EL CAMINO COLLEGE

Follow-up Report

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506

Submitted to:

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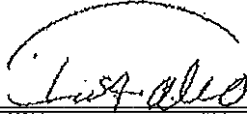**Western Association of Schools and Colleges**

October 15, 2012

FOLLOW-UP REPORT

CERTIFICATION PAGE

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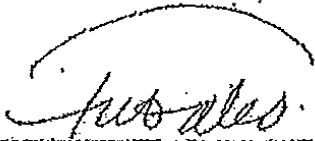Western Association of Schools and Colleges

From:

signature

Thomas M. Fallo, Superintendent/President

El Camino College

16007 Crenshaw Boulevard, Torrance, CA 90506

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.
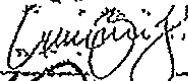
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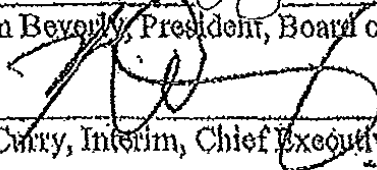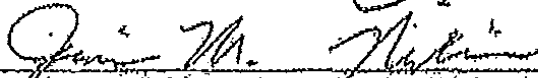|	
Thomas M. Fallo, Superintendent/President	10-11-12 (Date)
William Beverly, President, Board of Trustees, El Camino College	10-11-12 (Date)
Keith Curry, Interim, Chief Executive Officer, Compton Center	10/11/12 (Date)
Jeanie M. Nishime, Accreditation Liaison Officer	10/10/12 (Date)
Christina Gold, President, Academic Senate, El Camino College	10/11/12 (Date)

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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 Recommendations 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 response to Recommendation 2 demonstrates 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.

- 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 fiscal soundness and long term financial management plans.

The Accreditation Follow-up Report was prepared by Accreditation Co-Chairs Jean Shankweiler, Dean of Natural Sciences, and Matthew Cheung, Humanities faculty member, with contributions from the Accreditation Follow-up Committee. This report has been reviewed by all of the major consultative groups on campus. In addition, the Accreditation Follow-up Report was accepted by the El Camino Community College District Board of Trustees at their meeting on September 4, 2012 and is published on the College website.

The Accreditation Follow-up 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, Interim Chief Executive Officer, Compton Educational Center
Alice Grigsby, Director, Learning Resource Center
Howard Story, Faculty Coordinator, Learning Resource Center Jo
Ann Higdon, Vice President, Administrative Services Claudia
Lee, Interim Associate Dean, Academic Affairs
Arvid Spor, Dean, Enrollment Services
Barbara Perez, Vice President, Academic Affairs, Compton Center
David Vakil, Interim Associate Dean, Academic Affairs, Compton Center
Susan Dever, Dean, Academic Affairs, Compton Center
Saul Panski, President, Academic Senate, Compton Center

The College is confident that the evidence in the report effectively responds to Recommendations 1, 2, 4, 5, and 6.

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 or third 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 both 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, dialogue occurs at the program level, with highest ranked items 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 review and consultation to ensure that requests are consistent with the College's mission and strategic initiatives.

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[1] by the start of each fall semester.

College-wide plans such as the 2012 Comprehensive Master Plan (Educational, Technology, Facilities, and Staffing plans)[2] 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.[3]

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, an additional $100,000 has been budgeted. (Appendix 2: 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 identified through program plans and are brought forth by deans for careful consideration and prioritization by the Faculty Identification Committee. This committee is co-chaired by the vice president of Academic Affairs and the Academic Senate president and includes deans and faculty representatives. They consider factors such as enrollment history, the number of sections offered in a program, FTES, full time and part time FTEF, part time to full time faculty ratios, and other relevant information about the program and rationale to hire a full time faculty member, before ranking the proposals. The committee forwards their rankings to the ECC Superintendent/President or to the Compton District's CEO as appropriate.

Faculty hiring recommendations at the Center are brought by the Compton CEO to the Senior Management meeting consisting of the Superintendent/President, Vice Presidents from ECC and CEC along with the Compton District CEO and Special Trustee. All hiring decisions are discussed in this forum to assure the academic integrity of the Center's programs and the fiscal implications for the Compton District. If the Superintendent/President or CEO makes changes to the committee's rankings, the College's Vice President of Academic Affairs or the Center's Vice President provides a written explanation to the committee explaining 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 positions were funded for classified employees, two for managers and eleven for faculty. (Appendix 3: Funded Positions)

Tracking and Evaluating Plans

Plans from both 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 evaluations 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.[4]

In the Academic Affairs area, the Academic Program Review Committee is charged with overseeing the complete cycle of academic program reviews.[5] 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 and posted.[6]

The Center follows a similar process. However, in the fall 2012 semester, Program Reviews will be reviewed by their 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 SCA Program Review Committee provides an orientation to programs prior to starting the review process, reviews draft submissions, and provides feedback.[7]

The program review process in Human Resources and Administrative Services also follows a peer review process.[8]/[9] 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 about student learning outcomes 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 faculty members who serve as SLO coordinators and SLO division facilitators. These faculty members are compensated with a stipend or reassigned time. The Assessment of Learning Committee works closely with 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.[10]

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.[11] 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.[12]

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 4: 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 5: CurricUNET SLO Training and 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, it requires a user log-in 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 6: 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 7: 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).[13] 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 8: 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[14]. 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.

After examining results and feedback from the prior core competency summit, the Assessment of Learning Committee (ALC) decided having another summit for the second core competency was not 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.[15] 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.[16]

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.[17] 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 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 and 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 periodically consults with the Academic Senate, the College, and 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. A distance education substantive change proposal for the college was approved by the ACCJC in March 2011.[18]

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, course objectives, and student learning outcomes as face-to-face courses.

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.[19] 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 for all courses including distance education courses. Likewise 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 require
 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.[20] They can attend workshops, webinars and specialized institutes at the campus. The campus offers DE faculty institutes each semester. Approximately 50 faculty from both campuses attended each of the 2011/12 institutes.   Faculty members also are invited to 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 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 staff on both campuses 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.[21] 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 to their home.[22] 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 websites are 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.[23] 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	Comments
Audio/video streaming	Faculty/course specific
Assessment/Testing	On Campus only but assessment scores taken at other colleges are accepted
Dedicated web site for distance program and students	
Distance education-specific faculty training	
Help Desk and technical support for distance education faculty	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	CCCApply
Online counseling and advising services	FAQs, Degree Audit (on Portal)
Online information and application for financial aid	
Online library services and resources	

Service	Comments
Online payment of tuition and fees	
Online plagiarism evaluation	Turnitin site license
Online registration for courses	
Online student course evaluation	Faculty/course specific
Online student organization, web site and services	
Online student orientation for distance courses	
Online textbook sales	
Online tutoring assistance	pilot program
Campus Web Portal	
Audio podcasting	Faculty/course specific
Vodcasting	Faculty/course 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.[24] 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 administrative policy related to the authentication of DE courses is currently in review by the Academic Senate, College Council, and the academic deans.[25]

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.[26] They may download and view the *Student Online Handbook* on the Distance Education website.[27] 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.[28] 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 each semester since 2009 at the Center, but 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.[29] 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 9: 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 members 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.[30]

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 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 Course Success and Retention Rates				
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.[31]/[32]

Faculty Evaluation in Distance Education Courses

The faculty evaluation process is fundamentally the same for online and on-campus classes and includes 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 online 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 10: 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 Outcomes (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 11: 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 containing a Self-Evaluation that includes a statement of instructional philosophy, summary of service, professional development, student learning outcomes, and assessment strategies (Appendix 12: Compton Faculty Evaluation Materials).

Comprehensive and Basic Evaluations of Compton faculty are proceeding according to the published timeline (Appendix 13: Compton Faculty Evaluation Timeline). In 2011/2012 this included the comprehensive evaluation of nine tenured and eighteen probationary faculty members. 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 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 14: 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 15: 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 (2008/2009, 2009/2010, 2010/2011) and recently began its engagement with the accounting firm for the fourth year (2011/2012)[33]. The 2008/09 and 2009/10 audits were completed on time, and neither audit contained a letter of "going 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 "going 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 2012, CCCD hired a new Chief Business Officer (CBO) to provide oversight in the CCCD Business Services Division. 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. In 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.

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 of Trustees 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, including facilities planning, as is evidenced by our 2012 Facilities Master Plan Update.[34]

El Camino Community College District is fiscally prudent in its budgeting of revenues and expenditures. As 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. A complete copy of the FY 2012/2013 recommended budget is available on the El Camino College website.[35] 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 planned for the state budget shortfall by accumulating sufficient ending balances through June 30, 2012 in its unrestricted general fund to maintain a stable financial course over the next four plus years. Our five-year budget assumptions are reviewed by the Planning and Budget Committee (PBC) on a regular basis.

As evidence, the Planning and Budget Committee devoted several agenda discussions this spring for the development of such assumptions[36]. 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 16: El Camino College Five-Year Budget Projection). 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.[37]   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. At the September 2012 Board of Trustees meeting, the President recommended and the Board approved that these funds be moved to an Irrevocable Trust Fund, which has already been established.

Conclusion

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.

APPENDIX 1: Planning Model

Planning Process 2012-13
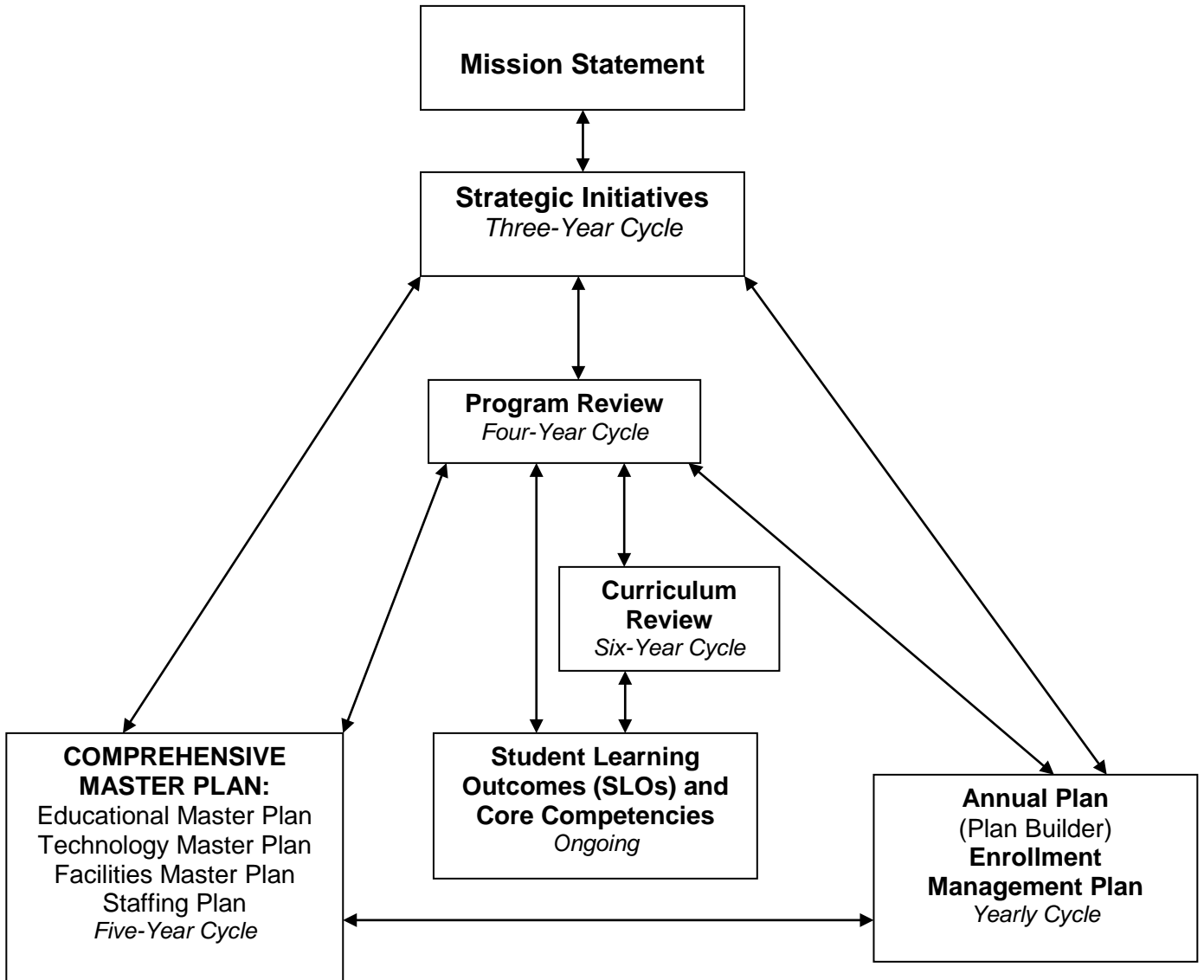
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                        │    Mission Statement     │
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                        │   Strategic Initiatives  │
                        │    Three-Year Cycle      │
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                        │     Program Review       │
                        │    Four-Year Cycle       │
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                        │       Curriculum         │
                        │         Review           │
                        │     Six-Year Cycle       │
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Mission Statement

Strategic Initiatives
Three-Year Cycle

Program Review
Four-Year Cycle

Curriculum Review
Six-Year Cycle

COMPREHENSIVE MASTER PLAN:
Educational Master Plan
Technology Master Plan
Facilities Master Plan
Staffing Plan
Five-Year Cycle

Student Learning Outcomes (SLOs) and Core Competencies
Ongoing

Annual Plan
(Plan Builder)
Enrollment Management Plan
Yearly Cycle

MISSION STATEMENT

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

STRATEGIC INITIATIVES

Strategic Initiative A
Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B
Strengthen quality educational and support services to promote student success.

Strategic Initiative C
Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Strategic Initiative 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.

Strategic Initiative E
Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Strategic Initiative F
Support facility and technology improvements to meet the needs of students, employees, and the community.

Strategic Initiative G
Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

PROGRAM REVIEW
Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, assessment of student learning outcomes, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

Program Review Processes

ACADEMIC AFFAIRS
http://www.elcamino.edu/administration/vpaa/program_review.asp
http://www.compton.edu/academics/programreviews.aspx

Late Fall Semester
        Program review orientations are provided in the computer lab with a basic introduction to CurricUNET. Data is presented to faculty.

Spring Semester
Early to mid spring faculty work on program review. An optional hands-on workshop in the computer lab is available for faculty to receive guidance as they begin entering their report into CurricUNET.

Spring Semester
Week 12 - The first draft is due in CurricUNET

Weeks 13 – 14 – The first draft is vetted by the department faculty, division curriculum committee liaison, division SLO facilitator, and the division dean.

Weeks 14 – 16 – Faculty revise the draft in response to the first round of feedback.

Fall Semester
Weeks 1 – 2 – Faculty continue to revise the draft.

Week 3 – Draft due to the Academic Program Review Committee (APRC)

Weeks 4 – 15 – APRC meetings to discuss program review drafts.

Week 16 – final drafts of program review submitted and posted.

SUPPORT SERVICES
http://www.elcamino.edu/administration/vpas/Program%20Review.asp
http://www.elcamino.edu/administration/hr/programreview.asp
http://www.elcamino.edu/administration/vpsca/docs.asp
http://www.compton.edu/studentservices/ProgramReview.aspx

1. Attend orientation workshop (department-specific data distributed)
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the Web

CURRICULUM REVIEW
http://www.elcamino.edu/academics/ccc/index.asp

All courses are reviewed by faculty within a six year cycle with vocational courses being reviewed on a two year cycle. The college is using CurricUNET, curriculum management software, for curriculum review and approval. All courses, degrees, and certificates are reviewed in CurricUNET. Results from the reviews are incorporated into the discipline Program Review. Curriculum proposals are developed in the semester prior to their submission to the College Curriculum Committee (CCC). Course review can be expedited if circumstances warrant use of the Extenuating Circumstances procedure.

Curriculum Review Process:

1. Faculty development or review of existing curriculum.

2. Submit proposals to Division Technical Review Curriculum Committee (DCC). (Department specific dates distributed.)

3. CCC Representatives forward proposals via CurricUNET to the Curriculum Advisor by the assigned deadline. (Division specific submission dates distributed.)

4. Curriculum Advisor distributes proposals to the CCC for review two weeks prior to the meeting. (Academic Affairs specific dates distributed.)

5. CCC members enter comments and recommendations within one week for CCC Chair review/synopsis.

6. Curriculum Advisor, Curriculum Chair, Vice President – Academic Affairs (VP-AA) or designee, academic dean, and faculty schedule meetings (if necessary) to review comments and recommendations presented by the CCC one week prior to the CCC meeting.

7. Faculty makes revisions to curriculum proposals prior to the CCC meeting.

8. Deans and faculty authors may be required to attend CCC meetings and address CCC questions.

9. The CCC votes to approve or disapprove proposals.

10. The CCC approves its minutes via email.

11. New courses, certificates, and degrees are endorsed for Board of Trustee approval.

12. VP-AA forwards curriculum to the Board of Trustees. (Board specific dates distributed.)

13. New vocational certificate and vocational degree programs are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for approval and are forwarded to the Chancellor's Office for approval.

14. Academic programs are forwarded directly to the Chancellor's Office.

15. Curriculum approved within an academic year become active the following academic year.

16. Courses may be offered earlier with approval from the VP-AA.

STUDENT LEARNING OUTCOMES (SLOs) AND CORE COMPETENCIES
http://www.elcamino.edu/academics/slo/
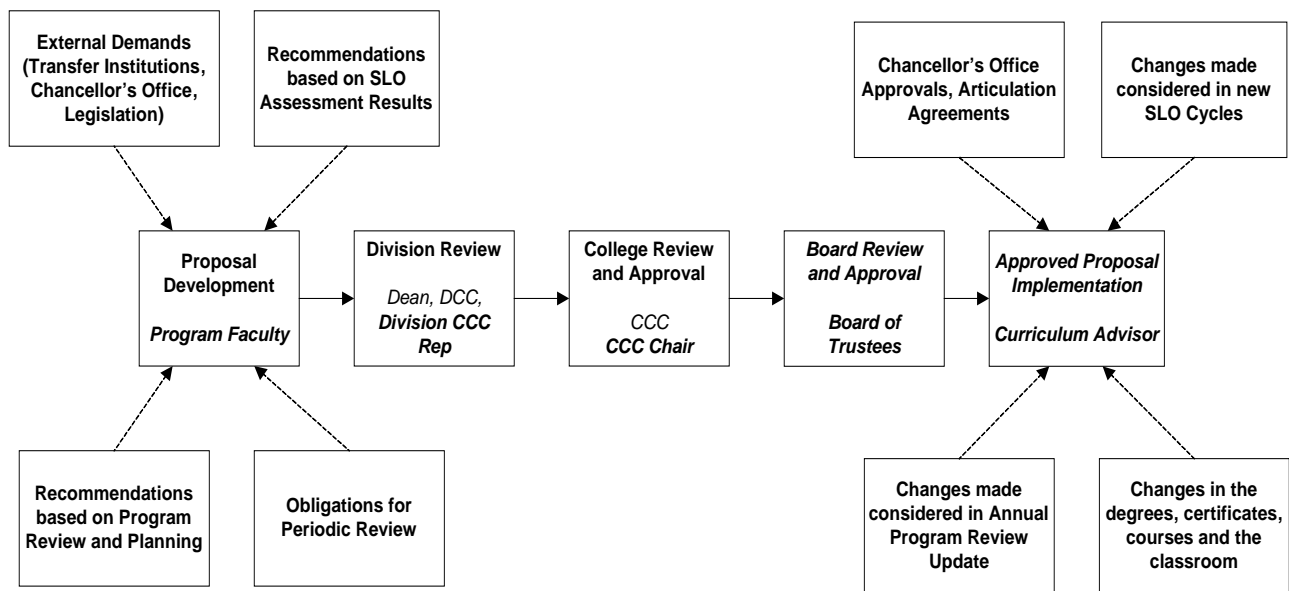
Course- and Program-Level SLOs

SLOs can be described as measurable outcomes that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or a set of interactions with student services.

Student Learning Outcomes must be in place for every course and program offered through the College. The assessment of SLOs is ongoing: results are used to improve student learning and teaching practices, as well as to inform curricular and programmatic changes. Assessing an SLO involves the following steps:

Identify: Faculty and/or staff work together to identify the SLO, rubric/evaluation standards, and assessment method and timeline for a course or program.

Assess: Faculty and/or staff perform the assessment, evaluate the assessment based on the rubric or evaluation standards, and compile the results.

Reflect: Faculty and/or staff reflect on the assessment results as to how they may help to inform improvements to teaching practice as well as curricular or programmatic changes.

Improve: Improvements are made by the program's faculty and/or staff based on analysis and reflection of data. These improvements/changes are discussed in the program review. If a change requires funding, a recommendation is added and then sent on to become part of the program plan and go through the process for funding allocation.

Since Fall 2011, all course- and program-level SLOs are being assessed **every four years**, in alignment with the program review cycle. This means that approximately 25% of all course SLOs should be assessed annually, in addition to program-level SLOs. Assessment reports are submitted on CurricUNET by the **third week of the semester following assessment**.

Core Competencies
http://www.elcamino.edu/academics/slo/corecomps.asp

Core competencies describe what a student should be able to do based on a complete experience at El Camino College (i.e. completion of a program, certificate, or degree). Core competencies may be assessed by compiling and evaluating the results of SLO assessments at the program or course level, evaluating student artifacts, or compiling and evaluating survey data. The Assessment of Learning Committee (ALC) is responsible for determining the methods and timelines for assessing core competencies; however, the entire campus community is responsible for their assessment. The results are used to inform and improve College planning efforts and student learning.

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

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy**: Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

ECC began assessing these core competencies in a process that started in the spring of 2010. The College will assess the core competencies in a four-year cycle:

1. Communication and Comprehension (Fall 2010)
2. Critical, Creative, and Analytical Thinking (Spring 2011)
3. Professional and Personal Growth (Spring 2012)
4. Community and Collaboration (Fall 2012)
5. Information and Technology Literacy (Spring 2013)
6. Content Knowledge (Fall 2013)

Other core competencies may be added as needed. Please visit www.elcamino.edu/academics/slo/corecomps.asp for the complete core competency assessment plan.

The Process for Course- and Program-Level SLOs and Core Competencies:

CurricUNET

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.

CurricUNET uses a standard reporting format that includes an SLO statement, the assessment tool and the rubric used to measure the outcomes. 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. Although faculty and staff are still learning the CurricUNET system, the implementation has helped improve campus-wide understanding and communication of the SLO assessment process. The system sends an email notification to all program faculty 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. CurricUNET has many reporting features that can track SLO work. In addition, the system generates an email reminder to program faculty when an assessment is scheduled to occur.

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┌─────────────────────┐        ┌─────────────────────┐        ┌─────────────────────┐
│ Identify SLOs / Core │───────▶│ Assess outcomes     │───────▶│ Reflect on data and │        ⟍
│ Competencies, and   │        │ and generate data   │        │ suggest             │         ⟍
│ Assessment          │        │                     │        │ improvements.       │          ⟍
│ Methods             │        │                     │        │                     │
└─────────────────────┘        └─────────────────────┘        └─────────────────────┘
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Identify SLOs / Core Competencies, and Assessment Methods → Assess outcomes and generate data → Reflect on data and suggest improvements.

Improve: Make suggested improvements

OR Make recommendation for improvement in assessment report.

Program Review

Planning / Budgeting Process

Resources Allocated

Improve: Make suggested improvements

Repeat the process.

ANNUAL PLANNING (Plan Builder)
http://ecc-webapps1.elcamino.edu/pb/
http://eccplan/compb/

Plan Builder is the name of the software used by the College for most planning purposes. The software is used to create plans and track progress made toward *goals* and *objectives* within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.

Plan Development Cycle
1. September – October: Each department reviews, updates, and inputs program review prioritized recommendations into their Program plan for the next fiscal year.
2. November - December: Each division reviews and prioritizes program goals and objectives and enters or rolls over the information into the upcoming division Unit plan for the next fiscal year. All Program plans must be submitted by December 31.
3. January – February: Vice Presidents meet with division managers to review and prioritize Unit plan goals and objectives to create a prioritized Area plan. All Unit plans must be submitted by February 28.
4. March - April: Vice Presidents present a list of prioritized goals and objectives for the College to PBC for discussion and funding endorsement. All Area plans must be submitted by March 31.
5. May: PBC submits a list of endorsed funding requests to the President for consideration.
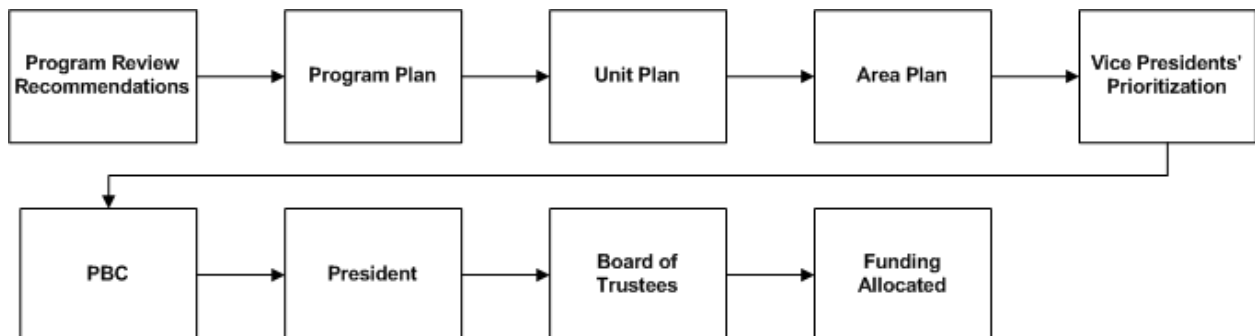
Plan Evaluation Cycle
1. January: Goals and objectives in current year plans are reviewed and evaluated for the first half of the fiscal year and must be entered by January 31.
2. July: Goals and objectives in current year plans are reviewed and evaluated for the full fiscal year and must be entered by July 31.

ENROLLMENT MANAGEMENT PLAN

http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the College and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan will rely upon data to ensure the following: the achievement of enrollment targets to obtain the maximum resources available to the College; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January – February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.

COMPREHENSIVE MASTER PLAN

http://www.elcamino.edu/administration/masterplan/cmplan.asp.
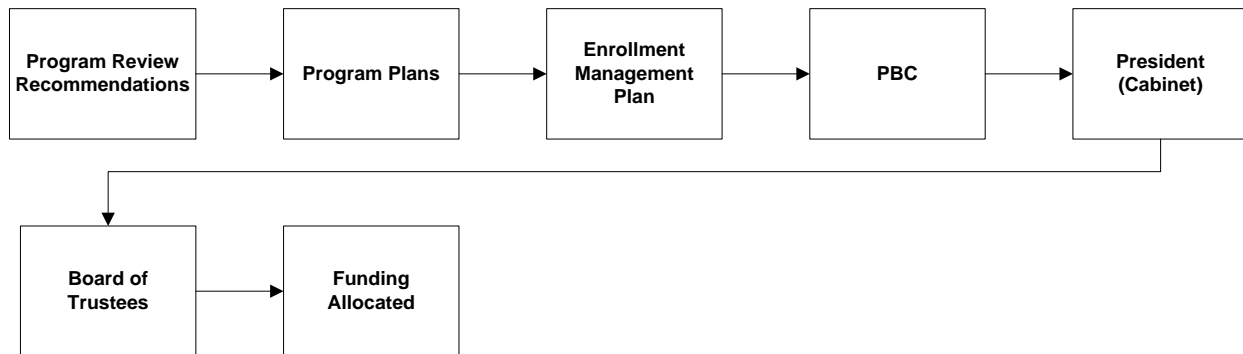
The Comprehensive Master Plan (CMP) contains four plans that build upon each other. The plans are titled Educational, Technology, Facilities, and Staffing. The CMP is a descriptive document that explains the current status of the College's programs, services, and resources and projects that will be needed to address student and community needs 20 years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the College. The plans can also be used as back-up documentation when seeking to be included in statewide bond initiatives.

A comprehensive master plan is typically built in a sequential manner, starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, managers, and the Institutional Research Office. Program data is used in conjunction with building usage to determine space needs. Program data is used to project department technology and facilities needs throughout the College.

The Technology Plan is created by the Campus Technology Committee and is derived from program information and campuswide needs. The Educational and Technology plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. All four plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the College is taking to address the needs brought forward in the plan.

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                          ┌─────────────┐
                          │ Current Board│
                          │  Approved   │
                          │Facilities Plan│
                          └─────────────┘
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Current Board Approved Facilities Plan

Program Review → **Educational Master Plan** → **Technology Plan** → **Facilities Plan** → **Staffing Plan** → **Comprehensive Master Plan** → **Board of Trustees**

Lecture/Lab space use data/ projections

Technology Committee

Facilities & Planning Services, Master Plan Architects, and Program/ Construction Management Consultants

Planning and Budgeting Calendar

Dates	Activities	Responsible
October	1. Review and discuss the status of the 2008 Self-Study Planning Agenda items	1. PBC
October – December	1. Review and revise planning priorities.	1. Program Faculty
December 22	1. Submit prioritized Program plans for the next fiscal year.	1. Program faculty, staff, and managers
January	1. Review and discuss the status of the 2004 Comprehensive Master Plan Planning Agenda items	1. PBC
January - February	1. Determine preliminary revenue estimates 2. Begin assessment of key budget issues 3. Identify budget development assumptions. 4. Evaluation of current fiscal year program plan goals and objectives by January 31.	1. Vice President of Administrative Svcs. 2. PBC 3. Cabinet 4. Program faculty, staff, and managers
February 28	1. Submit prioritized Unit plans for the next fiscal year.	1. Deans/Directors
March	1. Review and discuss the status of the 2008 Self-Study Planning Agenda items	1. PBC

March - April	1. Determine enrollment targets, sections to be taught, and full- and part-time FTEF.
	
	2. Vice presidents jointly determine ongoing operational costs including:
	  a. Full-time salaries
	  b. Benefits, Utilities, GASB
	  c. Legal and contract obligations
	
	3. Develop Line Item Budgets for Operational Areas.
		1. VP Academic Affairs with Cabinet approval
		
		2. Vice President of Administrative Services and Cabinet for full-time positions
		
		3. Vice Presidents

March 31st	1. Prioritized Area plan recommendations for the next fiscal year submitted to PBC and Cabinet.	1. Vice Presidents
April	1. Tentative budget information completed for PBC review.	1. Vice Presidents
April 15	1. Proposed tentative budget is reviewed and discussed for recommendation. 2. Initial planning and budget assumptions are finalized.	1. PBC 2. Cabinet
May	1. PBC submits recommended funding request to the President. 2. President submits tentative budget to Board of Trustees for first reading.	1. PBC 2. President
June 20	1. Tentative Budget is presented to the Board.	1. President
July 1	1. Tentative Budget is rolled into active status (purchasing can begin).	1. Accounting
July	1. Final evaluation of current year goals and objectives are entered into plans.	1. Program faculty, staff, and managers
July/August	1. Final revenue and expenditure adjustments are made to budget.	1. PBC and Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Final Budget line item review with PBC.	1. President and PBC 2. Vice President Administrative Services
September	1. Final Budget submitted to Board. 2. PBC conducts annual evaluation.	1. President 2. PBC

Appendix 2: Funded Plans

Equipment – VPAA Instructional Equipment November 2010

EL CAMINO COLLEGE				Academic Affairs	
11/24/10					
REQUEST FOR INSTRUCTIONAL EQUIPMENT (BOND) -- 2010-2011					
DIVISION	**PLAN BUILDER GOAL 2009-10**	**STRATEGIC INITIATIVE**	**PRIORITY #**	**DESCRIPTION**	**AMOUNT**
BSS				Anthro Museum - freestanding and table display cases ArtB 301 (7 large conservation cases 24"x36", 84" high, $9,500 each plus $8,500 shipping/handling). (possible for Art B Sci remodel in the future)	
	4	3.b	1		75,000
	9	3.b.	9	2 Smartrooms - $15,000 each (ArtB 350 & 354)	30,000
	9	3.b.	9	Art 301 LCD Projector/Screen	5,000
	9	3.b.	9	7 LCD Projectors at $1,500 each - ArtB 307, 311, 317, 322, 334, 346, 348	10,500
				Total (Behavioral & Social Sciences):	**120,500**
Fine Arts	365-5	3b	1	12 Smart Classrooms Upgrade = 15,000 per unit x 12 Actual Funds Needed: Art 1, 103, 106, Music 2, 125, 134, 201, 202, 207, 209, 210, 211	
					180,000
	228-1	3b	1	Lighting Fixtures and Media Server (Theatre) Items are mobile and can be used in Theatre 151, Campus Theatre & Marsee. 2 igh end systems DL-3 Digital lights/media servers with cases and extra wide angle lenses = $33,000x2	66,000
				6 Martin Mac 700 Spots w/cases = $8,800 per unit x6	52,800
				6 Vari-Lite VL-1000AS Arc Automated Ellipsoidal Reflector Spotlights w/cases = $7,800 per unit x 6	46,800

				Description	Amount
				1 High End Systems Road Hog Full Boar Lighting Console w/case and 2 touchscreens = $24,200 x 1	24,200
				1 MDG Atmosphere APS $2,800 per unit x 1	2,800
				1 MDG Ice Fog Compact = $5,500 per unit x 1	5,500
				2 Doug Feener DMX Splitters = $1,600 per unit x 2	3,200
				1 Assorted Lengths of DMX, SPG connectors, Video cable = $3,000 per unit x 1	3,000
				Campus Theatre:	
				1 Head Set System w/wireless headsets = $8,000 per unit x 1	8,000
				1 Digital Sound Console = $35,000 per unit x 1	35,000
				8 Wireless Microphones $2,000 per unit x 8	16,000
	364-5	3a	1	2 Kawai Pianos = $15,000 per unit x 2	30,000
				Alto Flute in G, Yamaha YFL-A4218 = $7,100 per unit x 1	7,100
				Clarinet in B-flat Buffet R13 Green Line = $5,200 per unit x 2	10,400
				Clarinet in A Buffet R13 = $8,000 per unit x 2	16,000
				Concert Bass Drum Ludwig 36" with stand = $2,750 per unit x 1	2,750
				Contrabass Clarinet Selmer SE41 = $25,000 per unit x 1	25,000
				Contrabassoon Fox = $28,000 per unit x 1	28,000
				Drum Set Yamaha Maple Absolute 4 pc. = $5,000 per unit x 1	5,000
				English Horn Loree I+3 = $9,500 per unit x 1	9,500
				Euphonium Yamaha YEP 642 = $9,500 per unit x 1	9,500
				Marimba Musser M350 Symphonic Grand = $9,750 per unit x 1	9,750
				Oboe Loree C+3 = $8,000 per unit x 1	8,000
				Soprano Saxophone Yanagisawa S901 = $5,100 per unit x 1	5,100
				Xylophone Musser M51 = $4,500 per unit x 1	4,500
	354-1	3a	1	Apple Mobile Learning Lab and software (Graphic Design) - Art 211	24,098
	354-1	3a	1	5 Apple Mac Pro Quad-Core #MB871LL/A @ $2,500/unit (Art 211)	12,500

			1-MacBook Pro 17" Instructor Station - 2.53 GHz, Intel Core i5, 4GB Memory, 500 GB hard drive 1, ExpressCard/3 built-in battery (8-9 hour), NVIDIA GeForce GT 330M with 512MB #t	
354-1	3a	1		2,500
			2 Graphic Arts Scanners - Epson Expression 10000XL-GA; USB 2.0 and FireWire (IEEE 1394) connectivity	
354-1	3a	1		5,000
			1 T6110i projector-Lamp Life 3500/4000 hrs., XGA (1024x768) Native Resolution, 3500 Lumens, 5.4 lbs. Closed Caption Capable, Optimized for Extreme Environmental Conditions, Network Capable	
354-1	3a	1		3,750
367-7	3a	3		50,400
			High Definition Film/Video Equipment - Music 1 Camcorder pakcages = $4,200 per unit x 12 each unit includes: Pelican Hardshell cases, Tiffen 72mm filters, back-up batteries, SD cards, Lipec tripods, shipping tax, 3 year warranty upon registration	
365-10	3a	2	Sound System & Presentation Equipment (Haag Recital Hall) Speakers, amplifier, digital projector, electronic screen, computer, monitor, DVD player	10,000
3	1a,b 3a,b	1	Update Marsee Auditorium: Portable Sound System	
			1 Yamaha Digital FOH Mixer	20,000
			1 Yamaha Digital Monitor Mixer	10,000
			8 QSC Main Speaker Arrays	17,000
			2 QSC Main Sub Speakers	4,000
			1 QSC Audio Processor	900
			5 QSC Power Amps	11,000
			1 Amp Rack	900
			2 QSC Front Fill Speakers	1,100
			4 QSC Powered Monitors	2,500
3	1a,b 3a,b	2	Lighting Equipment DMX 512 to AMX 192 Converter - ELS	1,144
3	1a,b 3a,b	3	Portable dimmer package	
			ETC SR12 Sensor Dimmer 24x2.4K Pack - ELS	7,182
			ETC Sensor Packs - cam-lok pass thru	596
50-3	1a,b 3a,b	4	Headset and Power Supply	3,577
50-3	1a,b 3a,b	5	Hazer - Reel EFX DF-50 DMX ELS	3,029
50-3	1a,b 3a,b	6	Sharks Tooth Scrim - Rose Brand Total 22'-0" high x 38'O'wide, seamless black	1,345

	364-1	1a, 1b, 3a			60,000
				Upgrade Music Computer Lab in Music 3 30 computers = $2,000 per unit (replacement)	
	121-1	3b		Epson PowerLite 6110i Multimedia Projector Provide current portable projection technology for painting, 3D Design, Sculpture, Ceramics, Jewelry and Drawing studios in order to transition from our current obsolete slide projection technology. = $1,600 per unit x 2 (Projectors will be on carts for Art7, 203, 205, 207, 209, 325, 122, 131.	3,200
				Total (Fine Arts):	**869,621**
H.S.A.	Plan 180; Obj 4.9	3A	1	Audio sound system for PE51, 52, North Gym	1,500
PE/Kin	Plan 180; Obj 4.10	3B	2	Maxicam leg extension fitness equip	2,656
	Plan 25, Obj 2.10	3B	3	Rubber floor mats -- pool	12,000
	Plan 32	3B	4	Lab carrels, interpret stations/DVD/VCR (Upgrade of stations as orig ones were intended for different teaching method) Classroom: NS14	30,000
	8.1	3A	1	FM Loop -- 2 systems @ $1,100 ea	2,200
				Ice Machine (Field House)	5,100
	#182, 2.3	3B	1	Spectator bleachers (baseball instructional area) - replacement (unsafe)	50,000
	#182, 2.3	3B	2	Backstop (baseball) -- replacement, broken	75,000
	#401, 2.3	4B	4	Facility Safety Netting (baseball) - new	75,000
	#182, 1.3	1B	3	Whirlpool -- sports medicine - replacement	5,000
			6	Concrete and grounds upgrade -- softball	50,000
SRC	1.4	3A	3	Media Storage cabinet (lockable) (Sign Language NS 14)	1,500
SLAN	Obj 3.3	1A	3	1 file system for medical records (Health Center)	10,000
Health Ctr				Treadmill - Adapted Phys. Ed. PE30	3,800
				Ice Machine (Emergency Replacement)	5,100
Rad Tech				Computed Radiography - machine (current one is broken/old and needs replacement)	40,000
	Plan 182 Obj. 1.4	3B	*1*	**Fitness Center Equipment** Cybex 750T Treadmill (5 @ $7,895.00)	39,475

				Cybex 750AT Total Body Arc Trainer (6 @ 7995.00)	47,970
				Cybex 750AT Total Body Arc w/ Total Access	8,395
				Cybex 750A Arc Trainer (3 @ $7,795.00)	23,385
				Cybex 750R Recumbent Cycle (2 @ 3,695.00))	7,390
				Cybex 750R Recumbent Cycle w/ Total Access	4,495
				Cybex 750C Upright Cycle (2 @ $3,495)	6,990
				Viper LT Rope Climber	3,495
				Cybex 750T Treadmill (3 @ $7895.)	23,685
				Cybex VR3 Total Access Chest Press # 14000	4,195
				Cybex VR3 Total Access Overhead Press #14010	4,095
				Cybex VR3 Total Access Row/Rear Delt #14030	4,095
				Cybex VR3 Total Access Lat Pulldown #14130	4,195
				Cybex VR3 Arm Curl #12070	3,595
				Cybex VR3 Tricep Press #12180	3,995
				Cybex VR3 Leg Press #12040	5,595
				Cybex VR3 Leg Extension w/ start RLD #12051	4,195
				Cybex VR3 Seated Leg Curll w/ start RLD #12061	4,195
				Cybex Bravo Functional Trainer, Tall w/ Chin up Bar #8810	6,495
				Dynamax Medicine Ball Set w/ Rack, 6-20 lbs	930
				Fitness Center Equipment Subtotal $161,006	
				Freight	8,400
				Delivery & Installation	6,560
				Discount	-79,145
				Tax (9.75%)	14,331
				Total (Health Sciences & Athletics):	**529,862**
HUM	Goal 7, Object. 7.1	SI-3a	1	Document camera and related metalink upgrade to foreign language lab H114	8,400
	Goal 7, Object. 7.1	SI-3a	1	25 computers for Foreign Language Lab, estimated at 1,650 each H114	41,250
	Goal 7, Object. 7.1	SI-3a	1	Photocopier H224	15,000
				Total (Humanities):	**64,650**
I&T	6, 3	1.a, 1.a	1	3-Presentation Syst.- SHOP 300B, 101, 402B	45,000

	1	1.b	2	ACR Series 18 SEER Condensing Unit (3)	10,500
	7	1.b	2	Const Tech New Dust Col Sys and Install	100,000
	8	1.b	3	Const Tech Replace 3 Roll-up Doors	12,500
	1	2.c	2	Cosmo Installation of Estetician Lec/Lab	20,000
	2	1.b	2	1 -Manufacturing, Machine Tool- Kent CNC to replace manual equip with hybrid CNC	26,219
	1	1.b	3	Weld Replace 2 SMAW Machines	9,000
	1	1.b	3	Weld Replace 2 GTAW Machines	9,000
	9		3	Power compound miter saw	2,000
			1	(2) Cantilever Lumber Racks (yard area)	7,700
	8		3	Lockable rolling compute cart (auto collision)	10,000
				Total (I & T):	**251,919**
LRU	Lib 3.1	3b	3	Security Camera/Mirror System-LR bldg (Back of North Reading Room)	4,000
				Total (Learning Resource):	**4,000**
Nat Sci	Plan 314, Obj 2.5		1	Industrial size dehumidifier for Planetarium	40,000
	Plan 309, Obj 1.2	1a	3	Lab-Line refrig (need before cadaver) LS 111	6,500
	Plan 307, Obj 2.1	3a	3	laser printers, $700 each LS101/NS105/Chem128	2,100
	Plan 316, Obj 3.1	1b	3	computers(2), monitor(2), printer(1) SSC 102F (faculty workrooms)	7,000
	Plan 309, Obj 2.5	1a	4	Somso Leg Model $1,750 LS 109, 113	1,750
	Plan 309, Obj 2.5	1a	4	Somso Arm Model $1750 LS 109, 113	1,750
	Plan 307, Obj 2.1	3a	4	LCD projectors, $1,500 ea (10) (NS classrooms)	1,500
	Plan 314, Obj 2.4	1a	4	light fixtures (Planetarium)	8,000
	Plan 309, Obj 2.5	1a	5	stirrer/hot plates PC-620 (2 @ $500) LS 111	1,000
	Plan 308, Obj 2.2	1a	5	Radiological survey Meter CP71252-02 Physics 105	1,000
	Plan 307, Obj 2.1	3a	5	Virtual computers for LS134 & Chem108 32x2 labs = 64 computers	10,000
	Plan 309, Obj 2.5	1a	6	Somso 4Part Human Heart Model 566812 (LS 109, 113)	900
	Plan 314, Obj 4.1	1a	6	Special effects lens (Planetarium projector)	2,000
	Plan 313, Obj 3.2	1a	8	Reverse Osmosis system, holding tank NATS 129C	1,500
	Plan 314, Obj 2.6	1a, 3a	8	sound system upgrade (Planetarium)	4,000

Plan 308, Obj 2.1	1a	9	140 Watt power supply WLS-30972-50A Phy 105	900
Plan 313, obj 5.1	1a	10	37 degree CO2 incubator LS 130	3,500
Plan 313, obj 5.1	1a	10	inverted microscope, tissue culture LS 132	2,500
Plan 313, obj 5.1	1a	10	brightfield microscope with fluorescence LS 130	8,000
Plan 309, Obj 3.3	1a	11	15 Microscopes-Swift M7000D, 4 obj LS 109, 113	16,000
Plan 307, Obj 2.1	3a		Upgrade classroom computers $1500 ea (26) NS 123, 127, 129, 205, 206, 218, 219, LS 105, 108, 109, 113, 130, Chem 101, 103, 105, 133, 153, 162, 164, 165, 166, Phys 101, 108, 109, 112, Planetarium	40,000
			Total (Natural Sciences):	**159,900**
			Grand Total (All Divisions)	**$ 2,000,452**

STUDENT & COMMUNITY ADVANCEMENT EQUIPMENT / FURNITURE / SUPPLIES - REQUEST FOR 2010 - 2011

DEPARTMENT	COMPUTERS	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
Counseling - Computers for Career and Transfer Center (Student Lab)	OptiPlex 760 Ultra Small Form Factor Computers (18)	Replacement	$21,258		3	x
EOPS (Tutorial Center)	Dell OptiPlex 780 Desktop (8)	Replacement	$9,928		3	
TOTAL COST AMOUNT			$31,186			

DEPARTMENT	PRINTERS	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
Evaluation	HP Printer	New	$350	4		x
Foundation	Color Printer (1)	New	$700			
Grants	Printer	Replacement	$350		All	x
CalWORKs	All-in-One-Color Laser Printer	Replacement	$893			
EOPS	All-in-One Color Laser Printer	Replacement	$893			
TOTAL COST AMOUNT			$3,186			

DEPARTMENT	OFFICE EQUIPMENT	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
International Students	Scanner - DocuMate 515	New	$400	7		x
Financial Aid	Recorder/Transcriber	New	$260	15	2	
Counseling (Faculty/Staff) / App't Station / Division Office	Xerox DocuMate 515 Flatbed/ADF Scanners (2)	New	$798		3	
	Typewriter - Brother Business	New	$529			
CalWORKs	IBM Wheel Typewriter	Replacement	$995			
EOPS	23" Widescreen Monitor	Replacement	$189			
	19" Black Flat Panel LCD Monitor	Replacement	$99			
	18.5" HD Widescreen Monitor (2)	Replacement	$198			
TOTAL COST AMOUNT			**$3,468**			

DEPARTMENT	OFFICE FURNITURE	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
International Students	60" Desks (3)	New	$900	8		x
	4-Packs Stacking Chairs (2)	New	$600	10	374-5	
	Task Chairs (3)	New	$360	12		x
	Utility Table	New	$220	15	374-5	
	9-Pocket Wall Mount Literature Rack	New	$280	17	374.5	
Veterans	60" Desks (3)	New	$900	8		x
	4-Packs Stacking Chairs (2)	New	$600	10	372-4	
	Round Table	New	$250	13	372-4	
Financial Aid	Floor Fans (3)	New	$500	16	2	
Institutional Research	Chair	New	$350	3	3, 5	
	Desk Chairs	New	$1,000 - $2,000	7	3, 5	x
	Meeting Chairs	New				
	Other Furniture	New	$700	9	3, 5	x
First Year Experience	Reception Desk	New	$2,645	3	1	
	Counter Space					

DEPARTMENT	OFFICE FURNITURE	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
Student Development	*Work Station & Front Counter w/attached security door	New	$14,000	2		
Counseling (Faculty/Staff) / Catalog Table / 104 Area / Conference Room / Division Office	L-shaped Desk	New	$1,407		6	
	Chair - Ergonomic (4)	New	$1,132		6	
	Chair - Ergonomic w/features (4)	New	$1,396			
	*5-Shelf Bookcase (1)	New	$599		6	
	*Filing Cabinets - Large (2)	New	$1,280		6	
	Round Table - Small 42 x 49 (1)	New	$289		6	
	*Storage Cabinets (2)	New	$1,148		6	
	Computer Workstations - 29 x 35 x 22 (2)	New	$842		6	
	Chairs (64)	New	$6,080		6	x (2)

Department	Office Furniture	New and/or Replacement	Cost	Priority	Plan Builder	Emergency Replacement
Office CalWORKs	Office Star-Ergonomic Armless Chairs (4)		$800			
	36" x 36" round table (2)		$984			
	Perpetual Nesting Chairs (3)		$1,347			
	Granada Multi-Tier Chairs (5)		$3,355			
	HON-Fabric Upholstered Stack Chairs (12)		$5,988			
	TYE Series		$512			
	Stacking Guest Chairs (2)		$218			
	Enclosed Steel Machine Stand		$427			
	High Steel Storage Cabinet		$799			
	60" x 24" Laminate Boardroom Table-Racetrack Top w/Arch Base, Bullnose edge		$1,057			

	Office Furniture	New and/or Replacement	Cost	Priority	Plan Builder	Emergency Replacement
	15' x 28" HON Mobile Pedestals w/M pulls two drawer, file		$352			

*If one is available from old Fiscal Services Ofc. will not need to purchase.

DEPARTMENT	OFFICE FURNITURE	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
EOPS	Amada Executive High-Back Chairs (2)		$792			
	Mid-Back Leather Chairs w/loop arms (2)		$370			
	Collins Executive High-Back Chair		$240			
	Basyx VL690 Leather Seating Chair		$363			
	Alera, Logan Series, Mesh Fabric Swivel/Tilt Chair		$363			

Office Furniture	New and/or Replacement	Cost	Priority	Plan Builder	Emergency Replacement
Broyhill, Black Leather Executive High-Back Chair		$324			
Alera, Etros Series Chair		$259			
Global, Supra X Task Seating Chair		$538			
Global, Supra X Series, Medium-Back armless task Chairs (8)		$2,776			
Basyx Stacking Guest Chairs w/out arms (20)		$1,900			
Basyx VL440 Series Chairs (8)		$1,648			
Metro Classic Series Steel Desk		$1,101			
Metro Classic Series Steel Credenza		$899			
Metro Classis Series Steel Desks (2)		$1,474			

Office Furniture	New and/or Replacement	Cost	Priority	Plan Builder	Emergency Replacement
60" Alera Steel Double Pedestal Desk		$879			
Alera Steel Credenza		$779			
Keyboard Drawer for Credenza		$154			
45" Alera Steel Single Pedestal Desk		$559			
48" Round Iceberg Officeworks Tables (4)		$1,560			
36" Round Iceberg Officeworks Tables (4)		$1,176			
*HON Lateral 4-Drawer File Cabinet		$896			
*HON H410 Series 4-drawer file cabinet		$255			
*Global Lateral 3-drawer file cabinet		$803			

	Office Furniture	New and/or Replacement	Cost	Priority	Plan Builder	Emergency Replacement
	Triple Stack, 18 compartme nts Tennsco Box Lockers		$680			
TOTAL COST AMOUNT			**$73,105**			

DEPARTMENT	OFFICE FURNITURE	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
VP-SCA	Conference Room Chairs (6) (to be ordered on same order of new conference room chairs)	Replacement	$2,000			
	Ergonomic Executive High-back Chair	Replacement				
TOTAL COST AMOUNT			**$2,000**			

DEPARTMENT	REPAIRS/REPLACEMENT	NEW AND/OR REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
Financial Aid	Mini Blinds (large window)	Replacement	$375	9	2	
	Toner Cartridges (20)	New	$1,600	11	2	
Student Development	LaserJet Toner Cartridge (4)	New	$683	7		
Testing	Toner Cartridges (3 printers, 2 copier, 1 fax machine)	New	$1,000	5		
	TOTAL COST AMOUNT:		$3,658			

DEPARTMENT	KITCHEN ITEMS	NEW and/or REPLACEMENT	COST	PRIORITY	PLAN BUILDER	EMERGENCY REPLACEMENT
Veterans	Microwave	New	$150	14	372-4	
	TOTAL COST AMOUNT:		$150			

GRAND TOTAL AMOUNT:	$116,753

Equipment 2010/2011 Academic Affairs Divisions-Furniture 11-24-10

EL CAMINO COLLEGE					
11/24/10					
REQUEST FOR CLASSROOM FURNITURE -- 2010-2011					
DIVISION	**PLAN BUILDER GOAL NUMBER**	**STRATEGIC INITIATIVE**	**PRIORITY #**	**DESCRIPTION**	**AMOUNT**
BEH/SOC SCI	4	3.b.	2	Anthro Museum - moveable display walls	15,000
	2	1.b.	3	Glass case for 3D art for Cdev Dept.	2,200
CDC	2	3.b.	1	2- Picnic Tables w/ umbrellas for CDC	2,000
				TOTAL (BEHAVIORAL & SOCIAL SCIENCES)	**19,200**
BUSINESS	2, 6	2.1, 6.11	1	Chairs to replace broken chairs in lecture and lab rooms	3,100
				TOTAL (BUSINESS):	**3,100**
FINE ARTS	365-9	3b	1	**Classroom Furnishings: desks and chairs (Art 1, 15; Music 207)**	
				Art 1 and Art 15:	
				100 Rapture Stack Chair Poly seat and Back = $114.17 per unit x 100	11,417
				32 Portico fixed leg tables, T base 18x84 = $355.00 per unit x 32	11,360
				1 Bench 93" long = $921.60 x 1	922
				Labor: Union. Receive, deliver, install	1,100
				Music 207:	
				32 "Accomplish" chairs Model CL418 = $60.00 per unit x 32	1,920
				32 "Smartlink" Desks Model LDM3A = $206.00 per unit x 32	6,592
				Labor: Union. Receive, deliver, install	500

	226-3	3b	1	Classroom Furnishings: 2 lecture halls (Art 103 & 106) Installation Included	
				90 University seating: UNIVB.T.P.20.S = $601.44 per unit x 90	54,130
				14" High Modesty Panels: WMP.14.S = $194.52 per unit x 90	17,507
				ADA Location: = $554.40 per unit x 6	3,326
				FPCF Fixed Base = $92.96 per unit x 12	1,116
				Carpeting	4,047
				Classroom Furnishings: ArtB 211 LOT LISTA BENCHES	10,490
				WBLL29.5X34.5 Lista Leg 29.5h x 34.5d = 22	
				BTOP-7236BN Butcher Block Top Radius Edge 72x36 = 16	
				BTOP-DISC/10+ Butcher Block Top, Volume Disc = 16	
				QQRW72/SS-SPX Stainless Steel Electrical Raceway 72' Long = 8	
				LISTA MOBILE INSTRUCTOR DESK	2,136
				BTOP-96 Butcher Block Top 96x30 = 1	
				BTOP-DISC/10+ Butcher Block Top, Volume Disc = 1	
				SC600 Build SC Housing, 28-1/4w x 28-1/2d = 1	
				KA SC60 Keyed-Alike Locks = 1	
				IDL/MB SC60 IDL Mobile Application = 5	
				SC75N SC Drawer, 2-1/8 Usable Ht, 165lb Cap. = 2	
				SC150N SC Drawer, 5-1/16 Usable Ht, 165lb Cap. = 3	
				SC600 Build SC Housing, 28-1/4w x 28-1/2d = 1	
				KA SC60 Keyed-Alike Locks = 1	
				IDL/MB SC60 IDL Mobile Application = 4	
				SC150N SC Drawer, 5-1/16 Usable Ht, 165lb Cap.	
				CB-366B/WBR Workbench Cabinet Base - Rigid = 1	
				CB-366B/WBS Workbench Cabinet Base - Swivel = 1	
				WBLST96/SC/SC Workbench Stringer: 96" Top	

				LISTA TOPS TO COVER SINK	
				V-BTOP-108X30 Butcher Block Top = 1	1,348
				Installation and assembly Charges	3,500
				Est. Freight Chrges w/Loading Dock BDR#9974	1,073
				TOTAL (FINE ARTS):	**132,483**
H.S.A.					
(SRC)	9.3	1A	2	Tables for classroom by request (Special Resource -- NS 14)	2,000
				TOTAL (H.S.A.)	**2,000**
HUMANITIES	Goal 7, Obj 7.1	SI-3b	1	Writing Center Partition on wheels	350
	Goal 7, Obj 7.1	SI-3b	1	Writing Center Conference Table	601
	Goal 7, Object. 7.1	SI-3a	1	Display case (enclosed) H122	1,000
				TOTAL (HUMANITIES):	**1,951**
I&T				**ADMINISTRATION of JUSTICE**	
	5.1			Purchase sixty standard chairs	2,500
				COSMETOLOGY	
				Desk & three file cabinets	2,040
				Guests Chairs (8)	2,240
				1 Lab Desk and Cabinet	2,013
				2 Tables	425
				7 Panels and wall connectors	4,100
					12,893
				tax	1,278
				TOTAL (I & T):	**27,489**
LRU	7.1	3a	2	2 - Teacher desk for Room 102 and 10	1,200
Music	7.3	3a		8 - PC-based listening stations with server & furniture	19,000
	Lib 1.2	3b	1	35 computer chairs - Lib demo room	9,000
	Lib 9.1	3a	1	Smart Classroom Desk-Lib 102	1,800
				TOTAL (LEARNING RESOURCE UNIT):	**31,000**

NAT SCIENCES	Plan 314, Obj 2.2	1a	5	Planetarium chairs, 55 @ $160, tax, ship	10,000
				TOTAL (NATURAL SCIENCES):	**10,000**
				GRAND TOTAL:	**227,223**

Equipment List for Administrative Services

Strategic Initiative	Plan Builder Year& Plan #	Location Name	Item	Amount	
			SUPPLIES		
3. c	2010/11 & 447	FPS/Grounds	fertilizer and annual flowers	$7,000	
3. c	2010/11 & 476	FPS/Automotive	tires and batteries	$9,000	
			Total supplies	$16,000	
			EQUIPMENT		
		Location Name	Item	Amount	
3. c	2010/11 & 476	FPS/Lock & Key	Code Cutting Key Machine	$5,000	
3. c	2010/11 & 476	FPS/Plumbing Shop	Drain Jetter 6" and under	$4,000	
3. c	2010/11 & 476	FPS/Auto Shop	Wheel Lift	$1,600	
3. c	2010/11 & 476	FPS/Auto Shop	Wheel Lift System	$700	
3. c	2010/11 & 476	FPS/Maintenance	Truck Mount Air Compressor	$2,500	
3. c	2010/11 & 476	FPS/Plumbing Shop	Video inspection for drain/sewer	$7,000	
3. c	2010/11 & 476	FPS/Electric Shop	Power analyzer	$4,900	
3. c	2010/11 & 476	FPS/Carpenter Shop	6" belt/disc sander	$500	
3. c	2010/11 & 476	FPS/Maintenance	electric cart	$6,000	
					$32,200
	434 & Goal 1	Campus Police	Golf carts with related equipment (2)	$27,500	
	448 & 3-5 yr goals	Campus Police	Filing cabinets, six foot high for dispatch (2)	$3,000	
	448 & 3-5 yr goals	Campus Police	Special desk (pod) for dispatch center (1)	$9,000	
	405 & 3-5 yr goals	Campus Police	Storage racks for Lot H Office (4)	$10,000	
	449 & Goal 2	Campus Police	Storage cabinets for conference room (2)	$2,000	
		Campus Police	Office chairs (15)	$6,000	
		Campus Police	Shredder (1)	$1,000	
	449 & Goal 2	Campus Police	Training/Television monitors (2)	$1,000	
	449 & Goal 2	Campus Police	Video camera and related accessories	$1,000	
	405 & 3-5 yr goals	Campus Police	Pop-up tents (3)	$500	

448 & support 3-5 yr plan	Campus Police	Electronic clocks and related software (5)	$7,000	
				$68,000
	ITS	PC, Dell Optiplex 980 Small Form Factor (9)		$20,000
	Business Services	Shredder, heavy-duty (1)		$3,000
		Total Equipment		$123,200

CEC Funded 2011/2012 Plans for Facilities and Instructional Equipment

Unit/Area Plan	Plan Number	Goal Objective
Academic Affairs	307	6.1
Health & Human Services	315	1.2, 3.2, 4.1, 4.2
Math and Science	314	1.2, 1.3, 1.4, 5.2
Academic Programs	313	1.1, 6.1
Career and Technical Education	308	Goal 5, 9, 10

Appendix 3: Funded Positions

Fall 2011 new instructors – 2010-11 plans

Program	Plan Number, Objective
Geography	656, 2.2
Welding	497, 5.1
Fire Tech	640, 1.1
Ceramics	498, 1.1

Approved for Fall 2012 – 2011-12 plans

Program	Plan Number, Objective
Faculty	
Accounting	609, 1.3
AJ	647, 1.1
Business Management	609, 1.6
Chemistry	656, 2.2
CIS-Cisco	609, 1.1
Clinical Psychologist	594, 3.7
English (2)	608, 1.7
General Counselor	604, 2.1
History	577, 2.4
Japanese	-
PE/Kinesiology/Basketball Coach	594, 1.1
Librarian	
Math (2)	668, 3.1
Nursing (2)	557, 1.2
Office Administration	609, 1.5
Physics	656, 2.2
Staff	
Career Pathways Director	-
Computer Systems Tech	-
Exercise Test Tech	594, 3.1
Financial Aid Administrative Assistant	635, 6.2
Assistant to the VP	-
HVAC	-
Instructional Media Coordinator	552, 2.1
Facilities. Planning and Services Director	-
Painter	-
Police Dispatch Clerk	617, strengths and weakness section
Police Officers (2)	617, strengths and weakness section
Managers	
Assoc. Dean, Humanities	608, 1.1
Assoc. Dean, Fine Arts	498, 1.5
Director, Nursing	-

NEW CEC HIRES AS OF JULY 1, 2011

CLASSIFIED			
HIRE DATE	**WORK LOC**	**JOB TITLE**	**Board Approval**
01/03/12	FINANCIAL AID	FINANCIAL AID SUPERVISOR	12/14/11
01/03/12	FINANCIAL AID	CFP-PROGRAM TECHNICIAN	01/17/12
03/26/12	INDUSTRY & TECHNOLOGY	TOOL ROOM ATTENDANT	03/20/12
04/30/12	BUSINESS SERVICES	CHIEF BUSINESS OFFICER	04/17/12
05/17/12	HUMAN RESOURCES	HUMAN RESOURCES REPRESENTATIVE	05/16/12
06/18/12	HUMAN RESOURCES	HUMAN RESOURCES REPRESENTATIVE	06/12/12

ACADEMIC			
HIRE DATE	**WORK LOC**	**JOB TITLE**	**Board Approval**
08/25/11	NATURAL SCIENCES	AFT/FT	09/13/11
08/25/11	INDUSTRY & TECHNOLOGY	AFT/FT	09/13/11
08/25/11	INDUSTRY & TECHNOLOGY	AFT/FT	09/13/11
08/25/11	CHILD DEVELOPMENT	AFT/FT	09/13/11
11/21/11	LIBRARY	AFT/FT	11/15/11
02/08/12	HUMAN SERVICES	AFT/FT	02/07/12
08/23/12	LEARNING RESOURCE CENTER	AFT/FT	05/16/12
08/23/12	HUMANITIES	AFT/FT	06/19/12
08/23/12	HUMANITIES	AFT/FT	06/19/12
08/23/12	SOCIAL SCIENCE, CREATIVE & PERFORMING ARTS	AFT/FT	06/19/12
08/23/12	COUNSELING (GENERAL-FYE)	AFT/FT	07/12/12

Appendix 4: SLO Coordinators and Facilitators

2011-12 SLO Leaders

Location	Coordinator
ECC	Kelly Holt
ECC	Kaysa Laureano-Ribas
CEC	Chelvi Subramaniam

ECC

Division	Facilitator
BSS	Janet Young
Business	Kurt Hull
Fine Arts	Chris Mello
Health Sciences & Athletics	Sandra Bartiromo
	Russell Serr
Humanities	Rachel Williams
Industry & Tech	Ray Lewis
	Sue Ellen Warren
Mathematical Sciences	Junko Forbes
Natural Sciences	Jim Noyes

CEC	
Area	**Facilitator**
CTE	Michelle Priest
Mathematical Sciences, Nursing, Child Development, Life Sciences	Fazal Aasi
Humanities Behavioral and Social Sciences	Chelvi Subramaniam

Appendix 5: SLO CurriCUNET Training and Manual

| CurricUNET Workshops Fall 2011 – Spring 2012 ||
Date	Title
10/21/2011	CurricUNET SLO Module Training
10/28/2011	CurricUNET SLO Module Training
11/4/2011	CurricUNET SLO Module Training
12/9/2011	CurricUNET Training
2/9/2012	Fine Arts SLO Committee CurricUNET Training
2/21/2012	CurricUNET Training for Math Faculty
2/23/2012	CurricUNET Training for Math Faculty
2/24/2012	CurricUNET Training - SLOs
2/29/2012	CurricUNET for Humanities Faculty
3/1/2012	CurricUNET Training - SLOs
3/16/2012	CurricUNET Training (Compton Center)
4/27/2012	CurricUNET Training - Student Services Program Personnel
5/1/2012	SLO/CurricUNET Training (Compton Center)
5/8/2012	CurricUNET Training - Counseling

Using the CurricUNET SLO Module

Use the CurricUNET SLO Module to:
- View and edit program- and course-level SLO statements and assessment methods
- Align course- and program-level SLOs to core competencies
- Submit assessment data and reflection (assessment reports)
- View "historical" assessment reports
- Generate a variety of SLO reports or summaries

Before you begin:
1. Log on to CurricUNET at www.curricunet.com/elcamino.
   Your login name is the same as your El Camino login name.
   The password is: changeme until you change it.
   If you cannot login, please contact Claudia Lee at clee@elcamino.edu for ECC or David Vakil at dvakil@elcamino.edu for CEC.

2. After you have logged on, click on the "SLOs and Assessments Home" link.
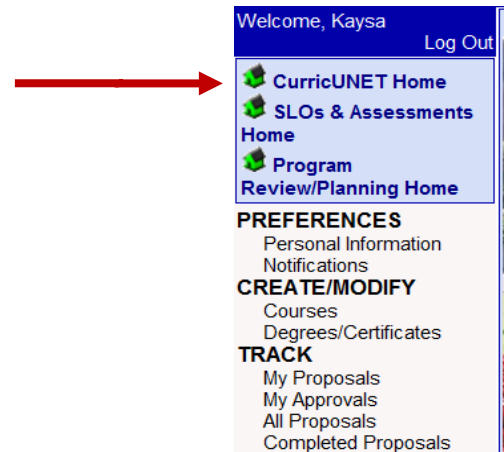
Part 1:
- View and edit SLO statements
- Align SLOs: course to program, program to core competencies

Instructions: How to view and edit SLO statements
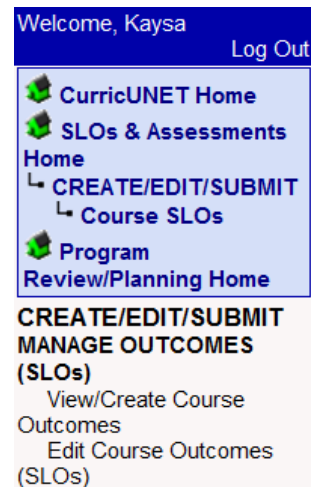Under "Manage Outcomes (SLOs)," click on "Course SLOs".
From here, you may do the following:

    A. View existing SLO statements
    B. Create a new SLO statement
    C. Edit an existing SLO statement
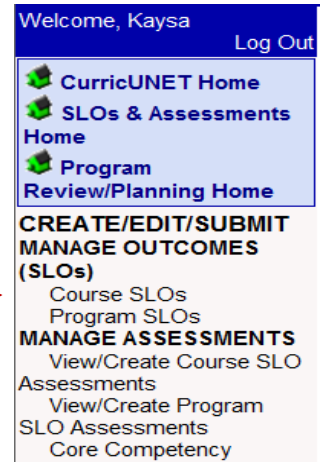
A. <u>View SLO Statements</u>

1) To **view the SLO statement**, click on "View/Create Course Outcomes (SLOs)" found on the left part of the screen.

2) From the drop-down menu, in the **"Select Program"**, click on the arrow and select your program.

3) Then click on the arrow next to **"Select Course"**. Or click on the arrow next to select course and type the course name (ex: ENGL 1A).

4) Click on ▓ (Written Report) to view the Course SLO Outcome Report.

B. Create NEW SLO Statements for NEW courses.

1) To **add a new outcome statement**, click on "View/Create Course Outcomes (SLOs)

> Welcome, Kaysa
> Log Out
> 🐸 CurricUNET Home
> 🐸 SLOs & Assessments Home
>   ↳ CREATE/EDIT/SUBMIT
>   ↳ Course SLOs
> 🐸 Program Review/Planning Home
>
> **CREATE/EDIT/SUBMIT MANAGE OUTCOMES (SLOs)**
>   View/Create Course Outcomes
>   Edit Course Outcomes (SLOs)

2) Select your program from the drop-down menu.

3) Next, select your course from the drop-down menu.
   Or click on the arrow next to select course and type or select the course name
   (ex: ENGL 1A).

4) Finally, click on the pencil icon and you should see a screen like this:

> **Course Outcome Main Menu**
> **Course Number** ASTR 20
> **Co-Contributor(s)** *There are no Co-Contributors for this Course Outcome.*
> Add a Co-Contributor

5) To add a Co-Contributor, click-on "Add a Co-Contributor".
   Co-Contributors are those who assisted in the development of the SLO statements and will have editing rights. You may select from the drop down menu or click on the arrow next to Co-Contributor and type their last name. Select OK to add a Co-Contributor(s).

6) On the upper right side of the screen, under Course Outcomes Checklist, click on "Course SLOs"

> **Course Outcomes Checklist**
> **Main**
> ☐ Course SLOs ⬅

7) To add a new outcome statement, type in the statement in the text box at the top of the screen where it says "Outcome Text"
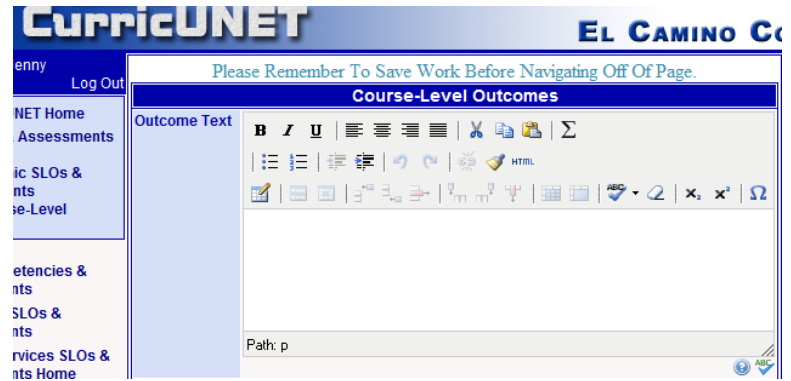
8) Then select one or more of the "Representative Assessment Type" (or select "Other" from the drop-down menu and type in your assessment method.)
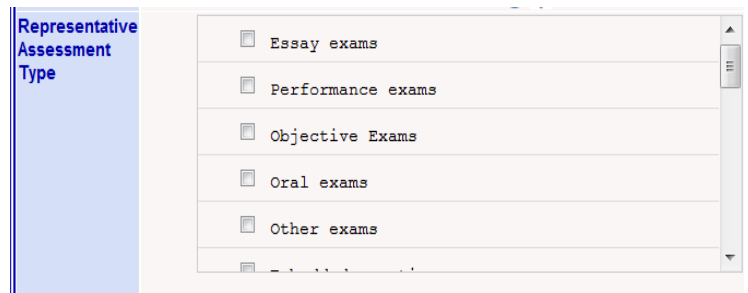
9) Select the "core competencies" that the SLO most closely aligns with by clicking on the relevant check boxes in the "Align to Competencies" area. You will only see Core Competencies that are "mapped" as a 3 or 4 (i.e. highly correlated) with your course.
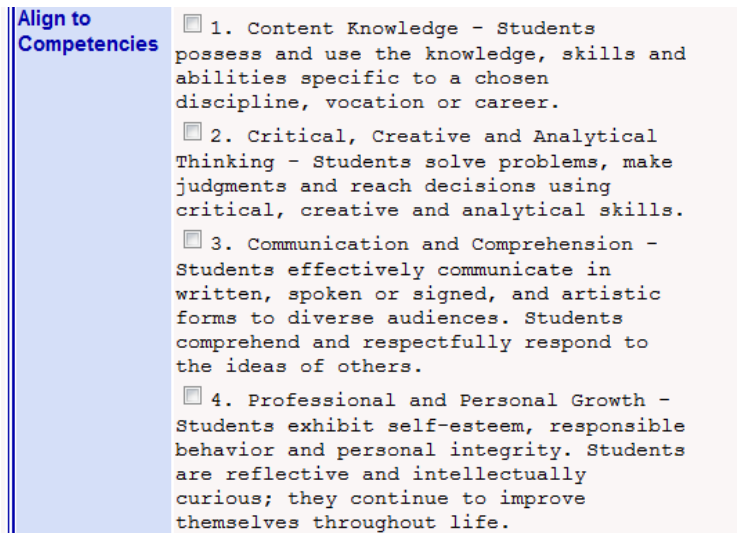
10) Then, select the program level SLO(s) that align with the course level SLO.

11) After each SLO is entered, click "Add."

12) Once all SLOs are entered, click "Finish."
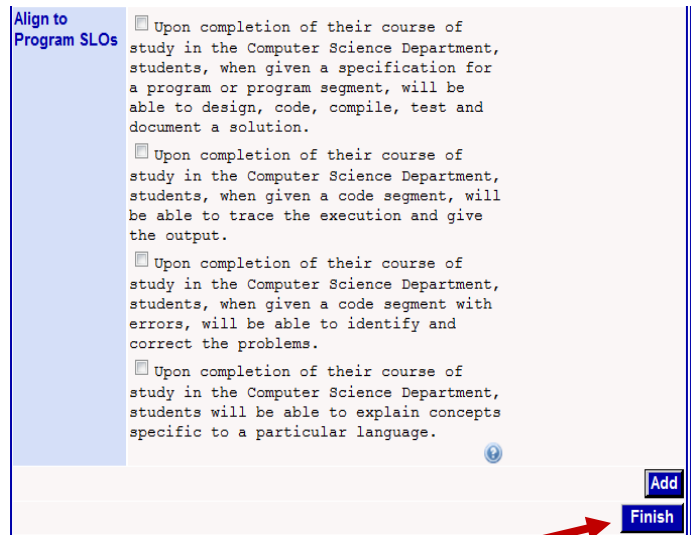
13) When you are ready to begin the approval process, select "Submit" on the left side of the screen. This will launch your SLO statement(s) for review and comment by your department faculty/staff. They will receive an email from governet, notifying them to review, make recommendations about, and approve the statement(s).
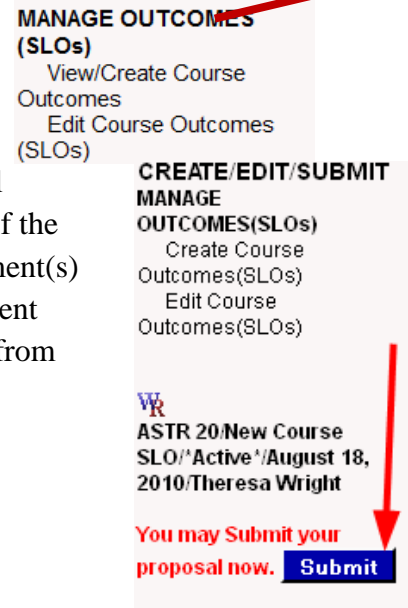
C. Adding and Editing SLO Statements for CURRENT courses.

1) To **edit existing SLO statement**, click on "View/Create Course Outcomes (SLOs)

2) Select your program from the drop-down menu.

3) Next, select your course from the drop-down menu.
Or click on the arrow next to select course and type or select the course name

4) (ex: ENGL 1A).

5) To **edit** an existing outcome statement, representative assessment method, or aligned core competencies or program SLOs, click on the copy ⎘ icon

6) To add a Co-Contributor, click-on "Add a Co-Contributor".
Co-Contributors are those who assisted in the development of the SLO statements and will have editing rights. You may select from the drop down menu or click on the arrow next to Co-Contributor and type their last name. Select **OK** to add a Co-Contributor(s).

7) On the upper right side of the screen, under Course Outcomes Checklist, click on "Course SLOs"

8) To **add** a new outcome statement, type in the statement in the text box at the top of the screen where it says "Outcome Text"
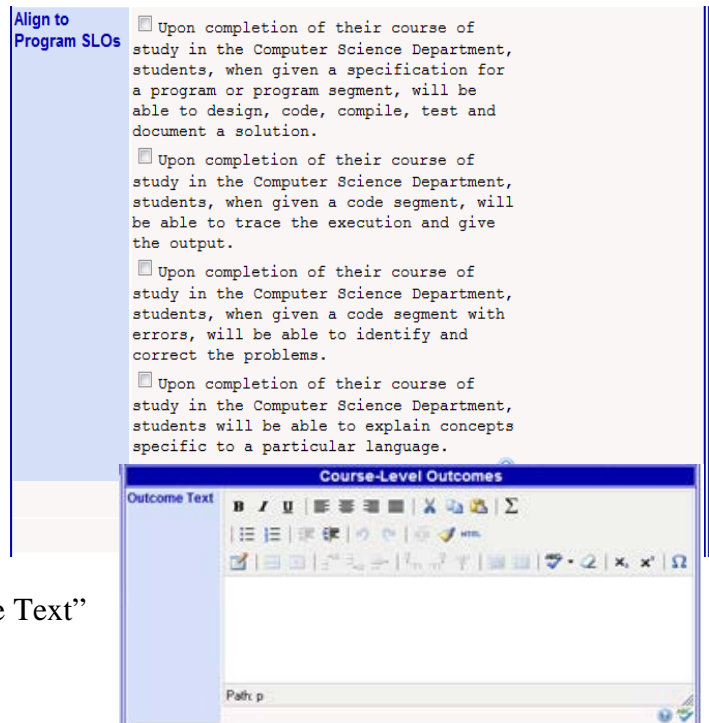
9) Then select one or more of the "Representative Assessment Type" (or select "Other" from the drop-down menu and type in your assessment method.)
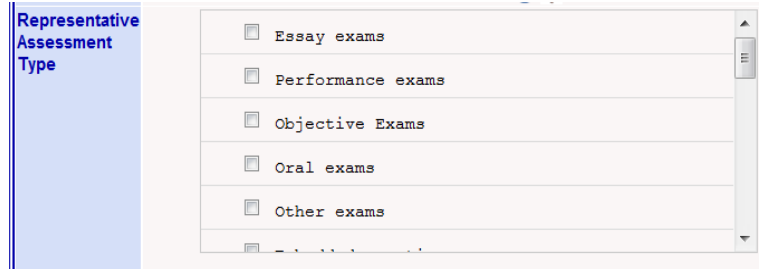
**10)** Select the "core competencies" that the SLO most closely aligns with by clicking on the relevant check boxes in the "Align to Competencies" area. You will only see Core Competencies that are "mapped" as a 3 or 4 (i.e. highly correlated) with your course.

Align to Competencies

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

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

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

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

11) , select the program level SLO(s) that align with the course level SLO.

12) After each SLO is entered, click "Add."

13) To **delete** the outcomes statement and other information, scroll down and click the scissors icon next to the relevant SLO statement.
NOTE: Only statements with NO report will be allowed to be deleted. If a report has been added to the SLO statement and you wish to remove it, you must **inactivate** the SLO statement by clicking the inactivate button .

14) Use the up and down arrows to move the SLO forward or backward on the list.

15) When you are done editing, selecting or adding information select "Finish" in the "Align to Program SLOs" area.

16) This will take you to a summary page of your changes. When you are ready to begin the approval process select "Submit" on the left side of the screen to move your SLO statement to review and comment by your department faculty/staff. They will receive an email from governet, notifying them to review, make recommendations about, and approve the statement(s).

17) AFTER YOU SELECT "SUBMIT" YOU MAY NO LONGER VIEW OR EDIT THE SLO STATEMENT, until approvals by division facilitators have occurred.

Part 2:
- **Submitting a course report**
- **Copy existing assessment reports to submit new assessment data and reflections**
- **Viewing historical assessment reports**

Note: You should only use CurricUNET for the purposes listed above for part 2 <u>after</u> you have assessed an SLO and discussed the results with your colleagues. Anytime you have **"Finished"** a section and wish to go back to make a change, click on the section name in the check list box and select **"Unlock"** to **make changes**.

Instructions:
Under "Manage Assessments," click on "Course SLO Assessments"
From here, you may do the following:
        A. View existing SLO assessment reports
        B. Create a new SLO assessment report
        C. Re-assess an SLO

    A. View an SLO Report
        1) To **view the SLO report**, click on "View/Create Course Assessment".

CurricUNET Home
SLOs & Assessments Home
Program Review/Planning Home
ADMIN
    Core Competency Statements
        Core Competency Mapping

CREATE/EDIT/SUBMIT
MANAGE OUTCOMES (SLOs)
    Course SLOs
    Program SLOs
MANAGE ASSESSMENTS
    Course SLO Assessments
    Program SLO Assessments
    Core Competency Assessments

Welcome, Kaysa
Log Out

🍃 CurricUNET Home
🍃 SLOs & Assessments Home
🍃 Program Review/Planning Home

CREATE/EDIT/SUBMIT MANAGE OUTCOMES (SLOs)
   Course SLOs
   Program SLOs
MANAGE ASSESSMENTS
   View/Create Course SLO Assessments
   View/Create Program SLO Assessments
   Core Competency

2) Select your program from the drop-down menu.

3) Next, select your course from the drop-down menu. Or click on the arrow next to select course and type the course name (ex: ENGL 1A)

4) A list of all SLO statements that have been entered should appear. Select the SLO report you wish to view by selecting the appropriate SLO statement.

5) Click on to view the historical assessment reports.

B. Enter a NEW SLO report

   1) To enter an SLO report, click on "View/Create Course Assessment"
   2) Select your program from the drop-down menu.
   3) Next, select your course from the drop-down menu. Or click on the arrow next to select course and type the course name (ex: ENGL 1A)
   4) Select the SLO statement you have assessed.

     i. If this is NEW report, and the SLO has never been assessed, you will see the screen to the right. Continue with **5)** on this page of the manual.

     ii. If this is a new report and the SLO has been assessed before, you will see a screen similar to the screen-shot on the right. **GO TO part C on PAGE 15 of this manual.**

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5) No Active or Historical Proposals
After you've clicked "**here,**" a new window appears. You may add Co-Contributors here. You may select from the drop down menu or click on the arrow next to Co-Contributor and type their last name. Select **OK** to add Co-Contributors.

6) In the next window find the "Assessment Checklist" on the upper right of the screen.

7) Under **"PLANNING"**, describe your assessment method by clicking on **Assessment**. You may either enter text in the text box (See box 1 in picture), attach your assessment instrument, or both.

8) To **attach files**, enter a title for the document (see box 2 in picture), click on the "browse" button (see box 3 in the picture) locate the file, then click the "add" button (see box 4 in the picture below).

9) When you are finished, click "**Finish**" (see box 5 in the picture below).
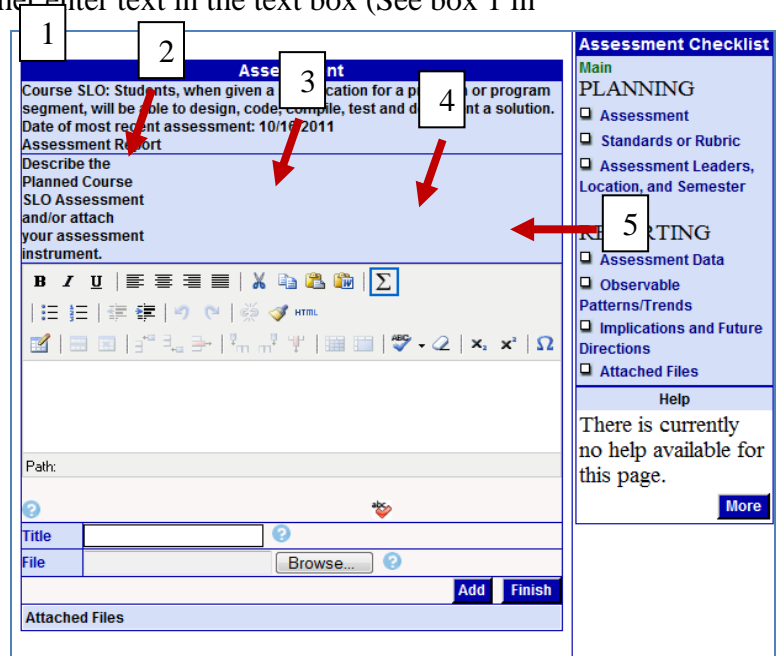
10) Click on **"Standards or Rubric"** in the box on the right side of the screen to go to the next section. In this window, you **may** also either enter text or attach a file.
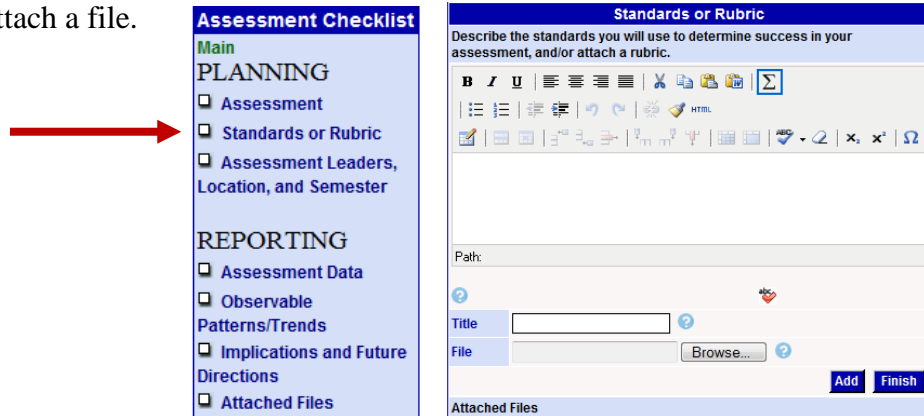
 (Please see instruction **#8)** above). When you are finished with the window, click on "Finish.

11) Click on **"Assessment Leader Location, and Semester".**

12) From the drop-down menu, click on the names of the people who contributed to the assessment. All assessment leaders will appear on the final report. When you are finished, click on the "add" button.

13) In the box below enter the semester of **CURRENT** Assessment.

14) In the box below enter the semester of **NEXT** PLANNED ASSESSMENT (e.g. 2014 and choose "Spring."). Then choose the campus of planned assessment: El Camino College, Compton Center, or El Camino College/Compton Center. Finally, click on **"Finish"**

15) Select **"Assessment Data"** and in the text box, provide the assessment data or results. To **attach files**, enter a title for the document click on the "browse" button to locate the file, then click the "add" button. Select "Add" to add and continue editing, or select "Finish" when you have completed your information entry.

16) Select **"Observable Patterns/Trends".** Summarize the patterns your program faculty and staff observed in the data. What were the most important findings from the data? Select "Add" to add and continue editing, or "Finish" when you have completed your information entry.

17) Select **"Implications and Future Directions".** What are the implications of the data? How should the institution as a whole or related programs act in response to the data to help improve student learning? Select "Add" to add and continue editing, or "Finish" when you have completed your information entry.

18) Select **"Attach Files"** to attach additional forms or assessment tools. If you don't have any additional information, select "Finish".

19) EACH BOX ON THE RIGHT SIDE MENU MUST BE CHECKED AND THE LETTERS TURNED FROM BLUE TO GREEN TO GENERATE A "SUBMIT" BUTTON (Found on the bottom left of the screen when all sections have been completed).

20) When you are ready to begin the approval process, select "Submit" to move your SLO assessment to review and comment by your department faculty/staff.

C. Re-Assess an SLO

1) If there is an "active" SLO report, select the copy" icon to enter your new report.

2) Click on the arrow and select **"New Course SLO Assessment".** Then click **Save**

3) You may add Co-Contributors here. You may select from the drop down menu or click on the arrow next to Co-Contributor and type their last name.

Select the rights you want this person to have then click **OK** to add Co-Contributors

Assessment Checklist
Main
PLANNING
❑ Assessment
❑ Standards or Rubric
❑ Assessment Leaders, Location, and Semester

REPORTING
❑ Assessment Data
❑ Observable Patterns/Trends
❑ Implications and Future Directions
❑ Attached Files

4) In the next window find the "Assessment Checklist" on the upper right of the screen.

5) Under **"PLANNING"**, describe your assessment method by clicking on **Assessment**. **The text box WILL NOT be empty.**

6) You may enter the assessment in the text box or leave if (see box 1) it has not changed.

Assessment
Course SLO: Students, when given a specification for a program or program segment, will be able to design, code, compile, test and document a solution.
Date of most recent assessment: 10/16/2011
Assessment Report
Describe the Planned Course SLO Assessment and/or attach your assessment instrument.

B *I* U | Σ
Path: 1
Title 2
File Browse... 3
Add Finish 4
Attached Files 5

Assessment Checklist
Main
PLANNING
❑ Assessment
❑ Standards or Rubric
❑ Assessment Leaders, Location, and Semester

REPORTING
❑ Assessment Data
❑ Observable Patterns/Trends
❑ Implications and Future Directions
❑ Attached Files

Help
There is currently no help available for this page.
More

7) To **attach files**, enter a title for the document (see box 2 in picture), click on the "browse" button (see box 3 in the picture) locate the file, then click the "add" button (see box 4 in the picture below). When you are finished, click "**Finish**" (see box 5 in the picture below).

8) Click on **"Standards or Rubric"** in the box on the right side of the screen to go to the next section. In this window, you may also either enter text or attach a file.

(Please see instruction **#7** in previous page). When you are finished with the window, click on "Finish."

9) Click on "Assessment Leader Location, and Semester".

10) From the drop-down menu, click on the names of the people who contributed to the assessment. All assessment leaders will appear on the final report. When you are finished, click on the "add" button.

11) In the box below enter the semester of **NEXT** PLANNED ASSESSMENT (e.g. 2014 and choose "Spring."). Then choose the campus of planned assessment: El Camino College, Compton Center, or El Camino College/Compton Center. Finally, click on "Finish"

12) Select "Assessment Data" and in the text box, provide the assessment data or results. To **attach files**, enter a title for the document click on the "browse" button to locate the file, then click the "add" button. Select "Add" to add and continue editing, or select "Finish" when you have completed your information entry.

13) Select "Observable Patterns/Trends". Summarize the patterns your program faculty and staff observed in the data. What were the most important findings from the data? Select "Add" to add and continue editing, or "Finish" when you have completed your information entry.

14) Select "Implications and Future Directions". What are the implications of the data? How should the institution as a whole or related programs act in response to the data to help improve student learning? Select "Add" to add and continue editing, or "Finish" when you have completed your information entry.

15) Select "Attach Files" to attach additional forms or assessment tools. If you don't have any additional information, select "Finish".
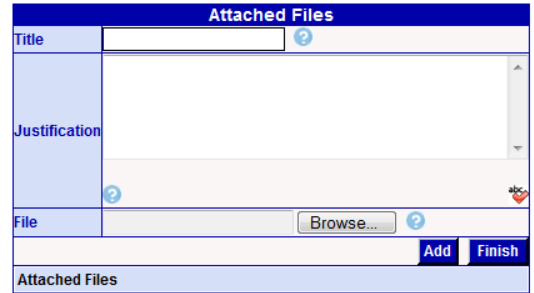
16) EACH BOX ON THE RIGHT SIDE MENU MUST BE CHECKED AND THE LETTERS TURNED FROM BLUE TO GREEN TO GENERATE A "SUBMIT" BUTTON (Found on the bottom left of the screen when all sections have been completed).

17) When you are ready to begin the approval process, select "Submit" to move your SLO assessment to review and comment by your department faculty/staff.

Appendix 6: CurricUNET SLO Approval Process

**SLO Review Process
CurricUNET**

Originator → **Review**
Department Faculty (optional)
Division SLO Facilitator (optional)
Dean (optional) → Originator → Division SLO Facilitator → SLO Coordinator
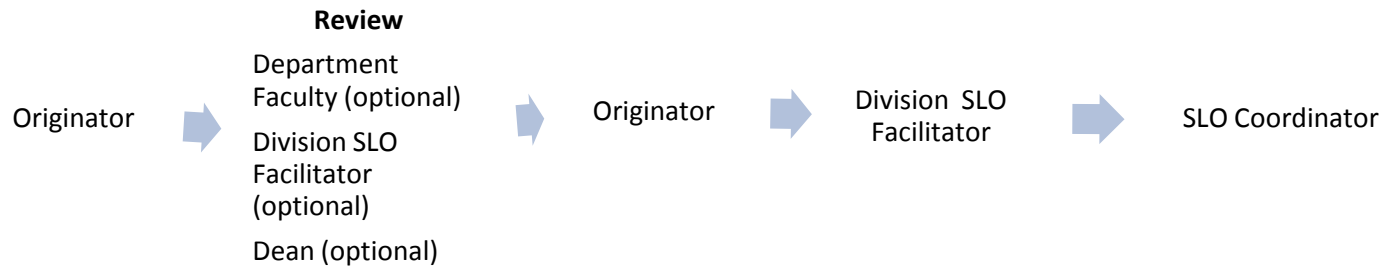
Appendix 7: SLO Master Timeline and Early Childhood Education Four-Year Cycle

Course	SLO	Semester	Year	Program	Division	Instructor
CADD-5			2011	Computer Aided Design/Drafting	I & T	
SLAN-22 (course not offered)		?	2013	Sign Language/ Interpreter Training	HSA	
AJ-126		?	?	Administration of Justice	I & T	
AJ-134		?	?	Administration of Justice	I & T	
COMS-12		FA	2010	Communication Studies	Fine Arts	
COMS-4		FA	2010	Communication Studies	Fine Arts	
COMS-5		FA	2010	Communication Studies	Fine Arts	
DANC-16ab		FA	2010	Dance	Fine Arts	
DANC-17abcd		FA	2010	Dance	Fine Arts	
DANC-19ab		FA	2010	Dance	Fine Arts	
DANC-83abcd		FA	2010	Dance	Fine Arts	
DANC-87abcd		FA	2010	Dance	Fine Arts	
DANC-89abcd		FA	2010	Dance	Fine Arts	
THEA-1		FA	2010	Theatre	Fine Arts	
THEA-14B		FA	2010	Theatre	Fine Arts	
THEA-16abcd		FA	2010	Theatre	Fine Arts	
THEA-192ab		FA	2010	Theatre	Fine Arts	
THEA-22ab		FA	2010	Theatre	Fine Arts	
THEA-74abcd		FA	2010	Theatre	Fine Arts	
THEA-75abcd		FA	2010	Theatre	Fine Arts	
THEA-84		FA	2010	Theatre	Fine Arts	
THEA-88		FA	2010	Theatre	Fine Arts	
THEA-90		FA	2010	Theatre	Fine Arts	
THEA-94		FA	2010	Theatre	Fine Arts	
PE-58		FA	2010	Athletics	HSA	Stanbury
PE-240		FA	2010	Fitness/Wellness	HSA	Granger
ANTH-12		FA	2011	Anthropology	BSS	
BUS-11	2-10	FA	2011	Business	Business	
BUS-12	1-12	FA	2011	Business	Business	
BUS-1B	2	FA	2011	Accounting	Business	
BUS-21	1-3	FA	2011	Business	Business	
BUS-2A	1	FA	2011	Accounting	Business	
BUS-3	1-3	FA	2011	Accounting	Business	
BUS-40	1-3	FA	2011	Business	Business	
BUS-43	1-3	FA	2011	Business	Business	

BUS-5A	1, 2, 3	FA	2011	Accounting	Business	
CIS-11	1-3	FA	2011	CIS	Business	
CIS-13	2, 4	FA	2011	CIS	Business	
CIS-140	2	FA	2011	CIS	Business	
CIS-141	1-2	FA	2011	CIS	Business	
CIS-19	1-2	FA	2011	CIS	Business	
CIS-26	1-8	FA	2011	CIS	Business	
CIS-40	1-3	FA	2011	CIS	Business	
LAW-11	1	FA	2011	Law / Paralegal	Business	
LAW-12	1	FA	2011	Law / Paralegal	Business	
LAW-13	1	FA	2011	Law / Paralegal	Business	
LAW-14	1	FA	2011	Law / Paralegal	Business	
LAW-17	1	FA	2011	Law / Paralegal	Business	
PARA-1	2	FA	2011	Law / Paralegal	Business	
RE-11	1-2	FA	2011	Real Estate	Business	
RE-14A	1-2	FA	2011	Real Estate	Business	
RE-21	1-3	FA	2011	Real Estate	Business	
ART-37ab		FA	2011	Art	Fine Arts	
ART-73ab		FA	2011	Art	Fine Arts	
ART-81ab		FA	2011	Art	Fine Arts	
COMS-14		FA	2011	Communication Studies	Fine Arts	
COMS-6		FA	2011	Communication Studies	Fine Arts	
COMS-8		FA	2011	Communication Studies	Fine Arts	
DANC-1		FA	2011	Dance	Fine Arts	
DANC-3		FA	2011	Dance	Fine Arts	
DANC-42ab		FA	2011	Dance	Fine Arts	
DANC-43abcd		FA	2011	Dance	Fine Arts	
DANC-70abcd		FA	2011	Dance	Fine Arts	
DANC-71ab		FA	2011	Dance	Fine Arts	
DANC-72abcd		FA	2011	Dance	Fine Arts	
PHOT-10		FA	2011	Photography	Fine Arts	
PHOT-11		FA	2011	Photography	Fine Arts	
PHOT-2		FA	2011	Photography	Fine Arts	
PHOT-23A		FA	2011	Photography	Fine Arts	
PHOT-3		FA	2011	Photography	Fine Arts	
THEA-194abcd		FA	2011	Theatre	Fine Arts	
THEA-4		FA	2011	Theatre	Fine Arts	
THEA-70abcd		FA	2011	Theatre	Fine Arts	
THEA-97abcd		FA	2011	Theatre	Fine Arts	
THEA-98ab		FA	2011	Theatre	Fine Arts	
PE-400		FA	2011	Adapted PE	HSA	Serr

PE-106		FA	2011	Athletics	HSA	Shaw
PE120	Fielding	FA	2011	Athletics	HSA	Martinez
PE-234		FA	2011	Athletics	HSA	Galias
PE-71		FA	2011	Athletics	HSA	Britton
PE-126		FA	2011	Athletics	HSA	Stanbury
PE-131		FA	2011	Athletics	HSA	Lofgren
PE-120	Fielding	FA	2011	Athletics	HSA	Martinez
PE-233		FA	2011	Athletics	HSA	Galias
PE-46 (off season)	Etiquette	FA	2011	Athletics	HSA	Komai
PE-76		FA	2011	Athletics	HSA	Lofgren
PE-6	Fielding	FA	2011	Athletics	HSA	Fernley
PE-135		FA	2011	Fitness/Wellness	HSA	Fernley
PE-204	Serve	FA	2011	Fitness/Wellness	HSA	Britton
PE-221		FA	2011	Fitness/Wellness	HSA	Yamashita
PE-224		FA	2011	Fitness/Wellness	HSA	Bacon
PE-244		FA	2011	Fitness/Wellness	HSA	Stanbury
PE-242		FA	2011	Fitness/Wellness	HSA	Delziet
PE-7	Fielding	FA	2011	Fitness/Wellness	HSA	Fernley
PE-1	Fitness	FA	2011	Fitness/Wellness	HSA	Pattison
PE-241	500 swim	FA	2011	Fitness/Wellness	HSA	Wyatt
PE-245		FA	2011	Fitness/Wellness	HSA	Stanbury
CH-1	Cancer	FA	2011	Kinesiology Theory	HSA	Hicks
PE-275		FA	2011	Kinesiology Theory	HSA	Loesner
RECR-207		FA	2011	Recreation	HSA	Bacon
RTEC-111		FA	2011	Radiologic Technology	HSA	
RTEC-123		FA	2011	Radiologic Technology	HSA	
SLAN-20		FA	2011	Sign Language/ Interpreter Training	HSA	
SLAN-20		FA	2011	Sign Language/ Interpreter Training	HSA	
EDEV-32ab		FA	2011	Special Resource Center	HSA	
EDEV-35ab		FA	2011	Special Resource Center	HSA	
N251		FA	2011	Nursing	HSA	
ACR-21		FA	2011	Air Conditioning and Refrigeration	I & T	
ACR-6		FA	2011	Air Conditioning and Refrigeration	I & T	
ATEC-22A		FA	2011	Automotive Technology	I & T	
FASH-20		FA	2011	Fashion	I & T	done
ASTR-20		FA	2011	Astronomy	Natural Sciences	
HORT-41		FA	2011	Horticulture	Natural	

					Sciences	
HORT-53		FA	2011	Horticulture	Natural Sciences	
CDEV-118		FA	2012	Childhood Education	BSS	
CDEV-160		FA	2012	Childhood Education	BSS	
CDEV-166		FA	2012	Childhood Education	BSS	
BUS-15	1-2	FA	2012	Business	Business	
BUS-19	1-8	FA	2012	Business	Business	
BUS-3	4-6	FA	2012	Accounting	Business	
BUS-4	1	FA	2012	Accounting	Business	
BUS-5C	1-3	FA	2012	Accounting	Business	
BUS-90 (course not offered)	1-2	FA	2012	Business	Business	
CIS-11	4-6	FA	2012	CIS	Business	
CIS-141	3	FA	2012	CIS	Business	
CIS-142	3	FA	2012	CIS	Business	
CIS-143	1-5	FA	2012	CIS	Business	
CIS-20	1-6	FA	2012	CIS	Business	
CIS-27	1-7	FA	2012	CIS	Business	
LAW-11	1-2	FA	2012	Law / Paralegal	Business	
LAW-13	1-2	FA	2012	Law / Paralegal	Business	
PARA-1	1	FA	2012	Law / Paralegal	Business	
RE-26	1	FA	2012	Real Estate	Business	
RE-40	2	FA	2012	Real Estate	Business	
MUSI-23abcd		FA	2012	Music	Fine Arts	
MUSI-31A		FA	2012	Music	Fine Arts	
MUSI-31B		FA	2012	Music	Fine Arts	
MUSI-31C		FA	2012	Music	Fine Arts	
MUSI-31D		FA	2012	Music	Fine Arts	
MUSI-32abcd		FA	2012	Music	Fine Arts	
MUSI-47ab		FA	2012	Music	Fine Arts	
MUSI-48abcd		FA	2012	Music	Fine Arts	
MUSI-5		FA	2012	Music	Fine Arts	
MUSI-90abcd		FA	2012	Music	Fine Arts	
PE-402		FA	2012	Adapted PE	HSA	Serr/Lipe
PE-61		FA	2012	Athletics	HSA	Britton/Baquero
PE-25		FA	2012	Athletics	HSA	Lofgren
PE-87		FA	2012	Athletics	HSA	Stanbury
PE-105		FA	2012	Athletics	HSA	Shaw
PE25		FA	2012	Fitness/Wellness	HSA	Roman
PE-47		FA	2012	Fitness/Wellness	HSA	Roman
PE-300	Evaluate	FA	2012	Fitness/Wellness	HSA	Baquero

PE-277		FA	2012	Kinesiology Theory	HSA	Blount
CH-3		FA	2012	Kinesiology Theory	HSA	Engle
PE-270		FA	2012	Kinesiology Theory	HSA	Sheil
RTEC-106		FA	2012	Radiologic Technology	HSA	
RTEC-217		FA	2012	Radiologic Technology	HSA	
SLAN-17B	1	FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-18A		FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-18B		FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-19		FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-201		FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-202		FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-263		FA	2012	Sign Language/ Interpreter Training	HSA	
SLAN-264		FA	2012	Sign Language/ Interpreter Training	HSA	
EDEV-36ab		FA	2012	Special Resource Center	HSA	
N151		FA	2012	Nursing	HSA	
N212		FA	2012	Nursing	HSA	
AS-1abcd		FA	2012	Academic Strategies	Humanities	
AS-23ab		FA	2012	Academic Strategies	Humanities	
AS-31ab		FA	2012	Academic Strategies	Humanities	
AS-33ab		FA	2012	Academic Strategies	Humanities	
ENGL-21		FA	2012	English	Humanities	
ESL-52A	2	FA	2012	English as a Second Language	Humanities	
ESL-52B	2	FA	2012	English as a Second Language	Humanities	
ESL-52C	1	FA	2012	English as a Second Language	Humanities	
JOUR-14abcd		FA	2012	Journalism	Humanities	
JOUR-6/PHOT-10		FA	2012	Journalism	Humanities	
JOUR-7/PHOT-11ab		FA	2012	Journalism	Humanities	
SPAN-52A		FA	2012	Spanish	Humanities	
Tutoring 200		FA	2012	English	Humanities	
AJ-111		FA	2012	Administration of Justice	I & T	
AJ-135		FA	2012	Administration of Justice	I & T	

AJ-106		FA	2012	Administration of Justice	I & T	
AJ-103		FA	2012	Administration of Justice	I & T	
ACR-25		FA	2012	Administration of Justice	I & T	
CADD-28abcd		FA	2012	Computer Aided Design/Drafting	I & T	
COSM-2abcd	SP 2012	FA	2012	Cosmetology	I & T	SP 2015
FASH-1		FA	2012	Fashion	I & T	
FASH-10ab		FA	2012	Fashion	I & T	?
FASH-27		FA	2012	Fashion	I & T	
FASH-4		FA	2012	Fashion	I & T	
FASH-26A		FA	2012	Fashion	I & T	
FTEC 3		FA	2012	Fire and Emergency Technology	I & T	
BIOL-12		FA	2012	Biology	Natural Sciences	
CHEM-1A		FA	2012	Chemistry	Natural Sciences	
CHEM-1B		FA	2012	Chemistry	Natural Sciences	
CHEM-20		FA	2012	Chemistry	Natural Sciences	
CHEM-21A		FA	2012	Chemistry	Natural Sciences	
CHEM-21B		FA	2012	Chemistry	Natural Sciences	
CHEM-4		FA	2012	Chemistry	Natural Sciences	
CHEM-7A		FA	2012	Chemistry	Natural Sciences	
CHEM-7B		FA	2012	Chemistry	Natural Sciences	
PSCI-25		FA	2012	Physical Science	Natural Sciences	
PHYS-1A		FA	2012	Physics	Natural Sciences	
PHYS-1B		FA	2012	Physics	Natural Sciences	
PHYS-1C		FA	2012	Physics	Natural Sciences	
PHYS-1D		FA	2012	Physics	Natural Sciences	
PHYS-2A		FA	2012	Physics	Natural Sciences	
PHYS-2B		FA	2012	Physics	Natural Sciences	
PHYS-3A		FA	2012	Physics	Natural	

						Sciences	
PHYS-3B		FA	2012	Physics	Natural Sciences	
PHYS-11		FA	2012	Physics	Natural Sciences	
CDEV-103		FA	2013	Childhood Education	BSS	
CDEV-107		FA	2013	Childhood Education	BSS	
CDEV-114		FA	2013	Childhood Education	BSS	
CDEV-118		FA	2013	Childhood Education	BSS	
CDEV-119		FA	2013	Childhood Education	BSS	
CDEV-129		FA	2013	Childhood Education	BSS	
CDEV-131		FA	2013	Childhood Education	BSS	
BUS-16	1-3	FA	2013	Business	Business	
BUS-27	2	FA	2013	Business	Business	
BUS-2A	2	FA	2013	Accounting	Business	
BUS-3	7-10	FA	2013	Accounting	Business	
BUS-92 (course not offered)	1-2	FA	2013	Business	Business	
CIS-13	7	FA	2013	CIS	Business	
CIS-134	1	FA	2013	CIS	Business	
CIS-141	4-5	FA	2013	CIS	Business	
CIS-142	4-5	FA	2013	CIS	Business	
CIS-143	6-7	FA	2013	CIS	Business	
CIS-27	8-14	FA	2013	CIS	Business	
CIS-40	6-9	FA	2013	CIS	Business	
LAW-12	1-2	FA	2013	Law / Paralegal	Business	
LAW-5	1-4	FA	2013	Law / Paralegal	Business	
RE-16	1	FA	2013	Real Estate	Business	
RE-31	1-2	FA	2013	Real Estate	Business	
ART-1		FA	2013	Art	Fine Arts	
ART-109		FA	2013	Art	Fine Arts	
ART-12ab		FA	2013	Art	Fine Arts	
ART-141abcd		FA	2013	Art	Fine Arts	
ART-142abcd		FA	2013	Art	Fine Arts	
ART-143abcd		FA	2013	Art	Fine Arts	
ART-17ab		FA	2013	Art	Fine Arts	
ART-18abcd		FA	2013	Art	Fine Arts	
ART-2		FA	2013	Art	Fine Arts	
ART-34ab		FA	2013	Art	Fine Arts	
ART-53ab		FA	2013	Art	Fine Arts	
ART-54abcd		FA	2013	Art	Fine Arts	
ART-5A		FA	2013	Art	Fine Arts	

FILM-24		FA	2013	Film/Video	Fine Arts	
FILM-32ab		FA	2013	Film/Video	Fine Arts	
FILM-36ab		FA	2013	Film/Video	Fine Arts	
FILM-4		FA	2013	Film/Video	Fine Arts	
FILM-54abc		FA	2013	Film/Video	Fine Arts	
MUSI-30ab		FA	2013	Music	Fine Arts	
MUSI-61abcd		FA	2013	Music	Fine Arts	
MUSI-62abcd		FA	2013	Music	Fine Arts	
MUSI-63abcd		FA	2013	Music	Fine Arts	
MUSI-64abcd		FA	2013	Music	Fine Arts	
MUSI-65abcd		FA	2013	Music	Fine Arts	
MUSI-67abcd		FA	2013	Music	Fine Arts	
MUSI-68abcd		FA	2013	Music	Fine Arts	
MUSI-69abcd		FA	2013	Music	Fine Arts	
MUSI-70abcd		FA	2013	Music	Fine Arts	
MUSI-71abcd		FA	2013	Music	Fine Arts	
MUSI-72abcd		FA	2013	Music	Fine Arts	
MUSI-76abcd		FA	2013	Music	Fine Arts	
MUSI-79abcd		FA	2013	Music	Fine Arts	
PHOT-1		FA	2013	Photography	Fine Arts	
PHOT-2		FA	2013	Photography	Fine Arts	
PHOT-3		FA	2013	Photography	Fine Arts	
PHOT-4		FA	2013	Photography	Fine Arts	
PE-407		FA	2013	Adapted PE	HSA	Serr
PE-110		FA	2013	Athletics	HSA	Pattison
PE-121	Batting	FA	2013	Athletics	HSA	Martinez
PE-46	Driving	FA	2013	Athletics	HSA	Komai
PE-66		FA	2013	Athletics	HSA	VanKanegan
PE-85		FA	2013	Athletics	HSA	Stanbury
PE-6 (off season)	Batting	FA	2013	Athletics	HSA	Fernley
PE-7	Batting	FA	2013	Fitness/Wellness	HSA	Fernley
PE-1	Lifting T.	FA	2013	Fitness/Wellness	HSA	Pattison
PE-241	CV cond	FA	2013	Fitness/Wellness	HSA	Wyatt
PE-272		FA	2013	Kinesiology Theory	HSA	Staff
PE-260		FA	2013	Kinesiology Theory	HSA	Fernley
RTEC-233		FA	2013	Radiologic Technology	HSA	
RTEC-244		FA	2013	Radiologic Technology	HSA	
SLAN-15	1	FA	2013	Sign Language/ Interpreter Training	HSA	
SLAN-16	1	FA	2013	Sign Language/ Interpreter Training	HSA	
SLAN-17A	1	FA	2013	Sign Language/	HSA	

				Interpreter Training		
SLAN-214		FA	2013	Sign Language/ Interpreter Training	HSA	
EDEV-9ab		FA	2013	Special Resource Center	HSA	
EDEV-11abcd		FA	2013	Special Resource Center	HSA	
EDEV-41abcd		FA	2013	Special Resource Center	HSA	
EDEV-8ab		FA	2013	Special Resource Center	HSA	
EDEV-9ab		FA	2013	Special Resource Center	HSA	
N155		FA	2013	Nursing	HSA	
N48		FA	2013	Nursing	HSA	
N149		FA	2013	Nursing	HSA	
ENGL-1B		FA	2013	English	Humanities	
ENGL-1C		FA	2013	English	Humanities	
AJ-131		FA	2013	Administration of Justice	I & T	
AJ-190		FA	2013	Administration of Justice	I & T	
AJ-115		FA	2013	Administration of Justice	I & T	
AJ 67		FA	2013	Administration of Justice	I & T	
ACR-5		FA	2013	Air Conditioning and Refrigeration	I & T	
CADD-32abcd		FA	2013	Computer Aided Design/Drafting	I & T	
CADD-33abcd		FA	2013	Computer Aided Design/Drafting	I & T	
COSM-11		FA	2013	Cosmetology	I & T	
COSM-14abcd		FA	2013	Cosmetology	I & T	FA 2014
ASTR-20		FA	2013	Astronomy	Natural Sciences	
CHEM-1A		FA	2013	Chemistry	Natural Sciences	
CHEM-1B		FA	2013	Chemistry	Natural Sciences	
CHEM-20		FA	2013	Chemistry	Natural Sciences	
CHEM-21A		FA	2013	Chemistry	Natural Sciences	
CHEM-21B		FA	2013	Chemistry	Natural Sciences	
CHEM-4		FA	2013	Chemistry	Natural Sciences	
CHEM-7A		FA	2013	Chemistry	Natural Sciences	
CHEM-7B		FA	2013	Chemistry	Natural Sciences	
HORT-54		FA	2013	Horticulture	Natural Sciences	

HORT-55		FA	2013	Horticulture	Natural Sciences	
HORT-60		FA	2013	Horticulture	Natural Sciences	
CDEV-119		FA	2014	Childhood Education	BSS	
CDEV-150		FA	2014	Childhood Education	BSS	
CDEV-160		FA	2014	Childhood Education	BSS	
CDEV-163		FA	2014	Childhood Education	BSS	
CDEV-166		FA	2014	Childhood Education	BSS	
BUS-19	9-26	FA	2014	Business	Business	
BUS-1A	2	FA	2014	Accounting	Business	
BUS-29	2	FA	2014	Business	Business	
BUS-2A	3	FA	2014	Accounting	Business	
CIS-13	9-10	FA	2014	Computer Information Systems	Business	
CIS-141	6	FA	2014	Computer Information Systems	Business	
CIS-142	6	FA	2014	Computer Information Systems	Business	
CIS-143	8-9	FA	2014	Computer Information Systems	Business	
LAW-14	1-2	FA	2014	Law / Paralegal	Business	
LAW-17	1-2	FA	2014	Law / Paralegal	Business	
RE-25 (inactivated)	1-2	FA	2014	Real Estate	Business	
ART-108		FA	2014	Art	Fine Arts	
ART-146abcd		FA	2014	Art	Fine Arts	
ART-147abcd		FA	2014	Art	Fine Arts	
ART-150		FA	2014	Art	Fine Arts	
ART-151ab		FA	2014	Art	Fine Arts	
ART-3		FA	2014	Art	Fine Arts	
ART-37ab		FA	2014	Art	Fine Arts	
ART-38abcd		FA	2014	Art	Fine Arts	
ART-73ab		FA	2014	Art	Fine Arts	
ART-74abcd		FA	2014	Art	Fine Arts	
ART-81ab		FA	2014	Art	Fine Arts	
ART-82abcd		FA	2014	Art	Fine Arts	
ART-83abcd		FA	2014	Art	Fine Arts	
ART-9		FA	2014	Art	Fine Arts	
FILM-21		FA	2014	Film/Video	Fine Arts	
FILM-28ab		FA	2014	Film/Video	Fine Arts	
FILM-52		FA	2014	Film/Video	Fine Arts	
PHOT-150		FA	2014	Photography	Fine Arts	

PHOT-151		FA	2014	Photography	Fine Arts	
PHOT-60		FA	2014	Photography	Fine Arts	
PE-409		FA	2014	Adapted Physical Education	HSA	Staff
PE-116		FA	2014	Athletics	HSA	VanKanegan
PE-133		FA	2014	Athletics	HSA	Baquero
PE-15		FA	2014	Athletics	HSA	Uphoff
PE-35		FA	2014	Athletics	HSA	Engle
PE-60		FA	2014	Athletics	HSA	Britton
PE-70		FA	2014	Athletics	HSA	Britton
PE-81		FA	2014	Athletics	HSA	Blount
PE-3		FA	2014	Fitness/Wellness	HSA	Zartman
PE-54		FA	2014	Fitness/Wellness	HSA	Blount
PE-280		FA	2014	Kinesiology Theory	HSA	Fernley
RTEC-328		FA	2014	Radiologic Technology	HSA	
SLAN-19		FA	2014	Sign Language/ Interpreter Training	HSA	
SLAN-214		FA	2014	Sign Language/ Interpreter Training	HSA	
EDEV-22		FA	2014	Special Resource Center	HSA	
EDEV-41abcd		FA	2014	Special Resource Center	HSA	
N154		FA	2014	Nursing	HSA	
AS-40ab		FA	2014	Academic Strategies	Humanities	
AS-50		FA	2014	Academic Strategies	Humanities	
CHIN-1		FA	2014	Chinese	Humanities	
ENGL-4		FA	2014	English	Humanities	
ENGL-B		FA	2014	English	Humanities	
FREN-1		FA	2014	French	Humanities	
FREN-3		FA	2014	French	Humanities	
GERM-1		FA	2014	German	Humanities	
ITAL-1		FA	2014	Italian	Humanities	
JAPA-1		FA	2014	Japanese	Humanities	
JAPA-3		FA	2014	Japanese	Humanities	
JOUR-3ab		FA	2014	Journalism	Humanities	
JOUR-9abcd		FA	2014	Journalism	Humanities	
SPAN-1		FA	2014	Spanish	Humanities	
SPAN-3		FA	2014	Spanish	Humanities	
AJ-133		FA	2014	Administration of Justice	I & T	
ACR-22		FA	2014	Air Conditioning and Refrigeration	I & T	
ACR-32		FA	2014	Air Conditioning and Refrigeration	I & T	

CADD-45		FA	2014	Computer Aided Design/Drafting	I & T	
COSM-4		FA	2014	Cosmetology	I & T	
COSM-10		FA	2014	Cosmetology	I & T	
COSM-3		FA	2014	Cosmetology	I & T	
FASH-31		FA	2014	Fashion	I & T	
FASH-41		FA	2014	Fashion	I & T	
ASTR-20		FA	2014	Astronomy	Natural Sciences	
BIOL-12		FA	2014	Biology	Natural Sciences	
CHEM-1A		FA	2014	Chemistry	Natural Sciences	
CHEM-1B		FA	2014	Chemistry	Natural Sciences	
CHEM-20		FA	2014	Chemistry	Natural Sciences	
CHEM-21A		FA	2014	Chemistry	Natural Sciences	
CHEM-21B		FA	2014	Chemistry	Natural Sciences	
CHEM-4		FA	2014	Chemistry	Natural Sciences	
CHEM-7A		FA	2014	Chemistry	Natural Sciences	
CHEM-7B		FA	2014	Chemistry	Natural Sciences	
N153		FA	2015	Nursing	HSA	
N156		FA	2015	Nursing	HSA	
N250		FA	2015	Nursing	HSA	
AS-100		FA	2015	Academic Strategies	Humanities	
ENGL- 10		FA	2015	English	Humanities	
ENGL-18		FA	2015	English	Humanities	
ENGL-22		FA	2015	English	Humanities	
ENGL-23		FA	2015	English	Humanities	
ENGL-28		FA	2015	English	Humanities	
ENGL-29		FA	2015	English	Humanities	
ENGL-31		FA	2015	English	Humanities	
ENGL-32		FA	2015	English	Humanities	
ENGL-33		FA	2015	English	Humanities	
ENGL-34		FA	2015	English	Humanities	
ENGL-35		FA	2015	English	Humanities	
ENGL-40A		FA	2015	English	Humanities	
ENGL-41B		FA	2015	English	Humanities	

ENGL-43		FA	2015	English	Humanities	
ENGL-46		FA	2015	English	Humanities	
ENGL-47		FA	2015	English	Humanities	
ENGL-48		FA	2015	English	Humanities	
ENGL-50		FA	2015	English	Humanities	
ESL-51C		FA	2015	English as a Second Language	Humanities	
MATH-12	4	FA	2011	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	3	FA	2011	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	4	FA	2011	Basic Skills Mathematics	Mathematical Sciences	
MATH-110	1	FA	2011	Future Teachers	Mathematical Sciences	
MATH-110	2	FA	2011	Future Teachers	Mathematical Sciences	
MATH-110	3	FA	2011	Future Teachers	Mathematical Sciences	
MATH-120	2	FA	2011	Mathematics for General Education	Mathematical Sciences	
MATH-130	2	FA	2011	Mathematics for General Education	Mathematical Sciences	
MATH-150	2	FA	2011	Mathematics for General Education	Mathematical Sciences	
MATH-160	2	FA	2011	Mathematics for General Education	Mathematical Sciences	
MATH-161	2	FA	2011	Mathematics for General Education	Mathematical Sciences	
MATH-170	2	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-180	4	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-180	6	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-190	1	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-191	4	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-220	1	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-270	3	FA	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-40	2	FA	2011	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-60	2	FA	2011	Pre-Transfer	Mathematical	

					Mathematics	Sciences	
CSCI-1	2	FA	2011	Computer Science	Mathematical Sciences	
CSCI-2	2	FA	2011	Computer Science	Mathematical Sciences	
CSCI-3	1	FA	2011	Computer Science	Mathematical Sciences	
Engineering-1	2	FA	2011	Pre-Engineering	Mathematical Sciences	
MATH-12	2	FA	2012	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	2	FA	2012	Basic Skills Mathematics	Mathematical Sciences	
MATH-110	1	FA	2012	Future Teachers	Mathematical Sciences	
MATH-110	2	FA	2012	Future Teachers	Mathematical Sciences	
MATH-110	3	FA	2012	Future Teachers	Mathematical Sciences	
MATH-120	4	FA	2012	Mathematics for General Education	Mathematical Sciences	
MATH-130	4	FA	2012	Mathematics for General Education	Mathematical Sciences	
MATH-140	4	FA	2012	Mathematics for General Education	Mathematical Sciences	
MATH-150	4	FA	2012	Mathematics for General Education	Mathematical Sciences	
MATH-160	4	FA	2012	Mathematics for General Education	Mathematical Sciences	
MATH-161	4	FA	2012	Mathematics for General Education	Mathematical Sciences	
MATH-170	6	FA	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-180	2	FA	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-190	4	FA	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-191	2	FA	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-220	5	FA	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-270	4	FA	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-73	2	FA	2012	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-73	4	FA	2012	Pre-Transfer Mathematics	Mathematical Sciences	

MATH-80	2	FA	2012	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-80	4	FA	2012	Pre-Transfer Mathematics	Mathematical Sciences	
CSCI-1	4	FA	2012	Computer Science	Mathematical Sciences	
CSCI-2	4	FA	2012	Computer Science	Mathematical Sciences	
CSCI-3	2	FA	2012	Computer Science	Mathematical Sciences	
Engineering-1	2	FA	2012	Pre-Engineering	Mathematical Sciences	
MATH-12	1	FA	2013	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	1	FA	2013	Basic Skills Mathematics	Mathematical Sciences	
MATH-110	1	FA	2013	Future Teachers	Mathematical Sciences	
MATH-110	2	FA	2013	Future Teachers	Mathematical Sciences	
MATH-110	3	FA	2013	Future Teachers	Mathematical Sciences	
MATH-120	2	FA	2013	Mathematics for General Education	Mathematical Sciences	
MATH-130	2	FA	2013	Mathematics for General Education	Mathematical Sciences	
MATH-140	2	FA	2013	Mathematics for General Education	Mathematical Sciences	
MATH-150	2	FA	2013	Mathematics for General Education	Mathematical Sciences	
MATH-160	2	FA	2013	Mathematics for General Education	Mathematical Sciences	
MATH-161	2	FA	2013	Mathematics for General Education	Mathematical Sciences	
MATH-180	5	FA	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-33	2	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-33	4	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-43	2	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-43	4	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-33	1	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-40	1	FA	2013	Pre-Transfer	Mathematical	

				Mathematics	Sciences	
MATH-43	1	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-60	1	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-73	1	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-80	1	FA	2013	Pre-Transfer Mathematics	Mathematical Sciences	
Engineering-1	2	FA	2013			
MATH-12	2	FA	2014	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	2	FA	2014	Basic Skills Mathematics	Mathematical Sciences	
MATH-110	1	FA	2014	Future Teachers	Mathematical Sciences	
MATH-110	2	FA	2014	Future Teachers	Mathematical Sciences	
MATH-110	3	FA	2014	Future Teachers	Mathematical Sciences	
MATH-120	4	FA	2014	Mathematics for General Education	Mathematical Sciences	
MATH-130	4	FA	2014	Mathematics for General Education	Mathematical Sciences	
MATH-140	4	FA	2014	Mathematics for General Education	Mathematical Sciences	
MATH-150	4	FA	2014	Mathematics for General Education	Mathematical Sciences	
MATH-160	4	FA	2014	Mathematics for General Education	Mathematical Sciences	
MATH-161	4	FA	2014	Mathematics for General Education	Mathematical Sciences	
FASH-35		FA 2015	2010	Fashion	I & T	?
ANTH-7		Fall	2011	Anthropology	BSS	
CDEV-103		Fall	2011	Childhood Education	BSS	
CDEV-112		Fall	2011	Childhood Education	BSS	
CDEV-116		Fall	2011	Childhood Education	BSS	
CDEV-150		Fall	2011	Childhood Education	BSS	
CDEV-152		Fall	2011	Childhood Education	BSS	
ANTH-10		Fall	2012	Anthropology	BSS	
ANTH-11		Fall	2012	Anthropology	BSS	
ANTH-20A		Fall	2012	Anthropology	BSS	
ANTH-3		Fall	2012	Anthropology	BSS	
ANTH-9		Fall	2012	Anthropology	BSS	
PE-20		Fall	2012	Athletics	HSA	Lofgren

ANTH-7		Fall	2014	Anthropology	BSS	
BUS-100 (course not offered)	na	na	na	Business	Business	
BUS-49 abcd (course not offered)	na	na	na	Business	Business	
BUS-50 (course not offered)	na	na	na	Business	Business	
BUS-52A (course not offered)	na	na	na	Business	Business	
BUS-52B (course not offered)	na	na	na	Business	Business	
BUS-54 (course not offered)	na	na	na	Business	Business	
BUS-55 (course not offered)	na	na	na	Business	Business	
BUS-56abcd (course not offered)	na	na	na	Business	Business	
BUS-57abcd (course not offered)	na	na	na	Business	Business	
BUS-60A (course not offered)	na	na	na	Business	Business	
BUS-60B (course not offered)	na	na	na	Business	Business	
BUS-60C (course not offered)	na	na	na	Business	Business	
BUS-95abcd (course not offered)	na	na	na	Business	Business	
BUS-96abcd (course not offered)	na	na	na	Business	Business	
CIS-50 (course not offered)	na	na	na	Computer Information Systems	Business	
CIS-95/96abcd (course not offered)	na	na	na	Computer Information Systems	Business	
CIS-99abc (course not offered)	na	na	na	Computer Information Systems	Business	
LAW-95abcd (course not offered)	na	na	na	Law / Paralegal	Business	
SUPV-27 (course not offered)	na	na	na	Business	Business	

FASH-16ab		not offered	2010	Fashion	I & T	
CDEV-154		not offered	2011	Childhood Education	BSS	
CDEV-105		not offered	2012	Childhood Education	BSS	
CDEV-111		not offered	2012	Childhood Education	BSS	
CDEV-137abcd		not offered	2012	Childhood Education	BSS	
CDEV-138abcd		not offered	2012	Childhood Education	BSS	
CDEV-163		not offered	2012	Childhood Education	BSS	
CDEV-139abcd		not offered	2013	Childhood Education	BSS	
CDEV-154		not offered	2013	Childhood Education	BSS	
FASH-36		not offered	2013	Fashion	I & T	
CDEV-105		not offered	2014	Childhood Education	BSS	
CDEV-111		not offered	2014	Childhood Education	BSS	
CDEV-140abcd		not offered	2014	Childhood Education	BSS	
COMS-1		SP	2010	Communication Studies	Fine Arts	
COMS-3		SP	2010	Communication Studies	Fine Arts	
DANC-10abcd		SP	2010	Dance	Fine Arts	
DANC-12abcd		SP	2010	Dance	Fine Arts	
DANC-14abcd		SP	2010	Dance	Fine Arts	
DANC-18abcd		SP	2010	Dance	Fine Arts	
DANC-5		SP	2010	Dance	Fine Arts	
DANC-51ab		SP	2010	Dance	Fine Arts	
DANC-52ab		SP	2010	Dance	Fine Arts	
DANC-53ab		SP	2010	Dance	Fine Arts	
DANC-54abcd		SP	2010	Dance	Fine Arts	
DANC-61ab		SP	2010	Dance	Fine Arts	
DANC-62abcd		SP	2010	Dance	Fine Arts	
THEA-14A		SP	2010	Theatre	Fine Arts	
THEA-15abcd		SP	2010	Theatre	Fine Arts	
THEA-190ab		SP	2010	Theatre	Fine Arts	
THEA-191ab		SP	2010	Theatre	Fine Arts	
THEA-8		SP	2010	Theatre	Fine Arts	

ANTH-4		SP	2011	Anthropology	BSS	
ANTH-5		SP	2011	Anthropology	BSS	
ANTH-6		SP	2011	Anthropology	BSS	
CDEV-104		SP	2011	Childhood Education	BSS	
CDEV-107		SP	2011	Childhood Education	BSS	
CDEV-108		SP	2011	Childhood Education	BSS	
ECON-1		SP	2011	Economics	BSS	
BUS-11	1	SP	2011	Business	Business	
BUS-14	1	SP	2011	Business	Business	
BUS-17	1	SP	2011	Business	Business	
BUS-1A	1	SP	2011	Accounting	Business	
BUS-1B	1	SP	2011	Accounting	Business	
BUS-22	1	SP	2011	Business	Business	
BUS-24	1	SP	2011	Business	Business	
BUS-25	1	SP	2011	Business	Business	
BUS-27	1	SP	2011	Business	Business	
BUS-28	1	SP	2011	Business	Business	
BUS-29	1	SP	2011	Business	Business	
BUS-2B	1	SP	2011	Accounting	Business	
BUS-41	1	SP	2011	Business	Business	
CIS-13	3	SP	2011	CIS	Business	
CIS-133	1	SP	2011	CIS	Business	
CIS-140	1	SP	2011	CIS	Business	
CIS-18	1	SP	2011	CIS	Business	
CIS-20	1	SP	2011	CIS	Business	
CIS-26	1-8	SP	2011	CIS	Business	
CIS-28	1-11	SP	2011	CIS	Business	
CIS-3	1	SP	2011	CIS	Business	
CIS-30	1	SP	2011	CIS	Business	
LAW-18	1	SP	2011	Law / Paralegal	Business	
LAW-20	1	SP	2011	Law / Paralegal	Business	
LAW-4	1	SP	2011	Law / Paralegal	Business	
LAW-6	1	SP	2011	Law / Paralegal	Business	
PARA-1	1	SP	2011	Law / Paralegal	Business	
RE-12A	1	SP	2011	Real Estate	Business	
RE-13	1	SP	2011	Real Estate	Business	
RE-40	1	SP	2011	Real Estate	Business	
ART-17ab		SP	2011	Art	Fine Arts	
ART-18abcd		SP	2011	Art	Fine Arts	
ART-31abcd		SP	2011	Art	Fine Arts	
COMS-23		SP	2011	Communication Studies	Fine Arts	

COMS-9		SP	2011	Communication Studies	Fine Arts	
DANC-20abcd		SP	2011	Dance	Fine Arts	
DANC-21abcd		SP	2011	Dance	Fine Arts	
DANC-22ab		SP	2011	Dance	Fine Arts	
DANC-23abcd		SP	2011	Dance	Fine Arts	
DANC-25abcd		SP	2011	Dance	Fine Arts	
DANC-26abcd		SP	2011	Dance	Fine Arts	
DANC-32ab		SP	2011	Dance	Fine Arts	
DANC-33abcd		SP	2011	Dance	Fine Arts	
DANC-35abcd		SP	2011	Dance	Fine Arts	
PHOT-1		SP	2011	Photography	Fine Arts	
PHOT-4		SP	2011	Photography	Fine Arts	
PHOT-51		SP	2011	Photography	Fine Arts	
THEA-195		SP	2011	Theatre	Fine Arts	
THEA-40A		SP	2011	Theatre	Fine Arts	
PE-57		SP	2011	Athletics	HSA	Stanbury
PE-106		SP	2011	Athletics	HSA	Shaw
PE-234		SP	2011	Athletics	HSA	Galias
PE-45	Etiquette	SP	2011	Athletics	HSA	Komai
PE-253		SP	2011	Fitness/Wellness	HSA	Feather
CH-1	CV Disea	SP	2011	Kinesiology Theory	HSA	Hicks
RECR-217		SP	2011	Recreation	HSA	Bacon
RECR-307		SP	2011	Recreation	HSA	Bacon
RTEC-124		SP	2011	Radiologic Technology	HSA	
RTEC-91		SP	2011	Radiologic Technology	HSA	
MATH-12	2	SP	2011	Basic Skills Mathematics	Mathematical Sciences	
MATH-115	1	SP	2011	Future Teachers	Mathematical Sciences	
MATH-115	2	SP	2011	Future Teachers	Mathematical Sciences	
MATH-115	3	SP	2011	Future Teachers	Mathematical Sciences	
MATH-115	4	SP	2011	Future Teachers	Mathematical Sciences	
MATH-116	1	SP	2011	Future Teachers	Mathematical Sciences	
MATH-116	2	SP	2011	Future Teachers	Mathematical Sciences	
MATH-116	3	SP	2011	Future Teachers	Mathematical Sciences	
MATH-116	4	SP	2011	Future Teachers	Mathematical Sciences	

MATH-120	1	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-130	4	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-140	4	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-150	2	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-150	3	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-160	4	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-161	2	SP	2011	Mathematics for General Education	Mathematical Sciences	
MATH-170	1	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-180	3	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-190	3	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-191	1	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-210	2	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-210	4	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-220	2	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-220	4	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-270	5	SP	2011	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-40	5	SP	2011	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-60	4	SP	2011	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-73	3	SP	2011	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-80	3	SP	2011	Pre-Transfer Mathematics	Mathematical Sciences	
CSCI-1	1	SP	2011			
CSCI-2	1	SP	2011			
CSCI-30	1	SP	2011			
CSCI-40	1	SP	2011			
ASTR-25		SP	2011	Astronomy	Natural Sciences	

GEOG-1		SP	2011	Geography	Natural Sciences	
GEOG-2		SP	2011	Geography	Natural Sciences	
GEOG-20abcd		SP	2011	Geography	Natural Sciences	
GEOG-5		SP	2011	Geography	Natural Sciences	
GEOG-6		SP	2011	Geography	Natural Sciences	
GEOG-7		SP	2011	Geography	Natural Sciences	
GEOG-8		SP	2011	Geography	Natural Sciences	
GEOL-15		SP	2011	Geography	Natural Sciences	
GEOL-30		SP	2011	Geography	Natural Sciences	
GEOL-32		SP	2011	Geography	Natural Sciences	
GEOL-34		SP	2011	Geography	Natural Sciences	
GEOL-36		SP	2011	Geography	Natural Sciences	
HORT-46		SP	2011	Horticulture	Natural Sciences	
HORT-56		SP	2011	Horticulture	Natural Sciences	
OCEA-10		SP	2011	Oceanography	Natural Sciences	
PHYS-1A		SP	2011	Physics	Natural Sciences	
PHYS-1B		SP	2011	Physics	Natural Sciences	
PHYS-1C		SP	2011	Physics	Natural Sciences	
PHYS-1D		SP	2011	Physics	Natural Sciences	
PHYS-2A		SP	2011	Physics	Natural Sciences	
PHYS-2B		SP	2011	Physics	Natural Sciences	
PHYS-3A		SP	2011	Physics	Natural Sciences	
PHYS-3B		SP	2011	Physics	Natural Sciences	
PHYS-12		SP	2011	Physics	Natural	

					Sciences	
CDEV-125		SP	2012	Childhood Education	BSS	
CDEV-126		SP	2012	Childhood Education	BSS	
CDEV-129		SP	2012	Childhood Education	BSS	
CDEV-130		SP	2012	Childhood Education	BSS	
ECON-2		SP	2012	Economics	BSS	
BUS-20	2	SP	2012	Business	Business	
BUS-2B	2	SP	2012	Accounting	Business	
CIS-13	5	SP	2012	Computer Information Systems	Business	
CIS-140	3-4	SP	2012	Computer Information Systems	Business	
CIS-142	1-2	SP	2012	Computer Information Systems	Business	
CIS-16	1-3	SP	2012	Computer Information Systems	Business	
CIS-18	2-3	SP	2012	Computer Information Systems	Business	
LAW-19	1-2	SP	2012	Law / Paralegal	Business	
RE-13	2-3	SP	2012	Real Estate	Business	
RE-14B (course not offered)	1	SP	2012	Real Estate	Business	
MUSI-1		SP	2012	Music	Fine Arts	
MUSI-11		SP	2012	Music	Fine Arts	
MUSI-12		SP	2012	Music	Fine Arts	
MUSI-15A		SP	2012	Music	Fine Arts	
MUSI-15B		SP	2012	Music	Fine Arts	
MUSI-18ab		SP	2012	Music	Fine Arts	
MUSI-19abcd		SP	2012	Music	Fine Arts	
MUSI-2A		SP	2012	Music	Fine Arts	
MUSI-2B		SP	2012	Music	Fine Arts	
MUSI-3		SP	2012	Music	Fine Arts	
MUSI-3A		SP	2012	Music	Fine Arts	
MUSI-3B		SP	2012	Music	Fine Arts	
MUSI-3C		SP	2012	Music	Fine Arts	
MUSI-40abcd		SP	2012	Music	Fine Arts	
MUSI-41abcd		SP	2012	Music	Fine Arts	
PE-201		SP	2012	Adapted PE	HSA	Serr
PE-132		SP	2012	Athletics	HSA	Baquero
PE-130		SP	2012	Athletics	HSA	Lofgren
PE-16		SP	2012	Athletics	HSA	Fennison
PE-5 (in season)		SP	2012	Athletics	HSA	Fernley
PE-65		SP	2012	Athletics	HSA	VanKanegan

PE-75		SP	2012	Athletics	HSA	Lofgren
PE- 121 (off season)	Fielding	SP	2012	Athletics	HSA	Martinez
PE-57		SP	2012	Athletics	HSA	Stanbury
PE-132		SP	2012	Athletics	HSA	Baquero
PE-243		SP	2012	Fitness/Wellness	HSA	Delziet
RTEC-255		SP	2012	Radiologic Technology	HSA	
SLAN-101		SP	2012	Sign Language/ Interpreter Training	HSA	
SLAN-15	2	SP	2012	Sign Language/ Interpreter Training	HSA	
SLAN-16	2	SP	2012	Sign Language/ Interpreter Training	HSA	
SLAN-17A	2	SP	2012	Sign Language/ Interpreter Training	HSA	
SLAN-17B	2	SP	2012	Sign Language/ Interpreter Training	HSA	
SLAN-101		SP	2012	Sign Language/ Interpreter Training	HSA	
EDEV-29		SP	2012	Special Resource Center	HSA	
EDEV-40		SP	2012	Special Resource Center	HSA	
N152		SP	2012	Nursing	HSA	
N253		SP	2012	Nursing	HSA	
N254		SP	2012	Nursing	HSA	
N101		SP	2012	Nursing	HSA	
N118		SP	2012	Nursing	HSA	
MATH-12	3	SP	2012	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	2	SP	2012	Basic Skills Mathematics	Mathematical Sciences	
MATH-115	1	SP	2012	Future Teachers	Mathematical Sciences	
MATH-115	2	SP	2012	Future Teachers	Mathematical Sciences	
MATH-115	3	SP	2012	Future Teachers	Mathematical Sciences	
MATH-115	4	SP	2012	Future Teachers	Mathematical Sciences	
MATH-116	1	SP	2012	Future Teachers	Mathematical Sciences	
MATH-116	2	SP	2012	Future Teachers	Mathematical Sciences	
MATH-116	3	SP	2012	Future Teachers	Mathematical Sciences	
MATH-116	4	SP	2012	Future Teachers	Mathematical	

					Sciences	
MATH-120	3	SP	2012	Mathematics for General Education	Mathematical Sciences	
MATH-130	3	SP	2012	Mathematics for General Education	Mathematical Sciences	
MATH-140	3	SP	2012	Mathematics for General Education	Mathematical Sciences	
MATH-150	3	SP	2012	Mathematics for General Education	Mathematical Sciences	
MATH-160	3	SP	2012	Mathematics for General Education	Mathematical Sciences	
MATH-161	3	SP	2012	Mathematics for General Education	Mathematical Sciences	
MATH-170	5	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-180	1	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-190	2	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-191	5	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-210	3	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-220	3	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-270	1	SP	2012	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-40	4	SP	2012	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-60	4	SP	2012	Pre-Transfer Mathematics	Mathematical Sciences	
CSCI-1	3	SP	2012	Computer Science	Mathematical Sciences	
CSCI-2	3	SP	2012	Computer Science	Mathematical Sciences	
CSCI-40	2	SP	2012	Computer Science	Mathematical Sciences	
Engineering-1	1	SP	2012	Pre-Engineering	Mathematical Sciences	
Engineering-9	1	SP	2012	Pre-Engineering	Mathematical Sciences	
ANAT-30		SP	2012	Anatomy	Natural Sciences	
ANAT-32		SP	2012	Anatomy	Natural Sciences	
APHY-34A		SP	2012	Anatomy and Physiology	Natural Sciences	

APHY-34B		SP	2012	Anatomy and Physiology	Natural Sciences	
PHYO-31		SP	2012	Physiology	Natural Sciences	
MICR-33		SP	2012	Microbiology	Natural Sciences	
ASTR-25		SP	2012	Astronomy	Natural Sciences	
ASTR-13		SP	2012	Astronomy	Natural Sciences	
BIOL-10		SP	2012	Biology	Natural Sciences	
BIOL-11		SP	2012	Biology	Natural Sciences	
BIOL-8		SP	2012	Biology	Natural Sciences	
BIOL-101		SP	2012	Biology	Natural Sciences	
BIOL-102		SP	2012	Biology	Natural Sciences	
BIOL-104		SP	2012	Biology	Natural Sciences	
BIOL-16		SP	2012	Biology	Natural Sciences	
BIOL-16		SP	2012	Biology	Natural Sciences	
BIOL-18		SP	2012	Biology	Natural Sciences	
BTEC-1		SP	2012	Biotechnology	Natural Sciences	
BTEC-2		SP	2012	Biotechnology	Natural Sciences	
GEOG-1		SP	2012	Geography	Natural Sciences	
GEOG-2		SP	2012	Geography	Natural Sciences	
GEOG-20abcd		SP	2012	Geography	Natural Sciences	
GEOG-5		SP	2012	Geography	Natural Sciences	
GEOG-6		SP	2012	Geography	Natural Sciences	
GEOG-7		SP	2012	Geography	Natural Sciences	
GEOG-8		SP	2012	Geography	Natural Sciences	
GEOL-15		SP	2012	Geography	Natural	

					Sciences	
GEOL-30		SP	2012	Geography	Natural Sciences	
GEOL-32		SP	2012	Geography	Natural Sciences	
GEOL-34		SP	2012	Geography	Natural Sciences	
GEOL-36		SP	2012	Geography	Natural Sciences	
OCEA-10		SP	2012	Oceanography	Natural Sciences	
ANTH-1		SP	2013	Anthropology	BSS	
ANTH-2		SP	2013	Anthropology	BSS	
CDEV-108		SP	2013	Childhood Education	BSS	
CDEV-110		SP	2013	Childhood Education	BSS	
CDEV-152		SP	2013	Childhood Education	BSS	
CDEV-169		SP	2013	Childhood Education	BSS	
ECON-5		SP	2013	Economics	BSS	
BUS-14	2	SP	2013	Business	Business	
BUS-15	3-4	SP	2013	Business	Business	
BUS-20	1	SP	2013	Business	Business	
BUS-22	2	SP	2013	Business	Business	
BUS-25 (Program Level SLOS - Revised)	2	SP	2013	Business	Business	
BUS-4 (Program Level SLOS - Revised)	2	SP	2013	Accounting	Business	
BUS-91 (course not offered)	1-2	SP	2013	Business	Business	
BUS-97 (course not offered)	1-3	SP	2013	Business	Business	
CIS-13 (Program Level SLOS - Revised)	6	SP	2013	CIS	Business	
CIS-140	5-6	SP	2013	CIS	Business	
CIS-29 (Program Level SLOS - Revised)	1-7	SP	2013	CIS	Business	
CIS-80	1-6	SP	2013	CIS	Business	
LAW-18	2	SP	2013	Law / Paralegal	Business	
LAW-31	1-4	SP	2013	Law / Paralegal	Business	
RE-19	1-2	SP	2013	Real Estate	Business	
ART-10A		SP	2013	Art	Fine Arts	

ART-11abcd		SP	2013	Art	Fine Arts	
ART-144abcd		SP	2013	Art	Fine Arts	
ART-31abcd		SP	2013	Art	Fine Arts	
ART-39ab		SP	2013	Art	Fine Arts	
ART-4		SP	2013	Art	Fine Arts	
ART-40abcd		SP	2013	Art	Fine Arts	
ART-41ab		SP	2013	Art	Fine Arts	
ART-42abcd		SP	2013	Art	Fine Arts	
ART-52abcd		SP	2013	Art	Fine Arts	
ART-87ab		SP	2013	Art	Fine Arts	
ART-88abcd		SP	2013	Art	Fine Arts	
ART-89abcd		SP	2013	Art	Fine Arts	
FILM-1		SP	2013	Film/Video	Fine Arts	
FILM-20		SP	2013	Film/Video	Fine Arts	
FILM-3		SP	2013	Film/Video	Fine Arts	
MUSI-13		SP	2013	Music	Fine Arts	
MUSI-16		SP	2013	Music	Fine Arts	
MUSI-17		SP	2013	Music	Fine Arts	
MUSI-43abcd		SP	2013	Music	Fine Arts	
MUSI-44abcd		SP	2013	Music	Fine Arts	
MUSI-45abcd		SP	2013	Music	Fine Arts	
MUSI-46abcd		SP	2013	Music	Fine Arts	
MUSI-50		SP	2013	Music	Fine Arts	
MUSI-51abcd		SP	2013	Music	Fine Arts	
MUSI-52abcd		SP	2013	Music	Fine Arts	
MUSI-53abcd		SP	2013	Music	Fine Arts	
MUSI-55abcd		SP	2013	Music	Fine Arts	
MUSI-57abcd		SP	2013	Music	Fine Arts	
MUSI-58abcd		SP	2013	Music	Fine Arts	
PHOT-51		SP	2013	Photography	Fine Arts	
PHOT-54		SP	2013	Photography	Fine Arts	
PHOT-57		SP	2013	Photography	Fine Arts	
PE-404		SP	2013	Adapted PE	HSA	Serr/Lipe
PE-120	Batting	SP	2013	Athletics	HSA	Martinez
PE-86		SP	2013	Athletics	HSA	Stanbury
PE-125		SP	2013	Athletics	HSA	Stanbury
PE-36		SP	2013	Athletics	HSA	Engle
PE-61		SP	2013	Athletics	HSA	Britton
PE-80		SP	2013	Athletics	HSA	Blount
PE45 (in season)	Driving	SP	2013	Athletics	HSA	Komai
PE204	Ovrhead	SP	2013	Fitness/Wellness	HSA	Britton

PE-256	Hatha Y	SP	2013	Fitness/Wellness	HSA	Zartman
PE-274		SP	2013	Kinesiology Theory	HSA	Staff
FAID-1		SP	2013	Kinesiology Theory	HSA	Granger
RTEC-107		SP	2013	Radiologic Technology	HSA	
RTEC-218		SP	2013	Radiologic Technology	HSA	
RTEC-A		SP	2013	Radiologic Technology	HSA	
SLAN-15	4	SP	2013	Sign Language/ Interpreter Training	HSA	
SLAN-16	4	SP	2013	Sign Language/ Interpreter Training	HSA	
SLAN-17A	4	SP	2013	Sign Language/ Interpreter Training	HSA	
SLAN-19		SP	2013	Sign Language/ Interpreter Training	HSA	
EDEV-33ab		SP	2013	Special Resource Center	HSA	
ENGL-1A		SP	2013	English	Humanities	
ENGL-1A		SP	2013	English as a Second Language	Humanities	
ENGL-82	all	SP	2013	Reading	Humanities	
MATH-12	1	SP	2013	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	1	SP	2013	Basic Skills Mathematics	Mathematical Sciences	
MATH-115	1	SP	2013	Future Teachers	Mathematical Sciences	
MATH-115	2	SP	2013	Future Teachers	Mathematical Sciences	
MATH-115	3	SP	2013	Future Teachers	Mathematical Sciences	
MATH-115	4	SP	2013	Future Teachers	Mathematical Sciences	
MATH-116	1	SP	2013	Future Teachers	Mathematical Sciences	
MATH-116	2	SP	2013	Future Teachers	Mathematical Sciences	
MATH-116	3	SP	2013	Future Teachers	Mathematical Sciences	
MATH-116	4	SP	2013	Future Teachers	Mathematical Sciences	
MATH-120	1	SP	2013	Mathematics for General Education	Mathematical Sciences	
MATH-130	1	SP	2013	Mathematics for General Education	Mathematical Sciences	
MATH-140	1	SP	2013	Mathematics for General Education	Mathematical Sciences	
MATH-150	1	SP	2013	Mathematics for General	Mathematical	

				Education	Sciences	
MATH-160	1	SP	2013	Mathematics for General Education	Mathematical Sciences	
MATH-161	1	SP	2013	Mathematics for General Education	Mathematical Sciences	
MATH-170	3	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-180	7	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-190	6	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-191	3	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-210	1	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-220	5	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-270	2	SP	2013	Mathematics for Science & Engineering	Mathematical Sciences	
MATH-33	1	SP	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-40	1	SP	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-43	1	SP	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-60	1	SP	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-73	1	SP	2013	Pre-Transfer Mathematics	Mathematical Sciences	
MATH-80	1	SP	2013	Pre-Transfer Mathematics	Mathematical Sciences	
Engineering-1	1	SP	2013	Pre-Engineering	Mathematical Sciences	
Engineering-9	1	SP	2013	Pre-Engineering	Mathematical Sciences	
BIOL-10		SP	2013	Biology	Natural Sciences	
BIOL-11		SP	2013	Biology	Natural Sciences	
BIOL-8		SP	2013	Biology	Natural Sciences	
BIOL-101		SP	2013	Biology	Natural Sciences	
BIOL-102		SP	2013	Biology	Natural Sciences	
BIOL-103		SP	2013	Biology	Natural Sciences	

BIOL-103		SP	2013	Biology	Natural Sciences	
BIOL-15		SP	2013	Biology	Natural Sciences	
BIOL-17		SP	2013	Biology	Natural Sciences	
BIOL-17		SP	2013	Biology	Natural Sciences	
ANTH-4		SP	2014	Anthropology	BSS	
CDEV-112		SP	2014	Childhood Education	BSS	
CDEV-116		SP	2014	Childhood Education	BSS	
CDEV-117		SP	2014	Childhood Education	BSS	
CDEV-125		SP	2014	Childhood Education	BSS	
CDEV-126		SP	2014	Childhood Education	BSS	
CDEV-130		SP	2014	Childhood Education	BSS	
CDEV-169		SP	2014	Childhood Education	BSS	
BUS-17	2-3	SP	2014	Business	Business	
BUS-28	2	SP	2014	Business	Business	
BUS-4	3	SP	2014	Accounting	Business	
BUS-41	2-3	SP	2014	Business	Business	
BUS-93 (course not offered)	1-2	SP	2014	Business	Business	
BUS-94 (course not offered)	1	SP	2014	Business	Business	
CIS-13	8	SP	2014	Computer Information Systems	Business	
CIS-140	7-8	SP	2014	Computer Information Systems	Business	
LAW-15	1-2	SP	2014	Law / Paralegal	Business	
LAW-16	1-2	SP	2014	Law / Paralegal	Business	
RE-41	1-2	SP	2014	Real Estate	Business	
ART-145abcd		SP	2014	Art	Fine Arts	
ART-195ab		SP	2014	Art	Fine Arts	
ART-19ab		SP	2014	Art	Fine Arts	
ART-20abcd		SP	2014	Art	Fine Arts	
ART-22ab		SP	2014	Art	Fine Arts	
ART-23abcd		SP	2014	Art	Fine Arts	
ART-24ab		SP	2014	Art	Fine Arts	
ART-25abcd		SP	2014	Art	Fine Arts	
ART-29ab		SP	2014	Art	Fine Arts	
ART-43abcd		SP	2014	Art	Fine Arts	
ART-5B		SP	2014	Art	Fine Arts	
ART-6		SP	2014	Art	Fine Arts	

ART-61ab		SP	2014	Art	Fine Arts	
ART-62abcd		SP	2014	Art	Fine Arts	
ART-63abcd		SP	2014	Art	Fine Arts	
ART-75abcd		SP	2014	Art	Fine Arts	
FILM-22		SP	2014	Film/Video	Fine Arts	
FILM-34ab		SP	2014	Film/Video	Fine Arts	
FILM-51		SP	2014	Film/Video	Fine Arts	
FILM-53		SP	2014	Film/Video	Fine Arts	
PHOT-10		SP	2014	Photography	Fine Arts	
PHOT-11		SP	2014	Photography	Fine Arts	
PHOT-23A		SP	2014	Photography	Fine Arts	
PHOT-23B		SP	2014	Photography	Fine Arts	
PE-401		SP	2014	Adapted PE	HSA	Serr/Lipe
PE-5	Batting	SP	2014	Athletics	HSA	Fernley
PE-120 (in season)	Batting	SP	2014	Athletics	HSA	Martinez
PE-111		SP	2014	Athletics	HSA	Pattison
PE-115		SP	2014	Athletics	HSA	VanKanegan
PE-14		SP	2014	Fitness/Wellness	HSA	Yamashita
PE-2		SP	2014	Fitness/Wellness	HSA	Engle/Hicks
PE-220		SP	2014	Fitness/Wellness	HSA	Nakono
PE-246		SP	2014	Fitness/Wellness	HSA	Staff
PE-251		SP	2014	Fitness/Wellness	HSA	Staff
PE-256	Evaluate	SP	2014	Fitness/Wellness	HSA	Zartman
PE-300	Demon.	SP	2014	Fitness/Wellness	HSA	Engle
PE-4		SP	2014	Fitness/Wellness	HSA	Uphoff
PE-74		SP	2014	Fitness/Wellness	HSA	Britton
RTEC-93		SP	2014	Radiologic Technology	HSA	
SLAN-101		SP	2014	Sign Language/ Interpreter Training	HSA	
EDEV-10abcd		SP	2014	Special Resource Center	HSA	
EDEV-21		SP	2014	Special Resource Center	HSA	
EDEV-31abcd		SP	2014	Special Resource Center	HSA	
AS-22ab		SP	2014	Academic Strategies	Humanities	
AS-25ab		SP	2014	Academic Strategies	Humanities	
HUM-1		SP	2014	Humanities	Humanities	
ENGL-A		SP	2014	English	Humanities	
ENGL-AX		SP	2014	English as a Second Language	Humanities	
ESL-53A		SP	2014	English as a Second Language	Humanities	
ESL-53B		SP	2014	English as a Second	Humanities	

				Language		
JOUR-1		SP	2014	Journalism	Humanities	
JOUR-12		SP	2014	Journalism	Humanities	
ENGL-7	all	SP	2014	Reading	Humanities	
ENGL-84	all	SP	2014	Reading	Humanities	
MATH-12	2	SP	2014	Basic Skills Mathematics	Mathematical Sciences	
MATH-23	2	SP	2014	Basic Skills Mathematics	Mathematical Sciences	
MATH-115	1	SP	2014	Future Teachers	Mathematical Sciences	
MATH-115	2	SP	2014	Future Teachers	Mathematical Sciences	
MATH-115	3	SP	2014	Future Teachers	Mathematical Sciences	
MATH-115	4	SP	2014	Future Teachers	Mathematical Sciences	
MATH-116	1	SP	2014	Future Teachers	Mathematical Sciences	
MATH-116	2	SP	2014	Future Teachers	Mathematical Sciences	
MATH-116	3	SP	2014	Future Teachers	Mathematical Sciences	
MATH-116	4	SP	2014	Future Teachers	Mathematical Sciences	
MATH-120	3	SP	2014	Mathematics for General Education	Mathematical Sciences	
MATH-130	3	SP	2014	Mathematics for General Education	Mathematical Sciences	
MATH-140	3	SP	2014	Mathematics for General Education	Mathematical Sciences	
MATH-150	3	SP	2014	Mathematics for General Education	Mathematical Sciences	
MATH-160	3	SP	2014	Mathematics for General Education	Mathematical Sciences	
MATH-161	3	SP	2014	Mathematics for General Education	Mathematical Sciences	
ASTR-12		SP	2014	Astronomy	Natural Sciences	
ASTR-25		SP	2014	Astronomy	Natural Sciences	
ASTR-12		SP	2014	Astronomy	Natural Sciences	
BIOL-10		SP	2014	Biology	Natural Sciences	
BIOL-11		SP	2014	Biology	Natural	

					Sciences	
BIOL-8		SP	2014	Biology	Natural Sciences	
BIOL-101		SP	2014	Biology	Natural Sciences	
BIOL-102		SP	2014	Biology	Natural Sciences	
BIOL-103		SP	2014	Biology	Natural Sciences	
BIOL-15		SP	2014	Biology	Natural Sciences	
BIOL-16		SP	2014	Biology	Natural Sciences	
BIOL-17		SP	2014	Biology	Natural Sciences	
BIOL-18		SP	2014	Biology	Natural Sciences	
GEOG-1		SP	2014	Geography	Natural Sciences	
GEOG-2		SP	2014	Geography	Natural Sciences	
GEOG-20abcd		SP	2014	Geography	Natural Sciences	
GEOG-5		SP	2014	Geography	Natural Sciences	
GEOG-6		SP	2014	Geography	Natural Sciences	
GEOG-7		SP	2014	Geography	Natural Sciences	
GEOG-8		SP	2014	Geography	Natural Sciences	
GEOL-15		SP	2014	Geography	Natural Sciences	
GEOL-30		SP	2014	Geography	Natural Sciences	
GEOL-32		SP	2014	Geography	Natural Sciences	
GEOL-34		SP	2014	Geography	Natural Sciences	
GEOL-36		SP	2014	Geography	Natural Sciences	
HSCI-11		SP	2014	History of Science	Natural Sciences	
HORT-42		SP	2014	Horticulture	Natural Sciences	
HORT-44		SP	2014	Horticulture	Natural Sciences	

OCEA-10		SP	2014	Oceanography	Natural Sciences	
PHYS-1A		SP	2014	Physics	Natural Sciences	
PHYS-1B		SP	2014	Physics	Natural Sciences	
PHYS-1C		SP	2014	Physics	Natural Sciences	
PHYS-1D		SP	2014	Physics	Natural Sciences	
PHYS-2A		SP	2014	Physics	Natural Sciences	
PHYS-2B		SP	2014	Physics	Natural Sciences	
PHYS-3A		SP	2014	Physics	Natural Sciences	
PHYS-3B		SP	2014	Physics	Natural Sciences	
PHYS-13		SP	2014	Physics	Natural Sciences	
SLAN-20		SP	2015	Sign Language/ Interpreter Training	HSA	
N150		SP	2015	Nursing	HSA	
N255		SP	2015	Nursing	HSA	
CHIN-2		SP	2015	Chinese	Humanities	
CHIN-21ab		SP	2015	Chinese	Humanities	
CHIN-22ab		SP	2015	Chinese	Humanities	
ENGL- 98		SP	2015	English	Humanities	
ENGL-12		SP	2015	English	Humanities	
ENGL-15A		SP	2015	English	Humanities	
ENGL-15B		SP	2015	English	Humanities	
ENGL-20		SP	2015	English	Humanities	
ENGL-25A		SP	2015	English	Humanities	
ENGL-26		SP	2015	English	Humanities	
ENGL-27		SP	2015	English	Humanities	
ENGL-36		SP	2015	English	Humanities	
ENGL-38		SP	2015	English	Humanities	
ENGL-39		SP	2015	English	Humanities	
ENGL-40B		SP	2015	English	Humanities	
ENGL-42		SP	2015	English	Humanities	
ENGL-44		SP	2015	English	Humanities	
ESL-51A		SP	2015	English as a Second Language	Humanities	
ESL-51B		SP	2015	English as a Second	Humanities	

				Language		
FREN-2		SP	2015	French	Humanities	
FREN-21ab		SP	2015	French	Humanities	
FREN-22ab		SP	2015	French	Humanities	
FREN-4		SP	2015	French	Humanities	
FREN-5		SP	2015	French	Humanities	
FREN-6		SP	2015	French	Humanities	
GERM-2		SP	2015	German	Humanities	
ITAL-2		SP	2015	Italian	Humanities	
ITAL-21ab		SP	2015	Italian	Humanities	
ITAL-22ab		SP	2015	Italian	Humanities	
JAPA-2		SP	2015	Japanese	Humanities	
JAPA-21ab		SP	2015	Japanese	Humanities	
JAPA-22ab		SP	2015	Japanese	Humanities	
JAPA-4		SP	2015	Japanese	Humanities	
JAPA-2		SP	2015	Japanese	Humanities	
JOUR-11abcd		SP	2015	Journalism	Humanities	
SPAN-2		SP	2015	Spanish	Humanities	
SPAN-21ab		SP	2015	Spanish	Humanities	
SPAN-22ab		SP	2015	Spanish	Humanities	
SPAN-4		SP	2015	Spanish	Humanities	
SPAN-5		SP	2015	Spanish	Humanities	
SPAN-6		SP	2015	Spanish	Humanities	
BIOL-15		SP	2015	Biology	Natural Sciences	
AS-30ab		SP	2016	Academic Strategies	Humanities	
AS-20ab		SP	2016	Academic Strategies	Humanities	
AS-35ab		SP	2016	Academic Strategies	Humanities	
AS-36ab		SP	2016	Academic Strategies	Humanities	
CHIN-24		SP	2016	Chinese	Humanities	
ENGL-24A		SP	2016	English	Humanities	
ENGL-30		SP	2016	English	Humanities	
ESL-52A	1	SP	2016	English as a Second Language	Humanities	
ESL-52B	1	SP	2016	English as a Second Language	Humanities	
ESL-52C	1	SP	2016	English as a Second Language	Humanities	
FREN-24		SP	2016	French	Humanities	
ITAL-24		SP	2016	Italian	Humanities	
JAPA-25		SP	2016	Japanese	Humanities	
JAPA-24		SP	2016	Japanese	Humanities	

JOUR-96abcd		SP	2016	Journalism	Humanities	
ENGL-80	all	SP	2016	Reading	Humanities	
SPAN-52B		SP	2016	Spanish	Humanities	
SPAN-24		SP	2016	Spanish	Humanities	
ACR-34		SP	2012	Air Conditioning and Refrigeration	I & T	
FASH-11ab		SP	2012	Fashion	I & T	?
FASH-15ab		SP	2012	Fashion	I & T	
FASH-2		SP	2012	Fashion	I & T	
FASH-26B		SP	2012	Fashion	I & T	
FASH-28		SP	2012	Fashion	I & T	
FASH-17		SP	2012	Fashion	I & T	
FASH-29		SP	2012	Fashion	I & T	
FASH-42		SP	2012	Fashion	I & T	
FTEC-1		SP	2012	Fire and Emergency Technology	I & T	
FTEC-2		SP	2012	Fire and Emergency Technology	I & T	
FTEC-10		SP	2012	Fire and Emergency Technology	I & T	
FTEC-4		SP	2012	Fire and Emergency Technology	I & T	
FTEC-5		SP	2012	Fire and Emergency Technology	I & T	
FTEC-6		SP	2012	Fire and Emergency Technology	I & T	
FTEC-9		SP	2012	Fire and Emergency Technology	I & T	
FTEC-140		SP	2012	Fire and Emergency Technology	I & T	
FTEC-141		SP	2012	Fire and Emergency Technology	I & T	
FTEC 20		SP	2012	Fire and Emergency Technology	I & T	
FTEC128		SP	2012	Fire and Emergency Technology	I & T	
FTEC 130		SP	2012	Fire and Emergency Technology	I & T	
FTEC 131		SP	2012	Fire and Emergency Technology	I & T	
FTEC 132		SP	2012	Fire and Emergency Technology	I & T	
FTEC 133		SP	2012	Fire and Emergency Technology	I & T	
FTEC 134		SP	2012	Fire and Emergency	I & T	

				Technology		
FTEC 135		SP	2012	Fire and Emergency Technology	I & T	
FTEC 136		SP	2012	Fire and Emergency Technology	I & T	
FTEC 137		SP	2012	Fire and Emergency Technology	I & T	
FTEC 138		SP	2012	Fire and Emergency Technology	I & T	
FTEC 139		SP	2012	Fire and Emergency Technology	I & T	
FTEC 60A,B,C,D,F,G		SP	2012	Fire and Emergency Technology	I & T	
FTEC 142 abcd		SP	2012	Fire and Emergency Technology	I & T	
FTEC 152		SP	2012	Fire and Emergency Technology	I & T	
WELD-21		SP	2012	Welding	I & T	
WELD-2abc		SP	2012	Welding	I & T	
WELD-40		SP	2012	Welding	I & T	
NFO 11		SP	2012	Foods & Nutrition	I & T	
NFO 15		SP	2012	Foods & Nutrition	I & T	
AJ-100		SP	2013	Administration of Justice	I & T	
AJ-109		SP	2013	Administration of Justice	I & T	
AJ-130		SP	2013	Administration of Justice	I & T	
AJ-15		SP	2013	Administration of Justice	I & T	
AJ-150		SP	2013	Administration of Justice	I & T	
AJ-155		SP	2013	Administration of Justice	I & T	
AJ 49		SP	2013	Administration of Justice	I & T	
ACR-23		SP	2013	Air Conditioning and Refrigeration	I & T	
CADD-31abcd		SP	2013	Computer Aided Design/Drafting	I & T	
COSM-12		SP	2013	Cosmetology	I & T	
COSM-13		SP	2013	Cosmetology	I & T	
FTEC-11		SP	2013	Fire and Emergency Technology	I & T	
FTEC-15		SP	2013	Fire and Emergency Technology	I & T	
FTEC-19		SP	2013	Fire and Emergency Technology	I & T	
AJ-107		SP	2014	Administration of Justice	I & T	
AJ-132		SP	2014	Administration of Justice	I & T	
CADD-37abcd		SP	2014	Computer Aided Design/Drafting	I & T	

COSM-103		SP	2014	Cosmetology	I & T	
COSM-16abcd		SP	2014	Cosmetology	I & T	
AJ 170		SP	2015	Administration of Justice	I & T	
ACR 20		SP	2015	Air Conditioning and Refrigeration	I & T	
CADD-43		SP	2015	Computer Aided Design/Drafting	I & T	
ANTH-8		Spring	2011	Anthropology	BSS	
CDEV-110		Spring	2011	Childhood Education	BSS	
CDEV-114		Spring	2011	Childhood Education	BSS	
CDEV-118		Spring	2011	Childhood Education	BSS	
CDEV-131		Spring	2011	Childhood Education	BSS	
CDEV-117		Spring	2012	Childhood Education	BSS	
CDEV-104		Spring	2013	Childhood Education	BSS	
ANTH-5		Spring	2014	Anthropology	BSS	
ANTH-6		Spring	2014	Anthropology	BSS	
RTEC-219		SU	2011	Radiologic Technology	HSA	
PE-21		SU	2012	Athletics	HSA	Lofgren
PE-26		SU	2012	Athletics	HSA	Lofgren
RTEC-108		SU	2012	Radiologic Technology	HSA	
MATH-25	1	W	2013	Basic Skills Mathematics	Mathematical Sciences	
N145		W	2016	Nursing	HSA	
PE-101 (course not offered)			2011	Fitness/Wellness	HSA	
PE-290 (course not offered)			2011	Kinesiology Theory	HSA	
ARCH-100			2011	Architecture	I & T	
ARCH-120abcd			2011	Architecture	I & T	
ARCH-150A			2011	Architecture	I & T	
ARCH-170			2011	Architecture	I & T	
ACRP-1A			2011	Auto Collision Repair/Painting	I & T	
ACRP-1B			2011	Auto Collision Repair/Painting	I & T	
ACRP-20			2011	Auto Collision Repair/Painting	I & T	
ACRP-26			2011	Auto Collision Repair/Painting	I & T	
ACRP-2A			2011	Auto Collision Repair/Painting	I & T	
ACRP-4abcd			2011	Auto Collision Repair/Painting	I & T	
ACRP-5abcd			2011	Auto Collision	I & T	

				Repair/Painting	
ATEC-1			2011	Automotive Technology	I & T
ATEC-22B			2011	Automotive Technology	I & T
ATEC-41			2011	Automotive Technology	I & T
ATEC-99abc			2011	Automotive Technology	I & T
CADD-10abcd			2011	Computer Aided Design/Drafting	I & T
CTEC-100			2011	Construction Technology	I & T
CTEC-109abcd			2011	Construction Technology	I & T
CTEC-141			2011	Construction Technology	I & T
CTEC-150			2011	Construction Technology	I & T
COSM-1			2011	Cosmetology	I & T
ETEC-10			2011	Engineering Technology	I & T
ETEC-12			2011	Engineering Technology	I & T
GEOG-50			2011	Geography	Natural Sciences
GEOG-99abc			2011	Geography	Natural Sciences
GEOL-50			2011	Geology	Natural Sciences
SPAN-5			2012	Spanish	Humanities
SPAN-52A			2012	Spanish	Humanities
SPAN-6			2012	Spanish	Humanities
ARCH-121abcd			2012	Architecture	I & T
ARCH-150B			2012	Architecture	I & T
ARCH-171			2012	Architecture	I & T
ARCH-172			2012	Architecture	I & T
ACRP-1A			2012	Auto Collision Repair/Painting	I & T
ACRP-1C			2012	Auto Collision Repair/Painting	I & T
ACRP-1D			2012	Auto Collision Repair/Painting	I & T
ACRP-22			2012	Auto Collision Repair/Painting	I & T
ACRP-24			2012	Auto Collision Repair/Painting	I & T
ACRP-4abcd			2012	Auto Collision Repair/Painting	I & T
ACRP-5abcd			2012	Auto Collision Repair/Painting	I & T
ATEC-23			2012	Automotive Technology	I & T
ATEC-24			2012	Automotive Technology	I & T
ATEC-42			2012	Automotive Technology	I & T

ATEC-43			2012	Automotive Technology	I & T	
CTEC-108abcd			2012	Construction Technology	I & T	
CTEC-122			2012	Construction Technology	I & T	
CTEC-131			2012	Construction Technology	I & T	
CTEC-180			2012	Construction Technology	I & T	
ETEC-10			2012	Engineering Technology	I & T	
ETEC-12			2012	Engineering Technology	I & T	
ETEC-14			2012	Engineering Technology	I & T	
ETEC-16			2012	Engineering Technology	I & T	
WELD-21			2012	Welding	I & T	
WELD-2abc			2012	Welding	I & T	
WELD-40			2012	Welding	I & T	
GEOG-50			2012	Geography	Natural Sciences	
GEOG-99abc			2012	Geography	Natural Sciences	
GEOL-50			2012	Geology	Natural Sciences	
GEOL-99abc			2012	Geology	Natural Sciences	
PE-282 (course not offered)			2013	Kinesiology Theory	HSA	
PE-285 (course not offered)			2013	Kinesiology Theory	HSA	
SPAN-1			2013	Spanish	Humanities	
SPAN-52B			2013	Spanish	Humanities	
ARCH-125abcd			2013	Architecture	I & T	
ARCH-158			2013	Architecture	I & T	
ARCH-180abcd			2013	Architecture	I & T	
ACRP-1A			2013	Auto Collision Repair/Painting	I & T	
ACRP-1B			2013	Auto Collision Repair/Painting	I & T	
ACRP-20			2013	Auto Collision Repair/Painting	I & T	
ACRP-26			2013	Auto Collision Repair/Painting	I & T	
ACRP-2A			2013	Auto Collision Repair/Painting	I & T	
ACRP-4abcd			2013	Auto Collision Repair/Painting	I & T	
ACRP-5abcd			2013	Auto Collision Repair/Painting	I & T	
ATEC-11			2013	Automotive Technology	I & T	

ATEC-25			2013	Automotive Technology	I & T	
ATEC-26			2013	Automotive Technology	I & T	
ATEC-45			2013	Automotive Technology	I & T	
ATEC-80			2013	Automotive Technology	I & T	
ATEC-81			2013	Automotive Technology	I & T	
CTEC-107abcd			2013	Construction Technology	I & T	
CTEC-121			2013	Construction Technology	I & T	
CTEC-160			2013	Construction Technology	I & T	
CTEC-172			2013	Construction Technology	I & T	
ETEC-12			2013	Engineering Technology	I & T	
ETEC-14			2013	Engineering Technology	I & T	
ETEC-16			2013	Engineering Technology	I & T	
ETEC-18			2013	Engineering Technology	I & T	
WELD-21			2013	Welding	I & T	
WELD-2abc			2013	Welding	I & T	
WELD-40			2013	Welding	I & T	
CHEM-50			2013	Chemistry	Natural Sciences	
CHEM-99abc			2013	Chemistry	Natural Sciences	
GEOG-50			2013	Geography	Natural Sciences	
GEOG-99abc			2013	Geography	Natural Sciences	
GEOL-50			2013	Geology	Natural Sciences	
GEOL-99abc			2013	Geology	Natural Sciences	
PHYS-99abc			2013	Physics	Natural Sciences	
PHYS-99abc			2013	Physics	Natural Sciences	
PHYS-99abc			2013	Physics	Natural Sciences	
SPAN-2			2014	Spanish	Humanities	
SPAN-24			2014	Spanish	Humanities	
SPAN-3			2014	Spanish	Humanities	
ARCH-104			2014	Architecture	I & T	
ARCH-199abcd			2014	Architecture	I & T	
ACRP-1A			2014	Auto Collision Repair/Painting	I & T	
ACRP-1C			2014	Auto Collision Repair/Painting	I & T	
ACRP-1D			2014	Auto Collision	I & T	

				Repair/Painting		
ACRP-22			2014	Auto Collision Repair/Painting	I & T	
ACRP-24			2014	Auto Collision Repair/Painting	I & T	
ACRP-4abcd			2014	Auto Collision Repair/Painting	I & T	
ACRP-5abcd			2014	Auto Collision Repair/Painting	I & T	
ATEC-14			2014	Automotive Technology	I & T	
ATEC-16			2014	Automotive Technology	I & T	
ATEC-21			2014	Automotive Technology	I & T	
ATEC-33			2014	Automotive Technology	I & T	
ATEC-34			2014	Automotive Technology	I & T	
ATEC-35			2014	Automotive Technology	I & T	
CTEC-105			2014	Construction Technology	I & T	
CTEC-110			2014	Construction Technology	I & T	
CTEC-132			2014	Construction Technology	I & T	
CTEC-142			2014	Construction Technology	I & T	
ETEC-10			2014	Engineering Technology	I & T	
ETEC-12			2014	Engineering Technology	I & T	
ETEC-14			2014	Engineering Technology	I & T	
ETEC-16			2014	Engineering Technology	I & T	
RE-50				Real Estate	Business	
RE-95/96abcd				Real Estate	Business	
PE-232 (deactivated)				Fitness/Wellness	HSA	
PE-250 (course not offered)				Fitness/Wellness	HSA	
PE-102 (course not offered)				Fitness/Wellness	HSA	
PE-298 (deactivated)				Fitness/Wellness	HSA	
PE-217 (course not offered)				Kinesiology Theory	HSA	

Childhood Education Four-Year Assessment Timeline for Program and Course SLOs

Semester/Year	Course-Level	Program-Level
Spring 2011 Year 1	CDEV 104-SLO#1 CDEV 108-SLO#1 CDEV 110-SLO#1 CDEV 114-SLO#1 CDEV 118-SLO#1 CDEV 131-SLO#1	1. An Integrated Understanding of Children's Needs: Students integrate understanding of the needs, the characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education. 5. Student Achievement: Students are earning Child Development Permits, Certificates of Achievement, Associate in Arts Degrees and are transferring to a four-year university to attain a B.A.
Fall 2011 Year 1	CDEV 103-SLO#2 CDEV 107-SLO#1 CDEV 112-SLO#1 CDEV 116-SLO#1 CDEV 150-SLO#1 CDEV 152-SLO#1 CDEV 154-SLO #1	
Spring 2012 Year 2	CDEV 117-SLO#1 CDEV 125-SLO#1 CDEV 126-SLO#1 CDEV 129-SLO#1 CDEV 130-SLO#1 CDEV 137-SLO#1 CDEV 138-SLO #1	2. Designing Environments for Children: Students can design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children 5. Student Achievement
Fall 2012 Year 2	CDEV 105-SLO#1 CDEV 111-SLO#1 CDEV 118-SLO#1 CDEV 160-SLO#1 CDEV 163-SLO#1 CDEV 166-SLO#1	
Spring 2013 Year 3	CDEV 104-SLO#2 CDEV 108-SLO#2 CDEV 110-SLO2 CDEV 119-SLO#2 CDEV 139-SLO#1 CDEV 152-SLO#2 CDEV 169-SLO#2	3. Effective Guidance and Interaction Strategies: Students apply effective guidance and interaction strategies that support all children's social and emotional development. 5. Student Achievement
Fall 2013 Year 3	CDEV 103-SLO#1 CDEV 107-SLO#2 CDEV 114-SLO#2 CDEV 118-SLO#1 CDEV 129-SLO#2 CDEV 131-SLO#2 CDEV 154-SLO#2	
Spring 2014 Year 4	CDEV 112-SLO#2 CDEV 116-SLO#2 CDEV 117-SLO#2 CDEV 125-SLO#2 CDEV 126-SLO#2 CDEV 130-SLO#2 CDEV 140-SLO #1 CDEV 169-SLO#1	4. Ethics and Professionalism Students demonstrate and/or evaluate ethical standards and professional behaviors that deepen their understanding, knowledge of child development and a commitment to the field of early childhood education. 5. Student Achievement
Fall 2014 Year 4	CDEV 105-SLO#2 CDEV 111-SLO#2 CDEV 119-SLO#1 CDEV 150-SLO#2 CDEV 160-SLO#2 CDEV 163-SLO#2 CDEV 166-SLO#2	

Appendix 8: Core Competency Maps

Core Competencies Map

Division Name   Mathematics

	Content Knowledge	Critical, Creative, and Analytical Thinking	Communication and Comprehension	Professional and Personal Growth	Community and Collaboration	Information and Technology Literacy
Computer Science	4	4	4	3	2	3
CS 1	4	4	3	2	2	3
CS 2	4	4	3	2	2	3
CS3	4	4	3	2	2	3
CS4	4	4	3	3	2	3
CS 10	4	4	3	2	2	3
CS 30	4	4	3	2	2	3
CS 40	4	4	3	3	2	3
CS 60	4	4	4	3	2	3
Engineering	3	4	3	2	2	2
Engineering 1	3	4	4	3	2	3
Engineering 9	4	4	3	2	2	2
Basic Skills Math	**4**	**4**	**2**	**2**	**2**	**1**
Math 10A	4	3	2	2	2	1
Math 10B	4	3	2	2	2	1
Math 12	4	3	2	2	2	1
Math 23	4	4	3	2	2	1
Math 25	4	4	3	2	2	1
Pre-College Math	4	4	2	1	1	2
Math 33	4	4	2	1	1	2
Math 40	4	4	2	1	1	2
Math 43	4	4	2	1	1	2
Math 60	4	4	2	1	1	2
Math 73	4	4	2	1	1	2
Math 80	4	4	2	1	1	2

College-Level Math, Engineering, and Science Majors	4	4	2	2	2	2
Math 170	4	4	2	2	2	2
Math 180	4	4	2	2	2	2
Math 190	4	4	2	2	2	2
Math 191	4	4	2	2	2	2
Math 210	4	4	2	2	2	2
Math 220	4	4	2	2	2	2
Math 270	4	4	2	2	2	2
College-Level General Education and Non-Science Majors	**4**	**4**	**3**	**2**	**2**	**3**
Math 120	4	4	3	2	2	3
Math 130	4	4	3	2	2	3
Math 140	3	4	4	2	2	4
Math 150	4	4	4	2	2	4
Math 160	4	4	3	2	1	2
Math 161	4	4	3	2	1	2
College-Level Math for Elementary Teachers	**4**	**4**	**3**	**2**	**3**	**2**
Math 110	4	4	3	2	3	2
Math 111	4	4	3	2	2	2
Math 115	4	4	3	2	3	2
Math 116	4	4	3	2	3	3

Core Competencies Map

Division Name Business

	Content Knowledge	Critical, Creative, and Analytical Thinking	Communication and Comprehension	Professional and Personal Growth	Community and Collaboration	Information and Technology Literacy
Accounting	4	4	3	2	1	3
Business 1A	4	4	3	2	1	3
Business 1B	4	4	3	2	1	3
Business 2A	4	4	3	2	1	3
Business 2B	4	4	3	2	1	3
Business 3	4	4	3	2	1	4
Business 4	4	4	3	2	1	3
Business 5A	4	4	3	2	1	3
Business 5C	4	4	3	1	1	4
Management	4	4	4	3	2	4
Business 11	4	4	3	2	2	2
Business 12	4	4	4	3	3	3
Business 14	4	4	4	3	3	3
Business 15	4	4	3	2	2	2
Business 17	4	4	4	3	3	3
Business 19	3	4	3	2	2	3
Business 20	2	4	3	4	2	3
Business 21	3	4	4	3	3	3
Business 22	4	4	4	3	3	3
Business 24	3	4	3	4	2	3
Business 25	4	3	4	4	2	3
Business 90	3	4	3	2	2	3
Business 91	3	4	3	2	2	3
Business 92	3	4	3	2	2	3
Business 93	3	4	3	2	2	3
Business 94	3	4	3	2	2	3
Business 97	3	4	3	2	2	3
Office Administration	4	4	4	4	3	4

Business 16	4	4	2	3	2	4
Business 27	4	4	4	3	3	4
Business 28	4	4	4	4	4	4
Business 29	4	4	4	4	4	4
Business 40	4	4	4	4	4	4
Business 41	4	4	4	4	3	4
Business 43	4	4	4	4	4	4
Business 49abcd	4	4	4	1	1	4
Business 52A	4	4	4	3	2	4
Business 52B	4	4	4	3	2	4
Business 54	4	4	4	4	4	4
Business 55	4	4	4	4	4	4
Business 56abcd	4	4	1	3	1	4
Business 57abcd	4	4	1	3	1	4
Business 60A	4	2	3	3	1	4
Business 60B	4	2	3	3	1	4
Business 60C	4	2	3	3	1	4
Computer Information Systems	4	4	3	3	4	4
CIS 11	4	4	4	4	2	4
CIS 13	4	4	4	2	2	4
CIS 16	4	4	4	4	4	4
CIS 18	4	4	4	2	4	2
CIS 19	4	4	2	2	2	4
CIS 20	4	2	2	2	2	3
CIS 26	4	4	2	2	2	3
CIS 27	4	4	2	2	2	3
CIS 28	4	4	3	4	1	4
CIS 29	4	4	3	4	1	3
CIS 30	4	4	4	4	3	4
CIS 40	4	4	3	4	4	4
CIS 80	4	4	3	4	1	3
CIS 133	4	4	4	3	3	4
CIS 134	4	4	3	3	3	4
CIS 140	4	4	3	4	4	4
CIS 141	4	4	3	3	4	4

CIS 142	4	4	3	3	4	4
CIS 143	4	4	3	3	4	4
Law	4	4	4	3	3	3
Law 4	4	4	4	3	3	3
Law 5	4	4	4	3	3	3
Law 6	4	4	4	3	3	3
Law 11	4	4	4	3	3	3
Law 12	4	4	4	3	3	3
Law 13	4	4	4	3	3	3
Law 14	4	4	4	3	3	3
Law 15	4	4	4	3	3	3
Law 16	4	4	4	3	3	3
Law 17	4	4	4	3	3	3
Law 18	4	4	4	3	3	3
Law 19	4	3	3	3	3	4
Law 20	4	4	4	4	4	3
PARA 1	4	4	4	3	3	3
Real Estate	4	3	3	2	3	1
Real Estate 11	4	3	3	2	3	1
Real Estate 12A	4	3	3	2	3	1
Real Estate 13	4	3	3	2	3	1
Real Estate 14A	4	3	3	2	3	1
Real Estate 14B	4	3	3	2	3	1
Real Estate 16	4	3	3	2	3	1
Real Estate 19	4	3	3	2	3	1
Real Estate 21	4	3	3	2	3	1
Real Estate 26	4	3	3	2	3	1
Real Estate 31	4	3	3	2	3	1
Real Estate 40	4	3	3	2	3	1
Real Estate 41	4	3	3	2	3	1

Appendix 9: Distance Education Materials

Principles of Good Practice for Effective Online Instruction Worksheet

An institution offering courses through electronic or other modes of distance delivery is expected to meet the standards and policies of the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC policy specifies that all learning opportunities provided by our accredited institutions have the same quality, accountability, and focus on student outcomes, whether they are delivered electronically or by more traditional means. Any institution offering courses and programs electronically is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites (see Policy on Distance Learning).

In addition, the ACCJC has adopted "Principles of Good Practice" as developed by the Academic Senate for California Community Colleges. El Camino College encourages the use of these principles to help ensure the quality, integrity, and effectiveness of distance learning. All courses listed as a distance education course at El Camino College will be reviewed against the "Principles of Good Practice" to ensure that they are technically sound and of high quality. Faculty members must use this course compliance self-review and gain approval by their Dean or Academic Officer for each distance education course taught. The completion of this document is the final step in the assessment process to determine online course readiness.

Please fill-out this worksheet using a PDF Reader or Microsoft Word 2007/2010 and email the completed form to distanceed@elcamino.edu by August 2, 2012. The form will be reviewed by the Distance Education (DE) office and forwarded to the Academic Dean for approval. You will be notified as soon as the document is finalized. The DE Office will keep a copy of the completed document.

I. Course Information

Instructor's Name:	Department:
Course Name:	Course Start Date:
Course Site URL Address:	
Distance Education Format: ☐ Online ☐ Hybrid	
If students are not required to meet on campus, they can complete this course without physically visiting the institution offering this course. All necessary instruction and support infrastructure is in place to serve the off-campus student. ☐ Yes ☐ No	

II. Technical Review

A. Browsers, Operating Systems and Devices
This course has been checked for function on the following:

Browsers:	Operating Systems and Devices:
☐ Internet Explorer	☐ Windows (PC)
☐ Safari	☐ Mac (OSX)
☐ Firefox	☐ Tablets (Mobile OS)
☐ Google Chrome	☐ Smartphones (Mobile OS)
☐ Others (specify):	☐ Others (specify):

B. Course Management System (CMS)
What CMS are you using as delivery software for this course?

☐ Etudes (college-supported)	☐ ECC Portal
☐ Blackboard	☐ Faculty Website
☐ Moodle	☐ Publisher's Site
☐ Others (specify):	

C. Faculty Training
When and where did you complete your Online Teaching and CMS training?

Online Teaching	Course Management System
Name of Course:	Name of Course:
Date Completed:	Date Completed:
Location Taken:	Location Taken:

III. Curriculum and Instruction Review

A. Syllabus (check all that are included)

☐ Course Name, Number and Description	☐ Information for downloading required software
☐ Course Prerequisites	(Office 2010, Flash, PDF Reader, Media Player)
☐ Course Objectives	☐ Backup plan if technology fails (alternative
☐ Instructor Contact Information	method to notify students if website is down)
☐ Required Text and Purchase Information	☐ Accessibility (ADA) Statement
☐ Student Learning Outcomes	☐ Students have been made aware of testing
☐ Description/Outline of Lessons/Modules	options and locations
☐ Calendar of All Assignments, Discussion Board,	☐ Drop Policy relative to length of course and
Test/Quiz Due Dates	assignment completion
☐ Link to Student Support Information	☐ Student Responsibility (Readiness, Reading,
☐ Link to the Library Information	Writing, Computer and Internet Skills)
☐ Link to Technical Support including CMS Help	☐ Course Integrity Statement (Cheating and
Resources and ITS Information	Plagiarism)
☐ Software and Hardware Recommendations	☐ Others (specify):

B. Lectures

Delivery Method	Frequency per week		
CMS Modules	☐ 0	☐ 1	☐ 2+
Slides (PowerPoint, Prezi)	☐ 0	☐ 1	☐ 2+
Audio Clips (Audacity)	☐ 0	☐ 1	☐ 2+
Video Clips (Intellecom, Edustream)	☐ 0	☐ 1	☐ 2+
Video Conference (CCC Confer, Google Hangout)	☐ 0	☐ 1	☐ 2+
Lecture Capture (Echo 360)	☐ 0	☐ 1	☐ 2+
Screen Capture (Camtasia, Jing)	☐ 0	☐ 1	☐ 2+
Multimedia Tools (VoiceThread, Merlot)	☐ 0	☐ 1	☐ 2+
Others (specify):	☐ 0	☐ 1	☐ 2+

C. Coherence and Completeness (check all that apply to this course)

☐ A consistent course structure
☐ A variety of learning activities that meet diverse learning styles
☐ Guidelines for feedback on assignments and questions (turn-around time for email, grading, etc.)
☐ Graphical and multimedia elements
☐ Course navigation that is easy for the student to follow
☐ Word, PDF, PowerPoint and other downloadable files
☐ Links to other web sites (opens in new window)
☐ Interactive activities
☐ Evaluation instruments

D. Regular Effective Contact

Per accrediting the Title V Guidelines, regular and substantive interaction between student and teacher is required. Syllabi must describe mandatory regular substantive interaction between students and instructors. Instructors must regularly initiate interaction with their students. What delivery method and how many times per week do you achieve regular contact with your students?

Delivery Method	Class Discussions	Group Work	Review Sessions	Student Questions	Office Hours
Discussion Board	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
CCC Confer	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Voice Thread	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Google Docs	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Social Networks	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Email	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Chat/ IM	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Private Message	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Phone	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
Others (specify):					
	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+
	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+	☐0 ☐1 ☐2+

E. Evaluation and Assessment (check all that apply)

☐ Student achievement in the course will be assessed
☐ The course results in learning outcomes appropriate to the rigor and breadth of the course outline of record.
☐ Necessary revisions to this course will be made at regular intervals
☐ Students will be given an opportunity to provide feedback for this online course
☐ Communication between student and instructor regarding the effectiveness of the course will be open

IV. Accessibility Review

(Add statement on Section 508). Characterize the accessibility of your course content using a scale with 0 not in compliance and 2 fully compliant). To indicate that you are not using a method listed below, leave the item blank.

Video with audio are all captioned	☐ 0	☐ 1	☐ 2
Images have alternative text or descriptions	☐ 0	☐ 1	☐ 2
Tables include row and column headers	☐ 0	☐ 1	☐ 2
Audio files have text transcripts	☐ 0	☐ 1	☐ 2
Color is not used to convey meaning	☐ 0	☐ 1	☐ 2
Styles are used in Word Documents	☐ 0	☐ 1	☐ 2
Tab orders were checked in PDF Files	☐ 0	☐ 1	☐ 2

V. Copyrights and Permissions Review

(Add statement on Copyrights and Permissions)

Have you confirmed that the course materials and any course materials not developed by the copyright holder are "fair use" or that you are otherwise exempt from liability from infringement?	☐ Yes ☐ No ☐ In Process
If not, have you acquired permission to use or link to the materials?	☐ Yes ☐ No ☐ In Process

VI. Authentication Review

The Higher Education Act (HEA) of 2008 requires an institution that offers distance education "to have processes through which the institution establishes that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit." What processes and practices do you use to authenticate or ensure student identity (check all that apply)

☐ Secure login and password - College-supported CMS (Etudes)
☐ Secure login and password - other system (specify):
☐ Proctored examinations
☐ Face to face meetings
☐ Monitoring regular and effective engagement between student and instructor
☐ Utilize plagiarism detective software (Turnitin)
☐ Others (specify):

By entering the date and your name below, you certify that all efforts have been made to ensure that copyright permissions have been obtained and all efforts have been made to comply with institutional policies regarding technology and other learning resources including ECC Policies and Guidelines for Distance Education.

The Distance Education Office will notify the instructor of course approval status. The DE Office will keep a copy of the completed document.

Instructor's Comments:

Date:	Signature:

Instructional Media Coordinator's Comments:

Date:	Signature:

Division Dean's Comments:

Date:	Signature:

Learning Resources Director

Date:	Signature:

Appendix 10: Distance Education Faculty Evaluations

ECC Online Faculty Evaluation – Student Survey

The questions below appear on the survey for online students. The survey is usually given to students enrolled in an instructor's class that is being evaluated. The Division should contact the Distance Education Office and provide the following;
 Faculty Name, Online Course(s) and section number(s) for the semester the evaluation is scheduled.
The DE Office will request links to be created. The links will be emailed to the instructor with a request for them to be replaced in the course site for their students to access and take the survey. The Dean is copied on this email. After the survey closes, survey data will be sent to the Division Dean or Administrative Assistant for distribution to the instructor and members of the evaluation committee.

Student Evaluation Online Survey
Distance Ed Instructor Effectiveness

1. The objectives for the course have been made clear.
2. Agreement exists between stated course objectives and what is actually taught.
3. The instructor explains how student work is to be evaluated.
4. The instructor seems concerned about student progress and gives help when needed.
5. The instructor uses class time effectively.
6. The instructor is well-prepared for each class.
7. The instructor makes use of appropriate examples or illustrations to help clarify the material.
8. In this class I feel free to ask questions.
9. The instructor exhibits a personal interest in the subject matter of the course.
10. The instructor inspires my confidence in his knowledge of the subject matter of the course.
11. The instructor maintains reasonable availability to students, including scheduled office hours.
12. In my opinion, the instructor is accomplishing the objectives of the course.
13. The instructor uses technology effectively as a teaching tool in the course.
14. The instructor's orientation made me feel well-prepared to use the technology needed to take the course.
15. I am satisfied with the amount of interaction I have with the instructor.

Compton Center Online Faculty Evaluation Form

Data Collection Instrument

Observation for Online Teaching

Faculty Member:_____ Observer:_____

Course: _____ Date:_____

Subject Matter Covered: _____

Knowledge of subject matter (e.g., does the instructor show awareness of recent developments and research in the field; does the instructor show a sufficient understanding of the technical aspects of the field; does the instructor4 demonstrate a command of facts as well as interpretations of the material?):

Appropriateness of subject matter (i.e., does the subject matter relates to and contributes to the course objectives and achievement of the stated student learning outcomes?):

Appropriateness of assignments (i.e., is the work assigned commensurate with students' ability and the objectives of the course?):

Evidence of subject matter organization (e.g., has the instructor used the class period efficiently; has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):

Evidence of preparation (e.g., has the instructor provided necessary material for the class in an organized fashion; has the instructor anticipated students' questions about materials?):

Use of website resources (e.g., do site materials show clear signs of planning and organization; does the site contain multiple instructional elements – text, graphics, links, media, chat; is the site easy to navigate; is the content presented in an effective, understandable manner).

Evidence of creativity (e.g., has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?): Communication with students (e.g., does the instructor provide an adequate opportunity for communication with students; does the instructor answer questions clearly, pursing communication among students to ensure understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender, and lifestyle?):

Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

08/2008

Appendix 11: Faculty Evaluations

<u>Self-Evaluation Report</u>

Name: .   May 13, 2012

I. OBJECTIVES FOR THE CONTINUED IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES

<u>Lecture component:</u> In response to my self-reflection from last term, I made an effort to cut slides from some of my longer lectures. This allowed more time for writing on the whiteboard, discussion, and hands-on strategies. With topics that generated the most discussion last semester (i.e. atmospheric disturbances, climate change, and earthquakes) I divided parts of those lectures up over two class periods. Alternatively, I feel that Geography 8 will require more step-by-step guidance in the first two weeks of the semester in order to address the wide variance of computer literacy. Repeated demonstrations of downloading, extracting, saving, and exporting data are needed early in the semester to ensure that all students are equally comfortable with performing these critical tasks.

<u>Assigned components:</u> This semester I added more short 1 point assignments to complement the longer 6 point homework assignments used last semester. I also modified assignments that had low average scores. For Geography 1 this semester I added two map quizzes and refined the short essay prompt focusing on the scientific method, both of which positively influenced grades. The two quizzes given in Geography 8 proved to be good indicators of general comprehension, so I think it would be advantageous to add two more quizzes in spring 2013. Assigning fifteen graded (and a few ungraded) labs for this class worked well; students that worked diligently on the labs but struggled with the exams can still pass the course with strong marks. The GIS course culminates with a final research project. Preparation for the student presentations of their projects began about two months before the due date, which was sufficient time. However, I would like to encourage greater participation at the Los Angeles Geographical Society Annual Student Presentation night in early May, which would require the class to begin research even earlier.

<u>Student Learning Outcomes:</u> *"Students can identify the salient features of the basic concepts of geography..."* This semester I moved toward a better balance of teaching, exploring, and testing on the material. By blending content with more activities and discussion, the students engaged the material more directly. In some cases, fewer concepts were discussed; however, the advantage was a more thorough treatment of important material (e.g. adiabatic cooling/warming, relative humidity, dissolution process). When students tell me they can easily identify landforms and processes in the real world, I feel most convinced that the material is being absorbed.

"Students recognize and can accurately articulate how their environment affects humans' lives and how human activities affect their environment." This learning outcome is still where I place much of my emphasis. I feel the human-environment connection provides a great springboard for critical thinking and stressing the significance of the course material. Contextualizing the content in a way that is meaningful to the students' everyday lives always brings about good discussion (and a break from listening to me lecture). Moreover, I find that the concepts we discuss as part of this SLO are the ones students are able to best explain on exams.

"Students can identify the key elements of the scientific method..." Last semester I felt that I needed to better integrate this SLO into my teaching. In addition to passing around articles using the scientific method in earth science and assigning a short essay that asks students to identify and discuss particular steps in the method, as I did last term, I included more examples of scientific research that were relevant to the lecture. Furthermore, I informally "quizzed" students during lecture on which scientific method step was being presented by research examples I gave in class.

Self-Evaluation Report
Name: Date: 5/29/12

I.   Objectives for the continued improvement of instruction:

In Chem 4, I plan to offer expanded and enhanced laboratory lectures on the day before our most challenging labs. This will give students an opportunity to see the pitfalls and special procedures before lab day, and will also give students more time to perform their experiments.

As the Chemistry coordinator for Student Learning Outcomes, I plan, help administer, tally, and report SLOs for the whole department. Next Fall, we are slated to examine Equation Writing at the course-, department-, and program-levels. I will continue to assist our full- and part-time faculty to get the most out of SLOs that they can. It is important for me to fulfill both my own obligation, and the obligation of the Chemistry Department as a whole. I plan to allow faculty to submit their results electronically, to facilitate speed and accuracy in interpreting results.

The process of writing, administering, and summarizing SLO results has given me pause to examine my teaching practices. In addition, the Laboratory Safety SLO spurred my Fall 2011 sabbatical on lab safety practices. The sabbatical then inspired me to create a laboratory safety website that all ECC students can use, and to create a lab safety activity that all chemistry instructors will use starting in Fall 2012.

II.   Analysis of student surveys:

My student surveys averaged 3.56/4. I feel that this is a substantial value, and that students enjoy my class. This value is virtually identical to the score I received in my previous self-evaluation.

III. Professional growth since previous evaluation:

- Sabbatical: "Laboratory Safety", Fall 2011
  Visited and compiled lab safety practices from seven colleges and universities. As a result, I created a laboratory safety website and a lab safety activity that could benefit all ECC chemistry students.

- Distinguished Women Wall of Fame Award, Spring 2010

- Faculty Inquiry Partnership Program, Fall 2010-Spring 2010
  Participated in On-Course Training, followed by a year-long collaboration with faculty across campus.

- Field Trip Coordinator, Fall 2009, Fall 2010
  Organized and led field trips to the Chevron Refinery in El Segundo. Students attended from Chem 7A, Chem 4, and Chem 20.

- Chemistry Workshop Conductor for Preschoolers, Fall 2009
  Invited 40 preschoolers from the ECC Child Development Center to a hands-on science workshop in the Chemistry lab. Also performed a polymer demonstration at Beach Babies preschool for 25 4-year-olds.

- New Faculty Mentor Program, Fall 2009
  Acted as mentor to our new hire, Dr. Shanna Potter.

- Onizuka Space Science Day Presenter, Spring 2000-present

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Self-Evaluation Report

November 11, 2011

I. OBJECTIVES FOR THE CONTINUED IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES:

In my third semester as a full-time instructor at ECC, I am aware of all the ways I have grown and continue to grow as an instructor. I often plan challenging, engaging, and interactive lessons, my writing assignments are generally clear and personally relevant to students, and my classes now consistently spark vibrant conversations about assigned readings. I also offer frequent and thorough feedback on drafts that students tell me helps them improve as writers. However, I am also continuously reflecting on the various areas of my teaching that are in need of improvement.

A week before the semester began, I took on the position of Puente project English instructor. This new role demands my continued growth as an instructor. First and foremost, I plan to improve in my teaching of Latino literature. This semester in English A I taught "Aria: A Memoir of a Bilingual Childhood," an essay by Richard Rodriguez, "Para Teresa," a poem by Ines Hernandez Avila, and *House on Mango Street*, a book by Sandra Cisneros. Students responded well to the Rodriguez and Avila readings, but failed in many ways to connect to *House on Mango Street*. First, many students had already read it in high school. Second, the book seemed aimed at a younger audience. With more time to prepare my course before next fall (and more control over the book order), I hope to choose a new book that students will feel more connected to and that links more clearly to the readings I assign in 1A. I also hope to take advantage of the year-long structure of Puente to assign a required book to read over winter break that will spark early conversations in 1A. Ideally, one or both of these books would connect to a field trip for Puente students that could be integrated into the class.

As a Puente instructor (and an English A instructor in general), I also want to diversify the methods of instruction I use to meet the English A SLO that "Word choice, sentence structure, punctuation, and spelling should not hinder readability." In other words, I want to improve in my ability to teach issues of grammar and style. After three semesters teaching English A with required grammar exercises, quizzes, and tests, I am realizing that these activities are not as effective as I want them to be because they are not contextualized in students' own writing. Also, many students do enter English A without these grammatical issues, so for them the lessons and assignments are boring. I am now experimenting with self-directed grammar instruction through grammar journals, which allow students to choose what grammar issues to work on for the week based on the issues I observed in their latest draft. Students research the grammar issue (using the textbook, web resources, and conferences in lab),

write an entry on the topic, and then edit the errors in their previous draft. I hope to continue with this method in future English A classes and to supplement it with more instruction in issues of style (sentence variety, sentence combination, etc.).

This spring I will be also be teaching two sections of English 84, my first courses concentrating on reading only. I hope to improve in my ability to help students write effective summaries of texts (with main idea and supporting points) because this is an important lesson I too often rush through. I seem to be much more comfortable teaching reader response so that students can connect personal experience or evaluate an argument, but without an emphasis on summary, my students who struggle with reading sometimes respond to a reading they have not yet fully understood. Teaching students to write effective summaries is a skill I will use not only as an instructor of English 84, but also English A and English 1A.

II. ANALYSIS OF STUDENT SURVEY:

My student surveys show that my students continue to be pleased with my teaching methods. My overall average rating was 3.75, which is just above the department average. I received almost all ratings of Excellent and Good with only a few students rating me Average and only one student rating me Poor in one category. Despite a very large number of positive comments from my students, I did receive a couple suggestions for improvement, the most notable of which is to teach students how to use Rules for Writers, our handbook, because some find it confusing. I may also take into consideration the two students who commented on *Nickel and Dimed* being boring when choosing books for future years, but I have to take into account the large number of students who said the readings were informative and interesting. Overall, the comments were very positive. I was pleased to see several students comment that the course is demanding because I believe it is an important part of my job to challenge them and set high standards.

III. PROFESSIONAL GROWTH:

I am currently participating in a number of activities that contribute to my professional growth.

o First, as the new Puente English instructor, I have attended two training conferences. The first was a two-day training in Berkeley for newly assigned teachers and counselors. The second was a 3 day regional conference in Riverside for all Puente teachers and counselors in Southern California. Both experiences not only helped to orient me to the program and my role within it, but also helped me grow as both a teacher and an administrator. I learned practical classroom strategies for peer review, modeling writing using mentor texts, and providing feedback on student drafts. I also was given a

bibliography of Latino literature to use in Puente English classes and some ideas for assignments that are culturally relevant for all students. Along the way, I also learned quite a bit about the educational context of California, the impacts of budget cuts on students, and the crisis in Latino education. One of the most memorable sessions I attended was offered by a transfer specialist from Berkeley. She shared tips about the personal statement and the application overall. Learning more about the transfer process has not only helped me as a Puente program co-coordinator, but will help me contextualize my general teaching practices and offer more informed mentoring to students.

o   My Puente responsibilities have also included attending and coordinating numerous student events. Thus far, I have attended two all-day events with Puente students: a motivational conference with all other Puente students in the state, and a campus visit to UC San Diego. This month we are hosting Noche de Familia to welcome Puente students and their families to campus. Next semester we will launch the mentor component of the program with a mentor/mentee mixer and culminate with an end of the year celebration.

o   I have also developed new programming for Puente. I created and implemented a 3-part Personal Statement Workshop for Puente students to help them with the transfer process. Because our Puente counselor is only part-time, she was struggling to help all of the Puente students with their transfer applications. I decided to offer these workshops because I wrote my dissertation on the personal statement and want to put my expertise into action to help students. I attended the counseling department's personal statement information session and spoke with counseling staff to make sure my workshop offered a valuable contribution. It turns out that a writing workshop (with pre-writing, revision, and editing) focusing on the personal statement fills a current need in campus services. Though attendance at these pilot workshops was meager, it was a meaningful experience for me and the students. I hope to continue them in future years and extend their reach to impact more students.

o   In addition to my Puente experience, I also continue to act as a facilitator to an English 1A Learning Team. This collaboration with full and part-time faculty is focusing on teaching students how to write effective transfer-level thesis statements in 1A.

o   I am also participating in FIPP this semester. Over the summer I attended the FIPP institute and received training in On Course strategies. This semester I am implementing many of those strategies in my classes, observing other faculty members on campus, attending monthly meetings, and writing reports on the activities I try in the classroom. It has been a very beneficial program, one that has already enriched my teaching in many ways. I have no doubt I'll use FIPP strategies for many years to come.

o   Finally, I recently attended a meeting for California EmpowerED, a newly-formed group dedicated to promoting access to higher education in California community colleges. One of their goals is to help students cultivate the power to advocate for themselves. I plan to get involved in this organization by recruiting Puente students to attend a conference with me in March where they can collaborate with other students and develop leadership and advocacy skills.

IV. ANALYSIS OF PREVIOUS OBJECTIVES FOR THE IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES:

Last semester I articulated three main objectives for my improvement as an instructor. I wanted to improve as a teacher of reading overall and integrate more text-based and in-class writing into my English A curriculum.

I addressed all three of these objectives by assigning required reading responses to all reading assignments in all of my classes (I used to only assign them in 1A). These are short responses to the reading written in class the day the reading is due. These not only hold students accountable to do the reading, they also give students more practice writing about texts and writing in class. Last semester, I expressed the goal of researching and implementing Socratic seminars in my English 1A classes. I have not yet met that goal because as a FIPP participant I have been busy experimenting with those new techniques. Many of them (jigsaw, silent Socratic dialogues, think-pair-share) have enriched classroom discussions in 1A and helped me grow as a teacher of reading. However, implementing formal Socratic seminars remains a goal of mine for future semesters.

In addition, I also changed my assignment schedule in English A to incorporate a stronger focus on text-based and in-class writing to meet the SLOs that concentrate on these areas. I used to assign 5 out-of-class essays, only one of which responded directly to a text discussed in class. Now I assign 4 out of class essays, one of which is still a response to a reading. In exchange for the fifth out of class essay, I am ending the semester with two in class essays, both of which will be responses to essays that we have discussed in class. I am confident these changes will help students meet these SLOs and be prepared for English 1A in-class and text-based writing expectations.

SELF-EVALUATION REPORT
EL CAMINO COLLEGE
FALL 2011

I.   OBJECTIVES FOR THE CONTINUED IMPROVEMENT OF INSTRUCTION AND STUDENT
     LEARNING OUTCOMES

This semester, I have continued to grow as an instructor, building on what I have learned since I
began at El Camino College. I taught my first course for the Honors Transfer Program,
developing a new curriculum for my English 1A class around the theme of obedience to
authority; this curriculum has proven very effective, and I plan to adapt it for my non-Honors
section of English 1A next semester. I also continued to participate in a Learning Team focused
on English 1A, and have found that the lessons on which we have collaborated over the last
year—one on paraphrasing and one on writing effective transfer-level thesis statements—are
helping students to better meet the English 1A Student Learning Outcome; both are geared
towards helping students to succeed on the research paper, the assignment to which the English
1A SLO pertains. I continue to integrate On Course strategies for active learning into my
classes, making the benefits of my year in the Faculty Inquiry Partnership Program a permanent
part of my pedagogy. These activities continue to make me feel more fully integrated into the El
Camino College community, a feeling strengthened by my mentorship of honors students for the
Honors Transfer Council of California Conference, my work with Project Success, and the fact
that I have more students who have chosen to take a second class with me this semester than I
have had in any semester past.

Despite these achievements, this semester has also offered some challenges, especially in terms
of helping students who lack motivation and academic preparedness. These challenges, along
with the Instructor Position Description, the 7 Principles for Good Practice in Undergraduate
Education, my Student Survey results, the El Camino Core Competencies and Student Learning
Outcomes, and my professional development activities, have informed the goals that I have set
for myself for next semester. I have set new specific goals that are geared toward the same
major objectives on which I previously focused, and which I continue to see as essential to being
an effective English instructor at a community college: helping my students to "fulfill their
maximum potential in mastering course content" and to have "a respect for excellence and a
desire to pursue it" (Appendix A: Position Description—Instructor).

This semester, I felt more than ever that increasing student interest and motivation were very
much intertwined with academic preparedness. A good chunk of my students this semester
seemed academically underprepared. Naturally, when faced with the challenges of a transfer-
level writing class, some of these students became overwhelmed and disengaged, losing both
interest and motivation. To address this in a way that also challenges my more highly motivated
and better-prepared students, I plan to focus on using models of successful writing differently
next semester. I will have students do many more hands-on analyses of models in class, using
both student work and professional writing. Rather than just reading and discussing a model
once, we will approach the same model in a variety of ways, looking at structure, use of
evidence, diction, etc., and doing genre analyses as well. I believe that doing more of these

focused, hands-on activities will help academically underprepared students to understand better what is expected of them, and thus to feel more capable and motivated.

Along the same lines, I plan to broaden my use of specific rubrics for each assignment, a goal that I set for myself last semester and have implemented on certain assignments over the past year with success. Again, rubrics increase students' motivation and interest because they help students to have a clear sense of what is expected of them, and of exactly what in their work is being evaluated; when students see that the expectations are manageable and concrete, they are more likely to approach assignments with optimism and energy. Finally, I plan to give more feedback on outlines, especially early in the semester, as I believe that this truly helps underprepared or under-motivated students to see what they need to do to improve before they feel overwhelmed by the complexity of revising a full draft.

Another goal geared towards increasing student motivation is a continuation of one that I set in my previous self-evaluation. I feel that holding students accountable for knowing their grade in the course is essential to their motivation, but my previous plan of giving more in-class time for students to calculate grades has proven unrealistic—there are too many other demands on class time that need to take precedence. Instead, I plan to have my students write a brief reflection on the feedback that they get on each assignment, summarizing the comments that I have given them and explaining what their plan of action is as they approach their next assignment. As part of these assignments, I will also ask my students to calculate their current grade in the class, ensuring that they know where they stand.

Finally, this semester has proven challenging in terms of student discipline. I had several confrontational students, as well as several disruptive students, all but one of whom were concentrated in my non-honors section of English 1A. While I ultimately handled these students effectively, and felt very supported by my colleagues and dean as I did so, I also was more frequently improvising strategies than I would like. Of course, every student and every discipline problem is different, but at the same time, having more techniques for dealing with the unique situation of disciplining adult students at the college level would make me more confident and effective the next time such issues arise. Thus, one of my goals is to seek out professional development opportunities that specifically address this issue. While of course this is not where I would prefer to focus my time, it is essential to improving instruction and Student Learning Outcomes, as behavior issues can detract from student learning.

II.   ANALYSIS OF STUDENT SURVEY

I am proud of my student survey results overall, as I earned my highest average thus far—3.77— which is also above the department average. In particular, I am pleased with the results in my two sections of English 1B, in which my averages were 3.91 and 3.86, respectively. This is my third semester teaching English 1B, and these high averages confirm my sense that this semester I have hit my stride in terms of my curriculum and approach to the course. I am also pleased with my 3.79 average in my honors course, as this was my first time teaching it. Student comments that speak to the honors course as "keeping the students engaged" and being "challenging" are also gratifying. Overall, I am happy to have received many positive student comments, including "she definitely makes English so fun and worth coming to class," "one of

the best English teachers I've ever had," " I...try my hardest because her lectures make me look forward to reading," and "her humor motivates us to stay on task and enjoy the subject."

Nonetheless, my survey also helps me to identify some areas for improvement. In both of my English 1A sections, my averages tended to be lower for question 4, "the activities in the classroom help you learn the subject." This concerns me, especially because many of my activities are geared towards helping students achieve the English 1A Student Learning Outcome. I see these activities as extremely valuable for my students, so I need to better communicate to them how our activities tie into their ability to write at the transfer level. I noticed a similarly lower score in my English 1A sections on question 11, which asks about the usefulness of "textbooks, handouts, and instructional aids." Again, this may partially be resolved by repeated instruction on my part on how to use these materials, and on their purpose. I also plan to do my own survey at the end of the semester to get more targeted student input on which of the materials they did or didn't find helpful.

Finally, I should note that, in my non-honors section of English 1A, I received a much lower average than in any of my other classes, a 3.53. This is also a significantly lower rating than I have received when teaching the same curriculum in English 1A other semesters, so I believe that this has to do with some unique characteristics of this particular group of students. One is that, as I mentioned earlier, this class had an unusually high concentration of disruptive students. In addition, I had more students who started in English B in this section than in any other section I have taught thus far, which may explain my sense that this class was academically underprepared. I was forced to spend more time in this class training the students on how to meet basic college-level expectations (like reading the syllabus, taking notes, getting a copy of notes and handouts when missing class, etc.) than I usually do in English 1A, and also to focus on student discipline more than usual; this may well have frustrated the students in the class who were prepared and took the class seriously. I set the goals that I outlined in the previous section—addressing discipline, motivation, and academic preparedness—with this class very much in mind. I hope that, using the strategies I mentioned, I will be more effective when next faced with a class with this sort of make-up and dynamic.

III.   PROFESSIONAL GROWTH

This semester and last, I have participated in a variety of professional development activities both on and off campus, including:

- On Course National Conference in Long Beach, CA (April 2011)
- Learning Team for English 1A (Spring 2011, Fall 2011)
- Faculty Inquiry Partnership Program (Spring 2011)
- ECC Faculty Book Club (Fall 2011)

I have also continued to become more involved in campus service over the last two semesters, taking on service positions including:

- Humanities Division SLO Facilitator (starting January 2011). In this position, I have also run three workshops on SLOs for Humanities Division faculty, as well as facilitating the Literature Program Level SLO assessment and implementation of 4-year SLO assessment timelines throughout the Division. I have also met one-on-one with many members in

the Division to help them with their assessments, and have attended trainings on CurricUNET, as well as regular meetings for all of the campus' SLO Facilitators.
- Member of the Assessment of Learning Committee
- Member of the Faculty Development Committee
- Mentor for Project Success
- Faculty advisor for students presenting at the Honors Transfer Council of California Conference (2010-2011 and 2011-2012)
- Honors Transfer Program Instructor (taught honors English 1A in Fall 2011, and will teach honors English 1B in Spring 2012)
- Faculty Presenter at New Student Welcome Day and the Honors Transfer Program New Student Reception

IV.   ANALYSIS OF PREVIOUS OBJECTIVES FOR THE IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES

In Fall 2010, I set several specific goals intended to help students achieve Student Learning Outcomes by increasing student motivation and interest. I am happy to say that I have made progress on achieving all of these goals. The first, which was to develop more activities for kinesthetic learners, I have realized most fully, developing a range of active, hands-on activities that get students out of their seats. These include activities that require students to go to different parts of the room to indicate their opinions on a given topic, activities that require students to circulate the room and give feedback on oversized post-its, and activities that require students to write on the whiteboard or document camera.

The second goal, to create individual rubrics for all of my assignments, is an ongoing process. I have researched and experimented with a variety of rubrics, and have sought input on effective rubrics from my colleagues. I have finally developed a rubric with which I am satisfied, and that my students seem to find useful. I have piloted it on selected assignments this semester. I plan to get my students' feedback on it, make final adjustments, and then expand its use further next semester.

Finally, as I mentioned earlier, I have done a better job helping my students to be aware of their course grade, but I would like to find a method that takes less class time. Thus, as I described in the first section of this report, next semester I plant to implement assignment feedback reflections that include a grade calculation.

While I am pleased with the progress I have made this semester, I am also eager to continue to work on these goals, realizing them more fully as I continue to develop as an instructor.

I. Objectives for Continued Improvement of Instruction and Student Learning Outcomes

Student Learning Outcomes

I have written SLOs for Music 1, Music 31A, 31B, 31C, 31D, and 32ABCD. I have also completed the assessment and reflection process, and submitted the appropriate forms. Thus, all of the piano classes as well as the Music Fundamentals class have completed their first SLO cycle. I will administer the next SLO assessment for Music 1 in the Spring of 2012, and the next SLO assessment for Music 31A, 31B, 31C, 31D and 32ABCD in the Fall of 2012.

Objectives for Continued Improvement of Instruction

One objective that I have for continued improvement of instruction involves implementing a wider variety of teaching approaches in the classroom. Students learn in different ways – some think more analytically, some are more visually oriented, others respond to hearing the music, and still others respond best to feeling a musical gesture physically. This is why, for example, my Music 1: Music Fundamentals students learn to play scales, to write them, to identify them, to relate them to the circle of 5ths and to build them from a series of half steps and whole steps.

Another objective that I have for continued improvement of instruction involves ensuring that all of my students are able to successfully meet the requirements for the Student Learning Outcomes required for each class. In my last assessment cycle the results were quite positive, as the majority of the students in both the piano classes and the music fundamentals classes were able to easily complete the SLOs. With the next round of SLO assessments coming this spring I will again work to prepare my students for a successful outcome.

A continuing objective for improvement of instruction involves ensuring that all students receive extra assistance if it is needed. In my Music Fundamentals classes I often observe that the students who need help tend not to be the ones raising their hands in class, or stopping by during office hours. To address this issue, I ask these students to come and work with me or with a tutor outside of class time. In some cases I walk with them to the Music Library and introduce them to the tutor.

An additional objective for continuing improvement of instruction involves getting students to actively participate in learning activities during class. For example, rather than simply studying

rhythm, the students clap and count rhythm patterns aloud, and often play them on their keyboards. As the semester progresses I assign them different rhythmic parts to clap and count as part of an ensemble. Also, during the review sessions that take place before the tests on scales, I ask the students to come up to the front of the room in small groups to collaborate on writing the scales with their key signatures on the board. The students who are sitting at their desks are subsequently asked to critique and correct the scales written by their fellow students. I notice that when the students work in teams they are less self-conscious than they are when asked to come to the board alone. Additionally, the students learn through collaboration; often I notice one student making a mistake and his/her partner correcting it.

With regard to my piano classes, one objective that I have for continued improvement of instruction involves challenging the students to perform their piano music at an increasingly high level. The performance classes held throughout the semester give them many opportunities to refine their skills. During these classes they are encouraged to play not only with accurate notes and rhythms, but also with beautiful dynamics, articulation and other elements of expression that contribute to a musical interpretation of the piece. After each student plays, he/she receives constructive criticism from his/her fellow students as well as from me. I notice that the performers usually take these comments quite seriously, and strive to work on their playing so that their subsequent performances improve upon the previous one(s.) Both the class and the person performing benefit from these sessions. The students in the audience benefit because they are actively listening to the performances while following along with their scores, and subsequently giving constructive suggestions to the performers. This activity enhances their ability to listen to their own playing, and teaches them to be critical listeners. They are also taking notes on suggestions given to the performers, and often applying the suggestions to their own performances of the same piece. These classes also give us the opportunity to work on performance skills such as memorization, performance anxiety, etc.

Sight reading continues to be a skill that I focus on in my piano classes. Sight reading involves studying a score away from the instrument, focusing on elements such as position shifts, unusual leaps, difficult rhythms, etc., and then playing the piece without stopping – even if mistakes are made in the process. I integrate this activity into all of my piano classes, from 31A through 32ABCD. In addition to the work we do in the class, I assign exercises from my book, Essential Piano Techniques: A Guide to Performance and Practice, which contains sight reading examples in every key, in order of increasing difficulty. Thus, my students practice sight reading in and out of class, and are tested on it during their exams.

II. Analysis of Student Survey

Upon reviewing my student evaluations, I noticed that the two low scores I received for my piano classes pertained to question #19: The instructor requires too many individual

performances in this class, as well as question #20: The instructor does not require enough individual performances in this class. These questions have caused a problem in every evaluation thus far, because a positive answer reflects negatively on the score. Every piano instructor has had the same issue with these two questions, and I hope this can be addressed by a revision to these particular evaluation forms.

III.Professional Growth

In terms of professional growth activities that have taken place – or will take place – during Spring , Summer and Fall 2011, I have been serving as a member of the Division Curriculum Committee, and have participated in the process of reviewing many courses submitted by faculty members in the Fine Arts Division. As part of this process I have overseen the submission of several Music Department courses to be reviewed. In addition, I have collaborated with Hedley Nosworthy on submitting a new course: Music 40: Lyric Diction for Singers. I also served on the hiring committee for an adjunct piano instructor; our new faculty member is currently teaching a 31A: Beginning Piano I class. Additionally, I served as the co-chair of the Program Review committee with Patrick Schultz, and we successfully completed the Music Department Program Review in the Spring of 2011. In Spring 2011 I was a member of the Music Scholarship committee, which awarded scholarships to several deserving music students.

In the Spring of 2011 I invited pianist Christopher Brennan to give a master class at El Camino, which was subsequently held on April 28. I served on the audition committee for this master class, and also served on the audition committee for the Di Ou master class, which I hosted on October 13, 2011.

In terms of performances, in February 2011 I performed a lecture recital entitled "From Stravinsky to Kandinsky: Music in the Time of the Blue Four" at the Norton Simon Museum. On July 15 I returned to the Museum to perform "From Abstraction to Minimalism: Art and Music in the 1960s." These were the ninth and tenth concerts in an ongoing series of performances connecting art and music that I have been presenting at the Museum. On August 3 I gave a solo recital on the Music At Noon series in Pasadena. On May 7, 2011 I gave a Faculty-in-Residence duo piano recital in Marsee Auditorium with pianist Christopher Brennan. And on Sunday, November 13 I performed on the first annual Engelbarts Concert in Marsee Auditorium in an organ/piano duo with Dr. James Hurd.

In regard to other professional activities, I adjudicated for the Bach Festival in May of 2011, and returned to adjudicate the Finals of the same competition in October. I also adjudicated for the Southwestern Youth Music Festival in August 2011, and the MTAC Contemporary Music Festival on October 29 and 30.

SELF-EVALUATION REPORT
• FALL 2011

I. OBJECTIVES FOR THE CONTINUED IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES:

Enhanced classroom demonstrations and the clarification of instructional goals are my objectives for the continued improvement of instruction and student learning outcomes. These demonstrations often include strong and weak examples of previous student art work and examples of "master artist" drawings with an expectation that I can clarify, for students, the artists' intent and accomplishments.

Since my most effective teaching strategy is the drawing demonstration, I strive to improve them with directness and clarity. I also find it helpful to routinely practice or rehearse demonstrations in order to fine tune my presentation techniques. Included in these demonstrations are references to core principles and elements and their application to drawing. I primarily rely on student outcomes to verify the effectiveness of classroom demonstrations and instructional goals.

Inherit in the demonstration process is the idea that drawing is a skill and requires constant practice and preparation. If I am successful at leading the students to this conclusion, they begin to develop an awareness of process and technique which leads to the ability to evaluate the effectiveness of their drawings. This process improves critical thinking skills and the development of a "critical eye" which often leads to a rise in comprehension. As students' drawing skills mature, so does their confidence in themselves and their creativity.

Based on my experience in the classroom, when an instructor's expectations are clear and demonstrative, students are more likely to succeed. Therefore, my goal is to be clear and precise in my instruction and to develop various approaches and strategies to make the practice of drawing interesting and rewarding for students.

Last semester I completed an SLO Assessment for the two sections of Life Drawing that I teach. It was my goal to develop an SLO that would ask students to evaluate their cognitive and practical skills on specific life drawing tasks. I would, in turn, assess the students' evaluation results. This SLO was structured to assess the core competencies focused on Critical, Creative and Analytical Thinking and Content Knowledge based on a rubric of tasks. With the help of Diane Hayden (Associate Dean-Division of Fine Arts) and Irene Graff (Director of Institutional Research) questions were written and methods were develop to assess the data from the SLO. A summary of the data indicated that a student who repeated the class showed a significant improvement in their ability to make realistic and accurate judgments about their drawings. This finding gives evidence to the importance of repeatability and its

potential for success. I plan to continue to work on this SLO and to develop it so that I can better understand the data that is collected. In addition, I have assisted both full time and adjunct faculty with the their SLO assessments and continued my position on SLO committees.

I have also developed an ECC Faculty Web Page for my Life Drawing Classes. With the assistance of Brian Hayden from the Innovation Center, a web page with pertinent information and numerous anatomical drawings (for download) is now on line. In time, I plan to add more sections to the page, which will include images of my demonstration drawings and student drawings.

II. ANALYSIS OF STUDENT SURVEY:

The survey was comprised of one section of Drawing Fundamentals (10ab) and four sections of Life Drawing (17ab and 18abcd). A total of 72 students participated in the survey, the average scores per section are: Section 5114 (3.79), Section 5138 (3.74), Section 5139 (3.64), Section 5145 (3.89) and Section 5146 (3.73). I feel the scores in general support my instructional strategies and methods. It is always my goal to make instruction interesting while challenging students to achieve their goals as well as the ones I have set.

III. PROFESSIONAL GROWTH:

I have continued to make and exhibit my paintings and drawings; currently the Thomas Paul Fine Art Gallery of Los Angeles represents me. I have been included in a number of group shows at the gallery and had solo show in January of 2011. The show was reviewed in artdaily.org.

In addition I have continued to develop my web page and its' content (harrisonstorms.com) and with some assistance I am working on monograph of my art. The monograph will include a number of writers responding to the works. It will also, include a number of images of my works and works that have influenced me.

I continue to develop my drawing fundamentals and life-drawing skills through my own works and practice with an on line drawing site and DVD's. The two sources are Matthew Archambault's on line drawing site and Glen Vilppu's remarkable series of lectures on anatomical drawing. I have also gained insights into teaching drawing from conversations with the drawing and painting faculty, both full-time and adjunct.

IV. ANALYSIS OF PREVIOUS OBJECTIVES FOR THE IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES.

In 2008, I identified 4 areas as objectives for improvement. The first is to give each student the experience, the techniques and the skills that will enable them to draw in a competent and

personal manner. Second, was to find a common set of foundation drawing skills and terms that could be applied to Drawing Fundamentals and Life Drawing. Third, is to reinforce and encourage each student to practice the skill of drawing. The final objective was to inform, convince and persuade students that their success is in their hands, minds and hearts, and to own this responsibility as a gift from themselves.

In each of these objectives I believe progress is being made. My goals are on going, and I judge my success on the quality of the drawings and the efforts made by the students. It is a challenge to judge a drawing both for the students and myself. In response to this, I have attempted to give the students some standards and methods of critical thinking to aid them to judge their work and to "see" the logic for my judgments. In searching for a common set of drawing skills and terms I have been assisted by the faculty adopted **Principles and Elements** document. I use these terms for all my courses. One of the most challenging goals I have set for the students is the need to practice. I continued to require a sketchbook of drawings on a schedule set in the syllabus. The results of this task are variable but I will continue to require the sketchbook as apart of their course work.

The final objective is going well. Both in class discussions and private conversations, I sense that I am growing in my ability to inspire the students to believe and trust in themselves, and to make the connection between hard work and skill development.

In the 2007 SLO for Life Drawing I assessed the need to be more specific about the elements that would be included in the rubric, specifically the inclusion of a gesture in the life drawings. The 2011 SLO for Life Drawing was improved and changed with improved data and more interesting and instructive findings.

In the 2008 SLO for Drawing Fundamentals a number of findings were developed. This SLO was done in conjunction with Richard Ewing (adjunct instructor). We did the same SLO and combined and compared our results. Overall the SLO was successful and we will repeat it in our next cycle with improved clarity as to the SLO statement and the tasks that the students will attempt.

SELF-EVALUATION REPORT

December 1, 2011

I. OBJECTIVES FOR CONTINUED IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES

1. **Engage Students in More Active Learning Activities**. This has been a long-term goal in my teaching. Since my last evaluation in 2008, I participated in the Faculty in Partnership Program which uses On-Course methods focused on active learning and on having students take responsibility for their learning. FIPP encouraged me to explore a variety of different kinds of activities to engage students which I have permanently incorporated into my teaching. I will continue to work on engaging students in robust discussions of the readings.

2. **Link My Courses More Fully with Student Services and Other Programs on Campus.** I continue to encourage students to make use of the Writing Center. My Honors Transfer Program class spends a day in the library receiving research instruction from a librarian, followed by the collection and citation of specific resources by discussion groups. I would like to encourage students to use the new Reading Center and to make use of some of the workshops offered by the Health Center, particularly the one dealing with testing anxiety.

3. **Development and Improvement of On-Line Courses and the use of Technology in the Classroom**. I have made significant technological and pedagogical changes in my on-line courses. The materials are more stream-lined and easier to access, while also including a greater variety of media. The students are able to navigate the site and complete their work efficiently, with few glitches. I have incorporated the use of clickers into the classroom, using them about two times a semester per class. I would like to develop some new, more creative activities to use with the clickers.

4. **Continue Student Learning Outcomes Assessment**. I have assessed SLOs several times and made recommendations for changes based on the assessments. I have also helped compile our program-level SLO assessment. I look forward to assessing the single new History SLO (which combines the prior 3) in my Los Angeles History course this semester.

II. ANALYSIS OF STUDENT SURVEY

Classroom Instruction Reviews
My overall score in my face-to-face student reviews is 3.92. Since I have reassign time for Senate duties and am only teaching one face-to-face class, this may not be a fully accurate measure. My strengths are in the areas of using examples, being open to questions, exhibiting an interest in the material, being available to students and accomplishing my objectives. My lowest score in the student surveys was in the area of explaining how their work will be evaluated. I will endeavor to work to explain the grading system more carefully. My survey results from my on-line classes are not available at the time of the writing of this report.

III. PROFESSIONAL GROWTH

1. Academic Senate President. I am currently serving as the President of the Academic Senate on a three-year term.

2. Academic Senate Vice President of Faculty Development. I served for one year as the Senate VP of Faculty Development. In that position, I chaired the FDC for one year. I was a member of the FDC for two years.

3. Academic Program Review Committee Co-Chair. I have served for one and a half years as the Co-Chair of the APRC and am still the co-chair.

4. Faculty in Partnership Program. I participated in this On Course-based program for a year and subsequently taught a History 101 course linked with a Human Development course.

5. First Year Experience. I attended a week-long conference regarding learning communities at the Washington Center three years ago. Since then, I have taught in the FYE program in the fall. My Los Angeles History course has been linked with an English 1A course.

6. History Club. I was a co-faculty facilitator of the History Club for three years.

7. Teaching Book Club. I led and facilitated discussion of the Teaching Book Club for one semester and belonged to the club for a year and a half.

8. Student Learning Outcomes Facilitator and the College Assessment of Learning Committee. I served as a SLO Facilitator for BSS and CEC for one year and sat on the ALC.

9. Behavioral and Social Sciences Assessment of Learning Committee. I chaired this committee for two years.

10. Published articles and Presentations
    a. Los Angeles History Research Group. Presentation on a panel regarding the teaching of Los Angeles history. Spring 2009
    b. *California History*. Published article/review titled, "Scholarship, pedagogy and the Community College Student: A Response to Thomas Osborne's "pacific Eldorado: Rethinking Greater California's past." Fall 2010.
    c. *Southern California Quarterly*. Book review of *Juana Briones of 19th Century California,* by Jeanne Farr McDonnell. Fall 2010.
    d. *Southern California Quarterly*. Currently I am working on book review.

11. Honors Transfer Program. As the Instructor of U.S. Cultural Pluralism, I participate in the Honors Transfer Program.

IV.   ANALYSIS OF PREVIOUS OBJECTIVES FOR THE IMPROVEMENT OF INSTRUCTION.

The response to this question is included in section.

Appendix 12: Compton Faculty Evaluation Materials

Compton Community College district
Evaluation Summary

Name of Faculty Member:			
Div/Discipline or Program/Service Area:		Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)
Recommendation regarding overall performance rating [optional]: ___Satisfactory   ___Needs Improvement ___ Unsatisfactory

Team Members' Signatures		
Print	Sign	Date

08/2008

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___Satisfactory	___ Needs Improvement	___Unsatisfactory

Signed:

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: Date:

Data Collection Instrument

CLASS OBSERVATION

Faculty Member:_____ Observer: _____

Class/Section: _____Date: _____ Scheduled time: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance)_____

Number of Students Attending: _____ Time Class Begin: _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):____
_____

Method(s) of instruction (e.g., lecture, discussion, tutorial, seminar, demonstration, or a combination of methods):

Knowledge of subject matter (e.g., does the instructor show awareness of recent developments and research in the field; does the instructor show a sufficient understanding of the technical aspects of the field; does the instructor demonstrate a command of facts as well as interpretation of the material?):

Appropriateness of subject matter (e.g., does the subject matter related to and contributes to the course objectives and achievement of the stated student learning outcomes?):

Appropriateness of assignments (e.g., is the work assigned during the observed class period commensurate with students' ability and the objectives of the course?):

Evidence of subject matter organization (e.g., has the instructor used the class period efficiently; has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):

Evidence of preparation (e.g., has the instructor provided necessary material for the class in an organized fashion; has the instructor anticipated students' questions about materials?):

Use of available resources (e.g., does the instructor appropriately and effectively uses education facilities – such as the boar or seating arrangements – visual or audio aids, or other forms of technology; are teaching aids current?):

Instructional delivery (e.g., does the instructor speak clearly and modulate the pace of his or her speech appropriately; does the instructor show enthusiasm for the subject matter and the students through physical movement and speech?):

Evidence of creativity (e.g., has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Communication with students (e.g., does the instructor listen to the students; does the instructor answer questions clearly; pursing discussion to ensure students' understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender, and lifestyle?):

Critical thinking skills (e.g., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

Data Collection Instrument

Observation for Counseling, Library and Other Non-Classroom Activity
(Note: 'Class Observation' form for Human Development and similar classes)

Faculty Member: _____ Observer: _____

Type of Session: _____ Date: _____

The Faculty member:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Is approachable.	O	O	O	O	O
Comments:					
2. Treats student(s) equitably and with respect	O	O	O	O	O
Comments:					
3. Discusses academic needs, goals, information, and ideas with student(s)	O	O	O	O	O
Comments:					
4. Presents information clearly and sees to it that transitions between topics are effective.	O	O	O	O	O
Comments:					
5. Uses language that is understandable and at an appropriate level for the student	O	O	O	O	O
Comments:					
6. Encourages questions.	O	O	O	O	O
Comments:					
7. Answers questions clearly.	O	O	O	O	O
Comments:					
8. Maintains a rate and tone of oral delivery that are effective.	O	O	O	O	O
Comments:					

		O	O	O	O	O
9.	Uses effective ways to communicate information to the student (e.g., discussion, handouts, technology).	O	O	O	O	O
Comments:						
10.	Uses materials that are appropriate for the setting and student level.	O	O	O	O	O
Comments:						
11.	Uses time effectively	O	O	O	O	O
Comments:						
12.	Shows appropriate interest in the student's needs and enthusiasm for the task.	O	O	O	O	O
Comments:						
13.	Demonstrates adequate, up-to-date knowledge of the topics discussed.	O	O	O	O	O
Comments:						

Additional comments, if any:

08/2008

Compton Community College District
Survey Regarding Fulfillment of Professional Responsibilities

To Dean:		
From: Faculty Evaluation Team		Date:
Subject: Comprehensive Evaluation of		
		Period Covered: Beginning_____ Ending_____

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her fulfillment of professional responsibilities. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

The Faculty Member	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Adheres to applicable District policies and procedures	O	O	O	O	O
Comments:					
2. Submits grades not later than 8 business days following the last exam class date.	O	O	O	O	O
Comments:					
3. Submits census reports, adds, drops in a timely manner.	O	O	O	O	O
Comments:					
4. Posts teaching/office hour schedule and submits a copy to Academic Affairs by the end of the second week of each semester.	O	O	O	O	O
Comments:					
5. Attends and participates collegially in department/division meetings.	O	O	O	O	O
Comments:					

The Faculty Member	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
6. Serves on committees (institutional, screening/selection, etc.)	O	O	O	O	O
Comments:					
7. Works collegially with division faculty and others.	O	O	O	O	O
Comments.					
8. Attends workshops and conferences	O	O	O	O	O
Comments:					
9. Keeps current in the field (e.g., professional/technical journals)	O	O	O	O	O
Comments:					

Additional comments, if any:

Signature:	Date:

Thank you for your participation in this survey.

08/2008

Data Collection Instrument

Compton Community College District
Faculty Service Survey

To:	Leadership Position
From: Faculty Evaluation Team	Date:
Subject: Faculty Service Evaluation	
Committee/Task Force/Group:	Period Covered: Beginning_____ Ending_____

A faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her contribution as a participant in the committee, task force or group listed above. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

The Faculty member:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Attends meetings of the above group regularly	O	O	O	O	O
2. Contributes to the overall efficacy of the above group	O	O	O	O	O
3. Deals in a professional manner with colleagues	O	O	O	O	O

4.   What positive contributions has this individual made?

 5.   What, if anything, could this person do to contribute more?

Comments (feel free to attach additional comments)

Signature	Date
Position	

Thank you for your participation in this survey.

08/2008

Portfolio Information

For each distinctly different course you are currently teaching, please provide *examples* of the following materials you have prepared.

1. Course syllabus, including description of grading policy, textbook (title, author, publisher and date) and description of any supplemental material used in the course.

2. Sample quizzes, mid-terms, and final examination.

3. Key information handouts.

4. Assignments (e.g., typical assignments, key projects).

In addition, please provide any other information you think should be included to adequately describe the instructional strategies you employ in the course. Please be concise.

Finally, include the following in your portfolio:

1. A brief statement of your instructional and/or service philosophy.

2. A summary of your service in the following areas and what you contributed or gained by the service:

    - Committee work (departmental, shared governance, screening, district and state)
    - Staff Development activities
    - Curriculum development
    - Program review

3. A brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions.

Team Members' Signatures		
Print	*Sign*	*Date*
Dean's' Acceptance of Evaluation Summary and Rating of Overall Performance		
____Satisfactory	____Needs Improvement	____Unsatisfactory

Compton Community College District
Basic Evaluation Summary

Name of Faculty Member:			
Div/Discipline or Program/Service Area:		Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary	Exceed Expectation	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities			
4. Professional Development			

Formal Recommendations of the Evaluator (Attach additional sheets if necessary)		
Rating of Overall Performance		
____Satisfactory	____Needs Improvement	____Unsatisfactory
Comments:		

Evaluator's Signature:
Dean's Signature:
Faculty member's Acknowledgment of Receipt of Evaluation Summary
My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.
Signed: Date:

Appendix 13: Compton Faculty Evaluation Timeline

NAME	EVAL YEAR	EVALUATION	REMARKS
AGUILAR,CARMELA	2011-2012	BASIC	**COMPLETE**
AHMAD,MANZOOR	2011-2012	COMPREHENSIVE	**COMPLETE**
ARROYO,SILVIA T.	2011-2012	COMPREHENSIVE	**COMPLETE**
BENSON,EUGENE	2011-2012	BASIC	**COMPLETE**
BOATWRIGHT,EDDIE	2011-2012	BASIC	**COMPLETE**
BUNTING,IKAWEBA	2011-2012	COMPREHENSIVE	**In Dean's office awaiting signatures**
CLARK,LEONARD R	2011-2012	COMPREHENSIVE	**COMPLETE**
GARRETT,CURTIS	2011-2012	COMPREHENSIVE	**COMPLETE**
HAYNES,VANESSA	2011-2012	BASIC	**COMPLETE**
HEMMING, DEBRA	2011-2012	COMPREHENSIVE	**COMPLETE**
MY, ALEXANDER	2011-2012	COMPREHENSIVE	**COMPLETE**
OSANYINPEJU,ABIODUN	2011-2012	BASIC	**COMPLETE**
PANSKI,SAUL J	2011-2012	COMPREHENSIVE	**COMPLETE**
PORTER,LEROY M	2011-2012	COMPREHENSIVE	**No Evaluation-moving out of state**
ROACH,RUTH A.	2011-2012	BASIC	**COMPLETE**
VAN NIEL,PIETER J	2011-2012	BASIC	**COMPLETE**
PROBATIONARY EMPLOYEES			
BOSFIELD, SAUNDRA	2011-2012	PROB 4	**In Dean's office awaiting signatures**
HAYES-CUSHENBERRY, FRANCES	2011-2012	PROB 4	COMPLETE
PRIEST, MICHELLE	2011-2012	PROB 2	COMPLETE
RICHARDSON, CHRISTOPHER	2011-2012	PROB 2	Resigned
SCHUMACHER, HOLLY	2011-2012	PROB 2	COMPLETE
WALKER, GREGORY	2011-2012	PROB 2	COMPLETE
HARRIS-MIMS, JAMELLAH	2011-2012	PROB 1	**In Dean's office awaiting signatures**
GRAS, LAUREN	2011-2012	PROB 1	COMPLETE
JUAREZ, DALIA	2011-2012	PROB 1	COMPLETE
STODDARD, PATRICIA	2011-2012	PROB 1	COMPLETE
TATLILIOGLU, ABAGAIL	2011-2012	PROB 1	**No Evaluation -FMLA Leave 12-13**
ZAMBRANO, RUTH	2011-2012	PROB 1	COMPLETE

COTI, KARLA	2011-2012	PROB 1	COMPLETE
WASHINGTON, CASSANDRA	2011-2012	PROB 1	**In Dean's office awaiting signatures**
UEDA, DALE	2011-2012	PROB 1	COMPLETE
KOOIMAN, BRENT	2011-2012	PROB 1	COMPLETE
HOBBS, CHARLES	2011-2012	PROB 1	COMPLETE
PHAM, HOA	2011-2012	PROB 1	**Hired Jan 2012 - 1st eval Fall 2012**

Appendix 14: CCCD Fiscal Management Plan

Compton Community College District
Five-Year Budget Assumption Projection Details
Unrestricted General Fund
Subject to Frequent Change

	A	B	C	D	E	G	H
1	**Factor**	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
3	Data: As a % unless otherwise stated.						
5	**REVENUE CHANGES:**						
6	Funded COLA	0%	0%	0%	0%	0.5%	1%
7	Growth	0%	0%	0%	0%	0.5%	1%
8	FTES State-Forced Workload Reduction		369-436	200	200	200	200
9	Estimated, Funded FTES	5,994	5900-5,560	5900-5,560	5900-5,560	6,195-5,838	6,590-6,116
10	Special Trustee Categorical funding	($645,000)	($325,000)	0%	0%	0%	0%
11	**APPROPRIATION CHANGES:**						
12	PERS Employer Rate	10.923%	11.417	11.417	11.417	11.417%	11.417
13	STRS Employer Rate -steady at 8.25%	0	0	0	0	0	0
14	Election Expense	0	0	$520,00	0	$250,000	0
15	Health Insurance Rate	0	6-	6-	6-	6-10%	6-
16	Utilities	0	0	15	2%	2%	2%
17	Insurance - Work Comp	0	5-	5-	5-	5-8%	5-
18	Insurance - Liability	0	2-	2-	2-	2-3%	2-
19	PARS Obligations *	$109,842	0%	0%	0%	0%	0%
20	Police Services Contract	$1,363,918	1%	1%	1%	1%	1%
21	UGF Line of Credit Repayment	0	$500,000	$200,00	0%	0%	0%
22	**Notes:**						
23	* Total PARS obligation is $549,210 (5 annual payments of						
24							
25	**Dates Reviewed**						
26	Planning & Budget Committee (PBC)	7/31/2012					
27	Compton/ECC Senior Management	8/8/2012					
28	Compton Consultative Council	8/20/2012					
29	Compton Board	9/11/2012					
30							
31							
32							
33	Updated 08/29/2012						

Assumptions

		5900-5,560	5900-5,560	5900-5,560	6,195-5,838	6,590-6,116
Projected FTES						
Funded credit FTES	5956	5956	5956	5956	6195	6590
Funded noncredit FTES	37	37	37	37	45	50
Base funding credit	4564.825	4564.825	4564.825	4564.825	4564.825	4564.825
Base funding noncredit	2744.957	2744.957	2744.957	2744.957	2744.957	2744.957
Workload reductions (FTES)	496	436	200	200	200	200

REVENUES	2011 - 2012	2012-13	2013-14	2014-15	2015-16	2016-17
FEDERAL REVENUE						
Other Federal Revenues	27,527	30,000	0	0	0	0
Indirect Costs	0	0	15,000	15,000	15,000	15,000
TOTAL FEDERAL REVENUE	27,527	30,000	15,000	15,000	15,000	15,000
STATE REVENUE						
Part-time Faculty Salary	70,491	70,491	70,491	70,491	70,491	70,491
Part-time Faculty Insurance	336	336	336	336	336	336
General Apportionment	24,873,232	26,438,603	26,433,644	26,433,644	27,517,197	29,288,164
Prior Year Correction	385,958					
Enroll Fee Admin 2%	38,415	97,483	38,415	38,415	38,415	38,415
State Tax Subventions	30,285	30,000	29,000	29,000	29,000	29,000
Other State Tax Subventions	69	70	70	70	70	70
State - Lottery	1,022,518	787,876	798,000	798,000	810,000	830,000
State Mandated Costs	0	178,500	100,000	100,000	100,000	100,000
Other Miscellaneous State Revenue	-343	336	0	0	0	0
TOTAL STATE REVENUE	26,420,961	27,603,695	27,469,956	27,469,956	28,565,509	30,356,476
LOCAL REVENUE						
Secured Roll Tax Allocation	3,416,545	3,444,268	3,442,562	3,442,562	3,442,562	3,442,562
Prior Years Taxes	193,891	100,000	250,000	250,000	250,000	250,000
ERAF	-110,176	-100,000	100,000	100,000	100,000	100,000
Redevelopment Agency Fund	126,479	25,000	0	0	0	0
Rental and Leases	49,324	50,000	50,000	50,000	50,000	50,000
Interest and Investment	150,482	100,000	100,000	100,000	110,000	120,000
Enrollment Fees	878,463	735,000	735,000	735,000	764,400	810,264
Transcripts	5,289	4,000	4,000	4,000	4,160	4,410
Non Resident Fees	51,007	50,000	50,000	50,000	52,000	55,120
Parking Fees	0	30,000	0	0	0	0
Out of Country Tuition	125,463	80,000	80,000	80,000	83,200	88,192
Other Local Revenue	617,724	0	0	0	0	0
TOTAL LOCAL REVENUE	5,504,491	4,518,268	4,811,562	4,811,562	4,856,322	4,920,548
UNADJUSTED REVENUE	31,952,979	32,151,963	32,296,518	32,296,518	33,436,831	35,292,023
Funded COLA						
Workload Reductions	0	(1,990,264)	(912,965)	(912,965)	(912,965)	(912,965)
Restricted AB 318	0	(325,000)	(325,000)	(325,000)	(325,000)	(325,000)
PROJECTIVE REVENUE	31,952,979	29,836,699	31,058,553	31,058,553	32,198,866	34,054,058
BEGINNING BALANCE	3,054,963	4,960,552	4,263,541	3,667,174	3,100,671	2,942,249
PROJECTIVE REVENUE/BALANCE	35,007,942	34,797,251	35,322,095	34,725,727	35,299,536	36,996,307

EXPENSES	2011 - 2012	2012-13	2013-14	2014-15	2015-16	2016-17
ACADEMIC SALARIES						
Certificated Salaries	0	0	0	0	0	0
Instructional Salaries/Regular	5,787,767	5,604,685	5,754,685	5,904,685	6,054,685	6,204,685
Non Instructional Salaries/Regular	2,250,475	2,323,122	2,346,353	2,369,817	2,393,515	2,417,450
Instructional Salaries Other	3,513,288	3,065,000	3,095,650	3,126,607	3,157,873	3,189,451
Non Instructional Salaries Other	213,504	288,194	288,194	288,194	288,194	288,194
TOTAL ACADEMIC SALARIES	**11,765,034**	**11,281,001**	**11,484,882**	**11,689,302**	**11,894,266**	**12,099,780**
CLASSIFIED SALARIES						
Non Instructional Salaries Regular	4,259,082	4,616,081	4,666,081	4,716,081	4,766,081	4,816,081
Non-STRS Instructors	535,799	615,892	622,051	628,271	634,554	640,900
Non Instructional Salaries Non Reg	637,719	594,210	594,210	594,210	594,210	594,210
Instructional Aide	128,753	162,500	164,125	165,766	167,424	169,098
TOTAL CLASSIFIED SALARIES	**5,561,353**	**5,988,683**	**6,046,467**	**6,104,329**	**6,162,269**	**6,220,289**
EMPLOYEE BENEFITS						
State Teachers' Retirement System	876,642	911,490	920,605	929,811	939,109	948,500
Public Employees Retirement System	581,432	675,374	682,128	688,949	695,839	702,797
Social Security Survivors Disability	591,738	526,334	659,698	659,698	659,698	659,698
Health and Welfare	1,672,155	1,797,603	1,905,459	2,019,787	2,140,974	2,269,432
Unemployment Insurance	258,869	173,802	117,499	117,499	117,499	117,499
Workers' Compensation Insurance	482,092	471,380	494,949	519,696	545,681	572,965
Retiree Benefits	870,654	685,833	685,803	685,803	685,803	575,991
TOTAL EMPLOYEE BENEFITS	**5,333,582**	**5,241,816**	**5,466,141**	**5,621,243**	**5,784,603**	**5,846,883**
BOOKS, SUPPLIES AND MATERIALS						
Books and Supplies	0	4,445	4,445	4,445	4,445	4,445
Instructional Supplies	174,899	210,203	210,203	210,203	210,203	210,203
Non Instructional Repair Parts	24,636	71,417	71,417	71,417	71,417	71,417
Non Instructional Supplies	185,789	255,197	255,197	255,197	255,197	255,197
Gasoline	8,462	23,328	23,328	23,328	23,328	23,328
Food/Food Supplies	3,978	2,000	2,000	2,000	2,000	2,000
TOTAL BOOKS, SUPPLIES AND MAT.	**397,764**	**566,590**	**566,590**	**566,590**	**566,590**	**566,590**
CONTRACT SERVICES AND OPERATING EXPENSES						
Contract for Personal Services	2,355,966	1,970,103	2,083,103	2,096,233	2,109,494	2,122,888
Travel, Conference and Training	77,934	100,348	100,348	100,348	100,348	100,348
Dues and Memberships	33,834	35,740	35,740	35,740	35,740	35,740
Insurance	99,499	150,000	153,750	157,594	161,534	165,572
Utilities and Housekeeping Services	862,972	1,013,000	1,164,950	1,188,249	1,212,014	1,236,254
Contracts, Rentals, and Repairs	395,236	442,817	442,817	442,817	442,817	442,817
Legal, Elections, and Audit Expense	218,453	389,000	889,000	389,000	639,000	389,000
Other Srvcs, Postage, and Advertising	708,022	714,079	714,079	714,079	714,079	714,079
Miscellaneous	338,169	72,500	72,500	72,500	72,500	72,500
TOTAL CONTRACT SERVICES	**5,090,085**	**4,887,587**	**5,656,287**	**5,196,560**	**5,487,526**	**5,279,198**

EXPENSES	2011 - 2012	2012-13	2013-14	2014-15	2015-16	2016-17
CAPITAL OUTLAY						
Site Improvements	0	100,000	200,000	200,000	200,000	200,000
Buildings	0	0	0	0	0	0
Library Books	57,091	66,000	120,000	120,000	120,000	120,000
Equipment	121,198	202,033	204,053	202,033	202,033	202,033
TOTAL CAPITAL OUTLAY	**178,289**	**368,033**	**524,053**	**522,033**	**522,033**	**522,033**
OTHER OUTGO						
Other Outgo	1,292,420	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000
Interfund Transfers Out	372,767	850,000	560,500	575,000	590,000	605,000
Other Payments To/For Students	56,096	50,000	50,000	50,000	50,000	50,000
TOTAL OTHER OUTGO	**1,721,283**	**2,200,000**	**1,910,500**	**1,925,000**	**1,940,000**	**1,955,000**
TOTAL EXPENDITURES LESS CONTINGENCY	**30,047,390**	**30,533,710**	**31,654,920**	**31,625,057**	**32,357,287**	**32,489,773**
Reserve for Contingencies	**0**	**1,500,000**	**190,000**	**80,000**	**320,000**	**2,200,000**
GRAND TOTAL EXPENDITURES	**30,047,390**	**32,033,710**	**31,844,920**	**31,705,057**	**32,677,287**	**34,689,773**
ENDING BALANCE	**4,960,552**	**2,763,541**	**3,477,174**	**3,020,671**	**2,622,249**	**2,306,534**
	35,007,942	34,797,251	35,322,095	34,725,727	35,299,536	36,996,307
	-	-	-	-	-	-
Projected Ending Reserve	16.51%	8.63%	10.92%	9.53%	8.02%	6.65%
Annual Increases (Decreases)						
PERS	0	93,942	0	0	0	0
STRS	0	0	0	0	0	0
Election	0	0	520,000	0	250,000	0
Health and Welfare	0	-124,498	101,100	107,166	113,596	120,412
Utilities and Housekeeping Services	0	-55,000	151,950	23,299	23,765	24,240
Insurance - Workers' Compensation	0	-51,969	22,596	23,726	24,913	26,158
Insurance - Liability	0	25,000	10,500	10,815	11,139	11,474
Cost Reduction from Academic Hourly	0	0	0	0	0	0
Back-fill of Categorical from UGF	0	0	0	0	0	0
PARS Obligation	109,000	109,000	109,000	109,000	109,000	109,000
Police Services Contract	0	13,639	13,776	13,913	14,052	14,193
UGF Line of Credit Repayment	0	500,000	-300,000	0	0	0

Appendix 15: CCCD Planning and Budget Calendar

COMPTON COMMUNITY COLLEGE DISTRICT
EL CAMINO COLLEGE COMPTON CENTER
2011-2012 PLANNING AND BUDGET CLENDAR

Month	Activities	Responsible Party
July	A. Tentative Budget is rolled into active status (purchasing can begin) on July 1. B. Final evaluation of current year goals and objectives are entered into plans in plan builder. C. Final revenue and expenditure adjustments are made to budget and reviewed by PBC.	1. Accounting 2. Program faculty, staff, and managers 3. CEO and VP Compton Center 4. PBC
August	A. Review and discussion of the final budget assumptions by CEO and VP Compton Center with the PBC. B. Presentation of comments made by partner college (ECC) to the final budget. C. Final Budget line item review with PBC.	1. CEO and VP Compton Center 2. PBC 3. CEO 4. CBO
September	A. Final Budget submitted to Board.	1. CEO
October	A. Review and discuss the status of the 2008 Accreditation Self-Study Planning Agenda items. B. PBC conducts annual self-evaluation.	1. PBC 2. PBC
November	A. Review and revise planning priorities. B. Assess Program Review cycle to make sure program reviews are being completed in a timely manner.	1. Program Faculty, staff, and managers 2. PBC

December	A. Submit prioritized Program plans for the next fiscal year.	1. Program faculty, staff, and managers
	B. Review proposed midyear cuts/budget augmentation proposals and their linkage to	2. CEO and VP Compton Center
	budget and planning.	
January	A. Determine preliminary revenue estimates.	1. CBO
	B. Begin assessment of key budget issues.	2. PBC
	C. Identify budget development assumptions.	3. CEO and VP Compton Center
	D. Evaluation of current fiscal year program plan goals and objectives by January 31.	4. Program faculty, staff, and managers
February	A. Submit prioritized Unit plans for the next fiscal year by February 28.	1. Deans/Directors
	B. Review planning process to make sure that programs plans were submitted on time and that prioritization of goals and objectives took place.	2. PBC
	C. Review and discuss linkage between program plans and College mission statement, strategic initiatives, and program reviews.	3. PBC

March	A. Determine enrollment targets, sections to be taught, and full-and part-time FTEF.	1. VP Compton Center
	B. CEO and VP Compton Center jointly determine ongoing operational costs including: a. Full-time salaries b. Benefits, Utilities, GASB c. Legal and contract obligations	2. CEO, VP Compton Center and Cabinet
	C. Develop Line Item Budgets for Operational Areas.	3. CBO
	D. Prioritized Area plan recommendations for the next fiscal year submitted to PBC by March 31.	4. CEO and VP
	E. Review and discuss the status of the 2008 Accreditation Self-Study Planning Agenda items.	5. PBC
April	A. Tentative budget information completed for PBC review by April 15.	1. CBO
	B. Initial planning and budget assumptions are finalized.	2. Senior Management Team
	C. Presentation of comments made by partner college (ECC) to the final budget.	3. CEO
	D. Proposed tentative budget is reviewed and discussed for recommendation.	4. PBC
May	A. PBC submits recommended funding to CEO.	1. PBC
	B. CEO submits tentative budget to Board of Trustees for first reading.	2. CEO
June	A. Tentative Budget is presented to the Board by June 20.	1. CEO

Some major plans, such as the Educational Master Plan or the Facility Master Plan have unique cycles that do not fit into an annual calendar cycle. These plans should be submitted to PBC review during final stages of the planning process, before their adoption.

Appendix 16: El Camino College Five-Year Budget Assumption

CASE C

	El Camino College	BEST CASE:	Apportionment with NO deficit factor reduction each year 2013-2017				
FTES			17,936	17,399	17,399	17,486	17,616
Account Number	Description	2011-2012 Actuals	2012-2013 Estimated Actuals	2013-2014 Estimated Actuals	2014-2015 Estimated Actuals	2015-2016 Estimated Actuals	2016-2017 Estimated Actuals
BEGINNING BALANCE JULY 1		23,414,083	21,106,654	15,520,969	13,705,984	11,344,232	7,531,562
REVENUE							
	Federal	151,218	125,000	125,000	125,000	125,000	125,000
	State no deficit factor	63,058,617	56,135,167	60,946,629	60,946,629	61,343,784	61,937,234
	Local	38,066,015	38,593,664	38,593,664	38,593,664	38,593,664	38,593,664
		101,275,850	94,853,831	99,665,293	99,665,293	100,062,448	100,655,898
	Transfers in	1,730,000	1,390,000	1,390,000	1,390,000	1,390,000	1,390,000
	Total Revenue	103,005,850	96,243,831	101,055,293	101,055,293	101,452,448	102,045,898
EXPENDITURES							
	Academic Salaries	44,241,453	43,073,071	43,073,071	43,073,071	43,073,071	43,073,071
	Classified Salaries	24,702,394	24,431,328	24,431,328	24,431,328	24,431,328	24,431,328
	Staff Benefits	18,680,612	20,375,329	21,258,043	22,182,186	23,150,659	24,166,564
	Total Salaries and Benefits	87,624,459	87,879,728	88,762,442	89,686,585	90,655,058	91,670,963
	Books, Supplies and Materials	843,093	1,227,000	1,227,000	1,227,000	1,227,000	1,227,000
	Contract Services/Operating Exp	10,881,772	10,803,188	10,961,236	10,583,860	11,463,460	10,850,465
	Capital Outlay	88,585	79,600	79,600	79,600	79,600	79,600
	Other Outgo	5,875,370	5,840,000	5,840,000	5,840,000	5,840,000	5,840,000
	Total Other Expense	17,688,820	17,949,788	18,107,836	17,730,460	18,610,060	17,997,065
	less under expenditure of Budget		(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)	(4,000,000)
	Total Expenditures	105,313,279	101,829,516	102,870,278	103,417,045	105,265,118	105,668,028
TOTAL ENDING BALANCE / RESERVES		21,106,654	15,520,969	13,705,984	11,344,232	7,531,562	3,909,432
	Reserve %	20.04%	15.24%	13.32%	10.97%	7.15%	3.70%

Five-Year Budget Assumption Projection Details – ECC
Unrestricted General Fund
Subject to Frequent Change

Factor	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Data: As a % or $ amount unless otherwise stated.						
Beginning Fund Balance	23,414,083	21,106,654				
REVENUE CHANGES:						
Funded COLA	0%	0%	0%	0%	0.5%	1%
Growth	0%	0%	0%	0%	0.5%	1%
FTES State-Forced Workload Reduction		236 - 1,043	236 - 1,043	236 - 1,043	0.5%	1%
Estimated, Funded FTES	18,187	17,936 Per Chancellor's Office	17,951 - 16,847 17,399 = midpoint	17,951 - 16,847 17,399 = midpoint	18,041 - 16,931 17,486 = midpoint	18,131 - 17,100 midpoint = 17,616
Base	8,857,454	8,857,454	8,857,454	8,857,454	8,857,454	8,857,454
FTES Funding	80,863,498	81,914,973	79,426,435	79,426,435	79,823,590	80,417,040
Total	89,720,952	90,772,427	88,283,889	88,283,889	88,681,044	89,274,494
less NO reduction 1.5% for 2013-2017		-7,300,000				
		83,472,427	88,283,889	88,283,889	88,681,044	89,274,494
State General Apportionment - $$ Change		-6,248,525	4,811,462	0	397,155	593,450
Total Revenue Change		-6,248,525	4,811,462	0	397,155	593,450

APPROPRIATION CHANGES:						
PERS future cost incremental increase at 1.25% (2013-17)		$ 133,455	$ 290,866	$ 290,866	$ 290,866	$ 290,866
STRS Employer Rate -steady at 8.25%	0	0	0	0	0	0
Election Expense **	$1,100,000	$ 458,000	$500,000	0	$750,000	0
$ change in election expense		$ (642,000)	$ 42,000	$ (500,000)	$ 750,000	$ (750,000)
Health Insurance Rate		6-8%	6-10%	6-10%	6-10%	6-10%
$ health Insurance estimate	7,901,841	8,454,970	9,046,818	9,680,095	10,357,702	11,082,741
$ change in Health insurance Rate		553,129	591,848	633,277	677,607	725,039
Utilities		(100,000)	0	0	0	0
Insurance - Work Comp		10%	6.5%	6.5%	6.5%	6.5%
Insurance - Work Comp - $ cost amount at an average increase of 6.5%	$ 1,280,167	$ 1,412,622	$ 1,504,442	$ 1,602,231	$1,706,376	$ 1,817,290
$ change in Insurance - Work Comp		$ 132,455	$ 91,820	$ 97,789	$ 104,145	$ 110,914
Insurance - Liability $ cost amount at an average increase of 2.5%	$ 912,020	$ 969,139	$ 993,367	$ 1,018,202	$1,043,657	$ 1,069,748
$ change in Insurance - Prop & Liability		$ 57,119	$ 24,228	$ 24,835	$ 25,455	$ 26,091
Cost Reduction from Academic Hourly	0	TBD	TBD	TBD	TBD	TBD
Back-fill of Categoricals From UGF	0	0	0	0	0	0
Back-fill of Categoricals & Student Retention Projects From Fund 15	$1,150,000	$928,980	?	?	?	?
$ change in Back fill amount		($221,020)				
Total Expenditure Changes		$ (86,862)	$ 1,040,762	$ 546,767	$1,848,073	$ 402,910
Impact on Ending Fund Balance		($6,161,663)	$3,770,700	($546,767)	($1,450,918)	$190,540
Ending Fund Balance						

Benefits changes		$ 686,584	$ 882,714	$ 924,143	$ 968,473	$ 1,015,905
Other operating expense changes		$ (773,446)	$ 158,048	$ (377,376)	$ 879,600	$ (612,995)
		$ (86,862)	$ 1,040,762	$ 546,767	$1,848,073	$ 402,910
Notes:						
* PERS - increase from 10.923 to 11.417 % Rate approved by PERS Board on 5-16-2012						
** Actual billing $1,100,000 budgeted for $400,000						
Two board member seats up for election in Nov 2013, three members up for election in Nov 2015.						
Dates Reviewed						
PBC	3/15/2012, 5/10/2012, 6-7-2012			Management Mtg		3/21/2012
VPS	3/19/2012			Adm Svs Area Council		3/27/2012
CAB	3/12/12 & 3/19/2012, 6-4-2012			IBC		3/27/2012
College Council	3/19/2012					
Faculty Negotiation	3/23/2012					
file: Five-Year Budget Assumption 3 14 12						

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[31] http://www.elcamino.edu/administration/IR/docs/research/1_OnlineCourse_Analysis_SP11_ECC.pdf

[32] http://www.elcamino.edu/administration/ir/docs/research/1_OnlineCourse_Analysis_SP11_Com.pdf

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

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

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

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

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