



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

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MEMO TO: Dr. Thomas Fallo
Superintendent/President
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

RECEIVED

DEC 15 2009

FROM: Barbara A. Beno, President

DATE: December 14, 2009

SUBJECT: Enclosed Report of the Evaluation Team

Previously, the chairperson of the evaluation team sent you a draft report affording you the opportunity to correct errors of fact. We assume you have responded to the team chair. The Commission now has the final version of the report.

The Accrediting Commission for Community and Junior Colleges follows a policy of providing a copy of the final evaluation visit report to the chief executive officer of the visited institution prior to consideration by the Commission. Please examine the enclosed report.

- If you believe that the report contains inaccuracies, you are invited to call them to the attention of the Commission. To do so, a letter stating recommended corrections should be directed to the ACCJC President and signed by the chief executive officer of the institution. The letter should arrive at the Commission office by **December 16, 2009** in order to be included in Commission materials.
- ACCJC policy provides that, if desired, the chief administrator may request an appearance before the Commission to discuss the evaluation report. The Commission requires that the institution notify the Commission office by **December 16, 2009** or earlier of its intent to attend the meeting. This enables the Commission to invite the team chair to attend. The next meeting of the Accrediting Commission will be held on **January 6-8, 2010** at the Westin Hotel, San Francisco Airport, Millbrae, California. The enclosure, "Appearing Before the Commission," addresses the protocol of such appearances.

Please note that the Commission will not consider the institution as being indifferent if its chief administrator does not choose to appear before the Commission. If the institution does request to be heard at the Commission meeting, the chairperson of the evaluation team will also be asked to be present to explain the reasons for statements in the team report. Both parties will be allowed brief testimony before the Commission deliberates in private.

The enclosed report should be considered confidential and not given general distribution until it has been acted upon by the Accrediting Commission and you have been notified by letter of the action taken.

BAB/tl

Enclosure

cc: Dr. Francisco Arce, Accreditation Liaison Officer (w/o enclosure)



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Appearing before the Commission

ACCJC policy provides that, if desired, the Chief Executive Officer (CEO) of an institution may request an appearance before the Commission to discuss the evaluation report. The opportunity is provided when the Commission is deliberating or acting upon matters that affect the institution.

The Commission meets in January and June. An institution must send written notification to the ACCJC office at least 15 days before the scheduled meeting if the CEO wishes to attend. If the institution wishes to submit additional material to the Commission, it should exercise care, keeping in mind the Commission cannot read and absorb large amounts of material on short notice. Material should arrive at the ACCJC office with the written notification that the CEO has accepted the invitation to address the Commission.

The Chief Executive Officer is expected to be the presenter, and should consult with Commission staff if there are plans to invite other representatives to join the CEO. On the day of the Commission meeting, ACCJC staff will escort the CEO (and additional representatives) to and from the designated waiting area to the meeting at the appropriate time.

An institution's presentation should not exceed five (5) minutes. The Chair of the institution's evaluation team or designee will also be invited to attend. The Commissioners may ask questions of the CEO or representatives, and then will continue their deliberations in private. The CEO will be notified in writing of the subsequent action taken by the Commission.

The Commission considers this opportunity beneficial to the process of accreditation and values the occasion to learn new information from the institution.

Policies that are relative to this process are the *Policy on Access to Commission Meetings*, *Policy on Commission Actions on Institutions*, *Policy on Commission Good Practice in Relations with Member Institutions*, and *Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process*.

DEC 11 2009

PROGRESS REPORT

El Camino College
16007 Crenshaw Blvd.
Torrance, California 90506

A Confidential Report Prepared for the Accrediting Commission
For Community and Junior Colleges

This report represents the findings of the evaluation team that visited

El Camino

On

October 27, 2009

Donald F. Averill, Ed.D. (Chair), Chancellor Emeritus San Bernardino CCD

Dr. Jane de Leon, Dean of Planning Research American River College
And Professional Development

Ms. Rhea Riegel, Institutional Research Coordinator Fresno City College

DATE: October 30, 2009
TO: Accrediting Commission for Community and Junior Colleges
FROM: Donald F. Averill, Ed.D. - Team Chair
SUBJECT: Progress Visit Report
El Camino College – October 27, 2009

Introduction

In October 2008, El Camino College underwent a comprehensive accreditation review. This was its first review since it assumed responsibility for educational services in the service area of the former Compton College. In January 2009, the Commission reviewed the institution's Self Study Report and the Report of the comprehensive evaluation team, and acted to issue a Warning to El Camino College to address recommendations 1,2,3,4,6,7,8 and 9 that were detailed in the comprehensive evaluation team's report. El Camino College was required to submit two follow up reports. The first of these was due in April 2009 and was to address recommendations 1 and 3; the Commission reviewed that college report at its June 2009 meeting. El Camino College was required to submit a second report by October 15, 2009.

An accreditation team, comprised of Dr. Donald F. Averill, Dr. Jane de Leon, and Ms. Rhea Riegel visited El Camino College to conduct a Follow Up Visit on October 27, 2009. The purpose of the team visit was to review the Report prepared by the college and to determine if El Camino College had fully addressed recommendations provided by previous teams and was now in compliance with the Standards of Accreditation.

Members of the team were pleased that the college had prepared for the October visit by arranging meetings with individuals and groups agreed upon earlier with the team chair and by assembling complete and appropriate evidentiary documents in the team room. Over the course of the visit, the team met with the President of the College, three members of the Board of Trustees, members of the Steering Committee, and selected members of the faculty, staff, administration, and members of the administration and constituent representatives of the El Camino College - Compton Educational Center.

The team's work was performed in a series of meetings where the college related their efforts to address the recommendations from the previous visit and to address specific questions from the team members. One team member focused on the progress on student learning outcomes and the second member focused on program review and integration issues linking dialogue throughout the institution. The Chair of the visiting committee focused on the other recommendations.

Time was also committed to a review of the evidence developed since the last visit and with individual discussions and clarifications from key members of the El Camino College Steering

Committee. This visiting team report focused on the recommendations as outlined in the Commission's action letter to El Camino College of June 30, 2009. The visiting team examined how the college had addressed each of the recommendations and reports on each below.

The visiting team also took into account that recommendations 6, 7 and 8 will require El Camino College to work with the Special Trustee assigned by the California Community College System Chancellor to ensure that El Camino College has appropriate authority over its Compton Education Center to assure compliance with ACCJC Standards at the Center.

TEAM FINDINGS

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

Observation:

The October 2008 visiting team was concerned about evident inconsistencies between how the college reports its compliance with the standards cited in Recommendation 1 and what the evidence confirmed at the El Camino College main campus. That team also found there were even larger discrepancies at that time in the progress being made at the ECC Compton Center. For the most part, an electronic model (ECC/CEC Plan Builder v1.2) had been developed to complete the integration of planning, program review, resource allocation, evaluation, and a cyclical process for continuous improvement, but was not fully implemented. The findings of the October 2008 visit were further exacerbated by the perception that this work had not been completed since the first recommendation seeking integration of these activities made by the comprehensive evaluation team that visited in 1990..

There is a perception by the El Camino College leadership that the original recommendation had been met and accepted by the Commission in a focused review following the 2007 evaluation visit. The October 2008 visiting team did not concur with this assessment based on the evidence that was prepared by the college. The team found program reviews across the college and the center that were not complete, there was a significant problem with curriculum review as it related to program review, and the SLO process in many instances was stalled.. However, it is important to note that the college had moved forward in providing an infrastructure for providing this integration and was making progress on that implementation at the time of the October 2008 visit. The ECC/CEC Plan Builder v1.2 was introduced during the visit and was demonstrated to the college constituency at the time of our visit. Some use of the software was in place, but it was far from addressing the integration of planning that it was designed to facilitate. This visiting team has reviewed the accomplishments since the October 2008 visit and reports the following findings.

Findings and Analysis:

At the time of the October) 2009 evaluation visit, the college had made substantial improvements in their processes for assessing institutional quality and making improvements. All appropriate participants are now involved in the program review process, all program reviews have been documented as completed, and the projected timetables showing scheduled program reviews through 2016 should meet the Commission standard. All departments in Student Services and Administrative Services have completed their program reviews; the academic program reviews for the ECC Compton Center follow the same schedule as those of the main campus. Tracking and alignment of the College's processes for planning, program review, budgeting, and evaluation have improved. While the infrastructure is in place and being used El Camino College and the Center have completed only one cycle and only further experience with the model will identify its effectiveness in facilitating dialogue related to continuous improvement across the college and center.

The visiting team identified four steps that they feel are included in the integration process (1) Data and narrative presented in program reviews serve as the basis for developing the educational master plan, and are linked to the strategic plan. (2) The integration of program review recommendations with college goals is accomplished through linking the goals in program plans with at least one college goal or Strategic Initiative. (3) Program review recommendations are translated in program plans into objectives (e.g., hiring a faculty member or purchasing) and, occasionally, goals (e.g., improve student retention). (4) Review is completed starting with the programs and moving through units and areas before being presented to the Planning and Budgeting Committee and then the college president, to complete the prioritization and integrate effectively the planning process with resource allocation

Evaluations of goals and objectives by all cost centers through the four steps above are required in January and July and allow determination of whether projects are accomplishing their intended results and should continue. All of this is tracked through an electronic program that manages the data and provides a conduit for making college decisions.

As noted above, if the college adheres to its timetable for future program reviews, outlined through 2016, all program reviews will be completed once again.

Training sessions on program review facilitate the process that is understood college-wide and have included the ECC Compton Center. Faculty, staff, and managers have a positive perception of the program review process as a result of seeing, "their recommendations become part of a live document. Funding of recommendations and strong support from senior management has made the integration process a viable and on-going part of campus planning.

Conclusion:

The gaps in the integration process have been resolved and the campus has completed all curriculum review and program review processes and has them on a timeline that will meet the Commission rubrics for planning and program review. The ECC Compton Center is now integrated fully into this process and is now following the model for the main campus in completing their planning.

While the ECC Compton Center is now fully integrated into the main campus planning process, it is still reviewing and adjusting offerings to meet the enrollment growth and needs of the populations in their service area. Currently, the program review process is ensuring that the programs being offered are meeting El Camino's responsibility to ensure that the standards are met; it will be sometime before the Compton Center can sustain the same level of compliance as the main campus.

While both locations have met the recommendation to complete all program reviews by October 15, 2009 there has been some difficulty in getting complete input from part-time faculty. Continued attention will need to be given to this segment of the college constituency. The program review process is designed so that all career technical programs are reviewed every two years as required by statute. All other programs are on a six year cycle. Currently, the program reviews create a needs/wants list for resources that is carried forward in the budgeting cycle. The visiting team suggests that the campus consider a shorter form of annual review of all programs to address the allocation of resources and identify necessary curricular changes to ensure student learning.

The intent of the Commission's requirement of ongoing program review is to ensure that the institution identifies strengths and weaknesses on a regular basis and makes improvements to improve student success. A six year cycle for program review is too long a period to wait for the institution to make corrections to quality. El Camino College needs to determine what elements of program quality they will review annually and how improvements identified by annual reviews can be worked into the institution's priorities for action. Consideration might be given to memorializing an annual program review for the purposes of improvement and resource allocation and a comprehensive review on the existing cycle for the purpose of assessing program viability and determining long range planning. Only through this process will observers be able to determine if dialogue across the college is contributing to continuous improvement. El Camino College is substantially meeting this recommendation and is complying with the standards cited.

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 that the College shall attain, by 2012, the level of Proficiency in the *ACCJC Rubric for Evaluating Institutional 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)

Observations:

During the October 2008 visit the visiting team became concerned about the progress being made on student learning outcomes particularly as it related to meeting the ACCJC Rubrics for student learning outcomes at the proficiency level by 2012. The visiting team was concerned about the campus commitment at the main campus and the ECC Compton Center and the lack of progress toward course and program SLOs. El Camino Colleges main campus had provided for institutional goals, but it was not clear to the visiting team where the ECC Compton Center stood in that process.

Findings and Analysis:

Significant progress is being made to meet this recommendation as that activity is reported below:

The college has now published a general timeline for development and implementation of student learning outcomes; the timeline is available to the public and campus on the college's Student Learning Outcomes (SLO) website. The college also publishes regular reports at the end of each term showing the progress made on the development of SLOs and assessment plans; these reports are also available online. Under the direction of the Associate Dean of Academic Affairs, the College Assessment of Learning Committee (ALC) provides oversight for the implementation of SLOs and their assessment for the college, with area ALCs to manage implementation and assessment at the course and program level. The college currently has one SLO Assessment Coordinator; the ALC includes representation from all areas including student services and the ECC Compton Center. The ECC Compton Center SLO process has been integrated into that of El Camino College and the Center; therefore now have institutional goals. The concern of the visiting team is while work has moved forward effectively on course and program SLOs, the linkage with the institutional SLOs now needs to be reviewed for possible adjustment at either the course, program, degree, or institutional level. This distinction be being made because the standard uses "degree" while the campus refers to them as "institutional" level.

While progress has been made in SLO development at both the course and program level, there are still gaps; not all courses or programs have designated SLOs or assessment plans completed. In addition, some courses and programs have just one SLO designated, and others have several. Some of the single SLOs are complex, with multiple measurable components (in effect, multiple SLOs); others are simple, with only one measurable component. The college's timeline requires all courses and programs to publish at least one SLO assessment plan by December 2009, but there is some concern whether the timeline will be met. This assessment is based on the difficulty the campus is having in getting part-time faculty to get involved in the process. The problem exists on both the main campus and at the Compton Center. If the college maintains its printed schedule it should be able to reach proficiency level for SLOs by 2012.

Course-level SLO assessment plans are required to show links to program-level SLOs and college-level Core Competencies (the college's term for institution- and degree-level SLOs); desig-

nation of these links is embedded in the SLO reporting form. However, the plan for assessment of the core competencies will not be published until December 2009 (based on the current college timeline), so it is unclear how course and program level SLO assessments will assist in the measurement of the core competencies. In addition, without a plan for Core Competency assessment, there is concern about subsequent plans for reflection and integration of the results.

Reflections on course-level SLO assessments are beginning to be addressed in program reviews. Random review of program review reports shows some programs involved in reflection on assessment results (e.g., Journalism), while other programs are still in the development stage for SLOs and assessments, and therefore do not include reflection on SLO assessments in their program review reports.

The college has begun to incorporate SLO statements into course syllabi. The Compton Center uses a template for syllabi that includes a section for SLOs and assessments; most Compton Center syllabi reviewed include SLOs. In addition, a review of online class syllabi shows that most online syllabi do include SLOs. However, a review of syllabi on the main campus indicates this practice still needs further implementation for traditional classes at the main campus.

Conclusion:

Overall, the college has made progress toward meeting this recommendation. There are still critical issues to be addressed, such as development of a core-competency assessment plan and inclusion of core competencies as part of the program review process. The 2009 team believes that El Camino College is now more likely to meet the 2012 Commission expectations for work on student learning outcomes. However, there is still work to complete to keep this process on track.

Typical of many SLO implementations, the process first looks at course level and then program SLOs and the El Camino tracking procedures accommodate that model. The college developed an institutional set of SLOs, but work now needs to be completed to link those SLOs back to the program and course level. It would be helpful to build a matrix that will assist the college in tracking institutional SLOs into the integration and planning process so that the college can report on the effectiveness of these SLO expectations. The College is making progress on this recommendation, but needs to keep focused on the requirement that it achieve "proficiency" level on the Commission's rubric by 2012.

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

With regard to Recommendation 3, the Commission notes that it is important that El Camino College's program review process be finalized so that it functions to guide assessment of program quality and identify institutional needs for improvement over time. The Commission fears that the institution's tendency to constantly change the process of program review has focused for some time on the *process* of reviewing quality, without a concomitant effort to assess quality, plan and make improvements to program quality. The College is encouraged to develop a sound program review system that it finds sufficient to serve as a basis of decision making, and to employ it systematically across the entire institution.

Observation:

The original concern of the October 2008 visiting team was the fact that a significant portion of the curriculum offerings of El Camino College had not been reviewed as far back as 1993. This was not compatible with effective course management and existed as a shortcoming for the program review process or in maintaining a regular review of courses to meet student needs. The visiting team was in concurrence with the observation of the Commission over several visits that the program review process has lacked consistency and the model has been regularly changed to the point that it could be used as a basis for decision making, and be employed systematically across the entire institution. At the time of the October 2008 visit Plan Builder was just starting to be used, program review was not complete across the college and the center and a substantial portion of the curriculum had not been reviewed since 1993. During this visit the team found that these deficiencies had been addressed and the college and center were moving forward on meeting the cited standards. This assessment is given with some caution since it is difficult to assess the impact of dialogue across the campus related to continuous improvement based on the evidence provided.

In October 2008, El Camino College had developed what it considered a consistent model for planning across the institution. At the time of the October 2008 visit the visiting team interpreted the model as being in development. It was also difficult to identify, at that time, how the ECC Compton Center was linked into the process. This report will focus on these two elements of the recommendation. El Camino College and the ECC Compton Center have completed all course reviews, integrated this process into the program review matrix and a timeline for course review going forward has been developed.

Findings and Analysis:

Curriculum Review

All courses across the institution have completed review by October 15, 2009. A timeline was supplied to the visiting team which defines how all courses will be reviewed on a six-year cycle that is embedded within the program review cycle, and the College Curriculum Committee schedules and tracks all curricula through a software program (ECC/CEC Plan Builder v1.2) purchased and installed earlier this year. With few exceptions (e.g., LVN and Aerospace Fastener courses), all courses taught at the ECC Compton Center are taught at ECC, so course reviews are not divided by location. While all courses have been reviewed the visiting team has

concern about course review essentially being done only each six years. As stated in the discussion on program review this is not consistent with the Commission standards that seek continuous review to ensure that student needs are being met. Some notation might be included in an annual program review of any curriculum that might need further development based on the program review. Review of on-line courses and programs occurs in the curriculum section of a discipline's program review. Additionally, the level of review itself may be more rigorous than that for face-to-face courses. All online curriculums were submitted to additional scrutiny this last summer to ensure that the standards were met.

Currency of curriculum is assured through the six-year review cycle and through the integration of the curriculum and program review progresses in that program review contains, "an important element identifying courses that need to be revised, added, or deleted.

Consistent Model for Program Review

El Camino College had developed a consistent model for program review and a tracking process at the time of the October 2008 visit. It was the perception of the visiting team based on the evidence provided that this was in development and had not been fully implemented. The tracking program was modified from a software program developed by Pasadena Area CCD and provides not only for a consistent program review process but also for the integration of the data into a tracking process that can be used for planning, resource allocation, evaluation, and reviewing progress.

This model is now fully in place. All programs have completed at least one iteration of review. Training has been provided throughout the college including the ECC Compton Center and the process is used throughout the college. It would strengthen the process if the college conducted annual program review process to evaluate student outcomes and plan improvements relative to findings as well as inform the college about resource allocation for the short term and comprehensive program review on a longer term. El Camino College apparently differentiates between program planning and program review and contends that the program planning process provides the vehicle for evaluating prior year performance thus merging program review and assessment of student learning outcomes and contends that this process meets the rubric on planning.

Conclusion:

El Camino College has addressed the major concerns of the previous visiting team and the added constraint provided by the Commission. The curriculum review process has been fully completed and now a consistent model is in place to provide for the integration of program review information into the cycle for assessing continuous improvement of the college. El Camino College has addressed this recommendation and is in compliance with the standards cited. However, further consideration should be given to combining some elements of program planning and program review for annual assessment as it relates to program quality and resource need. A longer comprehensive program review might be completed on longer cycle to consider in strategic planning and identifying ways of maintaining continuous improvement..

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)

Observations:

Concerns were identified by the October 2008 visiting team regarding the online classes offered by El Camino College. At the time of the visit there were considerable inconsistencies regarding the online courses. Many of the programs did not have SLO development; there was no evidence of regular course review and the institution lacked a process for ensuring that online students had the same services available to them as students attending traditional courses.

Findings and Analysis:

El Camino College has an extensive program available through online courses. It is the college's contention that the online program does not currently contain any programs where a student can meet 50 percent or more of the programs requirements on line. As a result no substantive change has been considered necessary.

The visiting team's review validated El Camino 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 learning outcomes as their face-to-face counterparts. The College communicates information to online students through email, discussion boards, chat rooms, Web pages, and ETUDES, the course management software used for online instruction.

It is possible that much of the review process for online classes was in place at the time of the October 2008 visit, but the evidence did not corroborate that the offerings fully met the ACCJC Standards for online courses.

Distance Education courses are coordinated through the Learning Resources Center and an extensive process is used to ensure that these courses not only meet the standards of the traditional on-campus program, but take into consideration the unique variables that are inherent for an online offering.

The visiting team reviewed curriculum for online courses and determined the college had a rigorous process that ensures that the academic rigor is retained and that unique variables of the online format are addressed. This is now integrated into the curriculum review process for the campus. Extensive faculty training is provided for those that want to offer online courses.

Student services components have been included in the online course management system to provide access to the same services available to all on-campus students. It is the contention of the college that 67 percent of these students are also completing traditional course offerings on the campus so the student services needs are met both through campus access and through online services.

Conclusion

The College assures that online courses and programs meet the same level of rigor as on-site offerings. A survey of syllabi for courses taught online was conducted by the visiting team and provided assurance that online courses offered through both locations are rigorous and convey high expectations. A number of support services are made available to students online. Student learning outcomes are incorporated into online courses in the same way they are included in on-site courses, and this information is clearly communicated to students enrolling in these courses. The online program is an important and effective part of fulfilling the College's mission.

Based on the extensive offerings provided online at El Camino College, the visiting team is still concerned that it is possible to complete at least 50 percent of a program on line regardless of the number of those students enrolled on campus and that a substantive change should be considered by the campus. Based on the processes reported and reviewed it appears El Camino College would have not difficulty meeting the online requirements of the Commission.

Recommendation 6: The 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)

Observations:

During the October 2008 visit to El Camino College the visiting team became concerned about the fiscal stability of the ECC Compton Center based on several factors. The annual external audit that ACCJC standards require was over a year late. It was evident that enrollment projections at the center were under estimated, and fiscal contingencies for needed facility improvement for the Center did not appear to be adequate. While the major problems were at the ECC Center, the ACCJC Standards require that all programs offered by a community college be in compliance with the standards and this is what raised the recommendation to the level of a college recommendation.

Findings and Analysis:

The partnership between El Camino College and the Compton Community College District to offer services complicates the compliance issues. El Camino's administrative leadership must address many of the issues with the Special Trustee at Compton CCD and the Trustee in turn must assist in facilitating the solutions. El Camino College has accepted its role in ensuring that the fiscal conditions of both the college and the center are stable and provide for an effective educational offering for the students being served.

Several changes have contributed to a stable fiscal setting at the ECC Compton Center. Key changes include hiring an experienced and qualified chief fiscal officer, the completion of changes to business practices required by the audit, and significant increases in enrollment that have closed the shortfall of resources.

Fiscal oversight by the El Camino College administration and the Special Trustee, in working with the administration of the Compton Center, have managed to bring the process of planning, program review, resource allocation, and evaluation into a cyclical model that is driven by the planning model used for El Camino College. This has provided for a better fit with El Camino's main campus and a process for El Camino College to retain oversight for both financial resources and the process for insuring compliance with the ACCJC Standards. Some of the significant accomplishments since the last visit are listed below:

- **Improved Fiscal Soundness** - Since the time of the site visit, Compton CCD's 2007-08 audit has been completed. The opinion letter no longer contains a "going concern" designation. Due to significant enrollment growth, the Center now has an annual net operating balance for the first time in years. Additionally the Center's budget projections for the next three years forecast ongoing annual net operating balances.
- **Assuring Fiscal Soundness** - Both the El Camino CCD and Compton CCD use an independent Certified Public Accounting (CPA) firm to assess the annual basic financial statements for each applicable location. As with all California Community College Districts, the auditing process is conducted late in the fall after the academic year ends on June 30th. The CPA firm typically issues the Independent Auditor's Report in December of the same year.

The Center's 2009-10 annual operating budget now has a \$2 million reserve; the "going concern" opinion has been removed; and lastly, 19 of the findings have been resolved, seven are actively being addressed, and two were inactivated.

- **Fiscal Planning** - The Compton District's budget is now balanced. The district has ended the 2008-2009 fiscal year with a positive ending balance and has adopted a budget for 2009-2010 that includes reserves and contingencies of approximately 7.4 percent of budgeted expenditures.
- **Line of Credit** - Compton CCD must still borrow from the \$30 million line of credit to balance the budget. It is true enrollment and revenue has improved dramatically over the three year period, however this year the district borrowed \$5 million from line of credit (LOC) for a cumulative \$18 million debt.

College and Center management have worked together from the beginning of the agreement to develop an FTES recovery plan that restores the Center's population. During the first three years of the agreement, the Center met or exceeded its FTES goals and enrollment continues to increase at a very brisk pace. The Center grew from 2700 FTES in year one, to 3300 FTES in year two, and exceeded 4600 FTES in year three. With the success of the first three year FTES projections, a new three-year projection has been designed to continue restoring the Center's FTES levels. Since the 2008-2009 enrollments exceeded 4600 FTES, Compton will be funded on the basis of its actual FTES rather than under the guaranteed funding level specified in Assembly Bill 318.

The consistent annual growth of the Center's FTES has enabled the Center to build an annual net operating balance for this fiscal year. Projected annual growth is anticipated to fund the annual net operating balance going forward. FTES growth projections are a driving component of the 2009 Educational, Facilities, and Staffing plans for the Center.

Conclusions:

Significant improvements have taken place in the fiscal performance of the ECC Compton Center and the working relationship between the Special Trustee and El Camino CCD has been adjusted to allow El Camino College appropriate oversight to ensure that the ACCJC Standards are being met on both sites. This is a component that is very necessary to retain the integrity of how the standards are being met at the El Camino Campus and at the ECC Center.

The College has developed a fiscal management plan matched to revenues at all sites to assure the fiscal soundness of the institution. The Compton CCD has substantially improved its financial condition and attained relative stability. However, it is important to note that Compton CCD must still borrow from the \$30 million line of credit to balance the budget. It is true enrollment and revenue has improved dramatically over the three year period, however this year the district borrowed \$5 million from line of credit (LOC) for a cumulative \$18 million debt.

The visiting team finds that El Camino College has made significant progress in addressing this recommendation and that the college is in compliance and is meeting the standards cited.

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

Observations:

The 2008 visiting team identified several concerns related to the staffing of the college and the center. While the major concerns were focused on the center, it was the responsibility of the main campus to ensure that the ACCJC Standards were being addressed. At the Center, issues were identified that related to job classifications, evaluation and staff development, and the appropriate assignment of staff.

Again, the solution is complicated by the fact that the staff of the center is technically employees of the Compton Community College District. Another significant difference in the personnel setting relates to the fact that Compton has a Personnel Commission for classified personnel and El Camino College does not. The Special Trustee has oversight and the right to override most of the personnel mechanism as it relates to the center. However, these conditions have complicated the efforts to operate within the expected standards as they are applied to the two settings. The observations and analysis of the visiting team indicate that significant progress is being made in meeting the standards at this time.

Findings and Analysis:

The visiting team found that El Camino College employs a well-qualified staff dedicated to meeting the needs of its students and the unique community settings. Several changes have been noted since the last visit.

- Staffing plans are developed in response to program reviews in which staffing needs are identified. Program managers submit justifications for filling a vacant or new position to the President's Cabinet for approval. Requests are prioritized at the program, unit, and area levels for inclusion in the budget.
- ECC adheres to equal employment opportunity guidelines and objective job-related criteria as determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job.
- Several staffing issues face the College as it prepares for the next five to 10 years. ECC will experience significant changes in mid- and upper-level administrative positions due to turnover and retirements during the next 10 years. Also impacting the organizational structure will be the significant number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District's workforce is over 50 years of age.
- Critical management positions at the Center have been filled with well-qualified, regular permanent employees. The key leadership positions filled include: the CEO/Provost; one academic dean; a student services dean; a chief business officer; a career and technical education dean; a health and human services dean; a human resources dean; and a manager of maintenance and operations. In the area of Student Services, additional management positions filled include the director of admissions and records; director of financial aid, director of outreach; director of EOP&S; director of CalWORKs, TANF and DSP&S; director of TRIO Programs; and an athletic director.
- Positions still filled by interim employees include: one administrative dean; director of facilities, planning and development; and the director of information systems. A total of 117 full-time classified and 45 part-time classified employees are also employed at the Center.

The original staffing projections at the time the partnership began indicated that the FTES would decrease and level off between the years 2006-2011, requiring staffing decreases. This trend has not materialized. Instead, the Center has experienced steady enrollment growth. When compared to other campuses that generate approximately 5200 FTES (2008-2009), the FTEF at the Center is comparable in size.

External agencies such as FCMAT have expressed concern about the status of employee job classifications. Initially, El Camino College and the Center tried to update the job descriptions internally. However, due to the complexity of the task, Compton Community College District hired Koff & Associates to conduct a classification study. Koff & Associates will develop updated and objective classification descriptions that are legally compliant, internally aligned, reflective of contemporary standards, and that accurately reflect the current roles, responsibilities, duties and qualifications of each employee. The study will make specific recommendations for internal compensation equity for each reviewed position. The study is expected to be completed by December, 2009. There is no plan to implement a reduction in force at this time. Following discussions with the Special Trustee, all of

these changes have been reviewed and accepted within the framework of the partnership and accepted by both parties.

Conclusion:

El Camino College has a staffing plan for all employees of the El Camino Community College District which assures the effectiveness of human resources, includes written criteria for all personnel hired, and assigns individuals to duties appropriate to their expertise and the needs of the institution. El Camino College is ensuring the development of an effective and equitable human resources plan for employees of the Compton Community College District, including written criteria and appropriate assignment of duties to staff based on their expertise and the needs of the Center. Center staffing decisions are reviewed on a regular basis by the El Camino College President's Cabinet before positions are sent to the Compton Community College District Special Trustee for approval. El Camino College is meeting this Standard.

Recommendation 8: The El Camino College must develop a facilities master plan for all sites, linked to educational planning, and integrate this plan with the institution's overall planning process. (III.B.1.a, III.B.2.a, III.B.2.b)

Observations:

The previous visiting team found inconsistencies in the planning process for the main campus of El Camino College and the El Camino College Compton Center. This was noted in the recommendations and the college was asked to act upon this recommendation. It must be noted that the solution is complicated by the fact that legislation (Assembly Bill 318) retains the District property under the control of a Special Trustee and certain activities related to the center are performed under contract to El Camino CCD.

Findings and Analysis:

A discussion and review both with the President, the staff of El Camino College and the Special Trustee have indicated that every effort is being made to address the legal ramifications of the contract for services and the requirements of the ACCJC Standards. With this in mind the following plans are reported. The Educational Master Plan document that is in process for El Camino College and the Center is to be completed this December. While it includes the Comprehensive Plan for the Center it has not been institutionalized as of this report. By January 2010, the updated Educational and Facilities Master plans for the College and Center will be approved by the respective Boards of Trustees. Comprehensive planning will have been institutionalized at the College and the center.

- The development of the 2009 Educational Master Plan began in fall 2007. The College updated the 2004 Educational Master Plan, and the Center created a new Educational Master Plan.
- Managers in academic affairs and support services updated their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline

to determine whether their area would be stable, expanding, or contracting in a one-to-five year and five-to-10 year time frame, and the academic deans provided a narrative addressing the staffing, facilities, and infrastructure, technology, and curriculum implications of the projected changes. Managers at the Center conducted a similar analysis, adapting the College's data to their unique circumstances.

- In fall 2008, program summaries were created, and data on enrollment was gathered. This information identified space needs analysis and staffing plans. A firm has been engaged to conduct a facilities space-use analysis for the College and the Center. This report will be used to guide the Educational Master Plan and the Facilities Master Plan.
- In 2008, based on the immediate need to obtain state funding for infrastructure projects at the center, a draft Facilities Master Plan was created. This enabled El Camino College to obtain \$47.3 million in much-needed funding to install a new central plant at the Center to provide cooling and heating. New electrical trunk lines and data lines, water systems, and drainage systems will be built utilizing these funds. When the Educational Master Plan is completed in fall 2009, it will serve as the basis for revising the draft that was created in 2008.
- In May and June 2009, the administrator responsible for planning and a principal from a planning firm conducted interviews with all College and Center managers to validate and update information submitted as trends and projections in fall 2008. A revised draft will be presented to the Board of Trustees at both El Camino and the Compton districts for their first reading in November, with a final reading and approval anticipated in December, 2009.

The analysis is expected to validate that the College will experience slow but steady enrollment growth in response to current state funding reductions, and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered pedagogy. Accessibility of student services and increases in interventions to support under-prepared students will continue to be emphasized. The Center projects more rapid enrollment growth, and the needs for an infusion of technology and new and modernized facilities. The Center's infrastructure will need considerable improvements. Staffing needs will also increase to support the continuing enrollment growth.

The efforts show good integration of planning based on the contingencies that exist with the contract for services and the independent status of the two Boards of Trustees. There has been some difficulty with the bonding issues on the Center construction. This is being complicated not by FCMAT but by the Department of Finance in moving construction planning through the Chancellor's Office. Currently, all work is proceeding on schedule.

Conclusions:

The College is making significant progress on the facilities needs of both locations and in keeping with the ACCJC Standards, this work is integrated into the Educational Planning process. El Camino College has achieved considerable changes in facilities planning and has done so within the unique setting (two locations with different needs and structures) of this planning; its plans provide some flexibility that will accommodate the differences in student population between the main campus and the center. El Camino College is meeting this standard.

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

Observations

The previous visiting team found that the Board of Trustees of El Camino CCD had not complied with Standard IV.B which requires the Board of Trustees to not only have an Ethics Policy, but to also have a set of consequences for having violated that policy. This was reflected in the recommendations and has been acted on by the Board of Trustees.

Findings and Analysis:

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

Conclusion:

This recommendation has been met and the College is in compliance with the standard.

