNET

CurricUNET serves as the College's online SLO management and reporting system. The campus began using CurricUNET in spring 2012 to input course and program level SLOs and assessments. The SLO coordinators created a manual and conducted several campus-wide trainings in late fall 2011 and early spring 2012 for members of the faculty and the staff. (Appendix 6: CurricUNET SLO Manual). The SLO facilitators have conducted trainings within their divisions and continue to assist their faculty members as needed. Similar training was offered at the Center in spring 2012. While CurricUNET allows the public to view course outlines of record, SLO statements, assessment reports, and program review, require a user log and password to create or edit these documents.

CurricUNET houses the SLO statements and corresponding assessment reports and provides a location for faculty members to exchange thoughts asynchronously about student learning results and improvement ideas. Although faculty members are still learning the CurricUNET system, the implementation has helped improve campus-wide understanding and communication of the SLO assessment process (Appendix 7: CurricUNET SLO Approval Process). The system sends an email notification to all program faculty members when a change or an assessment report has been submitted. This communication encourages faculty members to discuss outcomes and assessment results.

Another benefit of CurricUNET is that it is a relational database that also integrates SLO data with program review reports. SLO data is automatically populated into the program review module for reference when faculty members are reflecting on program success or areas to improve during program review. CurricUNET has many reporting features that can track SLO work and generates an email reminder to program faculty members when an assessment is scheduled. All programs have aligned course to program learning outcomes, program to institutional learning outcomes, and course to institutional learning outcomes. All assessments have been scheduled on a four-year cycle in alignment with program review. (Appendix 8: SLO Master Timeline)

At the College, all assessment reports that were completed prior to spring 2012 are being transferred into CurricUNET. This process will continue until all past reports are entered into the database. During this transition, the completion rates for SLOs and assessments are subject to change. The goal is to have all reports accurately reflected in CurricUNET by the end of fall 2012.

Core Competency Assessment

As of spring 2012, the College and the Compton Center have jointly assessed three of the six core competencies: Communication and Comprehension (fall 2010), Critical, Creative, and Analytical Thinking (spring 2011), and Professional and Personal Growth (spring 2012).[xiii] The remaining core competencies, Community and Collaboration, Information and Technology Literacy, and Content Knowledge will be assessed fall 2012, spring 2013, and fall 2013, respectively. The assessments will repeat starting in fall 2014 in accordance with the established four-year cycle.

During Spring Flex Day 2010, the College faculty mapped their courses and programs to the College's core competencies. Using a scale of 1-4, where one was least important and four was very important, faculty members were asked to rate how strongly each core competency was related to each of the program's courses. By doing this, the College has been able to assess the first three core competencies by focusing on courses that are "very important" to the core competency. Those courses were targeted for student surveys, faculty surveys, and course grades from both the College and the Center. Students who participated in the surveys were asked to voluntarily provide their student ID, which allowed Institutional Research to disaggregate the data and look at the results by category, such as gender and ethnicity. (Appendix 9: Core Competency Maps)

After the data are collected for each core competency, the results are shared with the campuses. A core competency summit occurred in fall 2010 to reflect on the results of the first core competency assessment: communication and comprehension[xiv]. Following the summit, the Faculty Development Committee offered workshop sessions to address and discuss the results. The summit worked very well for the first core competency by providing time to look at the core competency results, and offering an opportunity for faculty to meet and discuss SLOs at all levels. When the second core competency was assessed, course and program SLOs were very well established across the campus.

Having examined results and feedback from the prior core competency summit, the Assessment of Learning Committee (ALC) decided having another summit for the second core competency would not have been an efficient use of resources. Instead, the ALC offered previews of the assessment results during the general session of the spring 2012 Flex Day and created a newsletter containing the full assessment results, which all faculty and staff members received via email at the beginning of the semester.[xv] The newsletter included an online survey allowing employees to comment, which encouraged campus-wide dialogue. In addition to the newsletter, the SLO Coordinators facilitated a one-hour breakout session during spring 2012 Flex Day where they shared results with faculty and solicited feedback. The SLO coordinators also made presentations to different committees on campus, such as the Academic Senate and the Faculty Development Committee during spring 2012. The Institutional Research report for both core competency assessments are on the SLO webpage.[xvi]

A student survey also assessed the third core competency. The assessment took place during weeks six through eight of the spring 2012 semester. Results for this assessment have been collected by Institutional Research and an analysis is in progress. An executive summary of the results will be shared with the ALC at the end of the spring semester. The results will also be shared with faculty members with a newsletter/video presentation in fall 2012.

Feedback and dialogue from the first two Core Competency assessments indicated the sampling size at Compton was too small; therefore, the third assessment survey for the Center was over-sampled. Additional feedback received from the campus regarding both the first and second core competency assessment results showed concerns about the authenticity of the assessment tool and the assessment results. Faculty members questioned the objectivity of the surveys and felt the information was not supported by objective data. The ALC discussed this at length and agreed to try an alternate method for the assessment of the fourth core competency: community and collaboration. Based on these discussions, the ALC feels it is vital to include the "experts" when assessing at the institutional level. Involving faculty and staff members in the design, assessment, and reflection of the College's core competencies reinforces the importance of alignment between the three SLO levels. Employees in programs with strong alignments between courses and the core competency began designing the assessment plan during the ALC's April 24, 2012 meeting.

In addition to the regular ALC attendees, two Compton Center faculty members and one staff member from ECC attended. Faculty members who could not attend will participate in this process via email and will continue to get invited to participate in the assessment and reflection process.   Although in the planning stages, the fourth core competency will most likely be assessed using a student survey, interviews from student focus groups selected from several student and athletic organizations, and using existing data from other programs.

Program and Course-Level Assessment

All academic programs at the College have SLOs in place; approximately 95 percent of all programs have been assessed. The College catalog contains a link to the statements which can be found on the El Camino College webpage.[xvii] Program-level SLOs are assessed on a timeline that aligns with the program review's four-year cycle. In addition, all courses have at least one SLO with course-level authentic assessments occurring regularly. As of June 2012, approximately 45 percent of all courses have been assessed. Included in this figure are courses with several outcomes which have been assessed multiple times. The College continues to make steady progress with SLO assessments according to well established timelines.

At the Center, twenty-seven of thirty-one programs have SLO statements and twelve of the programs have assessed the program learning outcomes. The spring 2012 Flex Day was devoted to analyzing course-level SLO assessment reports and to making recommendations to improve student learning. During the two-hour workshop, faculty members reviewed their program and course assessment reports, reflected on what was reported, and created specific plans to improve student learning. The SLO facilitators compiled these reports and followed up with faculty members throughout the spring semester to ensure progress towards the programs' self-identified objectives. Many faculty members successfully implemented their planned instructional revisions. Furthermore, the evaluation comments from this workshop indicated that faculty members wished to have more frequent opportunities to continue dialogue on SLO assessment.

Course-level SLO assessment was a high priority for the Compton Center during the 2011/2012 year. All 373 courses offered at the Center have SLO statements and 73 percent have been assessed. The Center expects to complete over 90 percent of all course assessments before the beginning of the spring 2013 semester.

The assessment process at the course and program level is helping faculty members learn many important lessons. Thoughtful discussions about topics such as improving instructional methods, adjusting assessment tools, clarifying assignment instructions, or re-writing assessment statements to better reflect the desired outcome are occurring on a regular basis and are reflected in program-level assessment reports and program reviews. The suggested changes and improvements are added as recommendations. These recommendations are then entered into ~~Plan Builder~~; the College's annual planning software. The recommendations are taken into consideration for funding and implementation.

Conclusion

Both the College and the Center have made strides toward the systematic assessment of student learning outcomes. Faculty members have several options to contribute to this process either by joining committees such as the ALC or working under the SLO coordinators. The implementation of CurricUNET provides all faculty members, whether they are on a committee or not, the possibility of participating in assessing student learning and program review. Summaries of course and program assessments are available through CurricUNET. Courses, programs, and core competencies are assessed on a four-year cycle. Core competencies assessment results are available on the College website.

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

The College assures that online courses meet the same level of rigor as face-to-face courses and that support services are available to online students. Online courses adhere to the same course objectives and learning outcomes as their face-to-face counterparts. All courses have the student learning outcomes prominently identified in the online course syllabus. Compton also requires that all syllabi for online and face-to-face classes include the catalog description, course objectives and the SLO as reflected in the ECC College course outline of record.

The College communicates information to online students through a multitude of modes including college provided email addresses, discussion boards, chat rooms, web pages, syllabi, and ETUDES, the primary course management software used for online instruction.

The Distance Education Program

The mission of the College speaks to quality comprehensive educational programs and service. In conjunction with this mission, the College's Strategic Initiative A seeks to "enhance teaching to support student learning using a variety of instructional methods and services." The Distance Education (DE) program mission attempts to bring these two goals into fruition by extending quality educational opportunities to populations who may have difficulty obtaining college courses by traditional methods.

Distance Education at El Camino College is coordinated through the close collaboration between the Director of Learning Resources at the College and the Dean of Academic Programs at the Center. These individuals oversee the DE offices & staff at their respective locations. At the College, the Learning Resources Unit director collaborates with the academic deans concerning curriculum and staffing while Compton's Dean of Academic Programs works with the Center's academic deans. The Distance Education Offices at each campus work with faculty members to ensure that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations.

The Distance Education Advisory Committee (DEAC), composed of DE faculty, staff, and administrators from both campuses, works closely with the Academic Senate, the College, division curriculum committees to ensure continuous improvement of the online program. The advisory committee is chaired by the Distance Education faculty coordinator and is lead by faculty members.

Courses offered online are certificate or degree applicable and, in most cases, meet general education requirements.   Most courses taught online are also available in face-to-face versions. The exception is a course designed to improve student success in online classes. The appropriate substantive change proposal for the college was approved by the ACCJC in March 2011.[xviii]

Course Development Standards

All distance education courses go through the same curricular approval process as on campus classes. Each must demonstrate that students must engage in critical thinking, that courses use appropriate technology and adhere to best practices for instruction, and that quality standards are in place to guide course development, design, and delivery. As a result, online courses use the same course outline and course objectives as face-to-face courses. Student learning outcomes are part of all Course Outlines of Record.

Before a course is taught online, the online delivery method must be approved by the College Curriculum Committee. The course review process requires information regarding methods of regular effective contact between instructor and student, methods of evaluation, how and where examinations are administered, and whether the text and other materials are the same as those used in face-to-face delivery.

Any discipline faculty member who wishes to recommend a class for distance education develops a DE addendum with justification to support the request. This request goes to the department and the Division Curriculum Committee for approval. Each Division Curriculum Committee (DCC), which includes at least one faculty member who teaches online, reviews the proposal to offer the course online. If approved by the DCC, the course outline with the distance education addendum is forwarded to the College Curriculum Committee for review.

In determining which classes should be considered for delivery in a hybrid or online format, the course must meet either general education requirements or requirements for a specific major or certificate. Hybrid courses may be approved even if they have specific requirements unsuitable for fully online instruction or they require equipment accessible only in a traditional classroom setting. Typically, developmental level courses are not approved.

Course success and retention data, program review, and SLO assessment findings at both the College and the Center help measure the effectiveness of the distance education program. Comparable success and retention reports are prepared for the academic departments by the Institutional Research office.[xix] These data are used to identify the online courses that need improvement or courses to be considered for removal from the online offering in consultation with the instructor. The data are also used as a basis for discussion regarding course design and scheduling of courses.

Program reviews, containing in-depth examination of content currency, success and retention trends, student satisfaction, environmental trends, and recommendations for improvement, are completed on a four-year cycle.

Each course has at least one student learning outcome developed by faculty with technical support provided by the Assessment of Learning Committee. The SLOs are posted within the course outline of record. Each SLO is developed and enhanced utilizing the agreed rubric for implementation of student learning outcomes. Each course SLO is assessed and reviewed on a designated time cycle.

In addition, each academic dean determines if a course continues to be offered in the distance education format based on three factors: student performance, enrollment, and the relationship to the current curriculum and semester schedule. Faculty members who do not meet their online class obligations are removed from all online assignments.

Faculty Preparation

El Camino College places priority on assigning highly qualified faculty members to teach Distance Education courses. Teaching experience and training are key requirements for this delivery method. The College and the Center requires that all faculty members teaching distance education courses complete a training program that includes certification in the mastery of techniques and tools used in this delivery mode.

Online teaching certification requires completion of a 12-hour hybrid course entitled "How to Teach Online: Building Content." This training course includes topics such as concept mapping, designing online modules, preparing learning objectives, online learning activities, and course management systems options. This course is offered each fall and spring semester through the Staff Development office. Faculty also must go through training to use the College supported Etudes course management system or provide evidence of training from an approved source. Beyond certification, DE faculty members receive many opportunities for continuous improvement.[xx] They can attend workshops, webinars and specialized institutes at the campus. Faculty members also attend the annual statewide Online Teaching Conference, the ETUDES Summit, @One workshops, and other off-campus training opportunities.

The Distance Education Advisory Committee and Compton DE faculty meetings will also highlight strong class sites at various times. These meetings, conducted in person and using audio or web conferencing, allow faculty to connect from remote locations to participate in the meetings. The Center offers faculty-to-faculty mentoring for new course development, in particular for faculty members new to teaching online. In addition, faculty members can rely on the members of the ECC Staff Development office to provide one-on-one training and support for those in need of individualized help. The DE offices' staff also regularly provides technical support to online faculty.

Services to Online Students

El Camino College is committed to providing distance education students with online academic and student support services comparable to those offered to on-site students. Most of the services included in the recent Chancellor's Office survey are available to online students including application, orientation, counseling, financial aid, and access to the library catalog and databases including 8,000 e-books.[xxi] Online students from both the College and the Center are able to order their online textbooks through the campus bookstore and pick up the books on campus or have the books shipped.[xxii] Some online courses include tutorial support through textbook publishers. Registration and the class add processes are totally online and all schedules are available on the website. The Distance Education website is continually updated to provide current information. Technical assistance/support is available to students through the DE office, and Compton Center LRC staff is also trained to assist with ETUDES questions. A pilot online tutoring program began in the spring of 2012 and will be evaluated to determine the feasibility of continuing or expanding the service.

Online counseling is available for students enrolled in online courses.[xxiii] The El Camino College faculty contract encourages all DE faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so. Students communicate with instructors and fellow students through chat rooms, discussion groups, email, and private messages. These modes provide ample opportunity for communication and support.

The following chart lists resources available for online students.

Service	Availability
Audio/video streaming	Faculty specific
Campus testing center for distance students	Instructions only
Dedicated web site for distance program and students	Yes
Distance education-specific faculty training	Yes
Help Desk and technical support for distance education faculty	Yes – Instructional Media Coordinator and DE office staff
Help Desk and technical support for distance education students	DE office – General info LRC staff (Center) ITS – logon problems
Online admission to institution	Yes
Online counseling and advising services	Yes

Service	Availability
Online information and application for financial aid	Information including links
Online library services and resources	Yes
Online payment of tuition and fees	Yes
Online plagiarism evaluation	Yes – Turnitin site license
Online registration for courses	Yes
Online student course evaluation	Faculty specific
Online student organization, web site and services	Descriptive information
Online student orientation for distance courses	Yes
Online textbook sales	Yes
Online tutoring assistance	Yes – pilot program
Campus Web Portal	Yes
Audio podcasting	Faculty specific
Vodcasting	Faculty specific

Online faculty members are required to post their syllabi in their course shell. The syllabus includes information such as the course description, course objectives, SLO statements, and college statements on academic honesty and accessibility.

The College informs students about academic integrity and codes of conduct through the governing board adopted policies.[xxiv] The public can view these policies in printed or online versions of the college catalog. They can also be found on the Board of Trustees webpage. A proposed procedure for DE courses is currently in review by the Academic Senate, College Council, and the academic deans.[xxv]

Student Orientation

The Distance Education department offers multiple ways to help students prepare for the challenges of online learning. First, most online courses include an online or face-to-face orientation by the instructor that includes review of the syllabus with emphasis on what the student must do to be successful. In addition, students can examine online courses during the week prior to the beginning of the semester. Students who cannot attend the on-campus orientations can take a web-based orientation on the DE web page.[xxvi] They may download and view the *Student Online Handbook* on the Distance Education website.[xxvii] There are also pre-orientation workshops for new online students who feel hesitant about their skills. The Distance Education web sites for the College and the Center provide an Online Readiness Survey to allow students to determine their preparedness for taking online courses.[xxviii] Some online faculty members have embedded this in their course site. Finally, a one-unit course entitled *Strategies for Success in Distance Education* (Academic Strategies 60) is listed in the College catalog and has been offered several ~~time~~ since spring 2011 at the Center, <u>but</u> has not been offered at the College since 2010 because of budget reductions.

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

Evaluation of Online Courses

The Distance Education office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education. New courses will not be offered if they do not pass muster. The DE offices follow the standards in the *ECC Principles of Best Practice* form approved by the Distance Education Advisory Committee in the fall of 2009. These principles follow nationally recognized best practices in distance education course design and practice.

Faculty members are required to bi-annually submit a *Principles of Best Practice* form for each class that they teach. In this, faculty members identify the best practices they have included in their course. Distance Education staff periodically review courses to ensure that they meet the same professionally recognized standards. (Appendix 10: Distance Education Materials)

Course syllabi are also reviewed for completeness and alignment with official course objectives and SLO statements. All Compton faculty members and a number of ECC faculty use a syllabus template that requires inclusion of the course description, course objectives, SLO statements, and College statements on academic honesty and accessibility as found in the Course Outline of Record and the course catalog.[xxx]

Existing courses will be evaluated when departments conduct program review, schedule course review, and when the discipline faculty determines it is needed. The College analyzes success and retention rates in all courses, both online and face-to-face. The results are published each semester on the Portal. In addition, The Distance Education office and academic deans will also review courses at the request of faculty members or in response to student enquiries.

The table below gives a brief comparison of success and retention in online courses compared to all courses. The results show that success and retention in online courses at the College and at the Center are lower than face-to-face courses. These results are consistent with statewide trends.

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

Despite the lower success rate, preliminary research at El Camino College shows that students who are successful in Distance Education courses, serving as pre-requisites, do as well in courses that follow in the sequence.

Faculty Evaluation in Distance Education Courses

The faculty evaluation process is fundamentally the same for online and on campus classes and include class visitations and student surveys. Per the ECC faculty agreement, the student survey contains three additional questions that apply specifically to the students' experience with online delivery. The Compton faculty agreement-defined evaluation process contains separate, but parallel observation forms for On-Line Teaching and on-campus classes.   All faculty evaluations require faculty members to reflect on objectives for the improvement of instruction and the analysis of previous objectives for improvement of instruction. Student learning outcomes are required to be part of this analysis. (Appendix 11: DE Faculty Evaluation Materials)

Classes are also reviewed by academic administrators when students report difficulties. Faculty, administrators, and at the Compton Center, division chairs discuss findings with instructors to identify where there are problems and how the instructor can improve the online learning experience for the student.

Conclusion

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

Statewide, there are identified variances in success and retention of online students compared to face-to-face classes. Therefore, success and retention techniques were the focus of two online faculty institutes presented in this school year.

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

The faculty evaluation process at El Camino College integrates Student Learning Objectives (SLO) assessment into the self-evaluation component of the faculty evaluation process. In the self-evaluation component of the evaluation, a faculty member is asked to report on their progress in four areas:

1. Observations for Continued Improvement of Instruction and SLOs
2. Analysis of Student Survey
3. Professional Growth
4. Analysis of Previous Objectives for the Improvement of Instruction and SLOs

The self-evaluations are reviewed by the evaluation panel to ensure all four components of the self-evaluation are addressed. In addition, faculty members are asked in Sections 1 and 4 to connect the assessment of student learning outcomes in their courses and programs with changes made to improve instruction. A sampling of faculty self-evaluation reports shows faculty members are at different levels of development and are making progress every year. (Appendix 12: Faculty Evaluations)

The overall faculty evaluation process at El Camino College is made up of the following four major components:
1. Self-evaluation Report
2. Classroom Observation Reports
3. Student Survey Results
4. Dean's Evaluation

A meeting is held with the faculty member and evaluator, and a summary conference report of these components is completed by the evaluating team.

Faculty members at the Center currently alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel comprised of discipline faculty and non-discipline faculty from both the Center and El Camino College.

During this evaluation, the panel gathers data by observing classes, surveying students, and collecting information regarding the faculty member's participation in professional duties, such as committee work and staff development. As part of the evaluation process, the faculty member prepares a portfolio that contains a Self-Evaluation that includes a statement of instructional philosophy, summary of service, professional development, student learning outcomes, and assessment strategies (Appendix 13: Compton Faculty Evaluation Materials).

Comprehensive and Basic Evaluations of Compton faculty are proceeding according to the published timeline (Appendix 14: Compton Faculty Evaluation Timeline). In 2011/2012 this included the comprehensive evaluation of nine tenured faculty members and eighteen probationary ones. In addition, seven tenured faculty members completed the basic evaluation process.

All faculty members are required to include an assessment of SLOs in their Self-Evaluation and to document assessment, reflection, and changes to pedagogy. Faculty members are expected to discuss all three areas comprehensively. When they do not, deans have been specifically instructed to ask faculty members to look at all three areas; some faculty members have amended their portfolios as needed.

Conclusion

The College and the Center SLO assessment are more closely aligned with the faculty evaluation process. All faculty members are now required to address student learning outcomes. Even with these new improvements, the quality of the assessment varies.

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

Background of the El Camino College Compton Center

As outlined in AB 318, Compton Community College District (CCCD) provides funding to the El Camino College Compton Center. Since 2004, CCCD has been under the oversight of a state appointed Special Trustee. In mid-September of 2011, a new Special Trustee was appointed to CCCD by the California Community College Chancellors Office. The new Special Trustee is a seasoned financial professional, who has served as Special Trustee and as a fiscal advisor to other community college districts in the state of California.

In 2006, CCCD received authorization for a $30 million emergency loan from the State of California. Since 2006, CCCD has drawn down $18 million, and has not drawn down funds since 2009. As of August 1, 2012, of the 18 million that has been drawn down, the District has 1.5 million available. CCCD does not anticipate any further borrowing from the state emergency loan for fiscal stability. CCCD continues to make its annual debt services payment on the loan balance and the payments are approximately 1.2 million a year. The District anticipates making debt services payments to the State of California through June of 2029. The state emergency loan payments are included in the District fiscal management plan.

Assuring Fiscal Soundness at El Camino College Compton Center

Since the arrival of the current Special Trustee, CCCD, in consultation with the El Camino College Superintendent/President, finalized and adopted the 2011-2012 budget, implemented mid-year budget reductions for 2011-2012 due to state funding reductions, developed a 2012-2013 tentative budget, and developed a five-year fiscal management plan matched to CCCD revenues (Appendix 15: CCCD Fiscal Management Plan). In accordance with Accreditation Standards (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3), the CCCD has made significant and sustainable progress in assuring fiscal soundness. During the fall of 2012, CCCD created and has maintained a Planning and Budget Calendar (Appendix 16: CCCD Planning and Budget Calendar). This calendar was taken to the Compton CCD Planning and Budget Committee, the CCCD Consultative Council and the CCCD Special Trustee for review, input and approval.

In 2011-2012, the El Camino College Compton Center achieved an enrollment of 6,375 FTES and was funded for 6,000 FTES. For the 2011-2012 year, CCCD revenue exceeded expenditures, resulting in a 16.5% ending balance which far exceeds the state required 5% reserve. In addition, for the first time in eight years, CCCD anticipates meeting the 50% law requirement for the 2011-2012 year. As a result of the statewide fiscal crisis in California, CCCD is anticipating funding for approximately 5,992 FTES for 2012-2013 and budgeted to reduce expenses by $2.4 million.

Since the 2008 El Camino College accreditation visit, CCCD has completed three audits (2008-09, 2009-10, 2010/2011) and recently began its engagement with the accounting firm for the fourth year (2011-2012)[xxxi]. The 2008-09 and 2009-10 audits were completed on time, and neither audit contained a letter of "growing concern". Due to critical staffing changes in the CCCD Business Services, the 2010/2011 audit was not completed on time. The 2010/2011 audit did not contain a letter of "growing concern". However, similar to previous audits, the 2010/2011 audit continued to show significant findings in the CCCD Business Services. To address the significant findings from the fiscal audit, CCCD in consultation with the El Camino College Superintendent/ President implemented a staffing reorganization plan for the CCCD Business Services Division. In April of 2012, CCCD hired a new Chief Business Officer (CBO) to provide oversight in the CCCD Business Services Division. In August of 2012, CCCD hired a new Director of Accounting. In addition, CCCD is in the process of hiring a Budget Analyst to provide daily oversight of the CCCD budget. CCCD anticipates this position being filled by October 2012. Filling these three critical positions CCCD anticipates addressing all remaining audit recommendations in a timely manner.

Other Post-Employment Benefits (OPEB)

In 2011, the CCCD commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The liability was found to be $15.7 million. These findings were presented to the Compton Planning and Budget Committee in June 2012 and a long-term plan is being developed. Meanwhile, CCCD continues to use the "pay-as-you-go" cost method to provide retiree health benefits, in compliance with Government Account Standards Board (GASB) statement number 45. The CCCD is addressing the long term stability related to OPEB expenses.

Fiscal Soundness of the El Camino Community College District

El Camino Community College District has a demonstrated history of proactive fiscal management.   On December 15, 2008, the District's Board took effective action to begin building its ending balance in order to withstand looming State deficits.   The Board took action to reduce El Camino Community College District's budget by $5.145 million. This proactive budgeting approach has allowed the District to maintain a robust financial profile in spite of California's fiscal challenges.   The District continues to provide planning in all areas, include facilities planning, as is evidenced by our 2012 Facilities Master Plan Update.[xxxii]

El Camino Community College District is fiscally prudent in its budgeting of revenues and expenditures.   As just one example, for FY 2011/2012, the budgeted revenues for State Apportionment were within $0.6 million of the State's final apportionment allocation.   This was accomplished despite the mid-year "January Triggers" and the "February Surprise".

El Camino Community College District's unaudited, unrestricted general fund balance as of June 30, 2012 is $21.1 million.   Its projected ending unrestricted general fund balance for June 30, 2013 is reduced to $15.5 million dollars. A complete copy of the FY 2012/2013 recommended budget is available on the El Camino College website.[xxxiii] Note: this FY 2012/2013 Budget includes a reduction of State apportionment of $7.3 million.   This includes both: 1) the assumption that the Governor's Initiative does not pass and 2) that there will be another substantial mid-year January reduction.   This is a conservative budget.

El Camino Community College District has been forthcoming in its desire to accumulate sufficient ending balances through June 30, 2012, in its unrestricted general fund to provide the funds necessary to maintain a stable financial course over the next four plus years.   Our Planning and Budget Committee (PBC) reviews and addresses our five-year budget assumptions on a regular basis.

As evidence, the Planning and Budget Committee devoted several agenda discussions this Spring for the development of such assumptions[xxxiv]. Based on agreed assumptions, a five-year budget projection was then prepared and presented by the accounting staff to the PBC for further discussions (Appendix 17: Five-Year Budget Projection ECC).   As demonstrated in that budget projection, assuming the Governor's tax initiative does not pass, the El Camino Community College District will be required to make additional adjustments to their future expenditures.

We are proud to say that we have made these budget strides: 1) without a single layoff of full-time permanent staff, 2) without any furlough days, and 3) without any across-the-board salary reductions.   We have also been able to partially backfill some of the State reductions in revenues to the categorical programs.

El Camino Community College District audits are prepared on time and are filed in a timely manner with the State. The most recent audit is for June 30, 2011 and can be found on the El Camino College Board of Trustees webpage.[xxxv]   El Camino Community College District's CCFS 311 and CCFS 320 reports are prepared on time and are filed in a timely manner with the State.   El Camino Community College District has been able to attain its FTES goals and maximize State apportionment revenue. Recent ratings of outside credit rating agencies are as follows: Standard and Poor's is AA, negative outlook and Moody's is Aa1, stable outlook.

Other Post-Employment Benefits (OPEB)

In 2012, the El Camino Community College District commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The actuarial accrued liability was found to be $22.3 million. These findings were presented to the PBC and to our Retirement Board of Authority.   El Camino Community College District currently has approximately $15 million of funds set aside for the purpose of funding OPEB.   The President is recommending at the September, 2012, Board Meeting, that these funds be moved to an Irrevocable Trust Fund which has already been established.

Summary

El Camino College has and will remain fiscally sound.   Its Board and management are prepared to implement the necessary steps to assure this long-term stability.   While this has long been the case, the most recent evidence begins with the Board's actions of December, 2008 and has been on-going since that time.   It is expected that such prudent care will be required for at least five additional years.

[i] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001, dates: 2/16/12, 5/5/11, 4/29/10

[ii] http://www.elcamino.edu/administration/masterplan/

[iii] http://district.compton.edu/district_budget/guiding-principles.asp

[iv] http://www.elcamino.edu/administration/vpaa/program_review/Timelines%20%208-17-11.pdf

[v] http://www.elcamino.edu/administration/vpaa/program_review/ECC-CEC%20Guidelines.pdf

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

[vii] http://www.elcamino.edu/administration/vpsca/programreview.asp

[viii] http://www.elcamino.edu/administration/vpas/Program%20Review.asp

[ix] http://www.elcamino.edu/administration/hr/programreview.asp

[x] http://www.elcamino.edu/academics/academicsenate/ACADSenMeeting6Dec2011.pdf, page 4

[xi] http://www.elcamino.edu/academics/slo/collegecommittee.asp

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

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

[xiv] http://www.elcamino.edu/academics/slo/docs/AssessmentResults_CC_Communication_2010.pdf

[xv] http://www.elcamino.edu/academics/slo/docs/core_competencies/spring2011_critical_creative_analytical_thinking/core_comp_and_you.pdf

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

[xvii] http://www.elcamino.edu/academics/slo/docs/Program%20Student%20Learning%20Outcomes.pdf

[xviii] http://www.elcamino.edu/administration/vpaa/accreditation/Letterfromaccreditingcommission.pdf

[xix] http://www.elcamino.edu/administration/ir/acadperformance.asp

[xx] http://www.elcamino.edu/library/distance-ed/facultyresources.asp

[xxi] http://www.elcamino.edu/library/distance-ed/usefullinks.asp

[xxii] http://elcamino.collegestoreonline.com/

[xxiii] http://www.elcamino.edu/studentservices/co/index.asp

[xxiv] http://www.elcamino.edu/studentservices/activities/codeofconduct.asp

[xxv] http://www.elcamino.edu/library/distance-ed/facultyresources/AP4105-DistanceEducation.pdf

[xxvi] http://www.elcamino.edu/library/distance-ed/gettingstarted.asp

[xxvii] http://www.elcamino.edu/library/distance-ed/Fall2012Handbook2.pdf

[xxviii] http://www.elcamino.edu/library/distance-ed/aboutonlinecourses.asp

[xxix] http://www.elcamino.edu/admissions/schedule/ECC-Fall-2012-Class-Schedule.pdf, page 41

[xxx] http://www.elcamino.edu/library/distance-ed/facultyresources/SyllabusChecklist.pdf

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

[xxxii] http://www.elcamino.edu/administration/masterplan/ (page 109-114)

[xxxiii] http://www.elcamino.edu/administration/budget/budget.asp

[xxxiv] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001 (3/1/2012 – 6/21/2012)

[xxxv] http://www.elcamino.edu/administration/board/agendas/2008/Audit_June_30_2011_ECCD.pdf

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

Page No.

Administrative Services

A.   AB 2910 – Quarterly Fiscal Status Reports

It is recommended the Board of Trustees receive the following Quarterly Financial Status Report for the quarter ending June 30, 2012. AB 2910, Chapter 1486, Statutes of 1986, requires that California community college districts report quarterly on their financial condition.

The report for June 30, 2012, is shown on the following Quarterly Financial Status Report for General Fund-Unrestricted (11).

FISCAL YEAR 2011-12
Quarter Ended (Q4) June 30, 2012

General Fund	2011-12 Budget	Year-to-Date Actuals	Percentage
INCOME			
Federal	$80,000	$151,218	189.02%
State	62,460,421	63,058,617	100.96%
Local	37,682,084	36,694,257	97.38%
Interfund Transfers	800,000	1,730,000	216.25%
Total Income	$101,022,505	$101,634,092	
APPROPRIATIONS			
Academic Salaries	$45,700,366	$44,241,453	96.81%
Classified Salaries	24,882,870	23,330,636	93.76%
Staff Benefits	19,734,530	18,680,612	94.66%
Supplies/Books	1,222,000	843,093	68.99%
Other Operating Expenses	11,336,788	10,881,772	95.99%
Capital Outlay	79,600	88,585	111.29%
Other Outgo	5,790,000	5,875,370	101.47%
Total Appropriations	$108,746,154	$103,941,521	
Net Revenues	($7,723,649)	($2,307,429)	

B.   Interfund Transfers - 2011-12 Fiscal Years

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $290,000 from the Unrestricted General Fund to the Restricted General Parking Fund. This transfer is necessary due to a shortfall in parking permit and parking citation revenue for the 2011-12 fiscal year.

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $930,000 from the Property and Liability Insurance Fund to the Unrestricted General Fund. This transfer is made possible due to end of year adjustment in contingent liabilities of the insurance fund.

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $100,000 from the Special Programs Fund (15) to the Post Employment Benefits Fund (17). The Planning and Budget Committee has endorsed the transfer of any residual fund balance in the Special Programs fund to be transferred at fiscal year end to the Post Employment Benefits fund to support the future payment of retiree medical insurance premiums.

C. Interfund Transfers – 2012-13 Fiscal Year

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $50,000 from the General Fund – Unrestricted to the General Fund – Restricted – Public Information department account for community information expenditures. Other interfund transfers for 2012-13 were approved on June 18, 2012 Board meeting.

It is recommended the Board of Trustees approve a transfer of $11,206,057 from the Post Employment Benefits Fund (Fund 17) and a transfer of $3,860,384 from the Southern California Consortium of Community College Districts (SCCCCD) to the Internal Services Post Employment Benefits-Irrevocable Trust Fund – (Fund 69). This recommendation follows the recommendation of the El Camino Community College District Retirement Board of Authority made August 23, 2012 to transfer these funds to the District's third party administrators for investment into the Irrevocable Trust Fund.

D. Indirect Cost Rate Proposal

It is recommended the Board of Trustees accept the Indirect Cost Rate proposal package submitted by the audit firm of Vicenti, Lloyd & Stutzman, LLP. The Indirect Cost Rate proposal is the initial step toward the District qualifying for a negotiated Federal Indirect Cost Rate applicable to fiscal years 2012-13 through 2016-17. The auditor calculated rate is 40.1 %. The auditor report and backup document can be viewed at:
http://www.elcamino.edu/administration/board/agendas/2008/Indirect%20Cost%20Proposal%20June%2030%202011.pdf

E. **Contracts Under $81,000**

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

1. **Contractor:** **ABC DAY CARE**
   Services: Contractor is a licensed child care facility that will offer part-time work activity opportunities to CalWORKs students to work as teachers and teacher assistants.
   Requesting Dept.: Student and Community Advancement – Counseling and Student Services – CalWORKs
   Date(s): 7/1/12 – 6/30/13
   Financial Terms: No cost to the District

2. **Contractor:** **ACE NAGOYA (Japan); ISCNET (Japan); TRANG VIET ANH, LTD. (Vietnam)**
   Services: Contractors will serve as F-1 Visa educational agents to recruit F-1 Visa Students for ECC.
   Requesting Dept.: Student and Community Advancement – Admissions and Records – El Camino Language Academy
   Date(s): 9/1/2012 – 8/31/2017
   Financial Terms: One-time fee of $500 per student for either fall or spring semester; and $300 fee for summer

3. **Contractor:** **APICS SAN GABRIEL VALLEY CHAPTER**
   Services: Contractor will provide on-site and center-based customized training for companies contracted with the District on an as-needed basis including but not limited to on-site and center-based APICS, Lean Manufacturing and Project Management related courses.
   Requesting Dept.: Student and Community Advancement – Community Advancement – Center for Applied Competitive Technologies (CACT)
   Date(s): 9/1/12 – 8/31/14
   Financial Terms: Cost not to exceed $75,000
   Funded by Employment Training Panel (ETP)

4. **Contractor:** **AMERICAN SHIELD PRIVATE SECURITY, INC.**
   Services: Contractor will provide part-time work activity opportunities to CalWORKs students to work as Security Guards.

Requesting Dept.:	Student and Community Advancement – Counseling and Student Services – CalWORKs	
Date(s):	7/1/12 – 6/30/13	
Financial Terms:	No cost to the District	

5. **Contractor:** **CITY OF TORRANCE COMMUNITY SERVICES DEPARTMENT**

Services: Contractor will provide its swimming pool facility for Workplace Learning Resource Center (WpLRC) US Coast Guard certification classes in personal survival.

Requesting Dept.: Student and Community Advancement – Community Advancement – WpLRC

Date(s): 9/14/12 – 12/7/12

Financial Terms: Cost not to exceed $4,312
Funded by Disney Cruise Line

6. **Contractor:** **COMMUNITY LEGAL SERVICES**

Services: Contractor will provide part-time activity opportunities for CalWORKs students to work as paralegal interns.

Requesting Dept.: Student and Community Advancement – Counseling and Student Services – CalWORKs

Date(s): 7/1/12 – 6/30/13

Financial Terms: No cost to the District

7. **Contractor:** **CORPORATE TRAINING INSTITUTE**

Services: Contractor will provide several training services to various companies. Training will include, but not limited to, Business and Management Skills, Continuous Improvement, Manufacturing Skills, and Advanced Technology.

Requesting Dept.: Student and Community Advancement – Community Advancement – CACT

Date(s): 9/1/12 – 8/31/14

Financial Terms: Cost not to exceed $75,000
Funded by ETP

8. **Contractor:** **DISNEY CRUISE LINE**

Services: Contractor employees will be provided training in U.S. Coast Guard Standards for Training Certification and Watchkeeping Certification in Personal Survival Training.

Requesting Dept.: Student and Community Advancement – Community Advancement – WpLRC

Date(s): 9/1/12 – 12/31/12

Financial Terms: Projected gross income $64,800

9.	**Contractor:**	**EDUCATED BUSINESS RESOURCES CORP.**
	Services:	Contractor will provide several training services to various companies. Training will include, but not limited to, Business and Manufacturing Skills, and Advanced Technology.
	Requesting Dept.:	Student and Community Advancement – Community Advancement – CACT
	Date(s):	9/1/12 – 8/31/14
	Financial Terms:	Cost not to exceed $75,000
		Funded by ETP

10.	**Contractor:**	**FIFTY & FIVE, LLC**
	Services:	Contractor will provide specialized services to engage current and potential social media users regarding El Camino College's present and future programs and services.
	Requesting Dept.:	President's Office – Public Relations and Marketing
	Date(s):	8/27/12 – 11/26/12
	Financial Terms:	Cost not to exceed $19,500

11.	**Contractor:**	**GIDDA'S HOME HEALTH SERVICES, INC.**
	Services:	Contractor to provide part-time work activity opportunities to CalWORKs students to work as medical office clerks, home health aides, and certified nursing assistants.
	Requesting Dept.:	Student and Community Advancement – Counseling and Student Services – CalWORKs
	Date(s):	7/1/12 – 6/30/13
	Financial Terms:	No cost to the District

12.	**Contractor:**	**INGLEWOOD UNIFIED SCHOOL DISTRICT**
	Services:	El Camino College instructors will offer courses at City Honors High School, Inglewood High School, and Morningside High School.
	Requesting Dept.:	Academic Affairs – Enrollment Services
	Date(s):	9/10/12 – 6/30/13
	Financial Terms:	Projected gross income $38,500

13.	**Contractor:**	**JUNIPERO SERRA HIGH SCHOOL**
	Services:	El Camino College instructors will offer a total of three courses at Junipero Serra High School for Fall 2012.
	Requesting Dept.:	Academic Affairs – Enrollment Services
	Date(s):	9/10/12 – 6/30/13
	Financial Terms:	Projected gross income $16,500

14. **Contractor:** **RICHSTONE FAMILY CENTER**
    Services: Contractor will provide part-time work activity opportunities to CalWORKs students to work in their Academic Life-Long Learning After School Program.
    Requesting Dept.: Student and Community Advancement – Counseling and Student Services – CalWORKs
    Date(s): 7/1/12 – 6/30/13
    Financial Terms: No cost to the District

15. **Contractor:** **THE TRAINING SOURCE**
    Services: Contractor will develop and deliver customized on-site training to contracted companies, including but not limited to computer skills such as Excel and Access on as-needed basis.
    Requesting Dept.: Student and Community Advancement – Community Advancement – CACT
    Date(s): 9/1/12 – 8/31/14
    Financial Terms: Cost not to exceed $50,000
    Funded by ETP

F. Contracts Over $81,000

It is recommended the Board of Trustees approve that the District enter into the following agreements:

1. **Contractor:** **CERRITOS COMMUNITY COLLEGE**
    Services: Contractor will implement Career Technical Education activities as a sub-grantee of the grant from the Chancellor's Office of California Community Colleges.
    Requesting Dept.: Student and Community Advancement – Community Advancement – Career Pathways
    Date(s): 7/1/12 – 2/28/14
    Financial Terms: Cost not to exceed $131,843
    Funded by a grant from the Chancellor's office

G. MEMORANDUM OF UNDERSTANDING (MOU)

It is requested the Board of Trustees approve the District entering into the following memorandum of understanding:

1. **Contractor:** **CALIFORNIA MANUFACTURING TECHNOLOGY CONSULTING**
    Services: The MOU establishes a framework of cooperation between the District's Business Training Center and the contractor to

allow both entities to meet their mission and better serve small and medium-sized manufacturers in Southern California.

Requesting Dept.: Student and Community Advancement – Community Advancement – Business Training Center (BTC)
Date(s): 7/1/12 – 6/30/13
Financial Terms: No cost to the District
Special Note: For disclosure purposes, President Fallo serves as President of the Board of this not-for-profit organization

H.   Personal Service Agreements

1.   **Contractor:** **CORINNE HOISINGTON**
Services: Contractor will provide operating system training and software updates to the ECC Business Division faculty.
Requesting Dept.: Academic Affairs – Business
Date(s): 8/23/12 – 8/24/12
Financial Terms: Cost not to exceed $3,700

2.   **Contractor:** **MATHEW KOUTROULIS**
Services: Contractor will provide one year license agreement for use of FLEX Reporter software system at El Camino College.
Requesting Dept.: Human Resources – Staff Development
Date(s): 8/1/12 – 7/31/13
Financial Terms: Cost not to exceed $2,500

I.   Purchase Orders And Blanket Purchase Orders

It is recommended all purchase orders be ratified as shown.

P.O. Number	Vendor Name	Site Name	Description	P.O. Cost
Fund 11 Unrestricted - El Camino				
P0600098	Rancho Janitorial	Operations	Non-Instruct Supplies	$10,900.01
P0600118	Southern California	Facilities/Planning/Serv	Repairs Noninstructional	$4,885.00
P0600258	Govplace	Information Tech	Maintenance Contracts	$41,621.35
P0600274	StopTech, Ltd	Campus Police	Maintenance Contracts	$625.00
P0600292	CCCCSSAA	VP-SCA	Dues And Memberships	$300.00
P0600293	Regency Investigations	Institutional Services	Legal	$5,885.70
P0600294	Chronicle of Higher	Presidents Office	Publications/ Periodicals And	$82.50
P0600295	Leonid Rachman	International Students	Conferences Mgmt	$2,341.70
P0600296	AT&T Mobility	Operations	Telephone	$197.17
P0600298	ARC Imaging	Architectural	Maintenance Contracts	$115.61
P0600299	Paradise Awards	Human Resources	Other Services And Expenses	$4,959.00

P0600300	RP Group, the	V.P. Academic Affairs	Conferences Mgmt	$825.00
P0600303	Los Angeles County	Pool	Non-Instruct Supplies	$65.00
P0600305	Matthew Bender	International Students	Non-Instruct Supplies	$386.44
P0600309	Security on Campus,	Campus Police	Conferences Mgmt	$395.00
P0600313	Dell Marketing L. P.	Information Tech	Non-Instruct Supplies	$1,257.69
P0600318	Enterprise Rentals	Information Tech	Transportation/ Mileage And	$73.55
P0600324	Public Agency Law	Institutional Services	Legal	$1,984.95
P0600325	Verizon Wireless	Health,Safety and Risk	Telephone	$28.12
P0600332	Dell Computer	Human Resources	Non-Instruct Supplies	$555.22
P0600333	Baker & Taylor, Inc.	Div Office Instr.	Library Books	$41.07
P0600334	Baker & Taylor, Inc.	Div Office Instr.	Library Books	$27.73
P0600335	Midwest Library Service	Div Office Instr.	Library Books	$97.93
P0600338	McNaughton-Brodart	Div Office Instr.	Other Rentals	$9,471.54
P0600339	Sage Publications, Inc.	Div Office Instr.	Library Books	$197.39
P0600341	Thomson West	Div Office Instr.	Library Books	$6,343.39
P0600347	Daily Breeze, the	Fiscal Services	Other Services And Expenses	$124.95
P0600351	Matthew Bender	Div Office Instr.	Library Books	$875.52
P0600352	Matthew Bender	Div Office Instr.	Library Books	$200.99
P0600353	Matthew Bender	Div Office Instr.	Library Books	$885.72
P0600354	Matthew Bender	Div Office Instr.	Library Books	$2,244.39
P0600355	Matthew Bender	Div Office Instr.	Library Books	$2,721.57
P0600358	Xerox Corporation	Copy Center	Non-Instruct Supplies	$1,761.75
P0600359	Galil Productions	Ed & Community	Multi Media Advertising	$1,484.44
P0600360	Tre Printing	Ed & Community	Multi Media Advertising	$1,455.08
P0600366	Ron Bryze	Construction	Instructional Supplies	$55.00
P0600367	Monterey Graphics	Warehouse	Inventories, Stores, Prepaid I	$4,045.50
P0600368	Woodsmith	I&T Div Ofc	Publications-Magazines	$24.00
P0600379	L.A. County Ems	Paramedic Academy	Contract Services	$20,159.04
P0600381	Computerland of	Information Tech	License Fee/Site Licenses	$53,724.68
P0600382	The Furniture Society	Construction	Dues And Memberships	$100.00
P0600383	L.A. County Treasurer	Facilities/Planning/Serv	Permit Processing Fees	$887.00
P0600388	Campus Food Services	Outreach and School	Non-Instruct Supplies	$375.19
P0600391	Graybar Electric	Information Tech	Non-Instruct Supplies	$2,213.39
P0600394	Global Experience	Ed & Community	Conferences Mgmt	$90.00
P0600399	PIHRA	Ed & Community	Conferences Mgmt	$105.00
P0600400	Datatel, Inc.	Information Tech	Maintenance Contracts	$625.00
P0600408	Ordway Sign Supply	Div Office Instr.	Instructional Supplies	$122.84
P0600409	Highsmith Company	Div Office Instr.	Instructional Supplies	$706.40
P0600416	Fisher Scientific	Chemistry	Instructional Supplies	$364.29
P0600444	Nextel/Sprint	Operations	Telephone	$209.38
P0600445	Full Compass	Ctr for Arts Production	Non-Instruct Supplies	$108.42
P0600446	Sound Ideas, Inc.	Ctr for Arts Production	Non-Instruct Supplies	$59.38
P0600447	VER Sales	Ctr for Arts Production	Non-Instruct Supplies	$113.31
P0600453	Golden West Industrial	Art Department	Instructional Supplies	$819.85
P0600454	Laguna Clay Company	Art Department	Instructional Supplies	$449.26
P0600457	NCMPR	Public Relations	Instructional Supplies	$175.00
P0600458	West High 50th	Public Relations	Multi Media Advertising	$500.00
P0600461	Xpedx	Copy Center	Instructional Supplies	$917.64
P0600462	Engineered Packaging	Copy Center	Non-Instruct Supplies	$633.63
P0600471	Aardvark Clay and	Art Department	Instructional Supplies	$3,652.77

Fund 11 Total: 61   **$196,653.44**

Fund 12   Restricted - El Camino

P0600206	Maneri Sign	Parking-Student	Site Improvements	$494.81

P0600235	Pocket Nurse	Nursing	New Computer	$21,711.94
P0600276	Pacific Parking	Parking-Student	New Equipment -	$2,007.51
P0600277	CI Solutions	Parking-Student	New Equipment -	$3,164.61
P0600290	The Apple Store	Title V - SMCC - Math	New Computer	$55,154.25
P0600291	CDW-G	Title V - SMCC - Math	New Computer	$8,632.31
P0600297	South Bay Regional	Parking-Student	Maintenance Contracts	$7,471.56
P0600307	South Bay Regional	Parking-Student	Maintenance Contracts	$16,695.12
P0600308	National Institute for	WIP (10-292-720)	Conferences Other	$2,382.00
P0600310	Southwest Offset	Community Education	Non-Instruct Supplies	$9,255.32
P0600311	Bob Lee's Automotive	Parking-Student	Repairs Non Instr	$220.11
P0600315	LA Area Chamber of	CITD Int'l Trade Trng	Conferences Other	$150.00
P0600317	Mike Raahauge	Parking-Student	In-Service Training	$400.00
P0600319	Sars Sofware Products,	Matriculation	Non-Instruct Supplies	$5,670.00
P0600320	Travers Tool Company	WIP (10-292-720)	Non-Instruct Supplies	$1,174.24
P0600321	MSC Industrial Supply	WIP (10-292-720)	Non-Instruct Supplies	$1,704.59
P0600322	Hexagon Metrology	JDIF - (10-336-070)	Repairs - Instructional	$500.00
P0600340	Tooling U	JDIF - (10-336-070)	License Fee/Site Licenses	$8,925.00
P0600343	BOY Machines, Inc.	VATEA I&T	New Equipment - Instructional	$66,157.11
P0600365	Dibec, Inc	El Camino Language	Contract Services	$900.00
P0600369	Amazon.Com	MDC-Parenting	Other Books	$353.84
P0600370	CITEA	Construction Tech	Dues And Memberships	$65.00
P0600372	Sherline Products, Inc	I&T Division	Instructional Supplies	$1,063.35
P0600373	Mission Ambulance,	VATEA I&T	New Equipment - Instructional	$8,500.00
P0600374	GTS Globotours	Matching – IDRC.	Conferences Other	$2,675.00
P0600375	Datamax O'Neil Printer	Parking-Student	Non-Instruct Supplies	$7,313.22
P0600376	B & H Inglewood Tow	Parking-Student	Repairs Non Instr	$25.00
P0600377	Brownells, Inc.	Parking-Student	Non-Instruct Supplies	$71.82
P0600380	WP Engine	CITD Int'l Trade Trng	General Office Supplies	$439.42
P0600385	South Bay Regional	Parking-Student	Repairs Non Instr	$48.94
P0600389	American Express	Career & Tech Ed	Conferences Other	$622.70
P0600392	ASBDC	Small Bus. Admin	Conferences Mgmt	$595.00
P0600393	Amazon.Com	Terminal Island -	Other Books	$60.43
P0600398	American Express	CITD Int'l Trade Trng	Transportation/ Mileage And	$357.60
P0600410	Melissa's Party Supply	WIP (10-292-720)	Non-Instruct Supplies	$168.00
P0600413	American Express	CalWORKs	Conferences Other	$291.60
P0600418	Amazon.Com	Terminal Island	Other Books	$507.96
P0600449	Van Lingen Towing	Parking-Student	Repairs Non Instr	$50.00
P0600450	Bothwell Automotive,	Parking-Student	Repairs Non Instr	$395.55
P0600451	Joshua S. Armstrong	Parking-Student	Non-Instruct Supplies	$505.00
P0600456	Midas Auto Repair	Parking-Student	Repairs Non Instr	$440.59
P0600465	American Express	Small Bus. Admin	Conferences Mgmt	$510.90
P0600466	David K. Faulkner	Title III- H S I - STEM	Contract Services	$400.00
P0600467	Daniel Alvarez	Title III- H S I - STEM	Contract Services	$400.00
P0600468	Hispanic Network	SBDC Program Income	Publications/ Periodicals And	$20.00
P0600469	Hilton New Orleans	Small Bus. Admin	Conferences Mgmt	$974.76
P0600470	Samy's Camera	Art Dept Donations	Non-Instruct Supplies	$1,266.60

Fund 12 Total: 47   **$240,892.76**

Fund 15   **General Fund -Special Programs**

P0600246	CSI Fullmer	Administrative Svs	New Equipment -	$11,948.72
P0600397	AT&T Datacomm	Information Tech	New Equipment -	$46,338.16
P0600442	Vector Resources, Inc.	Administrative Svs	New Equipment - Instructional	$5,485.82

Fund 15 Total: 3   **$63,772.70**

Fund 79   **Auxiliary Services**

P0600302	Norcal Swim Shop	Health Sciences	Non-Instruct Supplies	$577.50
P0600364	Real Volleyball	Resp Therapy	Non-Instruct Supplies	$1,174.85
P0600378	Ecolab, Inc.	Radiologic Tech	Non-Instruct Supplies	$1,769.94
P0600443	Dramatists Play	Fine Arts	Non-Instruct Supplies	$70.00
P0600448	Soccer Central	Health Sciences	Non-Instruct Supplies	$456.75
P0600452	VS Athletics	Health Sciences	Non-Instruct Supplies	$738.42
P0600455	VS Athletics	Health Sciences	Non-Instruct Supplies	$1,504.24
		Fund 79 Total: 7		**$6,291.70**

Fund 82   **Scholarships & Trust/Agency**

P0600301	Embroidme	Health Sciences	Fundraising	$988.02
P0600314	Dawn Sign Press	Special Resource	Fundraising	$21.64
P0600331	Complete Office	Health Sciences	Fundraising	$430.47
P0600337	Ecolab Center	Health Sciences	Fundraising	$2,462.66
P0600362	America Is Making It	Health Sciences	Fundraising	$510.08
P0600387	Gunther's Athletic	Health Sciences	Fundraising	$911.33
P0600395	Robinhood Enterprises	Health Sciences	Fundraising	$699.27
		Fund 82 Total: 7		**$6,023.47**
		PO Funds Total: 125		**$513,634.07**

Fund 11   **Unrestricted - El Camino**

B0610408	RehabWest, Inc	Recruitment	Other Services And Expenses	$3,000.00
B0610409	ECCD Petty Cash	Human Resources	Non-Instruct Supplies	$500.00
B0610462	Uline Shipping Supply	Mailroom	Non-Instruct Supplies	$500.00
B0610464	Mutual Liquid Gas &	Fire Academy 06-07	Repairs - Instructional	$500.00
B0610465	Alpha & Omega	Fire Academy 06-07	Repairs - Instructional	$2,000.00
B0610466	Southland Lumber	Fire Academy 06-07	Instructional Supplies	$2,000.00
B0610467	ECCD Petty Cash	Fire Academy 06-07	Non-Instruct Supplies	$955.00
B0610468	Parker Lighting, Inc.	Fire Academy 06-07	Instructional Supplies	$300.00
B0610469	Firefighter's Safety	Fire Academy 06-07	Instructional Supplies	$1,000.00
B0610470	Broadline Distributing	Fire Academy 06-07	Instructional Supplies	$2,000.00
B0610471	Verizon Wireless	Ctr for Arts Instr/Admin	Other Services And Expenses	$6,000.00
B0610477	Kelly Paper Company	Ctr for Arts Promo	Non-Instruct Supplies	$500.00
B0610478	ECCD Petty Cash	Astronomy	Instructional Supplies	$100.00
B0610480	Ad Club	Human Resources	Multi Media Advertising	$32,000.00
B0610481	Baker & Taylor, Inc.	Div Office Instr.	Library Books	$3,000.00
B0610482	ECCD Petty Cash	Construction	Instructional Supplies	$500.00
B0610483	Anderson Saw	Construction	Instructional Supplies	$500.00
B0610484	Klingspor	Construction	Instructional Supplies	$500.00
B0610485	Craft Supplies U.S.A.	Construction	Repairs Parts And Supplies	$300.00
B0610486	Louis & Company	Construction	Repairs Parts And Supplies	$400.00
B0610487	McMaster Carr	Construction	Repairs Parts And Supplies	$300.00
B0610495	Fast Deer Bus Charter	Athletics Training	Transportation	$10,600.00
B0610496	ECCD Petty Cash	Physics	Instructional Supplies	$750.00
B0610510	Anderson Saw	Construction	Repairs - Instructional	$500.00
B0610511	Rockler	Construction	Instructional Supplies	$1,500.00
B0610513	Forest Plywood	Construction	Instructional Supplies	$1,500.00
B0610514	Crenshaw Lumber	Construction	Instructional Supplies	$5,000.00

B0610515	Crenshaw Lumber	Construction	Instructional Supplies	$1,000.00
B0610516	Crenshaw Wholesale	Construction	Instructional Supplies	$500.00
B0610517	Craft Supplies U.S.A.	Construction	Instructional Supplies	$400.00
B0610518	Louis & Company	Construction	Instructional Supplies	$1,000.00
B0610519	Tool City	Construction	Instructional Supplies	$1,000.00
B0610520	Strata Forest Products	Construction	Instructional Supplies	$3,000.00
B0610521	ECCD Petty Cash	Public Relations	Instructional Supplies	$500.00
B0610522	Lisa's Gallery	Public Relations	Instructional Supplies	$400.00
B0610523	Redondo Beach Rotary	Public Relations	Dues And Memberships	$975.00
B0610524	AT&T Mobility	Public Relations	Telephone	$1,500.00
B0610525	American Foothill	Public Relations	Printing	$7,500.00
B0610527	San Dieguito Printers	Public Relations	Printing	$30,000.00
B0610528	Mid City Mailing	Public Relations	Postage	$18,000.00
B0610529	National TV Radio	Public Relations	Multi Media Advertising	$25,000.00
B0610530	Facebook	Public Relations	Multi Media Advertising	$100,000.00
B0610531	Daily Breeze, the	Public Relations	Multi Media Advertising	$10,000.00
B0610532	Easy Reader, the	Public Relations	Multi Media Advertising	$10,000.00
B0610533	National TV Radio	Public Relations	Radio Advertising	$125,000.00
B0610534	AT&T Mobility	Technical Services	Repairs Parts And Supplies	$7,200.00
B0610535	Iron Mountain	Information Technology	Maintenance Contracts	$12,000.00

Fund 11 Total: 47   **$431,680.00**

Fund 12   **Restricted - El Camino**

B0610407	ECCD Petty Cash	El Camino Language	Other Instr Supplies	$1,000.00
B0610410	ECCD Petty Cash	IDRC Green	Non-Instruct Supplies	$1,200.00
B0610419	Desimone	WIP (10-292-720)	Contract Services	$25,000.00
B0610420	ECCD Petty Cash	CACT Strategic Hub	Non-Instruct Supplies	$400.00
B0610455	ECCD Petty Cash	TitleV-Improving	Non-Instruct Supplies	$800.00
B0610456	E.C.C. Public	TitleV-Improving	Non-Instruct Supplies	$800.00
B0610460	E.C.C. Public	Matching - IDRC	License Fee/Site Licenses	$2,000.00
B0610472	Torrance Postmaster	Community Education	Postage	$20,000.00

Fund 12 Total: 8   **$51,200.00**

Fund 79   **Auxiliary Services**

B0610474	Certif-A-Gift	Student Affairs	Non-Instruct Supplies	$7,123.00

Fund 79 Total: 1   **$7,123.00**

BPO Funds Total: 56   **$490,003.00**

<u>Grand Total POs and BPOs: 181</u>   **$1,003,637.07**

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

Administrative Services – Measure E Bond Fund

A.   CATEGORY BUDGETS AND BALANCES

GENERAL OBLIGATION BOND FUND CATEGORIES
AND PROJECT SUMMARY

The following table reports Measure E expenditures and commitments through August 31, 2012, at the September Board meeting.

CATEGORY	BUDGET	EXPENDED	COMMITTED	BALANCE
Additional Classrooms and Modernization	$237,359,418	$108,903,152	$9,126,394	$119,329,872
Campus Site Improvements	32,416,561	27,611,399	1,652,586	3,152,577
Energy Efficiency Improvements	2,818,000	2,756,836	0	61,164
Health and Safety Improvements	128,799,541	62,083,744	3,578,139	63,137,657
Information Technology and Equipment	24,836,501	13,069,676	91,916	11,674,908
Physical Education Facilities Improvements	572	572	0	0
TOTAL	**$426,230,593**	**$214,425,379**	**$14,449,035**	**$197,356,179**

B.   CONTRACT - S&K ENGINEERS - ONGOING ENGINEERING SERVICES

It is recommended the Board of Trustees approve entering into a contract with S&K Engineers to provide on-going Engineering Services to the District. These services will include, but are not limited to, mechanical and electrical studies, design, bidding support and construction support for various projects as needed by the District.

This firm is being recommended based upon its prior experience performing this type of work, the demonstrated expertise and the qualifications of its staff and consultants to perform the services and competitive fee structure.

Dates of Service: August 2012 through August 2015

Cost: Cost not to exceed $125,000, which includes reimbursables, on an annual average basis unless specifically approved by the Board. Invoicing will be monthly based upon an hourly rate schedule.

C.   CONTRACT AMENDMENT – tBP ARCHITECTURE, INC. – SHOPS BUILDING REPLACEMENT PROJECT

It is recommended the Board of Trustees approve the following additional design services.

Additional design services related to revisions to sewer and storm drain systems, due to unknown conditions.. $9,800

Total Increase in Contract Amount	$9,800

Original Contract Amount	$1,680,000
Prior Changes	19,412
This Contract Amendment Amount	9,800
New Contract Amount	$1,709,212

D.   CONTRACT AMENDMENT – PRESTIGE SECURITY – MATH BUSINESS ALLIED HEALTH PROJECT

It is recommended the Board of Trustees approve the following additional security services through September 30, 2012.

Additional security services as requested by the District. Cost will be charged back to contractor. $9,628

Total Increase in Contract Amount	$9,628

Original Contract Amount	$50,000
Prior Changes	67,000
This Contract Amendment Amount	9,628
New Contract Amount	$126,628

E.   BID AWARD 2012-3 – BOOKSTORE BUY-BACK CONSTRUCTION PROJECT – CALTEC CORPORATION

It is recommended Bid Award 2012-3 be awarded to the following vendor in accordance with the specifications, terms and conditions of the above-named bid for the Bookstore Buy Back Construction Project.

RECOMMENDED BIDDER	BID AMOUNT
Caltec Corporation	$370,000

OTHER BIDDERS

Jenn Matt, Inc.	$473,739
Minco	$777,000

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

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

PO #	VENDOR NAME	SITE NAME	DESCRIPTION	COST
P600326	enan & Associates	lustry & Technology	ntract Services	$500.00
P600327	enan & Associates	lustry & Technology	ntract Services	320.08
P600328	enan & Associates	lustry & Technology	ntract Services	258.13
P600330	WUP/JPA	lustry & Technology	ntract Services	4,584.00
P600344	enan & Associates	hletic Education/Fitness	ntract Services	4,850.69
P600345	enan & Associates	hletic Education/Fitness	ntract Services	2,117.66
P600346	WUP/JPA	hletic Education/Fitness	ntract Services	69,375.00
P600363	e Vinewood	aster Planning	sting & Inspection	436.00
P600384	enan & Associates	hletic Education/Fitness	ntract Services	708.00
P600401	)W-G	ormation Technology	w Equipment	3,022.90
P600402	larwinds.Net	ormation Technology	w Equipment	46,017.55
P600403	T&T Datacomm	ormation Technology	w Equipment	2,624.25
B610405	nverse Consultants	lustry & Technology	sting & Inspection	2,690.00
B610461	nverse Consultants	lustry & Technology	sting & Inspection	12,363.00
B610473	ctor Resources, Inc.	lustry & Technology	oup II Equipment	680,471.79
			TOTAL POs AND BPOs	**$830,339.05**

Agenda for the El Camino Community College District Board of Trustees
from
Human Resources
Linda Beam, Vice President Human Resources

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

A. EMPLOYMENT AND PERSONNEL

It is recommended that the Board ratify/approve the employment and personnel changes for academic, classified, special services professionals and temporary classified service employees as shown in items 1-18 and 1-5.

Academic Personnel:

1. Resignation - Ms. Claudia Lee Saddul, Interim Associate Dean, Academic Affairs, effective September 1, 2012.

2. Amend Employment - Ms. Gabriella Fernandez, full-time instructor of Computer Information Systems (CIS), Business Division, Class IV, Step 6 instead of Class II, Step 4, Academic Salary Schedule, effective August 23, 2012.

3. Amend Employment - Ms. Atheneus Ocampo, full-time Counselor, Class II, Step 6 instead of Class II, Step 4, Faculty Members 197 Day Salary Schedule, effective August 6, 2012.

4. Amend Employment - Dr. Mohamad Abbani, full-time instructor of Chemistry, Natural Sciences Division, Class V, Step 6 instead of Class V, Step 4, Academic Salary Schedule, effective August 23, 2012.

5. Employment - Dr. Todd White, full-time/temporary instructor of Life Sciences, Natural Sciences Division, Class V, Step 4, Academic Salary Schedule, effective August 25 through December 14, 2012.

6. Change in Assignment - Mr. William Mulrooney, from Director Admission and Records to Interim Dean, Enrollment Services, Range 16, Step 5, Administrator Salary Schedule, effective September 5, 2012 until position is filled.

7. Rescind Personal Leave of Absence (20%) - Ms. Amy Himsel, full-time instructor of Psychology, Behavioral & Social Sciences Division, effective August 25, 2012 through June 14, 2013.

8. Amend Special Assignment - Mr. Matthew Cheung, full-time instructor of English, Humanities Division, to teach critical research skills to summer bridge academy students, to be paid $60.18 an hour, not to exceed 38 hours instead of 28.75 or $2,287 instead of $1,743, effective June 19, 2012 instead of July 1, 2012 through June 30, 2013, in accordance with the Agreement, Article 10, Section 14(a).

9. Special Assignment - Mr. Lyman Hong, full-time instructor of English, Humanities Division, to design accelerated learning community class room curriculum and assignments to be paid $60.18 an hour, not to exceed 30 hours or $1,806, effective September 5 through December 20, 2012, in accordance with the Agreement, Article 10, Section 14(a).

10. Special Assignment - Mr. Craig Neumann, part-time instructor of Fire & Emergency Technology, Industry & Technology Division, to develop all Transportation Security Administration (TSA) course outlines, faculty job descriptions and other duties for Community Advancement, to be paid $60.18 an hour, not to exceed 189 hours or $11,374, effective August 20, 2012 through June 30, 2013, in accordance with the Agreement, Article 10, Section 14(a).

11. Special Assignment - Mr. David Yee, part-time instructor of Mathematics, to attend instructional team meetings for the Career Advancement Academy (CAA) and have additional hours to plan contextualized lessons for their classes, to be paid $60.18 an hour, not to exceed 50 hours or $3,009, effective October 1, 2012 through June 30, 2013, in accordance with the Agreement, Article 10, Section 9(m).

12. Special Assignment - Ms. Kaysa Laureano-Ribas, full-time instructor of Mathematics, to troubleshoot Curricunet as Student Learning Outcomes (SLO) facilitator, to be paid $45.14 an hour, not to exceed 80 hours or $3,611, effective September 5 through December 14, 2012, in accordance with the Agreement, Article 10, Section 14(a).

13. Stipend Assignment - Ms. Victoria Muto, part-time instructor of Music, Fine Arts Division, to perform as fall resident artist, to be paid $250, effective September 22, 2012, in accordance with the Agreement, Article 10, Section 14(a).

14. Stipend Assignment - Mr. Lawrence Steen, part-time instructor of Music, Fine Arts Division, to perform as fall resident artist, to be paid $125, effective September 22, 2012, in accordance with the Agreement, Article 10, Section 14(a).

15. Stipend Assignment - Ms. Barbara Dyer, part-time instructor of Music, Fine Arts Division, to perform as fall resident artist, to be paid $250, effective September 22, 2012, in accordance with the Agreement, Article 10, Section 14(a).

16. Stipend Assignment - Ms. Karin Jensen, part-time instructor of Dance, Fine Arts Division, to perform as fall resident artist, to be paid $650, effective October 13, 2012, in accordance with the Agreement, Article 10, Section 14(a).

17.   Stipend Assignment - Ms. Ava Baldwin, part-time instructor of Speech Communications, Fine Arts Division, to perform as spring resident artist, to be paid $750, effective March 10, 2013, in accordance with the Agreement, Article 10, Section 14(a).

18.   Employment - The following part-time/temporary instructors to be hired as needed for the 2012 Fall semester:

Behavioral & Social Sciences
Bianca Arzu-Wright
Hui Chu
Kim-Lien Nguyen

Fine Arts
Cheryl Dimson

Health Sciences & Athletics
Kelly Holt
Theresa Yeomans

Humanities
Irma Hernandez
Laura Knox
Karen Meeks

Industry & Technology
Mina Greas
Clifford Johnson
Michael McClendon

Natural Sciences
Kwun Hung Cheung
Laurimar Escudero
Kyle Strohmaier

Special Resources Center
Andy Lim

Classified Personnel:

1.   Separation - Mr. Carey Ross, Painter, Range 35, Step E, Facilities Planning and Services Division, Administrative Services Area, and that he be placed on the 39-month reemployment list, effective August 20, 2012.

2. Change of Assignment - Ms. Susan Brouillette, from 100% to 90% Administrative Assistant II, Range 31, Step E, Special Resource Center/Health Sciences & Athletics Division, Academic Affairs Area, effective September 5 through December 21, 2012.

3. Extend Work Out of Classification - Ms. Shobhana Warrier, Senior Clerical Assistant Range 24, Step E, to Administrative Assistant II (Confidential), Range 10, Step A, Vice President's Office, Administrative Services Area, effective October 1 through December 31, 2012.

4. Employment - Mr. Kevin Glass, 83.33% Financial Aid Assistant, Range 24, Step A, Financial Aid/Enrollment Services Division, Student and Community Advancement Area, effective October 1, 2012.

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

5. Dr. Margaret Ramey - Interim Director of Admissions and Records, Range 15, Step 1, Admissions and Records Division, Student and Community Advancement Area, effective September 5 through December 21, 2012.

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

Instructional Aide Series

1. Instructional Aide I
The following individual is to assist instructors or other staff in a classroom or laboratory setting with basic tutoring, support services, and accommodations for students.

Tyrone Oraguzie, $8.00 per hour (eff. 8/27/12 to 6/30/13)

2. Instructional Aide II
The following individual is to provide basic tutoring, support services, computers and equipment maintenance, and accommodations for students.

Salvador Castro, $9.25 per hour

Office Aide Series

3. Office Aide II

The following individual is to assist with office tasks, daily operations and maintenance such as compile, input, maintain data, payment process, customer service, and supporting division staff as needed.

Allyce Edwards, $9.50 per hour (eff. 8/6/12 to 6/30/13)

4.   Office Aide III

The following individual is to perform office tasks and assist the staff and requires strong communication skills and computer literacy.

Isel Chavarria, $10.50 per hour

Program Aide Series

5.   Program Aide III
The following individual is to assist in coordination of and recruitment for the Career Pathways programs including the Career Advancement Academy.

Megan Ruane, $10.50 per hour

6.   Program Aide IV
The following individual is to assist instructors with the Emergency Medical Technology and Fire Academy specialized programs.

Gregory Evans, $12.25 per hour

7.   Program Aide VI
The following individual is to assist in the planning, development, and coordination of workshops and activities for students in Math, Engineering, and Science Achievement (MESA) careers, maintain a student database, and assist in outreach and recruitment in Science, Technology, Engineering, and Math (STEM) fields.
Haydee Gonzalez, $17.00 per hour

Sports Aide Series

8.   Sports Aide II
The following individual is assist faculty and staff with basic tasks for practices and competition.

Earl Eastcott, $10.00 per hour

9.   Sports Aide VI
      The following individual is to assist the coaching staff with the coordination of all
      aspects of practice and competition.

      Michael Wiener, $15.00 per hour (eff. 9/5/12 to 6/30/13)

Education Professional Series

10.   Education Professional V
      The following individuals are to conduct classes for the El Camino College
      Community Education and Professional Development program.

      Richard Berger (eff. 9/1/12 to 6/30/13)
      Ron Berman (eff. 9/1/12 to 6/30/13)
      Regine Costello (eff. 9/1/12 to 6/30/13)
      Jeff Henry (eff. 9/1/12 to 6/30/13)

Program Professional Series

11.   Program Professional I
      The following individual is to assist Academic Affairs with reporting issues.

      Lovell Alford, $30.00 per hour (eff. 9/5/12 to 12/14/12)

12.   Program Professional III
      The following individual is to assist with CurricUNET issues.

      Claudia Saddul, $48.00 per hour (eff. 9/5/12 to 12/14/12)

C.   RESOLUTION – EQUIVALENCE TO MINIMUM QUALIFICATIONS

It is recommended that the Board of Trustees approve a Resolution of the Board of El
Camino Community College District authorized by the California Education Code
Section 87359 as shown below:

WHEREAS, California Education Code Section 87359 provides that the governing
board upon the advice and judgment of the Academic Senate may approve employment
of instructors who possess qualifications at least equivalent to the minimum
qualifications specified in the regulations of the Board adopted pursuant to Education
Code Section 87356; and

WHEREAS, the El Camino College Policy "Equivalence to the Minimum
Qualifications" was adopted June 11, 1990; and

WHEREAS, there are instructors on the staff at El Camino Community College who are eminently qualified to teach in their designated subject area.

NOW, THEREFORE, BE IT RESOLVED, that the El Camino Community College District Board of Trustees hereby approves the assignment of the below listed instructors to teach in the designated discipline(s) during employment at El Camino College:

Karen Meeks, Journalism

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

A. <u>Accreditation and Governing Board Roles and Responsibilities – Information Item</u> <u>(Source: Accrediting Commission for Community and Junior Colleges: ACCJC</u> <u>News, Summer 2012 Issue)</u>

Institutional effectiveness and educational quality start with the administrators, staff and especially faculty, but depends upon the quality of the governing board. Excellent institutional performance requires well-defined roles and high performance from an institution's governing board. In recent years, many external events have created challenge for colleges; funding reductions, changing public policy, turnover due to retirements, changing student populations and needs, and the accountability movement are among them. These are challenging times, and it is the job of a governing board to assure that an institution finds the way to adjust to the external and internal pressures without compromising educational quality and financial integrity. Strong and effective governing boards are critically important to institutional success and survival.

However, the ACCJC's analyses show that governing board dysfunctions are increasing among member institutions, and that governing board difficulties provide opportunities for other organizational deficiencies to emerge or go unaddressed, negatively impacting an institution's adherence to good practices and likelihood of maintaining educational quality or even fiscal viability.

The Commission regularly examines trends in institutional performance with regard to the Accreditation Standards. Each summer, the ACCJC publishes "Top Deficiencies Causing Sanctions," which describes trends at the institutions the ACCJC has sanctioned over the last few years. This year's report shows that between 2009 and 2012, the percentage of institutions on sanction that had deficiencies in governing board performance rose from 46% to 71%. The data also show that institutions with governing board difficulties always have additional challenges, most often in financial management and stability, and in institutional assessment, planning and effectiveness. In fact, no institution that has been sanctioned for board issues identified by an accreditation team has only governing board problems!

The ACCJC presents below some things that governing boards can do to help prevent or remediate governing board deficiencies (and related institutional deficiencies) most commonly seen by the ACCJC evaluation teams:

Get early training, and regular re-training, for every board member. The initial training should have sufficient breadth to provide a solid foundation in the fundamental roles and responsibilities of governing board members. Standard IV.B.1 states, "The governing board 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."

All new board members should receive an early training to help them understand policy governance and the elements of good policy, the meaning and content of financial reports and budgets, and the metrics used to assess institutional effectiveness. All board members should receive at least annual training that will allow the board members to fully understand budgets, audit reports, associated financial terminology, and reports that indicate educational effectiveness on topics such as student achievement data, student learning outcomes data, and other forms of ongoing institutional assessment. Training at venues where other institutions' governing board members are present allows a board member to gain access to expert advice, as well as perspective on alternative ways of understanding important topics or alternative governing board solutions to policy issues. Board members should be required to participate in a regular program for development, and individual board members should escape this important responsibility to build their own capacity to be good board members. (*Standard IV.B1.f.)*

Get clear on the policy role of governing board members. The board exercises its control over the institution's quality and integrity by adopting policies to guide the actions of institutional members. These policies should be regularly evaluated and updated to remain useful. But governing board members are not practicing education experts; they are largely lay members of the public. If governing boards stick to their policy role and avoid becoming involved in college operations, they will be able to exercise the appropriate oversight of those operations by expecting, and reviewing, key reports and data analyses on institutional performance. Board members should not apply their own knowledge or skill to addressing operational issues. If there is a weakness or vacuum in the performances of key administrative staff, governing board members should assure that the vacuum is addressed with improved or new staff. Remember, the Board hires and evaluates the CEO, and delegates all operations and responsibility for implementing policy and institutional operations to that CEO. *(Standard IV.B.1.j.)*

Pay serious attention to external financial and accreditation reports. Boards should be vigilant in expecting that external audit reports be completed on time every year, that the institutional staff respond fully and quickly to any audit findings and explain what they have done to the Board, and that the institution changes auditing firms every few years. Boards should be especially concerned if external audit findings go unaddressed for multiple years – this could be a neon alert to difficulties with the financial management system of the institution or worse. Boards should also read carefully and understand Accreditation Standards, ACCJC action letters and evaluation team reports. These documents frame the basic requirements for quality institutional practices. Boards should expect the

institutional CEO to ensure that there is a full report to the board on any Commission action on the institution, and that the institution is timely in its resolution of any deficiencies identified by the ACCJC. Boards should be aware that the ACCJC, responding to federal regulations, announced in 2007 that there is a two-year time limit for institutions to resolve deficiencies or face possible loss of accreditation. Since the governing board's role is to assure educational quality and fiscal integrity, governing boards are among those held accountable when institutions fail to address financial and accreditation concerns.
(Standard I.B.1.C.)

Adopt and enforce strong policies on ethics and conflict of interest. "The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violated that code." *(Standard IV.B.1.h.)* The policy should have clear statements about conflict or potential conflict of interest that recuse board members from decisions where they have a conflict of interest. Most importantly, an ethics code is not useful if it is only voluntary. The board policy should define how governing board members who violate the code will be addressed. A suggested sequence is: New trustee training and mentoring, prompt feedback when violations occur, individual coaching, board warning, board censorship, legal action. Ethics violations by board members can threaten the integrity of an institution's financial or educational processes and quality, and often also disrupt productive board functioning, leading to the inability of a governing board to perform its important and appropriate functions.

Remember an institutional governing board is not a City Council. Many of the ACCJC-accredited institutions have elected governing board members. The political process provides a good deal of information to a board candidate on what the electorate desires and hopes for. However, once placed on a governing board, the board member must operate with the following bottom line: "The governing board is an independent policy-making body that reflects the public interest in board activities and interests. Once the board reaches a decision, it acts as a whole." *(Standard IV.B.1.a.)*

Independence means the board member operates in the best interest of the overall institution, not in response to constituencies or special pleaders if those interests are not aligned with the basic mission, direction and resources of the institution, with the full board's direction, and with the institution's priorities that come from assessment and planning activities. City Councils often act to dole out "rewards" to their electorate; a college governing board member's job is to focus on achieving educational effectiveness within the bounds of the institution's mission and available resources. Finally, remember, no single board member has authority; the board as a body has authority. No trustee should be roaming a campus, giving direction to or attempting to influence college employees or

governance committees. Trustees should not use their role on a college governing board to advance their own political careers and pet projects. A college board member should be a careful steward of higher education quality and integrity, and champion of student achievement and student learning.

Actively review and adapt the institutional mission statement, and then require the institution to focus its efforts and resources on achieving that mission. "The institution's educational mission is clearly defined, adopted and published by its governing board, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning." *(Eligibility Requirement 2)* The mission statement should be reviewed on a regular basis. *(Standard I.A.3.)* That review should ensure that the institution examines the effectiveness of the educational learning programs and services the mission statement promises to provide, and wisely use, its resources in achieving that mission. Board policies should require that the institution has a defined process with valid metrics for ongoing assessments of educational effectiveness – an internal quality assurance process that requires data driven program review, analyses, priority setting, planning and implementation. Governing boards should receive annual reports on the institution's educational effectiveness, goals, and priorities for improvement set through the institution's planning processes. Governing boards should participate in setting targets and goals for improving educational performance. Finally, governing boards should beware of the tendency for college constituencies to hope their college can be "all things to all people." It cannot, and in the current fiscal environment, every governing board should be identifying the core educational mission for their institution and avoiding commitments to other activities. Resources stretched too thin result in poor educational quality. The governing board is responsible for ensuring that the financial resources of the institution are used to provide sound educational programs, and these require adequate funding.

Think short range and long range in adopting the institution's fiscal plans. Each year, the governing board adopts an institutional annual budget that reflects the ongoing commitments, priorities, and planned new expenditures for the institution. It is important that the board examine the budget proposed by the CEO with careful attention to short-term (current year) and longer-term (multiple out-years) consequences of expenditure plans and projected accelerating costs (e.g., planned salary or benefits costs, collective bargaining agreement costs, loan costs, possible revenue declines). In the area of contract negotiations alone, too often difficult discussions lead to a willingness to delay dealing with potential cost challenges until later, in "future years." That 'just kicks the can down the road.' Certain kinds of borrowing vehicles have been enticing to boards of colleges that wish to spend now and pay later. Governing boards have a responsibility to assure

the fiscal integrity, short- and long-term, for the colleges they govern. The region and the country have experienced a significant financial downturn since 2008, and current federal projects suggest "recovery" will not really happen for another 5 or 6 years.

In view of the many, higher education is undergoing a significant restructuring that will last. Wise boards ensure resources match programming.

The ACCJC provides regular training on accreditation matters for governing board members every year at the California Community College Trustees annual conference, the Pacific Postsecondary Education Council's events, and at individual or regional governing board workshops to which it is invited. The ACCJC is developing a new guide for governing board members, and a draft of it is available on the ACCJC's website at www.accjc.org.

Trends in Deficiencies Leading to Sanction
Since 2009, ACCJC has collected data regarding the deficiencies that lead to colleges being placed on a sanction. The deficiencies are reported every year in the Commission's spring newsletter. The information is also available on the ACCJC website: www.accjc.org on the President's desk page.

The main deficiencies for sanction are related to Program Review, Planning, Internal Governance, Board, and Financial Stability or Management. Over the four years from January 2009 to January 2012, the number of colleges on sanction has not diminished, but the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

<div align="center">
Colleges on Sanction January 2009 – January 2012
Top Deficiencies Causing Sanctions
</div>

lleges on Sanction	ogram Review	Planning	Internal Governance	Board	Financial Stability or Management
2009 Sanctions (N=24)	71% (17)	92% (22)	46% (11)	46% (11)	54% (13)
2010 Sanctions (N=19)	68% (13)	89% (17)	42% (8)	58% (11)	58% (11)
2011 Sanctions (N=21)	19% (4)	71% (15)	24% (5)	67% (14)	62% (13)
2012 Sanctions (N=28)	21% (6)	71% (20)	18% (5)	71% (20)	50% (14)

- The proportion of institutions with deficiencies in program review work has decreased considerably from 71% of those on sanction in 2009 to 19% of those on sanction in 2012.
- The proportion of institutions with deficiencies in planning practices has decreased somewhat from 92% of those on sanction in 2009 to 71% of those on sanction in 2012.
- Internal governance deficiencies have decreased from 46% of those institutions on sanction in 2009 to 18% of those on sanction in 2011.
- Of most concern, the proportion of institutions with deficiencies in governing board practices has increased sharply from 46% of those in sanction in 2009 to 71% of those on sanction in 2012.
- The proportion of institutions on sanction with deficiencies in financial stability or management has remained at or slightly above 50% since 2009.

B. Signature Authorization
It is recommended that the Board authorize Linda Beam, Vice President – Human Resources to sign 1) "A" and "B" Warrants, 2) Contracts, 3) Purchase Orders, 4) Purchase Orders for the Bookstore, 5) Change Orders, 6) Notices of Employment and Orders for Salary Payments, 7) Revolving Cash Fund, 8) Registration Fund, 9) Cash Management Fund, 10) Trust Funds, 11) Associated Students Bank Account, 12) Bookstore Fund, 13) Small Business Development Center Bank Account, 14) El Camino College Business Office Account, 15) Auxiliary Services Fund, 16) Dental Self-Insurance Fund – Wells Fargo Bank Account, 17) National Direct/Federal Perkins Student Loan/Nursing Loan Billing Service, 18) Computer Loan Revolving Cash Fund – El Camino Community College District, 19) El Camino College Self-Insurance Account for Property and Liability – Keenan and Associates, and 20) El Camino College Student Federal Financial Aid Fund – El Camino Community College District.

C. Absence of a Board Member
It is recommended that the Board excuse Trustee O'Donnell from the August 20, 2012 Board Meeting with no loss of salary due to illness.

Page No.

A. <u>Sample Community College League of California Resolution Regarding Proposition 30</u>

Per the request of Trustee Gen, the Community College League of California's recommended resolution regarding Proposition 30 is presented to the Board for consideration.

Resolution in Support of Community College System Budget Priorities and the Governor's November Ballot Initiative

WHEREAS, community colleges have taken extensive cuts to funding over recent years, while trying to educate the largest high school graduating classes in California history and need funding to provide the programs and services necessary to increase the number of successful degree and certificate holders;

WHEREAS, community colleges have been forced to turn away as many as 130,000 potential students in a single year due to the need to reduce course sections, generally from 5 – to 15 percent annually per district;

WHEREAS, community colleges have carried an estimated 252,000 students over the last five years (2007-08 to 2011-12) for whom they have not received any apportionment, categorical, or student support funding;

WHEREAS, community colleges are operating with $996 million (23%) less in total programmatic support in 2011-12 than in 2007-08, including cuts to both apportionment and categorical funding;

WHEREAS, community colleges have operated on per-student funding which has been reduced from $5,659 in 2007-08 to $5,115 in 2011-12, a loss of 9.6% over this five-year period, while the unfunded cost-of-living (2008-09 to 2011-12) has increased by a compounded 20.5%;

WHEREAS, the changes to the Cal Grant B and Cal Grant Community College Transfer Entitlement programs which would require a higher grade point average under the governor's proposal, would eliminate an estimated 30% of Cal grant entitlement recipients; and the governor's proposed caps on grants for those transferring to independent, nonprofit institutions would primarily affect community college students who are disproportionately African–Americans and Latinos, with an average parental income of $19,184, and who receive the grants to buy books and assist with necessary living expenses;

WHEREAS, the Legislature has increased fees from $600 annually in 2008-09 to $1,380 for the 2012 -13 school year, while the majority of community college students have incomes so low that they are eligible for the Board of Governors' (BOG) Fee Waiver;

WHEREAS, the California community colleges are essential for providing higher education opportunity for over two million Californians annually;

WHEREAS, the California community colleges are essential for providing students with the skills to be economically successful in the California economy,

WHEREAS, without the "Temporary Taxes to Fund Education" Initiative, community colleges and other segments of education in California are likely to have funding curtailed for years;

THEREFORE, the Board of Trustees of the El Camino Community College District supports the passage of the Governor's initiative, which has the official title, "Temporary Taxes to Fund Education. Guaranteed Local Public Safety Funding," is proposed to be placed on the November 2012 ballot, and will limit the cuts which would otherwise be made to community college and K-12, while providing budget stability from the temporary increases in sales and personal income taxes for four years.

For analysis of Proposition 30 and 38, and the arguments for and against, click here:

Proposition 30
vig.cdn.sos.ca.gov/2012/general/pdf/30-title-summ-analysis.pdf
vig.cdn.sos.ca.gov/2012/general/pdf/30-arg-rebuttals.pdf

Proposition 38
vig.cdn.sos.ca.gov/2012/general/pdf/38-title-summ-analysis.pdf
vig.cdn.sos.ca.gov/2012/general/pdf/38-arg-rebuttals.pdf