

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

1.1 A common vision of what all students should know and be able to do exist and is put into practice.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Collaborate with El Camino Community College to develop an appropriate mission statement for the El Camino College Compton Center. Due to the loss of accreditation, use the El Camino Community College District vision and mission statement as a starting point to align the statements.
2. Conduct a review of course outlines of record and course syllabi by the instructional division to incorporate appropriate parts of the aligned vision in each type of document.
3. Reinforce the aligned vision at faculty and staff meetings and through documents such as course syllabi that students receive.
 - a. Use the aligned vision as a starting point when instructional programs undergo periodic program review.
 - b. Place copies of the vision or mission statement in classrooms and other places where students gather.
 - c. Ensure that the institutional and program level SLOs reflect the intent of the vision and mission of Compton Center and that those SLOs are reinforced and complemented in course outlines of record and course syllabi.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. On April 18-19, 2007 staff from Compton Educational Center met in conjunction with staff from ECC main campus to develop a common vision and mission statement. The group met for an all day retreat at an off campus site. At the retreat a mission statement with common purpose was developed. The statement has been adopted by the Center as it establishes its goals and plans for future activities.
2. The Mission Statement and Guiding Principles are published in the college catalog, which is distributed on each campus.

The course outlines and program reviews are initiated at the main campus or at the Center and submitted to the appropriate Division Curriculum Committee. Center Faculty participate in course outline revision as well as program review. During that participation the incorporation of the vision and mission statements and/or their intent should be achieved.

The SLO Committee, located at the main campus, is involved with developing institutional as well as more specific learning objectives. A member of that committee is from the Center faculty. Once the learning objectives are developed, approved by the senate, then they will be distributed to all faculty.

1.1A common vision of what all students should know and be able to do exist and is put into practice.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

3. While the Mission Statement and Guiding Principles were developed in a meeting of combined Faculty and Staff from ECC main campus and the Center, the universal adoption of the principles need improvement. In addition, the discussion and the dissemination of the institutional and program level SLO's require additional effort. While program review involves the programs located at the Center, there has been a lack of involvement of Center Faculty in the reviews.

FCMAT RATING:

April 2007: 2

October 2007:

DISTRICT SELF-RATING 3

1.1A common vision of what all students should know and be able to do exist and is put into practice.

FCMAT MONITORING FORM

Provost

Operational Area

September 25, 2007

Date

Doris Givens (310) 900-1600 Ext 2000

Contact/Telephone

STANDARD: *(Write standard being addressed)*

1.3 The college has long-term goals and performance standards to support the improvement of student achievement.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Both parties to the MOU should cooperate to refine their long-term goals and performance standards so that they are congruent and will not require revision for accreditation of the Compton Center while it operates under El Camino or when the Compton Center is examined for re-accreditation.

2. Long-term planning should not be delayed until the crises plaguing the Compton Center abate. The process of re-accreditation is a lengthy one that requires long-term goals and plans. Further, long-term goals and plans to achieve them can provide a bridge from crisis to conditions of stability. Given that the ongoing crises provide little time for planning, and the lack of familiarity and experience of the El Camino main campus faculty and staff with the population served by the Compton Center, the prior plans prepared by the Compton district should not be summarily dismissed due to the creation of the Compton Center. Joint committees composed of Compton district and El Camino College faculty and staff should scrutinize those plans to determine if some or most of their elements can be salvaged. This cooperative action could save all parties time and effort.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

The Planning Summit generated – Mission Statement; Strategic Directives and Goals for 3 to 5 years; Strategic Priority Rankings. Planning Committees are composed of employees at both institutions. Board Policies for the Compton District are being reviewed and by the time of the FCMAT visit, the Human Resources section of Board Policies update will be completed. To date, the enrollment management committee has the most developed and detailed plan at the Center.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

Recommendations 1 & 2: The separate strategic plans for the Compton District are just beginning review/update/rewrite. The 2007-2008 year is the “Year of Planning and Training” during which the institution will adopt new plans as follows:

1. Education Master Plan
2. Facilities Plan – hired director, facilities, planning and services
3. Strategic Plan
4. Technology Plan
5. Student Equity

FCMAT RATING:

April 2007: 0

October 2007:

DISTRICT SELF-RATING 4

1.3 The college has long-term goals and performance standards to support the improvement of student achievement.

FCMAT MONITORING FORM

Provost's Office
Operational Area

Date September 25, 2007
Date

Doris Givens (310) 900-1600 Ext 2000
Contact/Telephone

STANDARD: *(Write standard being addressed)*

1.4 The college directs its resources fairly and consistently to accomplish its objectives.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. As soon as permanent staff is hired, the entities identified in Compton district policies, plans, and other documents as responsible for setting priorities and allocating resources should be reactivated. They could serve as recommending bodies to the Provost or her designees with regard to educational objectives and resource allocations. The Provost should establish a master list of those bodies and their functions to avoid duplicating responsibilities.
2. The Institutional Effectiveness Committee (now task force) should complete its bylaws and perform the functions described in the Educational Master Plan.
3. Staff should establish and implement controls to ensure compliance with the laws governing categorical funds so they are spent as intended. The deans, together with the Compton district's chief financial officer and the appropriate committees, should establish and rank educational priorities and recommend resource allocations for consideration by the Compton Center Provost.
4. The Compton Community College District and Compton Center leadership should not wait to establish systematic planning and programming activities. The organizations and processes for establishing objectives and priorities and allocating resources should be established now to elicit faculty and staff participation in rational decision-making, to train them, and to facilitate the transition to local governance.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. A list of institutional committees, along with their respective responsibilities and functions, was presented to the Special Trustee on Tuesday, September 18, 2007. Each group makes recommendations to Provost. Provost responds in writing to accept or not accept recommendations.
2. An Office of Institutional Effectiveness (within the Provost's Office) has been established and will work closely with the Institutional Effectiveness committee and other groups, as appropriate, to coordinate planning activities and assure their effectiveness.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

- 1: The District documents processes and procedures on an 'as needed' basis. We have not established a process. We have responded as issues arise. The past year was 'The Year of Crisis Management' and at all cost 'keep the doors open.'
2. Controls have been established 'as needed' rather than through a well-organized and planned process.
3. Several key positions are still occupied by individuals who are not permanent staff

1.4 The college directs its resources fairly and consistently to accomplish its objectives.

members. To some extent that has held back efforts to revise processes and procedures and clarify controls.

FCMAT RATING:

April 2007: 0

October 2007:

DISTRICT SELF-RATING 3

1.4 The college directs its resources fairly and consistently to accomplish its objectives.

members. To some extent that has held back efforts to revise processes and procedures and clarify controls.

FCMAT RATING:

April 2007: 0

October 2007:

DISTRICT SELF-RATING 3

1.4 The college directs its resources fairly and consistently to accomplish its objectives.

FCMAT MONITORING FORM

Student Affairs

Operational Area

September 25, 2007

Date

Keith Curry/ 310-900-1600 ext 2023

Contact/Telephone

STANDARD: *(Write standard being addressed)*

1.5 Categorical and compensatory program funds supplement students in their pursuit of post-secondary education.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Prepare a board policy addressing the purposes and lawful uses of categorical funds. Prepare detailed administrative instructions regarding management and oversight procedures for categorical funds. Section 9 of the Compton Community College Employee's Personnel Policy and Procedures Handbook provides a foundation for administrative instructions. However, these instructions should be program-specific and describe authorized expenditures unique to the respective categorical funds. Distribute these policies and administrative instructions to the categorical fund managers and the financial management staff.
2. Provide appropriate training in categorical funds management for program managers, program staffs, and financial management personnel.
3. Employ/designate an employee with experience in categorical funds management to monitor categorical funds expenditures frequently and provide technical advice to categorical funds program managers

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. During the 2007-2008 Fiscal year, the Compton Center Administrative Services Division has designated an employee with experience in categorical funds management to provide fiscal oversight.
2. Hiring permanent Directors for the EOPS/CARE program and Coordinators for the Upward Bound and Upward Bound Math/Science Programs.
3. EOPS/CARE and CalWorks program Directors attended state-wide training. In addition, the Dean of Student Services participated in the Matriculation state-wide training.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

1. Although a specific board policy addressing the purposes and lawful uses of categorical funds has not been written, they are clearly specified in Title 5. EOPS services are specified in §56230-56240 and funds are expended for the services delineated under Article 3. The El Camino Community College District abides by Title 5 regulations in accounting for the funding and expenditures of all categorical programs. Each program submits a required expenditure report to the System Office in September

1.5 Categorical and compensatory program funds supplement students in their pursuit of post-secondary education.

verifying that funds were expended according to the program's approved plan.

FCMAT RATING:

April 2007: 0

October 2007:

DISTRICT SELF-RATING 2

1.5 Categorical and compensatory program funds supplement students in their pursuit of post-secondary education.

FCMAT MONITORING FORM

Provost's Office
Operational Area

Date September 25, 2007
Date

Doris Givens (310) 900-1600 Ext 2000
Contact/Telephone

STANDARD: *(Write standard being addressed)*

1.6 The college's planning process focuses on supporting increased student performance.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Create and/or revise policy and administrative instructions to clearly describe the planning process, the individuals and organizations responsible for planning (including committees) and their functions. Provide an overview and flowchart of the planning process to show how the responsible individuals and organizations interact with each other to produce recommendations and plans and what plans they produce for the Compton Center. Distribute these documents to the faculty and staff.
2. Joint committees composed of Compton District and El Camino faculty and staff members should be authorized to scrutinize the Educational Master Plan, Student Equity Plan, and other plans prepared by the Compton Center faculty and staff to determine whether elements of those plans can be salvaged. This is more efficient than starting the planning process from the beginning.
3. As noted in Recommendations for Standard 1.4 under ACCJC Standard I, long-term planning to improve student achievement should not be delayed until the current financial and academic crises end. Long-term goals and planning should be initiated to provide a bridge from the current crises to conditions of stability and local governance.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. Joint committees were established at September 18, 2007 Board Meeting.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

1. A 'Plan to Plan' meeting is scheduled. Flowcharts and planning documents will be created and delegated.
2. We intentionally determined to right-size the faculty and staff, complete the 'Golden Handshake' awarded the previous year, determine liability for vacation and comp time excesses, determine the capacity of the central plant, place a bookstore on campus for the convenience of students, turn the student lounge into a 'one stop' for students, develop guiding principles for daily operations with El Camino, negotiate faculty and staff agreements, and other glaring mismanaged and misdirected resources and processes during the 2006-2007 year.
3. It made sense to adopt the plans of El Camino and adapt them to fit Compton – at least for the present and possibly for the future.

FCMAT RATING:

April 2007: 0

October 2007:

1.6 The college's planning process focuses on supporting increased student performance.

DISTRICT SELF-RATING 4

1.6 The college's planning process focuses on supporting increased student performance.

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

2.1 The college, through its adopted policies, provides a clear operational framework for management of the curriculum.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. With a view to future Accrediting Commission for Community and Junior Colleges (ACCJC) re-accreditation, the Compton District should: (1) adopt a policy that contains the curriculum management characteristics specified in Exhibit 2.3.2 and (2) adopt and refine the Curriculum Handbook for El Camino College to meet the needs of its students, faculty and the ACCJC.
2. Revise the El Camino College Compton Center policies so that they comply with Recommendations in Standard 2.3.
3. Compton Center faculty members should be incorporated into the El Camino College curriculum management process to increase their expertise in this area. Plans should be made to give Compton Center faculty increased responsibilities for curriculum management with a view to transplanting the El Camino College curriculum management framework to the Compton district. This is essential to satisfy the provisions of the MOU that envisions the reaccreditation of the Compton Community College as a self-sustaining entity.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. As stated in Standard 2.3, the College does have a well established process for curriculum development and review. The Curriculum Handbook for El Camino College is up to date with no immediate plans for revision.
2. The El Camino College Center instructional policies are the El Camino main campus policies. There are no separate policies related to instruction/curriculum, thus no revision of Center policies may be done without the revision of the main campus policies.
3. A faculty member from the Center sits upon the El Camino College Curriculum Committee. That individual is a voting member of the committee and represents the faculty at the Center.
At the Division level, the Center faculty join the Instructional Deans and main campus faculty as participants in the Divisional Curriculum Committees. This has been on-going in various areas, especially Social Science, and will be continued during the partnership.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

3. Not all Divisions have been involving Compton faculty in Divisional Curriculum Committees. Attention is being paid this semester to involve more of the Compton faculty in the process.

2.1 The college, through its adopted policies, provides a clear operational framework for management of the curriculum.

FCMAT RATING:

April 2007: 4

October 2007:

DISTRICT SELF-RATING 5

2.1 The college, through its adopted policies, provides a clear operational framework for management of the curriculum.

FCMAT MONITORING FORM

Office of Academic Affairs
Operational Area

Date September 25, 2007
Date

Francisco Arce / 310-660-3119
Contact/Telephone

STANDARD: *(Write standard being addressed)*

2.3 The college has clear and valid objectives to promote student learning, and a process for curriculum development.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Revise board policy to include a requirement that a course outline of record and faculty-created syllabus is filed for every course offered.
2. Revise the Curriculum Handbook for El Camino Community College to include all of the elements of a comprehensive curriculum management planning framework below:
 - a. Describes the philosophical framework for the design of the curriculum
 - b. Specifies the roles and responsibilities of the board of trustees, administration, and faculty members
 - c. Presents the format and components of aligned course outlines
 - d. Directs the inclusion of Title V requirements in the curriculum
 - e. Identifies the design of a comprehensive professional development program linked to curriculum design and delivery
 - f. Identifies a periodic cycle of curriculum review of all subject areas
 - g. Describes the timing, scope, and procedures for curriculum review
 - h. Presents procedures for monitoring curriculum delivery
 - i. Specifies overall assessment procedures to determine curriculum effectiveness
 - j. Describes the approaches by which tests and assessment data will be used to strengthen curriculum and instruction
 - k. Establishes a communication plan for the process of curriculum design and delivery
3. Revise course outlines of record for all courses offered at the Compton Center.
 - a. Develop system-wide student learning outcomes.
 - b. Revise course outlines of record for alignment with newly developed system-wide student learning outcomes.
 - c. Revise the recommended sequence of courses documents for each center division to reflect the revised center course outlines of record.
 - d. Revise course syllabi to align with revised course outlines of record.
 - e. To ensure deep alignment, include the following elements in each course outline of record and course syllabus:
 - Specify student learning outcomes to be performed and skills to be learned for each course with time spent learning each skill. Course content can then be validated in terms of the estimated time required to teach student learning outcomes.
 - State explicit methods of assessment for each course student learning outcome.
 - Continue to specify prerequisites, co-requisites, recommended

2.3 The college has clear and valid objectives to promote student learning, and a process for curriculum development.

preparation, and enrollment limitations.

- State the “match” between the basic text/instructional resource(s) and each student learning outcome.
- Provide suggested best practices classroom strategies (as well as strategies for using technology) for key concepts and skills.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The college does not believe this recommendation as structured is possible to adopt at this time. As noted in 4.1 the College has a well established process for curriculum development and review. Each division office collects course syllabi from instructors. The college is in the development stage of a curriculum management software to load all courses on the college website.
2. There are no immediate plans to revise the College Curriculum Handbook.
3. As noted in 4.1, 4.2 and 4.3 the College is in the development stage of SLO/Assessment Development.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

FCMAT RATING:

April 2007: 4
October 2007:

DISTRICT SELF-RATING

6

2.3 The college has clear and valid objectives to promote student learning, and a process for curriculum development.

FCMAT MONITORING FORM

Office of Academic Affairs
Operational Area

Date September 25, 2007
Date

Francisco Arce / 310-660-3119
Contact/Telephone

STANDARD: *(Write standard being addressed)*

2.4 A process is in place to maintain alignment among standards, practices and assessments.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Update the Curriculum Handbook for El Camino College to include explicit requirements and processes for faculty-created syllabi course objectives to align in content and context to the course outline of record. Require objectives in syllabi submitted by faculty at the beginning of each course to the division chair to be aligned in content and context to course outline of record objectives.
2. Develop and implement a process where faculty are required and provided professional development to create comprehensive syllabi in which course student learning outcomes are deeply aligned with instruction and assessments. Consider revising El Camino College Board Policy 4045 to explicitly require alignment of selected textbooks to course student learning outcomes in content and context. Require that all faculty-created syllabi contain the following:
 - a. Assessments aligned with each behaviorally measurable student learning outcome
 - b. A match between the basic text/instructional resources and each course student learning outcome
 - c. Specific examples on how to approach key concepts/skills in the classroom

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. There are no immediate plans to revise the Curriculum Handbook not because we are opposed to the recommendations in 2.3 and 2.4, but it will take time for us to meet the recommendations. It is expected that the College will reassign a faculty member to work with the College Curriculum Committee to revise the Curriculum Handbook to incorporate the recommendations noted in 2.3 and 2.4 during the fall and spring semesters this academic year.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

Faculty are required to produce syllabi for each course and it is expected that the syllabus and the course outlines coincide. The fall flex day activity at the Center was to have included time spent to review how to match the syllabus and course outline, however that was not possible due to lack of securing the appropriate session leader. The staff development committee will address the issue again at next flex day

FCMAT RATING:

April 2007: 1
October 2007:

DISTRICT SELF-RATING

2.4 A process is in place to maintain alignment among standards, practices and assessments

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133

Contact/Telephone

STANDARD: *(Write standard being addressed)*

2.6 Sufficient instructional materials are available for students to learn.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Library staff, working with faculty, should assess the collection before the move into the new building to determine what materials should be moved and what should be discarded. Gaps in the collection should be identified and a plan developed to fill in the gaps over the next three to five years. Staff should utilize the Title V project grants writing opportunities to secure resources for new materials. Additionally, an organized outreach plan should be developed to involve faculty in collection decisions.
2. The Compton Center needs an on-campus bookstore. Through a contractual arrangement with a private company or some other type of arrangement, a bookstore should be available on campus to serve students.
3. The Learning Resource Center staff should cull the instructional materials before the move to the new building and develop a plan for the acquisition of new instructional materials. The staff should utilize the Title V project grant writing opportunities to secure resources for new materials.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. In a previous planning document, the Learning Resource Center Staff requested funds for the acquisition of new instructional materials for students. These materials were to be acquired by the move in date to the new building. The LRC has never had a real budget much more a line item for materials.

During 2006-2007 academic year, the institution received funds from the Basic Skills Grant and Instructional Materials Grant. The LRC Staff submitted several requisitions for materials in different media formats, and are awaiting those requests to be processed and delivered.

The Title V Grant was in suspense this past year. However, with the re-establishment of the Grant, the Library/Learning Resource Center Staff will begin the process of seeking grant support for acquisitions.

The plan to acquire any substantial material in the LRC includes reliance on the expertise of faculty including librarians and learning support professionals. The faculty and staff are given opportunities to have input in choosing software for the Computer Assisted Instruction Lab. When the last software package was purchased, training was set up for all faculty and they participated in some form of training.

2. During the winter of 2007, Compton Community College District entered into an agreement with El Camino College District. Through this agreement, El Camino College will operate the Bookstore at the Compton Center. The Agreement is

2.6 Sufficient instructional materials are available for students to learn.

from January 1, 2007 through June 30, 2008.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

3. While the Library/Learning Resource Center Staff have participated in acquisitions, specific assessment of the collection with associated attainment of resources lags. During this year as we wait to move to the new facility, staff will have the opportunity to develop an appropriate plan for acquisition of new materials. The District has allotted \$60,000.00 within the budget to aid in replacement of Library materials

FCMAT RATING:

April 2007: 1
October 2007:

DISTRICT SELF-RATING 4

FCMAT MONITORING FORM

Academic Affairs

Operational Area

Date September 25, 2007

Mary Callahan/ Rudy Ramos 310-900-1600 2133/2184

Contact/Telephone

STANDARD: *(Write standard being addressed)*

2.10 The college has adopted a plan for integrating technology into curriculum and instruction.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Develop for El Camino Community College District board adoption a policy clearly defining the mission and philosophy of the Compton Center's educational technology program.

2. Require regular reports from each building division/department chair regarding the integration of computer skills and technology into the daily instructional program.

3. Using the Technology Plan 2005-2010 as a starting point, develop a comprehensive, long range

technology plan that addresses the quality components specified below:

- A technology philosophy including the Compton Educational Center's technology mission statement.

- Ongoing assessment of student technology capability using measurable standards of performance

- Ongoing assessment of the educational technology program with measurable standards for improvement

- Faculty training with measurable standards related to equipment, application, instructional integration

- Campus-wide equipment standards

- An implementation budget

- A maintenance budget

4. Survey the administrators and faculty to determine current levels of technology proficiency at the Compton Center, and design professional development strategies to address immediate deficiencies.

5. Encourage every faculty member to develop competency using computers to enhance instruction.

6. Develop expectations for use of integrated technology by students and by faculty.

Assign accountability for this dimension of the curriculum to faculty and

department/division chairs, and include it in the Compton Center's processes for program evaluation, student assessment, and personnel appraisal.

7. Require periodic reports regarding the level of faculty technological competence and the integration of technology within the curriculum.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The Compton Community College District developed the District Educational Master Plan in 2004 covering the years 2005-2010. Within that plan is the Technology Master Plan for the Compton Campus.

2. There has been no formal attempt to require regular reports from Division Chairs

2.10 The college has adopted a plan for integrating technology into curriculum and instruction.

regarding the integration of computer skills and technology into the daily instructional program. The evidence is anecdotal as the Division Chairs request additional technology for classrooms when the Division Chairs sit to develop a plan for requesting equipment. Additionally, reports from the ECC main campus reflect faculty attendance at in-service activities related to technology. Progress may also be measured by the slow increase in the number of on-line and/or hybrid class sections within a semester.

3. As with all campus wide committees under the participatory governance structure, the Technology committee will resume activity in Fall, 2007. At that time the Technology Plan will be reviewed and a long range technology plan, including evaluation of activities will be completed.
4. The Technology Committee, when it resumes activities, will be developing survey instruments to determine technology proficiency. The committee will look to the ECC main campus for assistance in developing the survey instruments etc. Included in the committee's activities will be the encouragement of faculty to increase technologic skills; processes for evaluation of technology use by faculty, students and the processes which are accessed by students as well as a schedule for periodic review and evaluation.
5. Maintenance cases are handled via two different methods, in most circumstances the cost associated with each case is forwarded to the department for funding allocation. The division/department will then take charge of the procurement cycle with the MIS department to follow-thru with the completion of the task. In cases where the necessity is small in scale and/or internal to MIS, the department will work with its internal budget and allocate funds as it sees necessary. The Maintenance budget for the 2007 -2008 is broken down into various groups, each representing a common identity. The groups are Software, Contract Services, Conferences Management, Maintenance Contracts, Repairs Non-instructional, and Equipment Management. The maintenance budget totals for the fiscal year of 2007 – 2008 is \$286,114.00.

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

In general the recommendations for this Standard are unmet due to the suspense of the Technology Committee in 2006-2007.

FCMAT RATING:

April 2007: 2
October 2007:

DISTRICT SELF-RATING 3

2.10The college has adopted a plan for integrating technology into curriculum and instruction.

FCMAT MONITORING FORM

Academic Affairs

Operational Area

Date September 25, 2007

Francisco Arce / 310-660-3119

Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.2 Challenging learning goals and student learning outcomes (SLO) and individual educational plans and programs for all students are evident.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. The Compton Center and El Camino Community College faculties should collaborate in the development of student learning outcomes (SLOs) that state the task, context (conditions), and standards of performance and require the full range of college-level cognitive skills. Include those SLOs in course outlines and course syllabi.

2. The Compton Center staff should:

- a. Automate individual student education plans.
- b. Establish and/or enforce controls that require students to complete and update their IEPs at appropriate times.
- c. Automatically generate periodic reports of students who have not completed their plans and take action to have IEPs prepared.
- d. Conduct a random check of the quality of those individual education plans and, where appropriate, advise students to set more challenging achievement goals.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. Both faculties are working together to develop new curriculum and on academic and professional matters. The Compton faculty are included in flex activities (staff development), college committees, accreditation self study committees, College Curriculum Committee, Academic Senate, and other consultation committees.
2. Academic SLO/Assessment is in the development stage.
3. The CEC Student Services division has developed SLO's.
4. The Colleague Datatel system is scheduled to integrate electronic student educational plans at the end of 2008. Compton Educational Center students and staff are currently able to complete Student Educational Plans online.
5. The Student Services Area recently conducted a Matriculation Self Study to assess the effectiveness of student services to meet the minimum requirements. There were no major findings.
6. An El Camino College counselor has been identified to serve as the SLO coordinator for students services. She will assist the student services programs in the development and assessment of SLOs in coordination with the two faculty assigned to SLO implementation for the academic side of the house.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

2. Establish and/or enforce controls that require students to complete and update their IEPs at appropriate times.

3.2 Challenging learning goals and student learning outcomes (SLO) and individual educational plans and programs for all students are evident.

c. Automatically generate periodic reports of students who have not completed their plans and take action to have IEPs prepared.

d. Conduct a random check of the quality of those individual education plans and, where appropriate, advise students to set more challenging achievement goals.

FCMAT RATING:

April 2007: 2

October 2007:

DISTRICT SELF-RATING 8

3.2 Challenging learning goals and student learning outcomes (SLO) and individual educational plans and programs for all students are evident.

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133

Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.4 Students are engaged in learning and they are able to demonstrate and apply their knowledge.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Design a comprehensive professional development plan that encourages more active learning on the part of all students. Utilize the Title V project grant writing opportunities to secure external funding to support faculty development. Consider some of the following suggestions:

- a. Conduct workshops for faculty on student engagement in learning, using Compton Center faculty who are recognized as strong practitioners of active student learning classroom practices whenever possible.
- b. Use active student learning benchmarks in evaluating faculty performance in the classroom.
- c. Investigate the precepts of the "learning college" and determine their relevance to the Compton Center.
- d. Involve instructional area leaders (deans and division/department chairs) in observing classes and working with faculty to foster greater active student learning.
- e. Utilize the services of the Title V project to write grants to secure resources to foster innovations in active student learning in all subject fields.

2. Build additional opportunities for students to demonstrate and apply their learning in all classes, beyond the modes of taking tests and writing papers. Investigate authentic assessment approaches such as student portfolio development and presentations, simulations, problem-based learning, projects, and student presentations and integrate them into course syllabi and classroom practice where applicable. Make these efforts part of the faculty professional development plan noted above in recommendation one.

3. Expand efforts to actively engage students in applying their learning. Involve faculty who are adept at using these techniques to teach their colleagues how to implement active student learning approaches. Consider the use of some or all of the following approaches:

- a. community-based service learning
- b. community-based action research projects
- c. work experience opportunities
- d. group projects
- e. internships

4. Investigate methods to build "learning communities" of students where they can apply their knowledge. Where possible, expand the use of "linked classes" and stress the importance of the community of learners within those cohort groups of students. Have faculty who are successfully implementing linked classes hold in-service training for other interested faculty. Also, consider the use of cooperative learning and peer tutoring within classes so students can apply their learning to help other students learn.

3.4 Students are engaged in learning and they are able to demonstrate and apply their knowledge.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The Professional Development committee has been on hiatus for the past year. A token committee did meet, to oversee conference requests etc. The Professional Development Committee has been reestablished and will move toward formalizing a plan to encourage activities which translate into active learning in the classroom.

In addition, the Title V Grant was in suspension for the past year, during the transition to the partnership. It is scheduled to begin again, October 1, 2007, with a new Grant Director and support staff. At that time, faculty will be encouraged to work with the new Grant Director to locate and obtain Grants related to staff development.

Some staff development has taken place without a formal Staff Development Committee at the Center. An example of an activity includes attendance by faculty members in Spring, 2007 to a Student Learning Conference held at the main campus. Center faculty presented a workshop on linked classes. Center participants from English and Reading included Toni Wasserberger (facilitator, and Faculty Coordinator for Collaboratives), David Maruyama, Jose Bernaudo, Tom Norton, and Carroll Fisher. The Social Science, the representative was Jerome Evans. Another Social Science member of the team, August Hoffman, was a panelist in another workshop on Service Learning. August Hoffman has a successful service learning project in his psychology classes. Center faculty, particularly those on this program should take advantage of El Camino College's training for First Year Experience.

Division Chairs observe classes during all evaluations of faculty. Some, particularly in Humanities, currently work with faculty to suggest methods of achieving greater active student learning. It should also be noted that the entire evaluation process at the Center has undergone review and modification during bargaining unit contract negotiations.

2. Faculty members who have linked courses or continue to teach them use some portfolio development and presentation. Certain math, geology, English, History and Psychology classes use some of the same approaches to assessment. It is not yet used in all classes.

The faculty teaching linked courses as part of the Collaborative Programs attended a workshop on service learning during the Fall, 2007 Flex Day. They currently have a service learning project as part of the Psychology 5 course, which could coordinate with a community-based action research project, and is at the thinking stage currently. Some classes outside of the Collaboratives use group projects. Community-based research projects and service learning have the added benefit of restoring community good will and should be explored.

Learning Communities existed pre 2006 and are again being introduced to the program. Examples of these are as follows:

- a. In an effort to prepare for the First Year Experience, 1 section of English B (writing) has been linked to English 82 (reading), 1 section of English A has been linked to English 84 as well as to its previous link with History. Two problems surfaced: scheduling and counseling into these classes.
- b. A math instructor who has worked with the linked classes previously wishes to link an English 82 to his basic skills math class in which the lack of adequate critical reading skills show up as an inability to deal with word problems. This is an area

3.4 Students are engaged in learning and they are able to demonstrate and apply their knowledge.

- that the collaborative faculty will discuss at the next meeting.
- c. Peer tutoring is part of the linked classes, since group work is a feature of these classes.
 - d. Center faculty presented a workshop at El Camino College's Student Learning Conference last Spring on linked courses and Service Learning.
 - e. Center faculty attended workshops on First Year Experience and another faculty member presented on Service Learning during Fall, 2007 Flex Day activities.

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

- 1. The precepts of the "learning college" have not been formally investigated. This is largely due to faculty's adjusting to El Camino College's curriculum and El Camino College's schedule development process which emphasizes long range scheduling. The Center has also devoted much of its time and energy to recruitment of students.
- 2. Notification of Title V funding opportunities came recently to faculty involved in planning a First Year Experience model using our existing linked courses.

FCMAT RATING:

April 2007: 2
 October 2007:

DISTRICT SELF-RATING 4

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.5 The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Continue to communicate the expectations expressed in policies.
2. Continue to include the behavioral expectations in catalogs and handbooks. Modify syllabi to include high academic expectations and make reference to the behavioral expectations in the college catalog and student handbook.
3. Modify catalogs and handbooks to include high academic expectations as well as academic standards.
4. Monitor the quality of individual educational plans to determine if students do hold high expectations for their academic performance goals.
5. Pursue the strategies in the Educational Master Plan to improve basic skills instruction, increase degree and certificate completion rates, and raise transfer rates.
6. Poll students to: (1) identify their criteria for high behavioral and academic expectations and (2) determine if they perceive that the faculty and staff are communicating those expectations for high standards to the student body. Use the survey data to shape staff and faculty communications. Use the faculty evaluation process and professional development activities to generate more challenging classroom teaching.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. Completion of the El Camino College Compton Center Edition Catalog and the El Camino College Compton Center Student Handbook.
2. The Standard of student scholarship and conduct are set forth in El Camino College and the El Camino College Compton Center Catalogs. In addition, the Student Handbook, is provided during campus orientation and is available at several locations on campus. It contains information related to student scholarship and student conduct. Furthermore, the Student Handbook and Catalogs are available to students, faculty, staff, and members of the community online at www.compton.edu.
Course Syllabi are collected by the Instructional Office at the Center and are forwarded to the appropriate Instructional Dean at the main campus. The Dean reviews the Syllabi for appropriateness, relation to course outline and other material.
While all Syllabi are to contain information related to the class academic standards, not all contain reference to appropriate conduct.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

3.5 The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.

2. While strides have been made in the development of course syllabi much needs to be done in this area. An attempt to hold a workshop during flex day in August, 2007 on the construction of a syllabi to reflect the course outline was postponed due to the unavailability of a workshop leader. The presentation will be offered for the Spring FLEX Day.

3. The Counseling Department is in the process of developing and establishing a process to monitor the quality of individual educational plans to determine if students hold high expectations for their academic performance goals. Our goal is to have this completed by the Winter of 2008.
 Poll students to: (1) identify their criteria for high behavioral and academic expectations and (2) determine if they perceive that the faculty and staff are communicating those expectations for high standards to the student body. Use the survey data to shape staff and faculty communications. Use the faculty evaluation process and professional development activities to generate more challenging classroom teaching.

FCMAT RATING:

April 2007: 1
 October 2007:

DISTRICT SELF-RATING 5

3.5 The college faculty and staff promote and communicate high expectations for the learning and behavior of all students.

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.11 Class size and faculty assignments support effective student learning to achieve student learning outcomes.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Manage the schedule of course offerings more efficiently to control the numbers of students enrolling in sections, to ensure a critical mass of students to maintain courses at acceptable levels of enrollments throughout the semester.
2. Require instructional leaders to more carefully develop and monitor semester schedules of classes and assist in the recruitment of students for classes. Investigate reducing the number of course sections offered, the total number of courses offered, combining sections of a course, and other approaches to help guarantee a critical mass of students in all courses. Consider the following suggestions for recruiting students:
 - a. Develop a comprehensive student recruitment plan for the Compton Center.
 - b. Involve instructional area leaders and faculty in the development and implementation of the plan.
 - c. In the plan, address the possibility of establishing an early registration system in feeder high schools.
3. Investigate how other colleges using the compressed calendar schedule classes throughout the week to see if a more standardized schedule of class offerings can be developed, particularly for class start and end times. Have instructional leaders screen the qualifications of all new faculty hires, both contract and adjunct, before employment. Through the Human Resources office, officially certify the minimum qualifications and FSAs before any faculty member is hired.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The class schedule for Fall, 2007 was, in most areas, redesigned to utilize the facilities and staff to be most productive. In most areas, the schedule was redesigned to mirror the schedule of the main campus. Classes were scheduled with a common "change" time, so there were fewer overlapping class sections. The Spring, 2008 schedule will reflect the same efforts, but in all areas. Class size minimum in Fall, 2007 was 15 in most sections. Classes which were offered once a year, or had other restrictions were allowed to continue with a minimum of 10 students. In spring, 2008, the minimum will increase proportionately. Many of the class sections offered in the general education area exceeded the class size maximum. Classes were added as needed for those areas, including Life Science, Math, Behavioral Science and Spanish.
2. The number of sections offered in Fall of 2007 exceeded the number offered in Fall, 2006. However, while the numbers increased, the specific courses changed

3.11 Class size and faculty assignments support effective student learning to achieve student learning outcomes.

in most areas. Classes were offered where the need was noted; classes in those areas with low enrollment over a period of time were either reduced or eliminated. In Spring, 2008, the same scrutiny will prevail. Classes will be offered to meet student needs and requirements.

The Division Chairs have been asked to meet with the faculty in their areas to develop a four semester plan of course offerings. The plan is to address the following components: (a) classes at times when students will most likely enroll, (b) provide both day and evening students the opportunity to enroll in classes, (c) offering courses which are required for a degree and/or transfer in a pattern, (d) to allow students access on Friday and Saturday to obtain the classes needed for degrees and transfer. The Division Chairs put together and implemented the Friday/Saturday offerings and some of the departments completed their four semester plan.

The Compton Center has developed a comprehensive Outreach/Recruitment Plan that includes registration at the local high schools in the Spring. The plan also includes an Open House event in the Spring of 2008.

3. The Center hired four new full time faculty members; two in Nursing and two in Life Science. The hires reflect the increase in enrollment in those areas. Adjunct faculty were hired in several areas, including Humanities, Math, Social Science and Behavioral Science. The applicants were screened through Human Resources to confirm their Faculty Service Areas.

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

FCMAT RATING:

April 2007: 2

October 2007:

DISTRICT SELF-RATING 6

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.12 Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Develop a comprehensive, long-range professional development plan including all elements of a quality professional development plan that is based on a careful analysis of data, is data driven, and focuses on proven research-based approaches that have been shown to increase productivity.
2. Revise Compton Center course outlines of record to provide specific examples of how to teach key concepts/skills in the classroom to ensure deep alignment.
3. Provide professional development opportunities for faculty in the use of a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately. Require supervisors of faculty to provide regular, constructive feedback with regard to instructional methodologies observed. Link professional development to performance evaluation.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The reconstituted staff development committee will now address the issues related to instructional strategies and the need to modify classroom presentations within the overall professional development plan. Faculty will be encouraged to participate in activities related to building upon their repertoire of teaching strategies. With the addition of a Research Analyst to the staff, the staff development committee will have the necessary data to develop a plan for professional development related to the needs of the Center and the faculty.
2. The course outlines originate with the El Camino main campus curriculum committee. Faculty from the Center may participate in the development or modification of outlines at the division level, but the main responsibility for modification rests at the main campus.
3. Faculty are using more collaborative activities in the classroom, assigning group projects; technology is moving into the classrooms as the Center increases its level of available technology. During 2006-2007, the instructional area was given funds for instructional equipment. High on the list of priorities were requests from various departments for the installation of technology in classrooms. New computers, LCD projectors, laptops, etc. were ordered and are being installed in various classrooms. In addition, several faculty members have completed the courses required to teach online. (See attached requested for Block Grant funds).

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

3.12 Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

As stated in Standard 5.1, the Staff Development Committee did not meet in 2006-2007, thus a plan and the opportunities available to faculty members was less than expected.

FCMAT RATING:

April 2007: 1

October 2007:

DISTRICT SELF-RATING 4

3.12 Faculty members use a variety of instructional strategies and resources that address their students' diverse needs and modify and adjust their instructional plans appropriately.

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.13 Faculty is provided with professional development on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Develop a comprehensive, long-range professional development plan that is based on a careful analysis of data, is data-driven and focuses on proven research-based approaches that have been shown to increase productivity.
2. Provide all faculty with professional development and follow-up opportunities on addressing special needs, language acquisition, timely interventions, and culturally responsive teaching.
3. Require supervisors of faculty to provide regular, constructive feedback with regard to instructional methodologies observed. Link professional development to performance evaluation.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The Faculty Professional Development committee will be reconstituted this academic year. One of the main tasks of the committee will be to develop a professional development plan for the faculty. The plan will be based upon data collected at the Center including data related to current student enrollment, student retention and success as well as the results from a survey conducted among the faculty. The survey will contain questions related to faculty perception of their needs related to professional development including development in specific area of expertise as well as success in the classroom. Based upon the findings, a plan for professional development will evolve to address apparent needs. Within that plan will be avenues of off campus conference attendance as well as provisions to bring experts to the campus for faculty training.

During the past year the ESL faculty attended several conferences related to English acquisition. (See attachment with Standard 5.2)

The instructional supervisor is not a member of the standard evaluation team, but is able, depending upon circumstances, to request additional evaluation and / or an administrative evaluation, based upon the outcomes of the standard evaluation rating. It is through this mechanism and frequent contact that the instructional supervisor may provide feedback of instructional methodologies.

The evaluation process does not address professional development specifically, but the

3.13 Faculty is provided with professional development on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching.

evaluation team is able to link development through the data gathering process. In the comprehensive evaluation process, the evaluation team requests material from the faculty member being evaluated such as syllabi; tests etc. It is here that the team may also request evidence of professional development

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

1. The faculty professional development plan has not been updated since the last visit. Many of the institutional and senate committees did not meet during the past transitional academic year. The planning of activities and evaluating of the same will commence this academic year, based upon research completed in the fall semester

FCMAT RATING:

April 2007: 1

October 2007:

DISTRICT SELF-RATING 3

3.13 Faculty is provided with professional development on addressing special needs of students, language acquisition, timely interventions, and culturally responsive teaching.

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133

Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.15 Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Establish a system to monitor the effectiveness of curriculum and instruction in preparing English language learners for transition to basic skills, credit, and transfer courses.
2. Design a system to track English language learners in courses taken and their rates of success.
3. Analyze the quality of the program for English learner students to ensure it provides access to attainment of course/degree completion:
 - Re-examine the program provided for English learners to evaluate adequate progression of skill attainment to prepare English learners to access credit and transfer courses that lead to degree/certificate completion.
 - Examine the content and progression of the development of English language skills in ESL courses to ensure that the features of the English language are developed in an incremental and sequential manner that provides a coherent learning of a second language.
 - Design or procure diagnostic tools to monitor student development of English proficiency.
 - Establish measurable learning objectives for each ESL course and design assessment methods and tools to monitor student attainment of course objectives. (See Accreditation Standard IIA). Hold faculty and students accountable for attainment of course objectives.
 - Systematically monitor student progression from one level of ESL to another and from ESL to basic skills courses and to transfer courses.
 - Establish intervention plans for students and monitor the quality of support services, such as tutorials and language laboratory.
 - Provide professional development for instructors to ensure that they have the skills necessary to build English language development skills in core ESL courses.
 - Provide professional development for all instructors to ensure that they incorporate English language development within content-based instruction and shelter English language as necessary to build access to specific discipline content.
 - Analyze the delivery of instruction to ensure that faculty attend to student learning needs and adjust instructional methodology to accommodate the learning needs of English language learners.
4. Develop and implement board policy that provides direction to college personnel in the design and delivery of a program of instruction for English language learners. Such a

3.15 Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.

policy needs to delineate how the college program prepares these students for credit courses and provides access to degree and certificate programs.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. Nine non credit ESL courses have been implemented which will prepare the students to transition to the credit ESL courses. (See attached)

They are ESL 2A, 3A, 2B, 2C, 3C, 2D, and 3D.. They are designed to accommodate four levels of competencies. All language skills are assessed systematically to insure readiness for transition to the next level in the program. If the skills required for moving to the upper level are not attained, it is recommended that the student repeat the course. Courses cover the communicative skills necessary for learning English including, listening, speaking, reading and writing. The other language components of vocabulary, grammar and pronunciation are blended with each communicative skill. They are mastered individually as language sub skills. As the curriculum and instruction has as its goal the mastery of these skills by the students. Effectiveness is monitored through faculty partnership and constant evaluation of the linguistic skills development of the students. Student systematically assess through exercise and tests that match the course objective to evaluate progress, diagnose strengths and weaknesses, and also help students have a sense of accomplishment.

2. CELSA, a diagnostic examination is administered to the students prior to enrollment in classes for the approximate placement. LEOP diagnostic exam is used to place students in credit courses.

This is the second semester students have enrolled in the non-credit classes. Beginning Spring, 2008 formal tracking of students will commence.

3. The credit ESL courses are offered to assist the student in the transition to the credit English classes.

There are no established intervention plans for students. However the students are monitored by testing in class. If the student performs unsatisfactorily on exams, quizzes, etc, the professor refers the student to tutoring and/or the language lab. Once the student starts this process, the faculty member keeps in contact with the tutor to see how the student is progressing and to see if the student has been going for tutoring. Furthermore, ESL software in the language lab is available in the laboratory. Faculty advisors work with students to prepare them to move to credit class as well as to assist students in seeking appropriate student services.

The course outlines state measurable learning objectives for each ESL course. (See course outline). It also states how student success will be measured.

The course objectives are developed and interwoven with the course objectives of other courses in the program to create a texture that reflects the incremental and sequential manner of developing skills. This is based on the natural approach to learning a second language.

Professional development funds were provided to ESL faculty this past year and three ESL professors attended conferences held in San Diego and Tempe, Arizona. (See attachment Standard 5.2)

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

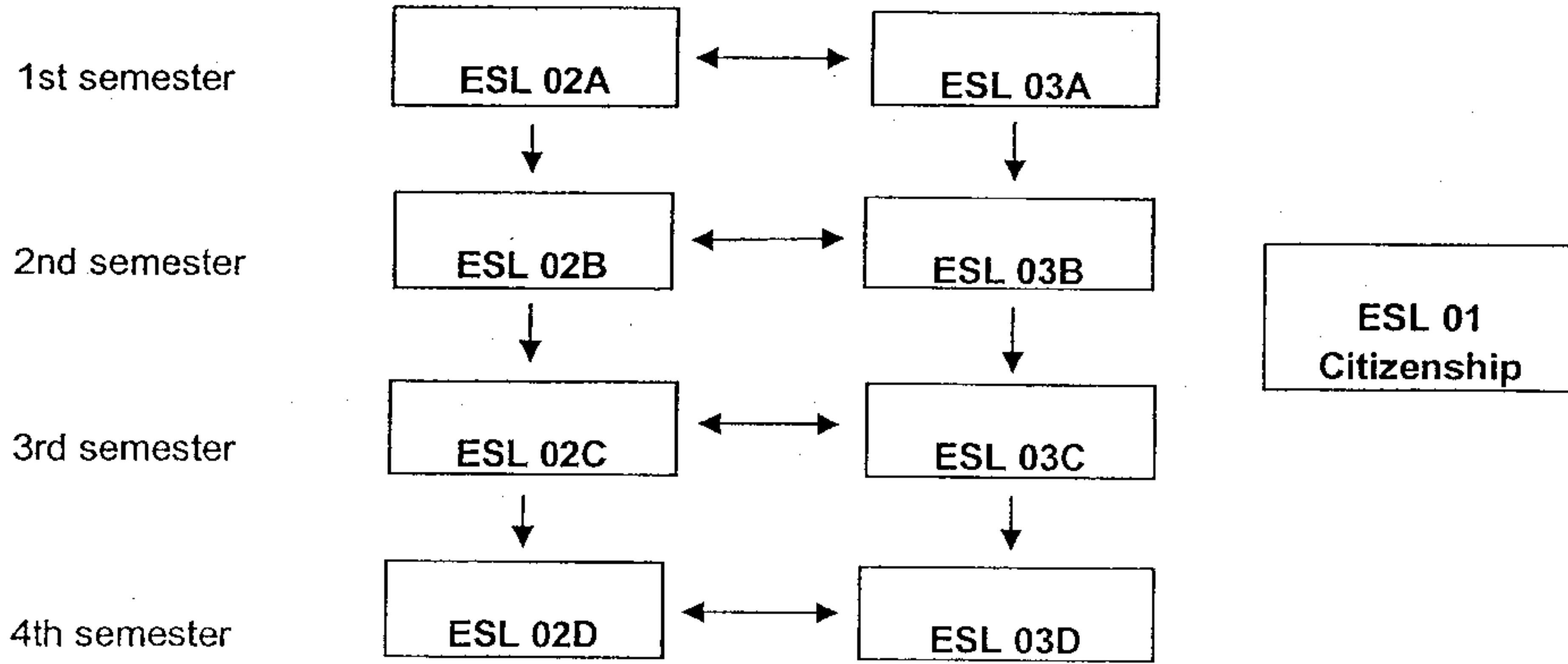
3.15 Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.

2.	The formal tracking, evaluation of student success has not been implemented as the non-credit ESL courses are being offered for the second time, only, at the Center. Formal processes are under development
4.	Any Board policy related to instruction must be initiated by the main campus. .
FCMAT RATING: April 2007: 2 October 2007:	
DISTRICT SELF-RATING 4	

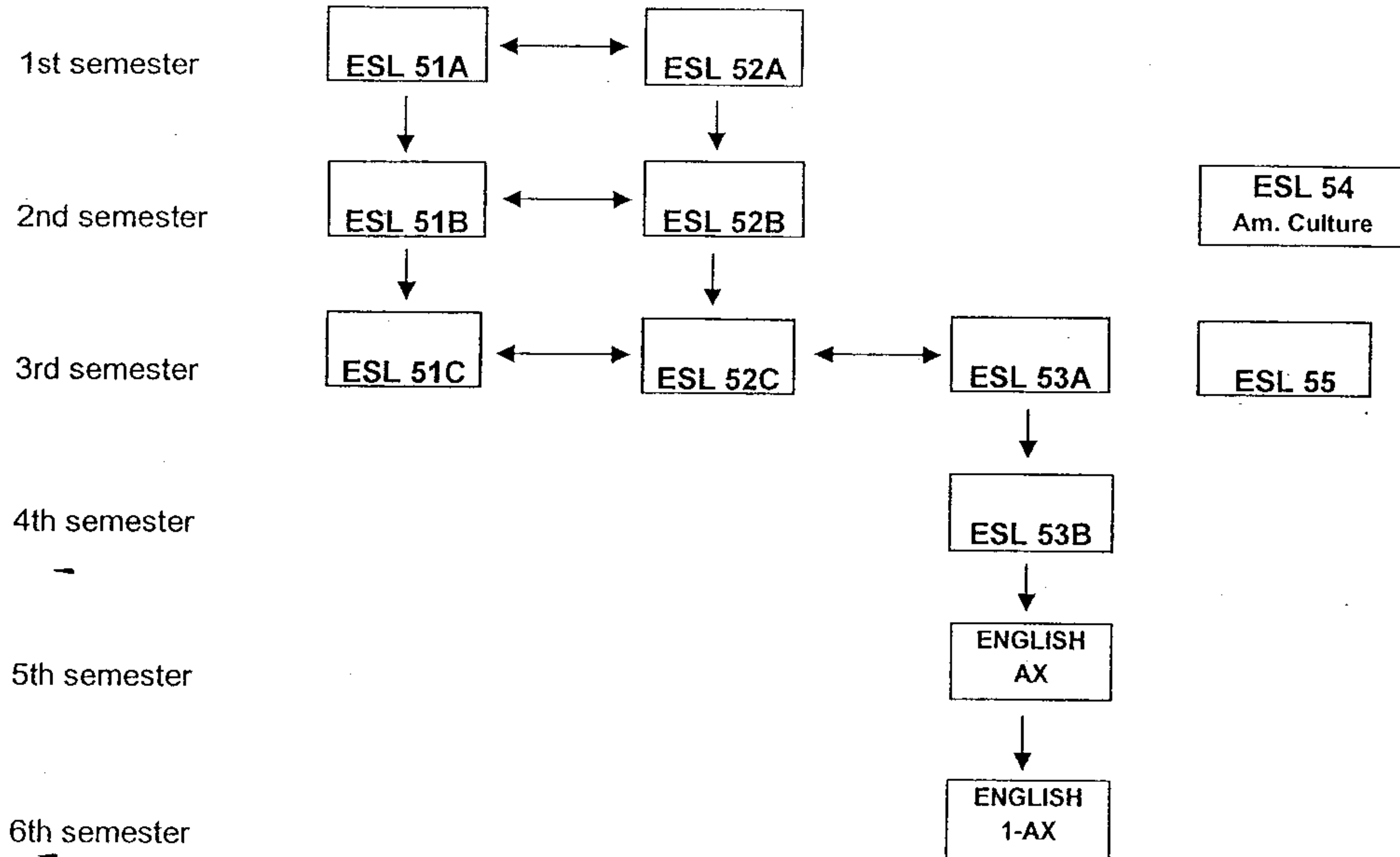
3.15 Curriculum and instruction for English language learners prepares these students to transition to regular class settings and achieve at a high level in all subjects.

**EL CAMINO COLLEGE-COMPTON CENTER
ENGLISH AS A SECOND LANGUAGE**

NON-CREDIT COURSE SEQUENCE



CREDIT COURSE SEQUENCE



El Camino College~Compton Center

1111 East Artesia Boulevard Compton, California 90221 (310) 900-1600 ext.2830

Descripción de tu Examen Inglés como Segundo Idioma C.E.L.S.A.

Asesoramiento combinado con el lenguaje y conocimiento del Inglés

El examen CELSA contiene tres niveles de evaluación que consisten en principiante, intermedio y avanzado. El material está diseñado para medir los conceptos de comprensión y significado de contexto y habilidades gramaticales. CELSA fue desarrollado principalmente con el propósito de situar a estudiantes adultos para quienes el inglés no es su idioma primordial y colocarlos en diferentes niveles de Inglés como segundo idioma.

El resultado neto se utiliza con el propósito de establecer niveles de conocimientos. En la parte de abajo se muestran los niveles establecidos por El Camino College~Compton Center y las clases que actualmente son ofrecidas.

Descripción

1 – 20	ESL 02A	Nivel I
Esta clase fue diseñada para estudiantes con poco conocimiento de Inglés. El curso se enfoca en conversación y gramática.		
1 – 20	ESL 03A	Nivel I
Esta clase enfatiza la lectura y la escritura para estudiantes con poco conocimiento de Inglés.		
21 – 41	ESL 02B	Nivel II
Esta clase es para desarrollar las habilidades de hablar con frases de estructura básica así como presentaciones orales usando modismos del idioma Inglés.		
21 – 41	ESL 03B	Nivel II
Esta clase ayuda a desarrollar la habilidad de escribir y leer con frases de estructura básica.		
42 – 66	ESL02C	Nivel III
Esta clase se enfatiza en comprender, hablar y escuchar la estructura gramatical incluyendo formas del pasado irregular, presente perfecto, modales y el uso comparativo de adjetivos y adverbios.		
42 – 66	ESL03C	Nivel III
El énfasis de esta clase es desarrollar la habilidad de la lectura y escritura usando modismos del idioma Inglés con presentaciones orales.		
67 – 75	ESL 2D	Nivel IV
El énfasis de esta clase es de ampliar el vocabulario y analizar la gramática avanzada con oraciones complejas, formas pasivas y futuro perfecto.		
67– 75	ESL 3D	Nivel IV
Esta clase se enfatiza en lectura y escritura incluyendo la composición y la investigación.		

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133

Contact/Telephone

STANDARD: *(Write standard being addressed)*

3.27 College students have access to career and postsecondary education guidance and counseling.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Reassess the career guidance and counseling information systems at the Compton Center and delineate the duties among the different entities providing these services. Build a comprehensive career guidance and counseling approach to provide students with accurate and timely career information.
2. Collaborate with faculty who teach career-oriented courses to solicit up to date information about careers and require these faculty to provide their students with information about the career services on campus.
3. Cull the Career Center collection of career oriented materials and develop a schedule to replace dated materials. Take advantage of the Title V grant workshops on preparing grant proposals to secure external funding for updating Career Center materials.
4. Reassess the relationship between the vocational counselor and the Career Center and develop a plan to better utilize the resources and knowledge of both entities. Also, reassess the schedule of the vocational counselor and schedule coverage of the offices when students are most readily available, such as right before and after classes.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

During the 2007-2008 academic year, the Dean of Student Services reassessed the career guidance and counseling information systems at the Center. As a result of that reassessment, duties among the different entities were delineated and specific responsibilities were assigned to the team members.

As of this writing, the Job Placement Specialist indicates the he has removed outdated books and materials from the Career Center Library and is developing a plan for acquisition of materials current to the career opportunities of the present and future. As part of the plan, the Job Specialist developed a survey to administer to the faculty to determine student needs related to class and employment.

The reactivation of the Title V Grant will allow the Center Director and staff to seek additional support / instructional materials to continue to enlarge the holdings of the Career Center.

In conjunction with El Camino College main campus, a counselor is scheduled to be hired to work with vocational students through the Career in Technology Education Program

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

2. The collaboration between the Career Center and the Vocational / Technical faculty has not been met. The Center experienced a severe down turn in enrollment as a result of several Vocational/Technical programs being eliminated and faculty laid off. The turmoil caused by this disruption was not conducive to collaboration among departments. The

3.27 College students have access to career and postsecondary education guidance and counseling.

collaboration will resume this academic year.

4. A reassessment of the relationship between the vocational counselor and the Career Center must be completed in order to develop a plan to better utilize the resources and knowledge of both entities. This reassessment must include the scheduling of the vocational counselor and the counseling offices serving students so that they are available when students need assistance. This recommendation has not been addresses as the last Vocational Counselor was reassigned to the EOPS/CARE program.

FCMAT RATING:

April 2007: 3

October 2007:

DISTRICT SELF-RATING 5

FCMAT MONITORING FORM

Office of Academic Affairs
Operational Area

9/18/07
Date

Francisco Arce / 310-660-3119
Contact/Telephone

<p>STANDARD: <i>(Write standard being addressed)</i></p> <p>4.1 The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.</p>
<p>RECOMMENDATIONS: <i>(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)</i></p> <p>1. Establish an expectation that course syllabi and course delivery align teaching with the content and learning included in the approved courses of study ACCJC Standard II-A.6 states, "In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline." 2. Establish board policy to direct personnel to develop courses of study that specify content and learning objectives for each course in every subject. In this policy, direct faculty to follow course objectives in the delivery of approved courses.</p>
<p>EVIDENCE OF ACCOMPLISHMENT: <i>(List key areas of accomplishment)</i></p> <p>1. All faculty members are required to prepare a course syllabus for their courses. Copies of the course syllabi are kept in the division offices and the Instruction Office at the Compton Center. The college does not mandate basic information, however the division deans review the syllabi to ensure they are complete and contain the essential information for students to succeed in the course. There is not an example or template for faculty members to follow, though there are many examples in the division offices for faculty members to review and adopt. 2. Faculty members are required to teach courses in general conformity with official course outlines as described the Instructor Position Description in Appendix A of the Agreement between ECCCD and the ECCFT. They are also required to "provide students with written course objectives, with an explanation of grading standards, and with periodic opportunities for the students to evaluate their progress based on these objectives and standards."</p>
<p>UNMET RECOMMENDATIONS <i>(List in numerical order those recommendations not addressed and the reason)</i></p>
<p>FCMAT RATING:</p> <p>April 2007: 3</p> <p>October 2007: -</p> <p>District Self rating 7</p>
<p>DISTRICT SELF-RATING</p> <p style="text-align: center;">7</p>

4.1 The college has developed content and learning standards for all subject areas that are understood and followed by college faculty.

FCMAT MONITORING FORM

Office of Academic Affairs
Office of Academic Affairs
Operational Area

9/18/07
Date

Francisco Arce / 310-660-3119
Contact/Telephone

STANDARD: *(Write standard being addressed)*

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Establish an expectation that assessment tools measure intended learning outcomes for a course and that measurement tools include a variety of formats to evaluate learning across a range of cognitive processes from knowledge to synthesis, analysis, and evaluation.

a. Design assessments that are deeply aligned with the learning objectives included in the approved course outlines.

b. Expand the types of assessment formats used to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application (see also FCMAT Standard 3.4).

c. Use Standard II-A.2a from the Accrediting Commission for Community and Junior Colleges to guide these efforts: "The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs."

2. Develop and implement a board policy to direct Compton Center personnel in the design and use of assessment to measure student learning.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The college is in the development stage of Student Learning Outcomes, regardless some 64 courses have SLOs and an assessment process. There are more than 1300 active courses in the College Catalog.



El Camino College
Student Learning Outcomes and Assessment

End-of-Semester Report - Spring 2007

Semester 2: Assess

SUMMARY: The focus of the second semester of the original three-semester Student Learning Outcomes and Assessment Cycle Project was to ASSESS. We hoped to assess all of the SLOs identified last semester, move faculty forward in the process of identifying new SLOs and accompanying assessments, and increasing understanding of the issues surrounding quality assessments through faculty development opportunities. Although only a few SLOs were assessed this spring, the semester finished with more SLO proposals than expected.

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Highlights of the Semester:

- Spring Flex Day - Building Momentum for Assessment Audits and Assessment Design
- More SLOs proposals than expected
- Assessments Run in Courses with the Greatest Total Enrollment
- Assessment of Learning Committee Accomplishments (described below)
- Co-Coordinator Presentations

Spring Flex Day - Assessment Audits and Assessment Design: On Spring Flex Day, almost all divisions created new SLOs and assessments, designed assessments for existing SLOs, or engaged in an "assessment audit" process. A starting point for SLO development, the assessment audit process asked faculty to discuss assessments they already do, which encouraged them to create an SLO for which the existing assessment would be appropriate. The Assessment Audit Form, which Jenny Simon and Lars Kjeseth presented at the State Academic Senate's first SLO institute, generated a great deal of interest among SLO coordinators at the one-day conference.

SLOs and Assessment Plans in every Division and Unit (Spring 2007): With the exception of programs that have SLOs defined for them by outside agencies, only a handful of courses can be said to have a complete set of SLOs. However, this is expected, with our emphasis on complete assessment cycles during this start-up phase. A summary of progress made is given on the next page and later in the narrative of the report. Progress was made in Student Services as well, with each unit having at least one SLO and at least one assessment plan. However, we have yet to come up with a way of measuring progress in these areas, so their results are not part of the summary below.

Assessments Run in Courses with the Greatest Total Enrollment: In addition to the development of new SLOs and assessment plans across the campus, many SLOs created last fall were assessed this semester, with the Mathematics and Humanities division leading the way in this endeavor. Fine Arts and Natural Sciences also had assessments taking place. Humanities assessed two of its largest courses—English 1A and English A, which together enroll approximately 2300 students every semester. Mathematics assessed students in Pre-Algebra (Math 23 - roughly 800 students), Intermediate Algebra (Math 70 - roughly 1500 students), Statistics (Math 150 - roughly 300 students), and Statistics and Probability for Teachers (Math 115 - roughly 20 students). In addition, Biology 10 in Natural Sciences went through an assessment based on the division-level SLO developed during Spring flex; Art 17-18 (Life Drawing) in the Fine Arts division also went through assessment.

Accomplishments of the Assessment of Learning Committee (ALC): The Assessment of Learning committee also had a very productive semester. Besides having the College Core Competencies ratified by the Academic Senate, it finalized an SLO and Assessment reporting form which reflects the whole assessment cycle, and it drafted a document of Assessment Principles, laying out the values and ideals that the campus will follow regarding SLOs and assessments. Another accomplishment of the Assessment of Learning committee was that it put together a team to attend the Strengthening Student Success conference from Oct. 3-5, 2007, in San Jose. The team consists of the Vice President of Academic Affairs, the SLO coordinators, two Academic Senate officials, the chair of the curriculum

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

committee, the institutional researcher, and five members of the Assessment of Learning committee. This represents a tremendous opportunity to advance this effort across the campus.

State-Wide Presentations: Both Jenny Simon and Lars Kjeseth were invited to present at the first California Academic Senate sponsored SLO Institute (July 11, 2007, San Diego, California) and invited to present at the Strengthening Student Success Conference (October 3-5, 2007, San Jose, California)

Conservative Summary of Progress:

Division / Unit	# of Courses with at least one SLO	Approx % of Total Load [#]	# of Courses Assessing at least one SLO	Approx % of Total Load
Beh & Soc Sci	7	28%	1	1%
Business	21	30%	0	0%
Fine Arts	14	23%	2	1%
Health Sci & Ath	1*	4%*	0	0%
Humanities	14	69%	2	30%
Ind and Tech	10**	12%**	0	0%
Math Sci	22	37%	4	32%
Nat Sci	1***	8%***	1	8%
Instructional Divisions Total	90	34%	10	10%

[#] Percent of Total Load is meant to reflect the fact that many of the courses that developed or assessed SLOs this spring were courses with high student impact. Percent Load was determined by dividing the number of sections of the courses with an SLO or an SLO assessment by the total number of sections offered, either in the division or at the school. This does not mean that assessments were done in all sections of the stated courses.

* Health Sciences and Athletics houses the Nursing, Respiratory Care and Radiologic Technology programs, all three of which have externally imposed SLOs in place. We chose not to count courses in these programs at this time.

** Industry and Technology also has program with externally imposed SLOs in place, and we chose not to count the courses in these programs at this time. We also expect that the number of courses with SLOs is greater than 5, but to date, these are the ones which have been reported.

*** Natural Sciences chose to start with a single, division-level SLO. To date, the only course that has submitted a course-level SLO corresponding to this division-level SLO is Biology 10. We suspect there are more, but they have not been reported.

REPORT

I. Division Progress: This section reports the progress made in each academic division as well as in counseling and student services.

A. Behavioral / Social Sciences Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

American Studies 1 Child Devel 3, 4 Philosophy 2 Political Science 1 Psychology 5 Sociology 101	These courses represent approximately 28% of the division's course offerings.	Child Devel 4	These courses represent approximately 1% of the division's course offerings.	None
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In this division, most of the spring was spent determining what sorts of assessment techniques would be acceptable and reasonable for the faculty, rather than writing SLO statements and designing SLO assessment plans. A general principle was adopted at the end of the spring: Faculty teaching common courses would come to consensus about the SLO statement itself, but each instructor would design, implement and report his or her own assessment of the SLO. This principle is similar to the "Wine and Cheese" assessment model used at Cabrillo College, a community college at the cutting edge of SLOs and Assessments.

The few SLO proposals that have been submitted are in high impact courses - an excellent strategy, as the whole point of SLOs and Assessments is to improve student learning.

Recommendations: Even though only a handful of assessment plans are finished (indeed, only Child Development 4 has conducted an assessment, so far), the groundwork has now been laid out. This fall should see a great deal of progress. We recommend that the dean and the ALC representative work to develop SLOs for the highest impact courses in each program and implement at least one "Wine and Cheese" assessment in each program during Fall 2007.

B. Business

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
CIS 13** CIS 30 Real Estate 11, 12A, 12B, 13, 14A, 14B, 16, 17, 19, 21, 25, 26, 27, 31, 32, 40, 41, 42, 43	These courses represent approximately 30% of the division's total course offerings.			Real Estate*

*The course SLOs for Real Estate are based on the Program Level SLO. Plans for assessments do not exist for all of these courses at this time. Individual Course SLO proposals are said to exist, but the ALC has not received copies to date.

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

**** CIS 13 alone represents 19% of the division's course offerings and over 63% of the CIS department's course offerings.**

CIS took the lead in developing new SLOs this spring. In particular, this department can be very proud that CIS 13, one of the highest impact courses in the Business Division, is one of the only courses with a complete set of SLOs. Assessments of one of these SLOs is planned for Fall 2007.

Real Estate has complete sets of SLOs at the program level. In its most recent program review, results of SLO assessments were reported. Once these results are reported using our new reporting form, we expect these to be used as examples throughout the division.

Recommendations: We are fairly certain that more progress has been made than is reported above. Rumors of more SLOs and even assessments have filtered through to us, but we have no physical reports. We recommend this division needs to work on how it reports its progress. In particular, it would benefit from a more active division-level SLO and Assessment Committee. In order to foster this, it may be necessary for the Co-coordinators to make more one-on-one connections with the leaders in each of the programs.

C. Fine Arts Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with at least one SLO
Art 1, 17, 18, 82, 141 Speech Comm 1, 3, 4, 5, 7, 8, 12, 14, 24, 25	These courses represent approximately 18% of the division's total course offerings.	Art 17, 18**	These courses represent approximately 2% of the division's total course offerings.	Speech Comm*

* The course SLOs for Speech Comm are based on the Program Level SLO. Plans for assessments do not exist for all of these courses.

** One assessment cycle was completed this spring; a second is underway this summer.

Speech Communication took the lead in the Fine Arts Division, with a set of program-level SLOs and corresponding course-level SLOs for its highest impact courses. To our knowledge, no assessment took place this spring. We expect these to take place in Fall 2007.

Progress has also been made in Art, particularly through the work of Harrison Storms. Thanks to his hard work, we have a complete set of SLOs for Life Drawing and two sets of assessments. Harrison plans to work with his colleagues who teach Art 17/18 this fall to refine the set of SLOs and develop some common assessment instruments.

An SLO and Assessment plan has been developed for Art 1, which will have an impact this

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

fall in the 21 sections of that course being offered.

Joanna Nacheff is poised to be the first faculty in Music to jump on the SLO and Assessment wagon. Based on her assessment audit this spring, she is now ready to work with Lars Kjeseth this fall to develop SLOs for all choral music courses.

Recommendations: The partnership between Harrison Storms and Lars Kjeseth was enriching for both. This sort of one-on-one work may be the best model for growing the SLO and Assessment program within the Fine Arts division.

D. Health / Kinesiology / Special Resources Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
All Nursing Courses (26 courses) Phys Ed 1 All Rad Tech Courses (17 courses) All Resp Care Courses (10 courses) Ed Dev ???	These courses represent approximately 37% of the division's course offerings. However,			Nursing Rad Tech Resp Care

* Nursing, Rad Tech and Resp Care have externally imposed SLOs. Phys Ed 1 and the Ed Dev courses represent ??% of the division's total course offerings.

Special Resource Center:

The faculty involved in the Special Resources area met several times to discuss SLOs and assessments. On flex day, they participated in a whole-group "assessment audit" discussion in which they identified existing assessment measures. They met again on March 27, April 17, and May 8 to receive and discuss information regarding SLOs and assessments, to report on progress, and to receive their next task. To date, the first section of the SLO Assessment Report form has been completed for three educational development courses, and there exists an SLO statement for an additional EDEV course. Sign language instructors have participated in several more discussions regarding SLOs and assessments, and one faculty member currently lists SLOs on all course syllabi.

Kinesiology Department:

Six instructional areas within two larger clusters have been identified, and group leaders have been identified for most of these. Possible program-level SLOs have been drafted, and a plan to draft and write SLOs and assessment proposals has been developed. In Fall 2007, this department plans to make a lot of progress in the area of SLOs and assessments, with follow-up work taking place throughout the semester. The six instructional areas each plan to develop two to five course-level SLOs each.

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Health Sciences:

Nursing, radiologic technology, and respiratory care continue to assess student learning outcomes as prescribed by their individual assessment plans. Flex day sessions are being planned for the Health Science & Athletics Division for Fall 2007 to visit SLO plans and discuss progress, changes and improvements.

Nursing, radiologic technology, and respiratory care are all independently accredited programs. Nursing is accredited by the National League for Nursing Accrediting Commission (nationally recognized) and is scheduled for review in 2011. The nursing program is also accredited by the Board of Registered Nursing (California) and is scheduled for review in 2009. Radiologic Technology is currently accredited by The Joint Review Committee on Education in Radiologic Technology (nationally recognized) and had just submitted a self-study report for renewal of accreditation June 2006. The Rad Tech program is also recognized by the Department of Health and Human Services Radiologic Health Branch (California). The Respiratory Care program is currently accredited by Committee on Accreditation for Respiratory Care and is scheduled for review in 2010. These programs, as required for accreditation, already have a student learning outcomes assessment plan in place.

Recommendations: This division has again made itself stand out with respect to its careful planning on how to go about developing SLOs. While Health Sciences already assesses SLOs and is already in compliance, the Kinesiology and Special Resources areas should also be applauded for putting into place an infrastructure and a plan for getting as many faculty as possible involved in this process. Our recommendation is that they continue to make progress; this division is a model for the rest of the campus.

E. Humanities Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
Acad Strat 22 English B, A, 1A, 1AESL, 1B, 1C, 80, 82, 84 ESL 51A, 52B, 53A, 53B	These courses represent approximately 69% of the division's total course offerings. -	English A, 1A ESL 53B	These courses represent approximately 30% of the division's total course offerings.	

The Humanities division made great progress this semester in assessing the proposed SLOs for English 1A and English A. Last semester, essays were collected from all sections of English B, English A, English 1A, English 1B, English 1C, and the ESL equivalents of English A and 1A (English AX and English 1AX). It was decided that this semester, papers from English A and English 1A would be read and graded. Under the leadership of Susan Corbin, a

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Reading and English faculty member, a series of six five-hour long norming sessions were organized. At these norming sessions, faculty discussed and finalized a rubric for grading the essays. Then groups of two faculty members were given a set of papers to read and grade based on the rubric. These two faculty members read each paper and came to an agreement on the grade each paper should receive. What ensued at these sessions was extremely productive dialogue around the topics of standards and student learning. At the end of the session, each faculty member filled out a questionnaire reflecting on the experience. At this time, the data from these sessions has not been compiled yet, but by Fall 2007 it will be compiled and a report given to the Humanities faculty regarding the results of these grading sessions.

Recommendations: This division is a model for the rest of the campus. As they continue to make progress and produce more and more product, these must be shared with the rest of the campus, both on the website and through recruiting active faculty within this division to lead workshops regarding the development and assessment of SLOs.

F. Industry / Technology Division:

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
Admin Just 100, 131 CADD 31 CNST 107, 108, 109 Mach TT 103 101 Welding 1, 2	These courses represent approximately 12% of the division's total course offerings.			

While this division did not make much progress in the Fall 2006 semester in identifying SLOs, this division definitely made a come-back this semester. More specifically, faculty members made great progress at the end of the semester under the leadership of Ray Lewis. Towards the middle of the semester, Ray ran a series of workshops for faculty in the division. At these workshops, Ray explained what SLOs are, what they are used for, and coached faculty about how to go about writing an effective SLO. The result is that now several departments in the division have identified SLOs and are gearing up to assess them in Fall 2007.

Recommendations: This division should be applauded for putting in such a strong effort given the fact that its departments are made up of one or two faculty, thus making the SLO assessment process more likely to be particularly burdensome in comparison to other divisions. Ray Lewis has proven to be a particularly effective leader in this endeavor and should be encouraged to keep guiding faculty.

G. Mathematical Sciences Division:

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs
Comp Sci 1, 2, 3, 4, 10, 15, 23, 30, 36, 40, 55, 60 Math 23, 25, 70, 110, 111, 115, 116, 150, 190, 191	These courses represent approximately 37% of the division's total course offerings.	Math 23, 70, 115, 150	These courses represent approximately 32% of the division's total course offerings.	Computer Science* Math for Teachers**

* Computer Science has three program level SLOs. Not all of the courses listed have an assessment plan for the three program level SLOs.

** There are five program level SLOs in the Math for Teachers Program. Assessment plans exist for at least three of these for all of the courses in this program [Math 110, 111, 115, and 116].

Last fall, the Mathematical Sciences Division reexamined and reshaped its entire governance structure in order to integrate SLOs and Assessments more meaningfully into its curriculum and program review work. As a result of the groundwork, the Mathematical Sciences Division was able to conduct seven assessment cycles this spring (one each in Math 23, Math 70 and Math 150 and four in Math 115). The division can be especially proud of its Math for Teachers program, which not only has a complete set of program-level SLOs, but also has corresponding course-level SLOs in almost all of its courses. A complete set of assessments of all SLOs was performed in Math 115 this spring.

For the most part, instructors in this division have taken ownership of SLO and Assessment Cycles by approaching the issue from a researcher's point of view. As a result, most of the existing SLOs are rather narrow in scope - a clear reflection of the researcher approach and entirely appropriate at this stage. Once they have a few cycles of very focused research questions under their belts, they will be ready for broader SLOs and more comprehensive assessments.

The instructors in charge of the Calculus Program have agreed on a first program-level SLO. In the fall, these instructors and will continue to explore assessments of this SLO at various levels. So far, this team of faculty is likely to take a "Wine and Cheese" approach to its first cycle of assessments.

Recommendations: The real challenge for this division will come once it is asked to develop SLOs and Assessments that align with College Core Competencies and General Education SLOs. For now, this division should be encouraged to continue what it has been doing.

As for the Calculus Program, we strongly recommend in conduct at least one "Wine and Cheese" type assessment cycle this fall in each of the courses in the sequence.

H. Natural Sciences Division:

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Courses with at least one SLO	Approximate Percent of Division Load	Courses Assessing an SLO	Approximate Percent of Division Load	Programs with SLOs*
Biology 10	These courses represent approximately 8% of the division's total course offerings.	Biology 10	These courses represent approximately 8% of the division's total course offerings.	

* The Natural Sciences Division has one "Division" level SLO on recognizing the Scientific Method. This is a program level SLO for the Majors Programs, the Pre-Allied Health Program and the General Ed Program. Each Course in the division will create a course level SLO for this general SLO and plan an assessment.

The approach the Natural Sciences Division has chosen has the potential to produce a great deal of progress during the next school year. The example of a complete assessment cycle in Biology 10 should allow the division to take off in the fall.

Recommendations: We strongly recommend that at least one course in each department and one course in each program create an SLO corresponding to the division SLO and implement an assessment plan during Fall 2007.

I. Learning Resources Unit:

Last semester, this unit identified its bibliographic instruction function as the area to focus on for SLO development. After composing an SLO and an assessment plan last semester, this semester the unit put its plan into action. The procedure was as follows: the librarians agreed to run a pre- and post- test to assess the skills of students before and after exposure to a brief lesson on the Millennium catalog.

Pre- and post- tests were administered to all classes with bibliographic instruction appointments over a one week period - April 2 through April 6th. The assessment was given to a total of eight classes (125 students). A few weeks later, assessment results were compiled, and in Fall 2007 the results will be reflected upon.

Recommendations: The Learning Resources Unit continues to be enthusiastic in response to the SLO and assessment mandate. It should be encouraged to make progress while keeping in mind the serious deficiency in personnel.

J. Student Services and Community Advancement:

While each unit in Student Services and Community Advancement has at least one well-defined SLO, most areas are struggling with how to conduct appropriate assessments. In part, this is due to the fact that most units in this area have

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

always assessed their effectiveness. Confusion still exists about how to determine whether the existing measures are sufficient or appropriate. If more direct measures are required, this raises issues regarding the resources needed to find (or develop) and to implement reliable assessment instruments. Also, the reporting form developed for instructional programs and courses may not work in this area.

Recommendations: This area deserves more attention from the co-coordinators this fall. We still feel that having a third co-coordinator from this area to work with us would be of great value to the entire project.

K. Assessments Run in Courses with the Greatest Total Enrollment: In addition to the development of new SLOs and assessment plans across the campus, many SLOs created last fall were assessed this semester, with the Mathematics and Humanities division leading the way in this endeavor. Fine Arts and Natural Sciences also had assessments taking place. Humanities assessed two of its largest courses—English 1A and English A, which together enroll approximately 2300 students every semester. Mathematics assessed students in Pre-Algebra (Math 23 - roughly 800 students), Intermediate Algebra (Math 70 - roughly 1500 students), Statistics (Math 150 - roughly 300 students), and Statistics and Probability for Teachers (Math 115 - roughly 20 students). In addition, Biology 10 in Natural Sciences went through an assessment based on the division-level SLO developed during Spring flex; Art 17-18 (Life Drawing) in the Fine Arts division also went through assessment.

II. Accomplishments of the Assessment of Learning Committee (ALC):

The Assessment of Learning Committee (ALC) had a very productive semester. In addition to having the Academic Senate ratify the College Core Competencies, the ALC completed two main tasks this semester. They finalized an SLO reporting form which reflects the whole assessment cycle and drafted a statement of our Assessment Principles, in which they laid out the values and ideals that the campus will follow regarding SLOs and assessments.

The Assessment of Learning committee put together a team to attend the Strengthening Student Success conference from Oct. 3-5 in San Jose. The team consists of the Vice President of Academic Affairs, the SLO coordinators, two Academic Senate officials, the institutional researcher, and five members of the Assessment of Learning committee. This represents a tremendous opportunity to advance this effort across the campus. The team will conduct "Assessment Weeks" during Fall and Spring next year.

Finally, the committee started on its efforts to establish a "home" for SLOs and assessments with the development of division binders, which contain SLO assessment reports for each respective division. This is actually a stop-gap measure before a "real" home is established online. While the binders will continue to be maintained, in the future, they will not be the only place in which SLO assessment reports are housed and accessible to faculty.

Some of the committee's goals for the coming semesters are the following:

- To finish drafting its Assessment Principles and to present them to the

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

Academic Senate for ratification.

- To discuss the issue of confidentiality (of both students and faculty) in using SLOs and assessments
- To continue to develop a permanent home for SLOs and assessments.
- To continue to encourage and develop the expertise of committee members in the area of SLOs and assessments so that they can be effective leaders in their respective divisions.

III. Outreach and Education: After the ineffective flex activities last fall, the co-coordinators and members of the ALC floated a great many ideas for how to conduct education on the campus. Rap sessions about SLOs and Assessments had some limited success, but again failed to attract a great number of faculty. Among the success were Spring Flex Day and the one-on-one work conducted by the co-coordinators.

Spring flex day moved the SLO process forward, substantially, with its focus on assessments. Almost all divisions spent most of their division meetings creating new SLOs and assessments, designing assessments for existing SLOs, or engaging in an "assessment audit" process. A starting point for SLO development, the assessment audit process asks faculty to discuss assessments they already do. This encourages them to create an SLO for which the existing assessment would be appropriate. These assessment audits were responsible, in part, for the explosion of new SLOs this spring. Most of these will be assessed in Fall 2007. The Assessment Audit Form, which Jenny Simon and Lars Kjeseth presented at the State Academic Senates first SLO institute, generated a great deal of interest among SLO coordinators at the one-day conference.

2. The college does not have plans at this time for the Board of Trustees to adopt a Student Learning Outcomes policy for the Compton Faculty to follow. Instead we are integrating the Compton faculty in the SLO/Assessment training program on main campus.

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

1. Establish an expectation that assessment tools measure intended learning outcomes for a course and that measurement tools include a variety of formats to evaluate learning across a range of cognitive processes from knowledge to synthesis, analysis, and evaluation.

a. Design assessments that are deeply aligned with the learning objectives included in the approved course outlines.

b. Expand the types of assessment formats used to include a range of cognitive processes and means of demonstrating learning that include authentic problem solving and application (see also FCMAT Standard 3.4).

c. Use Standard II-A.2a from the Accrediting Commission for Community and Junior Colleges to guide these efforts: "The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

and programs.”

2. Develop and implement a board policy to direct Compton Center personnel in the design and use of assessment to measure student learning.

FCMAT RATING:

April 2007: 1

October 2007:

DISTRICT SELF-RATING 6

4.2 Student learning outcomes are measured and assessed through a variety of measurement tools (e.g., tests, quizzes, portfolios, projects, oral and written reports).

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

4.3 The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

- e. Establish methods and procedures for measuring learning outcomes in approved courses and for using data to evaluate course and program goals:
 - Specify an expectation that all course outlines delineate assessment methods that are clear measures of course outcomes. Further, establish an expectation that all course syllabi describe course objectives and methods of measuring attainment of these outcomes.
 - Establish an expectation that faculty use assessment data to assist students who need expanded opportunities to learn intended course outcomes. Use Standard II-A.1c established by the ACCJC as a reference.
2. Design tools and processes to evaluate course and program relevance and effectiveness. Refer to Standard II-A.2c set by the ACCJC. Include an examination of non-credit courses, particularly courses for ESL and basic skills, in terms of how these courses are used to accelerate students to credit courses. Establish a means to procure the full services of an Office of Institutional Research.
3. Establish board policy to direct the design of assessment tools to evaluate courses and programs for the purpose of monitoring relevance and quality.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*.

1. All of the recommendations are either in partial compliance or in the discussion stage. The curriculum utilized at the Center originates at the main campus. At the main campus work is progressing, albeit at a slow pace. Due to the initiation of the partnership, previously defined Compton course outlines with student learning outcomes and assessments were inactivated. ESL and Basic Skills classes required massive revamping. El Camino College has begun their ACCJC self study concurrently with the initiation of the partnership. Currently El Camino College has established a Student Learning Outcomes and Assessment committee. Two members of the Center faculty sit on the District SLO Committee.

Course Outlines of record do not have student learning outcomes incorporated into them. Course outcomes have entirely been clarified campus wide; therefore, it makes it difficult to clearly document if course objectives and assessment of those objectives are overtly related to course student learning outcomes.

An SLO Assessment Committee was formed in order to create action plans for this area but these issues are still in the discussion stage or in preliminary execution stages.

4.3 The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.

As of the date of this report, due to the use of El Camino College's course outlines, these specific requirements are not fully integrated into the course outlines of record. There is an expectation of course syllabi containing course objectives, but it is unclear if these objectives have been integrated with student learning outcomes. The campus has only begun the process of integrating student learning outcomes into areas of documentation, but these areas of documentation have not been fully clarified. Assessment methods are focusing on specific objectives, and SLOs have not been completed at the course outline level. There is evidence of progress towards defining these elements.

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

1. As of the date of this report, this expectation has just begun to be addressed by El Camino College. Since course level student learning outcomes are not fully developed, assessment methods for student learning outcomes are not logically possible if we are to follow the model only started to define assessment methods. It is an underlying understanding that once these things are clarified that such use of data in order to expand learning will be implemented.
2. As of the 2006-2007 academic year, all of the courses previously offered by Compton College were no longer utilized at our site. El Camino College did not have equivalent non-credit ESL and some basic skills classes, and these courses had to be reviewed and adopted by El Camino College. Due to the timing, El Camino College is still examining this area. The Office of Institutional Research and El Camino Deans have begun analyzing intake testing scores, and they have begun to create courses in order to address gaps in the program courses. Some courses in Vocational Education have externally mandated student learning outcomes and assessment tools, so these courses are not subject to develop procedures in order to make changes in order to accelerate students to these courses. The process is still in early stages.

A major issue is that institutional level learning student learning outcomes were developed in 2006 but have not been formally ratified at the El Camino College Board level. This top-down approach does not incorporate program level and course level SLOs, which still require development and adoption.

FCMAT RATING:

April 2007: 1

October 2007:

DISTRICT SELF-RATING 4

4.3 The assessment tools are clear measures of what is being taught and provide information for the administration and faculty to improve learning opportunities for all students.

FCMAT MONITORING FORM

Office of Academic Affairs
Office of Academic Affairs
Operational Area

9/18/07
Date

Francisco Arce / 310-660-3119
Contact/Telephone

STANDARD: *(Write standard being addressed)*

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Establish methods and processes for data collection and use.
 - Provide technical support via research and evaluation personnel for data collection and analysis and provide training for administrators and faculty in using data to address issues of student learning.
 - Establish the expectation that research and evaluation methods provide data to analyze such institutional areas as course and program effectiveness, cohort tracking, followup studies on graduates, transfer success rates in UC and CSU systems, and successful completion of degree and certificate programs by English learners.
2. Establish board policy to direct personnel to use assessment tools to collect data on program effectiveness and to analyze data to evaluate relevancy and quality of courses and course sequences for degree and certificate attainment.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. Deans and faculty members rely on the Office of Institutional Research for information about student performance. In addition each discipline is required to conduct program reviews every six years using the format that follows:

Why Conduct a 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. It is not a "necessary evil" but a process that will help faculty clarify and achieve program goals. This is no different than how we tell our students to utilize the results of the various forms of assessment we use in class to see where their strengths and weaknesses are and where they need to take some time to strengthen their weakest areas.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with educational planning including curriculum, budgetary processes, and accreditation. An area's program review should feed into the college's planning and budgeting processes in order to:

- evaluate how well a program functions in relation to its objectives, the mission of the college, the college's institutional goals and priorities, and the

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

- needs of the community.
- strengthen planning, decision-making, and scheduling.
- encourage program development and improvement.
- improve the use of college resources.
- comply with Title 5, accreditation, and other mandated reviews.

Program Review Process and Timeline

It is expected that the normal timeframe for the review process will be one academic year and will be on a six-year cycle. The process consists of the following steps:

Initial planning – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the units as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives, where feasible, to oversee the review process.

Program Review – During the fall semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete their report. A draft of the report should be ready in early December for review and comment by the department members to identify areas that need further attention. The report will be submitted to Academic Affairs at the end of March.

Acceptance – In April, the chairs of the review committees will present their reports to a committee comprised of representatives of the Academic Senate and Academic Affairs. This committee will grant either full or conditional approval of the program review. Conditional approval will require the area to make the necessary revisions to the report to gain full approval.

Dissemination – Approved program reviews will be available in the library and posted on the web if possible. Additional reports will be provided to Cabinet and the Board of Trustees.

Notes for Using Program Review Format

Throughout the design of the process, the Program Review Task Force kept the following questions in mind:

- Where are we now?
- Where do we want to be?
- What do we need to do to get there?
- What evidence do we need to track our progress?

Overview –

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

Program Description: Provide a brief description of the program including the objectives. Comment on how the activities of your program support the mission and institutional goals of the College.

Status of Previous Recommendations: This represents a history since the last review. Examine previous recommendations and area's responses. What are the relevant institutional issues that impacted the program?

Program Statistics –

This area focuses on basic trends in the areas of *demand, offerings, scheduling, retention and success*, and the impact of these on the program. Normally a three-year cycle is used, but it is recognized that in some disciplines, the cycle may be longer due to fluctuations in the market. Also some areas like Fine Arts and Industry and Technology may want to group types of similar courses like studio art rather than list them individually.

Curriculum –

Course and Content – Examines the current status of the curriculum of a program. Is it in line with current practice in the field? Are there courses that are obsolete? Missing? What is the status of conditions of enrollment?

Articulation – Examines current status of courses with regards to articulation and identifies any problem areas.

Instruction and Assessment – Examines two areas, learning methods and assessment. The focus on learning methods assists in identifying the types of student-centered learning that are occurring on campus. Examples of learning methods include collaborative learning, classroom-based research, student-conducted research, Socratic method, supplemental instruction, and learning communities. Examples of assessment include evaluation of whether the learning objectives, skills, and competencies are being met and how the information gathered in this evaluation is used to improve student learning and the overall quality of the program. This is an appropriate area in which to discuss how learning objectives of the program are reviewed and kept current.

Program Requirements –

This area is a combination of looking at resources such as staffing and facilities and planning.

Instructional support – What other areas impact your program? Student success? What are your needs in this area?

Facilities and Equipment – Comment on facilities the program uses, their adequacy, your immediate needs and long-range needs. What is currency of equipment and technology in the program? How does this impact the program?

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

Staffing – Examine current staffing. Describe the strengths and weaknesses of staff as appropriate to the program’s current status and future development.

Planning - Look both externally and internally to see what changes or trends will impact your program in the next 5 years. What changes in the discipline will impact your program? Where do you want the program to be in five years? What goals and objectives will your program set in relation to the district’s mission and goals?

Conclusion –

Not quite an executive summary but asks that recommendations identified throughout the review be prioritized. In addition to the recommendation, major needs are identified and strategies developed to implement recommendations and needs are to be in the conclusions.

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4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

I. Overview

A. Description of Program

B. Status of Previous Recommendations

II. Program Statistics

A. Demand: FTES by Course/Program

Instructions: Analyze the **FTES by Course/Program** using 1st census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.

Course	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)

1. Given the data, can you recognize any trends in course demand in any of the Program's courses?
2. What are you doing to respond to trends?

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

3. Should a recommendation be written addressing the data? _____ Yes
 _____ No
 (If yes, list.)

B. Offerings: Fill Rate*

Instructions: Review and analyze the **fill rate data** (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of courses in program: How does this program compare to:

	Year 1 (Term and year)	Year 2 (Term and year)	Year 3 (Term and year)
Day classes			
Evening classes			

1. Given the data, is the program in a growth mode? _____ Yes
 _____ No
 Comment.

2. What adjustments are indicated?
 Explain.

3. Should a recommendation be written that addresses the data? _____ Yes
 _____ No
 (If yes, list.)

* Percent of fill of each classes at census.

C. Scheduling: Student Satisfaction with Scheduling

Instructions: Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions.

Course	During the early morning before 10 am	During the late am/early pm 10am – 1:55 pm	During the late afternoon 2 pm - 4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Telecourse	Via Online

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

1. What (if anything) is indicated by the student satisfaction with scheduling?

2. Are there time periods of high student demand which are not being addressed?

___ Yes ___ No

How could such demand be addressed?

3. Should a recommendation be written addressing this area? _____ Yes _____

No

(If yes, list.)

D. Retention and Success

1. Retention

Instructions: Review and analyze the data on **retention (course completion with a grade other than W)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels.

1. Given the data, what trends are observed?

Comment.

2. Should a recommendation be written addressing the data? _____ Yes _____ No

(If yes, list.)

2. Success Rate

Instructions: Review and analyze the data on **success rate (students who earned a grade of A,B,C, or Credit)** over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.), and course levels and answer the following questions:

1. What trends are observed?

2. Should a recommendation be written addressing the data? _____ Yes _____ No

(If yes, list.)

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

III. Curriculum
A. Course and Content

1. Courses Not Offered

Instructions: Indicate the total number of courses in the program and list all courses in the program which are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

1. Given the data, are there courses that should be inactivated? _____ Yes _____
No
 Comment.

2. If there are courses not offered in the last three years that you do not wish to inactivate,
 what reasons are there to keep them active?

3. Should a recommendation be written addressing the data? _____ Yes _____
No
 (If yes, list.)

2. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the following:

1. Are there course outlines that should be revised? _____ Yes _____ No
 (If yes, list.)

2. Are there courses inconsistent with current practice in the field? _____ Yes _____ No
 Explain.

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

3. Should new courses to be added to the program? _____ Yes _____ No
Explain.

4. Are adjustments necessary to the conditions of enrollment (Prerequisite, Corequisite, Recommended Preparation, and Enrollment Limitations) for a specific course to increase student success?
_____ Yes _____ No _____ Uncertain Comment.

5. If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (If not applicable, skip to Question 7.)

6. Are these degree and/or certificate requirements inconsistent with current practice?
_____ Yes _____ No
Explain.

7. Is there a need to create or delete a degree and/or certificate? _____ Yes _____ No
Explain.

8. Should any recommendations be written that address the above responses? _____ Yes
_____ No
(If yes, list.)

B. Articulation

Instructions: Using the California Articulation Number (CAN) Guide, answer the following questions:

1. Should any of your courses not currently included in the CAN Guide be articulated?

2. What problems, if any, are there in articulating courses?

3. Should a recommendation be written addressing above responses? _____ Yes

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

No
(If yes, list.)

C. Instruction and Assessment

1. Learning Methods

1. What learning methods are incorporated inside and outside the classroom in the program to promote student success? **Explain.**

2. Should a recommendation be written addressing above response? Yes
 No
(If yes, list.)

2. Assessment

1. How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

- A) Courses
- B) Program

2. How do you use the results of the above evaluation to improve student learning and the quality of the program?

3. Should a recommendation be written addressing this area? Yes
 No
(If yes, list.)

IV. Program Requirements

A. Instructional Support

1. Identify key instructional support areas used by the program.

Libraries & Programs:

<input type="checkbox"/>	Library	<input type="checkbox"/>	Special Resource Center	<input type="checkbox"/>	Basic Skills Study Center	<input type="checkbox"/>	Library Orientation
<input checked="" type="checkbox"/>	Music Library	<input type="checkbox"/>	Puente Program	<input type="checkbox"/>	Honors Transfer	<input type="checkbox"/>	Other (Please

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

				Program	list.)
Learning Resource Center Media Materials Collection		Assessment/Testing Office		Counseling	
EOP&S/CalWORKS		Transfer Center		First Year Experience	
Learning Communities		Project Success		Honors Transfer Program	

Computer Labs & Tutoring:

LMTCC Computer Commons		SRC High Technology Center		Other Computer Lab: Please list.	Writing Center
CAI MAC Lab		Writing Lab			LRC Tutorial Program
CAI Windows Lab		Math & Science Lab			Math Tutoring
TOP Lab		Keyboarding Center			SRC Tutorial Program
Hawthorne BTC					EOP&S Tutoring
Inglewood Center					

Faculty Support Services:

Graphic Arts		Copy Center		Distance Education	Other (Please list.)
Media Services AV Production		Tech Services Help Desk		Teleconferences	
Media Services AV Equipment Distribution		Support Staff		Webconferences	
ECC Vehicles		ECC hosted Websites		Staff Development	
ECC E-mail					

2. Do you have some instructional support needs that are not being met? _____ Yes
 _____ No

Comment.

3. Should a recommendation be written to address your needs? _____ Yes
 No _____

(If yes, list.)

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

B. Facilities and Equipment

1. Does the program make effective use of its facilities and equipment? Explain.
2. Are adequate facilities, equipment and supplies available for the program? ____ Yes
____ No
Explain.
3. Are the facilities and equipment adequately maintained? ____ Yes ____ No
Explain.
4. Should a recommendation be written addressing the data? ____ Yes
____ No
(If yes, list.)

C. Staffing

Instructions: Analyze the data on **FTEF, adjunct FTEF, and the FT/PT ratio** for the most recent fall semester and answer the following questions:

FTEF (full-time equivalent faculty): # _____

Number of full-time FTEF: # _____

Number of adjunct FTEF:

FT/PT load ratio: _____

1. How do the program numbers compare to a like semester (Fall to Fall) three years ago or the previous program review?
2. What do the program data indicate? Comment on any trends or unusual data.
3. How does the FT/PT ratio benefit or harm the program?
4. Do you have a faculty mentoring program? ____ Yes ____ No
Describe.

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

5. How do faculty maintain currency in their field?

6. Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)

6a. How does this data impact the program?

6b. Will this data affect the program in the future?

7. From this information, can you identify present and future staffing needs? _____ Yes
_____ No
Explain.

8. What is the department doing to address any future staffing needs?

9. Should a recommendation be written addressing the data? _____ Yes
_____ No
(If yes, list.)

D. Planning

1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful? Explain.

2. What data, not currently provided, would be needed in order to improve planning for the development of the program? Explain.

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?

4. What will the implications of these changes or trends be for the program and how will the program need to respond?

5. Based upon the information above, how would you like the program to evolve within the next five years?

6. Should a recommendation be written addressing the data? _____ Yes _____
No
(If yes, list.)

V. Conclusion

1. Prioritized Recommendations

2. Major Needs

3. Strategies

Below is the timetable for Program Reviews to be completed:

Program Review Status	Previous Self Study	2 nd Round	1 st Draft	Final Review
-----------------------	---------------------	-----------------------	-----------------------	--------------

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

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

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

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

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

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

1. The Center is in the process of hiring a research analyst. Once on board, the analyst will be able to offer assistance to faculty/staff to promote planning and decision making based upon relevant data.

FCMAT RATING:

April 2007: 1
October 2007:

DISTRICT SELF-RATING

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

4.4 Faculty and administrators are provided with data in a timely and accessible format, and training in order for them to analyze and solve issues of student learning outcomes.

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133

Contact/Telephone

STANDARD: *(Write standard being addressed)*

5.1 Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Using the Compton Community College Professional Development Program Plan 2005-2006 and the Compton Community College Educational Master Plan as springboards, develop a comprehensive, long-range professional development plan that addresses all the quality components specified below:
 - a. Has a board policy that directs professional development efforts
 - b. Has a plan that provides a framework for integrating innovations related to mission
 - c. Has a professional development mission in place
 - d. Is built using a long-range planning approach
 - e. Fosters an expectation for professional growth
 - f. Provides for organizational, unit, and individual development in a systematic manner
 - g. Is for all employees
 - h. Expects each supervisor to provide professional development to faculty and staff
 - I. Focuses on organizational change; professional development efforts are aligned with the Compton Center's goals
 - j. Is based on a careful analysis of data and is data-driven
 - k. Focuses on proven research-based approaches that have been shown to increase productivity
 - l. Provides for three phases of the change process: initiation, implementation, and institutionalization
 - m. Is based on human learning and development and adult learning
 - n. Uses a variety of professional development approaches
 - o. Provides for follow up and on-the-job application necessary to ensure improvement
 - p. Requires an evaluation process that is ongoing, includes multiple sources of information, and focuses on all levels of the organization, which is based on actual changed behavior
 - q. Provides for system-wide coordination and has a clearinghouse function in place
 - r. Provides the necessary funding to carry out professional development goals

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The Professional Development Committee for 2006 was a nominal committee. There were representatives from Administration, Faculty, Managers/Confidential and Classified Staff who met several times over the course of the year to discuss immediate needs and to review requests from individuals seeking staff development support for conference attendance and/or class completion. The committee had not been officially renewed by the Shared Governance Committee, but was empowered to oversee the staff development funds during the period of transition.

5.1 Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

The Shared Governance Committee has renewed the Professional Development Committee in Fall, 2007. The committee will resume activities during the Fall, 2007 semester. Its basis for action will be the Professional Development Program Plan developed in 2005-2006 in conjunction with the El Camino main campus activities. The committee reactivation went to the Board of Trustees, for information, on September 18, 2007. (See attached)

The Professional Development Program Plan will be data driven. At present the Center is seeking to hire a research analyst to assist the faculty and staff to base decisions / plans on research data rather than anecdotal information.

In addition, funds are being sought to support reassigned time (20%) for a faculty member to oversee the Professional Development Plan and activities.

A copy of the 2007-2008 budget is included to indicate the support from the District for the professional development of all staff in the District. (See Attached)

All classified staff were evaluated in 2006-2007

Developed process for faculty and administrator evaluations to begin 2007-2008

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

At present the CCCD Staff Development Committee has not met, thus a plan based the needs of the staff and faculty in 2007 is not in place.

This 2007-2008 year is established as the year of planning and training.

FCMAT RATING:

April 2007: 1

October 2007:

DISTRICT SELF-RATING 3

5.1 Professional development demonstrates a clear understanding of purpose, written goals, and appropriate evaluations.

Callahan, Mary

From: Saul Panski [panski_s@compton.edu]
Sent: Monday, August 27, 2007 5:00 PM
To: CCC Federation Of Employees (Certificated)
Cc: Callahan, Mary; Manno, Donna; Marcoux, Peter; Dever, Susan
Subject: INVITATION TO PARTICIPATE IN TECHNOLOGY TRAINING AD FACULTY DEVELOPMENT WORKSHOPS THIS FALL AT ECC
Importance: High
Attachments: Fall_07_Tech_Training_Sched.doc; Johnston Flier.doc

FROM THE FACULTY COUNCIL

Donna Manno, Staff Development Coordinator at El Camino, has asked me to forward the attached information about technology training and faculty development workshops, which will be held this fall at the main campus. She also wants to reiterate her invitation to all Compton faculty to participate in any of the activities that are of interest.

Please contact her at dmanno@elcamino.edu if you have any questions.

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CEC Faculty Council Chairperson
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Technology Training Schedule Fall 2007



Welcome to the Fall Semester

Sequence for Taking Classes

An ETUDES-NG training class must be taken before enrolling in the How to Teach Online class. The training schedule has been developed with that in mind. An ETUDES-NG class is offered prior to the TOL class on the same day of the week and time to accommodate faculty schedules.

ETUDES-NG training may also be taken online through the ETUDES Consortium (link below).

<http://www.etudesproject.org/nonfpdata/phpcalendar/calendar.php?catID=3>

Highlights for Fall 2007

- Introduction to ETUDES-NG (three 2-hour classes) – series given Thu Sept 27, Oct 4 & 11 and repeated Tue Nov 13, 20, & 27.
- ETUDES-NG Self-Paced Oct 22 – Nov 9 (Online)
- How to Teach Online: Building Content (3-week hybrid course) – two 3-hour face-to-face sessions Tue Oct 16 & 30, & 1 online session.

Check the Staff Development Website for descriptions

<http://www.elcamino.edu/administration/staffdev/programs.asp>

September – December 2007 Technology Classes

September 2007

TC100	Open Lab - Drop-In Assistance	W. Library Basement Room 19	9/12/2007	1:00 - 3:00 pm
TC100a	Open Lab - Drop-In Assistance	W. Library Basement Room 19	9/17/2007	1:30 - 3:30 pm
TC102	Outlook Level 1	W. Library Basement Room 19	9/19/2007	1:00 - 3:00 pm
TC103	Excel Level 1	W. Library Basement Room 19	9/21/2007	9:00 - 11:00 am
TC100b	Open Lab - Drop-In Assistance	W. Library Basement Room 19	9/24/2007	1:30 - 3:30 pm
TC104	Outlook Level 2	W. Library Basement Room 19	9/26/2007	1:00 - 3:00 pm
TC105a	Introduction to ETUDES-NG (Part 1 of 3)	W. Library Basement Room 19	9/27/2007	1:00 - 3:00 pm
TC106	Excel Level 2	W. Library Basement Room 19	9/28/2007	9:00 - 11:00 am

October 2007

TC100c	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/1/2007	1:30 - 3:30 pm
TC107	Excel for Grade & Record Keeping	W. Library Basement Room 19	10/2/2007	1:00 - 3:00 pm
TC108	Outlook Level 3	W. Library Basement Room 19	10/3/2007	1:00 - 3:00 pm
TC105b	Introduction to ETUDES-NG (Part 2 of 3)	W. Library Basement Room 19	10/4/2007	1:00 - 3:00 pm
TC100d	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/8/2007	1:30 - 3:30 pm
TC109	Access Level 1	W. Library Basement Room 19	10/10/2007	1:00 - 3:00 pm
TC100e	Introduction to ETUDES-NG (Part 3 of 3)	W. Library Basement Room 19	10/11/2007	1:00 - 3:00 pm
TC100e	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/15/2007	1:30 - 3:30 pm
TC110a	How to Teach Online: Building Content (3-Week Hybrid Course) - Part 1 of 3	W. Library Basement Room 19	10/16/2007	1:00 - 4:00 pm
TC111	Access Level 2	W. Library Basement Room 19	10/17/2007	1:00 - 3:00 pm
TC112a	Omni OU Educate (Part 1 of 3)	W. Library Basement Room 19	10/18/2007	1:00 - 3:00 pm
TC113	Introduction to ETUDES-NG at ECC (Self-Paced)	Online	10/22/2007	-
TC100f	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/22/2007	1:30 - 3:30 pm
TC110b	How to Teach Online: Building Content (3-Week Hybrid Course) - Part 2 of 3 (ONLINE)	Online	10/23/2007	1:00 - 4:00 pm
TC112b	Omni OU Educate (Part 2 of 3)	W. Library Basement Room 19	10/25/2007	1:00 - 3:00 pm
TC100g	Open Lab - Drop-In Assistance	W. Library Basement Room 19	10/29/2007	1:30 - 3:30 pm
TC110c	How to Teach Online: Building Content (3-Week Hybrid Course) - Part 3 of 3	W. Library Basement Room 19	10/30/2007	1:00 - 4:00 pm

November 2007

TC112c	Omni OU Educate (Part 3 of 3)	W. Library Basement Room 19	11/1/2007	1:00 - 3:00 pm
TC100h	Open Lab - Drop-In Assistance	W. Library Basement Room 19	11/5/2007	1:30 - 3:30 pm
TC114	Photoshop CS Level 1	W. Library Basement Room 19	11/7/2007	1:00 - 3:00 pm
TC115a	Introduction to ETUDES-NG (Part 1 of 3)	W. Library Basement Room 19	11/13/2007	1:00 - 3:00 pm
TC116	Photoshop CS Level 2	W. Library Basement Room 19	11/14/2007	1:00 - 3:00 pm
TC100i	Open Lab - Drop-In Assistance	W. Library Basement Room 19	11/19/2007	1:30 - 3:30 pm
TC115b	Introduction to ETUDES-NG (Part 2 of 3)	W. Library Basement Room 19	11/20/2007	1:00 - 3:00 pm
TC100j	Open Lab - Drop-In Assistance	W. Library Basement Room 19	11/26/2007	1:30 - 3:30 pm
TC115c	Introduction to ETUDES-NG (Part 3 of 3)	W. Library Basement Room 19	11/27/2007	1:00 - 3:00 pm
TC117	PowerPoint Level 1	W. Library Basement Room 19	11/28/2007	1:00 - 3:00 pm

December 2007

TC100k	Open Lab - Drop-In Assistance	W. Library Basement Room 19	12/3/2007	1:30 - 3:30 pm
TC118	PowerPoint Level 2	W. Library Basement Room 19	12/5/2007	1:00 - 3:00 pm
TC100l	Open Lab - Drop-In Assistance	W. Library Basement Room 19	12/10/2007	1:30 - 3:30 pm

You may register for classes Online or by phone at Ext 3872.
Remember to identify the program title, date and time.



The El Camino College **T**eacher **E**ducation **P**rogram
Presents:



An Innovative Series of Faculty Development Opportunities
Designed for Community College Instructors

Are you having trouble reaching and teaching the "point and click generation" due to:

- ✓ Poor reading and writing skills?
- ✓ Nano-second attention spans?
- ✓ Inappropriate classroom behaviors?
- ✓ Lack of motivation and/or attendance?
- ✓ Failure to complete required readings?

If so, we strongly encourage you to join us this fall for a series of application-based faculty development workshops with Professor Susan Johnston, recipient of the CSUDH Distinguished Teacher and Outstanding Professor awards.

Fall Sessions: Please see other side for descriptions and locations →

Session	Date
Creating a Classroom Climate to Support Student Learning	September 7th: 10-2
Infusing Critical Reading/Writing Skills Across Disciplines	October 5th: 10-2
Planning Instruction to Ensure Student Success	November 9th: 10-2

What TEP Faculty Have Said About Professor Johnston's Workshops:

- "I would recommend we bring her back for Flex Day. She is awesome."
- "Excellent presentation: many practical applications that will help all students."
- "Excellent – very practical ideas that I will be using in course and program development."
- "The session provided so many ideas/tools that I can begin to apply right away."

Flex credit is available for every session you attend: 12-15 hours total.

Session Descriptions and Locations:

September 7th- Creating a Classroom Climate to Support Student Learning 10 a.m. – 2 p.m. – East Dining Room (lunch included)

Because the learning environment is critical to our students' success & retention, faculty need prevention & intervention management strategies to ensure productive student behavior.

Follow-up session tentatively scheduled for Tues. 9/18 or Thurs 9/20 from 1 – 2 p.m.
in Art B313 (Teacher Resource Room).

October 5th – Infusing Critical Reading/Writing Skills across Disciplines 10 a.m. – 2 p.m. – East Dining Room (lunch included)

Since students' reading and writing deficits have the potential to negatively impact their academic success, faculty will benefit from low stress strategies to integrate reading and writing skills into a wide variety of courses.

Follow-up session tentatively scheduled for Tues. 10/23 or Thurs 10/25 from 1 – 2 p.m.
in ArtB 313 (Teacher Resource Room).

November 9th – Planning Instruction to Ensure Student Success 10 a.m. – 2 p.m. – East Dining Room (lunch included)

Because teaching is an extremely complex endeavor, faculty will appreciate a planning tool that integrates research-based principles of effective instruction and best practice.

Follow-up Session tentatively scheduled for Tues. 11/27 or Thurs 11/29 from 1 – 2 p.m.
in ArtB 313 (Teacher Resource Room).

You may register by email at staffdev@elcamino.edu or by phone at Ext 3872.
Remember to identify the program title, date and time.

Confirmations will be sent by email.



EL CAMINO COLLEGE
Office of the Vice President-Academic Affairs

**DISTRICT-WIDE CONFERENCE COMMITTEE
PROCEDURES FOR REQUESTING CONFERENCE FUNDS**

I. GENERAL INFORMATION

The District-Wide Conference Committee is composed of one (1) Dean appointed by the Vice President-Academic Affairs and two (2) faculty members appointed by the President of the Federation. Committee members have the duty to monitor the practices of the divisions of the College pursuant to Article XVI, Section 5, of the Agreement and shall have the additional responsibility of allocating funds to 1) special situations which require the allocation of substantial expenses, and 2) conference expenses for faculty members in any division which has utilized its fund and where allocation of additional funds is desirable. The Committee will make decisions according to the guidelines listed below.

The District-Wide Conference Committee will consider all applications and shall award monies according to availability of funds, specified guidelines, relevance of activity to job responsibility, and any other elements pertinent to the application request.

Because 80 percent of the District's faculty conference and travel funds has been allocated to the divisions for disbursement, the primary responsibility to fund faculty travel requests resides in the division conference committees. District Conference Committee funds are designed to supplement and not replace division conference funds.

II. GENERAL GUIDELINES

These guidelines must be adhered to if the District-Wide Committee is to distribute monies in an expeditious and fair manner.

- A. All conference requests must be processed in the normal fashion through the division dean and reviewed by the Division Conference Committee before forwarding to the Office of the Vice President-Academic Affairs. All conference requests must be date stamped by the division upon receipt. Other sources of funding or requests for funding should be noted on the justification page.
- B. The guidelines apply to all conference requests, whether in or out of the state or overseas.
- C. To ensure equitable distribution of funds, normally one conference per person per academic year will be considered for funding.
- D. Conference expenditures will normally be approved up to \$300 per year and normally up to \$1,000 within a three-year period.
- E. All conference requests should be accompanied by documentation detailing the nature of the conference and individual participation, as well as registration and other costs. All conference requests must be accompanied by written justification, as well as a recommendation from the Division Conference Committee.
- F. Full-time faculty will have first priority; however, the committee will address applications by part-time or pre-retiree faculty as requested by the Division Conference Committee and the Division Dean. Priority will be given to part-time faculty whose conferences involve students or who are attending conferences that have an impact beyond the individual.

- G. Persons who have benefited from the monies received from this committee may be asked to share conference/workshop information with their colleagues, with a department, and/or with the campus.
- H. Requests for transferring unused conference allocations to a different conference will be reviewed as new applications.
- I. To be considered for funding, requests must be received in the office of the Vice President-Academic Affairs at least one week prior to the committee's scheduled meeting and prior to the beginning of the conference. For meeting dates, see page 3, IV: Meeting Days and Time.

III. SELECTION PROCESS

A general parameter for all priorities will be support first for anyone who has not received funds in a preceding year. Should more than one person ask to attend the same conference, registration fees may have to be split among attendees if funds are low.

- A. **Priority #1: Campus-wide Impact (Funding normally not to exceed \$300)**
 - A faculty member will receive support for a conference or workshop providing information and/or training important on a campus-wide basis.
- B. **Priority #2: Division/Department-wide Impact (Funding normally not to exceed \$250)**
 - A faculty member will receive support for a conference or workshop providing information and/or training important on a division/department-wide basis.
- C. **Priority #3: Conference Presenter (Funding normally not to exceed \$250)**
 - A faculty member will be supported for a conference or workshop wherein he or she has a special invitation to participate.
 - Presentation must be documented by written confirmation such as letters and/or program schedules.
 - If funds permit, both travel and registration fee will be approved.
 - If there is more than one presenter, the funding will be shared equally.
- D. **Priority #4: Officer and/or Official representative of Professional Organization or Facilitator (Funding normally not to exceed \$100)**
 - A faculty member requesting support as an official representative must have written documentation of a participant's position and responsibilities in the organization or role in the conference.
- E. **Priority #5: Individual Professional Impact (Funding normally not to exceed \$75 per event)**
 - A faculty member will receive support for a workshop/seminar/ conference having a significant impact on a faculty member's professional development (the District does not fund faculty members to take regular courses at colleges, universities, and/or private schools).

IV. **Selection Process for Technology, Diversity and Retention Conference Funding**

A. Full-time Faculty will receive support as follows:

- To attend a conference or workshop which provides information and/or training in technology, diversity and retention, not to exceed \$1,000 per conference up to a maximum of \$1,500/year.
- To attend a conference or workshop which is not specifically designed for technology, diversity and retention, but offers sessions directly related to these areas, not to exceed \$500/session.

B. Part-time faculty will receive support as follows:

- To attend a conference or workshop which provides information and/or training in technology, diversity and retention, not to exceed \$750 per conference up to a maximum of \$750/year.
- To attend a conference or workshop which is not specifically designed for technology, diversity and retention, but offers sessions directly related to these areas, not to exceed \$375/session.

V. **MEETING DAYS AND TIME**

The District-Wide Conference Committee will meet monthly on the first and third Wednesdays, September through May (as needed), to review requests for funding. However, the committee does not meet during the summer months, and conference requests for the fall semester will not normally be accepted after December.

To be considered for funding, requests for conference attendance should be submitted in writing to the dean at least one (1) month prior to the conference (Article XVI, Section 4, of the Agreement).

The applicant has the following responsibilities:

1. Secure the appropriate conference forms.
2. Submit paperwork to the Division Conference Committee for review and support.
3. Submit appropriate paperwork to this committee *at least two weeks* prior to the conference.
4. Any request for summer conferences must reach the DWCC through the division process by the last meeting held in May of the preceding spring semester.

VI. **COMMITTEE PROCEDURES**

At the beginning of each academic year, the committee will review guidelines and procedures, prepare a summary of the previous year's award list, and make appropriate revisions to the procedures as necessary.

Reimbursement claims are due to the Academic Affairs Office no later than one month after the conference has taken place. If requests for reimbursement funds are not made within the one-month time line, said funds may be subject to reallocation. Claims for the previous academic year submitted after July 1 will not be paid unless authorized by the Vice President of Academic Affairs.

Committee approved: Fall 1990

Revised: 5/2/01, 10/17/05, 10/4/06

Compton Community College

Professional Development Program Plan



2005 - 2006

I. Introduction

Learning shall be expected of students and instructors and administrators in order to achieve a reciprocal process of accountability. For every increment of performance required of a student, an instructor, and an administrator, it is also required that an equal responsibility is provided with the capacity to meet that expectation. It is imperative that for professionals, policymakers, and the public at large to recognize that performance-based accountability, if it is to do what it was intended to do – improve the quality of the educational experience for all students and the increase the performance of schools – requires a strategy for investing in the knowledge and skills of the educators (Richard F. Elmore 2002).

Therefore, when an institution plans for its professional development program, it must consider the following in order to provide a high quality and effective professional development program that will benefit all of its faculty and staff. A high quality and effective professional development program, according to a broad consensus as developed by the National Staff Development Council (NSDC) in 1995, is focused on the improvement of student learning through the improvement of the skill and knowledge of the educators. The NSDC's consensus view of professional development indicates that it:

- focuses on a well-articulated mission or purpose anchored in student learning of core disciplines and skills;
- derives from analysis of student learning of specific content in a specific setting;
- focuses on specific issues of curriculum and pedagogy that are derived from research and exemplary practice and are connected with specific issues of instruction and student learning of academic disciplines and skills in the context of actual classrooms;
- embodies a clearly articulated theory or model of adult learning;
- develops, reinforces, and sustains group work via collaborative practice within schools and networks across schools;
- involves active participation of school leaders and staff;

- sustains focus over time – continuous improvement;
- models of effective practice that are delivered in schools and classrooms and practice is consistent with message; and
- uses assessment and evaluation via active monitoring of student learning and feedback on teacher learning and practice.

In sum, the college strives to provide an effective professional development program, therefore, the program

- Is planned by using pertinent student access (e.g. enrollment, assessment, placement), performance (e.g. program/degree completion and transfer rate) data;
- Meets the campus-wide need as part of the process for individual and organizational learning;
- Uses long-term professional development planning process connected to the college's educational master plan that reflects both college-based priorities and individual learning needs;
- Provides time for professional learning to occur in a meaningful manner;
- Respects and encourages the leadership development of faculty and staff;
- Develops, refines, and expands faculty's pedagogical repertoire, content knowledge, and the skills to integrate both;
- Provides for and promotes the use of continuous inquiry and reflection;
- Provides for collaboration and collegial work, balanced with opportunities for individual learning;
- Follows the principles of good teaching and learning, including providing respectable environments conducive to adult learning;
- Creates broad-based support of professional development from all sectors of the organization and community through reciprocal processes for providing information and soliciting feedback; and
- Builds in accountability practices and evaluation of professional development programs to provide a foundation for future planning

II. Implementation of the college's professional development program

The Compton Community College strives to provide a professional development program that is guided by a clearly stated purpose, written goals, and appropriate evaluation. The college's professional development opportunities provide faculty and staff with knowledge and the skills to improve instruction and the curriculum and to efficiently carry out the operational requirements of the college. Administrative support and training are provided to all faculty members new and returning; and administrators will be provided with appropriate training and support opportunities. All staff and professional development activities will include evaluation which provides constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.

Professional development and training opportunities fall into essentially two broad categories: mandatory and discretionary. Mandatory training and professional development encompass training in the standard software utilized by the college, sexual harassment, and ethics. Additionally, new employees receive an orientation to the college's rules and regulations as well as shared common practices, and new administrators receive training on provisions contained within current employee bargaining contracts and standard business practices of the college. All employees are encouraged to pursue professional development opportunities beyond the college offerings. Classified employees are encouraged to pursue additional education or degreed programs in order for them to be considered for promotional opportunities. Certificated employees are encouraged to pursue learning in the enhancement of their curriculum to meet student learning outcomes. In addition, faculty and staff are encouraged to pursue learning in leadership and management skills in order for them to be able to pursue administrative and management positions within the college campus.

A Professional Development Program Committee consists of representatives from the various families of the campus; meets regularly to conduct needs assessment, develops policy regarding

offering tuition-free classes as well as acts on requests for tuition-free classes, and prepares for all professional development activities on the college campus and coordinating with the Flex Day Committee on their designated activities. The committee also reviews feedback from each activity to prepare for subsequent actions for improved professional activities.

The assessment of professional development needs includes the identifications of students' knowledge and skill, and the educators' knowledge and skill. The college also assesses the incentives, resources and capacities in order to support a large-scale improvement.

The focus of current year's professional development is in the development of Student Learning Outcomes (SLOs), Program Planning Review (PPR), and Course Outline Update for the faculty. The statewide Academic Senate has been rendering their expertise and assistance in these efforts. In addition, there is a campus-wide effort for implementation of a new student information system, Datatel Colleague, which will also include a system for human resources in faculty assignment and load calculations. Implementation of the system information system process is attached in appendix A.

Compton Community College is also in the process of completing a self-study in anticipation of a comprehensive visit by the Accrediting Commission of Community and Junior Colleges (ACCJC) in March, 2006. All faculty and staff have been diligently involved in the self-study process.

Mandatory and discretionary professional development and training activities that have been held since April 2005 or will be held for the remainder of the academic year include the following:

Familiarize the board members with facilities related issues	Facilities Projects; Bond Measure; Policy Development	Board of Trustees	4/1	Board Room
Orientation to web-based registration	Web Registration	Counseling; learning center, admissions and records	4/1	VT 209
Refresher for staff working with admissions and registration of students	Protocol Training	Admissions and Records	2/18, 25, 3/4, 3/11, 3/18, 3/25, 4/1	VT 209
Refresher for staff working with evaluation of transcripts from other institutions	Evaluation of external transcripts; approval of pre-requisites and co-requisites	Counseling	3/31	VT 209
Development of staff computer literacy proficiency	Computer Literacy Class (3 units)	All	4/1 - 5/20	VT 212
Assist staff in understanding and monitoring budgets on line	PC Budget Training	Department Heads and Assistants	4/5-6; 4/28	F 39
Provide staff with activities to support student learning	Flex Day	Faculty	4/6	Allied Health
Development of proficiency in operating computers	Computer Skills Workshop	All	4/7, 4/21, 4/28, 5/5, 5/12	MS 203
Provide staff the knowledge and skills to develop individual and departmental website	Web Page Development Class	Faculty	4/8, 4/22, 4/29, 5/6, 5/13	VT 124

Refresh staff with knowledge and skills for current Student Information System	Protocol Registration Training	Admissions and Records	4/8 & 4/15	VT 209
Provide Human Resources staff in the development and implementation of position control system	Position Control Training	Human Resources	4/21	VT 209
Provide administrators with the necessary skills to achieve personal proficiency in computer use	Computer Skills Workshop	Administrators	4/22, 4/29, 5/27	VT 212
Provide administrators with the guidelines and process in staff evaluation	Performance Evaluation Workshop	Administrators	4/25	Board Room
Provide training to board members in the search process	Presidential Selection Process	Board of Trustee	4/29	San Francisco, CA
Provide the staff with on-line purchasing process	PeopleSoft Purchasing Training	Business Affairs and Purchasing	4/29	VT 209
Provide all managers skills and process for progressive discipline of staff members	Progressive Discipline Workshop	All Managers	5/2	Board Room
Provide MIS staff with the process for data submission and analysis	MIS Data Training	MIS staff	5/18, 6/8, 7/12	State Chancellor's Office
Provide faculty leaders and other program managers with skills for managing their respective budgets	Budget Management Workshop	Division Chairs and Program Managers	5/19	AHB Conference Room

Familiarize the board members with the necessary knowledge regarding budget development, audit, and policy development	Budget Development, Audit Procedures, Policy Development	Board of Trustees	5/24	Board Room
Provide the board members with draft policy on Code of Ethics for discussion and policy development	Ethics; Policy Development	Board of Trustees	6/10	Board Room
Provide the overview of the new student information system	Demonstration of the Datatel Colleague software	All	6/14-15	Board Room
Provide all staff members with the skills to provide online requisition	PeopleSoft Requisition Training	All	7/12, 7/19, 7/26	VT 209
Provide training on the successful implementation of Datatel	Datatel Project Management Training	MIS	7/27 - 29	Fairfax, VA
Provide MIS staff with training in cabling	Siemon Hands-on Cabling Class	MIS	8/9	MIS Building
Provide MIS employees with data submission and manipulation	MIS Employee Data Submission Class	MIS	8/23	Pasadena City College
Meeting mandated sexual harassment training	Sexual harassment training	Faculty and staff	8/26 and throughout the year	Board room
Provide faculty and staff with information to understand and comply with the FERPA	FERPA Compliance	Faculty	8/26	D 40
Implementation of an effective management information system	Datatel Implementation Kickoff Presentation	All Faculty	8/29	Allied Health Auditorium

Providing training in defining the faculty role in the Accreditation process and the development of Student Learning Outcomes (SLOs)	Presentation by Greg Gilbert of State Academic Senate	Faculty	8/29	Allied Health Auditorium
Providing training in instructional strategies for the teaching and learning process and using technology in the instructional program: Intelcom	Presentation by Dr. Tina Pitt and Cheryl Chapman	Faculty	8/29	C - 40 and Vocational & Technology Building
Providing faculty with information regarding the implementation of program planning review (PPR)	Presentation by KMR	All Faculty	8/29-8/30	Allied Health Auditorium
Train faculty on the use of a web-based PPR software	Hands-on training by KMR	All Faculty	8/30	VT 127
Update skills of faculty in using electronic mail	Email Workshop	All Faculty	8/30	VT 209
Provide MIS staff with research tools and techniques to support the implementation of Datatel	Datatel Research Tools and Techniques	MIS	9/7-9	Irving, TX
Implementation of an effective management information system	Datatel Colleague Core Software Training	Core Implementation Team (see Datatel approach document)	9/27-9/29	Campus training room (C29)
Development and Implementation of Student Learning Outcomes: Program Review, Outcomes, and Assessment	Presentation by the Academic Senate of the California Community Colleges	All Faculty	10/21	Allied Health

Provide MIS staff with systems administration to support the implementation of Datatel	Datatel Systems Administration Training	MIS	10/25 - 28, 11/29 - 12/2	San Francisco, CA
Development and Implementation of Student Learning Outcomes: Preparing a Course Outline of Record	Presentation by the Academic Senate of the California Community Colleges	All Faculty	10/28	Voc Tech Building
Provide MIS staff with rules writing techniques to support implementation of Datatel	Datatel Rule Writing Class	MIS	11/2 - 4	San Francisco, CA
Development and Implementation of Student Learning Outcomes: Measuring Success - Methods of Assessing Student Learning Objectives and Student Learning Outcomes	Presentation by the Academic Senate of the California Community Colleges	All Faculty	11/15	Voc Tech Building
Provide all staff with orientation to the implementation of the new student information system	Datatel Kick off Presentation	All staff	11/18	Board Room
Provide faculty and staff with a clear understanding of the College's Faculty and Staff Diversity/Equal Employment Opportunity Plan	Non-discrimination Policy Training	All staff	Spring	

Provide managers with effective leadership skills for effective and efficient supervision of employees	Leadership and Supervision Training	Managers	Spring	
Provide all staff the necessary skills to support the college family members in effective skills for interaction and customer service	Interpersonal skills, conflict resolution, and team building	All	Spring	
Provide training to all staff members in skills to work with difficult people	Dealing with Difficult People	All	Spring	
Provide managers with the information on contracts both classified and certificated	Contract Management and Grievance Process and Administration	Managers	Spring	
Provide campus wide training in handling college registration processes using the Datatel Colleague	Orientation to College Registration	All Staff	March	
Provide all staff members in the Business Office on procedures and internal controls	Business Procedures and Internal Controls	Business Office	Spring	
Provide risk management and worker's comp training for managers	Risk Management and Worker's Comp	All Administrators and Managers	Spring	
Provide risk management and worker's comp training for all employees	Risk Management and Worker's Comp	All Faculty and Staff	Spring	
Provide driver's safety training	Driver Safety	All Maintenance & Operations Employees	Spring	

Provide training on MSDS	Material Safety Data Sheet	All Employees Handling Hazardous Materials & Their Supervisors	Spring
Provide POST training	Maintain POST Certification	All College Police Officers	On-going
Provide continuing education for nurses	Maintain vocational and registered nursing license	All Nurses	On-going
Provide continuing,education for accountants	Maintain CPA license	All Accountants	On-going
Provide employment law training	Federal and State Hiring Law	All Screening Committee Members	Spring

III. Conclusion

The college recognizes the importance of continuing improvement; therefore, the on-going professional growth of the faculty and staff on the campus is a crucial component of the college's professional health. As the college regains its sound accreditation standing, the college needs to continue to assess employee knowledge and skills to meet their individual needs and the college needs by providing them with the most appropriate and pertinent training. All members of the college community are encouraged to participate in the activities offered on campus and by the various professional organizations in the development of knowledge and skills.

Professional development for employees is not optional, especially in light of the ever changing demands of the community and the marketplace. As the technological world and the market place demands move and change at the speed of light, our faculty and staff must obtain the necessary knowledge and skills to serve as instructors and role models to our students.

Through continuous professional development, the improved repertoire of job skills and knowledge of the faculty, staff, and administrators will enhance the students' learning outcomes. The feedback from each of the professional development activity will be used to generate other trainings based on faculty and staff requests and continuous needs assessment. Compton Community College is a learning community. Every member of the community is a life-long learner and model for the students the importance of continuous education.



Board Agenda

**Compton Community College District
1111 E. Artesia Blvd., Compton, CA 90221**

Closed Session to Commence at 12:00 noon
Open Session to Commence at 4:00 PM
Tuesday, September 18, 2007
District Board Room
1111 E. Artesia Boulevard
Compton, California 90221

- I. Call to Order at 12:00 noon
- II. Roll Call
- III. Requests to Address the Board of Trustees – Closed Session Agenda Matters
- IV. Recess to Closed Session for Discussion and/or Action on the following items in accordance with the Brown Act, Government Code Section 54950 et seq., and the Education Code and pursuant to Government Code Section 54954.5
 - A. **CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION:**
 1. Conference with legal counsel--existing litigation (Subdivision (a) of Section 54956.9)
 - 1) Ross vs. Compton CCD
 - 2) Bonds vs. Compton CCD
 - 3) Villalobos, Ghafelebashi and Boroujerd vs. Compton CCD
 - 4) Varie Howard vs. Compton CCD

B. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION:

1. Significant exposure to litigation pursuant to Government Code Section 54956.9(b)(1) and (3)(C) the following claims or complaints:

- a. Claim of Lajuanda Richardson
- b. Claim of Devin Jones
- c. Claim of Calvin Brown

C. INITIATION OF LITIGATION PURSUANT TO SUBDIVISION (C) OF SECTION 54956.9:

(None)

D. CONFERENCE WITH LABOR NEGOTIATORS PURSUANT TO SECTION 54957.6:

1. Agency designated representative: Doris P. Givens, CEO/Provost
Employee organizations: Compton Community College
Federation of Employees, Classified Employees

E. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE:

5 Matters

- V. Reconvene to Open Session at 4:00 PM**
- VI. Roll Call**
- VII. A Reflective Moment**
- VIII. The Pledge of Allegiance**
- IX. Report of Actions Taken in Closed Session Pursuant to Government Code Section 54957.1**
- X. Reports from Representatives and Employee Organizations**
 - A. Student Trustee Report – Vacant
 - B. Faculty Representative Report – Art Flemming
 - C. Classified Representative Report – Vacant
 - D. Academic Senate President Report – Saul Panski
 - E. CCCDFE Certificated Employees Report – Rodney Murray
 - F. CCCDFE Classified Employees Report – Joseph Lewis
 - G. Confidential/Supervisory Representative Report – Roy Patterson
 - H. Associated Student Body Report – Ignacio Alvarez

- XI. Requests to Address the Board of Trustees – Agenda/Non-Agenda Matters (including Closed Session Items)**

- XII. Public Hearing**
 - A. Opportunity for members of the public to comment on Compton Community College District’s Fiscal Year 2007-2008 Proposed Final Budget
 - B. Adoption of the 2007-2008 Final Budget

- XIII. Information/Presentation -- Chief Executive Officer**
 - A. Enrollment Management – Keith Curry
 - B. Regional Transfer Collaborative Summer Residential Program – Elizabeth Martinez

- XIV. Approval of Minutes of August 21, 2007**

- XV. Discussion/Action Agenda**
 - A. Special Trustee
 - BT 1 Resolution Number 07/08-09-18-07 – Amending and Replacing Resolutions 06/07-05-22-07A, 05-30-06 and 04-24-07 Relating to Adoption of an Early Retirement Incentive Program

 - B. Chief Executive Officer
 - CEO 1 Institutional Standing Committees

 - C. Business Services Actions/Consent Calendar
 - BSD 1 Purchase Orders
 - BSD 2 Agreements/Contracts
 - BSD 3 Quarterly Financial Status Report – Form CCFS-3UQ
 - BSD 4 Approval of Stale Dated Warrants
 - BSD 5 Los Angeles County Office of Education (Team Fathers)
 - BSD 6 Facilities Planning and Development Routine Reports – Measure CC Proposition 39 Projects

 - D. Human Resources Actions/Consent Calendar
 - HRD 1 Management Team Personnel Action
 - HRD 2 Academic Employment
 - HRD 3 Classified Personnel
 - HRD 4 Temporary Non-Classified Service Employees

- XVI. Next meeting date: Tuesday, October 23, 2007**
 - Closed session begins at 12:00 noon
 - Open session begins at 4:00 PM

- XVII. Adjournment**

*Please note: If you would like a copy of any of the support documents/attachments, please contact Paula VanBrown at (310) 900-1600, Ext. 2274.
Thank you!*

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Rory Livingston, Interim CBO

XII. DISCUSSION / ACTION AGENDA
Business Services Action

BSD It is requested that the Special Trustee Adopt the 2007-2008 Proposed Final Budget.

**Agenda for the Compton Community College District Board of Trustees
from
Chief Executive Officer**

XIV. APPROVAL OF MINUTES

Board of Trustees Meeting Minutes of August 21, 2007

COMPTON COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES REGULAR MEETING

Tuesday, August 21, 2007

MINUTES

- I. The Board of Trustees Meeting was called to order at 12:01 p.m.
 - II. Roll Call
Members Present:
 Dr. Peter Landsberger, Special Trustee
 Dr. Doris Givens, Provost/CEO
 - III. Requests to address the Board of Trustees – Closed Session Agenda Matters – No Requests
 - IV. Recess to Closed Session at 12:05 p.m. for Discussion and/or Action in accordance with the Brown Act, Government Code Section 54950 et.esq., and the Education Code and pursuant to Government Code Section 54954.5.
 - V. Reconvene to Open Session of the Board of Trustees at 4:02 p.m.
 - VI. Roll Call
Members Present:
 Peter Landsberger
 Doris Givens
 - VII. A Reflective Moment – Dr. Givens
 - VIII. Pledge of Allegiance -- Led by Reuben James
 - IX. Report of Actions Taken in Closed Session (Subdivision (a), Section 54956.9)
Claims Approved by Special Trustee in the following:

 Claim of James DeSalvo

 Claim of Luis Reyes
- No other reportable action.

X. Reports from Representatives and Employee Organizations

- 1) Faculty Representative Report – Art Flemming – No Report
- 2) Academic Senate President Report – Saul Panski - Absent
- 3) CCCDFE Certificated Employees Report – Rodney Murray - Absent
- 4) CCCDFE Classified Employees Report – Joseph Lewis; Absent
- 5) Confidential/Supervisory Representative Report – Cam McClain
- 6) Associated Student Body Report – Ignacio Alvarez - Absent

XI. Requests to address the Board of Trustees – Agenda/Non-Agenda Matters

Those who spoke are listed below:

- 1) Lorraine Cervantes – Elected Board Member
- 2) F. C. Herbert – Community Member
- 3) Nehasi Lee – Student

XII. Information/Presentation by Chief Executive Officer –

A. Keith Curry – Acting Dean Student Affairs – Enrollment Update

Mr. Curry distributed copies of the “Daily Resident Enrollment Trends” dated August 20, 2007, which gives enrollment numbers for the fall 2006-2007 session. Mr. Curry reported 795 FTES (approx. 1500 students).

B. Budget Update

Dr. Givens reported that the Budget was completed on time and will be reported at the September 18th Board Meeting.

C. Academic Affairs Update – Mary Callahan, Interim Administrative Dean

Class sections have been added in Math, English and Social and Natural Sciences. An Anatomy teacher will be hired. Two nursing instructors have been hired. Interviews have been completed for the Dean of Academic Programs.

XIII. Approval of Minutes of July 24, 2007 – **Approved by Special Trustee**

XIV. Discussion/Action Agenda

A. Special Trustee

BT1 Board of Trustees Regularly Scheduled Meeting Dates 2007-2008 – **Revised Schedule Approved by Special Trustee (10/16 meeting changed to 10/23/07)**

B. Chief Executive Officer

CEO 1 Revised District Claim Filing Policy – **Approved**

CEO 2 Memorandum of Understanding – Confidential/Supervisory Employees – **Approved as Revised (Revision: submission format changed from memo to CEO recommendation format only; no change in compensation adjustment verbiage)**

C. Instructional Services Actions

ISD 1 Academic Calendar 2007-2008 – **Approved**

D. Business Services Actions Consent Calendar – Approved by Special Trustee

BSD 1 Purchase Orders and Blanket Purchase Orders for July 2007

BSD 2 Agreements / Contracts

1. Agreement with Maximus, Inc.; to provide an inventory of fixed assets in compliance with Government Accounting Standards Board (“GASB”). This includes the Identification of District Assets based on an Initial Inventory previously done by Consultant.
2. Ratification of Agreement with Thomas E. Henry to serve as an Advisor to the Special Trustee Regarding State Monitoring, Oversight, and Control of the Compton Community College District.
3. Agreement with International Academy of Cosmetology to provide a Vocational Education Program for the Benefit of Selected Students of the District Under the California State Plan For Vocational Education and the Federal Vocational Act.
4. Ratification of Agreement with Medical Education Development Services, Inc. DBA Meds Publishing to provide Software Site Licensing Agreement to the School of Nursing
5. Ratification of Agreement with Angeletti’s Family Childcare. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
6. Ratification of Agreement with Beautiful Smiles Dental Care. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
7. Ratification of Agreement with Cambrian Homecare. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
8. Ratification of Agreement with Celestial Studio. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
9. Ratification of Agreement with Expression to Wear Custom Screen Printing. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
10. Ratification of Agreement with Jones Family Day Care. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
11. Ratification of Agreement with Nothing But Babies Enrichment. The Contractor will provide Part-Time Work Activity and Opportunities to CalWORKs Students
12. Ratification of Agreement– South Bay Workforce Investment Board to provide Part-Time Work Study Activity and Opportunities to CalWORKs Students.
13. Ratification of Agreement with Brenda Parks to provide Training for Parents who Serve Children with Severe and Emotional Behavioral Issues and providing Resources for Caregivers to take their children for Psychological Treatment and Education.
14. Agreement with Pamela Edwards to provide Services with Foster Care Education for Safety and Permanence Model Approach to Partnerships in Parenting (MAPP).
15. Agreement with Donna Jones to provide Services with Foster Care Education for Safety and Permanence Model Approach to Partnerships in Parenting (MAPP).
16. Agreement with Andrea Major to provide Services with Foster Care Education for Safety and Permanence Model Approach to Partnerships in Parenting (MAPP).

17. Ratification of Agreement with Troy Hairston to provide Academic Enrichment Services for the Upward Bound Math Science Summer Residential Program at UC Irvine.

18. Agreement with Southland Industries to provide services consisting of testing and inspection of the District's HVAC equipment and central plant in order to implement a preventive maintenance program for the District.

BSD 3 Local Agreement for Child Development Services (Revenue) – CCAP-7130

BSD 4 Signature Resolution for California Department Education/Child Development Services – Fiscal Year 2007-2008 – CCAP-7130

BSD 5 Request for Approval to Solicit for Sealed Bids for Sale of Miscellaneous Excess Property – CCCD-01-07

C. Human Resources Actions – Approved by Special Trustee

HRD 1 Management Team Personnel Action

HRD 2 Academic Employment and Personnel Changes

HRD 3 Classified Personnel

HRD 4 Temporary Non-Classified Service Employees

XV. Next Scheduled Regular Meeting: September 18, 2007

Closed Session: 12:00 Noon

Open Session: 4:00 p.m.

XVI. Adjournment 4:55 p.m.

**Compton Community College District
1111 East Artesia Boulevard - Compton, California 90220
Board Room**

**Agenda for the Compton Community College District Board of Trustees
from
Special Trustee**

XV. REPORT / DISCUSSION / ACTION

BT1 BT 1 Resolution Number 07/08-09-18-07 -- Amending and Replacing Resolutions 06/07-05-22-07A, 05-30-06 and 04-24-07 Relating to Adoption of an Early Retirement Incentive Program

**COMPTON COMMUNITY COLLEGE DISTRICT
COMPTON, CALIFORNIA**

RESOLUTION NUMBER 07/08-09-18-07

**AMENDING RESOLUTIONS 06/07-05-22-07A, 04-24-07. AND 05-03-06
RETIREMENT INCENTIVE PROGRAM**

BE IT RESOLVED by the Special Trustee of the COMPTON COMMUNITY COLLEGE DISTRICT, and hereby ordered that:

WHEREAS, Education Code Section 22714, 22714.5, 44929, 44929.1, 87488, and 87488.1 provides that a school district may permit members of the California State Teachers' Retirement System who retire to receive up to two years of additional service credit.

WHEREAS, the employing school district must pay to the California State Teachers' Retirement Fund an amount equal to the actuarial present value cost of the additional service credit, and a fee to cover administrative costs; and

WHEREAS, the Special Trustee at the COMPTON COMMUNITY COLLEGE DISTRICT adopted Resolution 05-30-06 approving participation in the STRS early retirement program and required eligible employees to retire under the program between May 31, 2006 and August 4, 2006; and

WHEREAS, at the meeting of April 24, 2007, the Special Trustee adopted resolution 04-24-07 changing and increasing the end date by which employees were required to retire to October 2, 2006; and

WHEREAS, Education Code Section 22714(a)(1) requires as a condition of participation in the STRS early retirement program that the employees retire for service during a period of not more than 120 days or less than 60 days, "commencing no sooner than the effective date of the formal action of the employer that shall specify that period"; and

WHEREAS, at the meeting of May 22, 2007, the Special Trustee of the Compton Community College District adopted resolution 06/07-05-22-07A amending Resolution 04-24-07 in various respects including changing the period in which employees were required to retire from June 12, 2006 to October 2, 2007; and

WHEREAS, several employees retired between May 31, 2006 and June 12, 2006 and as a result were inadvertently precluded from participating in the program because of the changes in the retirement period; and

NOW, THEREFORE, BE IT RESOLVED that Resolution 06/07-05-22-07A is hereby amended as follows:

1. The period in which employees were required to retire was 05/31/2006 to 09/27/2006.
2. This amendment applies only to Certificated Employees who submitted Notice of Intent to Retire and retired on or before 09/27/2006.

Agenda for the Compton Community College District Board of Trustees
from
Chief Executive Officer

XVI. DISCUSSION/ACTION AGENDA
Chief Executive Officer Action

CEO 1 Institutional Standing Committees

It is requested that the Special Trustee approve adoption of the listed
Institutional Standing Committees

CEO 1 Institutional Standing Committees

Through Shared Governance Committee approval, the following are the Institutional Standing Committee to meet Compton Community College District (CCCD) needs.

There are four (4) committees which will report to the **SHARED GOVERNANCE COMMITTEE**

1. Accreditation (to be revived as needed)
2. Institutional Effectiveness (to monitor recovery and policy development)
3. Equal Employment Opportunity/Staff Diversity
4. Budget and Planning

There are seven (7) sub-committees which will be part of the **BUDGET AND PLANNING COMMITTEE:**

1. Facilities
 - a) Occupational Health Safety and Environment
2. Technology
3. Enrollment Management
4. Matriculation
5. Student Equity
6. Staff Development
7. Health and Welfare

There are five (5) Committees which will report to the **CCCD ACADEMIC SENATE**

1. Hiring and Equivalency
2. Tenure Review/Denial
3. Administrative Hiring/Retreat (per AB1725)
4. Sabbatical Leave
5. Professional Relations

There are four (4) committees which will report to the newly established El Camino College – Compton Community Educational Center **FACULTY COUNCIL**

1. Curriculum
2. Transfer Collaboratives
3. Distance Education
4. Campus Events (e.g., Black History, Convocation, Commencement, etc)

Approved by Shared Governance Committee 4/17/07.

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Rory Livingston, Interim CBO

Consent Calendar

- BSD 1. Purchase Orders**
- BSD 2. Agreements/Contracts**
- BSD 3. Quarterly Financial Status Report – Form CCFS – 311Q**
- BSD 4. Approval of Stale Dated Warrants**
- BSD 5. Los Angeles County Office of Education (Teen Fathers)**
- BSD 6. Facilities Planning and Development Routine Report – Measure CC. Prop 39 Projects**

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Reuben James, Director of Fiscal Affairs

I. DISCUSSION /ACTION AGENDA
A. Business Services Action

BSD 1 PURCHASE ORDERS AND BLANKET PURCHASE ORDERS FOR AUGUST
2007

Run Date **Compton Community College District**
9/11/2007 BOARD OF TRUSTEES PURCHASE ORDER LISTING

Meeting Date: 09/18/2007

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

P.O. Number	Vendor Name	Site Name	Description	P.O. Cost
Fund 01	Unrestricted-Compton Ed Center			
P0100296	City of Inglewood	Campus Police	Other Services and Expenses	\$2,000.00
P0100298	Quartermaster	Campus Police	Other Services and Expenses	\$2,165.00
P0100300	Keenan & Associates	Institutional Services	Liability - Self Insurance	\$254,393.00
P0100301	Van Lingen Towing	Campus Police	Repairs Noninstructional	\$65.00
P0100302	Atkinson, Andelson,	Board of Trustees	Contract Services	\$43,809.31
P0100303	Computer 1 Products	Board of Trustees	General Office Supplies	\$681.27
P0100304	LITTLER,	Board of Trustees	Contract Services	\$758.10
P0100312	Southland Industries	Operations	Rents/ Leases And Repairs	\$8,478.50
P0100316	Price Glass & Mirrors	Operations	Repairs Noninstructional	\$410.00
P0100317	United Rentals	Operations	Rents/ Leases and Repairs	\$2,121.00
P0100331	Doris Givens	Presidents Office	General Office Supplies	\$321.75
P0100335	National Business	Operations	Noninstructional Supplies	\$681.60
P0100337	Steris Corporation	Academic Affairs	Repairs Noninstructional	\$1,472.98
P0100346	Thompson West	Library	Library Books	\$24.90
P0100347	World Almanac	Library	Library Books	\$22.95
P0100348	Tigerdirect.Com	Anthropology	New Equipment - Instructional	\$259.78
P0100350	Tigerdirect.Com	Anthropology	New Equipment - Instructional	\$260.47
P0100359	Oasis Business Supply	Fiscal Services	General Office Supplies	\$1,500.00
P0100360	National Business	Academic Affairs	General Office Supplies	\$746.00
P0100362	National Business	Fiscal Services	General Office Supplies	\$2,198.57
P0100375	Kenneth Nash	Physical Education	Contract Services	\$87.00
P0100376	Keith Curry	Student Recruitment	Printing	\$49.89
P0100377	California Community	Administration	Other Services and Expenses	\$300.00
P0100382	Awesome Productions	Institutional Services	Other Services and Expenses	\$600.00
P0100383	Los Angeles County ISD	Institutional Services	Other Services and Expenses	\$612.00
P0100386	Nikys	Recreation	Non-Instruct Supplies	\$6,654.53
P0100388	Premiere Computer	Fiscal Services	General Office Supplies	\$173.18
P0100393	Modern Imaging	Presidents Office	General Office Supplies	\$857.06
P0100430	Ward's Natural Science	Life Sciences	New Equipment - Instructional	\$780.30
P0100448	Lindsay Lumber	Theatre/Dance	Instructional Supplies/Lottery	\$778.63
P0100453	International Costumes	Theatre/Dance	Instructional Supplies/Lottery	\$116.42
P0100454	Oasis Business Supply	Campus Police	General Office Supplies	\$100.67
P0100455	Nikys	Recreation	Non-Instruct Supplies	\$1,905.18
P0100459	Ricky Shabazz	Student Recruitment	Non-Instruct Supplies	\$376.87
P0100460	Ricky Shabazz	Student Recruitment	Non-Instruct Supplies	\$419.44
P0100461	Long Beach Unified	Recreation	Non-Instruct Supplies	\$690.00
P0100462	Oasis Business Supply	Operations	Other Services and Expenses	\$2,892.46
P0100463	National Business	Campus Police	General Office Supplies	\$250.96
P0100465	National Business	Fiscal Services	General Office Supplies	\$482.94
P0100487	Heritage Business	Financial Aid	General Office Supplies	\$1,078.91
P0100504	Los Angeles Sentinel	Public Information	Multi Media Advertising	\$787.50
P0100525	Computer 1 Products	Fiscal Services	General Office Supplies	\$173.04
P0100530	Global Office Supplies	Human Resources	Repairs Noninstructional	\$371.35
P0100534	Neopost Inc.	Mailroom	Maintenance Contracts	\$821.87
P0100535	Bellflower Unified	Administration	Noninstructional Supplies	\$350.00
P0100544	Pro Drag Shoes	Operations	Repairs Parts and Supplies	\$422.35
P0100546	Vicenti, Lloyd,	Fiscal Services	Audit	\$43,948.14

P0100564	Arbor Travel	Fiscal Services	Conferences Mgmt	\$75.00
P0100591	Ricky Shabazz	Student Recruitment	Non-Instruct Supplies	\$312.94
P0100594	GST-E Systems Design	Academic Affairs	New Equipment - Instructional	\$19,879.28
P0100604	Expressions to Wear	Student Recruitment	Non-Instruct Supplies	\$1,946.03
P0100605	Expressions to Wear	Student Recruitment	Non-Instruct Supplies	\$952.42
P0100624	Ron Fleming	Recreation	Contract Services	\$92.00
P0100626	Marlow Fitzgerald	Recreation	Contract Services	\$92.00
P0100627	Business Card	Operations	Other Services and Expenses	\$264.09
P0100628	State Water Resources	Operations	Maintenance Contracts	\$284.00
P0100629	Keith Curry	Administration	Noninstructional Supplies	\$65.61
P0100630	Waxie Sanitary Supply	Operations	Custodial Supplies	\$1,220.85
P0100661	Pocket Nurse	Nursing	New Equipment -	\$14,288.54
P0100675	Educause	Information Technology	Contract Services	\$40.00
P0100676	BUSD, Cafeteria	Academic Affairs	General Office Supplies	\$1,200.00
P0100677	Dan Cuellar	Recreation	Contract Services	\$90.00
P0100679	Lewis Brisbois Bisgaard	Presidents Office	Contract Services	\$12,494.93
P0100680	LITTLER,	Board Of Trustees	Legal	\$340.00
P0100711	Tour Coach Charter &	Recreation	Transportation/ Mileage and	\$864.66
P0100712	Tour Coach Charter &	Recreation	Transportation/ Mileage and	\$563.91
P0100713	Tour Coach Charter &	Recreation	Transportation/ Mileage and	\$977.44
P0100714	Tour Coach Charter &	Recreation	Transportation/ Mileage and	\$330.83
P0100715	Vista Paint	Operations	Repairs Noninstructional	\$1,997.80
P0100716	Aquatech	Operations	Repairs Parts and Supplies	\$1,453.30
P0100717	Department of Justice	Student Affairs	Other Services and Expenses	\$18.00
P0100718	Kelly Paper Company	Information Technology	Noninstructional Supplies	\$79.30
P0100719	Sonitrol	Institutional Services	Miscellaneous	\$40,000.00
P0100720	Vedior Professional	Fiscal Services	Contract Services	\$10,000.00
P0100721	Accountemps	Fiscal Services	Contract Services	\$20,000.00
P0100734	Ricky Shabazz	Student Recruitment	Non-Instruct Supplies	\$93.91
P0100735	Community College	President's Office	Dues and Memberships	\$8,594.00
P0100736	CCFC Annual	President's Office	Dues and Memberships	\$825.00
P0100758	Modern Imaging	President's Office	General Office Supplies	\$2,344.38
P0100761	Premiere Computer	Administration	Noninstructional Supplies	\$633.17
P0100762	Business Card	Operations	Other Services and Expenses	\$270.62
P0100763	Codesp	Human Resources	Dues and Memberships	\$1,750.00
P0100764	El Camino College	Human Resources	Fingerprinting fee	\$331.00
P0100765	American	Institutional Services	Property Insurance	\$49,496.29
P0100766	Business Card	Presidents Office	Visa/Mastercard Fees	\$2,550.00
P0100775	American Express	Fiscal Services	General Office Supplies	\$2,558.06
P0100781	Keenan & Associates	Institutional Services	Property Insurance	\$584.00
P0100791	All Star Sound, Inc.	Operations	Repairs Parts and Supplies	\$1,737.51
P0100792	Oasis Business Supply	Operations	Other Services and Expenses	\$1,222.96
P0100793	4IMPRINT.COM	Student Recruitment	Printing	\$667.04
P0100794	Atkinson, Andelson,	Board of Trustees	Legal	\$46,533.43
P0100795	Ricky Shabazz	Student Recruitment	Non-Instruct Supplies	\$29.79
P0100805	GST Inc.	Information Technology	General Office Supplies	\$422.17
P0100810	Imaging Network	Institutional Services	Maintenance Contracts	\$1,425.00
P0100811	Accu-Cut, Inc.	Nursing	Site Improvements	\$395.00
P0100812	Office Xpress	Nursing	New Equipment -	\$1,647.23
Fund 01 Total: 96				\$642,484.36

Fund 10

Restricted-Compton Ed Center

P0093532	Pearson Education	AA 0506 new	New Equipment - Instructional	\$5,991.00
P0100320	Elzie Madison	TRIO - Upward Bound	PSA Contract Services	\$5,000.00
P0100322	Angela Cobb	TRIO - Upward Bound	Instructional Aide - Technical	\$1,800.00
P0100332	Troy Hairston	TRIO - Upward Bound	Instructional Aide - Technical	\$4,200.00
P0100333	Cynthia L. Lomeli	TRIO - Upward Bound	PSA Contract Services	\$4,200.00
P0100334	David G. Garner	TRIO - Upward Bound	PSA Contract Services	\$4,200.00

P0100344	Cate-R-Us	BFAP Augmentation	Special Events-Direct Costs	\$910.00
P0100361	Association of	BFAP Augmentation	Special Events-Direct Costs	\$55.00
P0100394	Melissa's Party	Matriculation	Non-Instruct Supplies	\$320.00
P0100395	Compton Community	Matriculation	Non-Instruct Supplies	\$476.30
P0100396	Los Angeles County ISD	Matriculation	Non-Instruct Supplies	\$918.00
P0100429	Guillory & Daughter's	Instructional Equip	Repairs Noninstructional	\$1,265.00
P0100464	Versailles Restaurant	BFAP Augmentation	Special Events-Direct Costs	\$2,698.00
P0100488	Alice F. Hawkins	Matriculation	Non-Instruct Supplies	\$300.00
P0100489	Alice F. Hawkins	Matriculation	Non-Instruct Supplies	\$822.97
P0100538	Pocket Nurse	Capacity Bldg for	Indirect Supplies	\$6,180.00
P0100577	Brian Carty	TRIO - Upward Bound	PSA Contract Services	\$3,250.00
P0100589	Alice F. Hawkins	Matriculation	Non-Instruct Supplies	\$51.66
P0100590	Bev's Balloons,	BFAP Augmentation	Special Events-Direct Costs	\$778.28
P0100592	College Entrance Exam	Matriculation	Instructional Supplies/Lottery	\$7,000.00
P0100620	TPF Systems	TRIO - Upward Bound	General Office Supplies	\$642.78
P0100621	TPF Systems	TRIO - Upward Bound	General Office Supplies	\$1,167.80
P0100622	S & B Food Services	TRIO - Upward Bound	Indirect Costs	\$1,511.46
P0100623	S & B Food Services	TRIO - Upward Bound	Indirect Costs	\$992.67
P0100625	A-Throne	Matriculation	Non-Instruct Supplies	\$550.60
P0100726	Business Card	TRIO	Travel and Conference	\$334.20
P0100748	Pamela	Foster Care Ed	Non-Instruct Supplies	\$549.44
P0100760	Awesome Productions	Matriculation	Non-Instruct Supplies	\$694.97
P0100789	DJ Mike	TRIO - Upward Bound	Other Services and Expenses	\$400.00
P0100809	Business Card	TRIO - Upward Bound	Travel and Conference	\$360.03
P0100813	Concept Media	EGADNP	Instructional Supplies/Lottery	\$2,953.66
Fund 10 Total: 31				\$60,573.82

Fund 30 Child Development Ctr - Compton

P0100416	Neutron Technology	CDC	General Office Supplies	\$204.00
P0100417	National Business	CDC	General Office Supplies	\$1,408.34
P0100441	Lakeshore Learning	CDC Instr Materials	Instructional Supplies/Lottery	\$1,378.37
P0100547	Alice Martin-Ray	Model approaches to	Consultants Services	\$3,150.00
P0100548	Alice Martin-Ray	Model approaches to	Other Services and Expenses	\$3,150.00
Fund 30 Total: 5				\$9,290.71

Fund 60 Workers' Comp - Compton Ed Ctr

P0100299	Keenan & Associates	Fiscal Services	Insurance	\$20,000.00
P0100314	SAWCX II	Fiscal Services	Insurance	\$18,397.00
P0100678	Keenan & Associates	Fiscal Services	Insurance	\$12,415.00
P0595471	SAWCX II	Fiscal Services	Insurance	\$18,397.00
Fund 60 Total: 4				\$69,209.00

PO Funds Total: 136 \$781,557.89

Fund 01 Unrestricted-Compton Ed Center

B0110365	Southland Industries	Institutional Services	Repairs Noninstructional	\$10,000.00
B0110382	Quartermaster	Campus Police	Other Services and Expenses	\$2,000.00
B0110383	Bob Lee's Automotive	Campus Police	Repairs Noninstructional	\$7,000.00
B0110384	City of Inglewood	Campus Police	Other Services and Expenses	\$2,000.00
B0110397	Grainger	Operations	Repairs Noninstructional	\$2,500.00
B0110399	John's Wholesale	Operations	Noninstructional Supplies	\$2,000.00
B0110400	Walters Wholesale	Operations	Noninstructional Supplies	\$2,000.00
B0110401	United Rentals	Operations	Equipment Rental	\$5,000.00
B0110402	The Plumbers	Operations	Repairs Parts and Supplies	\$2,000.00
B0110403	Waxie Sanitary Supply	Operations	Custodial Supplies	\$6,500.00

B0110404	Pep Boys	Operations	Repairs Parts and Supplies	\$2,000.00
B0110405	TAJ Office & School	Operations	General Office Supplies	\$3,000.00
B0110406	Yamada Service Center	Operations	Maintenance Contracts	\$1,000.00
B0110407	Sea Clear Pools, Inc.	Operations	Maintenance Contracts	\$4,200.00
B0110408	Thyssenkrupp Elevator	Operations	Other Services and Expenses	\$3,000.00
B0110409	Empire Cleaning	Operations	Custodial Supplies	\$2,500.00
B0110410	Unisan Products	Operations	Custodial Supplies	\$4,000.00
B0110411	Dunn Edwards	Operations	Other Services and Expenses	\$2,500.00
B0110413	Price Glass & Mirrors	Operations	Repairs Noninstructional	\$1,500.00
B0110414	Unifirst Corporation	Operations	Maintenance Contracts	\$10,000.00
B0110417	Freightliner	Operations	Repairs Noninstructional	\$2,000.00
B0110421	BUSD, Cafeteria	Institutional Services	Other Services and Expenses	\$2,000.00
B0110435	Smardan	Operations	Repairs Parts and Supplies	\$2,500.00
B0110436	Lindsay Lumber	Operations	Repairs Parts and Supplies	\$2,500.00
B0110437	Home Depot	Operations	Other Services and Expenses	\$5,000.00
B0110438	Gray Bar	Operations	Noninstructional Supplies	\$2,500.00
B0110440	TAJ Office & School	Student Recruitment	General Office Supplies	\$2,000.00
B0110442	Chevron	Operations	Gasoline	\$1,500.00
B0110443	Voyager	Operations	Gasoline	\$1,200.00
B0110444	Prosweeper	Operations	Repairs Parts and Supplies	\$2,000.00
B0110445	Unisource	Operations	Custodial Supplies	\$1,000.00
B0110446	ABC Nursery	Operations	Grounds	\$1,000.00
B0110462	Press Telegram	Public Information	Multi Media Advertising	\$7,141.00
B0110463	American Print Media	Public Information	Multi Media Advertising	\$1,485.00
B0110464	La Opinion	Public Information	Multi Media Advertising	\$3,990.93
B0110465	National TV Radio Time	Public Information	Multi Media Advertising	\$60,800.00
B0110466	National TV Radio Time	Public Information	Multi Media Advertising	\$13,500.00
B0110467	The Development	Public Information	Multi Media Advertising	\$2,000.00
B0110468	Mid City Mailing	Public Information	Multi Media Advertising	\$10,000.00
B0110469	San Dieguito Printers	Public Information	Multi Media Advertising	\$40,000.00
B0110484	Lindsay Lumber	Operations	Equipment	\$2,500.00
B0110485	Southern California	Operations	Equipment	\$2,000.00
B0110486	Robert Skeels	Operations	Equipment	\$1,500.00
B0110487	Big D Floor Covering &	Operations	Repairs Noninstructional	\$2,000.00
B0110488	Dugmore Duncan	Operations	Repairs Noninstructional	\$2,500.00
B0110518	American Foothill	Public Information	Multi Media Advertising	\$5,805.45
B0110563	Shannon Williams	Recreation	Non-Instruct Supplies	\$3,150.00
B0110564	Tracey S. McNeil	Recreation	Non-Instruct Supplies	\$2,625.00
B0110568	Global Office Supplies	Human Resources	General Office Supplies	\$5,000.00
B0110569	Smardan	Nursing	Construction Material	\$3,800.00
B0110618	Home Depot	Nursing	Construction Material	\$1,500.00
B0110619	Dunn Edwards	Nursing	Construction Material	\$700.00
B0110625	Nichols Consulting	Institutional Services	Contract Services	\$15,000.00
B0110626	Sonitrol	Institutional Services	Miscellaneous	\$40,000.00
B0110627	Vedior Professional	Fiscal Services	Contract Services	\$10,000.00
B0110628	Accountemps	Fiscal Services	Contract Services	\$20,000.00
B0110630	Cal's Burglar & Fire	Institutional Services	Miscellaneous	\$2,000.00
B0110631	Best Buy	Student Recruitment	Other Services and Expenses	\$2,000.00
B0110638	Harold Bateman	Admissions/Records	PSA Contract Services	\$8,000.00
B0110639	JPD Copier Products	Nursing	Other Services and Expenses	\$1,500.00
B0110640	Tyco Fire & Security	Operations	Maintenance Contracts	\$2,500.00
B0110641	Marco Power	Operations	Maintenance Contracts	\$2,500.00
B0110642	Office Release	Human Resources	Other Services and Expenses	\$2,500.00
B0110645	Carson Supply	Operations	Repairs Parts and Supplies	\$2,000.00
B0110646	Albert Turner	Recreation	Non-Instruct Supplies	\$1,470.00
Fund 01 Total: 65				\$381,367.38

Fund 10	Restricted-Compton Ed Center			
B0110379	Troy Hairston	TRIO - Upward Bound	PSA Contract Services	\$1,400.00
B0110381	Sampaguita	TRIO - Upward Bound	Transportation	\$5,500.00
B0110427	Troy Hairston	TRIO - Upward Bound	PSA Contract Services	\$4,200.00
B0110428	Laurelle Bednar	TRIO - Upward Bound	PSA Contract Services	\$4,200.00
B0110506	Brian Carty	TRIO - Upward Bound	PSA Contract Services	\$4,200.00
B0110565	Johnna Jackson	TRIO - Upward Bound	PSA Contract Services	\$4,200.00
	Fund 10 Total: 6			\$23,700.00
Fund 30	Child Developmnt Ctr - Compton			
B0110380	Sams Club Direct	Model approaches to	Non-Instruct Supplies	\$1,778.30
B0110557	Bimbo Bakeries Usa	Child Development	Non-Instruct Supplies	\$500.00
B0110560	Altadena Certified Dairy	Child Development	Non-Instruct Supplies	\$1,000.00
B0110561	South Bay Food	Child Development	Non-Instruct Supplies	\$2,000.00
B0110562	US Food Service	Child Development	Non-Instruct Supplies	\$8,000.00
B0110620	Kishaa-Amin T. Smith	Model approaches to	PSA Contract Services	\$2,000.00
B0110622	Alice Martin-Ray	Model approaches to	PSA Contract Services	\$2,000.00
	Fund 30 Total: 7			\$17,278.30
	BPO Funds Total: 78			\$422,345.68
	<u>Grand Total POs and BPOs: 214</u>			\$1,203,903.57

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Rory Livingston, Interim CBO

BSD 2. AGREEMENTS/CONTRACTS

1. Amendment to the Agreement with Harold Bateman; Approved July 27, 2007 to Change Compensation
2. Ratification of Agreement with Golden Wings Academy Inc. The Contractor Will Provide Part-Time Work Activity and Opportunities to CalWorks Students
3. Agreement with Linda Burton to Provide Services as an Instructor for a Series of Parenting Classes for the Foster & Kinship Care Education Training Program on an as Needed Basis
4. Agreement with Linda Jones to Provide Services as an Instructor for a Series of Parenting Classes for the Foster & Kinship Care Education Training Program on an as Needed Basis
5. Ratification of Agreement with April McLaughlin to Provide Services as an Instructor for a Series of Parenting Classes for the Foster & Kinship Care Education Training Program on an as Needed Basis
6. Ratification of Agreement with Accountemps to Provide Services in Placement of Highly Skilled Accounting and Financial Professionals on a Temporary and Temp to Full-time Basis
7. Ratification of Agreement with School Services of California, Inc. to Provide Services Relating to Issues of Community College Finance

BSD 2.

AGREEMENTS/CONTRACTS

**1. AMENDMENT TO THE AGREEMENT WITH HAROLD BATEMAN;
APPROVED JULY 27, 2007 TO CHANGE COMPENSATION**

CONSULTANT: HAROLD BATEMAN
SERVICES: Provide Services in Enrollment Management
REQUESTING DEPT: STUDENT AFFAIRS
DATES: 09/19/07 – 06/30/08
NTE: \$60,000.00 / \$500.00 for 8 hours, on a daily basis

**2. RATIFICATION OF AGREEMENT WITH GOLDEN WINGS ACADEMY INC.
THE CONTRACTOR WILL PROVIDE PART-TIME WORK ACTIVITY AND
OPPORTUNITIES TO CALWORKS STUDENTS**

CONSULTANT: HICKS FAMILY CHILD CARE
SERVICES: The Contractor will Provide Part-time Work Activity and
Opportunities to CalWORKs Students
REQUESTING DEPT: CALWORKS
DATES: 07/01/07 – 06/30/08
NTE: CalWorks pays 75% of salary Contractor pays 25%

**3. AGREEMENT WITH LINDA BURTON TO PROVIDE SERVICES AS AN
INSTRUCTOR FOR A SERIES OF PARENTING CLASSES FOR THE FOSTER &
KINSHIP CARE EDUCATION TRAINING PROGRAM ON AN AS NEEDED
BASIS**

CONSULTANT: LINDA BURTON
SERVICES: To Provide Services as an Instructor for a Series of Parenting Classes
for the Foster & Kinship Care Education Training Program on an as
needed basis
REQUESTING DEPT: FOSTER CARE
DATES: 10/01/07 – 12/30/07
NTE: \$800.00/\$50.00 for 5 hours, on a monthly basis

**4. AGREEMENT WITH LINDA JONES TO PROVIDE SERVICES AS AN
INSTRUCTOR FOR A SERIES OF PARENTING CLASSES FOR THE FOSTER &
KINSHIP CARE EDUCATION TRAINING PROGRAM ON AN AS NEEDED
BASIS**

CONSULTANT: LINDA JONES
SERVICES: To Provide Services as an Instructor for a Series of Parenting Classes
for the Foster & Kinship Care Education Training Program on an as
needed basis
REQUESTING DEPT: FOSTER CARE
DATES: 10/01/07 – 12/30/07
NTE: \$800.00/\$50.00 for 5 hours, on a monthly basis

5. RATIFICATION OF AGREEMENT WITH APRIL MCLAUGHLIN TO PROVIDE SERVICES AS AN INSTRUCTOR FOR A SERIES OF PARENTING CLASSES FOR THE FOSTER & KINSHIP CARE EDUCATION TRAINING PROGRAM ON AN AS NEEDED BASIS

CONSULTANT: APRIL MCLAUGHLIN
SERVICES: To Provide Services as an Instructor for a Series of Parenting Classes for the Foster & Kinship Care Education Training Program on an as needed basis
REQUESTING DEPT: FOSTER CARE
DATES: 09/11/07 – 12/30/07
NTE: \$5,000.00/\$35.00 for 5 hours, on a monthly basis

6. RATIFICATION OF AGREEMENT WITH ACCOUNTEMPS TO PROVIDE SERVICES IN PLACEMENT OF HIGHLY SKILLED ACCOUNTING AND FINANCIAL PROFESSIONALS ON A TEMPORARY AND TEMP TO FULL-TIME BASIS

CONSULTANT: ACCOUNTEMPS
SERVICES: To Provide Services in Placement of Highly Skilled Accounting and Financial Professionals on a Temporary and Temp to Full-time basis
REQUESTING DEPT: BUSINESS AFFAIRS
DATES: 08/31/07 – 02/29/08
NTE: \$35.00 per hour

The professional represents an inventory of skilled employees and in the event the CCCD wishes them to convert to CCCD employees, CCCD agrees to pay a fee.

The conversion fee calculation is one percent (1%) for each thousand dollars of annual base salary (e.g. 20% for a \$20,000 salary) multiplied by the annual base salary, to a maximum of thirty-five percent (35%). If individual wishes to apply at the District, the individual will have to follow proper District procedures. (Payroll Services)

7. RATIFICATION OF AGREEMENT WITH SCHOOL SERVICES OF CALIFORNIA, INC. TO PROVIDE SERVICES RELATING TO ISSUES OF COMMUNITY COLLEGE FINANCE

CONSULTANT: SCHOOL SERVICES OF CALIFORNIA, INC.
SERVICES: To Provide Services Relating to Issues of Community College Finance
REQUESTING DEPT: BUSINESS AFFAIRS
DATES: 08/01/07 – 07/31/08
NTE: \$1,500.00 annually/\$125.00 per month, plus expenses, for the services listed in Item 1 of the agreement.

The Consultant shall provide the Client with services as requested to a total of fifteen (15) direct service hours in a 12-month period at no additional cost beyond the annual fee.

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Rory Livingston, Interim CBO

BSD 3. QUARTERLY FINANCIAL STATUS REPORT – FORM CCFS – 311Q.

This report is required by the California Community Colleges to be filed each quarter on the District's Financial Status.

DESCRIPTION: Fiscal Year 2006-2007 June Quarter – Financial and Budget Report (CCFS-311Q)

District: 710 Compton Community College District

Fiscal Year: 2006-07
 Quarter End: 50-Jun

I. Unrestricted General Fund Revenue, Expenditures and Fund Balance:

Line	Description	Actual 2006-07	Actual 2006-07	Actual 2006-07	Projected 2006-07
A	Revenue:				
A1	Unrestricted General Fund Revenue (Object 8100, 8900, 8900)	29,304,339	29,887,272	27,680,440	20,611,751
A2	Other Financing Sources (Object 8900)	0	0	0	0
A3	Total Unrestricted Revenue (A1 + A2)	29,304,339	29,887,272	27,680,440	20,611,751
B	Expenditure:				
B1	Unrestricted General Fund Expenditures (Object 1000-8000)	24,487,858	28,431,874	39,830,131	24,881,751
B2	Other Outgo (Object 7100, 7200, 7300, 7400, 7500, 7600)	1,013,436	378,848	130,840	2,430,000
B3	Total Unrestricted Expenditure (B1 + B2)	25,501,294	28,810,722	39,960,971	27,311,751
C	Revenue Over/(Under) Expenditure (A3 - B3)	803,244	876,453	-4,400,951	2,600,000
D	Fund Balance Beginning	-166,541	213,041	1,488,247	-5,388,077
D1	Prior Year Adjustments (+/-)	-424,882	307,807	433,774	0
D2	Adjusted Fund Balance Beginning (D + D1)	-591,423	-82,934	1,042,473	-5,388,077
E	Fund Balance Ending (C + D2)	213,041	1,488,401	-5,388,076	-2,888,077
F	Percentage of GF Fund Balance to GF Expenditure (E / B3)	0.8%	3.2%	-15.8%	-10.8%
G1	Annualized Attendance FTES:		0	8,340	6,230
	Annualized FTES (excluding apprentice and non-resident)				3,500

III. Total General Fund Cash Balance (Unrestricted and Restricted):

Line	Description	Actual 2006-07	Actual 2006-07	Actual 2006-07	Projected 2006-07
H1	Cash, excluding borrowed funds	1,736,988	1,736,988	1,736,988	1,736,988
H2	Cash, borrowed funds only	7,846,222	7,846,222	7,846,222	7,846,222
H3	Total Cash (H1 + H2)	9,583,210	9,583,210	9,583,210	9,583,210

IV. Unrestricted General Fund Revenue and Expenditures: 2006-07 Budget to Year-to-Date Actuals

Line	Description	Original Budget (2006-07)	Revised Budget (2006-07)	Year-to-Date Actual (2006-07)	Percentage
I1	Revenue:				
I1	Unrestricted General Fund Revenue (Object 8100, 8900, 8900)	29,811,751	29,811,751	29,581,004	100%
I2	Other Financing Sources (Object 8900)	0	0	0	%
I3	Total Unrestricted Revenue (I1 + I2)	29,811,751	29,811,751	29,581,004	100%
J	Expenditure:				
J1	Unrestricted General Fund Expenditures (Object 1000-8000)	24,881,751	24,881,751	28,118,194	114%
J2	Other Outgo (Object 7100, 7200, 7300, 7400, 7500, 7600)	2,430,000	2,430,000	799,888	29%
J3	Total Unrestricted Expenditure (J1 + J2)	27,311,751	27,311,751	28,918,082	106%
K	Revenue Over/(Under) Expenditure (I3 - J3)	2,500,000	2,500,000	732,122	
L1	Adjusted Fund Balance, Beginning	-4,388,077	-4,388,077	-4,388,077	
L2	Adjusted Fund Balance, Ending	-2,058,077	-2,058,077	-4,304,856	
M	Percentage of UGF Fund Balance to UGF Expenditure (L2 / J3)	-10.5%	-10.5%	-10.5%	

V. Has the district settled any employee contracts during this quarter? Yes

If yes, complete the following: (If multi-year settlement, provide information for all years covered.)

Contract Period (Start/End) YYYY-YY	Management		Academic		Tenure		Classified	
	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%	Total Cost Increase	%
a. SALARIES:								
Year 1: 2008-07	294,708	5.9%	218,748	5.9%	0	0.0%	0	0.0%
Year 2: 0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Year 3: 0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
b. BENEFITS:								
Year 1: 2008-07	83,173	7.1%	27,291	11.7%	0	0.0%	0	0.0%
Year 2: 0	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Year 3: 0	0	0.0%	0	0.0%	0	0.0%	0	0.0%

* As specified in Collective Bargaining Agreement or other Employment Contract.

c. Provide an explanation on how the district intends to fund the salary and benefit increases, and also identify the revenue source/object code. The district plans to fund the salary and benefit increases through the general appropriation revenue.

VI. Did the district have significant events for the quarter (include incurrence of long-term debt, settlement of audit findings or legal suits, significant differences in budgeted revenues or expenditures, borrowing of funds (TRANS), issuance of COP's, etc.)? No

If yes, list events and their financial ramifications. (Enter explanation below, include additional pages if needed.)

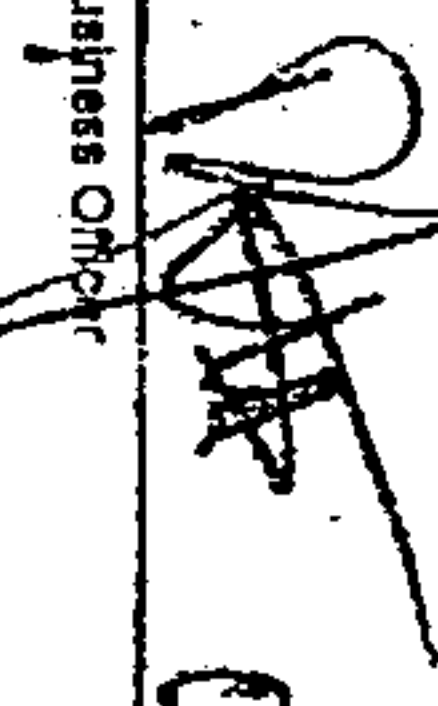
VII. Does the district have significant fiscal problems that must be addressed this year? No
Next year? No

If yes, what are the problems and what actions will be taken? (Enter explanation below, include additional pages if needed.)

CERTIFICATION

To the best of my knowledge, the data contained in this report are correct.

District Chief Business Officer



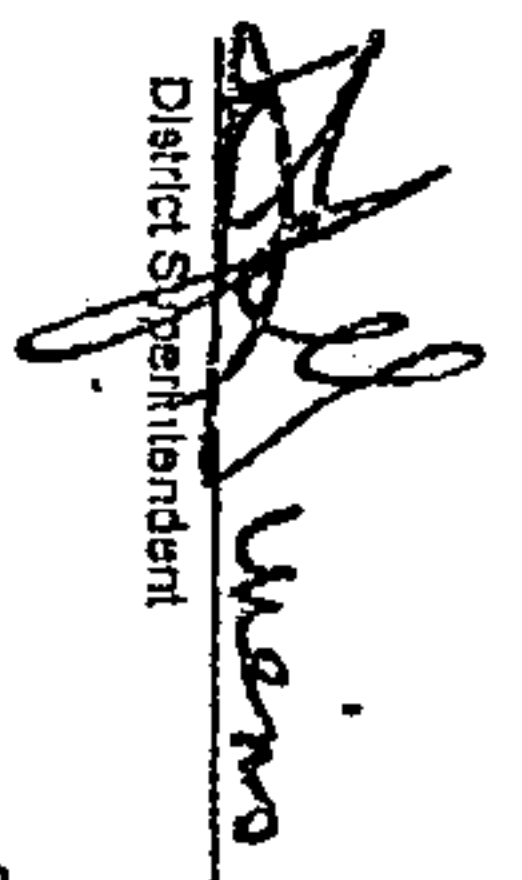
08-30-07
Date

Qtr. Ended: June 30, 2007

To the best of my knowledge, the data contained in this report are correct. I further certify that this report was will be presented at the governing board meeting specified below, and afforded the opportunity to be discussed and entered into the minutes of that meeting.

District: 710 Corralton Community College District

District Superintendent



8/31/07
Date

Governing Board Meeting Date: Sept. 18, 2007

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Rory Livingston, Interim CBO

BSD 4 APPROVAL OF STALE DATED WARRANTS

LACOE has determined that certain payroll checks have not been cashed and processed through the banking system. After six months, LACOE makes an entry to debit the uncashed amount back in the Cash Account of CCD. An "Other Local Income" account is credited for the same amount. The amount due to each employee will now need to be issued as a B-Warrant. It is recommended that the Special Trustee approve the following Stale Dated Warrants:

<u>WARRANT(S) #</u>	<u>AMOUNT</u>
W7196325	\$ 427.34

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Rory Livingston, Interim CBO

BSD 5 RATIFICATION OF AGREEMENT WITH LOS ANGELES COUNTY OFFICE OF EDUCATION (TEEN FATHERS)

Special Trustee to approve the ratification of agreement with Los Angeles County Office of Education (LACOE), Teen Fathers. Extend Agreement July 1, 2007 and terminate on June 30, 2010 (REVENUE)

This Agreement covers facilities, supplies and services made available by the College for use by LACOE for classroom use for a period of twelve (12 months). The facilities to be utilized daily by LACOE on a non-exclusive basis from 9:30 am to 4:50 pm.

LACOE shall pay College a twelve (12) monthly usage fee of \$2,700 per month for the facilities supplies and services provided hereunder. Services provided shall include custodial, normal building maintenance, utilities (except telephone), classroom furniture, and other services inherent in the use of classrooms/school buildings, all in a manner generally accepted for other College classrooms occupied by students.

LACOE shall pay the College for rent costs incurred as a result of this Agreement \$2,700 (Two Thousand Seven Hundred dollars) per month. The College shall invoice LACOE monthly. Payments shall be made upon receipt of itemized invoices accompanied by the appropriate supporting documents.

This Agreement commenced on July 1, 2007 and shall remain in effect through June 30, 2010.

It is recommended that the Special Trustee approve the ratification of agreement with Los Angeles County Office of Education.

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
= Rory Livingston, Interim CBO

**BSD 6 FACILITIES PLANNING AND DEVELOPMENT ROUTINE REPORT –
MEASURE CC. PROP 39 PROJECTS.**

1. Contract – Additional Services for Veneklasen Associates
2. Change Order #22 Learning Resource Center Project (Bid Package #19)

1. **CONTRACT – ADDITIONAL SERVICES FOR VENEKLASSEN ASSOCIATES**

It is recommended that the Special Trustee approve additional services to Veneklassen Associates to provide acoustic recommendations for the classrooms in the CDC Building.

Additional services amount not to exceed \$600.00

2. **CHANGE ORDER #22 LEARNING RESOURCE CENTER PROJECT**
(Bid Package #19)

It is recommended the following change order #22 be approved to amend Minco Construction's contract, LRC bid package #19.

<u>Contractor:</u>	<u>Amount:</u>
Minco Construction	\$89,852.06

Total Adjustment to Contract Price:

Original Contract Sum:	\$1,377,700.00
Prior Adjustments:	\$274,615.85
Adjustment for this Change:	\$89,852.06
Revised Contract Sum:	\$1,742,167.91

Reason(s):

Based on recommendations by the Lighting Consultant, KGM and the Project Architect, RAW, this Contractor will install additional light fixtures in the reading room of the LRC to increase the amount of lighting in the area.

Amount: \$89,852.06

The change order amount falls within 10% of the original contract amount.

Adjustment to Contract Time:

Current Completion date:	May 31, 2007
Adjustment for this Change	183 days
Revised Completion Date:	November 30, 2007

Agenda for the Compton Community College District Board of Trustees
from
Human Resources Division
Rachelle Sasser, Acting Dean, Human Resources

Consent Calendar

- HRD1. Management Team Personnel Action**
- HRD2. Academic Employment and Personnel Changes**
- HRD3. Classified Personnel**
- HRD4. Temporary Non-Classified Service Employees**

HRD 1 – Management Team Personnel Action – None

HRD 2 – Academic Employment and Personnel Changes

A. Employment

1. Employment (special assignment) – Ms. Janet Young, ECC Curriculum Chair, Level IV, Step 4, to assist with the development of the Center’s Vocational Nursing curriculum to the ECC Curriculum committee for approval.
2. Ratification (Resignation) – Mr. Damaine Powell, History Instructor, effective August 25, 2007.
3. Ratification (Employment) – Dr. Fazal Aasi, Anatomy Instructor, Class VI, Step 11, effective August 25, 2007.
4. Ratification (Employment) – Dr. Eyob Wallano, Anatomy Instructor, Class VI, Step 12, effective August 25, 2007.
5. Ratification (Stipend Assignment) – Mr. Jesus Gutierrez, head soccer coach, for the period of August 9 – December 14, 2007 (NTE \$5000).
6. Ratification (emergency hire) – Mr. Nelson Espinola, adjunct counselor, EOPS, Level II, Step 1, for the period of August 25 – December 14, 2007.
7. Ratification (emergency hire – Mr. Michael Oates, adjunct instructor, Speech Communications, Level II, Step 1, for the period of August 25 – December 14, 2007.
(Note: This emergency hire is based on the illness of the full time speech communications instructor).
8. Ratification – Mr. Isai Ulate, adjunct instructor, Machine Tool Technology, Class V, Step 2, for the period of August 25 – December 14, 2007.
9. Ratification – Ms. Constance Taul, adjunct instructor, Physical Education, Class VI, Step 4, for the period of August 25 – December 14, 2007.
10. Ratification – Mr. Curtis Garrett, adjunct instructor, Automotive Technology, Class I, Step 3, for the period of August 25 – December 14, 2007.
11. Ratification – Ms. Carolyn Washington, adjunct instructor, Nursing, Class VI, Step 1, for the period of August 25 – December 14, 2007.
12. Ratification (Stipend Assignment) – Dr. Pieter Van Niel, Drama Coach, for the 2007-2008 academic year (NTE \$1500).
13. Ratification (Stipend Assignment) – Mr. Harvey Estrada, Band Coach, for the 2007-2008 academic year (NTE \$1500).
14. Ratification – Ms. Shawntae Murray, adjunct instructor, Pep Squad, Class II, Step 1, for the period of August 25 – December 14, 2007.
15. Ratification - (Emergency hire) – Mr. Paul Quintero, adjunct counselor, Student Support Services, Class II, Step 1 for the period of August 25 – December 14, 2007.

HRD 3 – Classified Personnel

It is recommended that the Special Trustee approve the employment and personnel changes for classified employees as shown below.

A. Employment

1. Ms. Antoria Davis - Pre-School Teacher, Range 26, Step F, Child Development Center, Academic Affairs Area, effective September 1, 2007 through December 31, 2007, to work additional 6 hours on Saturday.

B. Working Out of Classification

1. Mr. Felix Starks - from Categorically Funded Program Assistant, Range CFP1, Step D, to Categorically Funded Program Technician, Range CFP2, Step A, Financial Aid, Student Affairs Area, effective October 1, 2007 through December 14, 2007.

C. Provisional Employment

1. Ratification -- Mikeeah Grant- Children's Center Aide, Range 15, Step A, Child Development, Academic Affairs Area, effective September 4, 2007 through January 31, 2008, 20 hours per week, not to exceed 120 days.
2. Ratification -- Peggy Haley - Administrative Assistant, Range 20, Step F, CalWorks, Student Affairs Area, effective September 4, 2007 through December 21, 2007, 35 hours per week, not to exceed 120 days.
3. Ratification -- Jeanette Kandlar - Children's Center Aide, Range 15, Step A, Child Development, Academic Affairs Area, effective September 4, 2007 through January 31, 2008, 20 hours per week, not to exceed 120 days.
4. Ratification -- Sina O'Brien - Children's Center Aide, Range 15, Step A, Child Development, Academic Affairs Area, effective September 4, 2007 through January 31, 2008, 20 hours per week, not to exceed 120 days.
5. Ratification -- Phansy Peang - Children's Center Aide, Range 15, Step A, Child Development, Academic Affairs Area, effective September 4, 2007 through January 31, 2008, 20 hours per week, not to exceed 120 days.
6. Ratification -- Angelica Quevado - Children's Center Aide, Range 15, Step A, Child Development, Academic Affairs Area, effective September 4, 2007 through January 31, 2008, 20 hours per week, not to exceed 120 days.
7. Ratification -- Andrew Williams - Instructional Associate, Range 22, Step A, Dance Department, Academic Affairs Area, effective August 26, 2007 through June 30, 2008, 35 hours per week, not to exceed 120 days.
8. Elzie Madison - Instructional Associate, Range 22, Step A, Upward Bound Math/Science, Student Affairs Area, effective September 20, 2007 through December 14, 2007, 10 hours per week, not to exceed 120 days.
9. Njemila Williams - Instructional Associate, Range 22, Step A, Upward Bound, Student Affairs Area, effective September 20, 2007 through December 14, 2007, 10 hours per week, not to exceed 120 days.

HRD 4. TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES:

It is recommended that the Special Trustee approve the employment and personnel changes for non-classified employees as shown below.

1. Ratification -- Jesus Garcia - Student Worker, \$8.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 26, 2007 through December 15, 2007, Theatre Arts, Academic Affairs Area, to assist in classroom activities, not to exceed 120 days. (NTE 35 hours per week).
2. Ratification -- Kimberley Meyers-Baldwin - Registration Aide, \$8.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 10, 2007 through June 30, 2008, Outreach and School Relations, Student Affairs Area, to assist with Outreach and Recruitment during peak registration periods, not to exceed 120 days. (NTE 20 hours per week).
3. David Chavezticas - Tutor, \$8.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 19, 2007 through December 14, 2007, Upward Bound, Student Affairs Area, tutor for the Upward Bound Program students in Math, not to exceed 120 days. (NTE 10 hours per week).

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133

Contact/Telephone

STANDARD: *(Write standard being addressed)*

5.2 Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Provide faculty and instructional staff from all divisions with professional development to equip them with the knowledge and skills to improve instruction and the curriculum.
 - a. Utilize flex days as appropriate for knowledge and skill professional development. Provide multiple professional development opportunities for all personnel to initiate, implement, and institutionalize a given topic. Focus on proven research-based approaches that have been shown to increase productivity. Base professional development on a clearly articulated theory or model of adult learning.
 - b. Link professional development opportunities with performance evaluation. Provide follow-up and on-the-job application as necessary to promote improvement.
 - c. Revise the responsibilities of the center's Professional Development and Flex Day committees to include a clearinghouse function for professional development. Revisit the "Institute of Teaching and Learning" concept for potential implementation as described in the Compton Community College Educational Master Plan.
 - d. Develop a database of campus and off-campus professional development participation to monitor on-campus professional development for follow-up and on-the-job application, as well as to ensure equitable and appropriate allocation of funds for conference attendance.
 - e. Require evaluation of all professional development activities using multiple sources of information, focusing on all levels of the organization and based on actual human behavior.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. Faculty from all divisions are encouraged to attend professional development. Faculty are invited to attend activities and classes at the ECC main campus; encouraged to attend activities related to Basic Skills as well as meetings related to their specific disciplines. (See Attached list of Conferences and attendees)
 - a. Faculty attend two flex days per semester. One day is spent at the ECC main campus with updates as to the activities on the main campus; division meetings individual seminars. The other day is spent at the Compton Campus with updates related to the campus and activities related to Academic Affairs. At present the Faculty Development Committee with the Flex day sub-committee is being reconstituted at the Center. One of the tasks of the committee will be to develop activities for the faculty at the Center. Subject area will relate to classroom activities/instructional techniques and curricular enhancement (See FLEX Day Agenda's attached)
 - b. There is not a specific directive within the Faculty evaluation process to link evaluation with professional development; however, there is the opportunity to do so within the data gathering section of the evaluation. (See attached Evaluation Process with 5.7))

5.2 Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.

- c. A position description for a Faculty Professional Development Coordinator is being finalized. If approved this faculty member, with designated reassigned time will work with the Professional Development Committee to develop specific tasks, data gathering and the implementation of the Professional Development Plan. At present token committees of one administrator and two faculty members plan the flex day activities and the professional development opportunities.
- d. A data base has not been initiated at this time.
- e. As the Professional Development Committee is reactivated and involved in planning activities, evaluation of the activities will be initiated.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

a. The Center has not reconstituted its Professional Development Committee at present. With the addition of a Professional Development Coordinator, the committee activities will resume and the flex day and other professional development opportunities will rebound.

FCMAT RATING:

April 2007: 1
 October 2007:

DISTRICT SELF-RATING 3

5.2 Professional development provides the faculty and staff with the knowledge and the skills to improve instruction and the curriculum.

Conference Attendance 2007

Auroura Cortez-Perez	Immigrants, Education & Languages Tempe, AZ May 3, 5, 2007
Shemiran Lazar	Immigrants, Education & Languages Tempe, AZ May 3, 5, 2007
Carmela Aguilar	Immigrants, Education & Languages Tempe, AZ May 3, 5, 2007
Shemiran Lazar	2007 CATESOL Conference San Diego, CA April 12-15, 2007
Axa Maradiaga	2007 CATESOL Conference San Diego, CA April 12-15, 2007
Carmela Aguilar	2007 CATESOL Conference San Diego, CA April 12-15, 2007
Estina Pratt	ALA Annual Conference Washington, DC June 20-27, 2007
Dr. Norma Parker	NMABE Annual State Bilingual Educational Conference Albuquerque, NM April 26-28, 2007
Axa Maradiaga	NMABE Annual State Bilingual Educational Conference Albuquerque, NM April 26-28, 2007
John Ayala	ALA Midwinter Conference Seattle, WA January 18-22, 2007
Carol Sandvik	An International Conversation at the Cathedral Pasadena, CA October 17, 2007

Basic Skills Regional Training Meeting
May 18, 2007

Team from El Camino College-Compton Center

	Title	Name
1.	Dean, Academic Affairs	Mary Callahan
2.	Library Coordinator	Eleanor Sonido
3.	English Instructor	David Maruyama
4.	ESL/Foreign Languages Division Chair	Aurora Cortez-Perez
5.	Humanities and Communications Division Chair	Chelvi Subramniam
6.	Reading/English Instructor	Carroll Fisher
7.	Mathematics Instructor	Donald Roach
8.	Mathematics Instructor	Mohammad Boroujerdi
9.	Mathematics Instructor	William Keig
10.	Learning Services Coordinator	Estina Pratt
11.	English Instructor	Jose Bernaudo
12.	ESL Instructor	Carmela Aguilar
13.	ESL Instructor	Shemiran Lazar
14.	ESL Instructor	Axa Maradiaga

Basic Task Force Meeting
September 12, 2007

Team from El Camino College-Compton Center

	Title	Name
1.	Humanities and Communications Division Chair	Chelvi Subramniam
2.	Library Coordinator	Eleanor Sonido
3.	ESL Instructor	Carmela Aguilar
4.	ESL/Foreign Languages Division Chair	Aurora Cortez-Perez

**EL CAMINO COLLEGE
Staff Development Office**

**Professional Development/Flex Day Program
February 7, 2007**

8:00 - 8:45 am **Morning Refreshments** Student Activity Center, East Lounge

9:00 - 12:00 pm **Division/Department Meetings** See Division Locations Below

Division	Location	Division	Location
Behavioral & Social Sciences	Social Sciences 106	Humanities	Cafeteria – East Dining Area
Business	Business 2	Industry & Technology	Cafeteria – Alondra Room
Fine Arts	Music 134	Mathematical Sciences	Math/Computer Sciences 213
Health Sciences & Athletics	Art 103	Natural Sciences	Life Sciences 105
Learning Resources	Library 202	Counseling	Student Services Center 106

1:00 - 4:00 pm **Optional Afternoon Programs** See Details Below

Please note: In order to fulfill the 3-hour mandatory Flex Day requirement, faculty members need to attend the 9:00 am – 12:00 noon Division/Department Meetings.

Afternoon Programs

PD213 Clickers - Increase Class Retention, Attendance, & Participation While Getting Immediate & Frequent Feedback from All Your Students

Clickers will soon be available throughout ECC because of recent significant price reductions. Clickers allow you to record every student's answer to a variety of question types, including simple multiple-choice, prioritizing a list of options, or putting lists in order. The results are immediately tabulated and can be displayed if the instructor wishes. Clickers allow you and your students to quickly and easily assess your students' understanding. Ever since I integrated clickers into my classes, participation and retention have greatly increased. For example, my summer 8-week class with over 40 students had zero students drop after the first week, compared to 15 students dropping in a previous non-clicker class. During the flex presentation, I will show examples of how I have used clickers and will present other ideas relevant to many types of classes.

Presenter: David Vakil
Location: Planetarium
Time: 1:00 - 2:00 pm
Flex Credit: 1.00 Hour(s)

PD220 Student Code of Conduct and Discipline

There will be a brief overview of the process for dealing with student misconduct. Misconduct will be defined and due process issues for handling cheating, disruptive behavior, notice of classroom expectations, formal and informal discipline.

Presenter: Harold Tyler
Location: Alondra Room, Cafeteria
Time: 1:00 - 2:00 pm
Flex Credit: 1.00 Hour(s)

PD216 SLOs and Assessment Rap Session

SLO and Assessment Coordinators, Jenny Simon and Lars Kjeseth, will answer your questions about SLOs and assessments. In addition to Q and A, there will be an update about what happened in Fall and what is planned for Spring.

Presenter: Jenny Simon, Lars Kjeseth
Location: MCS 213
Time: 1:00 - 2:00 pm
Flex Credit: 1.00 Hour(s)

PD212 Incorporating ECC's Custom Handbook *Rules for Writers* into Humanities Courses

The Humanities Division has adopted a customized writing/grammar handbook for all its courses: Diana Hacker's *Rules for Writers*, customized for ECC. The Humanities Division Handbook Committee would like to expand the use of the handbook campus-wide—to any divisions that have courses where writing is involved. Goals: to give all students one written resource for writing help for all classes, thus saving students money; to encourage writing across the curriculum; to reach out to other divisions incorporating writing/research into their courses.

Presenter: Suzanne Gates
Location: MBBM Room 134
Time: 1:00 - 2:30 pm
Flex Credit: 1.50 Hour(s)

(OVER)

EL CAMINO COLLEGE
Staff Development Office

Professional Development/Flex Day Program
February 7, 2007

Afternoon Programs (Continued)

**PD214 The Learner-Centered Tool Box:
Ideas for Active Learning**

Please join us to find out how you can empower your students to get "on-course" by taking personal responsibility for their education. This workshop will provide educators with the skills and strategies to create a Learner-Centered classroom environment. The outcome of this process is increased academic success and retention. It's a cutting edge teaching philosophy that will make your job easier and more fun!

Presenter: Kristie Daniel-DiGregorio
Location: East Dining Room, Cafeteria
Time: 1:00 - 2:30 pm
Flex Credit: 1.50 Hour(s)

**PD215 Working with Your Deaf Student and
Their Interpreter**

Have you ever worked with a Deaf student and did not know what to do?
What would you do if you have a Deaf student in your class and no interpreter?
What's the role of an interpreter-classroom aide, colleague or ?
What are your expectations of an interpreter?
Do Deaf people use cell phones?
Do you use captioned videos in your classroom?
Do all Deaf students use an interpreter?
Come to this workshop to answer these questions and much more! This workshop also entails strategies for teaching and facilitating communication to support your student's success; and best teaching practices from Deaf students' perspective.

Presenter: Sharin Nakayama
Location: SSVc 115
Time: 1:00 - 2:30 pm
Flex Credit: 1.50 Hour(s)

PD217 Stretching for Your Health

I will lead interested faculty and staff to do easy-to-learn, dance-like stretching movements. The movements, which combine yoga and breathing, can help improve agility and reduce stress--overall health and mood. (I've done this a couple of times already, each time receiving positive responses.)

Presenter: Joy Zhao
Location: East Lounge, Student Activity Center
Time: 2:00 - 3:00 pm
Flex Credit: 1.00 Hour(s)

**PD211 Honors Program Faculty Workshop
and Fish Bowl**

This workshop will be an overview of the Honors transfer program. It is designed to fulfill the mandatory workshop attendance of faculty who are teaching (or want to teach future) Honors Transfer Program courses. We will be discussing the several new developments in the program and the great opportunities for the faculty and their students. We will end it with the ever-popular fishbowl, where HTP students are asked questions by the faculty.

Presenter: Joe Holliday
Location: Alondra Room, Cafeteria
Time: 2:15 - 3:45 pm
Flex Credit: 1.50 Hour(s)

**PD218 Orientation to the LMTC for Nursing
Faculty**

Program designed for nursing faculty only.

Presenter: Susan Zareski
Location: LMTC
Time: 1:00 - 4:00 pm
Flex Credit: 3.00 Hour(s)



El Camino College
Compton Educational Center
Agenda
Flex Day, February 8, 2007

8:30 – 9:00	Sign-in, Coffee and Talk	Student Lounge
9:00 – 9:30	Welcome/Introductions/Updates Susie Dever, ECC Academic Senate President Saul Panski, Faculty Council President	Student Lounge
9:30 – 10:00	State of the District Dr. Doris Givens, Provost/CEO	Student Lounge
10:00 – 10:15	Academic Affairs Update Dr. Mary Callahan, Interim Academic Dean Dr. Thomas Jackson, Interim Academic Dean Wanda Morris, Interim Academic Dean	Student Lounge
10:15 – 10:45	Student Affairs Keith Curry, Interim Student Affairs Dean	Student Lounge
10:45 – 11:00	Foundation Update Taiwan Rogers	Student Lounge
11:00 – 12:15	Federation of Employees/Certificated Unit Rodney Murray, President CCCD	Student Lounge
12:00 – 1:00	Lunch	Staff Lounge
1:15 – 2:00	On-line grading	Student Lounge
2:00 – 3:15	Faculty Workshop-Rebuilding Enrollment Giovanni Brasfield, MBA, Facilitator	Student Lounge

Staff Development Office

Professional Development/Flex Day at a Glance

(See attached sheet for details)

August 23, 2007

7:30 - 9:00 am	Morning Refreshments (7:30-8:30 am Pancake Breakfast)	South Patio, Marsee Auditorium
9:00 - 10:00 am	General Session President's Address, Introductions, Review of the Day's Activities	Marsee Auditorium
10:30 - 12:00 noon	Division/Department Meetings	Various Division Locations
12:00 - 1:00 pm	Campus BBQ	Fine Arts/Library Lawn Area

Afternoon Programs

Program #	Program	Location	
1:00 - 2:00 pm Programs			
PD112	Advanced Googling	Library 102	
PD113	Podcasting – One More Way to Deliver	MCS 214	
PD115	Interested in Developing a Learning Communities Peace Studies Program?	Stadium Room	
PD116	Cal-Pass & Faculty Learning Councils	Library 202	
PD117	Student Code of Conduct & Discipline	East Dining Room	
PD119a	Clickers Available Now! Why You Should Use Clickers...	Planetarium	
PD124	Service Learning: Enhance Student Retention...	SSVC 115 (SRC Classroom)	
PD128	Online Matriculation Orientation	Alondra Room	
PD129a	2007 Facilities Master Plan	Haag Recital Hall	
2:15 - 3:15 pm Programs			
PD111	Honors Transfer Program Faculty Workshop/Fishbowl	East Dining Room	
PD114	Tools for Teaching Critical Thinking & Tolerance...	Alondra Room	
PD119b	Clickers Available Now! Why You Should Use Clickers...	Planetarium	
PD122	Teaching with Technology: Examples of Instructional Technology	Library 202	
PD129b	2007 Facilities Master Plan (Repeat)	Haag Recital Hall	
Special Department-Specific Programs			
PD123	Development of HS&A Course & Program Level SLOs	Art 101	1:00 - 4:00 pm
PD125abc	Web Support Packages for Math Textbooks (Thompson 1-2pm; Pearson/AW 2-3pm; McGraw-Hill 3-4pm)	MCS 8	1:00 - 4:00 pm
PD127	Tips on Technology & SLOs (Nursing)	TA 101P	1:00 - 3:00 pm

PD112 Advanced Googling

This presentation aims to provide help in taking advantage of Google features that can be useful in an academic environment. We will demonstrate the Advanced Google search feature, give an update on the Google Book and Google Scholar initiatives, plus explore some of the fun tools Google offers.

Presenter(s): Moon Ichinaga, Claudia Striepe, Ed Martinez
Location: Library 102
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD113 Podcasting - One More Way to Deliver

Do you know that over 60% of your students want to listen to or watch your lectures on their computers and portable players? A recent questionnaire by CIS instructors showed that 95% of their students have computers off campus, and 79.3% of them would use their computers to watch podcasts; 62% have portable devices, and 78.7% of them would use these devices. You've heard about "podcasting." Now find out what it is, how to do it, and whether or not it suits your lecture style. We will use an existing PowerPoint presentation, add your spoken narration, and upload the podcast to the internet.

Presenter(s): Dick Barton, Dave Murphy
Location: MCS 214
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD115 Interested in Developing a Learning Communities Peace Studies Program?

Learn about being involved in a learning community that can lead to a Peace Studies Certificate. Fran is the Coordinator of Golden West College's Peace Studies Program. Students in such a program often go on to CSULB's Peace Studies program and CSUDH's Conflict Resolution major. Additionally, these students are involved in Service Learning and give back to society.

Presenter(s): Fran Faraz
 Facilitator: Lisa Raufman
Location: Stadium Room
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD116 Cal-Pass & Faculty Learning Councils

Jordan Horowitz, Special Projects Director, Cal-Pass (California Partnership for Achieving Student Success)
 - To provide faculty with some statistics about students in Community Colleges
 - Examples of how some specific disciplines are working to improve student learning
 - Faculty Learning Councils/Communities

Presenter(s): Jordan Horowitz,
 Facilitator: Victoria Martinez
Location: Library 202
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD117 Student Code of Conduct & Discipline

There will be a brief overview of the process for dealing with student misconduct. Misconduct will be defined and due process issues for handling cheating, disruptive behavior, notice of classroom expectations, formal and informal

Presenter(s): Harold Tyler, Panel
Location: East Dining Room
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD119ab Clickers Available Now!

Why you should use clickers, what they can do, and how to get them into your classroom.

ECC has adopted the TurningPoint XR clickers as the campus standard. These clickers allow you to easily record and examine every student's answer to a variety of question types, including simple multiple-choice, generic word, numbers/decimals, and putting lists in order. The results are immediately tabulated and can be displayed if the instructor wishes. Clickers allow you and your students to quickly and easily assess your students' understanding and the latest version even allow you to give complete clicker-based tests. Because the software is built around PowerPoint and Office, there's almost no new software to learn. Improve your attendance noticeably and increase your student success rates by 10%, as I did, by using clickers and frequently asking every student several questions.

Presenter(s): David Vakil
Location: Planetarium
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM
 2:15 PM - 3:15 PM (Repeated)

PD124 Service Learning: Enhance Student Retention & Promote Student Success

This workshop will include an overview of service learning, faculty and student testimonials and instructions on how to implement service learning. Faculty will not only learn about service learning but hear about projects across the curriculums that are currently taking place at El Camino College and the Compton Center. Presentations by students and faculty will round out the attendees' understanding of the positive energy unleashed in the classroom through service learning. Pertinent handout with websites will also be available to all participants. Faculty will also learn about how they can apply to participate in the new Project Reach Out service learning mentor program. Fifteen (15) instructors are being recruited to receive a stipend for spring 2008 for their participation in this program. Applications will be available. Learn how to participate in this educationally invigorating program.

Presenter(s): S. Dowden, G. Clark, D. Juarez, A. Hoffman
 Contacts: D. Patel, R. Banda-Ralph
Location: SSV 115 (SRC Classroom)
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD128 Online Matriculation Orientation

Online Orientation: designed to meet the El Camino College Matriculation process as an alternative to the in person orientations which provide all new students with information regarding policies, procedures, services and programs. Students will be able to access the online orientation at any time from any place and complete any time.

Presenter(s): Griselda Castro; Panel
Location: Alondra Room
Date/Time: Thursday, August 23, 2007
 1:00 PM - 2:00 PM

PD129ab 2007 Facilities Master Plan

Status of Facilities Master Plan and Future Options.

Presenter(s): Deborah Shepley, tBp Architecture
 Bob Gann, Director of Facilities
Location: Haag Recital Hall
Date/Time: Thursday, August 23, 2007
 1:00 PM – 2:00 PM
 2:15 PM - 3:15 PM (Repeated)

PD111 Honors Transfer Program Faculty Workshop & Fish Bowl

This workshop will be an overview of the Honors Transfer Program. It is designed to fulfill the mandatory workshop attendance of faculty who are teaching (or want to teach future) Honors Transfer Program courses. We will be discussing the several new developments in the program and the great opportunities for the faculty and their students. We will end it with the ever-popular fishbowl, where HTP students are asked questions by the faculty.

Presenter(s): Joseph Holliday
Location: East Dining Room
Date/Time: Thursday, August 23, 2007
 2:15 PM - 3:15 PM

PD114 Tools for Teaching Critical Thinking & Tolerance: Lessons Learned from the Holocaust

This workshop will introduce new ways to promote student critical thinking and tolerance. For teachers of Speech Communication, English, Political Science, any teacher who is looking for new ways to assist students in thinking for themselves instead of being swept into a group mentality, and those looking for different material which they can apply to their discipline. A short DVD will be shown of last year's ECC graduation speaker, Ms. Eva Brown, Holocaust survivor. Teachers currently on the ECC Eva Brown Foundation Committee will share how they use the lessons learned from the Holocaust.

Presenter(s): Rosemary Swade, Claudia Striepe, Gary Robertson
Location: Alondra Room
Date/Time: Thursday, August 23, 2007
 2:15 PM - 3:15 PM

PD122 Teaching with Technology: Examples of Instructional Technology

Are you interested in using instructional technology in your classroom? This presentation will show you examples of appropriate uses of instructional technologies such as Wiki, Blogs, and Digital Media and we will also discuss the issues faculty should consider when implementing technology in the classroom.

Presenter(s): LaTonya Motley
Location: Library 202
Date/Time: Thursday, August 23, 2007
 2:15 PM - 3:15 PM

Special Department-Specific Workshops

PD123 Development of Health Sciences & Athletics Course & Program Level SLOs

The HS&A division will meet to work on SLOs. We plan to have a short opening information session as a division, then break out into small working groups by course or program to create course level or program level SLOs.

Presenter(s): Rory Natividad, Kelly Clark
 Panel: D.Patel, T.Storer, C.Zartman, M.Lipe
Location: Art 101
Date/Time: Thursday, August 23, 2007
 1:00 PM - 4:00 PM

PD125abc Web Support Packages for Math Textbooks

Hands-on training using publishers' Web resources in support of their respective textbooks. Publisher representatives from Thompson, Pearson/AW, and McGraw-Hill will give demos.

Date: Thursday, August 23, 2007
Location: MCS 8
Contacts: Greg Scott, Donna Post

Web Support for Math 70 & 23 Textbooks (Thompson)
Presenter: Lailee Powers-Spiker, Thompson
Time: 1:00 PM - 2:00 PM

Web Support for Math 40 Textbooks (Pearson/AW)
Presenter: Josh Dunlap, Pearson/AW
Time: 2:00 PM - 3:00 PM

Web Support for Math 10 & 12 Textbooks (McGraw-Hill)
Presenter(s): Joanne Aello, McGraw-Hill
Time: 3:00 PM - 4:00 PM

PD127 Tips on Technology & SLOs (Nursing Dept. Only)

Participants will receive instruction on the use of the Par Score system, including posting grades on line and the use of an S drive. Also, participants will be instructed on the use of the Student Learning Outcomes Assessment Report.

Presenter(s): Monica Gross, Kim Baily
Location: TA 101P
Date/Time: Thursday, August 23, 2007
 1:00 PM - 3:00 PM

**ACADEMIC AFFAIRS
COMPTON EDUCATION CENTER**

**FLEX DAY
AUGUST 24, 2007**

SCHEDULE*

8:30 – 9:00 AM	Sign – in, Coffee
9:00 – 9:30 AM	Introductions and Greetings – Dr. Peter Landsberger Dr. Thomas Fallo; Dr. Doris Givens; Saul Panski
9:30 – 10:00 AM	Student Services Up-date – Mr. Keith Curry
10:00- 10:20 AM	Administrative Services Up-date – Mr. Rory Livingston
10:20 – 10:40 AM	Human Resources Up-date- Ms. Rachelle Sasser
10:40 – 10:50 AM	Break
10:50 AM – 12:00 PM	Presentation – Harassment in the Work Place
12:00 – 1:00 PM	Lunch
1:00 – 1:30 PM	CCCFE Unit Meeting – Rodney Murray
1:30 – 2:30 PM	Academic Affairs Up-date – Dr. Mary Callahan; Ms. Wanda Morris
2:30 – 3:00 PM	Division Meetings – Division Chairs *
3:00 PM	Adjournment

* Locations to be announced



EL CAMINO COLLEGE

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Friday,
September 21,
2007

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STAFF DEVELOPMENT

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STAFF DEVELOPMENT

The Innovation Center

Location: West Basement of Schauerman Library, Room 20

Hours: Monday – Thursday: 8:00 AM - 4:30 PM
Friday: 8:00 AM - 3:30 PM

Lab Assistant Hours: TWTh 9:00 am – 2:00 pm

Phone: (310) 660-6730

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Purpose of Innovation Center

The purpose of the Innovation Center is to provide resources and technical assistance to El Camino College district employees. The Innovation Center provides one on one, as well as small group assistance to employees on the use of technology for the office and the classroom.

Directions to the Innovation Center

Enter through the main entrance of Schauerman Library, which faces the center of campus. Turn left sharply before you get to the circulation desk. The Innovation Center is down stairs, tucked away in the back corner.



El Camino College The Web

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Friday, September 21, 2007

ACADEMICS ADMINISTRATION APPLY & REGISTER COMMUNITY STUDENT SERVICES

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STAFF DEVELOPMENT

The Innovation Center Services

Guidelines for Use

Computers & Applications

Drop In Computer Access & Project Support

For those who want to work on individual projects, a student lab technician is available to assist you on a limited basis.

Please note: This is not a drop-off service!

The technician is here to help you learn to do the project yourself!

Special Assistance

Individuals, Departments, and Divisions that need specific assistance with software or hardware may submit a request to staffdev@elcamino.edu

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Phone: 1.310.532.3670 Toll Free: 1.866.ELCAMINO (1.866.352.2646)
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Friday, September 21, 2007 ACADEMICS ADMINISTRATION APPLY & REGISTER COMMUNITY STUDENT SERVICES

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STAFF DEVELOPMENT

Innovation Center: Guidelines for Use

Services

Computers & Applications

- Be sure to sign in before you begin work and sign out when finished.
Food or drink are not permitted in the Innovation Center.
Students without an instructor are not allowed in the Innovation Center.
Installation of personal software or saving personal files or folders on any of the computers in the Innovation Center must be pre-approved.
Report any software or hardware failures.
If you are unfamiliar with any hardware or software, please ask for assistance.
Do not make any changes to hardware or software settings.
Be considerate of others. Pick up all your papers and dispose of them in the proper locations.
Printers should be used for printing originals only, NOT for multiple copies.
Work done in the Innovation Center should be work/job/classroom related.

PLEASE DO NOT LEAVE YOUR POSSESSIONS UNATTENDED.



EL CAMINO COLLEGE

El Camino College
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Computer Equipment Available:

- 5 Dell PCs with Windows XP
- 1 Apple iMac G5
- 1 scanner (with document feeder)
- 1 black & white laser printer
- 1 color laser printer

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Applications Available for Use

(Click the application to view more information about the product. All products PC only unless indicated otherwise.)

Desktop Applications

- [MS Office Professional 2003 \(PC & Mac\)](#)
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Multimedia Applications

- [Adobe Acrobat 6.0 Professional](#)
- [Adobe Illustrator 8.0](#)
- [Adobe Indesign 1.5](#)

- [Adobe Photoshop CS](#)
- [Apple iLife '05 \(Mac Only\)](#)
 - [iPhoto](#)
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 - [iTunes](#)
- [Apple QuickTime Player 7.0 \(PC & Mac\)](#)
- [Apple Safari 1.3 \(Mac Only\)](#)
- [Macromedia Dreamweaver MX 2004](#)
- [Macromedia Fireworks MX 2004](#)
- [Macromedia Flash MX 2004](#)
- [Mozilla Firefox 1.0 \(Mac only\)](#)
- [MS Frontpage 2003](#)
- [MS Internet Explorer 6 \(PC\) and 5.2 \(Mac\)](#)
- [RealPlayer Basic 10.5](#)
- [Windows Media Player 10](#)

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Other Applications

- [HP Direct Photo & Imaging software](#)
- [McAfee VirusScan Enterprise](#)
- [Sonic RecordNow! Plus CD & DVD burning software](#)
- [Toast Titanium 6 CD & DVD burning software](#)
- [WinZip 8.1](#)

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Adobe Acrobat

What good is a document you can't open? Whether you create business plans, spreadsheets, graphically rich brochures, or Web sites, Adobe® Acrobat® software lets you convert any document to an Adobe Portable Document Format (PDF) file. Anyone can open your document across a broad range of hardware and software, and it will look exactly as you intended — with layout, fonts, links, and images intact. With Acrobat, you and your team can increase productivity by approving and commenting on documents from within a Web browser.

Adobe Illustrator

Adobe® Illustrator® software defines the future of vector graphics with groundbreaking creative options and powerful tools for efficiently publishing artwork on the Web, in print, everywhere. Produce superb Web graphics using symbols and innovative slicing options. Explore creative ideas with live distortion tools. Publish in record time with dynamic data-driven graphics and other productivity features.

Adobe InDesign

Adobe® InDesign® software delivers the page layout tools you've always

wanted. It integrates tightly with Adobe Photoshop®, Adobe Illustrator®, and Adobe Acrobat®. Plus, it frees you to be more creative by delivering intuitive features that reduce elaborate design tasks to a few quick steps. When you're ready to print, the results are precise and reliable. InDesign also makes it easy to move beyond print with built-in support for publishing pages anywhere — to Adobe Portable Document Format (PDF), as eBooks, on the Web, and more.

Adobe Photoshop CS

Adobe Photoshop software introduces the next generation of image editing with powerful new features that offer something for every user. Delivering a broad and productive tool set, Photoshop helps you explore your creativity, work at peak efficiency, and achieve the highest quality results across all media. Combine vector drawing tools and new layer design features that greatly enhance your creative options, output razor-sharp text and shapes from Photoshop, and take advantage of an expanded web tool kit. Use text warping and image distortion tools to manipulate and experiment. Master the power of Photoshop faster with user-interface enhancements that help you to get to work quickly and make it easy to take full advantage of the comprehensive tool set.

Apple iLife '05

iLife '05 offers significant new versions of **iPhoto**, **iMovie**, **iDVD**, and **GarageBand** and the latest version of **iTunes**. With iLife '05, the must-have upgrade for everyone who uses a Mac, you can easily create stunning softcover books; import, organize, and edit RAW photos; and stun them with fully customizable slideshows using iPhoto 5. Edit high-definition 16:9 video from the newest camcorders and create movies automatically with iMovie HD's new Magic iMovie feature. Drag and drop video clips, pictures, and music into the new animated drop zones found in iDVD 5 templates. Or create multi-track recordings in GarageBand 2. Of course, iTunes seamlessly integrates with iPhoto, iMovie HD, iDVD and GarageBand and syncs with every member of the iPod family. You won't find a better or easier-to-use set of creative tools than iLife '05.

Apple QuickTime Player

QuickTime is more than a media player — It is a rich file format, the perfect environment for media authoring, and a complete suite of applications all rolled into one. These applications all work together to provide the industry's first end-to-end, standards-based digital media delivery system. The free QuickTime Basic Player is an easy-to-use application for playing, interacting with, or viewing any video, audio, VR, or graphics file that is compatible with QuickTime. QuickTime 7 makes the future of video crystal clear with new features including user-friendly controls and pristine quality playback.

Apple Safari

Apple's ultimate web browser! Everything you need to browse, search, view RSS feeds and manage your bookmarks in a clean, easy-to-use navigation bar. Even the most complex pages load at breakneck speed on Safari, more quickly than any other Mac web browser. View PDF documents directly in the Safari browser window — no other application required. Easily save a picture from the Web to iPhoto with a single click. And search the web easily via the built-in Google field right next to the web address.

HP Direct Photo & Imaging Software

With the HP Scanjet 5550c digital flatbed scanner and HP Direct software you get professional-quality results up to 2400-dpi and 48-bit color for everything you scan - text, graphics, or photos. Scan multiple pages unattended using the included 35-page automatic document feeder. Less retyping - your HP Photo & Imaging software simplifies the process of capturing a text document for use in a word-processing or other software program.

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Macromedia Dreamweaver

Dreamweaver is the industry-leading web development tool, enabling users to efficiently design, develop and maintain standards-based websites and applications. It provides a powerful combination of visual layout tools, application development features, and code editing support, and so much more! With Dreamweaver, web developers go from start to finish, creating and maintaining basic websites to advanced applications that support best practices and the latest technologies.

Macromedia Fireworks

Macromedia Fireworks is the complete solution for creating, optimizing and integrating great-looking web graphics. Fireworks provides web developers professional control to quickly create original web graphics and interactivity, from simple graphical buttons to sophisticated rollover effects and pop-up menus. Fireworks increases flexibility, allowing easy import, integration and editing of vector and bitmap images in all the major graphics formats, including export to other Macromedia products such as Flash and Dreamweaver.

Macromedia Flash

Macromedia Flash is the industry standard tool for creating effective rich content across desktops and devices. Accelerate projects while maintaining a high degree of creative control. With Macromedia Flash, creative professionals design and author interactive content rich with video, graphics, and animation for truly unique, engaging websites, presentations or mobile content.

McAfee VirusScan Enterprise

McAfee VirusScan provides advanced, real-time protection against viruses, mass-mailing worms, Trojans, and potentially unwanted programs (PUPs) such as spyware, adware and dialers. It protects against the threats that originate from e-mail, instant messaging, Internet downloads, file sharing programs, and Web surfing, automatically detecting and cleaning infected files before they can attack your system. Whether you're a novice computer user or a pro, McAfee VirusScan provides the ultimate in PC protection with its award-winning threat prevention technology. Automatic and virtually effortless, the software provides a safe and worry-free online experience.

Microsoft Frontpage 2003

FrontPage 2003 provides the features, flexibility, and functionality to help you build better Web sites. A number of easy-to-use tools can help you create professional-looking Web sites quickly, easily, and precisely. Use design tools to generate better code, or expand your code skills. Take advantage of professional design, authoring, data, and publishing tools—everything you need to create a dynamic, sophisticated Web presence.

Microsoft Internet Explorer

Internet Explorer 6 is the set of core Web browsing technologies in Windows XP. With new, innovative browser capabilities and features such as Auto Image Resizing, Image Toolbar, Media Bar, and Print Preview, it's easy to manage, save, and print your pictures and other media from Web pages. Features such as Favorites, Auto Complete, History, and the Search Companion help you quickly find what you need online. And the customizable browsing layout makes it easy to change your layout so you can experience the Web the way you want. Internet Explorer 6 gives you the freedom to experience the best of the Internet.

Microsoft Office Professional 2003

Microsoft Office Professional Edition 2003 is the most complete personal and business productivity solution that enables people to manage customers and create impressive marketing materials, manage e-mail and share information efficiently and securely, and streamline business processes—all with familiar, integrated and easy to use software. **PowerPoint 2003** lets you create, present, and share powerful presentations. **Excel 2003** contains powerful tools to help you analyze, manage, and share critical business data. **Word 2003**, the latest version of our best-selling word processor, delivers innovations that can help you easily create professional-quality documents, control distribution of sensitive information, and collaborate with others.

Office also includes the newest editions of **Access**, **Outlook**, and **Publisher**.

[Back to Top](#)**Mozilla Firefox**

The wait is over. Firefox empowers you to browse faster, more safely and more efficiently than with any other browser. Stop annoying popup ads in their tracks with Firefox's built in popup blocker. A Google Search is built right into the toolbar, and there is a plethora of other search tools. Simple and intuitive, yet fully featured, Firefox has all the functions you're used to - Bookmarks, History, Full Screen, Text Zooming to make pages with small text easier to read, etc.

RealPlayer Basic

The player that puts you in control. Whether you're downloading music, burning CDs or watching a ballgame, RealPlayer gives you greater control of your media than any player out there. From .AIFF to .X-STREAM, RealPlayer has never met a file type it didn't like. Now, the same Player that handles your streaming media and downloaded QuickTime, Windows Media or MPEG audio/video files can also play your DVDs, VCDs and store-bought or home-made CD-ROMS. New RealVideo 10 delivers superior video quality over any type of Internet connection, and LivePause and Perfect Play allows you to control your video streams.

Sonic RecordNow! Plus

Get more from your CD or DVD burner. Sonic RecordNow! makes it easy to burn audio and data to CDs and DVDs, create disc images, and make exact copies of other CDs and DVDs (provided they're not CSS encrypted). And dual-layer support allows you to save twice as much data on one DVD. Simply drag, drop and burn; it's that easy.

Toast Titanium

Toast 6 Titanium, the newest and fastest version of Roxio's award winning CD/DVD burning software for Mac OS X, is the foundation of your digital life. Toast helps you do even more with iTunes, iPhoto, iMovie and GarageBand. Now it's easier than ever to create and copy your data, music, photo and video CDs and DVDs. Don't Burn It. Toast It.

Windows Media Player

Windows Media Player 10 is the all-in-one media player that provides the best experience for discovering, playing and taking your digital entertainment anywhere—on any Windows XP PC and the widest choice of portable devices. It's easy to discover, download, organize, and play your digital media—from music to video, pictures, and recorded TV. The Player provides faster access to top activities, such as ripping, burning, and syncing.

WinZip

WinZip is the original and most popular of all Windows Zip file utilities.

Combining power and flexibility with ease of use, WinZip appeals to the entire spectrum of data-compression users. First-time users are comfortable with the intuitive WinZip Wizard, while power users appreciate WinZip's seamless Windows Explorer interface and choose the award-winning WinZip Classic interface for their most sophisticated compression needs. In addition to basic zipping and unzipping, features include tight integration with Windows Explorer, support for most Internet file formats, advanced AES encryption, and much more.

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From: Callahan, Mary <mcallahan@elcamino.edu>
To: saulp@aol.com
Sent: Fri, 31 Aug 2007 9:01 am
Subject: RE: [Possible Spam] CONFERENCES AND WORKSHOPS FOR FACULTY PROFESSIONAL DEVELOPMENT 2007-2008

Any suggestions on how to publicize?
Mary

From: saulp@aol.com [mailto:saulp@aol.com]
Sent: Thursday, August 30, 2007 6:03 PM
To: Callahan, Mary
Subject: [Possible Spam] CONFERENCES AND WORKSHOPS FOR FACULTY PROFESSIONAL DEVELOPMENT 2007-2008
Importance: Low

Dr. Callahan:

If Compton remains interested in providing faculty with professional development activities during the coming year, below are listed a number of relevant conferences for your consideration

October 18-20, 2007 FACCC Conference, Pasadena

October 20, 2007: Academic Senate Area C meeting at the Hilton Pasadena Hotel,

November 1-3, 2007: Academic Senate Fall Plenary, Anaheim Marriott.

January 25-26, 2008: Accreditation Institute, Pasadena.

February 22-24, 2008: Teaching Institute, Newport Beach.

March 6-8, 2008: Vocational Leadership Institute, Santa Cruz.

April 5, 2008: Academic Senate Area C meeting (tentatively at Mt. San Antonio College).

April 17-19, 2008: Academic Senate Spring Plenary, SFO Westin.

June 12-14, 2008: Leadership Institute, Newport Beach Hyatt.

July 10-12, 2008: Curriculum Institute, Redwood City.

As you know the Senate/Council is particularly interested in sending people to the FACCC Conference and Academic Senate Plenary Sessions.

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9/12/2007

AP 7160 Professional Development

Reference:

Accreditation Standard III.A.5

Note: This procedure is suggested as good practice. Insert local practice, which may include separate processes for administrators, faculty, and classified staff, and full and part time employees.

Standard II—Resources

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.
 - a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.
 - b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.
 - c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

- a. The institution plans professional development activities to meet the needs of its personnel.
 - b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

AP 6400	Audits	Revised 2/04
AP 6500	Property Management	
AP 6520	Security for District Property	
AP 6530	District Vehicles	Revised 2/04
AP 6535	Use of District Equipment	
AP 6540	Insurance	
AP 6550	Disposal of Property	Revised 2/02, 02/03, 2/04; 8/04, 2/06
AP 6600	Capital Construction	
AP 6620	Naming of Buildings	
AP 6700	Civic Center and Other Facilities Use	Revised 2/05, 8/06
AP 6740	Citizens' Oversight Committees	New 7/02
AP 6750	Parking	
AP 6800	Safety	
AP 6850	Hazardous Materials	
AP 6900	Bookstore	Revised 8/06
AP 6910	Housing	New 2/02
AP 6950	Drug and Alcohol Testing (U.S. Department of Transportation)	

Chapter 7: Human Resources

AP 7100	Commitment to Diversity	Revised 2/03
AP 7110	Delegation of Authority	
AP 7120	Recruitment and Hiring	Revised 2/03
AP 7125	Verification of Eligibility for Employment	
AP 7126	Applicant Background Checks	New 2/03
AP 7130	Compensation	
AP 7145	Personnel Files	
AP 7150	Evaluation	
AP 7160	Professional Development	
AP 7210	Academic Staff	Revised 2/04
AP 7211	Faculty Service Areas, Minimum Qualifications and Equivalencies	
AP 7212	Part-time Faculty: Screening	Revised 2/04
AP 7213	Part-time Faculty: Benefits	
AP 7214	Part-time Faculty: Office Hours	
AP 7215	Academic Employees: Probationary Contract Faculty	
AP 7216	Academic Employees: Grievance Procedure for Contract Decisions	
AP 7230	Classified Staff	
AP 7231	Seniority	
AP 7232	Classification Review	
AP 7233	Claims for Work out of Classification	
AP 7234	Overtime	
AP 7235	Probationary Period: Classified Employees	
AP 7236	Substitute and Short Term Employees	
AP 7237	Layoffs	
AP 7240	Confidential Staff	
AP 7250	Educational Administrators	
AP 7260	Classified Supervisors and Managers	
AP 7270	Student Workers	New 2/03
AP 7310	Nepotism	
AP 7330	Communicable Disease	
AP 7335	Health Examinations	
AP 7336	Certification of Freedom from Tuberculosis	

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

5.7 Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Implement the faculty performance evaluation contractual procedures and timelines across all divisions. Maintain and monitor a database of dates in which tenured, probationary, and adjunct faculty was last evaluated and the schedule for their next evaluation to ensure adherence to contractual procedures and timelines.
2. Require written constructive feedback on all administrator and faculty evaluations to promote instructional improvement. Provide professional development for center supervisors of faculty on elements of effective performance evaluation, with particular emphasis on providing constructive feedback either written or orally to promote instructional improvement.
3. Develop for board approval a comprehensive long-range professional development plan that includes a process for basing professional development decisions on an analysis of actual behavior in the workplace.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The Collective Bargaining Contract ratified in 2007 includes a new evaluation process. Faculty are now evaluated either with a basic evaluation or a comprehensive evaluation. The criteria for the decision to delineate which faculty member undergoes which type of evaluation is appropriate. (See attached) The evaluation process is carefully laid out in a pattern so that all employees will undergo a comprehensive evaluation every six years. The listing of the faculty and when their evaluations are due is kept in Human Resources (See attached).
2. The comprehensive evaluations require written feedback from the evaluation team consisting of faculty members from the Center as well as from the ECC main campus. The appropriate Dean accepts the evaluation and completes it utilizing the data collected or rejects it and meets with the evaluation team to review it. If an evaluation results in Needs to Improve or Unsatisfactory rating the Provost may initiate an administrative evaluation. Additionally and administrative evaluation may be initiated under other special circumstances. The administrative evaluations are conducted by the appropriate Dean. Recommendations for appropriate professional development may be included in evaluation recommendations.
3. At present a comprehensive, long range professional development plan for basing professional development decisions on an analysis of actual behavior is not available.

UNMET RECOMMENDATIONS *(List in numerical order those recommendations not addressed and the reason)*

FCMAT RATING:

5.7 Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.

April 2007:	1
October 2007:	

DISTRICT SELF-RATING 5

5.7 Evaluations provide constructive feedback for improving job performance. Additional professional development is provided to support employees with less than satisfactory evaluations.

ARTICLE X
EVALUATION

A. General Provisions

1. The major aim of evaluation is to support student learning by improving instruction and educational services to students. However, formal evaluations have several purposes, which include:

- a. Recognizing outstanding performance;
- b. Improving satisfactory performance and furthering the growth of faculty members who are performing well;
- c. Identifying weak performance and assisting faculty members in achieving required improvement; and
- d. Documenting unsatisfactory performance.

Among the purposes of evaluation, the quest for the improvement of instruction and educational services to students is the highest goal. A systematic approach to evaluation is essential to the improvement of instruction and educational services to students. Therefore, a procedure that reviews a faculty member's performance of his or her assigned duties as well as all of his or her other contractual and professional responsibilities shall be implemented with these aims paramount.

- 2. All faculty members are considered potential members of Faculty Evaluation Teams. If a faculty member chosen to evaluate feels unable to serve on an Evaluation Team, the faculty member shall refer the matter to his or her dean.
- 3. Formal evaluations shall be conducted and documented as prescribed in this article. They shall occur at intervals that are at least as frequent as those prescribed in Sections B.1, D.1, and E.1 and can take the form of a basic evaluation, a comprehensive evaluation, or a specialized evaluation (for example, a Special Administrative Evaluation or a Division Chair evaluation).
- 4. All results of evaluation procedures, including data, discussions and recommendations made by the evaluators, shall be held in strict confidence by all persons involved in the evaluation process or in the handling of evaluation materials.
- 5. Evaluation procedures shall apply to all unit members, either directly or indirectly involved in the instructional process, and the results shall become a part of that individual's personnel file.

- 1 6. Evaluation will employ objective criteria which lend themselves to use in
2 reaching conclusions relating to instruction or educational services. However,
3 certain aspects of instruction and educational services cannot be reduced to
4 specific objective criteria; therefore, professional judgment will be included in the
5 evaluation procedure.
6
- 7 7. Unless expressly provided otherwise, the following definitions shall apply
8 throughout this article:
9
- 10 a. "Basic evaluation" means an evaluation that reviews a faculty member's
11 performance with little, if any, structured data gathering, and without the
12 establishment of a Faculty Evaluation Team.
13
- 14 b. "Comprehensive evaluation" means an evaluation that reviews a faculty
15 member's performance based on information derived from considerable
16 structured data gathering under the supervision of a Faculty Evaluation Team.
17
- 18 c. "El Camino" means the El Camino Community College District.
19
- 20 d. "Faculty Council" means the El Camino College Compton Center Faculty
21 Council of the El Camino College Academic Senate.
22
- 23 e. "Provost" means the Provost of the El Camino College Compton Center, or
24 his or her designee.
25
- 26 f. "Tenured faculty" means those faculty members who have completed their
27 probationary period and obtained permanent status.
28
- 29 g. "Probationary faculty" means those faculty members who are employed under
30 an annual contract in a probationary assignment, but who have not completed
31 their probationary period.
32
- 33 h. "Temporary faculty" means those faculty members who are neither tenured
34 nor probationary, and who are employed under provisions of the Education
35 Code that authorize their service as temporary employees, full- or part-time.
36
- 37 B. Evaluation of Tenured Faculty
38
- 39 1. Tenured faculty members shall be evaluated every three academic years.
40 Disregarding those instances in which a specialized evaluation is appropriate, the
41 form of the evaluation shall alternate between a basic evaluation and a
42 comprehensive evaluation, unless:
43
- 44 a. The faculty member elects to receive a comprehensive evaluation; or
45

- 1 b. The faculty member's Dean or Division Chair calls for a comprehensive
2 evaluation.
3
- 4 2. To initiate a formal evaluation, the Dean shall send the tenured faculty member,
5 and his or her Division Chair, a notice informing them that the faculty member
6 will be evaluated as provided in this article and, if a comprehensive evaluation is
7 not already required by Section B.1, describing how the form of the evaluation
8 will be determined.
9
- 10 3. Basic evaluations shall be conducted as follows:
11
- 12 a. The evaluation shall be recorded on the appropriate basic evaluation form (see
13 Appendix) completed by the faculty member's Division Chair, or a tenured
14 faculty member designated by the Division Chair in consultation with the
15 Dean. Once completed, the evaluation shall be given to the faculty member
16 and a copy shall be placed in the faculty member's personnel file.
17
- 18 b. When the completed evaluation is given to the faculty member, it shall be
19 accompanied by written advice that the faculty member may submit a written
20 comment regarding the evaluation. If the faculty member chooses to submit a
21 comment, it shall be appended to the copy of the evaluation contained in the
22 faculty member's personnel file.
23
- 24 c. In assessing the tenured faculty member's performance, the individual
25 responsible for completing the evaluation shall not be required to conduct any
26 structured data gathering. Instead, he or she shall rely on available
27 information, but only to the extent that it is relevant and obtained from
28 appropriate sources (for example, information derived from personal
29 observation or experience with the tenured faculty member; from the tenured
30 faculty member's peers or other co-workers; from student surveys, if any, self-
31 evaluative material prepared by the tenured faculty member himself or herself,
32 or prior evaluations). Nevertheless, by mutual agreement between the tenured
33 faculty member and the individual responsible for completing the evaluation,
34 the parties may specify that the evaluation shall include structured data
35 gathering from peers or other co-workers, students, or other relevant sources
36 to the extent they determine such data gathering will be useful and
37 appropriate.
38
- 39 d. In addition to indicating ratings of the tenured faculty member's performance,
40 the individual responsible for completing the evaluation may recommend that
41 the tenured faculty member engage in appropriate professional development
42 activities.
43
- 44 e. If a tenured faculty member's overall performance on his or her basic
45 evaluation is rated "needs to improve" or "unsatisfactory," the faculty member

1 may request, and if requested, shall receive a comprehensive evaluation,
2 which shall commence no later than the next regular semester.
3

4 4. Comprehensive evaluations shall be conducted as follows:
5

6 a. The Provost shall appoint a Faculty Evaluation Team to conduct the
7 evaluation. The Team shall consist of:

8 i. the appropriate Division Chair or his or her designee;
9

10 ii. two tenured or probationary faculty members (in their third or fourth year
11 as probationary faculty) from the discipline of the faculty member being
12 evaluated designated by the Dean and confirmed by the Faculty Council
13 (to the extent practical, one of those faculty member's should be employed
14 by Compton and the other by El Camino);
15

16 iii. two tenured or probationary faculty members (in their third or fourth year
17 as probationary faculty) from the faculty at large designated by the Faculty
18 Council (to the extent practical, one of those faculty member's should be
19 employed by Compton and the other by El Camino, and one of the two
20 should be a nominee of the faculty member being evaluated).
21

22 The faculty member may submit a timely challenge to the appointment of any
23 one voting member from the Faculty Evaluation Team. To be timely the
24 challenge must be received in writing by the Provost on or before the date of
25 the Faculty Evaluation Team's first meeting. Whenever a Team member needs
26 to be replaced because of the receipt of a timely challenge, the Provost shall
27 promptly appoint a replacement by following the appointment process
28 applicable to the replacement member's predecessor.
29

30 b. Once appointed, the Faculty Evaluation Team shall elect one of its members
31 to serve as its chairperson. The role of the chairperson shall be to convene
32 meetings of the committee, prepare meeting agendas, preside at committee
33 meetings, and assemble an evaluation file (which shall be kept in the Human
34 Resources Office) consisting of all of the documents and other materials that
35 are relevant to the evaluation and that need to be preserved as a part of the
36 process.
37

38 c. Before commencing any structured data gathering or engaging in any other
39 substantive business, the Faculty Evaluation Team shall prepare a plan for the
40 evaluation that specifies:
41

42 i. The materials it intends to request from the faculty member being
43 evaluated (for example: self-evaluation materials; representative course
44 syllabi; sample class assignments, tests, or exercises; selected course
45

- 1 handouts; previous student surveys, if available; or other relevant work
2 products.)
3
- 4 ii. The manner and extent to which it intends to collect data from students,
5 peers, administrators and other individuals using the data collection
6 instruments set forth in Appendix __ ;
7
- 8 iii. How it intends to inquire into the nature and extent of the faculty
9 member's response to recommendations contained in any of his or her
10 previous evaluations;
11
- 12 iv. Whom it intends to charge with the responsibility of collecting the data,
13 whether a member of the Team or not; and
14
- 15 v. A general schedule under which the Team intends to complete its work
16 and appropriate protocols for giving the faculty member prior notification
17 of classroom visits or other data collection activities that require
18 interaction with the faculty member's students.
19
- 20 d. Before adopting a final version of its plan, the Faculty Evaluation Team shall
21 share a draft of the plan with the faculty member being evaluated and solicit
22 his or her comments. Once it adopts a final plan, the Team shall send a copy
23 of the plan to the faculty member being evaluated and the Dean.
24
- 25 e. At the conclusion of its data gathering, the Faculty Evaluation Team shall
26 review all of the data collected as part of the evaluation plan, as well as any
27 formal recommendations to the faculty member contained in his or her past
28 evaluations. Based on that information, the committee shall complete an
29 appropriate comprehensive evaluation summary using an appropriate
30 summary form (see Appendix __). For each applicable performance category
31 listed on the form, the Team shall:
- 32
- 33 i. prepare a brief narrative assessment of the faculty member's performance
34 that reflects the Team's analysis of the data it collected; and
35
- 36 ii. assign one of the following ratings: exceeds expectations, meets
37 expectations, needs improvement.
38
- 39 The Team may also include as a part of the comprehensive evaluation
40 summary any formal recommendations to the faculty member being evaluated
41 it believes are appropriate.
42
- 43 f. As a part of the comprehensive evaluation summary the Faculty Evaluation
44 Team may, if it chooses, also include its recommendation as to whether the
45 faculty member's overall performance should be rated as satisfactory, needs to
46 improve, or unsatisfactory.

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- g. Formal actions of the Faculty Evaluation Team shall be taken by majority vote of the Team, but if all of the members of the Team do not agree with the content of the comprehensive evaluation summary, the Team shall provide for dissenting views to be documented and included as a part of the summary.
 - h. In addition to completing a comprehensive evaluation summary, the Faculty Evaluation Team may also prepare a separate document containing any informal comments or recommendations to the faculty member being evaluated. Any such document shall be treated as a private communication to the faculty member and shall not become part of the evaluation file.
 - i. The Faculty Evaluation Team shall forward the comprehensive evaluation summary to the faculty member being evaluated for his or her review and comment. It shall also provide the faculty member an opportunity to meet with the Team to discuss the evaluation.
 - j. If, subsequent to meeting with the Faculty Evaluation Team, the faculty member submits comments, the Team shall review them and take any additional action it determines to be appropriate in light of the comments. Thereafter, it shall forward the completed evaluation file (including the evaluation plan, the data collection instruments the committee relied upon in preparing the evaluation, the comprehensive evaluation summary, and any other relevant documents) to the Dean. If the faculty member declines to meet with the Team, or (having met with the committee) fails to submit comments within five working days of the date on which the Team met with the faculty member, the Faculty Evaluation Team shall forward the completed evaluation file (including all of the materials referenced above) to the Dean.
 - k. Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file the Dean shall either:
 - i. complete the evaluation by formally accepting the Faculty Evaluation Team's evaluation summary and, based on the summary, rate the faculty member's overall performance as satisfactory, needs improvement or unsatisfactory; or
 - ii. return the evaluation to the Faculty Evaluation Team with a written explanation of the reasons he or she declined to accept the evaluation, and comments regarding proposed steps the committee should take to remedy the problems he or she perceived.
 - l. If the Dean declined to accept the evaluation and instead returned it to the Faculty Evaluation Team, the following shall occur:

- 1 i. The Faculty Evaluation Team shall review the explanation of the reasons
2 the evaluation was not accepted and consider the proposed steps to remedy
3 the problems the Dean perceived. If the Team determines that additional
4 actions are necessary to enhance or improve the evaluation in light of the
5 explanation and comments from the Dean, it shall take those actions. It
6 may also revise, correct, or amend the evaluation summary in any way it
7 determines is appropriate, or leave it unchanged.
8
- 9 ii. Once the Faculty Evaluation Team has completed any actions it
10 determined to be necessary to enhance or improve the evaluation and
11 made any revisions, corrections or amendments to the evaluation summary
12 it determined to be appropriate, it shall again forward the evaluation
13 summary (with a written statement of the actions it took, if any) to the
14 faculty member being evaluated for his or her comment. If the faculty
15 member submits comments, the Team shall review them and take any
16 additional action it determines to be appropriate in light of the comments.
17 It shall then forward the completed evaluation summary to the Dean. If the
18 faculty member declines to comment, or fails to comment within five
19 working days of the date on which the committee sent the summary to the
20 faculty member, the Faculty Evaluation Team shall forward the evaluation
21 summary to the Dean.
22
- 23 iii. Upon receiving the evaluation summary, the Dean shall complete the
24 evaluation by formally accepting the Faculty Evaluation Team's
25 evaluation summary and, based on the summary, rate the faculty
26 member's overall performance as satisfactory, needs improvement or
27 unsatisfactory.
28
- 29 m. Once the Dean has completed the evaluation by formally accepting the
30 Faculty Evaluation Team's evaluation summary and assigning a rating to the
31 faculty member's overall performance, he or she shall deliver the evaluation
32 summary to the faculty member and place a copy of it in the faculty member's
33 personnel file.
34
- 35 n. The completed evaluation, when delivered to the faculty member by the Dean,
36 shall be accompanied by written advice that the faculty member may submit a
37 written comment regarding the evaluation. If the faculty member chooses to
38 submit a comment, it shall be appended to the copy of the evaluation
39 contained in the faculty member's personnel file.
40
- 41 C. Special Administrative Evaluations
42
- 43 1. The Provost may initiate an Special Administrative Evaluation if:
44
- 45 a. a faculty member's overall performance on his or her basic or comprehensive
46 evaluation is rated "needs to improve" or "unsatisfactory;" or

1

2

b. the Provost cites identifiable issues about the faculty member's performance that are disclosed in the faculty member's basic evaluation and the Division Chair concurs that those issues warrant further review and documentation through a Special Administrative Evaluation; or

3

4

5

6

7

c. the Provost cites identifiable issues about the faculty member's performance that are disclosed in the faculty member's comprehensive evaluation, and the Faculty Evaluation Team concurs that those issues warrant further review and documentation through a Special Administrative Evaluation; or

8

9

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11

12

d. the Provost determines that a Special Administrative Evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall be deemed to have served the purposes specified in Education Code Section 87671).

13

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18

Any Special Administrative Evaluation initiated under Subsection a, b or c of this section shall be commenced within thirty working days of the completion of the basic or comprehensive evaluation. Furthermore, it shall be concluded within sixty days after it was commenced.

19

20

21

22

2. Special Administrative Evaluations shall be conducted by an appropriate Dean or other administrator designated by the Provost (hereinafter referred to as a Dean) as follows:

23

24

25

26

a. If the Special Administrative Evaluation follows a basic or comprehensive evaluation, the Dean shall solicit input from:

27

28

29

i. the individual who completed the evaluation (in the case of a basic evaluation), or the Faculty Evaluation Team (in the case of a comprehensive evaluation);

30

31

32

33

ii. appropriate individuals the faculty member identifies as having relevant information about his or her performance; and

34

35

36

iii. any others the Vice President or his or her designee believes should have relevant information about the performance of the faculty member.

37

38

39

All such input shall be considered by the Dean before he or she completes the Special Administrative Evaluation.

40

41

42

b. The Dean may, if it is appropriate to the evaluation, observe the faculty member as he or she teaches or performs his or her other duties, conduct student surveys with prior notification to the faculty member as to when such

43

44

45

1 surveys would occur, or collect relevant data through other appropriate data
2 collection methods.

3

4 c. The Special Administrative Evaluation shall be recorded on the appropriate
5 Special Administrative Evaluation form (see Appendix __). Once the Dean
6 has completed the form, he or she shall deliver the evaluation to the faculty
7 member, offer to meet with the faculty member to discuss it, and — after the
8 meeting, if one occurred — place a copy of the form in the faculty member's
9 personnel file.

10

11 d. The completed Special Administrative Evaluation, when delivered to the
12 faculty member by the Dean, shall be accompanied by written advice that the
13 faculty member may submit a written comment regarding the evaluation. If
14 the faculty member chooses to submit a comment, it shall be appended to the
15 copy of the Special Administrative Evaluation contained in the faculty
16 member's personnel file.

17

18 D Evaluation of Division Chairs

19

20 1. During a faculty member's service as a Division Chair, his or her performance of
21 the Division Chair's duties and responsibilities shall be evaluated at the end of his
22 or her first year of service as Division Chair and at least once every other
23 academic year thereafter.

24

25 2. The evaluation of a Division Chair shall be conducted in the same manner as a
26 Special Administrative Evaluation with the following modifications:

27

28 a. In place of the list of individuals specified in Section C.2.a, the Dean shall
29 solicit information about the Division Chair's performance of his or her duties
30 and responsibilities as chair from faculty and staff in the division (including
31 all those who ask to provide relevant information), as well as any others the
32 Dean believes should have relevant information about the faculty member's
33 performance as Division Chair.

34

35 b. Rather than recording the evaluation on a Special Administrative Evaluation
36 Form, the Dean shall record the evaluation on the Division Chair Evaluation
37 Form (see Appendix __).

38

39 c. The evaluation of a Division Chair is a specialized evaluation that is separate
40 from and in addition to the normal evaluation of the Division Chair as a
41 faculty member.

42

43 E. Evaluation of Temporary Faculty

44

45 1. Temporary faculty shall be evaluated during their first semester of employment
46 and at least once during the following three semesters of employment. Thereafter,

- 1 each temporary faculty member shall be evaluated at least once every three years
2 provided a break of service of more than one year has not occurred.
3
- 4 2. To initiate a formal evaluation, the Dean shall send the temporary faculty
5 member, and his or her Division Chair, a notice informing them that the faculty
6 member will be evaluated as provided in this article and specifying the time by
7 which the evaluation should be completed.
8
- 9 3. The evaluation shall be conducted as follows:
10
- 11 a. The Dean shall appoint a Faculty Evaluation Team to conduct the evaluation.
12 The Team shall consist of:
13
- 14 i. the appropriate Division Chair or his or her designee;
15
- 16 ii. one tenured or probationary faculty member from the discipline of the
17 faculty member being evaluated.
18
- 19 b. The Faculty Evaluation Team shall prepare a plan for the evaluation that, at a
20 minimum, provides for the following data collection:
21
- 22 i. Observation, on at least one occasion, of the faculty member in class or at
23 his or her work station.
24
- 25 ii. In the case of teaching faculty or faculty who work directly with students,
26 student surveys collected from the faculty member's students.
27
- 28 iii. Collection of relevant work products from the faculty member (e.g.
29 representative course syllabi; sample class assignments, tests, or exercises;
30 selected course handouts).
31
- 32 iv. Submission of a self-evaluation by the faculty member.
33
- 34 c. After preparing its plan, the Faculty Evaluation Team shall send a copy of the
35 plan to the faculty member along with a general schedule under which the
36 Team intends to complete its work.
37
- 38 d. At the conclusion of its data gathering, the Faculty Evaluation Team shall
39 review all of the data collected as part of the evaluation plan. Based on that
40 information, the committee shall complete an evaluation summary using an
41 appropriate summary form (see Appendix __). For each applicable
42 performance category listed on the form, the Team shall:
43
- 44 i. prepare a brief narrative assessment of the faculty member's performance
45 that reflects the Team's analysis of the data it collected; and
46

1 ii. assign one of the following ratings: exceeds expectations, meets
2 expectations, needs improvement.

3

4 The Team may also include as a part of the evaluation summary any formal
5 recommendations to the faculty member being evaluated it believes are
6 appropriate.

7

8 e. The Faculty Evaluation Team shall forward the evaluation summary to the
9 faculty member being evaluated for his or her review and comment. The
10 Faculty Evaluation Team shall also provide the faculty member an
11 opportunity to meet with the Team (or one of its members as a representative)
12 to discuss the evaluation.

13

14 f. If, subsequent to meeting with the Faculty Evaluation Team (if one occurred),
15 the faculty member submits comments, the Team shall review them and take
16 any additional action it determines to be appropriate in light of the comments.
17 Thereafter, it shall forward the completed evaluation file (including the
18 evaluation plan, the data collection instruments the committee relied upon in
19 preparing the evaluation, the evaluation summary, and any other relevant
20 documents) to the Dean. If the faculty member declines to meet with the
21 Team, or fails to submit comments within five working days of the date on
22 which the Team met with the faculty member, the Faculty Evaluation Team
23 shall forward the completed evaluation file (including all of the materials
24 referenced above) to the Dean.

25

26 g. Based solely on the evaluation summary and the accompanying materials in
27 the evaluation file the Dean shall either:

28

29 i. complete the evaluation by formally accepting the Faculty Evaluation
30 Team's evaluation summary and, based on the summary, rate the faculty
31 member's overall performance as satisfactory, needs improvement or
32 unsatisfactory; or

33

34 ii. return the evaluation to the Faculty Evaluation Team with a written
35 explanation of the reasons he or she declined to accept the evaluation, and
36 comments regarding proposed steps the Team should take to remedy the
37 problems he or she perceived.

38

39 h. If the Dean declined to accept the evaluation and instead returned it to the
40 Faculty Evaluation Team, the following shall occur:

41

42 i. The Faculty Evaluation Team shall review the explanation of the reasons
43 the evaluation was not accepted and consider the proposed steps to remedy
44 the problems the Dean perceived. If the Team determines that additional
45 actions are necessary to enhance or improve the evaluation in light of the
46 explanation and comments from the Dean, it shall take those actions. It

- 1 may also revise, correct, or amend the evaluation summary in any way it
2 determines is appropriate, or leave it unchanged.
3
- 4 ii. Once the Faculty Evaluation Team has completed any actions it
5 determined to be necessary to enhance or improve the evaluation and
6 made any revisions, corrections or amendments to the evaluation summary
7 it determined to be appropriate, it shall again forward the evaluation
8 summary (with a written statement of the actions it took, if any) to the
9 faculty member being evaluated for his or her comment. If the faculty
10 member submits comments, the Team shall review them and take any
11 additional action it determines to be appropriate in light of the comments.
12 It shall then forward the completed evaluation summary to the Dean. If the
13 faculty member declines to comment, or fails to comment within five
14 working days of the date on which the committee sent the summary to the
15 faculty member, the Faculty Evaluation Team shall forward the evaluation
16 summary to the Dean.
17
- 18 iii. Upon receiving the evaluation summary, the Dean shall complete the
19 evaluation by formally accepting the Faculty Evaluation Team's
20 evaluation summary and, based on the summary, rate the faculty
21 member's overall performance as satisfactory, needs improvement or
22 unsatisfactory.
23
- 24 i. Once the Dean has completed the evaluation by formally accepting the
25 Faculty Evaluation Team's evaluation summary and assigning a rating to the
26 faculty member's overall performance, he or she shall deliver the evaluation
27 summary to the faculty member and place a copy of it in the faculty member's
28 personnel file.
29
- 30 j. The completed evaluation, when delivered to the faculty member by the Dean,
31 shall be accompanied by written advice that the faculty member may submit a
32 written comment regarding the evaluation. If the faculty member chooses to
33 submit a comment, it shall be appended to the copy of the evaluation
34 contained in the faculty member's personnel file.
35

36 F. Evaluation of Probationary Faculty

37

38 Probationary faculty shall be evaluated as specified in Article X(a), Evaluation of
39 Probationary Faculty and Tenure Review.
40

41 G. Effective Date

42

43 The initial use of the evaluation procedures set forth in the article to evaluate tenured
44 and temporary faculty shall be phased in as follows:
45

- 1 1. Temporary faculty shall be evaluated in accordance with Section E.1, with
2 any employment at Compton College counting towards the interval between
3 evaluations.
4
- 5 2. Tenured faculty members shall be initially evaluated using these procedures in
6 three groups. Those who have social security numbers the final two digits of
7 which are evenly divisible by three shall be evaluated during the 2007-2008
8 academic year; those who have social security numbers the final two digits of
9 which are divisible by three with a remainder of 1, shall be evaluated during
10 the 2008-2009 academic year; and those who have social security numbers the
11 final two digits of which are divisible by three with a remainder of 2 shall be
12 evaluated during the 2009-2010 academic year. If the social security number
13 is an odd number, the initial evaluation under this article shall be a basic
14 evaluation. If the social security number is an even number, the initial
15 evaluation under this article shall be a comprehensive evaluation.

**EL CAMINO COLLEGE COMPTON CENTER
EVALUATION SCHEDULE**

Name	SN	Collection	Eval Year	Last Eval'd	Remarks
ARROYO, CELIA	72	24.00	2007-2008		
BENTLEY, WALTER	72	24.00	2007-2008	2005-2006	
BERNAUDO, JOSE L.	99	33.00	2007-2008	2005-2006	Prob; eval needed
BOATWRIGHT, EDDIE	NA	NA	2007-2008		Prob; eval needed
BOROUJERDI, MOHAMMAD	69	23.00	2007-2008	2003-2004	Prob; eval needed
BUTLER, LINDA	45	15.00	2007-2008	2004-2005	
CORTEZ PEREZ, AURORA	33	11.00	2007-2008	2005-2006	
DE SILVA, VERNELL R	66	22.00	2007-2008		Eval needed
FISHER, CARROLL	51	17.00	2007-2008	2004-2005	
FLOR, PAUL M	00	0.00	2007-2008	2004-2005	
HALLIGAN, CHRISTOPHER	NA	NA	2007-2008		Prob; eval needed
HATHMAN, HILDA R.	69	23.00	2007-2008		Prob; eval needed
HEMING, DEBORAH	NA	NA	2007-2008		Prob; eval needed
HOFFMAN, AUGUST	18	6.00	2007-2008	2002-2003	
JOHNSON, RENEE	NA	NA	2007-2008		Eval needed
LAZAR, SHEMIRAN I.	60	20.00	2007-2008		Eval needed
LYLES, CORNELIA L	87	29.00	2007-2008	2004-2005	
MARADIAGA, AXA	21	7.00	2007-2008	2006-2007	Prob - eval needed
MARUYAMA, DAVID	69	23.00	2007-2008	2006-2007	Prob - eval needed
MCPATCHELL, DAVID O.	81	27.00	2007-2008	2000-2001	Eval needed
MENDOZA, LADISLAO	90	30.00	2007-2008	2005-2006	Eval needed
MOORE, BILLIE JO	33	11.00	2007-2008		Eval needed
MY, ALEXANDER P.	36	12.00	2007-2008		Eval needed
ODANAKA, MICHAEL J	69	23.00	2007-2008	2004-2005	
ROACH, DONALD A	72	24.00	2007-2008		Eval needed
ROACH, RUTH	NA	NA	2007-2008		Prob; eval needed
SHAIKH, MOHOMAD N.	42	14.00	2007-2008		Eval needed
SWEENEY, ELIZABETH	NA	NA	2007-2008		Prob; eval needed

**EL CAMINO COLLEGE COMPTON CENTER
EVALUATION SCHEDULE**

name	SSN	collaborator	Eval Year	Last Eval Period	Remarks
SUBRAMANIAM, THAMIZHCHELVI	72	24.00	2007-2008	2004-2005	
THOMAS, SHIRLEY	09	3.00	2007-2008	2005-2006	
UCH, MANDEDA R	42	14.00	2007-2008	2002-2003	
VALDRY, ANDREE B.	48	16.00	2007-2008	2002-2003	
WARD, CAROLYN D.	03	1.00	2007-2008	2002-2003	
YAHYE, ABDIRASHID M	90	30.00	2007-2008		Eval needed
SONIDO, ELEANOR L.	79	26.33	2008-2009	2003-2004	
ADEVA, ANGELITA	34	11.33	2008-2009	2005-2006	
AGUILAR, CARMELA	40	13.33	2008-2009	2004-2005	
AHMAD, MANZOOR	01	0.33	2008-2009		Eval needed
ARROYO, SILVIA T.	49	16.33	2008-2009	2004-2005	
BENSON, EUGENE	28	9.33	2008-2009	2004-2005	
BOATWRIGHT, EDDIE	04	1.33	2008-2009	2006-2007	
BUNTING, IKAWABA	07	2.33	2008-2009	2005-2006	
CLARK, LEONARD R	97	32.33	2008-2009	2004-2005	
FLEMMING, ARTHUR H.	34	11.33	2008-2009	2003-2004	Eval needed
HAYNES, VANESSA	40	13.33	2008-2009		Eval needed
MEJIA, CARLOS	04	1.33	2008-2009	2002-2003	Eval needed
MORGAN, ROBERT S	28	9.33	2008-2009		Eval needed
OSANYINPEJU, ABIODUN	04	1.33	2008-2009	2005-2006	
PANSKI, SAUL J	07	2.33	2008-2009	2005-2006	
PORTER, LEROY M	01	0.33	2008-2009		Eval needed
VAN NIEL, PIETER J	82	27.33	2008-2009	2004-2005	
WILLIAMS, HERKIE LEE	58	19.33	2008-2009	2001-2002	Eval needed
WU, HUNG Y	28	9.33	2008-2009		Eval needed

FCMAT MONITORING FORM

MIS/IT

Operational Area

September 25, 2007

Date

Rudy Ramos 310-900-1600 ext 2184

Contact/Telephone

STANDARD: *(Write standard being addressed)*

6.1 The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Maintain the current number and status of computer labs and computers and continue a replacement process that keeps computers up-to-date, especially as enrollment grows at the Compton Center.
2. Faculty and instructional leaders associated with every instructional program that utilizes equipment should conduct an equipment status study to document the condition and use of equipment in these programs. After this survey is conducted, a plan to replace, repair, and/or redeploy educational equipment should be developed for the entire Compton Center. Utilize the services of the Title V program to prepare grant proposals to help secure resources to purchase needed equipment. Also, work with area employers to secure donations of needed equipment.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. In Spring, 2007, the Division Chairs met, after working with their faculty, to discuss the acquisition of new equipment and supplies. The Divisional faculty prioritized their requests. At the time the Basic Skills Grant and Block Grant funds were available as well as individual Divisional supply budgets. The Division Chairs, debated the priorities requested by the faculty within Divisions and prioritized the requests. Each Division Chair had three chances to order the equipment requested by their faculty. The requests were made in the priority order determined by the Chairs. (See attached)
2. During this year of planning, a more detailed process will be developed to insure that equipment needed by the faculty and instructional programs is recognized and assigned a priority, as well as that which is outdated is removed from use.

The discussion at the Division Chair level will become more formalized. The outcomes of the discussions in Spring, 2007 seemed to have a positive result in that Division Chairs recognized the needs of other Divisions and worked to accommodate everyone's more vital needs.

Once the Title V Grant is reactivated, faculty will be encouraged to work with the Director to seek funding through community alliances as well as Grant opportunities.

Current inventory show 20 labs containing 566 computers for the following uses:

6.1 The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.

classroom, departmental lab, Library computer lab, Learning Resource Center and open labs. Currently none of these labs reported having assistive technology resources available. The assistive technology hardware may include ergonomic furniture and chairs, scanners, trackballs, Maltron keyboards, and headphones. Asset management of the student computer labs is managed by an Active Asset Management System by Altiris. An overall audit of all systems can be extracted from the Altiris system on an as needed basis. Updates to the reported documentation will be conducted on an annual basis, please refer to attached matrix in the Technology Plan for further detailed information.

UNMET RECOMMENDATIONS (*List in numerical order those recommendations not addressed and the reason*)

1. At present there is no formal process for inventory of existing equipment and / or supplies. The Center has adopted the main campus process for accepting and tagging equipment as it arrives on campus. This will be most helpful as we develop the inventory process

FCMAT RATING:

April 2007: 3

October 2007:

DISTRICT SELF-RATING 5

6.1The college selects and maintains appropriate, current, and sufficient educational equipment and materials to support student learning.

El Camino College Compton Educational Center

Computer Resources - Student Labs

Fall 2007

Building	Room #	Computer Model	Operating System	Utilization	Quantity	Out of Service	Warrenty Expiration Date
VOTECH	VT124	HPDC7700/1Gig	MS Vista	Dedicated LAB	32		AUGUST 1 2009
VOTECH	VT125	HPDC7100/512K	MS Windows VISTA	Dedicated LAB	31		MAY 20 2008
VOTECH	VT126	HPDC7700/1Gig	MS Vista	Dedicated LAB	37		AUGUST 1 2009
VOTECH	VT127	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	30		MAY 20 2008
VOTECH	VT128	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	13		MAY 20 2008
VOTECH	VT131	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	23		MAY 20 2008
VOTECH	VT209A	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	25		MAY 20 2008
VOTECH	VT209B	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	10		MAY 20 2008
VOTECH	VT212A	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	31		MAY 20 2008
VOTECH	VT212B	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	32		MAY 20 2008
VOTECH	VT215	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	10		MAY 20 2008
VOTECH	VT226A	HPDC7100/512K	MS Windows XP SP2	Open LAB	30		MAY 20 2008
VOTECH	VT226B	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	35		MAY 20 2008
MATH SCIENCE	MS203	HPSLIMDC7100/512k	MS Windows XP SP2	Open LAB	10		NOV 24 2007
MATH SCIENCE	MS203	GTWAY PROFILE 4/512K	MS Windows XP SP2	Open LAB	22	5	EXPIRED
MATH SCIENCE	MS204	HPDC7100/512K	MS Windows XP SP2	Open LAB	6		MAY 20 2008
C ROW	C29	HPDC7100/512K	MS Windows XP SP2	Dedicated LAB	11		MAY 20 2008
D ROW	D28 OUTREACH	HPDC7600/512K	MS Windows XP SP2	Open LAB	3		
	D29 STU SERV	GTWAY E3400/256k	MS Windows XP	Open LAB	4		EXPIRED
	D29 STU SERV	DELL DV051/512K	MS Windows XP	Open LAB	2		EXPIRED
	D29 TRANF CNTR	DELL AND GTWAY/512K	MS Windows XP	Open LAB	2		EXPIRED
E ROW	E17 FINAID	DELL DIMENSION XPS/512k	MS Windows XP	Dedicated LAB	7		JULY 12 2007
F ROW	F33 READING	HPSLIMDC7100/512K	MS Windows XP SP2	Dedicated LAB	16		NOV 24 2007
	F39 LANGLAB	GTWAY PROFILE 5/512K	MS Windows XP SP2	Dedicated LAB	30		EXPIRED
G ROW	G32	GTWAY PROFILE 5/512K	MS Windows XP	Dedicated LAB	29		EXPIRED
	G33	GTWAY PROFILE 5/512K	MS Windows XP	Dedicated LAB	30		EXPIRED
	G39	GTWAY PROFILE 5/512K	MS Windows XP	Open LAB	13		EXPIRED
	NURSING	GTWAY PROFILE 5/512K	MS Windows XP	Dedicated LAB	9		EXPIRED
V ROW	V72 REGISTRATION	HPDC7600/512K	MS Windows XP SP2	Dedicated LAB	7		
LIBRARY	LIBRARY	GTWAY PROFILE 5/512K	MS Windows XP	Open LAB	10	1	EXPIRED
		GTWAY E-3400/512K	MS Windows XP	Open LAB	2	2	EXPIRED
		GTWAY PRIFILE 1.5/512K	MS Windows XP	Open LAB	4	2	EXPIRED
Total Computer Count					566		

PROPOSED BASIC SKILLS PROGRAM SPENDING PLAN

Compton Community College District 2006-2007

Category	Priority	2006-2007 Expenditures Before Re-Allocation Funds	2006-2007 Expenditures Re-Allocation Funds
Research			\$25,000
Curriculum Development			
Professional Development			\$20,000
Articulation			
Student Academic Assessment			\$25,000
Other Student Needs			
Student Counseling			\$15,000
Basic Skills/ESL Tutoring			\$64,000
Instructional Materials			\$53,499
Other Activities for the Enhancement of Basic Skills			

PROPOSED IMMIGRANT EDUCATION PROGRAM SPENDING PLAN

Compton Community College District 2006-2007

Category	Priority	2006-2007 Expenditures Before Re-Allocation Funds	2006-2007 Expenditures Re-Allocation Funds
Research			
Curriculum Development			
Professional Development			\$10,000
Articulation			
Student Academic Assessment			
Other Student Needs			
Student Counseling			
Basic Skills/ESL Tutoring			
Instructional Materials			
Other Activities for the Enhancement of Basic Skills			

FCMAT MONITORING FORM

Academic Affairs
Operational Area

Date September 25, 2007

Mary Callahan 310-900-1600X 2133
Contact/Telephone

STANDARD: *(Write standard being addressed)*

6.5 The college periodically evaluates the library and learning support services provided to students and makes necessary improvements to ensure their adequacy in meeting student needs

RECOMMENDATIONS: *(List recommendations for this standard for the Compton Community College District Assessment and Recovery Plan Six-Month Progress Report, October 2007)*

1. Using the ACCJC quality standards as a guide, develop comprehensive program assessment and student assessment programs.

a. Consider using the following steps in the design and implementation of a program assessment component:

- Systematically assess the current campus library and learning resource needs and analyze the data collected. Use the Compton Center's computer capabilities to collect and process the data;
- Identify the problems or gaps in operations on a regular yearly cycle;
- Propose and examine alternative program improvement proposals;
- Select alternatives that best address the problems/gaps;
- Develop goals and measurable objectives for each alternative program improvement proposal selected for implementation;
- Provide fiscal and human resources as needed through the redistribution of resources;
- Implement program improvement proposals with well-defined mechanisms for monitoring progress;
- Evaluate the program improvement proposals implemented;
- Adjust the program as needed, based on data gathered. (Consider continuation, modifications with cost factors attached, and/or whether the program should be discontinued due to goals not being achieved.);
- Implement modifications based on adjustments made.

Schedule a full evaluation of all existing library and learning resource programs in operation at the Compton Center as soon as possible and on a regularly scheduled basis afterward. Develop administrative regulations/procedures that spell out the appropriate implementation timelines, procedures, and monitoring expectations for all assessment efforts.

b. Consider including some of the following in the design and implementation of a student assessment component:

- Criterion-referenced tests for significant selected objectives for the purpose of assessing student learning related to the intended student learning outcomes for the library and learning resource services at the Compton Center.
- A variety of formative assessment strategies with a focus on feedback for improvement.

Be sure that assessments chosen will produce data that are needed for modifying

6.5 The college periodically evaluates the library and learning support services provided to students and makes necessary improvements to ensure their adequacy in meeting student needs

instruction.

- Schedules and timelines linking results of assessments to a curriculum review and revision process on a continual basis.
- Other appropriate measures of student success, such as open-ended assessment items, performance-based demonstrations, and portfolios with clearly delineated measurement criteria.
- Expectations on how the faculty and staff will use evaluation data and the role of library faculty and staff in the assessment process.
- Expectations regarding how the assessment data and process will be communicated to the Compton Center faculty.

Assign specific oversight responsibilities for student assessment and program evaluations to appropriate personnel in the library and learning resources division. Involve this person with appropriate center personnel to work on the assessment planning process over time.

EVIDENCE OF ACCOMPLISHMENT: *(List key areas of accomplishment)*

1. The last formal evaluation of the Library/Learning Support services at the district was in 2005. (See attached report) The evaluation was based upon ACCJC Standards.

On-going, less formal evaluations have been continuing as the plans to move to the new facility progress.

2. Based upon the 2005 evaluation and the continuing evaluation, the District has modified its support of the Library/Learning Resources areas. In, 2006-2007, the District added an additional \$30,000 from Block Grants to the \$22,500 allocated for adding new material to the area. In 2007-2008, the District allocated \$60,000 from the General Fund for library acquisitions, including data bases, books, periodicals etc.

In addition, the position of Library Director was created. The position was filled by an interim employee until recently. The position is being advertised for a permanent fill.

The staff of the areas is under review at present so that adequate professional and support staff are in place when the new facility opens for student use.

During the period of waiting to move into the new facility, the process utilized at the main campus for Library / Learning Resources will be reviewed and adapted for use at the Center. (See attached) As the current facility is moving toward closure, doing a review and survey related to that facility may not be the best use of resources. Instead, the staff will focus on the new facility and what services etc. are forecasted as needed. Instruments such as those used at the main campus, will be useful. (See attached)

Additionally, during the waiting period, the periodic review/evaluation of the Library and Learning Resource programs with appropriate processes should be scheduled on a regular basis. The schedule, process and instruments utilized at the main campus will be the guide driving the process at the center.

6.5 The college periodically evaluates the library and learning support services provided to students and makes necessary improvements to ensure their adequacy in meeting student needs

UNMET RECOMMENDATIONS <i>(List in numerical order those recommendations not addressed and the reason)</i> 1. A systematic assessment of the Library / Learning resource areas has not been developed. Informal assessments have been conducted, but the formal process has not occurred since 2005 due to the preparations for imminent movement of the area.
FCMAT RATING: April 2007: 1 October 2007:
DISTRICT SELF-RATING 3

6.5 The college periodically evaluates the library and learning support services provided to students and makes necessary improvements to ensure their adequacy in meeting student needs

Schauerman Library Student Opinion Poll

The following survey is designed to collect student opinions of El Camino College's library resources. Your responses are important to us. Please answer carefully and honestly.

Please indicate your rating of the following services and resources at the **Schauerman Library**. Select only **one option** for each question. Using a pen or pencil, mark the box for your answer.

	Daily	Weekly	Occasionally	Never or Almost never	
1. How often do you use the Schauerman Library?	44	30	33	4	
Library Services					
	Excellent	Satisfactory	Unsatisfactory	No opinion	Have not used
2. Services provided by circulation	65	32	0	5	9
3. Services provided by periodicals	61	28	3	7	12
4. Services provided by reference	69	29	2	7	4
5. Services provided by reserve	67	27	2	9	6
6. Library orientation classes	49	24	0	13	25
Materials & Collections					
7. Quality of the book collection	44	52	3	7	5
8. Quality of the periodicals collection	46	40	3	7	15
9. Quality of the reference materials	59	35	1	7	9
10. Quality of the reserve materials	50	38	2	10	10
11. Quality of the textbook collection	54	37	4	6	10
Resources & Equipment					
12. Change machines	50	31	9	8	13
13. Debit machines	34	32	7	13	25
14. On-line databases	70	29	6	3	3
15. Copy machines	55	34	11	5	6
16. Printers	54	31	8	5	13
17. Micro-film readers/printers	43	21	4	10	33
18. Online catalog	53	36	3	7	12
19. Access technology for disabled students	48	22	2	9	30
Ambiance/Facilities					
20. How would you rate the library as a place to study?	69	35	2	4	1
21. Helpfulness of staff	74	29	1	6	1
22. Operating hours of the library	65	30	8	6	2
23. Noise level	48	43	14	4	2
24. Availability of computers	45	43	16	4	3

Other comments

Great service.

A highly recommended tip would be to provide a guard or security guard to make sure that the noise level is appropriate at some library spots because these noises disturb students, esp. those who talk loud and answer cell phones.

I love this place.

Block MySpace from computers. People that actually need the computer to do homework have to wait too long because others are online doing nothing constructive.

Wonderful staff, very helpful & friendly.

Don't charge an extra fee for use of ATM.

One test should not drop (you) from A to D.

COOL

The Library is too cold and so maintenance should control the air according to the temp outside. Otherwise keep up the good work.

Longer hours.

Library should keep open for a longer time.

There are a lot of computers always being used for MySpace.

Too many people use computers for non-student related purposes. I sometimes need to do research and people are on MySpace. Need better supervision.

I wish it would stay open later.

I love the library. It is a great place to study.

Color copier/printer at a higher rate would be useful.

Thank you!

◀• Thank you •▶

Schauerman Library Faculty Opinion Poll

The following survey is designed to collect student opinions of El Camino College's library resources. Your responses are important to us. Please answer carefully and honestly.

Please indicate your rating of the following services and resources at the **Schauerman Library**. Select only **one option** for each question. Using a pen or pencil, mark the box for your answer.

	Daily	Weekly	Occasionally	Never or Almost never	
1. How often do you use the Schauerman Library?	44	30	33	4	
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Thank you!

◀• Thank you •▶

Why Conduct a 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. It is a process that will help clarify and achieve program goals.

To ensure that program review achieves its goals, it should be designed to ensure that there are appropriate linkages with Q-Builder planning, budgeting, and accreditation. An area's program review will tie into the college's planning and budgeting processes in order to:

- evaluate how effective a program functions in relation to its objectives, the college's mission, institutional goals, and priorities, and community needs.
- strengthen planning and decision-making.
- encourage program development and improvement.
- improve the use of college resources.
- comply with Title 5, accreditation, and other mandated reviews.

Initial Planning – A workshop will be held for representatives of the programs scheduled for review during the preceding spring semester and should include as many of the members of the department as possible. The meeting will cover an orientation to the process, dissemination of basic research data, discussion of the timelines and expectations, and provide answers to any questions representatives have. Each program under review will select two representatives to oversee the review process. At least one representative must be from within the department/unit.

Program Review – During the semester, department members will design and conduct, with the assistance of Institutional Research, surveys for additional information needed to complete this review. Department members should review and comment on a draft of the report prior to submitting the report to the Vice President of Student & Community Advancement or other appropriate administrator

Acceptance – The Vice President of SCA or other administrator will review and provide recommendations to the program manager.

Dissemination – Approved program reviews will be available in departmental/division offices. Additional reports will be provided to Cabinet.

Questions to ask when beginning the program review process.

- Where are we now?
- Where do we want to be?
- What do we need to do to get there?
- What evidence do we need to track our progress?

I. Overview –

This section will ask you to provide information on the following.

Program Description: Provide a brief description of the program including the objectives.

Status of Previous Recommendations: This represents a history since the last review. Examine previous program review recommendations including responses. What are the relevant institutional issues that impact the program?

II. Program Data –

This section will ask you to provide information on the following.

List and analyze data for trends in student/client satisfaction, student/client outcomes, and campus/community collaboration. You will need to work with the Planning and Research department to create and disseminate a customer satisfaction survey in order to start this portion of the program review.

III. Program Requirements –

This section will ask you to provide information on the following.

Program Support – What other areas impact the program? What are the needs of the program?

Facilities and Equipment – Comment on the adequacy and immediate- and long-range facilities and equipment needs of the program.

Staffing – Examine the current staffing and list personnel training needs.

Planning - Use external and internal information to determine changes or trends that will impact your program in the next 5 years. What changes will impact the program? How are program personnel made aware of the program plans? How does the program's plan tie into the institutional goals, student learning outcomes, and budgeting activities?

Recommendations –

This section requires a prioritization of all recommendations made in this program review and a listing of the strategies that will be implemented to achieve each recommendation.

I. Overview

A. Program Profile

Instructions: The program profile should contain the program name, primary objectives, funding source(s), a profile of the students or clients served, and any other information that will provide the reader with a more complete understanding of the program.

B. Status of Previous Recommendations

Instructions: List the current status of recommendations that were provided in the last program review.

C. Continuing Recommendations

Instructions: List the recommendations that are expected to continue as a result of this program review.

II. Program Data

A. Student/Client Satisfaction

Instructions: Provide the results of the student/client satisfaction survey. List any program improvements that are based upon the outcomes of the survey.

B. Student/Client Outcomes (Recruitment, Retention, and Success)

Instructions: The section will rely upon program data that has been collected over the past three years.

Report student or client data collected for the program.

Analyze the data to identify and list trends.

Based upon the trends and performance indicator data (e.g., metrics) what changes, if any, should be made to improve the program? All program improvements must be tied to the data.

C. Campus/Community Collaboration

Instructions: List collaborative efforts with the campus and external community that are designed to benefit the program.

What collaboration or partnerships have been established with other programs on campus or in the community? Describe the effectiveness of each collaboration or partnership.

How can program personnel strengthen these collaborations/partnerships?

What other collaborations or partnerships should program personnel pursue and why?

D. Program Data Recommendations

Instructions: Compile all program data recommendations from A – C.

III. Program Requirements

A. Program Support

Instructions: List campus departments that are essential to the success of this program, the impact of those departments on the program, and what is being done to strengthen the partnership between each.

All programs depend upon the support of other departments on campus. What is the impact of those departments on this program and what can program personnel do to further strengthen relations?

B. Facilities and Equipment

Instructions: Provide a summary of the current state of the program's facilities and equipment and list recommendations if appropriate.

Describe the adequacy/inadequacy of the facilities and equipment available to the program.

List recommendations regarding facilities and equipment.

C. Staffing

Instructions: Describe current staffing level and personnel training needs.

Describe the adequacy/inadequacy of the program's current staffing level.

Are program personnel current in their field? If not, list what is needed to maintain currency and how it will improve the program.

Counseling Division - Fill in the faculty status data below and answer the following question.

Name	Reassigned time (shown in %)	Currently on leave	Retired in last 2 years	FT hired last 3 years	Anticipated to retire in next 3 years

How does this data impact the program or the future of the program?

List and prioritize all staffing recommendations.

D. Planning

Instructions: Sources for this section should include articles from academic or trade journals, Q-Builder, advisory committees, business and industry, and news media (web or printed).

What major changes or trends might impact your program in the next five years?

What are the implications of these changes or trends for the program and how will the program respond?

What data, not currently provided, would be needed in order to improve planning for the development of the program? Explain the type of data desired, why it will be useful, and list the possible sources if known.

Describe how program personnel are made aware of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful. How are representative program personnel involved in the creation and implementation of the program plans?

How does the program's plan tie into the institution's goals?

How does the program's plan ties student learning outcomes?

Describe how the program's plans are linked to the program's budgeting activities.

E. Program Requirement Recommendations

Instructions: List all recommendations made in the program requirement section.

IV. Recommendations

Instructions: Provide a prioritized list of all recommendations made throughout this program review. List strategies to aid in the achievement of each recommendation.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary:

In response to the following portions of the College mission, the Library staff has accepted the challenge to provide both resources and services to assist in the overall academic, professional, and lifelong skills growth and development of all those served.

- "...to meet the entire spectrum of student need."
- "...to develop the whole person – not only the scholar and professional trainee, but also the parent, the citizen, and the lifelong learner."

Listed below are the current offerings provided by the Library support instructional programs, along with intellectual, aesthetic, self-help, and cultural materials.

- Book orders reflect purchases that meet the overall objective; there are currently 39,000 volumes housed in the Library
- Faculty provided reserves
- Textbooks on reserve for most classes
- Almost 400 tapes in the books on tape collection
- 100 CDs
- 140 print periodicals
- Internet access
- Numerous online databases
- ADA equipment

Student support services provided that contributes to promoting access and success includes:

- Fulltime librarian reference assistance
- Orientations explaining informational resources reflecting individual course needs are tailored and presented to each class served by librarians working closely with the instructors of record for those classes (2004-05 = 84 class orientations given to a total of 1,676 students)

- Study rooms
- Photocopiers
- Multi-access computer lab with a network printer
- Typewriters

Librarians also provide information literacy instruction.

- One on one, upon request
- Small group workshops
- Library 1 Information Competency class offered to regular college students and a linked Library 1 with Counseling 1 for beginning students in the 2 + 2 + 2 program.

Self-Evaluation:

The College is in partial compliance with the standard. Up until the 2004-2005 fiscal year, when budgetary setbacks severely curtailed the Library's budget, the College had been quite supportive of the Library's efforts to provide material to support teaching and learning. In 2003-2004, the College District provided the Library with the resources to purchase books (\$32,307), periodicals (\$9,934), and, besides the \$36,177 charged to TTIP for online databases, an additional \$5,000 was provided for another online database. Lacking in years past has been the understanding of the monetary support needed to provide technical upgrades and services in a timely fashion. Technical services have improved since the 1999 accreditation visit and recommendation but the commitment to replace computers and other technical equipment in a timely fashion still remains unfulfilled. See Doc. 6.1a and 6.1b.⁸⁰

At this time, the Library is undergoing a transition as it will soon be moving to a new facility. The existing library, built in 1953, was adequate for many years until it no longer was capable of housing the electronics required to serve today's students, and no longer met the amended State requirements for seismic safety. This building is however, light and airy with plenty of space for students to study. One problem currently existing occurs when library orientations and the Library 1 classes are being held in the computer lab, closing the lab to other students needing to use the computers. There is only one group study room available in the current library facility. Recently purchased ADA equipment will soon be set up to serve students with special needs. The College library staff subscribes to the belief that a student's maximum intellectual growth and development requires more than traditional classroom instruction. Success in achieving educational and instructional objectives is ultimately dependent upon access to collections of supplemental materials, current information, and multiple, up to date resources. By supplemental resources, the reference refers to, as example, books in print format which may also be housed on tape, with criticisms and summaries provided on the Internet. The term "supplemental" can also refer to books, periodicals, and online database information

⁸⁰ Doc. 6.1a and 6.1b pertain to the 1999 Accreditation Team's recommendation 6.1

that directly support the coursework and supplement the texts. The entire library staff is resolved to meeting the information needs of students and faculty and have developed numerous handouts to show students how and where to access various types of information. See Doc. 5 a-x.⁸¹ We are also capable of assisting the bilingual community we serve. During the entire time the Library is open, there is at least one person on duty who speaks Spanish. The Library staff encourages the instructors who teach beginning ESL to bring their students to the Library for orientations so they can be made to feel comfortable in the Library, have a basic understanding of the services and materials offered in Spanish and English and learn where the intermediate level books are housed. Encyclopedias, books, periodicals, and an online news database are provided in Spanish. The Library subscribes to the publication journal, "Criticas" from which is ordered numerous works in Spanish.

NOTA: Si tiene alguna pregunta acerca de las horas o servicios de la biblioteca, llame al telefono (310) 900-1648. Usualmente hay persona biligue que puede atenderlo.

Planning Agenda:

The Library will soon make the move to the new building where shelving will be available to house half again as many books. Instead of one study room, there will be five with a sixth study room set up as an ADA workstation. Two multi-access computer labs housing over twenty computers each will be available to students the entire time the Library will be open as a thirty-computer classroom will provide the needed space for Library classes and orientations. A separate classroom means the library will be able to provide additional classes, linking with Humanities, Study Skills, English, Health and other disciplines. This will require the bibliographic librarian to be fulltime in the Library and perhaps one or more of the other librarians teaching a class. Research will be done to determine the viability of offering a Library Assistant Certificate Program in the future. As yet, detailed research has not been conducted to determine the needs assessment, but it is known that other community colleges offer such a program and the Library believes that our community could well benefit by such a program added to the curriculum. See Doc. 7a.⁸² If not offered as a certificate program, the courses could be offered individually with some type of signed documentation, (not certificates of completion, per se) that the students have successfully completed the individual courses.

Additional staffing will be an immediate need once in the new facility, as the student service area is totally separated from the offices and work area making it necessary to hire one or two part-time librarians and one or two part-time clerks to be available to assist students. The second part-time librarian and clerk will especially be needed, if, due to weekend classes, the library hours need to be extended.

⁸¹ Doc. 5 a-x Handouts developed by the Library staff to provide general and specific information gathering assistance.

⁸² Doc. 7a is the course description from Santa Ana College

The staff plans to continue expanding its print and online resources as well as technical services to provide adequate materials in this rapidly advancing information age. The new Library will have the two computer labs and a classroom to accommodate the learning needs of the students.

- 1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.**

Descriptive Summary:

Administrators have shown a desire for the librarians to increase the number of information literacy classes offered and the librarians have done what they can to accommodate the need. The Library staff has always been able to count on administrative support for collection development. A stronger commitment to providing technical support and updating equipment would definitely bolster the services that can be provided.

Self-Evaluation:

At this particular time, the College performance is partially compliant with the intent of this portion of Standard 2. We are doing what we can to provide additional classes, but the demand exceeds the capacity of the Library in its present location. Once settled in the new library, the staff can renew efforts to meet the demand for expanded services. There will be additional space available, along with more computers, but there will need to be an investment in additional staffing to be able to add classes. The bibliographic instruction librarian is also the cataloger and, at this time, she is only assigned to work part-time in the Library. Collection development has and will continue to be the major focus of the Library staff.

Planning Agenda:

With the support of the institution, the librarian primarily in charge of instruction needs to be assigned to the Library fulltime. Additionally, a part-time librarian hired to handle the cataloging would be quite an asset. The institution needs to make the commitment to provide the ongoing equipment upgrades needed to provide state-of-the-art instruction and information services. This includes such items as projectors and smart boards. The current Program and Planning Review clearly explains the need. *[Estimated timelines: September 2006 for full time librarian; January 2007 for additional technology investment]*

- a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary:

Although all librarians, the Acquisition Librarian in particular, contribute to collection development, the input of all faculty members is welcomed and encouraged. Faculty involvement is also solicited when conducting inventory of current collections and "weeding" out obsolete materials. The faculty members and librarians work together to prepare library assignments to accompany student and class orientations.⁸³

Self-Evaluation:

The library staff makes an effort to provide faculty and administrators with lists periodically for new books added to the collection, updated lists of intermediate level books, print and online periodicals, and special collections housed in the Library. A quick search by subject or keyword in the Library's online catalog provides anyone interested with information on materials housed in the Library. See doc. 2 a-d⁸⁴ An unwritten collection development policy dictates curriculum support, self-help, and materials that enhance learning and provide skills development as criteria for acquisition and all Library offerings and services. Technological enhancements have moved the Library forward in recent years, but continued institutional support for and commitment to providing equipment upgrades and new technology is crucial to the Library's ability to assist students and faculty to the fullest.

As a means of assessing adequacy, faculty and administrators have been given online database access IDs and passwords for independent research. Besides having access to the Library's online catalog, through the Library's website there is access to the Library's numerous online databases and to Cal State Dominguez Hills Library's holdings where Compton College has a reciprocal borrowing agreement. See doc. 3 a-b.⁸⁵

Assessment instruments and procedures are in place to ensure students have acquired the desired learning outcomes. Specific assignments are given to students enrolled in Library 1 courses. Library assignments are also designed for various courses that accompany the curriculum being taught in those courses. Library exercises are given by various instructors following in-depth orientations. See doc. 4 a-c.⁸⁶

⁸⁴ Doc. 2 a-d Compiled lists of various library collections.

⁸⁵ Doc. 3 a-b Off-campus library resources

⁸⁶ Doc. 4 a-c Library assignments developed by librarians in conjunction with classroom instructors given with class orientations

Planning Agenda:

Every effort will be made to make the budgetary needs of the library known to best provide for the students. There is still an ongoing need for print materials, but definitely a need to provide students with additional media that would serve to enhance learning. Not all students learn the same way, making multimedia offerings the best way to be sure to meet the information needs and provide the desired learning outcomes of everyone. [Estimated timeline: June 2006]

Also being considered, is the possibility of offering reciprocal agreements with other institutions, such as Cal State Long Beach, whose library online catalog can also be retrieved from the Library's web page. [Estimated timeline: December 2006]

- b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**

Descriptive Summary:

The institution's main purpose is learning success as evidenced through matriculation, transfer, degrees earned, and certificates obtained. Refer to the institution's Mission and Vision Statement. The institution supports the Library's efforts to teach students the lifelong information gathering skills necessary for both career and educational advancement. The Library's information competency course is designed to develop the skills in students to access, retrieve, and assess the information required to meet any learning objective. It also provides students with the understanding of the format best suited to provide the specific information needed. As previously mentioned, the numerous pathways developed for students are to assist them with their college assignments.

Self-Evaluation:

The College is in compliance with this portion of Standard II. Course outlines generated by the instructor of record, approved by the Library Coordinator and Administrative Dean of Academic Affairs, are given to the Curriculum Committee for further approval. Goals for improving and developing courses have, in many cases, been determined by what students request and what is observed as weaknesses in students' information retrieval skills. See doc. 6 a-b.⁸⁷

Planning Agenda:

⁸⁷ Doc. 6 a-b Library course information.

At this time the Bibliographic Instruction Librarian is in the process of developing courses that the staff hopes to put in place once settled in the new library. Later on, research into the viability of offering a Library Technician Certificate Program will take place. All this hinges on the ability to increase the Bibliographic Instruction Librarian's hours in the Library to fulltime. [*Estimated timeline: Fall 2006*]

- c. **The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.**

Descriptive Summary:

The Library's current hours of service are Monday through Thursday, 8am to 8pm, Fridays and Saturdays 8am to 4pm, and closed on Sundays. Through the Library's web page, the online databases subscribed to can be accessed from remote sites using the user IDs and passwords sheet that can be obtained from the Circulation Desk in the Library. One or more professional librarians are on duty at all times when the library is open to assist students by answering reference questions and helping with information gathering. The clerical staff members are trained, knowledgeable and capable of assisting students in the use of computers and other equipment as well.

Self-Evaluation:

The College is in substantial compliance with this portion of Standard II. The Library, at this time, does not have an e-book collection. That is being considered, especially for reference books. In addition to the online databases, the e-books could likewise be accessed from remote sites as noted previously in document 3 a-b.

Efforts are made with materials acquisitions to support the entire curriculum offered by the College. Input from faculty for collection development is welcome. See Doc. 6.2⁸⁸ There are a lot of Spanish language books, including encyclopedias. There is a large collection of intermediate level books, purchased with limited English speakers and those who experience reading difficulties in mind. Recently, a children's literature collection was developed for the Child Development students. Books on tape, purchased with limited English speakers and students with reading problems in mind, are among our more recent additions along with a variety of music CDs. Accessibility of the Library's holdings is available to all and recent purchases of ADA equipment have provided additional assistance to those with physical and learning disabilities.

Planning Agenda:

⁸⁸ Doc. 6.2 Responses to the 1999 Accreditation Team's recommendation 6.2

After the Library moves to the new facility, the plan is to build the recent collections started and look into additional areas of providing service to staff and students, such as offering phone and e-mail access to reference sources. This can be accomplished once there are part-time librarians in place to handle reference requests. Additional ADA equipment and software will be purchased and one of the study rooms will be allocated as an ADA workroom. [Estimated timeline: Fall 2006]

d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary:

Most recently, Maintenance & Operations has responded in a timely fashion to repairs and housekeeping needs. Day to day upkeep is adequate.

The Library has 3M security gates that sound when magnetically sensitized materials pass through them, minimizing loss of library holdings through theft. The building is equipped with Sonitrol alarm protection for burglary and smoke detection. An emergency button is housed at the Circulation Desk that will summon the city emergency teams should any situation pose a major threat.

Self-Evaluation:

The College is in compliance with this portion of Standard 2. Maintenance and security measures for the Library are adequate at present.

Planning Agenda:

In planning for the new Library, security measures will need to be fully in place prior to equipment and furniture delivery. It is also important to make sure a responsible person is designated to handling the housekeeping and general maintenance of the new facility on a regular basis. Additionally, the security features of the new building should be enhanced to concurrently notify campus police whenever a security threat is deemed present by library staff to ensure as timely a response as possible. [Estimated timeline: Fall 2006]

- e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.**

Descriptive Summary:

A contractual agreement exists (See Doc. 3 a⁸⁹) with Cal State Dominguez Hills Library for reciprocal borrowing privileges. Statistics have not been kept on the number of reciprocal transactions, however, it is known that materials have been borrowed from Cal State by Compton College faculty and students and materials have been checked out of the Compton College Library by Cal State students.

The only other contractual agreement the Library has is one for copiers and a network printer. The providing company, NDRS, also serves the Learning Center. Three years ago NDRS placed three coin operated (as requested) copiers and a network printer in the Library and one copier and a network printer in the Learning Center. The copiers work satisfactorily and the down time is minimal. All supplies are provided by NDRS, there is no minimum number of copies required to be made monthly, and a 2% payment is made to the College from their net profit. The Library enjoys the convenience of having the equipment available without having any of the responsibility for its repair and maintenance. We had some problems with the printing system initially, but NDRS worked diligently with College staff to eliminate those problems.

Self-Evaluation:

The College is in compliance with this portion of Standard II. The Library staff has been well pleased with the contractual agreement entered into three years ago. The service provided is well maintained and the turn-around time for repairs is extremely quick.

Planning Agenda:

The Library staff would very much like to have NDRS continue providing for the Library after the move. They have already told us they would place brand new copiers and printers in the new facility, giving us a choice of how we want to set them up. They can be all coin, all cards to include operating with student IDs, or a combination. An upgrade of our contract with NDRS to reflect these changes will be pursued. *[Estimated timeline: by August 2006]*

- 2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

⁸⁹ Doc. 3 a – Reciprocal borrowing agreement between Compton College Library and Cal State Dominguez Hills Library

Descriptive Summary:

The institution does not require evaluative measures be compiled by the Library staff regarding usage and satisfaction; however, student surveys have been taken by the institution which include library usage and satisfaction. The Library has conducted its own surveys from time to time and most recently, statistics were compiled from an in-house survey.

Self-Evaluation:

The College is in partial compliance with this portion of Standard II. Several lengthy surveys are compiled each year by the librarians showing usage, collection development, expenditures, staffing, and services provided. Copies are provided administrators to give them an overall picture of library usage, updates, and services. However, these data are not systematically used to evaluate the extent to which their provision is correlated in any way with student achievement or with improved instructional quality.

Planning Agenda:

The next steps for increasing College compliance with this portion of the Standard include the following:

- Conduct a faculty survey prior to the move into the new facility to insure new acquisitions and services will meet curriculum needs. [*Estimated timeline: May 2006*]
- Meet with faculty to determine which library services are likely to be most useful to successful implementation of PPRs and data needed to evaluate SLOs. [*Estimated timeline: Throughout the Fall term 2006*]