



## EL CAMINO COMMUNITY COLLEGE DISTRICT

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October 13, 2009

Dr. Barbara A. Beno  
Accrediting Commission for Community  
And Junior Colleges  
10 Commercial Boulevard, Suite 204  
Novato, CA 94949

Dear Dr. Beno:

Enclosed is the El Camino Community College District Follow-Up Report as requested in the February 3, 2009 Commission Action Letter. Members of the College community concentrated their efforts on the issues cited in Recommendations 1 and 3 and dutifully implemented improvements in responses to Recommendations 2, 4, 6, 7, 8 and 9.

In response to Recommendation 1, the College has fully implemented a process to track planning, program review, budgeting and evaluation. This process is used consistently.

The Compton Community Educational Center has started to implement the institutional effectiveness cycle and is at the Development level of the Accrediting Commission for Community and Junior Colleges Rubric for program review and planning.

In response to Recommendation 3, the College initiated a project to bring all of the outstanding courses into compliance with best practices for course review by the College Curriculum Committee.

The College made an affirmative effort to address all of the recommendations and has implemented improvements. We look forward to welcoming Dr. Donald Averill and team members de Leon and Riegel to our campus on Tuesday, October 27, 2009. In the interim, please let me know if you have any questions, comments or concerns.

Sincerely,

Thomas M. Fallo  
Superintendent/President

Dr. Donald Averill  
Dr. Jane de Leon  
Ms. Rhea Riegel  
Dr. Francisco Arce

**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)**

El Camino College has fully implemented its process to track planning, program review, budgeting, and evaluation. The college assures that all departments and areas participate in the program review process. All program reviews have been completed and the results have been integrated into the planning process and clearly link to the allocation of resources. The ECC Compton Educational Center (Center) has implemented a planning, program review, budgeting, and evaluation process that mirrors the process on the main campus.

Since February 2009, the college has improved its oversight of the entire planning process in the following ways: 2008-2009 plans at all sites were finalized; 2009-2010 plans were created for all programs at all sites; each plan has undergone one or more rounds of evaluation; all scheduled program reviews have been completed, bringing the college completely up to date; and all recommendations from program reviews of the past 6 years have been integrated into program plans.

### **The Planning Process**

The annual college planning process is used in all departments at all sites. At the main campus, plans are divided into four area plans, each managed by a Vice President. Each area consists of units, which are managed by deans or directors. The units are made up of various programs. At the Center, the overall direction is provided by the Provost, in coordination with El Camino College Vice Presidents and Superintendent/President. Because of the smaller scale of operations, the Center's plans consist only of unit and program plans.

#### Appendix 1: Planning Model

At El Camino College, the first step of the cycle is the collection and analysis of data, particularly program review recommendations, to form the basis of an annual program plan. Program plan recommendations are then prioritized to form the unit plan. Prioritized recommendations from the unit plans are forwarded to each area Vice President. The Vice Presidents, in consultation with their unit managers, determine the priorities for their area and identify sources of funding such as general fund, special contract funds, block grant, and other categorical funds to create a proposed budget that addresses the priorities that are being recommended.

The Vice Presidents collaboratively review each of the recommendations made by the units to determine college-wide priorities. These rankings are shared with Planning and Budgeting Committee (PBC), an advisory body to the president and with Cabinet, for endorsement and recommendation to the Board of Trustees. A final budget is developed by the Superintendent/President and adopted by the Board of Trustees at its September meeting.

The Compton Community College District is a separate fiscal entity; however, the Center planning process and budget are under the oversight of El Camino College. Program plans are prioritized by the deans to develop unit plans, which are then presented to the Provost's Cabinet and the senior management team. This management team consists of the President and Vice Presidents of ECC, the Provost, and the Compton District Special Trustee. These plans are also presented to the CEC Budget and Planning Committee (BPC) for consultation. As at main campus, funding sources are identified as part of the budget development process. Senior management recommends a final budget for the Special Trustee's approval.

The main campus currently has 296 plans, detailing current goals and objectives as well as a record of the outcomes of prior plans. The Center has 121 plans currently in progress. Over 400 recommendations from program reviews are integrated into these plans. Plans from all locations are tracked throughout the year by the Chair of the PBC to ensure that current year plans are being consistently evaluated, and that the results are used to inform the upcoming year's plan. Plans are evaluated semi-annually in a process that is embedded within the plan itself, showing a chronology of entries, and a brief evaluation of the goal or objective. Area Vice Presidents and the Chair of the PBC monitor the plan evaluations to assess progress toward completion of goals.

Appendix 2: List of Plans

### **Participation in Program Review**

The college is on a consistent 6-year cycle of program review for all departments with all completed program reviews from the past 6 years posted on the Academic Affairs and Student Services webpages. Because of the differing facilities and demographics, program reviews are conducted separately at the college and the center; however, both sites use the same format and are on the same schedule. Program reviews in Student Services at the Center began in 2007. In the Academic Affairs area, the Center began conducting program review using the El Camino College methodology during 2008-2009.

In 2008-2009, as scheduled, twenty academic affairs programs (twelve at the college and eight at the Center) conducted program reviews, and all reports are posted online. Of the 64 academic programs at the college, eight conduct annual program review and all have either conducted program review between 2005 and 2009 or are conducting program review this year. There are no programs that are out of compliance with a six-year review schedule. Program reviews in all other areas of the College are current as scheduled. A program review timetable for all locations and all areas showing the last date of program review and the next scheduled date has been developed and published.

Appendix 3: Program Review Timetables

Recommendations from all new program reviews are included in program plans. Program reviews that were conducted in the last six years have been reassessed for currency, and all relevant recommendations are included in program plans.

### **Allocation of Resources**

The college has used program plans as the basis for allocating resources since 2004. The PBC at the College and the BPC at the Center review funding requests annually and make recommendations for funding to the President and Provost respectively, followed by Board

approval of funding. In 2008-2009, 141 program, unit, and area plans were developed and posted at ECC. Additionally, 72 plans were developed and posted at the Center. Approximately one-third of the plans created required no funding. Of the remaining two-thirds, a variety of sources were used to fund as many prioritized plans as possible, including the General Fund, Block Grant, Basic Skills and CTE funds. As an example, approximately \$500,000 of Instructional Block Grant funding was available for equipment this year. A detailed list of priorities by division was created, indicating specific plans being supported. These amounts were allocated in March 2008.

#### Appendix 4: Funded Plans

Additionally, in 2009-2010, the college committed \$130,000 in new one-time funding based on unit plans that were developed through program review and the prioritization process. Also, \$216,000 in additional on-going funding was budgeted based on needs identified in the planning process described above. \$336,000 was allocated to address specific retention plans found in the Enrollment Management Plan and the program plans.

The most significant expenditure of general fund resources is salaries and benefits, constituting approximately 85% of the budget. For any new certificated or classified position to be considered, the request for the position must be a part of the program, unit, or area plans. In spring 2009, nine new classified positions were filled, and 11 are being recruited in fall 2009, all based on the planning process described above.

The hiring of fourteen new full-time faculty for academic year 2008-2009 and eleven new faculty for 2009-2010 clearly shows the linkage between program review, planning, and allocation of resources. For example, in fall 2007, the accounting department in the business division completed their program review and noted the need to hire additional full-time faculty members. This request is reflected in Plan 134, Objective 3.1, which requests replacement of three full-time faculty members who retired. This information informed the collaborative faculty prioritization process and resulted in the hiring of a new full-time faculty member starting in fall 2008. Similarly, the art department also noted in their 2008 program review that an additional faculty member was needed. This need is noted in Plan 121, Goal 2, and the faculty member was hired for fall 2008. The chemistry department included a request for additional faculty members in their 2008-2009 program review. This became Objective 1.1 in Plan 15, and two new chemistry instructors were hired to begin teaching in fall 2009. Nursing noted the need for two additional full-time faculty members in their spring 2009 program review. This is Objective 3.1 in Plan 26, and resulted in the hiring of two new nursing instructors to begin in fall 2009.

Evidence of the effective planning and budgeting process at El Camino College is the fact that the college has avoided lay-offs or furloughs of any permanent full-time employees, and that the college has been able to fund 25 new full-time faculty positions in the past two years while maintaining a healthy reserve. Effective planning has also enabled the Compton Educational Center to experience significant enrollment growth over the past three years of its partnership with El Camino College, allowing the Center to achieve a balanced budget and a 10% reserve.

**Conclusion**

The college has fully implemented a process to track planning, program review, budgeting, and evaluation, and uses these processes throughout the institution. The college has reached the level of sustainability for program review and planning according to the Rubric for Evaluating Institutional Effectiveness published by the ACCJC. The college uses ongoing and systematic planning and evaluation. Program review is a key component of the planning process, and the linkage between program review, planning, and allocation of resources has been clearly demonstrated.

**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 created and published a timeline for the development and assessment of student learning outcomes at the course, program, and institutional levels. Furthermore, the college has established systems to use the results of the assessments to improve delivery of student learning. The college is communicating the expected student learning outcomes to students through several channels. As a result, the college is well-positioned to achieve Proficiency as defined by the ACCJC Rubrics no later than 2012.

### **Development and Assessment of Student Learning Outcomes**

The college has been engaged in the process of developing student learning outcomes since 2004, when an SLO Task Force was created. Beginning in Fall 2006, the college created three faculty coordinator positions, two from instruction and one from student services, and an Assessment of Learning Committee (ALC) with representatives from instructional areas, student services and the Center. Members of the ALC serve as the liaison to their areas and exercise leadership to help faculty and staff develop SLOs. The co-chairs and the ALC led the initiative to train faculty members to develop and assess SLOs at the course and program levels. The college provided workshops, one-on-one training and assistance, several Assessment of Learning Weeks, SLO-related conference attendance, and SLO college web resources to teach faculty and staff skills needed to assess SLOs. As a result of these efforts, faculty and staff were trained to use SLO assessments to improve student learning in their courses and programs.

Furthermore, institutional or degree level student learning outcomes, known as Core Competencies, were developed by the ALC through campus-wide consultation and were approved in early 2007. As faculty members develop Student Learning Outcome statements and assessment plans, they align them to program and institutional level SLOs. As a result, the outcomes are clearly linked from the course to the program and institutional level.

Appendix 5: Core Competencies

Since August 2008, the campus has had a timeline for writing and assessing SLOs at the program and course levels. In December 2008, each faculty discipline developed a timeline for course and program level SLOs. As of spring 2009, each discipline created a complete set of program learning outcome statements. One unique feature of SLO development at El Camino College is that assessment plans are included in the development of the SLO statement. Assessment takes place on an ongoing basis. Depending on the size of the program (based on the number of full-time faculty members) two to four course level SLO assessments per program are completed each academic year. To date, 505 courses have one or more SLOs. In student services, 27 programs have completed SLOs.

## Appendix 6: SLO Timeline

### **Implementation of Timeline**

The timeline created by the Assessment of Learning Committee reflects the faculty's commitment in reaching proficiency by June, 2011 in creating, aligning, updating, assessing, and reporting course-level and program-level SLOs. This is ahead of the ACCJC requirement that colleges meet the proficiency level by 2012. Faculty are completing their SLO statements and assessment plans for each course and program. Staff have already assembled SLO statements and administered at least one assessment cycle. By December 2009, each faculty discipline will have created student learning outcome and assessment plans for all courses regularly taught at the College. Plans are being developed to create student learning outcomes for courses that are only taught by adjuncts. By June 2010, a complete set of assessment plans will be published for every course and at least one SLO assessment report will be published for every program. In addition, each instructional program continues to assess between 2 and 4 courses per year; programs will assess one program-level SLO per year beginning in academic year 2009-2010. A minimum of one course assessment report for regularly offered courses will be completed by December 2010.

Faculty groups will integrate this timeline into a six-year cycle for program learning outcome assessments in conjunction with curriculum review and program review cycles. At that point, the college will have achieved a sustainable cycle. Each December the focus will be on course SLO assessment reports, and each June the focus will be on program-level SLO assessment reports

The timeline also details a concurrent plan to assess the Core Competencies (degree-level SLOs.) A six-year core competency assessment rotation will be established by December 2009 and an assessment plan will be published. Data will be collected for this first assessment by June 2010, and a full assessment plan for all Core Competencies will be published. The report for the first assessment will be shared and discussed in Fall 2010 at the Assessment of Learning Week. The college will achieve sustainability by June 2011. Each core competency assessment cycle will involve a three-semester process: in the first semester, the assessment plan is developed; the second semester, data is collected; the third semester, the data is reviewed and reflected upon and a report written and published. These cycles will overlap so every college core competency will be assessed once every six years.

The timeline provides a formal plan for the campus community (students, public, faculty, administration) to be provided with outcome statements and assessment information for all courses, programs, and certificates. Assessment results will be published as appropriate. A team of faculty, staff, and administrators is working toward institutionalizing all areas of the SLO faculty-driven process. The plan calls for continued and consistent SLO development that is institutionalized through adequate resources. Adjunct faculty will continue to be integrated into the campus SLO process through the academic senate, college SLO committee, the administration, and the ECCFT.

To support this work, the college has allocated funding for an SLO faculty coordinator position to provide leadership and continuity. The college is currently creating an SLO database, which will be published for access by the entire campus community. Discussions of SLO assessment

results with regards to course review, program review, planning and budget decisions, along with other collegial consolation committees, continue to occur with faculty, staff, and administration. Faculty and administration, with support from the Faculty Development Office, will provide ongoing professional development on assessment techniques and results. Faculty include SLO and assessment work within their self-evaluations.

### **Results of Assessment**

The goal of the entire student learning outcome process is to analyze results and use them to improve student learning. Several examples can be provided that illustrate this objective.

The Chemistry Department completed a course-level SLO cycle for every course in the department by spring 2009. In addition, they wrote their first program-level SLO and assessed and analyzed the program-level SLO in fall 2008. The course-level SLO, "Equation Writing," is integral to every chemistry course. Four courses were assessed and analyzed: Chemistry 20, Chemistry 4, Chemistry 7A, and Chemistry 7B. The results indicated that students are adequately prepared in the topics of chemical nomenclature, identifying reaction types, and predicting the products of chemical reactions. To maintain this level of success, it was recommended that El Camino College and the Chemistry Department continue to provide an excellent array of support services for students, including Learning Resources Center tutoring and MESA program workshops and tutoring for appropriate courses. The first program-level SLO, "Laboratory Safety," gauged student compliance with the ECC chemistry safety policy. Sections of Chemistry 20 and Chemistry 4 were assessed twice during the semester to track changes in compliance over time. The Chemistry Department concluded that the SLO process is having a positive impact on the department.

The English department conducted a comprehensive assessment of SLOs for writing courses between Fall 2006 and Fall 2008. The assessment was conducted in five writing classes, English B, A, 1A, 1B, and 1C, and was inspired by instructors' impression that increasing numbers of students were not adequately prepared for English B, A, and 1A, and the possibility that English C (a lower level writing course) should be re-instituted and that an exit test should be established for English A. SLOs and rubrics for English A and AX (the ESL version of English A), and 1A and 1AX (the ESL version of English 1A), were collaboratively written during a series of workshops held in Spring 2007. SLOs and rubrics for English B, 1B, and 1C were collaboratively written by instructors during breakout sessions on Flex Day in Spring 2008. A large number of essays were collected, using a randomized format to assure reliability: 64 essays from English B, 78 from English A, 24 from English AX, 124 from English 1A, 41 from English 1AX, 60 from English 1B, and 72 from English 1C, a total of 463 essays.

A total of 46 instructors, both full-time and part-time, from the main campus and the Center, participated in the norming and assessment sessions. An analysis of the outcomes showed that in English B, 78.3% of students satisfied the current SLO criteria. In English A, 73.8% of students satisfied the criteria and English AX, 72.5% did so. In English 1A, 71.9% of students satisfied the criteria, with 76.8% doing so in English 1AX. English 1B showed satisfactory results for 74.1% of students, and in English 1C, 78.8% of students satisfied the criteria.



The writing assessment process itself led to considerable self-reflection and dialogue among those faculty members who participated in the evaluation process. The results of the assessment were presented to English and ESL faculty in Fall 2008, and have resulted in dialogue, reflection, and improvements in individual planning and instruction. These results have informed the revision of curriculum. The process was robust and generated both useful data on which to base future decisions and an opportunity for instructors to work collaboratively to improve learning and teaching. The rubric that was created for use in SLO evaluation has been included in the customized textbook that is used throughout the writing sequence. A second SLO assessment cycle is beginning in Fall 2009, with essays being collected at the end of Fall 2009 and scoring taking place in Spring 2010.

In the Fall 2007 semester, the Student Development Office chose to assess the SLO statement: “By participation in student government students will be able to facilitate a group meeting using parliamentary procedure.” After analyzing pre and post tests, the Director of Student Development found that testing students’ knowledge of important terms did not necessarily mean they understood the concepts. Assessing his SLO led to changes in the way he presented the information to his students. He incorporated role playing and distributed a parliamentary procedures glossary and found these practices aided in students’ complete comprehension of key terms.

Throughout the college, the results of assessments are included in the planning process and program review. Each program review includes course SLOs and the results of assessment. Program review is used to develop recommendations that arise from assessing Student Learning Outcomes.

### **Communicating Student Learning Outcomes to the College Community**

Course level student learning outcomes are posted on the college website and included in course syllabi. Faculty are required to include SLOs on each syllabus and to send a copy of the syllabus to their Division office at the start of each semester. In addition, a database of all course level student learning outcomes is being created and posted on the Academic Affairs webpage. The institutional level SLOs, known as Core Competencies, are posted on the webpage of the Academic Affairs office. Student Services created large SLO statement posters for each program which are displayed in clear view for students to read. The SLO statements are also posted on department and SLO webpages.

### **Achieving Proficiency**

The college has authentic assessments in place for courses and programs and is developing assessments for degrees based on the Core Competencies it has defined. The results of assessments are being used for improvement at the course and program level, and will affect institution-wide improvements as well. There has been and continues to be widespread dialogue in creating student learning outcomes, assessing them, and reflecting on the results, and decision-making in response to these assessments inform department planning when appropriate. Resources have been allocated to support the development of processes and support services to integrate learning outcomes into every aspect of the college. Reports are made available on the college portal. Course outcomes are aligned to program outcomes and to degree-level Core

Competencies. Finally, students are made aware of the expected outcomes of the courses and programs in which they enroll.

**Conclusion**

The college has made consistent progress in developing and assessing student learning outcomes at the course, program and institutional level and is using the results of such assessments to improve student learning. By continuing to implement the plans and processes currently in place, El Camino College will attain Proficiency in using student learning outcomes to improve its effectiveness as described by the ACCJC 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.2.A.2.c; II.2.A.2.d; II.A.2.e)**

El Camino College has met the recommendation to revise the curriculum review process to assure that all curriculum is reviewed consistently on a six year cycle linked to program review. Faculty, staff, and administration have worked together to implement an efficient and sustainable curriculum review and program review process.

### **Revising Curriculum Review Process and Cycle**

In response to Recommendation 3, the Office of Academic Affairs analyzed the El Camino College curriculum database. This analysis showed that of the 1,322 courses in the curriculum, approximately half had not been reviewed within the previous 6 years. The college took immediate steps to bring all courses up to date by December 2009 and to create an efficient and sustainable curriculum review process that is integrated with program review.

The College Curriculum Committee (CCC), in cooperation with the Office of Academic Affairs, developed a two-track approach to curriculum review in order to increase efficiency. The format includes technical review by the Division Curriculum Committee (DCC) and either Standard review or Comprehensive review at the College level. The Standard Review Sub-committee reviews courses being inactivated and those with minor changes and then submits the courses as a consent agenda to the full CCC for review and approval. Comprehensive review by the full CCC is required for all new courses, distance education versions of courses, and courses with pre- or co-requisites, recommended preparation, or enrollment limitations, changes to discipline, unit, or faculty load, lecture or lab hours, degree applicability or transfer status, and changes in AA/AS degree requirements, majors, and certificates. This two-track approach has greatly facilitated the work of the College Curriculum Committee.

In addition, the Office of Academic Affairs and the CCC developed a plan to review course proposals during June, July, and August. The Standard Review Sub-committee scheduled four meetings during the summer. Courses reviewed over the summer were presented to the full CCC at a meeting held August 13, 2009. Deans and faculty responded with alacrity and prepared a large number of courses for review. One factor that contributed to the efficiency of course review is that six faculty workshops on the course review process were conducted this year by the CCC chair. Two of these workshops were held at the Compton Educational Center and four were on the main campus. The workshops were well-attended and assisted faculty in preparing their courses for review at the DCC and CCC level.

These improvements to the curriculum review process resulted in 237 courses being reviewed during Spring 2009. An additional 288 courses were reviewed and updated during the summer. Another 182 courses will be reviewed during Fall 2009. A total of 162 courses that have not been taught within a three-year period have been inactivated in consultation with discipline groups.

Thus the entire backlog of courses will be resolved by the end of Fall 2009 (see Table 1). An additional 60 courses that are due for review in the 2009-2010 academic year have also been included in the College Curriculum Committee calendar.

**Table 1: Schedule of Course Review**

<b>Division</b>	<b>Spring Course Review</b>	<b>Summer Course Review</b>	<b>Fall Course Review</b>	<b>Inactivations</b>	<b>Currently Within Review Cycles</b>	<b>Out of Compliance</b>	<b>Total</b>
Behavioral and Social Sciences	46	14	0	7	100	0	<b>167</b>
Business	24	11	22	15	31	0	<b>103</b>
Fine Arts	51	102	11	14	74	0	<b>252</b>
Health Sciences and Athletics	17	19	47	18	103	0	<b>204</b>
Humanities	23	63	6	18	41	0	<b>151</b>
Industry and Technology	41	47	93	83	52	0	<b>316</b>
Mathematical Sciences	15	8	2	6	12	0	<b>43</b>
Natural Sciences	20	24	1	1	40	0	<b>86</b>
<b>TOTALS</b>	<b>237</b>	<b>288</b>	<b>182</b>	<b>162</b>	<b>453</b>	<b>0</b>	<b>1,322</b>

### **Integration of Course Review in Program Review**

Program review has been strengthened, and the linkage to course review has been fully integrated into all program reviews. During the 2008-2009 school year, program review was completed in 12 instructional programs. These reviews include an analysis of all courses taught and recommendations for inactivations and additions. Each program review also includes a comprehensive review of student learning outcomes for the courses in the program. Program reviews are posted on the Academic Affairs webpage.

Programs that are part of the Career and Technical Education area will begin this year to conduct a program review every two years, using a format developed by the Los Angeles Orange County Workforce Development Leaders.

### **The Role of Program Review in Assessing Program Quality and Planning**

An example of the role that program review is playing in planning and improvement can be seen in the Film/Video program. In response to program review, several courses were revised based on input from full-time and adjunct faculty members regarding curricular needs. The major is

being revised, with the changes being presented to the CCC in Fall 2009. SLOs were developed for all Film/Video courses including those taught by part-time faculty. The first assessment of a course SLO was completed in December 2008 in Film/Video 22, and program level SLOs are currently being developed. Two new courses are being developed as a result of consultation with faculty at California State University Long Beach. These courses, History of Broadcasting and Media Aesthetic, will be transferable and degree applicable.

Program review was instrumental in allocating College resources to improve student learning in the Film/Video program. In response to program review and Advisory Committee recommendations to keep equipment current with industry standards, additional instructional equipment has been purchased using special contract funds. This purchase is in addition to the \$98,000 VTEA grant 2 years ago that brought the program's editing facilities up to industry standards. In keeping with program review recommendations, faculty are also applying for VTEA funds to further augment their program's production infrastructure.

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

Changes that required the allocation of College resources were also made as a result of program review in the Art department. A full-time Graphic Design instructor was hired and a vocational Graphic Design Certificate Program was created. A full-time drawing instructor was hired to coordinate the multi-sectioned basic drawing course, Art 10ab, and to assure consistent student outcomes. A lab technician was hired to scan and oversee a digital archive of instructional resources. Substantial improvements in facilities have also resulted from program review. Renovations were made in the Art and Behavioral Science building to relocate the Photography program into the Art department facilities in fall 2009. Also beginning in fall 2009, the art department computer lab/work room will be equipped with automated printing equipment that will provide high quality printing service for students and faculty. The department has created a proposal to make the printmaking lab a non-toxic, user-friendly, and environmentally safe facility. Finally, due to increased enrollment and program growth, a fourth classroom for art appreciation and art history is being renovated.

Program review has also led to changes and improvements in curriculum in the Human Development department. Faculty noted that one of their courses was designed specifically for student athletes and recommended reviewing this course, in consultation with faculty at the Torrance and Compton sites, for possible deactivation. As an alternative, a dedicated section of another course to meet the needs of athletes will be developed. A recommendation was made to

develop a career planning course and a service learning course and to consider deactivating the Cooperative Career Education-General Work Experience. In addition, the possibility of developing linked courses with faculty in other disciplines in Behavioral and Social Sciences was explored. The recommendations developed through program review in Human Development are being used to improve student learning and to strengthen the program in notable ways.

The Reading department's program review is indicative of the way program has continued to be used to improve curriculum development. A recommendation was made to consider the feasibility of a reading course designed to meet the needs of those students with very low scores on the reading placement test. Based upon research data, the department determined that such a course would meet student needs, and as a result, they revised the curriculum, updating and re-numbering two existing courses and reactivating and revising a lower level class to provide more instruction and support for students with the greatest needs. The new curriculum has been successfully implemented, with 7 sections of the new English 80 reading class scheduled in Fall 2009, in addition to 33 sections of English 82 and 33 sections of English 84.

Other program reviews have led to similar analyses and recommendations as well. The Economics department proposed creating a new course in Global Economics, and the Psychology department recommended creating four new courses, including Psychology of Gender and Chicano Psychology, to meet the needs of the changing student population. The Foreign Language department recommended developing courses in Intermediate Chinese and Spanish for the Professions, and offering a 4-unit cinema course for each language taught in the Foreign Language department such as "Topics in Italian Cinema," "Social and Cultural French Cinema," and "Heritage of Hispanic Cinema." They also inactivated German 4, 5, and 24, and French 35 (Francophone Literature in Translation) in 2008-2009 due to insufficient enrollment. In the Administration of Justice program, a new course in Crime Scene Investigation was implemented and is being offered in fall 2009, and a second new course is being developed in response to program review recommendations. An online version of AJ 100 has been created and is being offered. A decline in enrollment in evening classes was noted, and in response, two Saturday classes were added to the schedule for fall.

At the Compton Education Center, the entire curriculum was reviewed and compared with offerings at the Torrance campus, and over the last three years the CCC has approved approximately twenty-four courses and two certificate programs: one in Commercial Music and one in Licensed Vocational Nursing. Courses in such disciplines as psychology, ethnic studies, fire technology, and child development have also been adopted by the CCC in response to curricular review at Compton. Plans are now under consideration to establish a Certificate of Competency for the non-credit ESL program, and Systems Office approval has been requested for a non-credit ESL course approved by the CCC to help students pass the citizenship exam. Career and Technical Education has re-established a Machine Technology program in response to industry demands.

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

**Conclusion**

The college has revised its curriculum review process so that curriculum across the college is reviewed consistently. The college has created a system that enables it to sustain a six-year review cycle to maintain the currency of the curriculum. Curriculum review and program review processes are integrated, and an important element of program review is identifying courses that need to be revised, added, or deleted. Decisions about the allocation of college resources are based on recommendations made in program review.

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

The College assures that online courses meet the same level of rigor as face-to-face courses that support services are available to online students, and that online courses adhere to the same learning outcomes as their face-to-face counterparts. The college communicates information to online students through several channels.

### **The Distance Education Program**

Online courses, as part of the Distance Education (DE) program, are coordinated by the Learning Resources Division, one of nine academic divisions of the college. The Distance Education Office ensures that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations regarding this delivery method. The Distance Education Advisory Committee (DEAC) is an advisory body that works closely with the Academic Senate and the college and division curriculum committees to ensure continuous improvement of the online program. The committee includes faculty from all academic divisions, including the Center, the Director of Learning Resources, the Distance Education Coordinator, an Academic Dean, staff from the DE Office, and representatives from the College Curriculum Committee, Special Resource Center and Counseling.

### **Curriculum for Online Courses**

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

The 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 Campus Curriculum Committee for review. Upon approval, the course proposal is adopted by the Board of Trustees and then sent to the State Chancellor's Office. As student learning outcomes (SLOs) are developed for courses and programs, they also apply to courses taught online. Instructors of both face-to-face and distance education courses are required to include objectives and SLOs in their syllabi beginning no later than Fall 2009.

### **Faculty Training**

Before instructors are scheduled to teach online, they must provide evidence of certification. Online teaching certification requires completion of an 18-hour hybrid course entitled *How To Teach Online: Building Content*. This training course includes concept mapping, designing online modules, preparing learning objects, online learning activities and course management system options.



### **Services to Online Students**

El Camino College is committed to providing online services comparable to those offered to on-campus students. The following services are available online: application, orientation, counseling, financial aid, and the library catalog and databases including 2,500 e-books. Online students are able to order their online textbooks through the campus bookstore and have them delivered. Approximately two-thirds of ECC students who take online classes are also enrolled in on-campus classes. Online students can access tutoring services on campus, and some online courses include tutorial support through textbook publishers. Online office hours are also available to students taking online courses. The faculty contract for 2007 through 2010 encourages all 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, email, and private messages, providing ample opportunity for communication and support.

### **Student Orientation**

To help prepare students for the unique challenges of online learning, on-campus orientation sessions for classes taught online are provided for most courses. For Fall 2009, required meetings are listed for all 36 courses at the Center and for 57 of the 69 courses at El Camino College. Other orientations are provided online. Students are informed of required or recommended orientation through the schedule of classes in printed or online form. The ECC and CEC websites offer a link to a *Student Handbook for Online Courses*. The handbook includes login information for Etudes (ECC's course management system), tips for success, FAQs, and information about required internet skills, computers on campus, and text materials on reserve. Finally, the distance education websites for ECC and CEC, provide a student self-assessment to determine preparedness (and recommendations to become prepared) for taking online courses.

### **Faculty Evaluation in Online Courses**

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

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

### **Rigor of Online Courses**

The academic rigor in online courses is equal to that of traditional on-campus courses. Syllabi of 23 courses offered online by the Compton Education Center and 18 offered online by ECC in 2008-2009 were collected and reviewed to analyze the quality and rigor. Of the 41 syllabi collected, 21 included formal student learning outcome statements, and of those that did not, 13 included course objectives. Beginning in academic year 2009-2010, syllabi for online courses as well as face-to-face courses will all include student learning outcomes. The requirements of academic integrity or the consequences for plagiarism or other forms of academic dishonesty were included in 24 of the syllabi collected. There was considerable evidence of demanding

assignments and high expectations, along with information about how to obtain the necessary support services.

#### Appendix 7: Analysis of Syllabi for Online Courses

##### **Conclusion**

The college assures that online courses and programs meet the same level of rigor as on-campus programs. A survey of syllabi for courses taught online was conducted by the Academic Affairs office and provided assurance that online courses offered through both locations are rigorous and convey high expectations. 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-campus courses, and this information is clearly communicated to students taking these courses. The online program is an important and effective part of fulfilling the college's mission.

**Recommendation 6. El Camino College must develop a fiscal management plan at 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)**

El Camino Community College District (ECCCD) meets or exceeds the Commission’s fiscal eligibility standards.

**Improved Fiscal Soundness**

The Center is reliant upon funding from the CCCD. At the time of the site visit, the 2006-07 audited financial statements were the most recent. Those audited statements contained an opinion letter with a “going concern” designation. Since the time of the site visit, Compton Community College District’s 2007-08 audit has been completed. The opinion letter no longer contains a “going concern” designation.

Appendix 8: CCCD 2006-07 Annual Financial Report

Appendix 9: CCCD 2007-08 Annual Financial Report

Enrollment growth at the Center has enabled the Center to post an annual net operating balance. The Center’s budget projections for the next three years forecast ongoing annual net operating balances.

Appendix 10: Update of CEC FTES Recovery Plan

Appendix 11: CCCD Three Year Budget Projections

Three-Year Budget Projection (in Millions)

Compton Community College District

Year	2009-10		2010-11		May, 2009 2011-12	
	High	Low	High	Low	High	Low
<b>FTES</b>	5600	5200	6400	5000	6800	5300
<b>FTES \$</b>	28.8	26.9	32.3	26.1	34.3	27.3
<b>Local</b>	1.4	1.4	1.4	1.4	1.4	1.4
<b>Revenue</b>	30.2	28.3	33.7	27.5	35.7	28.7
<b>Beginning</b>	2.2	2.2	1.2	1.2	0.0	0.0
<b>Balance</b>						
<b>Expenses</b>	27.3	27.6	27.3	27.3	27.3	27.3
<b>New Academic</b>	1.0	0.0	2.4	0.0	3.6	0.0
<b>Classified</b>	0.0	0.0	1.0	0.0	1.3	0.0
<b>Total Expenses</b>	28.3	27.6	30.7	27.3	32.2	27.3
<b>Annual Net</b>	1.9	.7	3.0	0.2	3.5	1.4

(Does not include beginning or ending balances)

**Assuring Fiscal Soundness**

ECCCD and CCCD use an independent Certified Public Accounting (CPA) firm to assess the financial rigor of 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 30<sup>th</sup>. The CPA firm typically issues the Independent Auditor's Report in January of the following calendar year.

The team representing the Commission noted in their October visit that "the fiscal soundness of the ECC Center is of great concern" due to a current annual operating budget with a \$3.2 million deficit, "an Unqualified Opinion with a Going Concern," and 28 findings in the 2006-07 Auditors' report. These concerns have since been addressed. The Center's 2008-09 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, 7 are actively being addressed, and two were inactivated.

Appendix 8: CCCD 2006-07 Annual Financial Report

Appendix 9: CCCD 2007-08 Annual Financial Report

Appendix 10: Update of CEC FTES Recovery Plan

Appendix 11: CCCD Three Year Budget Projections

Appendix 12: CCCD 2009-10 Budget

Appendix 13: CCCD 2007-08 Audit Findings Action Plan

### **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% of budgeted expenditures.

College and Center management have worked jointly since the beginning of the partnership to create an FTES recovery plan that will bring the Center back to serving a level of students the Center last experienced in 2004 – 2005. During the first three years of the partnership, 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 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 the Center's growth back to 2004 – 2005 levels. With 2008-2009 enrollment exceeding 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.

Appendix 10: Update of CEC FTES Recovery Plan

Current annual growth has enabled the Center to build an annual net operating balance for this year. Projected annual growth is expected to maintain 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. The 2009 Staffing plan supports potential growth in certificated and classified staff at the Center.

### **Conclusion**

The college has developed a fiscal management plan matched to revenues at all sites to assure the fiscal soundness of the institution. The CCCD has substantially improved its financial condition and attained relative stability.

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

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

**Staffing Plans**

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

Several staffing issues face the College as it prepares for the next 5 to 10 years. ECC will experience significant changes in mid and upper level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significant number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District’s workforce is over 50 years of age.

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

At the Center, 85 full time faculty members and 111 adjuncts are employed by the Compton Community College District. 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 “the partner districts to work aggressively to right size expenditures to reflect actual and

projected FTES” (*Proposal for Partnership with the Compton Community College District for Educational Excellence and Student Success*, pg. 22). This trend has not materialized. Instead, the Center has experienced steady growth. When compared to other campuses that generate approximately 5200 FTES (2008-2009), the FTEF at the Center is comparable in size.

Critical management positions at the Center have been filled with qualified, regular employees. The filled positions include the CEO/Provost, two academic deans, a dean of student services, a Chief Business Officer, and a Dean of Human Resources. Positions still filled by interim employees include the Director of Facilities, Planning and Development, and the Director of Maintenance and Operations. A total of 117 full time classified and 45 part time classified employees are employed at the center.

External agencies such as FCMAT have expressed concern about the status of employee job classifications. Initially, El Camino College and Compton Educational Center tried to update the job descriptions internally. However, due to the complexity of the task, Compton Community College District recently 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 all studied positions. The study is to be completed by August, 2009. There is no plan to implement a reduction in force at this time.

The 2009 Staffing Plan includes a section explaining how the Center will address training needs that were identified to bridge the gap between the results of the study and incumbent employee skills.

Appendix 14: 2009 ECC Staffing Plan,

Appendix 15: 2009 CEC Staffing Plan

### **Conclusion**

El Camino College has a staffing plan for all employees of the El Camino 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 Cabinet before positions are sent to the Compton Community College District Special Trustee for approval.

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

By December 15, 2009, Educational and Facilities Master Plans for the College and Center will be approved by both Boards of Trustees and put into use. As noted by the 2008 ACCJC site visit team, "comprehensive planning has been institutionalized at the College." The College Educational Master Plan was originally developed in 1998 and was updated in 2004.

**Linked Educational and Facilities Master Plans**

The development of the new Educational Master Plan started in fall 2007, with the main campus updating the 2004 Educational Master Plan and the Center creating a new Educational Master Plan. The process began with all managers in Academic Affairs and Support Services updating their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline determined whether their area would be stable, expanding, or contracting in a 1-to-5 year and 5-to-10 year time frame, and the academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at the Center conducted a similar analysis, adapting the College's data to their unique circumstances.

In fall 2008, program summaries were created, and data on enrollment was gathered; this information informed space needs analysis and staffing plans. A consulting 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 Facilities Master Plan.

In 2008, out of the immediate need to obtain state funding for infrastructure projects at the Center, a draft Facilities Master Plan was created. This enabled the College to obtain \$44 million in much-needed funding to install a new central plant at the Center to provide cooling and heating. New electrical trunk lines and data lines, water systems, and drainage systems will be built with these funds. When the Educational Master Plan is completed in Fall 2009, it will serve as the basis for revising the draft that was created.

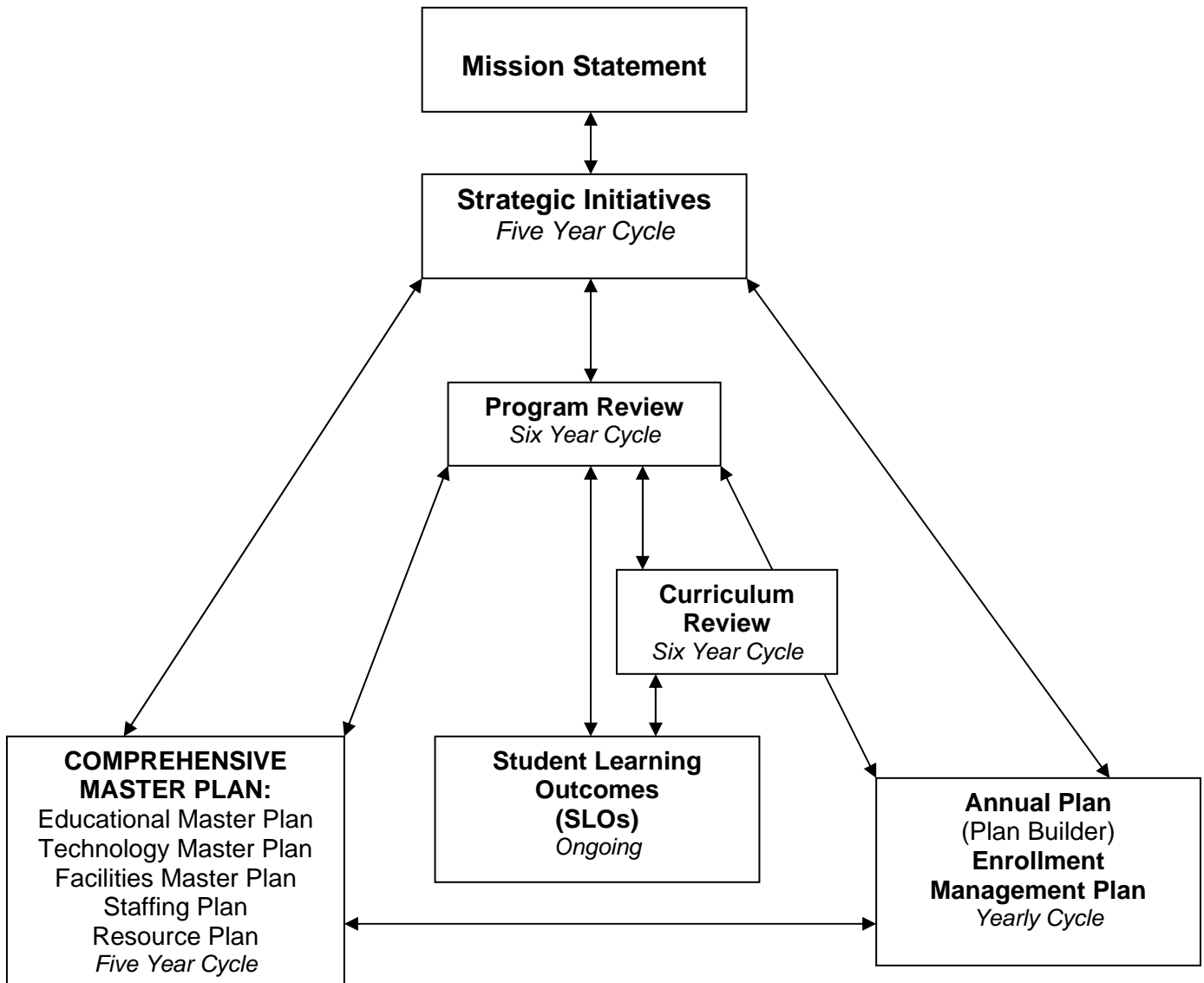
In May and June 2009, the dean in charge of planning and the consulting firm principal conducted interviews with all college and center managers to validate and update information submitted as Trends and Projections in fall 2008. By October, the dean will present a draft of the Educational, Technology, Facilities, and Staffing plans to College Council, Academic Senate, Planning and Budgeting, and Technology committees for review and comment. A revised draft will be presented to the Board of Trustees of both El Camino College and the Compton District for their first reading in November, with a final reading and approval expected in December, 2009.

The analysis is expected to show that the main campus will experience slow but steady growth and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered pedagogy. Accessibility of student services and increases in interventions to support under-prepared students will

continue to be emphasized. The Center projects more rapid enrollment growth, and needs an infusion of technology and new and modernized facilities. The campus infrastructure will need considerable improvements. Staffing needs will also increase to support enrollment growth.

The Facilities Master Plan is an integral part of the College planning process and is directly correlated to the Strategic Initiatives.

### El Camino College Planning Model



*Planning components include institutional effectiveness measures that drive resource allocation.*



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

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

Appendix 16: Board Policy 2715

Appendices:

Appendix 1: Planning Model

Appendix 2: List of Plans

Appendix 3: Program Review Timetables

Appendix 4: Funded Plans

Appendix 5: Core Competencies

Appendix 6: SLO Timeline

Appendix 7: Analysis of Syllabi for Online Courses

Appendix 8: CCCD 2006-07 Annual Financial Report

Appendix 9: CCCD 2007-08 Annual Financial Report

Appendix 10: Update of CEC FTES Recovery Plan

Appendix 11: CCCD Three Year Budget Projections

Appendix 12: CCCD 2009-10 Budget

Appendix 13: CCCD 2007-08 Audit Findings Action Plan

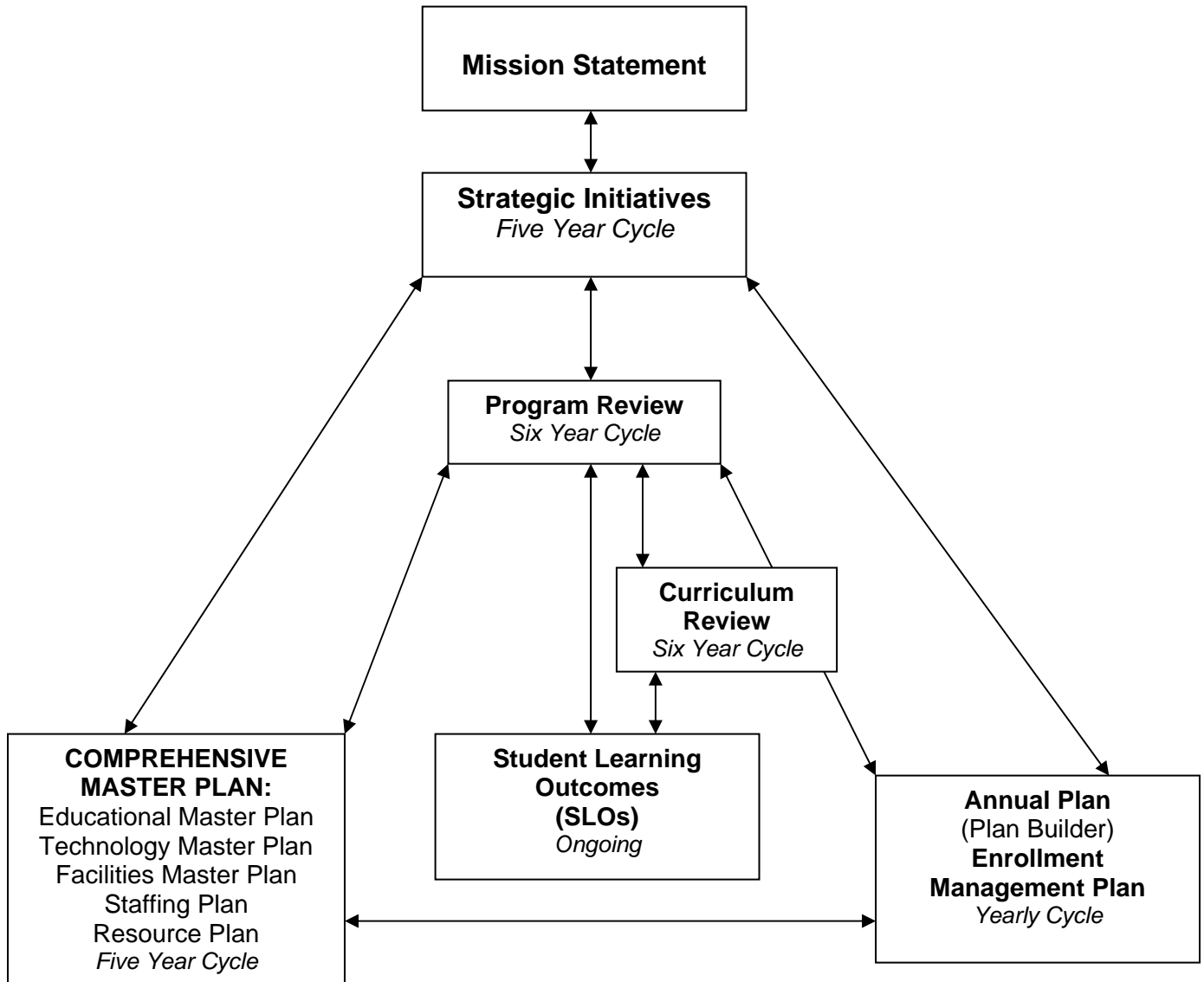
Appendix 14: 2009 ECC Staffing Plan

Appendix 15: 2009 CEC Staffing Plan

Appendix 16: Board Policy 2715 Code of Ethics/Standards of Practice

Appendix 1: Planning Model

**El Camino College  
Planning Model**



*Planning components include institutional effectiveness measures that drive resource allocation.*

## **MISSION STATEMENT**

[http://www.elcamino.edu/administration/ir/docs/planning/ECC\\_strategicplan.pdf](http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf)

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

## **STRATEGIC INITIATIVES**

[http://www.elcamino.edu/administration/ir/docs/planning/ECC\\_strategicplan.pdf](http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf)

Strategic initiatives articulate the direction the college has chosen. The initiatives are based upon our vision, mission, and value statements.

### 1. Offer excellent educational and student support services:

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

### 2. Support self-assessment, renewal, and innovation:

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

### 3. Modernize the infrastructure to support quality programs and services:

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

## **PROGRAM REVIEW**

Program review is a process that asks members of a department to critically assess their programs, 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, 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.elcamino.edu/administration/vpaa/program_review.asp)

1. September: Attend orientation workshop (department specific data distributed)
2. September: Designated faculty meet to write the program review
3. December: Present first draft to division dean for feedback
4. December – January: Present first draft to the Program Review Committee Chair for feedback
5. January-April: Faculty make revisions requested by Program Review Committee Chair
6. April-May: Submit final draft to the Program Review Committee for review and recommendations
7. May: Faculty, dean, and Academic Program Review Committee meet to discuss document for approval process
8. September-October: Prioritized program review recommendations are entered into division Plan Builder plans
9. June-July: Post approved program reviews on the web

### Support Services

<http://www.elcamino.edu/administration/vpsca/docs.asp>

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, certificates and majors are reviewed by faculty within a six year cycle with vocational courses being reviewed on a two year cycle. 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.

1. Submit proposals to Division Technical Review Curriculum Committee (DCC). (Department specific dates distributed.)
2. Forward proposals to the Curriculum Office in Academic Affairs on the assigned day. (Division specific submission dates distributed.)
3. Curriculum Office distributes proposals to the CCC for review two weeks prior to the meeting. (Curriculum Office specific dates distributed.)
4. CCC members forward comments and concerns to the CCC chair within one week.
5. Curriculum Advisor, Curriculum Chair, Vice President – Academic Affairs (VP-AA) or designee, academic dean, and faculty meet to review comments and concerns presented by the CCC one week prior to the CCC meeting.

## DRAFT

6. Faculty and deans make revisions and develop an errata sheet for the CCC meeting.
7. Deans present curriculum proposals to the CCC with faculty authors in attendance to address CCC questions. Courses, programs, certificates, and degrees are endorsed for Board of Trustee approval.
8. New vocational certificates of achievement are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for recommendation and are forwarded to the Chancellor's Office for approval.
9. Academic certificates are forwarded directly to the Chancellor's Office.
10. The CCC approves its minutes via email.
11. VP-AA forwards curriculum to the Board of Trustees. (Board specific dates distributed.)
12. Courses approved within an academic year become active the following academic year. Courses may be offered earlier with approval from the VP-AA.

### 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 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.

#### **El Camino College Core Competencies:**

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

- I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

## STUDENT LEARNING OUTCOMES (SLOs)

<http://www.elcamino.edu/academics/slo/>

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. SLOs involve higher order thinking skills and are measurable.

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. Section 1 of the “Student Learning Outcomes Assessment Report” form, found at <http://www.elcamino.edu/academics/slo/forms.asp>, is filled out and sent to the Assessment of Learning Committee at [slo@elcamino.edu](mailto:slo@elcamino.edu).

Assess: Faculty and/or staff perform the assessment, evaluate the assessment based on the rubric or evaluation standards, and compile the results. Section 2 of the “Student Learning Outcomes Assessment Report” form is filled out.

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. Section 3 of the “Student Learning Outcomes Assessment Report” form is filled out and the finished report is sent to the ALC at [slo@elcamino.edu](mailto:slo@elcamino.edu).

The process is ongoing and cyclical.

The following timeline is in place for SLOs.

**Annually on Dec. 1, starting Dec. 2009**: Course-level SLO Assessment Reports, which document one complete assessment cycle, are due. The number of course-level reports that a program must complete annually should adhere to the following guidelines:

- ❖ For small programs (5 or fewer full-time faculty): two complete course-level assessment cycles per year
- ❖ For medium programs (6 to 12 full-time faculty): three complete course-level assessment cycles per year
- ❖ For large programs (13 or more full-time faculty): four complete course-level assessment cycles per year

**Annually on June 1, starting June 2010**: Program-level SLO Assessment Reports are due; timelines to be determined in collaboration with the program faculty or staff, division SLO committees, SLO coordinators, and deans based on need and program review cycles.

### **ANNUAL PLAN (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 post and track progress made toward *goals* and *objectives* set forth by departments, divisions, and senior management. Plans are 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. Each division will work with two planning cycles. The current plan is reviewed and updated twice during the year while a new plan for the next fiscal year is in development for the new budget cycle. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below.

1. September – October: Each department reviews, updates, and inputs program review prioritized plans into department Program Plan for the next fiscal year.
2. November - December: Each Division Council reviews and prioritizes program review and department goals and objectives and enters or rolls over the information into the division Unit Plan for the next fiscal year.
3. January: Goal and Objective in the current Unit Plan are reviewed and evaluated for the first half of the fiscal year.
4. January – February: Vice Presidents/Provost meet with division managers to review and prioritize division Unit Plan program review and department requests with a prioritized list placed into Plan Builder under Vice President/Provost Area Plan.
5. March - April: Vice Presidents/Provost present to PBC for discussion and endorsement of the prioritized Area Plans requiring funding.
6. May: PBC submits a list of endorsed funding requests to the President for consideration.
7. July: Goal and Objective in the current Unit Plan are reviewed and evaluated for the full fiscal year.

### **ENROLLMENT MANAGEMENT PLAN**

[http://www.elcamino.edu/administration/vpaa/enrollment\\_mgmt.asp](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.



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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 contains five plans that build upon each other. The plans are titled Educational, Technology, Facilities, Staffing, and Resources. The Comprehensive Master Plan is a descriptive document that explains the current status of the college's programs, services, and resources and projects what will be needed to address student and community needs ten to twenty years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show our 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.

Our current Comprehensive Master Plan was approved by the Board of Trustees in 2004. A new Comprehensive Master Plan is being developed for 2009 with the intent of updating the portions related to the main campus while creating new sections for the educational, technology, facilities, and staffing plans to specifically address the needs of the Center.

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 are 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 campus-wide 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. Following the staffing plan is the Resources Plan. This last plan

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lists potential opportunities the college could utilize in efforts to obtain state funding to assist college programs requiring funding.

All five 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.

**PLANNING and BUDGETING CALENDAR**

<b>Dates</b>	<b>Activity</b>	<b>Responsible</b>
October – December	<ol style="list-style-type: none"> <li>1. Review/Revise planning priorities</li> <li>2. Identify budget development assumptions</li> </ol>	Planning & Budgeting Committee (PBC)
Dec 11 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Last day to submit prioritized program plans for 2010-2011</li> </ol>	Program faculty and managers
January - February	<ol style="list-style-type: none"> <li>1. Determine preliminary revenue estimates</li> <li>2. Determine highest priority action plans</li> <li>3. Begin assessment of key budget issues—including the funding of high priority planning initiatives</li> <li>4. Evaluation of 2009-10 program plan goals/objectives completed by Jan. 31</li> </ol>	Vice President of Administrative Services  PBC  Program faculty and managers
February 26 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Last day to submit prioritized 2010-2011 unit plan recommendation</li> </ol>	Deans/Directors
March - April	<ol style="list-style-type: none"> <li>1. Determine enrollment targets, sections to be taught, and full-and part-time FTEF</li> <li>2. Vice presidents jointly determine ongoing operational costs including:                             <ol style="list-style-type: none"> <li>a. Full-time salaries</li> <li>b. Benefits, Utilities, GASB</li> <li>c. Legal and contract obligations</li> </ol> </li> <li>3. Develop Line Item Budgets for Operational Areas</li> </ol>	VP Academic Affairs with Cabinet approval Vice President of Administrative Services Cabinet for full-time positions  Vice Presidents

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March 31 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Prioritized 2010-2011 area plan recommendations presented to PBC and Cabinet</li> <li>2. Assess outcomes from prior year funding cycle</li> </ol>	Vice Presidents
April 15 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Tentative budget information completed for PBC review</li> </ol>	Vice Presidents
April 15 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Proposed tentative budget is reviewed for approval</li> <li>2. All planning and budget assumptions are finalized</li> </ol>	PBC  Cabinet
May 17 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. President submits tentative budget to Board of Trustees for first reading presentation.</li> <li>2. PBC submits endorsed recommendations for funding requests to the President</li> </ol>	President  PBC
June 21 <sup>st</sup>	<ol style="list-style-type: none"> <li>1. Tentative Budget is presented to Board</li> <li>2. Final evaluation of 2009-2010 goals and objectives completed</li> </ol>	President  Program faculty and managers
July 1 <sup>st</sup>	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC  Cabinet
August 5 <sup>th</sup> and 19 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Review and discussion of the final budget assumptions by the President with the PBC</li> <li>2. Line item review by PBC</li> </ol>	PBC President  Fiscal Services
September 7 <sup>th</sup>	<ol style="list-style-type: none"> <li>1. Final Budget submitted to Board</li> <li>2. PBC conducts annual evaluation</li> </ol>	President  PBC

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Appendix 2: List of Plans

El Camino College

<u>Plan</u>	<u>Year</u>	<u>Type</u>	<u>Submitted</u>	<u>Area</u>	<u>Unit</u>	<u>Program</u>
364	2009-10	Program	In Progress	Academic Affairs	Fine Arts	Music
363	2008-09	Program	8/17/2009	Academic Affairs	Industry & Technology	Engineering Technology
362	2009-10	Area	In Progress	Academic Affairs		
359	2009-10	Program	7/30/2009	Student Services	Enrollment Services	Assessment Center
358	2009-10	Area	In Progress	Student Services		
357	2009-10	Review	In Progress	Student Services	Community Advancement	Inglewood Center
356	2009-10	Program	In Progress	Student Services	Community Advancement	Inglewood Center
355	2009-10	Program	In Progress	Academic Affairs	Fine Arts	Art Gallery
354	2009-10	Program	6/4/2009	Academic Affairs	Fine Arts	Art
353	2007-08	Unit	In Progress	Student Services	Enrollment Services	
352	2009-10	Area	In Progress	Human Resources		
351	2009-10	Program	4/24/2009	Academic Affairs	Humanities	Journalism
350	2009-10	Program	In Progress	Academic Affairs	Humanities	Foreign Languages
349	2009-10	Program	4/23/2009	Academic Affairs	Humanities	ESL
348	2009-10	Program	4/24/2009	Academic Affairs	Humanities	Academic Strategies
347	2009-10	Program	4/24/2009	Academic Affairs	Humanities	English
346	2009-10	Unit	4/24/2009	Academic Affairs	Humanities	
344	2010-11	Program	In Progress	Administrative Services	Fiscal Services	Financial Reporting and Accounting

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343	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Manufacturing Technology
342	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Machine Tool Technology
341	2009-10	Program	3/14/2009	Student Services	Community Advancement	Workforce & Community Development
340	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Respiratory Care
339	2009-10	Unit	3/13/2009	President	Staff & Student Diversity	
338	2009-10	Program	3/13/2009	Student Services	Community Advancement	Workplace Learning Resource Center
337	2009-10	Unit	7/30/2009	President	Community Relations	
336	2009-10	Unit	In Progress	Student Services	Community Advancement	
334	2009-10	Program	3/13/2009	Academic Affairs	Fine Arts	Dance
333	2009-10	Program	In Progress	Student Services	Community Advancement	Center for Applied Competitive Technologies
332	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Automotive Technology
331	2009-10	Program	3/13/2009	Academic Affairs	Health Sciences & Athletics	Special Resource Center
330	2009-10	Unit	3/12/2009	Student Services	Development Alumni & Annual Giving	
329	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Engineering Technology
328	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Sign Language/Interpreter Training
326	2009-10	Unit	In Progress	Administrative Services	Information Technology Services (ITS)	
325	2009-10	Unit	3/13/2009	Academic Affairs	Industry & Technology	
324	2009-10	Program	3/13/2009	Academic Affairs	Learning Resources	Library

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323	2009-10	Program	3/13/2009	Academic Affairs	Learning Resources	Distance Education
322	2009-10	Program	3/13/2009	Academic Affairs	Learning Resources	Media Services
321	2009-10	Program	3/16/2009	Academic Affairs	Learning Resources	Learning Resources Center
316	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Honors Transfer Program
315	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Chemistry
314	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Astronomy
313	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Biological Sciences
312	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Geography
311	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Earth Sciences
310	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Environmental Horticultural Science
309	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Life Science for Allied Health
308	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Physics
307	2009-10	Unit	3/13/2009	Academic Affairs	Natural Sciences	
301	2010-11	Program	In Progress	Academic Affairs	Mathematical Sciences	MESA
294	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Kinesiology/PE
293	2009-10	Program	3/6/2009	Academic Affairs	Behavioral & Social Sciences	History
292	2009-10	Program	In Progress	Student Services	Community Advancement	Center for International Trade Development
291	2009-10	Program	3/13/2009	Academic Affairs	Business	Business Accounting
290	2009-10	Program	3/13/2009	Academic Affairs	Business	Business Admin/ Mgmt/ Marketing/Supervision
289	2009-10	Program	5/6/2009	Academic Affairs	Business	Business Office Administration

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288	2009-10	Program	3/13/2009	Academic Affairs	Business	Computer Information Systems
287	2009-10	Program	3/13/2009	Academic Affairs	Business	Law/Paralegal Program
286	2009-10	Program	5/6/2009	Academic Affairs	Business	Real Estate
285	2009-10	Unit	3/13/2009	Academic Affairs	Business	
284	2009-10	Program	3/6/2009	Academic Affairs	Behavioral & Social Sciences	Human Development
283	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	MESA
282	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	Pre-Engineering
281	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	Computer Science
280	2009-10	Unit	3/13/2009	Academic Affairs	Mathematical Sciences	
279	2010-11	Program	In Progress	Student Services	Community Advancement	Small Business Services
278	2010-11	Unit	In Progress	Student Services	Community Advancement	
277	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	Mathematics
276	2009-10	Program	3/9/2009	Academic Affairs	Behavioral & Social Sciences	Child Development Center
275	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Childhood Education
274	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Philosophy
273	2009-10	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Sociology
272	2009-10	Program	3/13/2009	Academic Affairs	Behavioral & Social Sciences	Psychology
271	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Political Science
270	2009-10	Program	In Progress	Academic Affairs	Behavioral & Social Sciences	Liberal Studies
269	2009-10	Program	3/3/2009	Academic Affairs	Behavioral & Social Sciences	International Education

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268	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Economics
267	2009-10	Program	3/3/2009	Academic Affairs	Behavioral & Social Sciences	Ethnic Studies
266	2009-10	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Women's Studies
265	2009-10	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Facilities Planning & Construction
264	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Facilities Planning & Construction
263	2009-10	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Material Receipt and Delivery
262	2009-10	Program	In Progress	Administrative Services	Information Technology Services (ITS)	Network Services
261	2009-10	Program	3/2/2009	Administrative Services	Business Services	Risk Management
260	2009-10	Program	3/6/2009	Administrative Services	Business Services	Accounts Payables
259	2009-10	Program	3/9/2009	Administrative Services	Business Services	Purchasing
258	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Material Receipt and Delivery
257	2009-10	Program	In Progress	Administrative Services	Facilities Planning & Services	Recycling & Waste Management
256	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	American Studies
255	2009-10	Program	3/13/2009	Academic Affairs	Behavioral & Social Sciences	Anthropology
254	2009-10	Unit	3/13/2009	Academic Affairs	Behavioral & Social Sciences	
253	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Recycling & Waste Management
252	2008-09	Program	3/2/2009	Administrative Services	Facilities Plan. & Services	Building and System Maintenance



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250	2009-10	Program	In Progress	Administrative Services	(ITS)	Technical Services
249	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Utility Management
248	2008-09	Program	8/5/2009	Administrative Services	Facilities Planning & Services	Grounds Maintenance
247	2009-10	Program	2/27/2009	Administrative Services	Fiscal Services	Student Accounting Services
246	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	CalWORKs
245	2009-10	Program	2/27/2009	Administrative Services	Fiscal Services	Financial Reporting and Accounting
244	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	EOP&S/CARE
243	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Live Scan Services
242	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Parking Services
241	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Dispatch Services
240	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Patrol/Cadet Services
239	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Architecture
236	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Custodial Operations
235	2009-10	Program	8/20/2009	Academic Affairs	Industry & Technology	Auto Collision Repair/Painting
234	2010-11	Program	In Progress	Academic Affairs	Fine Arts	Dance
233	2009-10	Unit	3/13/2009	Student Services	Counseling & Student Services	
232	2009-10	Program	3/9/2009	Academic Affairs	Industry & Technology	Electronics & Computer Hardware Technology

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231	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Administration of Justice
230	2009-10	Unit	3/13/2009	Academic Affairs	Learning Resources	
229	2009-10	Unit	2/26/2009	Administrative Services	Bookstore	
228	2009-10	Program	In Progress	Academic Affairs	Fine Arts	Theatre
226	2009-10	Program	2/25/2009	Academic Affairs	Fine Arts	Center for the Arts
225	2009-10	Unit	2/27/2009	Student Services	Admissions & Records	
224	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Computer Aided Design/Drafting
223	2009-10	Program	3/11/2009	Academic Affairs	Industry & Technology	Fashion
222	2009-10	Program	3/24/2009	Academic Affairs	Industry & Technology	Air Conditioning & Refrigeration
221	2009-10	Program	3/11/2009	Academic Affairs	Industry & Technology	Fire & Emergency Technology
220	2009-10	Program	3/11/2009	Academic Affairs	Industry & Technology	Welding
219	2009-10	Program	2/26/2009	Human Resources	Human Resources Unit	Staff Development
218	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Puente Project
217	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Project Success
216	2009-10	Program	3/13/2009	Student Services	Counseling	Career Center
215	2009-10	Program	2/26/2009	Student Services	Enrollment Services	Financial Aid & Scholarship
214	2009-10	Program	2/27/2009	Student Services	Admissions & Records	Admissions, Records, Registration
213	2009-10	Program	2/27/2009	Student Services	Admissions & Records	Evaluations
212	2009-10	Program	3/13/2009	Student Services	Counseling	Transfer Center

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211	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Articulation
210	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Adult Re-Entry Center
209	2010-11	Unit	2/24/2009	Administrative Services	Business Services	
208	2009-10	Program	2/27/2009	Student Services	Admissions & Records	International Students Program
207	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Cosmetology
206	2009-10	Unit	2/23/2009	Administrative Services	Facilities Planning & Services	
205	2008-09	Unit	In Progress	Human Resources	Human Resources Unit	
203	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Construction Technology
202	2009-10	Program	4/3/2009	Student Services	Enrollment Services	Student Development
201	2009-10	Program	3/9/2009	Administrative Services	Campus Police	South Bay Police Reserve Academy
200	2009-10	Unit	3/5/2009	Human Resources	Human Resources Unit	
199	2009-10	Program	2/25/2009	Student Services	Enrollment Services	FYE/ Supplemental Instruction
198	2009-10	Program	2/27/2009	Student Services	Admissions & Records	Veterans Services
197	2009-10	Unit	2/27/2009	Administrative Services	Campus Police	
195	2009-10	Unit	2/27/2009	Administrative Services	Fiscal Services	
194	2009-10	Unit	In Progress	Student Services	Institutional Research	
192	2009-10	Program	2/20/2009	Student Services	Enrollment Services	Outreach & School Relations
190	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Utility Management

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189	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Building and System Maintenance
188	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Grounds Maintenance
187	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Custodial Operations
185	2009-10	Review	In Progress	Human Resources	Human Resources Unit	Staff Development
184	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Radiologic Technology
183	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Health Center
182	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Athletics
181	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Nursing
180	2009-10	Unit	3/12/2009	Academic Affairs	Health Sciences & Athletics	
179	2009-10	Unit	2/27/2009	Student Services	Enrollment Services	
177	2009-10	Unit	3/10/2009	Student Services	Resource Development/ Grants Mgmt	
175	2009-10	Review	In Progress	Administrative Services	Human Resources	Human Resources
168	2008-09	Program	7/21/2008	Academic Affairs	Mathematical Sciences	Pre-Engineering
167	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Mathematics
165	2008-09	Area	8/3/2009	Academic Affairs		
164	2008-09	Program	4/28/2008	Academic Affairs	Behavioral & Social Sciences	Human Development
163	2008-09	Program	4/12/2008	Academic Affairs	Behavioral & Social Sciences	Honor's Transfer Program
162	2008-09	Program	4/10/2008	Academic Affairs	Behavioral & Social Sciences	International Education

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161	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	History
160	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Psychology
159	2008-09	Area	In Progress	Community Advancement		
158	2008-09	Unit	4/4/2008	Academic Affairs	Fine Arts	
157	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Political Science
156	2008-09	Program	4/15/2008	Academic Affairs	Behavioral & Social Sciences	Liberal Studies
155	2008-09	Program	4/16/2008	Academic Affairs	Behavioral & Social Sciences	Childhood Education
154	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Sociology
153	2008-09	Area	7/22/2009	Student Services		
152	2008-09	Unit	3/11/2009	Administrative Services	Human Resources	
151	2008-09	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Philosophy
150	2008-09	Program	4/4/2008	Academic Affairs	Behavioral & Social Sciences	Economics
149	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Ethnic Studies
148	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Women's Studies
147	2007-08	Review	In Progress	Student Services	Community Advancement	Inglewood Center
146	2008-09	Program	7/30/2009	Student Services	Community Advancement	Community Education
145	2008-09	Unit	3/5/2009	Student Services	Community Advancement	
144	2008-09	Program	3/17/2008	Administrative Services	Human Resources	Human Resources
142	2008-09	Program	3/3/2009	Academic Affairs	Business	Real Estate
141	2008-09	Program	3/3/2009	Academic Affairs	Business	Law/Paralegal Program

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139	2008-09	Program	3/3/2009	Academic Affairs	Business	Computer Information Systems
138	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Office Administration
135	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Admin/Management/Marketing/Supervision
134	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Accounting
133	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Journalism
132	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Foreign Languages
131	2008-09	Program	3/13/2008	Academic Affairs	Humanities	ESL
130	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Academic Strategies
129	2008-09	Unit	2/27/2009	President	Community Relations	
128	2008-09	Program	4/24/2008	Academic Affairs	Learning Resources	Learning Resources Center
127	2008-09	Program	4/1/2008	Academic Affairs	Learning Resources	Media Services
126	2008-09	Program	In Progress	Academic Affairs	Fine Arts	Theatre
125	2008-09	Program	3/24/2008	Academic Affairs	Fine Arts	Communication Studies
124	2008-09	Program	3/13/2008	Academic Affairs	Fine Arts	Photography
123	2008-09	Program	4/4/2008	Academic Affairs	Fine Arts	Film/Video
122	2008-09	Program	3/25/2008	Academic Affairs	Fine Arts	Art Gallery
121	2008-09	Program	6/18/2008	Academic Affairs	Fine Arts	Art
120	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Distance Education
118	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Joy of Music

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109	2008-09	Program	3/22/2008	Academic Affairs	Behavioral & Social Sciences	American Studies
108	2008-09	Program	2/19/2009	Administrative Services	Campus Police	South Bay Police Reserve Academy
106	2008-09	Program	2/19/2009	Academic Affairs	Industry & Technology	Welding
105	2008-09	Program	3/20/2009	Academic Affairs	Industry & Technology	Manufacturing Technology
104	2008-09	Program	3/20/2009	Academic Affairs	Industry & Technology	Machine Tool Technology
103	2008-09	Program	2/24/2009	Academic Affairs	Industry & Technology	Fire & Emergency Technology
102	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Fashion
101	2008-09	Program	2/25/2009	Academic Affairs	Industry & Technology	Electronics & Computer Hardware Technology
100	2008-09	Program	2/23/2009	Academic Affairs	Industry & Technology	Cosmetology
99	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Construction Technology
98	2008-09	Program	8/5/2009	Academic Affairs	Industry & Technology	Computer Aided Design/Drafting
97	2008-09	Program	3/14/2009	Student Services	Community Advancement	Workforce & Community Development
96	2008-09	Program	4/1/2008	Student Services	Community Advancement	Inglewood Center
95	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Puente Project
94	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Project Success
93	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Career Center
92	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Transfer Center

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91	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Articulation
90	2008-09	Program	3/20/2008	Student Services	Admissions & Records	Admissions, Records, Registration
89	2008-09	Program	3/13/2008	Academic Affairs	Humanities	English
88	2008-09	Unit	3/14/2008	Student Services	Development Alumni & Annual Giving	
86	2008-09	Unit	3/13/2008	Academic Affairs	Humanities	
85	2008-09	Unit	3/11/2009	Administrative Services	Business Services	
84	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Evaluations
83	2008-09	Unit	2/12/2009	Administrative Services	Campus Police	
82	2008-09	Program	3/11/2009	Academic Affairs	Industry & Technology	Automotive Technology
81	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Auto Collision Repair/Painting
80	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Architecture
79	2008-09	Program	7/1/2008	Academic Affairs	Industry & Technology	Air Conditioning & Refrigeration
78	2008-09	Unit	2/27/2009	Academic Affairs	Industry & Technology	
77	2008-09	Program	3/20/2008	Student Services	Admissions & Records	International Students Program
75	2008-09	Program	3/14/2008	Student Services	Community Advancement	Center for International Trade Development
74	2008-09	Area	In Progress	Administrative Services		
72	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Anthropology
71	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Veterans Services



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70	2008-09	Unit	3/2/2009	Administrative Services	Facilities Planning & Services	
69	2008-09	Program	3/31/2008	Academic Affairs	Fine Arts	Dance
67	2007-08	Review	In Progress	Administrative Services	Fiscal Services	Financial Reporting and Accounting
66	2008-09	Program	In Progress	Administrative Services	Fiscal Services	Financial Reporting and Accounting
65	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Computer Science
64	2008-09	Program	3/11/2008	Student Services	Community Advancement	Workplace Learning Resource Center
63	2008-09	Unit	3/3/2009	Academic Affairs	Business	
62	2008-09	Unit	7/23/2008	Academic Affairs	Mathematical Sciences	
61	2008-09	Unit	10/3/2008	Administrative Services	Fiscal Services	
60	2008-09	Unit	3/24/2008	Academic Affairs	Learning Resources	
58	2008-09	Unit	3/14/2008	Academic Affairs	Natural Sciences	
57	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Physics
56	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Life Science for Allied Health
55	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Environmental Horticultural Science
54	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Earth Sciences
53	2008-09	Program	3/14/2008	Student Services	Counseling	Adult Re-Entry Center
52	2008-09	Unit	2/25/2009	Administrative Services	Bookstore	
51	2008-09	Program	3/4/2008	Student Services	Community Advancement	Small Business Services
50	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Center for the Arts

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49	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	EOP&S/CARE
48	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Library
47	2008-09	Unit	3/14/2008	Student Services	Counseling & Student Services	
46	2008-09	Program	2/28/2008	Student Services	Enrollment Services	Financial Aid & Scholarship
45	2008-09	Program	2/20/2009	Student Services	Enrollment Services	Outreach & School Relations
44	2008-09	Unit	3/12/2008	Student Services	Resource Development/ Grants	
43	2008-09	Unit	3/14/2008	Student Services	Institutional Research	
42	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Administration of Justice
41	2008-09	Program	3/3/2009	Academic Affairs	Fine Arts	Music
40	2008-09	Unit	3/12/2009	President	Staff & Student Diversity	
39	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	CalWORKs
38	2008-09	Program	7/22/2008	Academic Affairs	Mathematical Sciences	MESA
37	2008-09	Program	In Progress	Academic Affairs	Humanities	Humanities
36	2008-09	Unit	3/11/2009	Administrative Services	ITS	
35	2008-09	Unit	4/13/2008	Academic Affairs	Behavioral & Social Sciences	
34	2008-09	Unit	3/20/2008	Student Services	Admissions & Records	
33	2008-09	Program	3/13/2008	Student Services	Enrollment Services	Assessment Center
32	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Sign Language/ Interpreter Training

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31	2008-09	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Respiratory Care
30	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Radiologic Technology
29	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Health Center
28	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Athletics
26	2008-09	Program	3/17/2008	Academic Affairs	Health Sciences & Athletics	Nursing
25	2008-09	Unit	3/14/2008	Academic Affairs	Health Sciences & Athletics	
24	2008-09	Program	3/26/2008	Student Services	Community Advancement	Center for Applied Competitive Technologies
23	2008-09	Program	8/5/2009	Academic Affairs	Behavioral & Social Sciences	Child Development Center
22	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Geography
21	2008-09	Program	3/26/2009	Student Services	Enrollment Services	Student Development
20	2008-09	Program	2/29/2008	Student Services	Enrollment Services	First Year Experience/ Supplemental Inst.
19	2008-09	Unit	4/1/2008	Student Services	Enrollment Services	
18	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Special Resource Center
17	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Biological Sciences
16	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Astronomy
15	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Chemistry
2	2008-09	Program	3/13/2008	Administrative Services	Human Resources	Staff Development

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El Camino College - Compton Educational Center

<u>Plan</u>	<u>Year</u>	<u>Type</u>	<u>Submitted</u>	<u>Area</u>	<u>Unit</u>	<u>Program</u>
135	2009-10	Program	In Progress	Student Services	Trio Programs	Upward Bound
133	2009-10	Program	In Progress	Academic Affairs	Health and Human Services	Nursing
132	2009-10	Program	In Progress	Academic Affairs	Health and Human Services	Childhood Education
130	2009-10	Area	In Progress	Student Services		
129	2010-11	Unit	7/13/2009	Academic Affairs	Career & Technical Education	
127	2009-10	Unit	In Progress	Administrative Services	Fiscal Affairs	
126	2010-11	Program	7/13/2009	Academic Affairs	Career & Technical Education	Physical Education
125	2010-11	Program	7/13/2009	Academic Affairs	Career & Technical Education	Business Office Administration
124	2010-11	Program	7/13/2009	Academic Affairs	Career & Technical Education	Business/Computer Information Systems
123	2010-11	Program	7/13/2009	Academic Affairs	Career & Technical Education	Auto Technology
122	2009-10	Program	7/13/2009	Academic Affairs	Career & Technical Education	Welding
121	2010-11	Program	In Progress	Academic Affairs	Career & Technical Education	Welding
120	2006-07	Area	In Progress	Provost		
119	2009-10	Unit	3/24/2009	Student Services	Transfer Center	
118	2009-10	Unit	7/2/2009	Student Services	First Year Experience	

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117	2009-10	Program	6/17/2009	Academic Affairs	Career & Technical Education	Business/Computer Information Systems
116	2009-10	Unit	8/17/2009	Student Services	EOPS/CARE	
115	2009-10	Unit	8/18/2009	Student Services	Financial Aid	
114	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Fashion
113	2009-10	Program	In Progress	Academic Affairs	Career & Technical Education	Auto Technology
112	2009-10	Unit	3/18/2009	Student Services	Admissions & Records	
111	2009-10	Program	In Progress	Academic Affairs	Health and Human Services	Child Development Center
110	2008-09	Unit	3/8/2009	Student Services	Special Resource Center	
109	2008-09	Program	6/17/2009	Academic Affairs	Career & Technical Education	Auto Technology
108	2008-09	Unit	4/13/2009	Academic Affairs	Academic Programs	
107	2008-09	Area	In Progress	Provost		
106	2009-10	Unit	2/27/2009	Human Resources	Human Resources Unit	
105	2009-10	Program	In Progress	Academic Affairs	Academic Affairs	Basic Skills
104	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Geography
103	2008-09	Program	In Progress	Academic Affairs	Academic Programs	MESA
102	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Music
101	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Library

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100	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Earth Sciences
99	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Environmental Horticultural Science
98	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Life Science for Allied Health
97	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Physics
96	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Natural Sciences
95	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Mathematical Sciences
94	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Dance
93	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Humanities
92	2008-09	Program	In Progress	Academic Affairs	Academic Programs	English
91	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Distance Education
90	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Film Video
89	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Speech Communication
88	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Theatre
87	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Learning Resources
86	2008-09	Program	In Progress	Academic Affairs	Academic Programs	ESL
85	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Foreign Languages
84	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Journalism
83	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Women Studies
82	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Ethnic Studies
81	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Economics

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80	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Philosophy
79	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Sociology
78	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Political Science
77	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Psychology
76	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Human Development
75	2008-09	Program	In Progress	Academic Affairs	Academic Programs	History
74	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Behavioral/Social Sciences and Fine Arts Divisions
73	2009-10	Unit	In Progress	Provost	MIS	
72	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Fashion
71	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Machine Tool Technology
70	2009-10	Program	6/17/2009	Academic Affairs	Career & Technical Education	Business Office Administration
69	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Cosmetology
68	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Fire & Emergency Technology
67	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Nutrition and Foods
66	2009-10	Program	6/17/2009	Academic Affairs	Career & Technical Education	Physical Education
65	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Real Estate

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64	2008-09	Program	6/3/2009	Academic Affairs	Career & Technical Education	Welding
63	2008-09	Program	4/24/2009	Academic Affairs	Career & Technical Education	Business Accounting
62	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business Admin/Management/Marketing/Supervision
61	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Auto Technology
60	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Auto Collision/Repair
59	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business/Computer Information Systems
58	2008-09	Unit	3/23/2009	Provost	MIS	
57	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Chemistry
56	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Biological Sciences
53	2008-09	Unit	7/7/2009	Administrative Services	Fiscal Affairs	
52	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Astronomy
51	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Art
50	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Administration of Justice
49	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Anthropology
48	2008-09	Program	8/17/2009	Academic Affairs	Health and Human Services	Nursing
47	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Academic Strategies
46	2007-08	Program	In Progress	Academic Affairs	Academic Affairs	Staff Development



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45	2009-10	Program	In Progress	Academic Affairs	Academic Affairs	Staff Development
44	2008-09	Program	8/19/2009	Academic Affairs	Health and Human Services	Childhood Education
43	2009-10	Unit	In Progress	Student Services	Special Programs & Services	
42	2009-10	Program	In Progress	Student Services	Trio Programs	Upward Bound Math/Science
41	2009-10	Program	In Progress	Academic Affairs	Academic Programs	Behavioral/Social Sciences and Fine Arts Divisions
40	2008-09	Area	7/21/2009	Student Services		
37	2009-10	Unit	12/11/2008	Student Services	Outreach & School Relations	
36	2008-09	Unit	1/22/2009	Student Services	Special Programs & Services	
35	2009-10	Unit	In Progress	Student Services	Foster Kinship Programs	
34	2009-10	Program	In Progress	Student Services	Trio Programs	Student Support Services
33	2008-09	Review	2/13/2009	Student Services	Admissions & Records	Admissions & Records
32	2009-10	Program	In Progress	Student Services	Admissions & Records	Admissions & Records
31	2009-10	Program	In Progress	Administrative Services	Facilities	Maintenance and Operations
30	2009-10	Program	8/19/2009	Student Services	Admissions & Records	Assessment Center
28	2009-10	Unit	7/21/2009	Student Services	Counseling	
27	2009-10	Unit	In Progress	Academic Affairs	Career & Technical Education	
24	2009-10	Unit	In Progress	Student Services	Athletics	

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22	2009-10	Area	In Progress	Academic Affairs		
20	2009-10	Unit	7/24/2008	Student Services	Special Resource Center	
19	2009-10	Unit	12/19/2008	Student Services	CALWORKS/TANF, GAIN	
18	2008-09	Unit	7/1/2008	Student Services	Financial Aid	
17	2008-09	Unit	3/23/2009	Student Services	Transfer Center	
16	2008-09	Program	4/17/2008	Student Services	Trio Programs	Student Support Services
15	2008-09	Program	11/3/2008	Student Services	Admissions & Records	Admissions & Records
13	2008-09	Program	In Progress	Academic Affairs	Academic Affairs	Basic Skills
12	2008-09	Unit	3/20/2009	Student Services	EOPS/CARE	
11	2008-09	Unit	In Progress	Administrative Services	Bookstore	
10	2008-09	Unit	In Progress	Academic Affairs	Health/ Human Services	
9	2008-09	Program	3/12/2009	Academic Affairs	Health/ Human Services	Child Development Center
8	2008-09	Unit	9/1/2008	Student Services	CALWORKS/TANF, GAIN	
6	2008-09	Program	8/14/2009	Student Services	Trio Programs	Upward Bound
5	2008-09	Program	5/1/2008	Student Services	Trio Programs	Upward Bound Math/Science
4	2008-09	Unit	7/13/2009	Academic Affairs	CTE	
3	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Math/Sciences
2	2008-09	Unit	7/1/2008	Student Services	Athletics	
1	2008-09	Unit	12/11/2008	Student Services	Outreach & School Rel.	

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Appendix 3: Program Review Timetable

<i>Academic Department/Program</i>	<b>Date of Last Review</b>	<b>Date of Next Review</b>
1. Administration of Justice	2006-07	2012-13
2. Air Conditioning and Refrigeration	2005-06	2011-12
3. Anthropology	2007-08	2013-14
4. Architecture	2006-07	2012-13
5. Art	2007-08	2013-14
6. Astronomy	2003-04	2009-10
7. Auto Collision Repair/Painting	2006-07	2012-13
8. Automotive Technology	2008-09	2014-15
9. Business	2007-08	2013-14
10. CADD	2007-08	2013-14
11. Center for the Arts	2008-09	2014-15
12. Chemistry	2008-09	2014-15
13. Childhood Education	2006-07	2012-13
14. Computer Information Systems	2006-07	2012-13
15. Computer Science	2008-09	2014-15
16. Construction Technology	2005-06	2011-12
17. Cosmetology	2007-08	2013-14
18. Dance	2003-04	2009-10
19. Distance Education	annual	annual
20. Earth Sciences (Geology, Geography, Oceanography)	2008-09	2014-15
21. Economics	2008-09	2014-15
22. Electronics & Computer Hardware Technology	2006-07	2012-13
23. Engineering Technology	2008-09	2014-15
24. English	2007-08	2013-14
25. English - Reading	2005-06	2011-12
26. English as a Second Language	2003-04	2009-10
27. Environmental Horticulture	2007-08	2013-14
28. Fashion	2008-09	2014-15
29. Film/Video	2006-07	2012-13
30. Fire and Emergency Technology	2006-07	2012-13
31. Foreign Language	2008-09	2014-15
32. Health Center	2008-09	2014-15
33. History/Ethnic Studies	2007-08	2013-14
34. Honors Transfer Program	annual	annual
35. Human Development	2008-09	2014-15
36. Journalism	2008-09	2014-15

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37. Kinesiology	2007-08	2013-14
38. Learning Resources Unit	2007-08	2013-14
39. Life Sciences	2006-07	2012-13
40. Machine Tool Technology	2005-06	2011-12
41. Mathematics - Developmental	2007-08	2013-14
42. Mathematics – Engineering	2005-06	2011-12
43. MESA & Pre-Engineering	annual	annual
44. Music	2005-06	2011-12
45. Music Library	2006-07	2012-13
46. Nursing	annual	annual
47. Paralegal Studies	annual	annual
48. Philosophy	2007-08	2013-14
49. Photography	2007-08	2013-14
50. Physics	2003-04	2009-10
51. Physical Education – Athletics Program	2007-08	2013-14
52. Political Science	2007-08	2013-14
53. Psychology	2008-09	2014-15
54. Radiological Technology	annual	annual
55. Real Estate	2005-06	2011-12
56. Respiratory Care	annual	annual
57. Sign Language/ Interpreter Training	2007-08	2013-14
58. Sociology	2007-08	2013-14
59. Special Resource Center/APE	2008-09	2014-15
60. Speech Communication	2003-04	2009-10
61. Study Abroad Program	annual	annual
62. Teacher Education Program	2005-06	2011-12
63. Theatre	2008-09	2014-15
64. Welding	2007-08	2013-14

<i>Student and Community Advancement Program</i>	<b>Completed</b>	<b>Next Cycle</b>
1. Freshman Year Experience	2006	2011-2012
2. Assessment & Testing	2006	2011-2012
3. Financial Aid & Scholarships	2006	2011-2012
4. Outreach & School Relations	2006	2011-2012
5. Admissions	2006	2012-2013
6. Evaluations	2006	2012-2013
7. Records	2006	2012-2013
8. Registration	2006	2012-2013
9. Veteran's Affairs	2006	2012-2013
10. International Student Program (ISP)	2006	2012-2013
11. Athletics	2007	2013-2014
12. Counseling & Student Services	2007	2013-2014
13. EOPS/CalWORKs/CARE	2007	2013-2014
14. Career Center	2007	2013-2014
15. Transfer Center	2007	2013-2014
16. Project Success	2007	2013-2014
17. Puente Program	2007	2013-2014
18. Student Development	2008	2011-2012
19. Foundation & Scholarships	2008	2014-2015
20. Grants Office	2008	2014-2015
21. Institutional Research	2009	2015-2016
22. Contract & Community Education		2015-2016
23. El Camino College Language Academy (ECLA)		2015-2016
24. Inglewood Center		2015-2016

In progress for completion June 30, 2009:

1. Contract & Community Education
2. El Camino College Language Academy (ECLA)
3. Inglewood Center

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<i>Administrative Services Program</i>	<b>Year Completed</b>	<b>Next Review Cycle</b>
1. Purchasing	2008	2010-2011
2. Parking Services	2008	2010-2011
3. Material Receipt & Delivery	2008	2010-2011
4. Recycling & Waste Management	2008	2010-2011
5. Technical Services	2008	2010-2011
6. Financial Reporting & Accounting	2008	2011-2012
7. Bookstore	2008	2011-2012
8. Accounts Payables	2008	2011-2012
9. Patrol/Cadet Services	2008	2011-2012
10. Building & System Maintenance	2008	2011-2012
11. Custodial Operations	2008	2011-2012
12. Utility Management	2008	2011-2012
13. Network Services	2008	2011-2012
14. Risk Management	2008	2012-2013
15. Dispatch Services	2008	2012-2013
16. Facilities Planning & Construction	2008	2012-2013
17. Grounds Maintenance	2008	2012-2013
18. Application Support	2008	2012-2013
19. Student Accounting Services	2008	2013-2014
20. Live Scan Services	2008	2013-2014

<i>El Camino College Compton Center Student Services Program</i>	<b>Completed</b>	<b>Next Cycle</b>
1. Assessment & Testing	2007	2011-2012
2. Outreach & Relations with Schools	2008	2011-2012
3. Financial Aid	2008	2011-2012
4. Admissions & Records	2008	2012-2013
5. Registration	2008	2012-2013
6. Athletics	2008	2013-2014
7. Matriculation	2007	2013-2014
8. CalWORKs/TANF	2007	2013-2014
9. EOPS/CARE	2007	2013-2014
10. Transfer Center	2007	2013-2014
11. Student Support Services	2007	2014-2015
12. Upward Bound	2008	2014-2015
13. Upward Bound Math/Science	2008	2014-2015
14. Special Resource Center (DSPS)	2008	2015-2016
15. Student Development/Student Life	2009	2011-2012
16. Counseling	2009	2013-2014

<i>Academic Department/Program</i>	<b>Date of Last Review</b>	<b>Date of Next Review</b>
1. Administration of Justice	2006-07	2012-13
2. Air Conditioning and Refrigeration	2005-06	2011-12
3. Anthropology	2007-08	2013-14
4. Architecture	2006-07	2012-13
5. Art	2007-08	2013-14
6. Astronomy	2003-04	2009-10
7. Auto Collision Repair/Painting	2006-07	2012-13
8. Automotive Technology	2008-09	2014-15
9. Business	2007-08	2013-14
10. CADD	2007-08	2013-14
11. Center for the Arts	2008-09	2014-15
12. Chemistry	2008-09	2014-15
13. Childhood Education	2006-07	2012-13
14. Computer Information Systems	2006-07	2012-13

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15. Computer Science	2008-09	2014-15
16. Construction Technology	2005-06	2011-12
17. Cosmetology	2007-08	2013-14
18. Dance	2003-04	2009-10
19. Distance Education	annual	annual
20. Earth Sciences (Geology, Geography, Oceanography)	2008-09	2014-15
21. Economics	2008-09	2014-15
22. Electronics & Computer Hardware Technology	2006-07	2012-13
23. Engineering Technology	2008-09	2014-15
24. English	2007-08	2013-14
25. English - Reading	2005-06	2011-12
26. English as a Second Language	2003-04	2009-10
27. Environmental Horticulture	2007-08	2013-14
28. Fashion	2008-09	2014-15
29. Film/Video	2006-07	2012-13
30. Fire and Emergency Technology	2006-07	2012-13
31. Foreign Language	2008-09	2014-15
32. Health Center	2008-09	2014-15
33. History/Ethnic Studies	2007-08	2013-14
34. Honors Transfer Program	annual	annual
35. Human Development	2008-09	2014-15
36. Journalism	2008-09	2014-15
37. Kinesiology	2007-08	2013-14
38. Learning Resources Unit	2007-08	2013-14
39. Life Sciences	2006-07	2012-13
40. Machine Tool Technology	2005-06	2011-12
41. Mathematics - Developmental	2007-08	2013-14
42. Mathematics – Engineering	2005-06	2011-12
43. MESA & Pre-Engineering	annual	annual
44. Music	2005-06	2011-12
45. Music Library	2006-07	2012-13
46. Nursing	annual	annual
47. Paralegal Studies	annual	annual
48. Philosophy	2007-08	2013-14
49. Photography	2007-08	2013-14
50. Physics	2003-04	2009-10
51. Physical Education – Athletics Program	2007-08	2013-14
52. Political Science	2007-08	2013-14
53. Psychology	2008-09	2014-15
54. Radiological Technology	annual	annual



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55. Real Estate	2005-06	2011-12
56. Respiratory Care	annual	annual
57. Sign Language/ Interpreter Training	2007-08	2013-14
58. Sociology	2007-08	2013-14
59. Special Resource Center/APE	2008-09	2014-15
60. Speech Communication	2003-04	2009-10
61. Study Abroad Program	annual	annual
62. Teacher Education Program	2005-06	2011-12
63. Theatre	2008-09	2014-15
64. Welding	2007-08	2013-14

<i>Student and Community Advancement Program</i>	<b>Completed</b>	<b>Next Cycle</b>
1. Freshman Year Experience	2006	2011-2012
2. Assessment & Testing	2006	2011-2012
3. Financial Aid & Scholarships	2006	2011-2012
4. Outreach & School Relations	2006	2011-2012
5. Admissions	2006	2012-2013
6. Evaluations	2006	2012-2013
7. Records	2006	2012-2013
8. Registration	2006	2012-2013
9. Veteran's Affairs	2006	2012-2013
10. International Student Program (ISP)	2006	2012-2013
11. Athletics	2007	2013-2014
12. Counseling & Student Services	2007	2013-2014
13. EOPS/CalWORKs/CARE	2007	2013-2014
14. Career Center	2007	2013-2014

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15. Transfer Center	2007	2013-2014
16. Project Success	2007	2013-2014
17. Puente Program	2007	2013-2014
18. Student Development	2008	2011-2012
19. Foundation & Scholarships	2008	2014-2015
20. Grants Office	2008	2014-2015
21. Institutional Research	2009	2015-2016
22. Contract & Community Education		2015-2016
23. El Camino College Language Academy (ECLA)		2015-2016
24. Inglewood Center		2015-2016

In progress for completion September 30, 2009:

1. Contract & Community Education
2. El Camino College Language Academy (ECLA)
3. Inglewood Center

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<i>Administrative Services Program</i>	<b>Year Completed</b>	<b>Next Review Cycle</b>
1. Purchasing	2008	2010-2011
2. Parking Services	2008	2010-2011
3. Material Receipt & Delivery	2008	2010-2011
4. Recycling & Waste Management	2008	2010-2011
5. Technical Services	2008	2010-2011
6. Financial Reporting & Accounting	2008	2011-2012
7. Bookstore	2008	2011-2012
8. Accounts Payables	2008	2011-2012
9. Patrol/Cadet Services	2008	2011-2012
10. Building & System Maintenance	2008	2011-2012
11. Custodial Operations	2008	2011-2012
12. Utility Management	2008	2011-2012
13. Network Services	2008	2011-2012
14. Risk Management	2008	2012-2013
15. Dispatch Services	2008	2012-2013
16. Facilities Planning & Construction	2008	2012-2013
17. Grounds Maintenance	2008	2012-2013
18. Application Support	2008	2012-2013
19. Student Accounting Services	2008	2013-2014
20. Live Scan Services	2008	2013-2014

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<i>El Camino College Compton Center Student Services Program</i>	<b>Completed</b>	<b>Next Cycle</b>
1. Assessment & Testing	2007	2011-2012
2. Outreach & Relations with Schools	2008	2011-2012
3. Financial Aid	2008	2011-2012
4. Admissions & Records	2008	2012-2013
5. Registration	2008	2012-2013
6. Athletics	2008	2013-2014
7. Matriculation	2007	2013-2014
8. CalWORKs/TANF	2007	2013-2014
9. EOPS/CARE	2007	2013-2014
10. Transfer Center	2007	2013-2014
11. Student Support Services	2007	2014-2015
12. Upward Bound	2008	2014-2015
13. Upward Bound Math/Science	2008	2014-2015
14. Special Resource Center (DSPS)	2008	2015-2016
15. Student Development/Student Life	2009	2011-2012
16. Counseling	2009	2013-2014

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Appendix 4: Funded Plans

**Academic Affairs Program Review Recommendations in Plan Builder**

<b>Department</b>	<b>Plan #</b>	<b>Program Review Rec. #</b>	<b>Goal #</b>	<b>Objective #</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Accounting	134	1	3	3.1		
	134	2	3	3.3		
	134	3	10	10.3		
	134	4	4	4.1		
	134	5	3	3.6, 3.7, 3.8		
	134	7	3	3.1		
	134	8	3	3.4		
	134	9	3	3.2		
	134	10	1	1.1, 1.2		
	134	11	3	3.5		
	134	12	4	4.1, 4.2		
	134	14	2	2.1		
	134	14	3	3.2		
	134	15	3	3.1		
	134	16	2	2.1		
	134	17	3	3.3		
	134	18	3	3.7		
	134	19	3	3.3		
	134	20	3	3.1		
	134	21	2	2.1		
	134	22	1	1.1		
Academic Affairs Office	362		3		Fund 15	\$55,000
	362		4		Fund 15	\$50,000
Administration of Justice	42	2, 3	1			
Air Conditioning and Refrigeration	79	2	1			
	79	3	2			
	79	4	4			
	79	5	3			
	227		4		Block Grant	\$6,500

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Anthropology	72	1	1			
	72	3	3			
	72	4	2			
	72	4	4			
	72	5, 6, 7	5			
Architecture	239		3		Block Grant	\$7,160
Art	121	1	2			
	121	2	6			
	121	3	1, 3	1.1	Block Grant	\$19,235
	121	4	4			
	121	5	5			
Astronomy	16	1	1			
	314	1	1			
	16	2	2			
	314	2	2			
	16	3	2	2.6		
	314	3	3	3.3		
	314	5	3	3.2		
	16	10	1	1.2, 1.3, 1.4		
	314	10	1	1.2, 1.3, 1.4		
	16	11	2	2.5		
	16	13	2	2.3		
Athletics	28	1, 2	2	2.4		
	28	3	1	1.2	Fund 15	\$65,000
	28	3	3	3.1, 3.3		
	28	4	1, 2	1.2-2.2		
	28	5	3	3.2		
	28	6	3	3.4		
Auto Collision and Repair	81	1	2			
Automotive Technology	82	1, 4, 5	1			
	332		3	3.1	Block Grant	\$6,500
	332		5		Block Grant	\$5,800

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CADD	98	1	2			
	98	2	1			
Chemistry	315	1	1	1.1		
	15	2	1	1.1		
	315	2	2	2.1		
	15			2.2	Block Grant	\$9,825
	315	3	1	1.2		
	315	4	5			
	315	7	2	2.4		
	5	8	1	1.2, 1.3		
	315	8	2	2.3		
	315	10	2	2.2		
Child Development	23	1	2			
	23	3	7			
	23	4	4			
	23	5	5			
	23	7	3			
	23	8	1			
CIS	139	1	8	8.1		
	139		11	11.2, 11.4		
	139	2	8	8.1		
	139	3	2	2.1		
	139	3	3	3.1		
	139	3	7	7.1		
	139	4	9	9.1		
	139	5	11	11.4		
	139	6	2	2.1		
	139	6	3	3.1		
	139	7	7	7.1	Block Grant	\$92,713
	139	8	8	8.1		
	139	8	11	11.2, 11.4		
	139	9	11	11.5		
	139	10	11	11.3, 11.4		
	139	11	11	11.2		
	139	12	11	11.3		
	139	13	9	9.1		
Communication Studies	125		3	3.1	Block Grant	\$13,764

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Construction Technology	102	1	2, 3			
	102	2	1			
	203		4		Block Grant	\$6,500
	203		5		Block Grant	\$30,000
	203		7		Block Grant	\$1,500
Cosmetology	100	6	3			
	207		4	4.2	Block Grant	\$6,500
Dance	69	1	1, 3, 4			
	69	2	5			
	69	3	2			
	69	9	1			
	69	10	5			
	69	11	5			
	69	13	1, 2, 3, 4			
	69	15	1			
	334		1	1.1	Block Grant	\$9,708
	334		2	2.1	Block Grant	\$479
Distance Education	323	1	2			
	323	2	2			
	323	3	1			
	323	4	2			
	323	5	3			
	323	6	1			
Earth Sciences	22	1	2			
	22	5	1, 2			
	302	5	1			
	54	6	2			
	311	6	2	2.1		
	54	7	3	3.1		
	54	9	3	3.1	Block Grant	\$10,060
	311	10	1	1.1		



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Electronics and Computer Hardware Technology - ECHT	101	1	4			
	101	2	9			
	232		2	2.1	Block Grant	\$19,500
	232		2	2.2	Block Grant	\$3,370
	232		3	3.3	Block Grant	\$30,125
Engineering Technology	363	4	1			
	363	5	2			
English	86	1	2			
	89	1	1			
	89	2	2			
	89	3	3			
	89	4	4			
	89	5	5			
	89	6	6			
	89	7	7			
	89	8	8			
	89	9	9			
	89	10	10			
	86	11	9			
	89	11	11			
	89	12	12			
	89	13	13			
	89	14	14			
ESL	86	1	8			
	131	1	5			
	131	2	2			
	131	3	1			
	131	4	3			
	131	5	3			
	131	6	4			
Fashion	223	7	1			
	223		4	4.1	Block Grant	\$20,658

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Film / Video	101	4	2			
	123	2	1			
	123	3	2			
	123	4	3			
	123	5	5			
	123	6	6			
	123	7	7			
	123	8	8			
	123	9	9			
	123	10	10			
	123	11	11			
	123	13	12			
Fire Technology	103	3	1			
	103	4	2			
	221		1		Block Grant	\$14,733
Foreign Languages	86	1	7			
	86	2	3			
	132	2	4			
	132	3	2			
History	161	3	1, 2, 4, 5, 6			
	161		1		Block Grant	\$4,260
Honors Transfer	163			1	Fund 15	\$21,000
Horticulture	55	1	1	1.1		
	310	1	2	2.1		
	55	2	1	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	Block Grant	\$3,000
	310	2	3	3.1, 3.3, 3.4, 3.5, 3.6, 3.7		
	55	3	2	2.2		
	310	3	3	3.2		
	55	4	3	3.1		
	310	4	5	5.1		
	55	5	4	4.1		

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Humanities	346		7	7.1	Block Grant	\$29,071
Industry and Technology						
Journalism	86	1	6			
	133	1	5			
	86	2	5			
	133	2	3			
	86	3	7			
	133	3	4			
	133	4	2			
Kinesiology	294		2	2.2	Block Grant	\$34,000
	294		2	2.4	Block Grant	\$30,000
	294	32	2	2.1	Block Grant	\$40,645
	294	16	2	2.8	Block Grant	\$800
Learning Resources	230	1	1			
	321	2	1			
	322	3	1			
	230	4	2			
	324	5	3			
	324	6, 8, 9, 14	4			
	322	7	3			
	324	10	5			
	230	11	5			
	230			2.1	Block Grant	\$100,000
	324		1	1.1	Block Grant	\$38,245
Liberal Studies	156	1	1			
	156	2	5			
	156	3	6			
Life Sciences	17	1	4			
	56	1	3	3.5		
	309	1	2	2.4		
	313	1	4			
	56	2	1	1.1		
	56	3, 4	3	3.5		

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Life Sciences	56	5	3	3.3		
	309	5	2	2.2		
	56	6	2	2.2		
	309	6	2	2.5		
	313	6	1	1.1		
	56	7	2	2.2		
	313	7	2	2.1		
	17	8	1	1.1	Block Grant	\$23,700
	313	8	1			
	56	9	1	1.5		
	309	9	3	3.5		
	56	10	3	3.4		
	309	10	2	2.3		
	56	11	3	3.1		
	17	12	2	2.4		
	56			1.3	Block Grant	\$8,563
	15			2.1	Block Grant	\$900
	56			2.1	Block Grant	\$16,500
Management/ Marketing	135	1	3	3.1, 3.2, 3.3		
	135	2	3	3.2		
	135	3	1	1.1		
	135	4	3	3.3		
	135	5	2	2.2		
	135	6	3	3.1		
	135	7	3	3.3		
	135	8	1	1.1		
	135	9	2	2.1, 2.3		
	135	10	1	1.1		
	135	11	3	3.5		
	135	12	1	1.1		
	135	13	3	3.5		
	135	14	3	3.3		
Math	167	1	5	5.1		
	167	2	5	5.2		
	167	3	5	5.3		
	167	4	5	5.4		

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Math	167	5	5	5.5		
	167	6	5	5.6		
	167	7	5	5.7		
	167	8	5	5.8		
	167	9	5	5.9		
	167	10	5	5.10		
	167	11	5	5.11		
	277		2	2.1	Block Grant	\$55,000
	281		2	2.1	Block Grant	\$40,000
Music	41	8	1, 2	1.1	Block Grant	\$17,016
	41	15	9			
	41	16	1, 2, 3, 4			
	41	17	7			
	41	18, 19	6			
Natural Sciences	307			2.1	Block Grant	\$2,250
Office Administration	138	1	3	3.1		
	138	2	4	4.1, 4.3		
	138	3	4	4.2		
	138	4	4	4.3		
	138	5	4	4.1		
	138	6	4	4.4		
	138	7	4	4.5		
	138	8	4	4.3		
	138	9	3	3.1		
	138	10	5	5.1		
	138	11	4	4.7		
	138	12	3	3.1		
	138	12	5	5.1		
	138	13	5	5.1		
	138	14	4	4.7		
Philosophy	151	1.5, 2.3a	4			
	151	2	1			
	151	2.2	3			
	151	4	2			

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Photography	124	1, 2, 4	1			
	124	3, 5	2			
Physics	57	1	3	3.3		
	308	1	1	1.3		
	57	2	3	3.3		
	308	2	1	1.3		
	57	3	3	3.3		
	308	3	1	1.3		
	57	4	3	3.3		
	308	4	1	1.3		
	57	6	3	3.1		
	308	6	1	1.1		
	57	7	1	1.1	Block Grant	\$250
	57	7	2	2.1	Block Grant	\$250
	308	7	2			
	57	8	1			
	308	8	4			
	57	9	4			
	308	9	4			
	57	11	3	3.2		
	308	11	1	1.2		
Psychology	160	9	3			
	160	8	4			
	160	1, 2	6			
	160	3	7			
	160		2	2.1	Block Grant	\$16,370
Real Estate	142	1	2	2.1, 2.2, 2.3, 2.7		
	142	2	5	5.3		
	142	3	4	4.5		
	142	4	4	4.1		
	142	5	4	4.5		
	142	6	4	4.3		
	142	7	2	2.1		
	142	8	4	4.1		
	142	9	4	4.1		
	142	10	4	4.3		

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Real Estate	142	11	4	4.5		
	142	12	4	4.1		
	142	13	4	4.1		
	142	14	4	4.1		
	142	15	2	2.1		
	142	16	2	2.2, 2.3		
	142	17	2	2.1		
	142	18, 19	4	4.1		
	142	20	4	4.3, 4.5		
	142	21	5	5.1-5.5		
	142	22	1, 2	1.1, 2.4, 2.5		
	142	23-26	1	1.1		
	142	27	2	2.7		
	142	28	5, 6	5.3, 6.1		
	142	29	3	3.1		
	142	30	2			
	142	31	2	2.5		
	142	32, 33	2	2.1-2.3		
	142	34	2			
	142	35	2	2.1		
	142	36	5	5.1-5.3		
	142	37	4	4.3		
	142	41	5	5.4		
	142	42	2	2.5		
	142	43	6	6.1		
	142	44	6	6.2		
	142	45	4	4.4		
	142	46	4	4.5		
	142	47	5	5.1		
	142	48, 49	4	4.1		
	142	50	4	4.2		
	142	51	5	5.1		
	142	52	5	5.2		
	142	53	2	2.6		
	142	54	2	2.2		
	142	55	2	2.3		
	142	56	2	2.4		
	142	57	2	2.5		
	142	58	3	3.1		

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Sociology	154	1	3			
	154	3, 4	2			
	154	5	4			
	154	6	5			
	154	7	6			
	154	9	7			
	154	10, 11	8			
	154	17	1			
	154		1	1.1	Block Grant	\$19,000
Theatre	228	1, 2, 3, 4, 5	1			
Welding	106	1	1			
	106	2	1			
	220		1		Block Grant	\$151,900
<b>Academic Affairs Total</b>						<b>\$1,137,350</b>



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**Student Services Program Review Recommendations in Plan Builder**

<b>Department</b>	<b>Plan #</b>	<b>Program Review Rec. #</b>	<b>Goal #</b>	<b>Objective #</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Admissions and Records: Admissions	34	1, 3, 4	1	1.14		
	34	2	1	1.1		
	34	8	3	3.1, 3.3	Fund 15	\$12,000
	34	9	1	1.13		
	34	10, 11	1	1.17		
Admissions and Records: Evaluation	34	3	1	1.7		
Admissions and Records: Records	34	1, 2, 3	5	5.1	Fund 15	\$6,000
	34	4	1	1.19		
	34	5	1	1.1		
Admissions and Records: Registration	34	1, 2	1	1.14		
	34	3	1	1.6		
Assessment and Testing	33	1	1			
	359	1	1			
	33	2	2			
	359	2	2			
	359	3	4			
CalWORKs	39	1	2	2.1		
	39	2	4	4.1, 4.2		
	39	3	2	3.1		
	39	4	13	13.1		
Counseling	47	1	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7		
	233	1	6	6.8		
	47	2	2	2.1, 2.2, 2.3		
	47	3	3	3.1		

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Counseling	47	4	4	4.1		
	233	4	2	2.2		
	47	5	5	5.1		
	47	6	6	6.1		
	47	7	7	7.1		
	47	8	8	8.1		
	47	9	9	9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8		
Counseling: Adult Re-entry	53	1	1	1.2, 1.2, 1.3, 1.4		
Counseling: Articulation	91	1	1	1.1		
Counseling: Athletic Counseling	28	1	3	3.4		
Counseling: Career Center	93	1	1	1.1, 1.2		
Counseling: Financial Aid	233	1	14	14.1		
	46	1	4	4.1		
Counseling: Honors Transfer Program	233	1	10	10.8		
Counseling: International Students Program	77	1	1	1.3		
Counseling: MESA Program	233	1	10	10.9		
Counseling: Project Success	217	1	1, 10	1.5, 10.2	Fund 15	\$42,000
	94	1	1	1.1, 1.2, 1.3, 1.4		
	94	2	2	2.1, 2.2		
Counseling: Puente	95	1	1	1.1, 1.2, 1.3, 1.4, 1.5	Fund 15	\$44,000
Counseling: Registration	233	1	3	3.2		
Counseling: Special Resource Center	233	1	10	10.1		
Counseling: Teacher Education Program	156	1	5			
Counseling: Transfer Center	92	1	1	1.1		
Counseling: Virtual Counseling	233	1	10	10.11		
EOPS/CARE	49	1	1	1.1		
	49	2	6	6.1		
	49	3	8	8.1		

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Financial Aid	179	1	1, 3	1.1, 3.1		
	179	2	1	1.1		
	179	3	2, 3	2.1, 3.1		
	179	4	5	5.1	Fund 15	\$5,000
	179	5	7	7.2		
Foundation	88	1	1	1.1		
	88	2	1	1.2		
	88	3, 4	3			
	88	5	2	2.2		
	88	6	2	2.1		
	88	7	1	1.3		
First Year Experience	199	1	1	1.1, 1.3	Fund 15	\$29,000
	199	2	1	1.1		
Institutional Research	194	1, 2	4			
	194	3	1, 3			
	194	4, 5, 6, 7	1			
	194	8	6			
	194	9	2, 4			
	194	10	1, 2			
	194	17	5			
International Students Program	34	1	1	1.14		
	34	2	3	3.4		
	34	4	3	3.2		
Matriculation and SEP	47	1	2	2.1		
Outreach and School Relations	45	1	5			
	45	2	5, 6	5.1, 6.7		
	45	3	5	5.2		
	45	4	5	5.3		
	45	5	6			
	45	6	5, 6	5.1, 6.6		
	45	7	6	6.2		
	45	8	6	6.3		
	45	9	6	6.4		
	45	10	6	6.5		
	45	11	6	6.8		
	45	12	6	6.9		
	45	13	6	6.1		

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Student Development	202	1	1	1.1		
	202	2	2	2.1		
Transfer Center	92	1	1	1.1		
	92	2	1	1.1		
<b>Student and Community Advancement Total</b>						<b>\$138,000</b>

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**Administrative Services Program Review Recommendations in Plan Builder**

<b>Department</b>	<b>Plan #</b>	<b>Program Review Rec. #</b>	<b>Goal #</b>	<b>Objective #</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Campus Police	83	1	1			
	83	2	2			
	197	1	1			
	197	2	2			
Facilities Planning & Services (FPS)	1	70	1	1.1 - 1.6		
Facilities Planning & Services (FPS)	2	70	2	2.1 - 2.4		
FPS/Facilities Planning & Construction	1	264	1	1.1		
FPS/Material Receipt & Delivery	1	258	1	1.1 - 1.2		
FPS/Recycling & Waste Management	1	253	1	1.1 - 1.3		
FPS/Building & System Maintenance	1	252	1	1.1 - 1.3		
FPS/Utility Management	1	249	1	1.1 - 1.5		
FPS/Grounds Maintenance	1	248	1	1.1 - 1.6		
FPS/Custodial Services	1	236	1	1.1 - 1.6		
Staff Development		219	1		Fund 15	\$10,000
<b>Administrative Services Total</b>						<b>\$10,000</b>

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Compton Program Review Recommendations in Plan Builder

<b>STUDENT SERVICES</b>						
<b>Department</b>	<b>Plan #</b>	<b>Program Review Rec. #</b>	<b>Goal #</b>	<b>Objective #</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Admissions and Records	15	1, 3	1	1.1		
	15	2	2, 3	2.2, 3.1, 3.2, 3.3		
	15	4	4	4.1		
	15	5	4	4.2		
Assessment Center	30	2	1	1.1		
	30	4	3	3.1		
	30	5	4	4.1		
Athletics	2	1	2	2.1, 2.2, 2.3, 2.4		
	2	2	6	6.1		
	2	3	7	7.1		
	2	4	5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6		
	2	5	2	2.1		
	2	6	3	3.3		
	2	8	3, 4	3.2, 4.4		
	2	9	3, 4	3.3, 4.4		
	2	10	3, 4	3.1, 4.4		
CalWORKs	8	1	1, 5	1.4, 5.3		
	8	2	7	7.2		
	8	3	3, 6	3.2, 6.2, 6.3		
	8	5	2	2.1		
	8	6	4	4.1		
	8	7	5	5.1		
EOPS/CARE	12	1	14			
	12	2	1			
	12	3	15			
	12	4	2			
Financial Aid	115	1	1, 5	1.1, 5.1		
	115	2	2	2.1		

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Outreach	1	1, 2	4	4.1		
SRC	110	1	5	5.1		
	110	2	2	2.1		
	110	3	1	1.1		
	110	4	1	1.5		
	110	5	1	1.2		
	110	6, 9	4	4.2, 4.1		
	110	7, 8	4	4.3, 4.4		
	110	10	1	1.6, 1.7		
Student Support Services	16	1	5	5.1, 5.2		
	16	2	6	6.1		
Transfer Center	17	1, 2, 3	1	1.5		
	17	4	7	7.1, 7.2, 7.3		
	17	5	3	3.3		
	17	6	6	6.1, 6.2		
	17	7	1, 3, 4	1.1, 3.1, 3.2, 3.3, 4.1		
<b>Compton Educational Center Total</b>						\$

Appendix 5: Core Competencies

**El Camino College Core Competencies:**

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

- I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

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



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Appendix 6: Student Learning Outcome Timeline

**I. Ongoing and Comprehensive Student Learning Outcome Assessment Program Established**

	<b>A. Create, align, update, assess, and report SLOs for all courses, programs.</b> (faculty and administration)	<b>B. Core competencies regularly assessed, with broad participation; results publicized and discussed.</b> (faculty and administration)	<b>C. Publish SLO assessment timelines, integrated with course review and program review cycles.</b> (faculty and administration)
June 2009	Complete sets of program-level <b>SLO statements</b> published for every instructional and student services program.	Core Competency selected for first <b>college-wide assessment</b> .	<b>SLO database</b> designed and work plan developed.
December 2009	At least one course-level <b>SLO assessment plan</b> published for every course.  Complete sets of program-level <b>SLO assessment plans</b> published for every instructional and student services program.  Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.	<b>Assessment plan</b> published for first competency.  Order established for rotation of <b>college core competency assessments, one to take place each year on a six-year cycle</b> .	<b>A complete, integrated 6-year model of a timeline is designed and published.</b>

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<p>June 2010</p>	<p>Complete sets of course-level <b>SLO assessment plans</b> published for every course.</p> <p>At least one program-level <b>SLO assessment report published for every instructional and student services</b> program.</p> <p><b>Outcome alignment maps</b> designed and a first model published.</p>	<p><b>Assessment data</b> collected for first competency. A full <b>assessment plan</b> published for all competencies.</p> <p><b>Assessment plan</b> published for second core competency.</p>	<p><b>Formalized scheduling completed.</b> Model timeline entered and published.</p>
<p>December 2010</p>	<p>At least one course-level <b>SLO assessment report</b> published for every regularly offered course not taught solely by adjunct faculty.</p> <p>Other exemplary <b>outcome alignment maps</b> are published.</p>	<p>Data for first core competency shared/discussed at <b>Assessment of Student Learning Week. Reflection completed.</b></p>	<p><b>A complete, integrated, 6-year timeline</b> published for every program.</p>
<p>June 2011</p>	<p><b>Outcome alignment maps</b> published for every program.</p>	<p><b>Assessment report</b> for first core competency completed and published. Assessment data for <b>second core competency assessment</b> collected.</p>	<p><b>A complete, integrated, 6-year timeline for the entire college</b> published.</p>
<p>Sustainability</p>	<p><b>Assessment cycles at all levels repeat at a rate commensurate with resources.</b></p> <p><b>College-wide reports of compliance and progress published annually.</b></p> <p><b>Outcome alignment maps revised in program review.</b></p> <p><b>Each core competency assessment cycle lasts 3-4 semesters. Cycles overlap so that every core competency will be assessed once every 6 years.</b></p> <p><b>A college-wide schedule of assessments is maintained.</b></p>		

## II. Assessments Widely Discussed and Results Considered in Decision-Making and Evaluation

	<p><b>D. Discussions of SLO assessment results included in course review, program review, planning and budget decisions, and other collegial consultation committees.</b> (faculty, staff, and administration)</p>	<p><b>E. Provide frequent professional development topics on assessment techniques and results.</b> (faculty, administration, staff development office)</p>	<p><b>F. Faculty self-evaluations include SLOs and assessments.</b> (faculty and administration)</p>
June 2009	<p><b>Program review and course review process instructions</b> modified to include consideration of assessment results.</p> <p><b>Expectations and guidelines</b> developed for including outcome assessments in committee work developed.</p>	<p>As in previous semesters, professional development events are offered throughout the year, and especially on <b>Flex Days</b> and during the <b>Assessment of Student Learning Week</b> (ongoing).</p>	<p>The <b>ECCFT Faculty Agreement (effective July 1, 2007)</b> includes consideration of SLOs and assessment results in the faculty self-evaluation.</p>
December 2009	<p><b>Assessment results indicating programmatic changes</b> are systematically placed into the college planning software for tracking and evaluation.</p>	<p>Staff Development Office works with the SLO Committee to ascertain training needs in all aspects of outcome assessments. This process begins in December 2009 and will be ongoing.</p>	<p><b>Faculty survey created</b> ascertaining <b>student learning outcomes and assessment role in faculty self-evaluations.</b></p>
June 2010	<p>A reporting mechanism is developed to record how specific assessment results are used in decision-making.</p>	<p>SLO and assessment training integrated into new faculty orientation.</p>	<p><b>Faculty Evaluation Survey</b> collected and discussed among various campus entities.</p>
December 2010	<p>Examples of <b>reports which track assessment results</b> are collected for review and analysis.</p> <p>Examples of <b>committee minutes</b> from committees across campus will be collected for review and analysis.</p>		<p>Further consultation to improve the integration of SLOs and assessment results into faculty self-evaluations.</p>

June 2011	<p><b>Assessment of Student Learning Week</b> devoted to the analysis of how assessment results are discussed in committee work and how they are used in decision-making.</p>		
Sustainability	<p><b>Every 6 years, an analysis of how assessment results are used in decision-making and how assessment results are considered in committee work will be conducted.</b></p> <p><b>Outcomes and assessments topics are a regular part of professional development, including new faculty orientation. College SLO Committee hosts the Assessment of Student Learning Week every semester.</b></p> <p><b>Participation in the assessment process is a regular feature of an instructor’s self-evaluation.</b></p>		

### III. Student and Public Awareness of Learning Outcome Assessments

	<p><b>G. Outcome statements and assessment information for all courses, programs, and certificates available to all students and to the public through course information material and division, department, and program websites and offices. Where appropriate, assessment results will be published.</b> (faculty, staff, and administration)</p>		
June 2009	<p><b>Program review process instructions</b> modified to include consideration of how SLO statements and assessment methods are shared with students.</p>		
December 2009	<p>All programs submit <b>a plan for sharing</b> course and program SLO statements and assessment methods with students. These plans include course information, website, and office materials.</p> <p><b>SLO statements and assessment methods</b> are built into course outlines of record for all courses undergoing review after December, 2009.</p> <p>College SLO committee creates plans for <b>sharing core competencies with students.</b></p> <p>College SLO committee <b>develops standards for publicizing</b> SLO statements, assessment proposals and results.</p> <p>Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.</p>		

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<p>June 2010</p>	<p><b>Plans for sharing</b> course and program SLO statements and assessment methods reviewed and evaluated by the college SLO committee. Feedback is provided for each program.</p> <p><b>SLO database</b> is accessible to the college community for submission of SLO assessment proposals and results after June, 2010.</p> <p><b>Standards for publicizing</b> SLO statements, assessment proposals and results <b>approved</b> by Academic Senate and administration.</p>
<p>December 2010</p>	<p><b>Plans for sharing</b> course and program SLO statements and assessment methods with students are implemented for every program.</p> <p>College SLO committee conducts <b>survey of students</b> measuring awareness of course and program student learning outcomes, core competencies and assessments.</p> <p><b>Standards for publicizing</b> SLO statements, assessment proposals and results <b>implemented</b> by all programs.</p>
<p>Sustainability</p>	<p><b>Every 6 years, program review asks that each program analyze how SLO statements and assessment methods are shared with students. As program reviews are completed, the college SLO committee reviews the reports.</b></p> <p><b>Every two years, a survey of student awareness of student learning outcomes, assessments, and core competencies is conducted.</b></p>

**IV. Resources Support Student Learning Outcome Assessment Infrastructure**

	<p><b>H. A coordinating team for outcomes and assessments is established and institutionalized.</b> (faculty, staff, and administration)</p>	<p><b>I. Institutionalize adequate resources for faculty SLO assessment work at all levels.</b> (faculty, staff, and administration)</p>	<p><b>J. Institutionalize fair processes for assigning adjunct faculty outcomes and assessments tasks.</b> (faculty, staff, and administration)</p>
<p>June 2009</p>	<p><b>SLO assessment process designed and implemented: faculty coordinating team reduced to a one faculty coordinator to oversee implementation of timeline.</b></p>	<p>Assessment report section <b>on staffing, equipment, and other resources</b> updated. On-going consultation with program reviews for possible additional assessment support.</p>	

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<p>December 2009</p>	<p>The SLO faculty coordinator coordinates implementation of timeline.</p> <p>The structure and responsibilities of the college, area, and division SLO committees are formalized by the college SLO committee.</p>	<p><b>Online suggestion box for assessment resources</b> built into SLO website and CurricUNET SLO component.</p>	<p>SLO faculty coordinator <b>facilitates meetings</b> among administration, academic senate, College SLO committee, and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.</p>
<p>June 2010</p>	<p>The Academic Senate, the College Cabinet, and the Board ratify the structure and responsibilities of the college, area, and division SLO committees.</p>	<p><b>Online survey</b> created to collect data on time and resource needs for assessments.</p> <p>Program review reports are consulted to assess needs in SLOs.</p>	<p>SLO faculty coordinator continues to <b>facilitate meetings</b> among administration, academic senate and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.</p>
<p>December 2010</p>		<p>SLO Committee creates and submits an <b>assessment staffing and resources report</b>.</p>	<p>District and ECCFT, in consultation with the academic senate, negotiate appropriate compensation for adjunct faculty regarding course review, program review, and outcomes assessment work.</p>
<p>Sustainability</p>	<p><b>The college, area, and division SLO committees continue to monitor and guide the ongoing process of assessing student learning.</b></p> <p><b>Every three years, the college SLO committee issues an assessment staffing and resources report to the college community for consideration.</b></p> <p><b>Adjuncts are assigned work on course and program review, and outcomes assessments and they are compensated fairly.</b></p>		

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Appendix 7: Analysis of Syllabi for Online Courses

**El Camino College**

<b>Course</b>	<b>Online office hours</b>	<b>SLO</b>	<b>Other learning objectives</b>	<b>Academic honesty policy</b>	<b>Evidence of rigor</b>
History 1A	yes	yes	Course description	no	4 writing assignments
English 84	yes	no	10 Objectives	no	Read 2 novels, 2 texts
Theatre 1	yes	no	No	Yes (fail course)	11 quizzes, one performance viewing and report, exam, read 2 plays
History 3	yes	yes	Detailed overview of course	no	2 essays, 2 f-2-f exams, posts,
History 4	yes	yes	Detailed overview of course	no	2 essays, 2 f-2-f exams, posts
History 1B	yes	yes	Course description extensive objectives	no	Tests, 3 writing assignments
Anatomy 30		yes		yes	5 f-2-f exams, f-2-f labs M & Th 5:30-8:40
Sociology 101	yes	yes	9 objectives	yes	Research paper, 3 exams
Nutrition 11	yes	yes	8 objectives, description	indirectly	6 exams, 4 activities, 13 module assignments
Ocean 10	yes	yes	Goals, outcomes, 14 objectives	yes	Weekly f2f lab meetings 8-11:10 am
Political Science 1	By email	no	12 objectives	no	12 tests, 1 paper, 5 journal entries
Psychology 5	yes	yes	12 objectives, course description	yes	5 exams
Dance 1	no	no	Course description/online course objective	no	Creative project, video critique, f2f dance event and paper, quizzes, test
Music 11	By email	no	no	Yes	3 concerts and reviews, 3 tests

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<b>Course</b>	<b>Online office hours</b>	<b>SLO</b>	<b>Other learning objectives</b>	<b>Academic honesty policy</b>	<b>Evidence of rigor</b>
Anthropology 1	yes	no	Course description, course objectives, 9 outcomes	yes	5 exams, 3 web labs
English 47	By email	no	Course description	yes	3 novels, online texts, 2 exams, final project
Child Development 3	yes	yes	Catalog description 11 objectives	no	3 writing assignments, 4 exams
Child Development 4	yes	yes	Catalog description 10 objectives	no	2 writing assignments, 12 quizzes, extra credit assignments

**Number of sample syllabi= 18**

**Actual SLO included=10**

**No SLO but other objectives or outcomes included=6**

**Academic honesty policy included=8**



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**El Camino College - Compton Educational Center**

<b>Course</b>	<b>Online office hours</b>	<b>SLO</b>	<b>Other learning objectives</b>	<b>Academic honesty policy</b>	<b>Evidence of rigor</b>
English 1A	yes	yes	Catalog description, 6 objectives	yes	4 papers, research paper, portfolio, exam, journal with summaries
Contemporary Health 1	yes	yes	Catalog description, 17 objectives	yes	Essay, reading reports, reflective journals, research paper, midterm and final
Computer Information Systems 19	email	yes	Catalog description	yes	3 exams, 2 quizzes, lab work
Humanities 1	email	no	Course description and 4 objectives	referenced	7 exams, essay
History 1B	email	yes	Catalog description, 11 objectives	no	Midterm, final, written summaries
History 1B	email	no	Course description and goals	yes	Quizzes, midterm, final
Psychology 3	email	no	Catalog description, 10 objectives	Yes, linked to catalog	12 quizzes, weekly discussions
Political Science 10	email	no	Catalog description, 8 objectives	no	5 written analyses, midterm, final, 8 worksheets
Political Science 1	email	no	Catalog description, 15 objectives	no	3 writing assignments, internet research, 3 exams, political participation
Law 5	email	no	Catalog description	no	5 quizzes, midterm, final
Psychology 5	yes	yes	Catalog description, 13 objectives	yes	2 midterms, 1 quiz, 1 final
Sociology 102	yes	no	Catalog description, 17 objectives	yes	Writing assignment, final exam, quizzes
Sociology 101	yes	yes	Catalog description, 9 objectives	yes	Writing assignment, final exam, quizzes

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Course	Online office hours	SLO	Other learning objectives	Academic honesty policy	Evidence of rigor
Sociology 101	yes	yes	Catalog description, 9 objectives	yes	Writing assignment, final exam, quizzes
Psychology 16	yes	no	Catalog description, 8 objectives	yes	4-5 page term paper, 4 exams
Computer Information Systems 13	email	yes	Course purpose/ objectives	yes	3 exams, quizzes
Computer Information Systems 13	email	yes	Course purpose/ objectives	yes	3 exams, quizzes
Child Development 9	yes	no	Catalog description, 6 objectives	yes	In module
Business 1A	email	no	Catalog description	no	2 midterms, 11 quizzes, final exam, 11 activities
Anthropology 2	yes	no	Catalog description, course goals/learning objectives	yes	15 quizzes
Math 40	Chat, email, hybrid course	yes	Catalog description, 11 objectives	yes	8 online quizzes, f-2-f midterm and final
Math 33	Chat, email, hybrid course	yes	Catalog description, 6 objectives	yes	4 online quizzes, f-2-f midterm and final
Math 43	Chat, email, hybrid course	yes	Catalog description, 7 objectives	yes	5 online quizzes, f-2-f midterm and final

**Number of sample syllabi= 23**

**Actual SLO included=11**

**No SLO but other objectives or outcomes included=7**

**Academic honesty policy included=16**

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Appendix 8: CCCD 2006-07 Annual Financial Report

**COMPTON  
COMMUNITY COLLEGE DISTRICT**

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**ANNUAL FINANCIAL REPORT**

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**JUNE 30, 2007**



Vavrinek, Trine, Day & Co., LLP  
Certified Public Accountants

VALUE THE DIFFERENCE

**INDEPENDENT AUDITORS' REPORT**

Board of Trustees  
Compton Community College District  
Compton, California

We have audited the accompanying basic financial statements of the Compton Community College District (the District) as of and for the year ended June 30, 2007, as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as described in the following paragraphs, we conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As more fully described in Note 5 to the financial statements, the District has not taken a physical inventory of all District-owned capital assets and has not properly safeguarded their existence. Additionally, one building is the subject of possible structural impairment.

Grant award receipts and expenditures and the related accounts receivable and payable were not properly accounted for within the various individual programs. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial activity of the grant revenues and expenditures and related accounts receivable and payable.

Detailed accounting records and supporting data for the Associated Student Body Fund of the District were not maintained and available for our audit. Therefore, we were not able to satisfy ourselves about the amounts at which these balances are recorded within the accompanying financial statements. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial activity of the Associated Student Body Fund.

In our opinion, except for the effects of such adjustments, if any, as may be determined to be necessary when the physical inventory of capital assets is taken, and any adjustments to the grant awards as discussed in the preceding paragraphs, the basic financial statements referred to above present fairly, in all material respects, the financial position of the Compton Community College District as of June 30, 2007, and the respective changes in financial position and cash flows, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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The accompanying financial statements have been prepared assuming the Compton Community College District will continue as a going concern. As discussed in Note 1 and Note 14 to the financial statements, the District has lost its accreditation and no longer offers educational services directly to students. Additionally, the State of California has provided a \$30 million loan against future apportionments to assist with operating requirements during this transition period. Due to the ongoing operational and financial difficulties, substantial doubt has been raised about the District's ability to continue as a going concern. The financial statements do not include any adjustments that might result from the outcome of this uncertainty.

As more fully discussed in Note 12 to the financial statements, the District is a party to several Federal Agency audits and litigation claims. The outcome of these audits and claims is not known.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 27, 2008, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the Schedule of Expenditures of State Awards, which is required by the California State System's Office, *Contracted District Audit Manual*, are presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements. We were unable to gather sufficient audit evidence related to individual grant and program activity, including revenues and expenditures, and the related accounts receivable and deferred revenue, to enable us to express an opinion on these schedules. Accordingly, we express no opinion on them.

  
Rancho Cucamonga, California  
March 27, 2008

Appendix 9: CCCD 2007-08 Annual Financial Report



Vavrinek, Trine, Day & Co., LLP  
Certified Public Accountants

VALUE THE DIFFERENCE

**INDEPENDENT AUDITORS' REPORT**

Board of Trustees  
Compton Community College District  
Compton, California

We have audited the accompanying basic financial statements of the business-type activities of the Compton Community College District (the District) as of and for the year ended June 30, 2008, as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as described in the following paragraph, we conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Detailed accounting data supporting the accounts receivable related to the student enrollment fees were not maintained and available for our audit. We were unable to satisfy ourselves about the balance at which the accounts receivable were recorded within these financial statements. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial presentation of the student accounts receivable and the possible affect on the related enrollment fee revenue.

Detailed accounting records and supporting data for the Associated Student Body Fund of the District were not maintained and available for our audit. Therefore, we were not able to satisfy ourselves about the amounts at which these balances are recorded within the accompanying financial statements and the activity through the fund during the year. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial activity of the Associated Student Body Fund.

In our opinion, except for the effects of such adjustments, if any, as may be determined to be necessary in relation to the student accounts receivable and associated revenue and the Associated Student Body Fund as discussed in the preceding paragraphs, in our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of the Compton Community College District as of June 30, 2008, and the respective changes in financial position and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As more fully discussed in Note 15 to the financial statements, the District's current financial health and sustainability is dependent upon funding from the State System's Office at levels that are not currently being met through the enrollment of students and the reporting of the related full-time equivalent students (FTES). The District is also reliant on the continued ability to access a \$30 million line of credit from the State of California.

As more fully discussed in Note 16 to the financial statements, certain errors resulting in overstatement of previously reported asset and liability balances as of June 30, 2007, were discovered by management of the District during the current year. Accordingly, an adjustment has been made to the net assets as of July 1, 2007, to correct the errors.

In accordance with *Government Auditing Standards*, we have also issued our report dated January 30, 2009, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The Management's Discussion and Analysis, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

*Waurinek, Trine, Day & Co. LLP*

Rancho Cucamonga, California  
January 30, 2009

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Appendix 10: Update of CEC FTES Recovery Plan

<b>Year</b>	<b>FTES</b>	<b>FTES Revised Projection April 9, 2009</b>
<b>06/07</b>	<b>Projected</b>	<b>Actual</b>
Summer 06	343	348.28
Fall 06-Spring 07	2,346	2,347.16
Total	<u>2,689</u>	<u>2,695.44</u>
<b>07/08</b>	<b>Projected</b>	<b>Actual</b>
Summer 07	412	422.28
Fall 07 - Spring 08 (includes 20% inc over 6/07)	2,807	2,924.77
Total	<u>3,219</u>	<u>3,347.05</u>
<b>08/09</b>	<b>Projected</b>	<b>New Projection</b>
Summer 08	479	639.34
Fall 08 - Spring 09 (includes 18% inc over 7/08)	3,521	3,956.39
Summer 09 (Shifted to 08/09)	0	419.73
Total	<u>4,000</u>	<u>5,015.46</u>
<b>09/10</b>	<b>Projected</b>	
Summer 09	310	
Fall 09 - Spring 10 (includes 35% inc over 8/09)	5,290	
Total	<u>5,600</u>	
<b>10/11</b>	<b>Projected</b>	
Summer 10	899	
Fall 10 - Spring 11 (includes 4% inc over 09/10)	5,501	
Total	<u>6,400</u>	
<b>11/12</b>	<b>Projected</b>	
Summer 11	955	
Fall 11 - Spring 12 (includes 6% inc over 10/11)	5,845	
Total	<u>6,800</u>	

Fall - Spring numbers include Winter Intersession and 08/09 data is based on projections in March



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Appendix 11: CCCD Three-Year Budget Projections

Three-Year Budget Projection (in Millions)  
Compton Community College District

May, 2009

Assumptions:

1. All FTES are credit FTES
2. No funded COLA
3. No draw down on loan from the Unrestricted General Fund operating costs
4. No compensation increases
5. Note: growth for first year via 50% increased class size; 50% new sections
6. No fee increases
7. FTES \$ calculated at \$3M base + \$4,558 per FTES

Year	2009-10	2009-10	2010-11	2010-11	2011-12	2011-12
	High	Low	High	Low	High	Low
<b>FTES</b>	5600	5200	6400	5000	6800	5300
<b>FTES \$</b>	28.8	26.9	32.3	26.1	34.3	27.3
<b>Local</b>	1.4	1.4	1.4	1.4	1.4	1.4
<b>Revenue</b>	30.2	28.3	33.7	27.5	35.7	28.7
<b>Beginning</b>	2.2	2.2	1.2	1.2	0.0	0.0
<b>Balance</b>						
<b>Expenses</b>	27.3	27.6	27.3	27.3	27.3	27.3
<b>New Academic</b>	1.0	0.0	2.4	0.0	3.6	0.0
<b>Classified</b>	0.0	0.0	1.0	0.0	1.3	0.0
<b>Total Expenses</b>	28.3	27.6	30.7	27.3	32.2	27.3
<b>Annual Net</b>	1.9	.7	3.0	0.2	3.5	1.4

(Does not include beginning or ending balances)

Appendix 12: CCCD 2009-10 Budget

Compton Community College District &  
El Camino College Compton Center

**ANNUAL STRATEGIC REVIEW:  
UNDERLYING BUDGET ASSUMPTIONS SUMMARY FOR 2009-2010\*  
As of August 24, 2009**

- I. Basic revenue and expense assumptions:
  - A. Projected beginning balance: \$2,200,000
  - B. Estimated local, state and other revenue: \$29.3 million
  - C. Target reserve for contingencies: \$1,400,000 (5%) of budgeted expenditures.
  - D. Target reserve for Retiree Benefits: \$100,000.
  - E. A tax revenue anticipation note (TRAN) of \$3,660,000 will be requested from Los Angeles County to cover possible cash flow shortages from July through September, 2009.
  - F. Budgetary implications (e.g.: COLA and agreements) associated with collective bargaining. (to be included in a separate, private appendix to this document).
  - G. Guidelines regarding reliance on the line of credit:
    - 1. Expenses directly associated with state trusteeship, for example annual administrative fee to El Camino and FCMAT charges for periodic reviews (\$850,000).
    - 2. The use of the line of credit to cover a structural deficit will not continue.
    - 3. The line of credit repayment of about \$1,483,670 will be paid from unrestricted money.
    - 4. The last draw of \$5,000,000 will be requested for June 2009. This last draw is requested primarily to provide cash flow funding if the state withholds either apportionment or construction funds.
  - H. Issuance of series B general obligation bonds (Prop. 39) in the amount of \$15 million for approved construction projects.
  - I. To the extent possible and on a one-time basis, the General Unrestricted Fund will use General Reserves to cover cuts to categorical programs.
- II. Overarching goals and objectives for 2009-1010:
  - A. Increase Enrollment
    - 1. Generate 5600 Credit FTES
    - 2. Maintain an average class size of 35 (10% improvement)
    - 3. Establish a minimum class size of 20
  - B. Increase Institutional Capacity and/or Credibility
    - 1. Fully fund implementation of FCMAT Strategic Recovery Plans (Line of Credit)
    - 2. Fill the following strategic positions: Director of Facilities Operations. (Unrestricted Funds)
    - 3. Rebuild the Compton Community College District Foundation (Foundation Funds)
    - 4. Develop and begin to implement a Community Outreach Plan (Unrestricted Funds)

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EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
GENERAL FUND UNRESTRICTED - REVENUE

Account Number	Description	2009-2010 ADOPTED
BEGINNING BALANCE JULY 1		2,236,068
ADJUSTMENT		
ADJUSTED BEGINNING BALANCE JULY 1		<u>2,236,068</u>
 <u>REVENUE</u>		
<u>STATE REVENUE</u>		
8606	Part-Time Faculty Allocation	73,365
8610	Principal Apportionment	23,384,930
8614	Enrollment Fee Administration	14,697
8680	Lottery Funds	<u>655,200</u>
Total State Revenue		24,128,192
 <u>LOCAL REVENUE</u>		
8811-13	Property Taxes	3,759,954
8850	Rentals and Leases	135,000
8860	Interest and Investment Income	90,000
8874	Student Enrollment Fees	531,355
8878	Transcript Fees	5,000
8880	Non-Resident Tuition	120,000
8885	Non-Resident Tuition-Foreign	375,000
8890	Other Local Revenue	<u>170,000</u>
Total Local Revenue		5,186,309
 <u>INCOMING TRANSFERS</u>		
8980	Transfer in from LOC Special Reserve	<u>0</u>
Total Incoming Transfers		0
TOTAL REVENUE - ALL SOURCES		<u>29,314,501</u>
TOTAL BEGINNING BALANCE AND REVENUE		<u><u>\$ 31,550,569</u></u>

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EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
GENERAL FUND UNRESTRICTED - EXPENDITURES

Account Number	Description	2009-2010 ADOPTED
<u>ACADEMIC SALARIES</u>		
1100	Regular Schedule, Teaching	5,968,999
1200	Regular Schedule, Non-Teaching	2,593,618
1300	Other Schedule, Teaching	2,855,895
1400	Other Schedule, Non-Teaching	<u>184,078</u>
Total Academic Salaries		11,602,590
<u>CLASSIFIED SALARIES</u>		
2100	Full Time	4,663,080
2200	Instructional Aides, Full time	549,546
2300	Student Help, Hourly and Overtime	<u>676,424</u>
Total Classified Salaries		5,889,050
<u>STAFF BENEFITS</u>		
3100	State Teachers' Retirement	828,305
3200	Public Employees' Retirement	471,710
3300	Social Security - OASDI, Medicare	522,789
3400	Health and Welfare - Medical	1,642,803
3500	Unemployment Insurance	45,679
3600	Workers' Compensation Insurance	448,244
3900	Retiree Benefits	<u>619,289</u>
Total Staff Benefits		4,578,819
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4300	Instructional Supplies	135,010
4400	Other Instructional Supplies	36,090
4500	Non-Instructional Supplies	285,612
4600	Gasoline	<u>39,000</u>
Total Books, Supplies and Materials		495,712
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	1,594,128
5200	Travel, Conference and In-Service Training	101,230
5300	Dues and Memberships	32,262
5400	Insurance	440,694
5500	Utilities and Housekeeping Services	1,032,163
5600	Contracts, Rentals, and Repairs	343,830
5700	Legal, Elections, and Audit Expense	920,111
5800	Other Services, Postage, Advertising	521,789

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5900	Miscellaneous	15,000
Total Contract Services and Operating Expenses		5,001,207

EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
GENERAL FUND UNRESTRICTED - EXPENDITURES

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Account Number	Description	2009-2010 ADOPTED
	<u>CAPITAL OUTLAY</u>	
6100	Site Improvements	6,000
6200	Construction	9,500
6300	Library Books	40,785
6410	Equipment	182,396
Total Capital Outlay		238,681
	<u>OTHER OUTGO</u>	
7100	Debt Retirement	1,483,670
Total Other Outgo		1,483,670
TOTAL EXPENDITURES / APPROPRIATIONS		29,289,729
TOTAL ENDING BALANCE / RESERVES		2,260,840
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		31,550,569

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EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
GENERAL FUND RESTRICTED - REVENUE

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	728,959
 <u>REVENUE</u>		
<u>FEDERAL REVENUE</u>		
8120	Federal Work Study	151,881
8120	Student Support Services (TRIO)	350,000
8120	Upward Bound	422,184
8120	Upward Bound Math/Science	330,140
8140	TANF	119,743
8170	VTEA (1102)	<u>166,000</u>
Total Federal Revenue		1,539,948
 <u>STATE REVENUE</u>		
8620	Basic Skills	68,000
8620	Board Financial Assists Program Admin. Allowance	195,949
8620	Extended Opportunity Program & Services	819,760
8620	Extended Opportunity Program & Services CARE	482,130
8620	Disabled Student Program Services	199,921
8620	CalWorks	432,147
8620	Matriculation - Credit	216,533
8620	Faculty & Staff Diversity AB1725	9,504
8620	Telecommunications Tech Infrastructure Prog (TTIP)	36,036
8620	Instructional Equipment/Library Materials	100,000
8620	Nursing Education	377,750
8620	Transfer and Articulation	<u>4,000</u>
Total State Revenue		2,941,730
 <u>LOCAL REVENUE</u>		
8820	DPSS	136,000
8820	Model Approaches for Partnerships in Parenting	40,500
8820	Foster Care	134,200
8820	First Year Experience	18,000
8820	DHS Mentoring	120,000
8840	Auxiliary Services	101,693
8860	Interest	25,000
8881	Parking Services Fees	3,000
8890	Other Local Revenues	<u>578,393</u>
Total Local Revenue		578,393

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TOTAL REVENUE - ALL SOURCES	5,060,071
TOTAL BEGINNING BALANCE AND REVENUE	5,789,030

EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
GENERAL FUND RESTRICTED - EXPENDITURES

Account Number	Description	2009-2010 ADOPTED
<u>ACADEMIC SALARIES</u>		
1200	Regular Schedule, Non-Teaching	553,571
1300	Part time, Teaching	249,555
1400	Part time, Non-Teaching	177,752
Total Academic Salaries		980,878
<u>CLASSIFIED SALARIES</u>		
2100	Full Time	1,022,453
2200	Instructional Aides, Full Time	57,372
2300	Student Help, Hourly and Overtime	305,656
Total Classified Salaries		1,385,481
<u>STAFF BENEFITS</u>		
3100	State Teachers' Retirement	87,974
3200	Public Employees' Retirement System	76,675
3300	Social Security - OASDI & Medicare	82,124
3400	Health and Welfare	127,200
3500	Unemployment Insurance	10,819
3600	Workers' Compensation Insurance	39,290
3800	Employee Benefits	148,382
Total Staff Benefits		572,464
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4300	Instructional Supplies	147,469
4500	Non-Instructional Supplies	111,261
Total Books, Supplies, and Materials		258,730

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<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Personal Services/Indirect Costs	247,418
5200	Travel, Conference & In-Service Training	87,533
5300	Dues and Memberships	1,600
5600	Contracts, Rentals, and Repairs	40,865
5800	Other Services, Postage, Advertising	219,609
5900	Repro Services	<u>5,500</u>
Total Contracts Services and Operating Expenses		602,525
<u>CAPITAL OUTLAY</u>		
6410	Equipment	<u>268,564</u>
Total Capital Outlay		268,564
<u>OTHER OUTGO</u>		
7500	Other Payments to Students	73,060
7600	Other Payments for Students	<u>612,793</u>
Total Other Outgo		685,853
TOTAL EXPENDITURES / APPROPRIATIONS		<u>4,754,495</u>
NET ENDING BALANCE / RESERVES		<u>1,034,535</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>5,789,030</u></u>



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EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
LINE OF CREDIT - REVENUE

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	2,261,391
	ADJUSTMENT	5,000,000
	ADJUSTED BEGINNING BALANCE JULY 1	7,261,391
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest	<u>75,000</u>
	Total State Revenue	75,000
	TOTAL REVENUE - ALL SOURCES	<u>75,000</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>7,336,391</u></u>
 <u>EXPENDITURES / APPROPRIATIONS</u>		
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4320	Instructional Supplies	
	Total Books, Supplies, and Materials	0
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	650,000
5200	Travel, Conference and In-Service Training	
5300	Dues and Memberships	
5400	Insurance	
5500	Utilities and Housekeeping Services	
5600	Contracts, Rentals, and Repairs	
5700	Legal, Elections, and Audit Expense	150,000
5800	Other Services, Postage, Advertising	
5900	Bad Debt Expense, Misc.	<u>960,990</u>
	Total Contract Services and Operating Expenses	1,760,990
<u>CAPITAL OUTLAY</u>		
6200	Construction	
6300	Library Books	
6410	Equipment	<u>                    </u>

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Total Capital Outlay	0
	<u>OTHER OUTGO</u>
7100 Debt Retirement	
7300 Interfund Transfer	
	<hr/>
Total Other Outgo	0
TOTAL EXPENDITURES / APPROPRIATIONS	<u>1,760,990</u>
TOTAL ENDING BALANCE / RESERVES	<u>5,575,401</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES	<u>7,336,391</u>

EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
CHILD DEVELOPMENT FUND - REVENUE  
COMBINED (30)

Account Number	Description	2009-2010 ADOPTED
BEGINNING BALANCE JULY 1		249,208
<u>REVENUE</u>		
<u>FEDERAL REVENUE</u>		
8199	Child Development Food Program	<u>45,000</u>
Total Federal Revenue		45,000
<u>STATE REVENUE</u>		
8621	State Revenue	700,000
8650	Reimbursable Categorical	12,500
8660	Interest	30,000
8699	Miscellaneous	<u>15,000</u>
Total State Revenue		757,500
<u>INCOMING TRANSFERS</u>		
8980	Transfer from General Fund	<u>0</u>
Total Incoming Transfers		0
TOTAL REVENUE - ALL SOURCES		<u>802,500</u>

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TOTAL BEGINNING BALANCE AND REVENUE 1,051,708

EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
CHILD DEVELOPMENT FUND -EXPENDITURES  
COMBINED (30)

Account Number	Description	2009-2010 ADOPTED
<u>ACADEMIC SALARIES</u>		
1200	Regular Schedule, Non-Teaching	32,952
1300	Regular Schedule, Teaching	0
1400	Counselors-Other	<u>0</u>
Total Academic Salaries		32,952
<u>CLASSIFIED SALARIES</u>		
2100	Full Time	304,633
2200	Part Time - Instructional	134,660
2300	Part Time	<u>46,464</u>
Total Classified Salaries		485,757
<u>STAFF BENEFITS</u>		
3100	State Teachers' Retirement	2,719
3200	PERS	30,273
3300	Social Security - OASDI/Medicare	35,055
3400	Health & Welfare	98,000
3500	Unemployment Insurance	248
3600	Workers' Compensation	<u>13,556</u>
Total Staff Benefits		179,851
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4100	Text Books	1,000
4200	Books	5,000
4300	Instructional Supplies (Food & Kitchen Supplies)	300
4500	Non-Instruction Supplies	46,800
4700	Food Items/Catering	<u>53,100</u>
Total Books, Supplies, and Materials		53,100

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<u>OTHER OPERATING EXPENSES</u>		
5133	PSA Contract Services	
5150	Consultant Services	
5180	Indirect Cost	
5200	Travel, Conference, In-Service Training	500
5620	Maintenance Contracts	
5800	Other Services, Postage, Advertising	2,340
5850	Postage	
5892	Licenses	
5912	Hospitality	
Total Other Operating Expenses		<u>2,840</u>

Account Number	Description	2009-2010 ADOPTED
<u>CAPITAL OUTLAY</u>		
6400	Equipment	<u>0</u>
Total Capital Outlay		0
<u>OTHER OUTGO</u>		
7600	Other Payments to/for Students	<u>3,000</u>
Total Other Outgo		3,000
TOTAL EXPENDITURES / APPROPRIATIONS		757,500
TOTAL ENDING BALANCE / RESERVES		<u>294,209</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>1,051,708</u></u>

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EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
CAPITAL OUTLAY PROJECTS FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,370,564
	ADJUSTMENTS	
	ADJUSTED BEGINNING BALANCE JULY 1	1,370,564
	<u>REVENUE</u>	
	<u>STATE REVENUE</u>	
8690	Other State Revenues	142,584
	Total State Revenue	142,584
	<u>LOCAL INCOME</u>	
8860	Interest	0
8980	Interfund Transfer-General Unrestricted District Match	0
	Total Local Income	0
	TOTAL REVENUE - ALL SOURCES	142,584
	TOTAL BEGINNING BALANCE AND REVENUE	<u>1,513,148</u>
	<u>EXPENDITURES/APPROPRIATIONS</u>	
	<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>	
5130	Contract Services	5,000
5660	Repairs	0
	Total Contract Services and Operating Expenses	5,000
	<u>CAPITAL OUTLAY</u>	
6120	Site Improvement	170,000
6200	Buildings	30,000
6400	New Equipment	142,584
	Total Capital Outlay	342,584
	TOTAL EXPENDITURES / APPROPRIATIONS	347,584
	TOTAL ENDING BALANCE / RESERVES	<u>1,165,564</u>
	GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES	<u>1,513,148</u>

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EL CAMINO COLLEGE - COMPTON CENTER  
2009-2010 ADOPTED BUDGET  
GENERAL OBLIGATION BOND FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,026,839
	ADJUSTMENT	0
	ADJUSTED BEGINNING BALANCE JULY 1	1,026,839
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest	150,000
8865	Bond Refinancing	0
8890	Proceeds from Insurance claim	
8940	Proceeds from Bonds	<u>15,000,000</u>
	Total Local Revenue	15,150,000
 <u>INCOMING TRANSFERS</u>		
8980	Interfund Transfer-Line of Credit	<u>0</u>
	Total Incoming Transfers	0
	TOTAL REVENUE - ALL SOURCES	<u>15,150,000</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>16,176,839</u></u>
 <u>EXPENDITURES / APPROPRIATIONS</u>		
<u>CLASSIFIED SALARIES</u>		
2339	Overtime-Maintenance	<u>0</u>
	Total Classified Salaries	0
 <u>BENEFITS</u>		
3000	Statutory Benefits	<u>0</u>
	Total Benefits	0
 <u>OTHER OPERATING EXPENSES</u>		
5130	Contract Services	168,839
5132	Professional Services-Bond	
5139	Project Mgmt	
5150	Consultants Services	
5850	Postage	<u>0</u>

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Other Operating Expenses		168,839
	<u>CAPITAL OUTLAY</u>	
6200	Construction/Mgt	753,000
6204	Building Improvements/Upgrades	6,500,000
6211	Architect & Engineering	4,452,000
6212	Testing & Inspection	563,000
6254	Remodeling/Renovation	555,000
6413	New Equipment	880,000
6420	New Equipment	0
Total Capital Outlay		13,703,000
TOTAL EXPENDITURES / APPROPRIATIONS		13,871,839
NET ENDING BALANCE / RESERVES		2,305,000
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		16,176,839

2009-2010 ADOPTED BUDGET  
WORKERS' COMPENSATION FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,517
	Adjustments	
	NET BEGINNING BALANCE JULY 1	1,517
 <u>REVENUE</u>		
 <u>LOCAL REVENUE</u>		
8860	Interest Income	
8890	Other Local Revenues	
Total Local Revenue		0
 <u>INCOMING TRANSFERS</u>		
8980	Interfund Transfer from General Fund	510,000
Total Incoming Transfers		510,000
TOTAL REVENUE - ALL SOURCES		510,000
TOTAL BEGINNING BALANCE AND REVENUE		511,517

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EXPENDITURES / APPROPRIATIONS

<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	4,400
5400	Insurance	495,600
5430	Liability	0
5454	Disability Insurance	0
5455	Insurance Deductible	0
5730	Self insurance Legal Fees	0
5730	Legal Fees	0
Total Contract Services and Operating Expenses		500,000
<u>CAPITAL OUTLAY</u>		
6420	New Equipment	
Total Capital Outlay		0
<u>OTHER OUTGO</u>		
7900	Reserve for Future Claims	0
Total Other Outgo		0
TOTAL EXPENDITURES / APPROPRIATIONS		500,000
NET ENDING BALANCE / RESERVES		11,517
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		511,517



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EL CAMINO COLLEGE- COMPTON CENTER  
 2009-2010 ADOPTED BUDGET  
 STUDENT FINANCIAL AID FUND

Account Number	Description	2009-2010 ADOPTED
BEGINNING BALANCE JULY 1		0
<u>REVENUE</u>		
<u>FEDERAL REVENUE</u>		
8150	Student Financial Aid	<u>4,500,000</u>
Total Federal Revenue		4,500,000
<u>STATE REVENUE</u>		
8650	Cal Grants	<u>140,000</u>
Total State Revenue		140,000
<u>INCOMING TRANSFERS</u>		
8980	Transfer in from LOC Special Reserve	<u>0</u>
Total Incoming Transfers		0
TOTAL REVENUE - ALL SOURCES		<u>4,640,000</u>
TOTAL BEGINNING BALANCE AND REVENUE		<u><u>4,640,000</u></u>
<u>EXPENDITURES / APPROPRIATIONS</u>		
<u>OTHER OUTGO</u>		
7500	Student Financial Aid	4,500,000
7530	Cal Grants	<u>140,000</u>
Total Other Outgo		4,640,000
TOTAL EXPENDITURES / APPROPRIATIONS		<u>4,640,000</u>
TOTAL ENDING BALANCE / RESERVES		<u>0</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>4,640,000</u></u>

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Appendix 13: CCCD 2007-08 Audit Findings Action Plan

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-01	Present Monthly budget summary to Trustee	CBO	Completed
2007-01	Review Over budget expenditures	CBO	Completed
2007-01	Expenditures Transfers approval, Category by Category	CBO	Completed
2007-01	Expenditures Transfers approval between Salary Accounts	Special Trustee	Completed
2007-02	Re-submit a corrected CCFS 311 Report to Chancellor's Office	Armstrong	Completed
2007-02	Month-end/Year-end Sign-off on Appropriate Check list as task is completed	Armstrong/ Connolly	Completed
2007-02	Month-End Closing and Reconciliation Checklist to be Prepared	Ely	Completed
2007-02	Log Completed Checklist to ensure monthly closeout procedures have completed.	Ely	Completed
2007-02	Use of completed checklist as part of on-going review process	Internal Auditor	Completed
2007-03	Create a reconciliation worksheet that brings the two systems into reconciling balance	Armstrong/ Connolly	Active
2007-04	Obtain Special Trustee Approval for Property Control Procedure	CBO	Completed
2007-04	Complete initial Equipment Inventory by Outside Company	CBO	Completed
2007-04	Initiate annual equipment physical inventory starting in Spring and ending in Fall each year	CBO	Active
2007-04	Implement ECC inventory control software system	Connolly/ Hoerning	Completed
2007-04	Implement ECC Fixed Asset Procedure at Compton Center	Connolly/CBO	Completed
2007-05	A catch-up transfer/ adjustment to payroll for remaining year to keep fund in balance	Armstrong	Completed
2007-05	Rectify negative fund balance in the Workers' Compensation Fund	Armstrong/ CBO	Completed
2007-05	Establish appropriate payroll deduction for 2008/2009	Armstrong/ Bonura	Completed
2007-05	Provide Actuarially determined amount for the Workers' Compensation Fund	Bonura	Active
2007-06	Develop a cash handling procedure and train staff on cash handling procedure	Ely	Completed

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2007-06	Maintain Transfer/Bank allocation log	Ely	Completed
2007-06	Validate Deposits are made regularly	Ely	Completed
2007-06	Perform quarterly review that deposits/transfers have been made	Internal Auditor	Completed
2007-07	Addressed by Cash Control Procedure in 2007-6	Ely	Completed
2007-08	Close account opened by staff and rollover funds	Armstrong/ CBO	Completed
2007-08	Recommendation to Special Trustee to authorize confirmation of existing bank accounts	CBO	Completed
2007-09	Sign-off on all financial adjustments, journal entries.	Armstrong	Completed
2007-09	Prepare Organizational Chart that assigns department/accounts to accounting staff	Armstrong/ CBO	Completed
2007-10	Year-end purchases cutoff May 1, 2008	CBO	Completed
2007-10	Receipt of Merchandise at year end	Bonura	Completed
2007-10	Cancel Requisitions/Purchase Orders not received by year end and reissue in the New Year	Bonura/CBO	Completed
2007-11	Reconciliation of Revolving Cash Fund and Petty Cash Fund (Monthly and June 30)	Armstrong/ CBO	Completed
2007-11	Existing Revolving Cash Fund to be used only for payroll purpose	CBO	Inactive
2007-11	Revolving Cash Fund Procedure review and revision	CBO/Business Manager	Completed
2007-11	Establish a Petty Cash Fund. Set Amount and Reimbursement Limit	CBO/Special Trustee	Completed
2007-12	Reconciliation of cash at County Treasury to District Records	Armstrong/ CBO	Completed
2007-12	Month-End Closing and Reconciliation Checklist to be Prepared (Monthly and June 30)	Armstrong/ CBO	Completed
2007-13	All Paid vouchers shall have supporting documentation attached and on file for review.	Armstrong and A/P Staff	Completed
2007-14	Signoff on all journal entries and financial adjustments	Armstrong	Completed
2007-14	Identify Due to/Due from accounts and write off invalid inter-fund balances	Armstrong/ CBO	Completed
2007-14	Provide checklist and training for year-end closing to Staff	Armstrong/ CBO	Inactive
2007-14	File supporting documents for all journal entries and financial adjustments for review.	Armstrong/ CBO	Completed

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2007-15	Prepare Monthly reconciliations of all accruals and have reconciliations signed-off	Armstrong	Completed
2007-15	Analyze and prepare ageing schedule for all receivables and write-off invalid receivables	Armstrong/ CBO	Active
2007-16	Prepare an analysis of items in payroll liability account and write-off invalid amounts	Armstrong/ CBO	Completed
2007-16	Ensure Monthly closeout procedures have been completed	Ely	Completed
2007-17	ECC/CCC HR managers put in place a comparable salary schedule (In-Progress)	H.R. Managers	Completed
2007-18	Review access control to HRS and Payroll system and identify incompatible Duties	Internal Auditor	Completed
2007-19	Prepare monthly vacation accrual report for review by CBO	Armstrong/ Payroll Staff	Active
2007-19	Managers to start drawing down on vacation balances and manage staff vacation	CBO	Completed
2007-19	Manager enforces pre-approval of overtime requests.	CBO	Completed
2007-19	Implement the same vacation accruing reporting system as in ECC Payroll Reporting	CBO/James	Completed
2007-19	Establish control over vacation request and approval	CBO/James	Completed
2007-19	Establish time sheet controls to track vacation balance and maximum accrued vacation	CBO/James	Completed
2007-20	Recommendation to Special Trustee to setup a fraud hotline	CBO	Active
2007-20	Review, revise or update policies and procedures	CBO/CCCD Management	Active
2007-20	Establish a code of ethics for College Administrators	CBO/Special Trustee	Completed
2007-20	Procedure and Guidelines for Internal Audit Function	Internal Auditor/Special Trustee	Completed
2007-20	Board Policy on Internal Audit	Internal Auditor/Special Trustee	Active
2007-21	All Categorical Program financial reports to be reviewed by Accounting Director and Signed off by CBO	Armstrong/ CBO	Completed
2007-21	Assign all Categorical Program Accounting responsibilities to a trained and dedicated staff	CBO	Completed

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2007-22	Retain all certified documents on file for 6 years after termination of funding	Armstrong/ CBO	Completed
2007-22	Payroll Staff shall provide monthly payroll reports to Program Managers	Armstrong/ Payroll Staff	Completed
2007-22	On-going review to ensure that Program Administrators are in compliant	Internal Auditor	Completed
2007-22	Program Managers monthly, review and certify payroll and other expenditures charged to program	Program Administrators	Completed
2007-22	Implement a payroll certification procedure	Program Director	Completed
2007-22	Ensure that all certifications are signed and dated	Program Director	Completed
2007-23	Implement use of form for draw-down of funds through the e-payment system for Federal grants	Armstrong	Completed
2007-23	Grant Accountant prepares final reports for closeout of grants and year-end closing	Armstrong	Completed
2007-23	Grant Accountant to input requisitions for draw-down of funds	Armstrong/ CBO	Completed
2007-23	Grant authorization to Director of Accounting to draw-down funds	CBO	Completed
2007-23	Approval of closeout and year-end schedules for Federal Grants	CBO/Program Administrator	Completed
2007-23	Program Administrator gives final approval of requisition	Program Administrators	Completed
2007-24	Use existing checklist to check eligibility and approval of individuals on programs	Program Director	Completed
2007-25	Implement attendance tracking system for teachers rosters	Director of Admissions	Active
2007-26	All grants financial reports shall be reviewed and signed off	Armstrong	Completed
2007-26	All expense transfer requests must be supported by appropriate documentation.	Armstrong/ Grant Accountant	Completed
2007-26	All program expenditures for Federal grants shall be pre-approved by program administrator	Program Director	Completed
2007-27	Provide an amended CCFS-323 Report with the correct student enrollment fees for 2006-2007	Bursar/Ely	Completed
2007-27	Setup procedure to properly code revenue as earned or deferred (Year-end adjustments)	Ely/CBO/ Armstrong	Completed

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2007-28	All sub accounts including grants shall be reconciled to the general ledger	Armstrong/ CBO	Completed
2007-28	Provide an amended Matriculation accounting Report that is reconciled to the general ledger	Armstrong/ Ely	Completed
	Total indicators 82	82	100.00%
	Completed 71		87.00%
	Total indicators Active 9		11.00%
	Inactive 2		2.00%

Appendix 14: 2009 ECC Staffing Plan

**EL CAMINO COLLEGE  
STAFFING PLAN**

The Staffing Plan has taken into consideration the Educational and Technology Plans on the staffing needs of the College and the economic realities of the state's finances. The Staffing Plan begins with an overview of current staffing levels and categories at the College including an analysis of staffing levels at comparable institutions, continues with a recounting of the recruitment, selection and evaluation processes, and concludes with issue statements and recommendations for addressing the issues.

**STAFFING OVERVIEW**

**Staffing Levels**

El Camino College employs a well-qualified staff dedicated to meeting the needs of our students and our community. There are currently 336 full-time and 673 part-time faculty members. Thirty-eight full-time and 55 part-time faculty members are non-instructional serving as counselors, librarians, faculty program coordinators, and Health Center personnel. College management, office, technical, and grounds support functions are filled by 341 classified, 12 confidential, 19 police officers, 49 administrators, 22 supervisors, and 30 Special Services Professionals. Approximately 800 student, temporary classified, and casual employees provide additional office, classroom and lab assistance.

As a part of the process of developing the staffing plan, division representatives in all areas were surveyed as to their perceptions regarding future staffing needs. This information was combined with data from program reviews and unit plans. With 10% of the faculty having 30 or more years with the district, academic divisions indicated, on average, a need of 15 tenure-track faculty members per year through fall 2012 for a total of 45 faculty. This number represents new and replacement faculty. Campus-wide, projections show the need to hire additional classified staff resulting in 10 classified employees per year through fall 2012 for a total of 30 classified employees in addition to replacements due to retirement. Surveys indicated that six more managers would be needed during the same time frame.

A review of the nearly 800 permanent employees indicates that 58 percent of the District's workforce is at least 50 years of age. Replacing experienced faculty members, classified staff, and managers due to retirements over the next five years may prove to be a challenge for the District due to the high cost of living in the area. Over the past five years, nearly one-fourth of the faculty has been replaced due to retirements and growth and this trend is expected to continue.

The college maintains a sufficient number of faculty members to offer quality programs and services. Historically the college has consistently met or exceeded the targeted 75:25 faculty obligation. The ratio of sections taught by full-time to part-time faculty for fall 2008 was 61:39. Although the college has consistently worked to improve the full-time faculty ratio by hiring

additional faculty each year, the recent increase in enrollment has also increased the number of adjunct faculty.

### **Employee Categories**

El Camino College has several hiring categories. Faculty members may be hired as either tenure-track full-time academic employees or non-tenure track part-time employees. An agreement between the faculty collective bargaining unit and the district permits the hiring of non-tenure track full-time faculty members hired by certain categorical programs or grant funds. Child Development teachers are hired as academic employees but are not considered to be academic employees or faculty members and are covered by a separate bargaining unit.

Classified staff members are primarily hired as classified service employees with the exception of a limited number who are hired as confidential classified employees (e.g., Human Resources staff) or sworn police officers. Staff members are considered permanent employees after completing a twelve-month probationary period.

Administrators are hired as educational administrators if they oversee at least one faculty member or classified managers/supervisors if they manage classified staff only. Managers hired via grant funds are employed under the contingency that the position they fill will no longer exist if the grant is no longer funded.

Student and short-term temporary (“Temporary Classified and Casual”) employees are split into three separate categories under the provisions of California Educational Code 88003 and Assembly Bill 500. Most students are hired through the Federal Work Study financial aid program. These students are placed in short-term office or tutorial positions throughout the campus. The students work fewer than 20 hours per week unless they have a grade point average above a 3.00, in which case they may work up to 30 hours per week with prior approval from the Financial Aid Office. Students are hired in the fall and work until their funding expires. Other student employees have the same restriction for the number of hours they may work per week, but are paid out of non-financial aid resources.

Temporary Classified is a category used to fill vacant classified service positions until the position can be filled through the regular hiring process. The category of Casual employee is used to fill “professional expert” or unique positions that do not fit within the classified service structure of positions.

Special Services Professionals job category was created to allow the college to hire temporary managers to handle daily operational or supervisory tasks involved in grant management and other unique or special projects primarily through the Community Advancement Division’s Business Training Center. Contracted instructors and trainers teach credit and not-for-credit subject matter at business and industry sites as arranged by the Business Training Center, Community Education and Foster Care Education programs.



**EMPLOYEE RECRUITMENT AND SELECTION PROCESSES**

**Faculty Prioritization Process**

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching and non-teaching faculty positions are most needed by the college and should be filled. The process includes a justification of the position’s impact on the program, strength of the program, and the ability to meet student needs. The evaluation also includes programmatic data regarding the ratio of full-time to part-time faculty, full-time equivalent (FTE) load, availability of part-time instructors, growth, history, productivity, weekly student contact hours (WSCH) per FTE, and the departmental hiring history for the past three years.

Upon the completion of the evaluation process each academic division and the counseling division cast two votes, one vote per division dean/director, and one vote per division faculty representative – who is familiar with the division’s needs. The votes are tallied and ranked in order of the most votes received and then a recommendation is forwarded to the President. The President determines the number and type of faculty positions to hire for the following year.

**Administrative and Support Positions**

As part of their program reviews, programs have identified staffing needs and this information was incorporated into Plan Builder. Requests are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position to Cabinet for approval.

The current economic situation makes it more difficult to fully address the staffing needs of the college. A review of staffing levels of comparable institutions shows that overall, staffing levels are in line with other institutions. Variances will be a function of each district’s organization. The vice presidents are currently identifying critical job functions in their areas and key positions that need to be filled as we will not be able to solve the problem through attrition.

<b>College</b>	<b>FTEs</b>	<b>Exec-utive</b>	<b>Faculty</b>	<b>Profess-ional</b>	<b>Clerical</b>	<b>Technical</b>	<b>Skilled</b>	<b>Service</b>
<b>ECC</b>	20,500	45	1009	54	146	84	33	72
<b>Cerritos</b>	19,092	49	880	5	178	67	7	64
<b>Long Beach</b>	17,998	51	1081	32	279	131	23	104
<b>Palomar</b>	21,352	39	1171	36	239	106	21	48
<b>Pasadena</b>	24,782	46	1100		169	116	25	72

**Recruitment Process**

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for

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

Minimum qualifications and equivalency procedures for faculty members are established through mutual agreement between the Academic Senate and the Board of Trustees as needed. Local minimum qualifications for faculty were revised to incorporate recent changes at the state level. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

### **Selection Process**

The Human Resources Department has hiring policies and procedures to monitor all District selection processes. The hiring procedures for faculty and administrators were revised this year and we are working on developing classified procedures. The district has initiated a new on-line application process for all recruitments. The department reviews all applications to determine whether or not the pool of applicants is diverse and meets the minimum qualifications prior to releasing the applications to the hiring committee. Human Resources staff members provide committee chairs with checklists to guide the chairperson through the hiring process.

The hiring of faculty and administrators involve two rounds of interviews, while the hiring of classified employees is a single round process. Faculty and Administrator committee chairs typically form a hiring committee to include the following members: administrator, faculty union representative, classified union representative, and an Equal Employment Opportunity (EEO) representative. A committee chairperson will add other members who work in the department/division or who will work closely with the new hire once the vacant position is filled.

Membership of hiring committees can be delayed during periods when hiring is very active. Gaining union representation and especially EEO representation on a hiring committee can be challenging due to the limited number of trained EEO representatives currently available.

### **EMPLOYEE EVALUATION PROCESSES**

Evaluation procedures exist for employee groups. Collective bargaining agreements specify evaluation procedures for faculty, child development teachers, classified service employees, and police officers. The actual evaluation procedures vary by employee group and utilize differing time spans for evaluation periods.

## **Academic Evaluations**

Faculty evaluations and follow-up procedures for contract, tenured, and part-time faculty are outlined in the ECFT agreement. Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty includes evaluations from the faculty member, students, peers, and the division dean. Following a satisfactory evaluation from the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Tenured (permanent) faculty members are evaluated every three years. Their evaluation consists of self, student, and peer evaluations followed by a conference with the evaluator. The college evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters and at least once every three years thereafter, provided that a break of service of over one year does not occur. The evaluation of part-time faculty members consists of the same components that are used for permanent faculty evaluations.

An overall unsatisfactory or needs improvement evaluation of a faculty member is followed up with an evaluation team including the area Vice President – who chairs the committee – the dean of the division, four permanent faculty members (two members appointed by the Academic Senate and two members from the division), and a non-voting Equal Employment Opportunity representative if requested by the dean or the evaluatee. The team may observe the faculty member as many times as is necessary, conducts student and/or peer surveys that may be helpful in analyzing the faculty member's performance, and may hold conferences with the faculty member for the purpose of discussing their findings and recommendations. The team drafts a report to indicate that the faculty member has made the necessary improvement to be determined satisfactory or has not made sufficient improvement and the committee recommends to the President that the faculty member be suspended or dismissed.

## **Child Development Teacher Evaluations**

Child development teachers are evaluated at least once every two years if permanent and once a year if probationary. Permanent employment is granted after two years of satisfactory annual evaluations. The evaluation includes a self-evaluation and an evaluation by the Director of the Child Development Center. Part-time teachers follow the same annual evaluation process as full-time probationary teachers.

## **Administrator and Supervisor Evaluations**

Administrators and supervisors are evaluated once a year for the first two years, and no less than once every three years thereafter. The evaluation process involves a conference between the evaluatee and his/her supervisor to discuss evaluations prepared by each individual plus the results from faculty and staff opinionnaires. All Dean, Director, and supervisor evaluations receive a secondary level review from the area vice president unless the evaluatee is at the dean-level, in which case the President provides the secondary review. The President evaluates the Vice President and the College's Board of Trustees evaluates the President.

## **Classified Staff Evaluations**

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter. The immediate supervisor records performance ratings and comments on a standardized form. The evaluation procedure includes a meeting called by the evaluator with the employee to discuss the employee's performance. The next step is to pass the evaluation on to a reviewing administrator and then to a Human Resources representative for additional levels of review.

The classified evaluation process has gone through a transformation in the past couple of years due to a recommendation by the Accrediting Commission of Community and Junior Colleges. The changes included a revised section in the Classified union contract that provides clarity to union members, a revised evaluation form that includes descriptive feedback that will aid in employee growth and workplace improvement, and a streamlined notification process to assist with timely evaluations.

## **STAFFING ISSUES**

As was pointed out in previous plan chapters, several staffing issues face the College as it prepares for the next 5-10 years. Listed below, in alphabetical order, are the most significant issues.

### **Aging Work Force**

ECC will experience significant changes in mid and upper level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significantly high 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.

### **Organizational Structure**

The present organizational structure is relatively lean at the top levels of administration, particularly when compared to the existing student enrollment base and the span of control required for academic and support services oversight when compared to other Southern California colleges of similar size.

The partnership with Compton Community College District has introduced a complexity that did not exist previously. Operating a center where the faculty and staff are employees of another district has presented some unique issues. The blending of two different cultures has been a slow process but the various employee groups are working closely together to ensure that the partnership is successful and the center moves toward accreditation.

## **Staff Development**

New teaching and learning paradigms, as well as delivery strategies that are developed to meet the needs of a changing student population, will rely heavily on the Staff Development Office provision of on-going training. This applies to new technology, particularly as it becomes part of the pedagogical process. Faculty members must be technologically literate and current. Classified staff and administrators' equipment will also experience changes in software and hardware requiring additional training from the Staff Development Office.

The Staff Development Office is responsible for providing training at the College and Center for faculty and staff. The resignation of the Trainer/Instructional Technology Specialist has impacted the number and types of programs that can be offered. Technological training of faculty and staff may be problematic if the position remains unfilled for an extended period of time.

## **Staffing Management**

The complexity of the current fiscal difficulties at the state level is impacting how the College responds to staffing requests. In previous economic downturns, hiring freezes were used as a means to save money and lessen the likelihood that permanent employees would be laid off. Since the current downturn is expected to be a three to four-year problem, we will not be able to solve the problem by attrition alone and without significant impact on services. In order to minimize the disruption in key services, careful review of all staffing requests occurs at all levels. Alternatives are discussed including the possible elimination of certain services. Requests for increasing staff must be supported in both program reviews and annual plans.

## **PLANNING AGENDAS**

1. Human Resources should work with employees to assess potential employee retirement dates in an effort to create a flexible recruitment schedule.
2. The College should recruit and train EEO representatives prior to the start of future recruitment cycles.
3. The training needs of the College should be reviewed and adequate funding and staffing for the Staff Development Office provided.

Appendix 15: 2009 CEC Staffing Plan

**EL CAMINO COLLEGE COMPTON CENTER  
STAFFING PLAN**

The El Camino College Compton Education Center (CEC) is a unique entity. While the Center is part of El Camino College (ECC), the faculty and staff are employees of Compton Community College District (CCCD).

The partnership between El Camino Community College District (ECCCD) and CCCD was formed in fall 2006 to ensure that educational opportunities would continue to be available to residents of the district. Many of the staff had received layoff notices prior to the partnership that in some cases were rescinded once the partnership was formed. The entire administrative staff at the Center was serving in either an acting or interim capacity, so the first staffing goal at the Center was hiring all key administrative positions with permanent employees, including the CEO/Provost.

That goal of hiring administrative employees has now been accomplished. All key administrative positions identified in 2006 have been filled with permanent employees; the latest is the Maintenance and Operations Manager hired to begin work in September 2009. ECC employees supervise two key areas—construction management and information technology. In addition, the new position of administrative dean was created to mentor the deans in Academic Affairs, and this position is filled on an interim basis.

**Current Staffing Levels**

CCCD employs 85 full-time and 111 adjunct faculty members, including instructional and non-instructional faculty. Non-faculty positions include 117 classified staff, 21 administrators, and 7 supervisors, along with approximately 500 students, temporary classified, and casual employees. Staffing projections in 2006 were based on the assumption that the Center FTES would decrease and level off between the years 2006-2011, requiring “the partner districts to work aggressively to right size expenditures to reflect actual and projected FTES” (*Proposal for Partnership with the Compton Community College District for Educational Excellence and Student Success*, pg. 22). This trend has not materialized. The Center has experienced steady growth. Compared to other campuses that generate approximately 5200 FTES (2008-2009), the FTEF at the Center is comparable in size.

	<b>FTES</b>	<b>Executive</b>	<b>FT Faculty</b>	<b>PT Faculty</b>	<b>Classified</b>	<b>Total</b>
<b>Compton</b>	5000	21	85	117	124	347
<b>Gavilan</b>	5024	16	80	154	128	378
<b>Napa</b>	5617	36	112	324	143	615
<b>Redwoods</b>	5470	56	76	256	165	553

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Despite the current budgetary uncertainty of California community colleges, the Center is in the unique position of being able to use restoration/stabilization funding to increase its apportionment. As enrollment at the Center recovers, staffing needs will increase, so planning is crucial to ensure the needs of the Center are being met.

### **Hiring Procedures**

Faculty hiring decisions are made using a process adopted by the Compton Academic Senate,. This mirrors the process used at the College and includes a Hiring Prioritization Committee to identify faculty needs. Departments complete the Faculty Position Identification Form and the Senate prioritizes the positions. The results are incorporated into program and unit plans.

Appendix \_\_: Faculty Position Identification Form

Appendix \_\_: Minutes of the Academic Senate, May 7, 2009

Similarly, other staffing needs are identified as part of program and unit plans. A factor affecting the staffing needs of the District is the 50% law. In 2008-09, the interim CBO devised a plan that would enable the District comply with the 50% law within the next five years.

The final decision to create new positions and to hire new full-time employees is made by senior management, comprised of the El Camino College superintendent/president and vice presidents and the Compton District Special Trustee, Provost, CBO, and Interim Administrative Dean of Academic Affairs. If the action is approved, CCCD hiring procedures or processes for the creation of new positions are implemented.

Appendix \_\_: Hiring Procedures

### **Classification Study**

One hundred and twenty-four full-time classified and 45 part-time classified employees are employed at the Center. External agencies such as FCMAT have voiced concern about the status of employee job classifications. As a result, Compton Community College District hired Koff & Associates to conduct a classification study. The purpose is to develop updated and objective classification descriptions that are legally compliant, internally aligned, reflective of contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications for all studied positions. The study will conduct an internal job analysis and will make specific recommendations for internal compensation equity for all studied positions. The study is expected to be completed by fall, 2009. The Personnel Commission, District and employee's union will work to implement the final recommendations of the study. There is no plan to implement a reduction in force at this time, although this will need to be evaluated.

### **Recruitments and Hirings**

Since 2006, Human Resources has conducted over 50 successful recruitments for full-time faculty, staff, and administrative positions. All recruitments occur using established procedures. Recruitment for adjunct faculty is conducted on an as-needed basis.

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	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>
<b>Certificated</b>	<b>Number Hired</b>	<b>Number Hired</b>	<b>Number Hired</b>
Full-time faculty	4	2	3
Administrators	3	5	3
<b>Classified</b>			
Staff	11	9	6
Managers/Supervisors	3	5	2
<b>Total</b>	<b>21</b>	<b>21</b>	<b>14</b>

**Evaluation Processes**

The evaluation procedure for faculty at the Center was approved by the CCCD Board of Trustees in May, 2007 and implemented beginning in Fall 2008. A schedule was developed to evaluate faculty according to the CCCFE Certificated agreement (Article 10.7), and evaluations are completed as scheduled. Assessment of SLOs is included in the instrument (Portfolio, Class Observation and Observation for Online Teaching forms).

Classified employees are evaluated in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service:

All regular classified employees shall be evaluated by their immediate supervisors at least once in accordance with the following schedule:

- Probationary employees – at the end of the third and fifth month of the probationary period of service.
- Permanent employees – at least once each year no later than May 1<sup>st</sup> and at any time more than 60 working days later if the employees leaves the control of that supervisor.

The evaluation procedure for administrators has gone through the Shared Governance process and was presented to the Board of Trustees for review at their May 2009 meeting. The procedure will be implemented beginning this academic year. (Attachment 4 – Evaluation Procedures)

**Professional Development Opportunities**

Professional development opportunities are important for the long-term progress of the Center. Currently the Center utilizes the professional development opportunities that are offered at the College along with specialized programs designed to address the specific concerns of the Center, such as customer service training.

In 2006, a consultant team headed by Rocky Young recommended the formulation of individual professional development plans for each full-time faculty member as recommended by the Fiscal Crisis Management Assistance Team (FCMAT). Forty-two faculty members have prepared individual professional development plans in conjunction with their evaluations, and the remaining faculty will complete their plans by the end of fall 2009. A rubric for scoring the plans was created by a committee of administrators and faculty to assist faculty members in assessing their plans. Results from 2008-09 were compiled by the administrative dean.

Attachment: Annual Individual Faculty Development Plan



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In addition to the individual plans, the Center is focusing on professional development in the areas of basic skills and distance education. El Camino College is hiring a Trainer/Instructional Technician Specialist and an Instructional Media Coordinator for Distance Education to design workshops to provide online faculty and faculty members interested in teaching online with the pedagogical and technical skills needed for successful online teaching.

The Basic Skills Initiative is supporting the Faculty Inquiry Partnership Program, comprised of full-time and part-time faculty from the main campus and the center. This program is focused on helping students become active and responsible learners by training faculty using On Course training, and by providing a context for faculty to share their experiences with colleagues.

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### Appendix 16: Board Policy 2715 Code of Ethics/Standards of Practice

The Board maintains high standards of ethical conduct for its members. Members of the Board are responsible for the following Code of Ethics:

As a Board member, I am a member of a select group of people chosen by the citizens of the El Camino Community College District to perform a vital service. I have been granted a position of “trusteeship” over the District. I have an obligation to fulfill this trust to the best of my ability. To become a capable and successful Board member, I must be willing to devote the necessary hours to serve as trustee, attend Board meetings, college functions, conferences and workshops and to study thoroughly the issues and problems demanding decisions.

To this end, I pledge my best efforts under this Code of Ethics:

1. Trustees will confine Board action to policy determination, to assuring fiscal stability of the District, and to delegating authority to the Superintendent/ President as the Board executive. Knowing that under all circumstances, the Board of Trustees is legally responsible for effective operation of the District, trustees will use appropriate channels to conduct all college business. Although district employees, students and community residents may freely express their views to Board members, trustees will use discretion in involving themselves or in taking action in matters they have placed under the authority of the chief executive officer.
2. Trustees will oversee spending public funds appropriately, prudently and legally, including those relating to their own expenses. Trustees will base their decisions on all information available to them in each situation. They will exercise special care to assure that their own expenses are authorized, legitimate, reasonable and directly related to their trusteeship.
3. Trustees will observe appropriate conduct at Board meetings to facilitate decision-making that reflects the best interests of the College and the community. Trustees will take action only in public sessions. They will maintain confidentiality of privileged information. They will assure an atmosphere in which controversial issues may be presented fairly and one in which the dignity of each individual is maintained.
4. Trustees will encourage and welcome active involvement of students, employees and residents of the District. Trustees will listen to their constituency with respect to establishing policy on College operation along with proposed developments and will consider their views when making deliberations and decisions.
5. Trustees will avoid any conflict of interest and will always act in a professional manner. Trustees will not intentionally use their position for personal gain or personal prestige. They will fulfill their responsibilities without regard to prejudice, provinciality, partisanship or animosity, thereby bringing credit to the College through conduct in business, social, professional and personal relationships.
6. Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels. Trustees recognize that a single

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Board member has no legal authority as an individual and that decisions may be made only by a majority vote. Therefore, members will work together to maintain a spirit of cooperation and respect at all times regardless of differences of opinion and individual trustee decisions.

7. Trustees who violate the Board's code of ethics harm the Board and District. The Board will be prepared to investigate the factual basis behind any legitimate charge or complaint of Trustee misconduct. Charges by any person that a Trustee has violated laws and regulations governing Board behavior or the Board's Code of Ethics/Standards of Practice shall be directed to the Board President or the Board of Trustees itself. If deemed appropriate, the Board President shall establish an ad hoc committee to examine the charges and recommend further courses of action to the Board.

If a violation is determined to warrant disciplinary action, any of the following may be considered depending upon whether it is a first, second or subsequent occurrence and the severity of the issue.

- A. Discussion with the Board President, or if the Trustee in question is the Board President, by the Board Vice President or next ranking Board officer.
- B. To the extent the member's conduct has exposed the Board or the District to potential legal action, the Board President may arrange a confidential meeting between the Board President, the member and the District counsel to further discuss the issue.
- C. Letter of Reprimand from the Board President, or if the Trustee in question is the Board President, by the Board Vice President or next ranking Board officer.
- D. As deemed advisable, the Board shall schedule additional workshops or retreats on codes of ethics and the importance of upholding them.
- E. As a final step, if all other steps have been unsuccessful, the Board may consider a Resolution of Censure.

Censure is an official expression of disapproval adopted by the Board of Trustees. A Board member may be subject to a Resolution of Censure by the Board of Trustees should it be determined that a serious violation of Trustee misconduct has occurred.

In the event that the alleged violation constitutes a violation of the laws of the State of California, the Board should consider whether to refer the violation to the Los Angeles County District Attorney or the Attorney General of California.

Reference:

Accreditation Standard 10.A.5 IV B.1 a, e, h.

El Camino College

Adopted: 4/16/01

Amended: July 20, 2009

Replaces Board Policy # 9240