

CEC Educational Master Plan

Part I – Vision for the Compton Center

When the partnership between the Compton Community College District and El Camino College began in 2006-2007, the Compton Center's annual unduplicated enrollment was only 6,726 students, approximately half the enrollment it was four years prior. As a result of special legislation, financial resources were available to allow the Center to offer a variety of programs to service the community needs. Fortunately, after four years of planning and concerted efforts by employees and students throughout the Center, enrollment in 2010-2011 has rebounded and surpassed the targets that had been established based on the state's previous guarantees. The institutional funding is now determined by enrollment.

The Center is now looking ahead to its permanent role in the community. In order to determine that role, the institution must continue to review the needs of the communities it serves and the needs of the students from those communities. Therefore, as the Center looks ahead to the next 10 years, six major goals should be addressed.

1. The institution, along with its employees, faculty members, staff, and students, and the communities of both El Camino College District and Compton Community College District look forward to the Compton Center becoming an independent, fully-accredited college within the Compton Community College District sometime during the decade ending in 2020.
2. The Center (and later, the College) must serve the community's needs and the college-going population more equitably than it does now, so that the student body more equitably represents the communities' populations.
3. Facilities and access to technology need to be greatly enhanced.
4. The Center will need to hire substantial numbers of new employees to replace the large numbers of expected retirees. Consequently, providing professional development and leadership opportunities, especially for faculty, will be of paramount importance.
5. The Center will need to maintain consistency in leadership positions while also being flexible to the changing needs of the community, employees, and students.
6. Perhaps most importantly, the Center must focus on students' achievement and attainment of their goals.

All of these goals must consider the context of enrollment projections.

1. Fully Accredited College of the Compton Community College District

As the Compton Center looks ahead to the year 2020, the Compton Center will likely be a fully accredited college by the Accrediting Commission of Community and Junior Colleges (ACCJC). Similarly, it is anticipated that oversight of the college will have transferred from the El Camino College District to the Compton Community College District.

To achieve these goals, a concerted effort is underway to ensure that the Center is advanced to accreditation candidacy within the next four years. While internal accreditation-related deadlines are constantly examined by the Accreditation Steering Committee, externally imposed timelines will be issued by the ACCJC and are outside the control of the employees of the Compton Center or El Camino College.

The Center continues to improve its planning, procedures, programs and assessments to realize this accreditation goal. If the planning objectives outlined in this document are accomplished, by the year 2020, Compton should have both the appearance and the substance of a new institution.

2. Equitably Serving the Needs of the Community

While the resident population in the district and surrounding service area will show modest growth over the next decade, the potential for growth at the Compton Center itself is much greater. Demographics in the Compton service area are favorable for enrollment growth at the Center over the next ten years. Resident population in 2020 will have increased at a forecast rate of approximately 15%, which exceeds the California average. As in California generally, an age bubble has passed through the school system, leaving behind a significant reduction in young school age children; yet in the Compton area, where the median age is several years below that for California and the nation, the percentage of residents under 25 is and will remain quite high. Moreover, the largest anticipated growth will occur among adults 45 and older, who currently have low representation at the Center. The student population in Compton district's service area, therefore, is likely to grow more than the overall state of California and this will afford Compton greater opportunities than other community colleges.

Another opportunity for growth arises because the Compton Center has historically under-served significant segments of the district – notably:

- a) Latino residents, who comprise over 60% of area residents but only 34% of the student body;
- b) residents on the eastern side of the district, in the cities of Lynwood and Paramount, where participation rates are significantly smaller than those in the city of Compton;
- c) non-traditional (working) students whose needs are best served in the off-peak evening and weekend hours or in alternative off-campus or online settings; and
- d) male students, who make up half of the service area's residents but only 35% of the student body.

These groups function as pockets of opportunity for future enrollment growth, making it possible for Compton to grow at rates significantly exceeding those for the area population in general.

Nevertheless, obstacles to enrollment and retention, the latter the core contributor to stable enrollment, will persist well into the future. The Compton service area has low levels of educational attainment among its adults, high numbers of English language learners and English as a Second Language learners in the schools, low diploma rates in the feeder secondary schools, and, very few high school graduates have completed the college preparatory A-G course curriculum. In large numbers, area students do not consider coming to the Compton Center, or, if they do, they come under-prepared for study at the college level. Outreach efforts have adjusted somewhat to these features of the local market. But if the Center is to avoid becoming a revolving door for new entrants, curricular offerings and support services will need to supply the preparation which most of its students lack and which would permit the students to participate in a comprehensive educational program with certificate, degree and transfer objectives.

To reach a target enrollment range of 114,000 to 128,000 WSCH for the fall 2020 term and 8000-9000 FTES for that year, Compton need not simply speculate on the strategy required. It

can point to a four year record of extraordinary enrollment growth, owed equally to favorable external conditions and its own aggressive enrollment plan. Annually revised to address an environment in flux, that enrollment plan sets target populations for focused outreach and recruitment, adds programs and staffing to meet specified enrollment objectives, monitors developments monthly, and ensures that all elements work together with ample funding. Procedurally, the means are in place at Compton to generate consistent growth for the indefinite future.

The substantive features of a long term enrollment management plan will include the following:

1. Raise enrollment rates in the eastern region of the district - to raise participation in Paramount (now 7.6 per 1000 adults) and Lynwood (16.3) to the norm for the district (currently 27) and eventually to parity with the city of Compton (now, 52);
2. Raise percentage enrollment of Latino students (now at 36% of total enrollment by headcount) to parity with resident population in the district (now 62%);
3. Address the language barrier by increasing ESL courses and developmental offerings to which ESL serves as a pathway;
4. Provide a record of marketable performance by increasing retention rates within terms to 80% and persistence rates across terms to 65%;
5. Intervene strategically in curricular areas which consistently underperform - e.g. to increase in-course success rates for basic skills offerings (now, 45%) and online offerings (also 45%) to the norm for all classes (60%) - in order to keep all students on pace to reach their educational objectives.
6. Develop attractive off-peak evening and weekend class offerings, which currently account for less than one third of enrollment, to a point of enrollment parity with daytime peak offerings;
7. Raise the percentage of students taking a full time load (now, 16% taking 12-15 units) to levels which would enhance the foregoing objectives.

In addition to focusing on the specific demographic groups mentioned above, the Compton Center will be able to tailor the weight and distribution of its programming to meet the distinctive needs of its district population. For example, as many as 40% of section offerings have been and will continue to lie in the developmental courses designed to remedy deficiencies in basic skills; vocational programs have also been weighted to meet demand in the surrounding service area. Such programming should be subject to periodic review as demographics or economic conditions change. The more successfully Compton adapts to its own niche market, under the aegis of El Camino, the less abrupt will be the transition required when accredited as a college.

3. Facilities and Access to Technology

Over the past twelve years the Compton Community College District has made no additions to its classroom inventory, nor has it significantly improved technological capacity in the buildings. This lack of significant improvement has placed constraints on current enrollment. Long range plans are underway for a complete re-design of the Compton campus buildings and facilities by the year 2020, which would not only meet the instructional needs but also provide the look and feel of a college attractive to students and which will help keep students on campus in the hours beyond class time.

Over the next ten years, the District plans to implement a campus reconstruction project broader in scope and more ambitious in design than at any time since the original construction in 1952. Educational needs and objectives, as specified in the Educational Master Plan, will serve as the basis for a Facilities Master Plan organized along three dimensions. The first and most immediate need will be to restore campus facilities to compliance with state and local standards for safety. The safety imperative calls for replacing the campus utility infrastructure, which, dating back to the 1950s, was not designed to meet the needs of the 21st century; for restoring such comparatively recent structures as the Allied Health building, which have been the victims of infrastructure deficiencies; and for replacing many original structures, such as the row buildings, which no longer meet seismic safety standards. Over the next three years, a major infrastructure project funded by the state will provide the foundation for the future ultimately producing state-of-the-art instructional facilities.

Second, the district will need to accommodate substantial growth in enrollment, with the support services it requires, on a campus essentially fixed in acreage. The current California-style layout of the Compton site relies heavily on a lateral array of single-story structures to house both instructional and administrative objectives. Conversion to multi-story classroom buildings would multiply classroom space for a given footprint while retaining or even enlarging the green space that gives the campus an attractive aesthetic. The same guiding principle would encourage consolidating administrative and support services in a single accessible location, possibly around a re-designed central quadrangle. Building construction would follow the infrastructure project under a phased longer-term schedule.

Finally, construction for a distant future must be functional. Classrooms, for example, which have traditionally been prisoner to the distinction between lecture and laboratory uses, must be sufficiently flexible in design, in as many areas as possible, to allow for cross-over usage. If Compton is to meet its goal of service to the community, it will also need a facility, such as a performing arts complex, for large-audience community events that can also serve instructional needs when classes are in session. If Compton is to create a "college atmosphere" capable of bringing students to campus for more than a class session or two, it will need well-designed gathering areas, a student activity center, and lounge areas within instructional buildings to serve the purpose.

The vision for the district as a whole calls for continuing what has become a major transformation in the delivery of support services for students in the areas of enrollment, instruction and student life. The facilities master plan includes provision for a one-stop student service facility, which would integrate enrollment, registration, financial aid, counseling, and access to records at a single site. Fortunately, technology has brought the campus closer to making such cohesion a virtual reality than construction has to building the physical facility. The new and the continuing students now have access to online resources to meet their procedural needs that did not exist before the partnership. These developments will not obviate the need for a single campus physical site. Instead, by streamlining communication across multiple operations, they should enhance rather than replace the function of the on-campus location. Here, as with other innovations, training for faculty, staff, and students will be the key to success.

To enhance functionality, facilities planning must carefully assess the role of technology over a longer term horizon. Construction projects, with durations of several years between approval and completion, run a continuous risk of investing in technological innovations that have given way to the next generation before or shortly after construction has been completed. At Compton, where capital projects have historically taken significantly longer to complete than initially foreseen, the benefits of what may eventually become dated technology have been mixed. The district imperative for the future will be to ensure that facilities and technology plans are sufficiently transparent, integrated and subject to continuous revision to allow for strategic adjustment before irretrievable commitments are finalized. Optimal use of technology will call less for a prophetic institutional vision than for a fluid institutional process.

Until recently, Compton has lagged behind community colleges generally in such areas as online registration/enrollment, distance education, and smart classroom construction. While some had erroneously judged staff and students to be insufficiently computer literate to make use of such advances, the partnership experience with El Camino has proven this verdict at worst mistaken and at best premature. For example, online registration and enrollment, virtually nonexistent at the beginning of the partnership, has become the norm at Compton. A campus which had no online or hybrid course offerings four years ago now offers more than 10% of its offerings online. Today, online education is the fastest growing segment in the Compton schedule. Rapid development in both areas was not an accident, but rather the product of a variety of aggressive training programs for faculty, support staff and students alike. The focus of the institution's online program in the future will be to increase student success and retention rates.

Smart classrooms remain an elusive goal, but will be integrated into plans for new classroom construction over the next few years. In all areas, funding for equipment will only be the first step. Training in the equipment's use and providing support to help employees innovate and lead the way with emerging technology will be the ongoing imperative to maximize educational benefit.

Even as enrollment grows over the longer term, Compton, like all other districts, will be operating under severe economically imposed funding constraints. Because Compton has been protected by supplemental recovery funds for the past three years, the restrictions imposed by current California state budget difficulties require a sharper transition than at districts which have already made years of adjustments during the current era of limits. These circumstances at Compton will place a high premium on optimal use of resources to serve instruction, which remains its core mission.

Efficiency of resources for instruction will be measurable on two fronts: student access and student goal completion. Other things equal, reduced funding usually either reduces student access by reducing course offerings or by forcing more students into available classes by increasing average class size. The result of offering fewer courses would be both to make it more difficult for new students to enroll and, for those who have begun their educational careers, more difficult to complete their objectives in a timely manner. Such adverse consequences should be partially offset by proportionately increasing distance education classes, which can accommodate larger enrollments without impacting facilities, and by strategic direction of

students to off-peak and off-campus classes with historically lower than average enrollments.

4. Developing and providing leadership opportunities for new employees

Another challenge and opportunity facing both Compton Center and Compton Community College District revolves around human resources. Current staffing levels in the instructional, administrative and classified areas at Compton are comparable to those at other districts serving approximately 5000 Full Time Equivalent Students. Compton enrolled 5303 FTES in the academic year 2009-2010, but projections for 2010-2011 are approximately 7000 FTES - an increase of 32% in a one-year period. Growth of such magnitude, ordinarily presumed to occur only over a decade, will place significant strains on the institution. In preparing the eligibility criteria for accreditation, several key staffing issues have been identified and will need to be addressed in order for the Center to apply for eligibility. Of the 84 full-time faculty teaching in the year 2009-2010, 41 are 60 years of age or over, and another 16 are 50 to 59 years old. Therefore, two out of three full-time faculty will reach or approach the traditional retirement age by 2020 and the additional and replacement positions which Compton will probably need over the next decade may exceed the number of the entire current full-time faculty. A transformation so great will force the district to revisit its mission, its curricular and program offerings, its student and resident demographics, and the occupational outlook for its graduates. Training, professional development, and preparing newer employees for the leadership roles in the institution are a critical ingredient in the staffing plan.

Training both employees and students with technology is also going to be crucial as the campus technology is upgraded. Virtual access to resources for students is growing faster than was predicted years ago. On the academic side, though the culture for it has not yet fully arrived, the CEC and ECC email network, now ubiquitous in online courses, will become the customary form of extra-curricular communication between instructor and student in on-campus classes. On the Student Services side, new and continuing students now have access to online resources to meet needs; these resources did not exist before the partnership. While some resources are still being developed, once in place, a centralized one-stop service site, online or on campus, will prove not only convenient but an advance for the student in control of his/her student business. By streamlining communication across multiple operations, the virtual access should enhance rather than replace the function of the on-campus location. Therefore, here, as with other innovations, training for faculty, staff, and students will be the key to success.

Technology aside, over the next decade the counseling faculty and staff are likely to assume the most critical support role, not simply to keep pace with enrollment, but also because research has established a very high correlation between student success, particularly in completing objectives, and the ratio of students to academic counselors. With large numbers of students inexperienced with the most efficient ways to meet their academic or vocational objectives, Compton is especially vulnerable to the consequences of understaffing among its counselors. Therefore, Compton's long term staffing plan will include a concerted effort to redress this deficiency.

5. Consistency in Leadership Positions While Maintaining Flexibility For Changing Community and Employees

The administrative structure at Compton, though comparatively lean when measured against peer institutions, has in recent years been much less stable than customary, largely as a consequence of the wholesale changes brought by state assumption of authority and the loss of accreditation. Currently, the longest serving lead administrator has tenure of only four years, and the last of several interim assignments has just been filled. Lines of authority, position titles and descriptions, and organizational flow charts have been subject to continuous review and revision in order to meet the needs of a novel arrangement in community college partnerships. As the center moves closer to candidacy and re-accreditation, imperatives for the district will be to reduce turnover and to provide the flexible and functional administrative organization required of an autonomous college. A recent classification study reformulated classification standards, job descriptions, responsibilities, qualifications and compensation for both the classified service and administration. Looking ahead to a transformative decade, the district should anticipate the need for periodic reviews of this kind.

Institutional flexibility must be folded into the structures that are being solidified. The Great Recession in the U.S. and globally has been generating the conditions for a secular change in the economy. In cyclical recessions, individual businesses perish and are replaced by new ones; in the current downturn, for the first time in 40-80 years, whole industries may perish, with markets not yet conceived to follow them. Community colleges have historically been the higher-education engine of economic change, paring and adding courses and programs as the needs arise. Most districts can only do so piecemeal. Compton finds itself in a unique situation with the opportunity to build a new campus, to reconstruct its faculty, and to adjust its programming dramatically. Compton is strategically positioned to create an essentially new college precisely tuned to the needs of its community.

Course and programming adjustments over the next decade, which will be substantial given the highly fluid environment at Compton, will call for a balance between two poles: the limits set by the existing ECC curriculum in the early years and the need, over the entire partnership, to accommodate comparatively rapid growth by reaching new constituencies. The district will need to articulate standards for program maintenance, enhancement, or discontinuance, which in turn lie strategically between its planning agenda and an extensively developed base of data on particular programs. The critical imperative will be to put an institutional process in place for making program assessments which go beyond the too often one-dimensional reliance on enrollment trends at the expense of a comprehensive curricular vision.

At Compton as elsewhere, curriculum should be current, compliant with state standards, and responsive to the needs of its community. Since, under the partnership, authority over curriculum rests with El Camino College (as the locus of accreditation), primary responsibility for meeting the currency and compliancy burdens presently lies with El Camino. Yet Compton is free and encouraged to propose additions or amendments to program/course offerings following El Camino procedures for curricular review. The Center has also begun to use innovative El Camino student success programs, including the First Year Experience on a pilot-project basis for self-selected students. The objective over the next few years will be to extend such demonstrably successful initiatives to the broad population of students. Moreover, course

offerings in such areas as Basic Skills, which remain essentially decoupled, will require intervention from the Center to integrate them with each other and with the transfer, degree, and certificate courses for which the Basic Skills courses should be treated as preparation. The challenge will be to build from an advanced curriculum to ensure that its functioning is seamlessly organic, so that courses may come to appear, both to instructors and students, not as isolated patchwork units, but as contributors, each in its own way, to a single coherent educational objective.

Comparatively painless enhancements to the curriculum, particularly with a view to outcomes, will make the transition to accreditation more manageable. Therefore programs will call for assessment directed, not simply at their internal procedural merits, but at their outcomes. Innovations in pedagogy, instructional delivery, and technological assistance must justify themselves by way of measurable improvement in student performance. Along with El Camino, Compton has made significant strides to date in writing Student Learning Outcomes for a large percentage of offered courses and programs. Over the next few years, Compton will need to assess SLOs and use them as a methodical means to track student progress and learning.

6. Focus on Student Achievement and Goal Attainment

The greatest challenge to the district in the next ten years will be to acculturate and educate students who have come to the Center less prepared for college work than at other institutions. In the five years since the partnership with El Camino College District began, enrollment at Compton will have grown from 2700 FTES to 7000 FTES, an increase of 190% - far greater than any California community college over that period. Nevertheless, on the standard measures of accountability, which include in-course success and retention rates, persistence in enrollment over terms, and completion of degree, certificate and transfer requirements, Compton falls well below even peer institutions. The disparity between access (bringing students in greater numbers to campus) and success (in providing the conditions for students to meet their objectives in a timely fashion) will, over the long term, be the measure of the institution's own success. Although many students beginning their college education at Compton do so in Basic Skills courses, the success rates in those courses have been much lower than those for degree courses, transfer courses or the Center overall. Compton must recognize that every student for whom the stay at Compton has become unduly prolonged or a dead end is a reflection of Compton's own failure to serve. As Student Learning Outcomes become incorporated in curricular and program offerings, the last outcome - completion of student objectives - will be the ultimate measure of institutional performance. This standard is quantified, by legislative mandate, in the project of Accountability Reporting for Community Colleges (ARCC). Compton will need to set and meet measurable improvement goals under ARCC for the next decade.

The next decade is likely to see a trend shift toward holding colleges more accountable for the success of the students they enroll, relative to the funding they receive. To serve students well with limited funds, Compton will need to place much greater weight than in the past on the essentially logistical factors which enhance student success: organizing students with common objectives into mutually reinforcing cohorts over several terms; coordinating the number and timing of sections scheduled with the educational plans to which students have committed; targeting technological innovations to the precise needs of disciplines that would benefit from them; scheduling supplemental instructors and integrated learning laboratories at times and in a

central location which would extend their reach across the disciplines they serve; giving enrollment priority in all classes to students within a term of their degree or certificate objective; and developing a contract with students that guarantees a degree within two years to those who complete their requirements under a set plan on a full-time basis.

With these changes, the links between academic programs and student services will be strengthened. Student support services include programs such as Disable Students Programs and Services, CalWorks, and Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education. These programs provide otherwise disadvantaged students with resources to advance their educational objectives and have historically received their revenue from state restricted categorical program budgets. In the recent past, state support for categorical programs has declined over 40%, with no restoration in sight in the near future. This reduction has come without a reduction student need. Therefore, to partially offset budget reductions, the state has granted districts greater flexibility within their budgets to distribute funds across programs. At Compton, which has many students enrolled in and benefiting from these programs, what were once decisions made in Sacramento have become choices open to the district. Over the next few years, Compton will need to plan for both the level of its total commitment and the distribution of limited available funds to these programs.

Similarly, over the next few years, the district will be weighting a variety of intervention strategies toward the two areas, Basic Skills and distance education, which have, to date, shown the greatest discrepancy between access and performance. They bring the largest enrollments to Center classes but the lowest success and retention rates.

Excerpts from the Student Success Plan

The CEC Student Success Plan includes strategies that address the four categories of the State's basic skills self-assessment:

- A. Organizational and Administrative Practices
- B. Program Components
- C. Instructional Practices
- D. Professional Development

Committee members identified six strategies that address the above categories –

1. Establish Student Success Committee & Administrative Leadership
2. Evaluate and modify/enhance the matriculation processes and policies focusing on barriers to student success identified in the Basic Skills Assessment (“Chaffey Report”).
3. Provide support for discipline faculty to revise basic skills courses.
4. Provide academic support resources and services, including tutoring, in all disciplines as appropriate.
5. Institutionalize and expand learning communities.
6. Improve support provided to Career and Technical Education (CTE) areas.

They have defined objectives for each and have begun identifying individuals who will be involved as well as projected timelines and budgets. This effort will be continued over Summer, 2011.

Committee members have worked diligently, reaching out to other campus representatives, to ensure that the plan will lead to system and organizational changes that are needed to help students achieve their goals. It is understood that the CEC Student Success Plan is dynamic and will change as necessary to accommodate changing student needs.

Enrollment Projections

'Enrollment' is a term covering a variety of conditions. Students enroll at Compton full time or part time; on weekdays or evenings or weekends; at regular or intermediate sessions; in on-campus, off-campus, or online courses; for associate degrees, transfer or vocational training; for Basic Skills or specialized programs; or for employment promotion or re-training for occupational change. The term itself is measured in several ways. Unduplicated annual headcount, the most common figure given in most college publications, will count each student once in an academic year, regardless of the number of courses taken or terms enrolled. Unduplicated headcount draws no distinction between full time and part time students. The full time equivalent student (FTES) is an annual measure of student contact hours in classes. One FTES is equivalent to 525 contact hours, which in turn is the product of a full time 15 hour weekly course load and the number of weeks (35) in the two traditional-calendar regular sessions (fall and spring). FTES is the measure used for state general fund allocations to community college districts. The weekly student contact hour (WSCH) is calculated on the same unit (the class contact hour) as FTES, but without a divisor and on a weekly basis over a single term (rather than annually). WSCH forms part of the measure used to determine funding for facilities projects. FTES and WSCH record the same phenomenon, factored differently. As a rough approximation, in a district using a 16-week regular session calendar, as El Camino and Compton do, WSCH for one regular term will be a multiple of 34 times the FTES for that session.

Charted below is the enrollment trend at Compton, measured in FTES, for the five fiscal/academic years from 2006-2007 through 2010-2011.

Resident and Nonresident Students FTES
 Academic years 2006-2007 through 2010-2011
 2010-2011 FTES PROJECTED

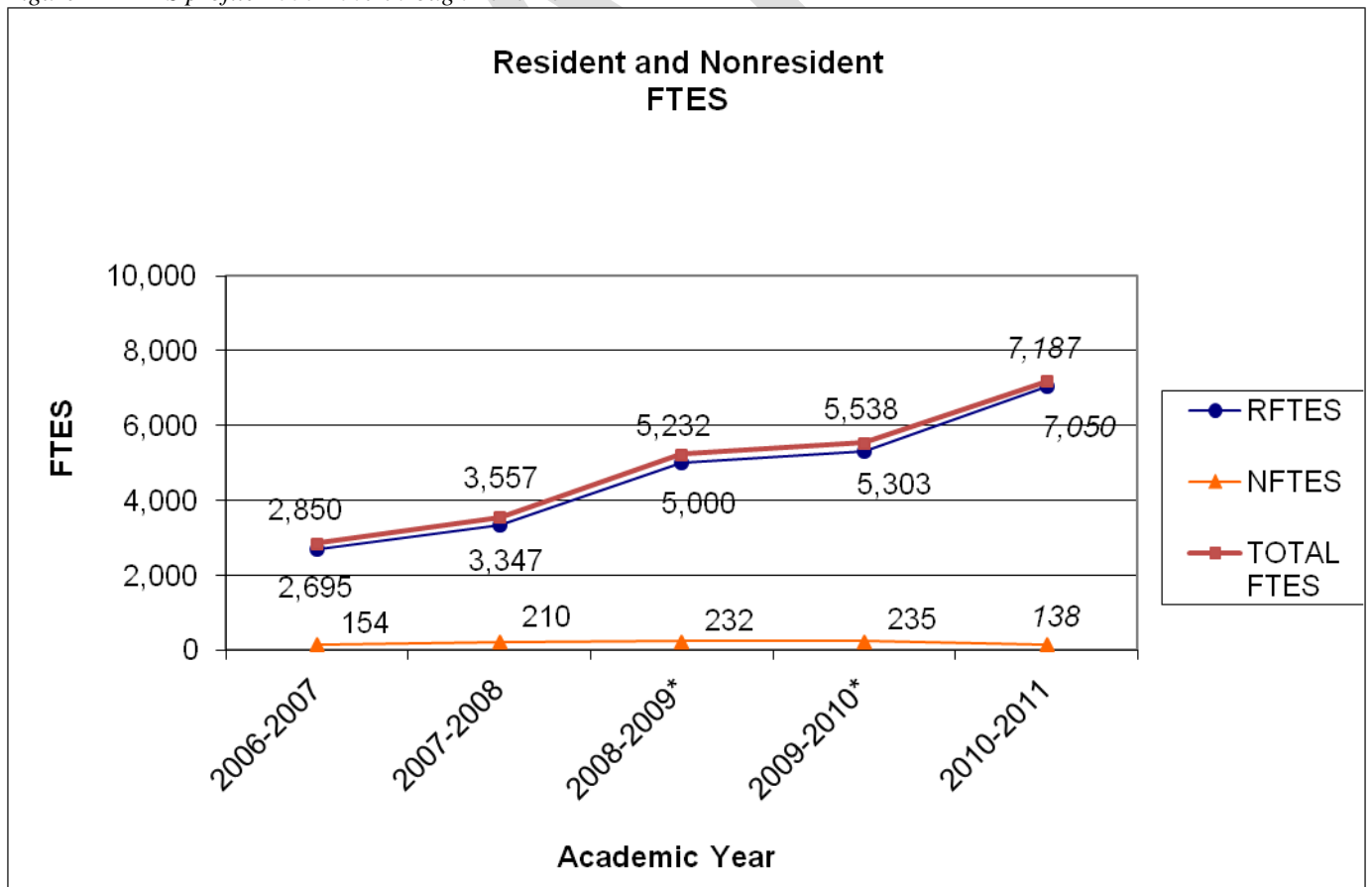
RESIDENT FTES TOTAL (RFTES)	2006- 2007	2007- 2008	2008- 2009*	2009- 2010*	2010- 2011
	2,695	3,347	5,000	5,303	7,050

NONRESIDENT FTES (NFTES)	2006- 2007	2007- 2008	2008- 2009*	2009- 2010*	2010- 2011
	154	210	232	235	138

TOTAL FTES	2006- 2007	2007- 2008	2008- 2009*	2009- 2010*	2010- 2011
	2,850	3,557	5,232	5,538	7,187

*Please note: the CEC borrowed 452.09 Credit Resident FTES from Summer 2009 and reported on the amount in 2008-2009. The amount was paid back in 2009-2010.

Figure 1 - FTES profile 2006-2007 through 2010-2011

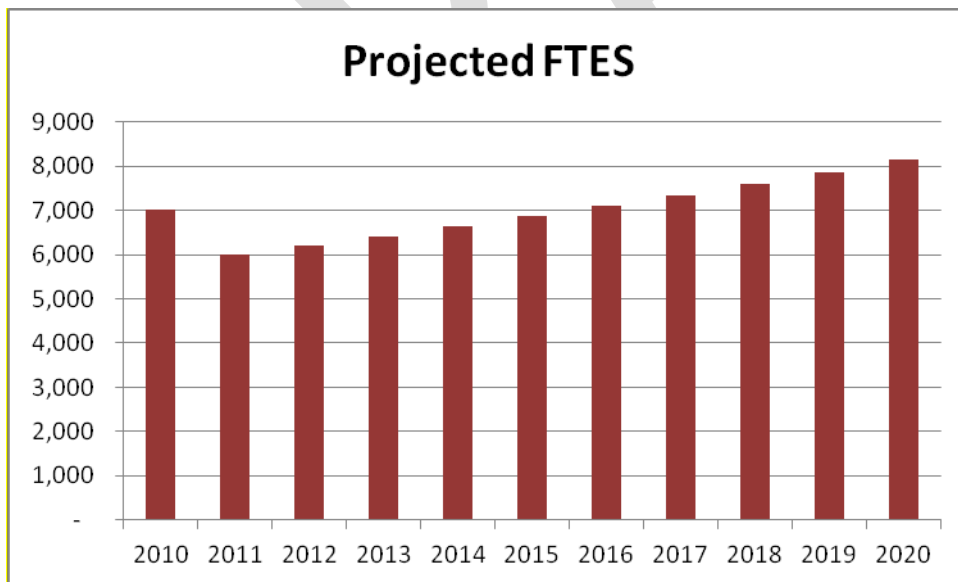


FTES calculations are as reported to the Chancellor's Office on attendance accounting Form 320, but with borrowed FTES restored to the years in which it was actually registered. ("Borrowed"

refers to the practice of counting some [summer] FTES in courses that span the end of an academic year as being earned in the academic year in which a course finishes, rather than being earned in the academic year in which the course began.) The chart above shows a trend without parallel among California community college districts. From a nominal pre-partnership enrollment of 6400 FTES in 2004-2005, actual enrollment (which includes subtracting FTES borrowed from the following summer) was approximately 5700 FTES. Following 2004-2005, Compton suffered a free-fall decline over the next two years of more than 50%. The first year reduction was a consequence of the ACCJC decision in June 2005, to terminate accreditation at Compton, and the second followed formal termination in August 2006. However, the following years saw a recovery virtually as rapid. During the recovery years, the district remained under state management as the college closed and re-opened as a center under the oversight of El Camino Community College District. The latest enrollment numbers from 2010-2011 far surpass the enrollment level of Compton College prior to the loss of accreditation.

The charts below take a conservative approach to future enrollment growth, in accordance with the current estimates of the state budget. Actual enrollment for 2009-2010 reached a point not anticipated for another two years; and enrollments in 2010-2011 attained a level not previously expected until 2014-2015. However, with significant state funding reductions, the scheduled enrollment for 2011-2012 will be approximately 6000 FTES. Looking forward, the following projections assume a future annualized growth rate until 2020 of approximately 3.4%. This projection means annual FTES will be 8135 in 2020 and WSCH for the fall term in the same year of over 114,000.

Figure 2- Forecasted Growth of Credit FTES. Assumes 3.44% growth after the scheduled 2011-2012 FTES of 6000.



Source: HMC Architects, El Camino Community College District, Office of Academic Affairs

Part II – Program Summaries

Program Summary Overview

Part II of the Educational Plan is a collection of program summaries that were developed by the faculty, staff, and administrators of the disciplines and departments listed below. These program summaries are a collection of future-oriented opinions using forms from the planning consultant that solicited discipline or departmental trends and projections over two time periods - one to five years and six to ten years. The forms and departmental program reviews provide the Center with a consistent reporting process for analyzing future needs. These summaries of trends and projections are critical to the development of the other plans in this document, especially the Facilities Plan and the Technology Plan.

Academic Programs

Behavioral and Social Sciences/ Creative and Performing Arts Division

Administration of Justice

The Administration of Justice Program provides the courses that are necessary for transfer, as well as the completion of the Associate in Arts degree and the Certificate of Achievement. Television and other forms of the media can be credited with contributing to the heightened public interest in criminal justice. Program enrollment has doubled in the last three years, and this enrollment growth is especially visible in the AJ 100 (Introduction to Administration of Justice) course. In order to meet the student demand for AJ 100, in the fall of each academic year, we offer two sections of AJ 100, one on campus and one online, and, in the spring, we offer three sections of AJ 100, two on campus and one online. Administration of Justice 100 is required for all AJ students pursuing an Associate of Arts degree, those preparing for transfer and those seeking immediate employment.

Attrition is high in the AJ 100 course. In order to reduce attrition and ensure student success, we are seeking funding for a tutor from the Enrollment Management Grant. The use of technology is also vital to student success; therefore, the program needs smart carts and smart classrooms in order to increase success. A budget allocation is required in order to purchase the smart carts.

The AJ program will be moving into a new building in 2015-2016, along with the other social science disciplines, and the AJ faculty will have access to smart classrooms in the new building. There is only one full- time AJ instructor. The other faculty members are adjunct instructors. The hiring of new faculty, both full- time and part- time, will be necessary in the next three years.

History

The History Program offers a range of lower division courses that meet general education requirements for the associate degree and for transfer certification. All courses for the history major are provided. Courses offered include United States history, African and African-American history, world history, Chicano history and the history of Mexico. Enrollments are consistently high and both United States and world history courses are also offered online. Additionally, the history program is one of the key components of the First Year Experience program.

History 101 is the most heavily enrolled course and additional sections of History 102 should be considered. Over the last several years history courses have filled and closed well before the start of session, indicating that additional sections, if offered, would fill quickly as well.

In order to reduce attrition and ensure student success, we are seeking funding for a tutor for both History 101 and 102. The use of technology is also vital to student success; therefore, the program needs smart carts and smart classrooms in order to increase success. A budget allocation is required in order to purchase the smart carts.

The history program will be moving into a new building in 2015-2016, along with the other social science disciplines, and the history faculty will have access to smart classrooms in the new building.

There are currently three full-time faculty, all of whom are approaching retirement age, and a number of adjunct faculty. The hiring of new full-time faculty in the next three years will become necessary and consideration should be given to candidates with subject expertise in areas not currently taught at the institution, such as British, European, and Asian history.

Human Development and Psychology Program

The Human Development and Psychology Program offers courses that fulfill general education, transfer and associate degree requirements. The courses prepare students for career opportunities in fields such as teaching, education, research, and/ or clinical practice. Psychology courses are designed to provide students with the ability to survey theories critically, use descriptive and inferential statistics, design and conduct research, and write reports using analysis, argumentation and proper psychological style.

Human Development courses are designed to empower students to become active learners who demonstrate personal responsibility and make wise choices in determining outcomes for success in college, careers and life. Human Development courses also interweave student growth in essential soft skills, such as self- awareness, motivation and self- discipline, with learning strategies for academic success.

Psychology courses are taught by part-time and (one) full-time faculty. Human Development courses are taught by part-time instructors only. Enrollment in this program has been consistently high, and in the past three years, course offerings have been expanded to meet growing student needs. The hiring of a full-time Human Development instructor and additional Psychology instructors will be necessary in the next three years to meet the increase of course offerings.

Upgraded classroom technology is critical to the quality of instruction in the future. The goal of the program is to use technological advances to improve classroom instruction and support four key components of learning: active engagement, participation in groups, frequent interaction and feedback. Equipment such as smart carts must be purchased as a short term goal to accomplish this goal. The Psychology and Human Development program will be moving into a new building in 2015-2016, along with the other social science disciplines, and the program's faculty will have access to smart classrooms in the new building.

Music Program (Including Commercial Music)

The music department's enrollment has increased during the last five years. The department needs adequate facilities and proper classroom equipment to accommodate the growth. For example, the piano classes have steadily increased in enrollment, but there are only 16 pianos to accommodate the 27 student enrollment. There is the need for properly equipped practice rooms for students who enroll in courses such as piano, guitar, voice, band and other instrumental ensembles. At the moment, there are seven practice rooms. Only two are available for practicing. The others are currently used as storage spaces.

The department is in dire need of audio/visual equipment and a classroom projection system for courses such as Music Appreciation, Survey of Jazz, and Music History. Additional needs include a copy machine, sheet music, a white board for room Y82, and a budget for the long term maintenance of pianos (i.e., tunings) and Band instruments. The Commercial Music area needs additional memory for the computer lab. The current operating system for these computers requires at least 2 GBs of RAM. However, the computers in the lab have only 1 GB RAM each installed. There are approximately 18 computers that need additional memory.

Lastly, the problem of properly functioning classrooms in the Y building continues to plague the music department. Having to teach classes while the roof leaks is not conducive to the learning environment, or to the retention and success of students. Room Y99, Y82, and Y80 need a functional AC/Heating system. The rooms are either too cold or too hot during class sessions.

Political Science

The Political Science Program continues to have growing enrollments. The core courses meet general education, graduation and transfer requirements. The department continues to offer courses on civil liberties and civil rights and has considered offerings of Political Science 1 (Governments of the United States and California) in recent years to meet growing student interest in this delivery mode. The department intends to develop a political theory course to meet the needs of majors who plan to transfer to the University of California system. The department has two full-time faculty members. Adequate classroom space exists for the program and technological needs remain minimal. Plans for smart classrooms with state of the art technology have not been made.

Social Science

The Social Science Program includes the disciplines of Anthropology, Economics, Ethnic Studies, Sociology and Women's Studies. Although the Social Science construct is multi-disciplinary, and the disciplines share common concepts, each discipline has its own distinct theoretical perspective and independent courses.

Compton Center offers introductory cultural and physical Anthropology courses online and on campus. The study of Anthropology enables students to comprehend and analyze both the historical and current physical and cultural aspects of the diverse peoples of the world. The two Anthropology courses offered fulfill general education and associate degree requirements. As enrollment grows, Archeology shall be added to the curriculum.

Introductory courses in Macroeconomics and Microeconomics are offered online and on campus.

These courses provide students with a foundation in Macroeconomics and Microeconomics theory. They satisfy the general education requirements for transfer and for the Associate in Arts degree. Enrollment online is growing faster than on campus. If this trend continues, we will increase the number of online sections accordingly.

Ethnic Studies 1 provides an academic exploration of the effects of white privilege and institutional racism, socio-economic marginalization, political disenfranchisement and ethnocentrism on American society. It is the only Ethnic Studies course offered at the Center, and it fulfills general education and Associate in Arts degree requirements. Generally, two sections of the course are offered each semester. We anticipate an increase in enrollment in Ethnic Studies classes as the Center's overall enrollment increases.

Sociology students are introduced to the major sociological concepts and theoretical perspectives on social problems, social life, the family, race and ethnicity and crime and criminality as they pertain to individuals and groups in the society. The introductory course, Sociology 101, is one of the most popular general education courses on campus. Each semester multiple sections of the course are offered online and on campus. Each section offered is regularly filled to capacity. All sociology courses fulfill general education transfer requirements and Associate in Arts degree requirements. As enrollment continues to increase, we will expand our offerings. Our goal is to offer a curriculum of sociology courses sufficient for students to complete a major in sociology.

Women's Studies 1 is the only Women's Studies course offered at the Center. The course allows students to examine the social construction of gender, sexuality, the representation of women in American society, the role of women in American institutions and the history of feminism and feminist thought. When it was first offered, only one section was scheduled. As the enrollment in the course expanded an additional section was added. We anticipate more student interest in the future that will lead to additional sections being offered and the addition of other courses in the discipline of Women's Studies.

Most of the instructors who teach in the various disciplines of the Social Science Program utilize technology. Currently, the purchasing of Smart Carts is vital to the program. We are scheduled to move into a new building in 2015- 2016. Smart classrooms will be available in the new building.

Creative and Performing Arts Program (CAPAP)

All of the CAPAP departments - Art, Dance, Film/Video, and Theatre - investigate accepted historical and traditional educational practices and production and presentation examples as well as explore the more contemporary world of mixed and multi-media, digital media, and 3D visual and kinesthetic perspectives. This program speaks to contemporary problems and solutions through original and contemporary works and digital media, always with the express intent of probing the deepest truths of human action, character, and expression.

The program's planning includes the linking of course work and presentations; the streamlining of the respective discipline majors requirements; the careful articulation and institutionalization of production, presentation, recital, concert, and exhibit season that features all the departments' latest digital media; the building of community relationships, including an active Advisory Board; the gaining of external funding for scholarship and program support as well as capital and

facility improvements and expansion, including the acquisition of up-to-date digital and media equipment; the partnering with surrounding studios and businesses as well as four year colleges and universities in order to create job and educational advancement opportunities; the establishing of 2+2 programs for promising high school students as they transfer and adding a third component (2+2+2) for the last two years of a Bachelor's degree; and the adding of a full-time certificated Stagecraft teacher/Technical Director to handle the technical needs of the area programs and to build a job-intensive technical theatre program with emphasis on set building, entertainment lighting, and stage management.

The program envisions a complete delivery system, housed in appropriately renovated and maintained facilities, with regularly scheduled and habitual art exhibitions; dance recitals and concerts; film shorts and finished video projects; recitals, musical theatre concerts, and guest artists; theatre productions featuring traditional as well as original work; and the like.

Over the past few years, Art, Film/TV, and the Dance departments have experienced growth in FTES, but expect to continue at approximately the current levels. Theater may continue to grow.

Dance (Part of Creative and Performing Arts Program)

The Dance Program at the Compton Center offers a diverse and comprehensive dance education program. The dance curriculum addresses the dance major and minor requirements for the A.A. Degree in Fine Arts. Courses that are offered range from ballet to Ethnic Dance, Dance Appreciation, History of Dance 20th Century, Commercial Dance and Pilates.

Since 2008, enrollment has increased by 3% and enrollment is steadily increasing each semester. As the enrollment grows, the need for qualified instructors and classroom space grows. The hiring of new faculty, both full-time and part-time, will be necessary in the next three years. The dance studio is in dire need of repairs and upgrades, such as wall construction, floor repairs and paint. Separating the existing room into two separate classrooms for dance and Pilates classes is necessary. State of the art audio and visual equipment and a permanent space equipped with industry- level hardware and software are vital to the continuing growth of the program. These renovations and improvements will give the Dance Department an identity separate from the gymnasium below. This will help us provide quality education and growth for our students.

Humanities Division

Communication Studies and Journalism

The Communication Studies and Journalism program's goal is to develop oral and written communication skills and prepare students to accurately compose and edit various articles and stories. This program will assist students to develop personal, business, and professional communication skills in individual, interpersonal, and group situations.

The communication studies program has doubled in the last 5 years. Each semester, at least 5 sections of COMS 1 class are offered and a variety of degree-based courses are offered each semester. The only full-time COMS instructor retired at the end of 2011 school year, and there is need to hire at least 2 full-time instructors to strengthen the department's offerings. The Journalism course offerings have been limited and each semester the one section of JOUR 1 is canceled because of low enrollment.

English and Academic Strategies

The English-Academic Strategies program creates a learning centered environment that encourages students to think critically and rationally, write effectively and communicate eloquently in an array of cross-cultural, professional, and social contexts, and to be socially adaptable in different situations. The program facilitates students to transition from ESL studies to mainstream English courses and ultimately to transfer to 4 year institutions.

The development writing program has doubled its course offerings in the last 5 years. However, courses that fulfill degree requirements have not been successful because, each semester, upper-level degree courses are canceled because of low enrollment. Furthermore, a designated writing center is essential to provide supplemental support to writing students. Usually Academic Strategies courses are taken by student to maintain their full-time status. However, more coordination will need to be done to encourage writing students to take AS classes concurrently with their writing and reading courses.

English-Reading

The English- Reading program is designed to assist students to improve their reading and thinking abilities through increasing student comprehension, vocabulary, reading speed, and study and test-taking techniques. The skills that they will acquire will prepare them to analyze and comprehend interdisciplinary texts written at the college level. Additionally, the skills that they acquire will enhance their interest in reading, not only for college preparation but for personal interest and enrichment.

In the last 5 years, the sections of English 84 and 82 have doubled in number. The number of sections for English 80 has remained the same at three sections each semester. With increased section offerings, the problem of accommodating a class size of 35 to 40 students has become difficult. Currently, the Reading lab houses 30 computer terminals, which does not accommodate a class of 35 reading students. Another lab needs to be made available. The alternative lab in the Voc Tech building proves to be ineffective since faculty have to walk their students across campus to get to the lab in the VT building.

English as a Second Language

The ESL program is an integrated curriculum designed to develop and strengthen basic reading, writing, listening and speaking skills for native, limited, and non –proficient English speakers. The program provides a sound and equitable program for a diversified student population so that students can attain their educational goals and be productive members of their community.

The enrollment in the non-credit ESL program has been better than the credit ESL program. The anecdotal reason why the credit ESL program is slow to grow is that the Assessment Center is not staffed with Spanish speaker personnel to assist Spanish speakers who are unsure of which of the two programs they should take. More funding should be made available to hire a full-time bilingual placement center coordinator to assist in administering the right test to prospective ESL students.

Foreign and Sign Languages

The Foreign and Sign Language program is designed to prepare students to obtain instruction in

various forms of communication either through mastery of foreign languages or through sign language. The program prepares students to become proficient in speaking, reading, and writing in various languages and learning skills to work with the deaf and hearing impaired.

Currently, the primary courses taught in the foreign languages department are Spanish courses. The department offers an average of seven sections of Spanish 1, one section each of Spanish 2, 3 and 4 and most recently, Spanish 21AB and 22AB have been added to the schedule. Spanish 52AB and 53AB have recently been added to the spring 2011 schedule to encourage native Spanish speakers to take these courses as they will be more challenged.

The sign language department is significantly smaller and offers an average of 3 sections of SLAN 15 and 1 section of SLAN 16. This program has increased enrollment in the last two years and it is projected to grow even more in the next two years.

Philosophy and Humanities

The Philosophy and Humanities program prepares students to develop critical thinking skills in logic, ethics, philosophy of religion and philosophy of law, and understanding of historical, descriptive, interpretation of film, drama, music, literature, painting, sculpture, and architecture. The program will provide students broad knowledge that they can apply in their personal and professional lives.

Currently, online Philosophy courses are showing increased enrollment compared to on-campus courses. All philosophy courses are taught by part-time faculty. Similarly, Humanities course offerings are also taught by part-time faculty and, except for one on-campus HUM1 course, all others are online courses.

Mathematics & Natural Sciences Division

Astronomy/Physics

The mission of the astronomy/physics program is to offer quality educational opportunities for students by providing courses that transfer to four-year institutions and offering associate degree courses that meet general education requirements. Skills emphasized are: basic knowledge of the major fields of physics, experimental skills, information handling skills, communication skills, scientific method and approach, and organizational skills. The program offers a range of lecture and laboratory courses from calculus-based engineering physics to a non-mathematical presentation of the principles of physics for the non-major, thereby fulfilling the needs of both the physical science and biological science majors. Several math courses such as Math 170, 180, 190 and 191 need to be offered each semester to provide a base of students for the program. The main strength of the physics department is the strong academic program, which is supported by a strong support staff. The faculty has carefully developed the classrooms to support instruction. However, more can be done with increased funding. Ongoing strategies to improve the astronomy/physics program include the continued upgrading of the laboratory experiments in the lab sections, and ongoing curriculum review.

Biological Sciences

The mission of the biological sciences program is to (1) offer quality educational opportunities for students by providing courses that transfer to four-year institutions, (2) provide associate

degrees and certificate courses that meet general education requirements, and (3) prepare students for entry into various health related fields and programs. The learning outcomes expected from students completing the biological sciences curriculum include: rich and current content knowledge, technical abilities to use appropriate scientific equipment, proficiency in expressing scientific content in written form, ability to apply the scientific method, and improved confidence and student attitudes toward biological sciences.

Advances in biotechnology, needs in the health care industry and the federal science goals require the program to keep pace with industry demands. In order to accomplish this goal, the program requires new laboratory equipment and laboratory spaces. Unfortunately, due to state funding restraints, funding is not commensurate with the growth we have been experiencing. The lack of expanded laboratory space has placed a limit on the number of courses that can be offered and thus the number of students that can be served to meet industry and university demands. The biological sciences program budget can no longer simply absorb the cost of buying laboratory materials, which include: dissection specimen, chemicals, latest/ modern equipment, and equipment maintenance and consumables.

The biological sciences program proposes to introduce the following courses to provide students with a robust and complete set of offerings: molecular biology, principles of biology, human genetics, Anatomy and Physiology I and II, and hybrid courses in General Biology, Human Anatomy and Human Physiology. These offerings and continued modernization of the program will provide students and industry the much needed support and workforce for the coming years and decades.

Chemistry

The Chemistry program mainly supports the biological sciences. The current focus is on providing chemistry to allied health majors although we have successfully offered preparatory chemistry over the past two years. Projections indicate that the demand for allied health related courses will increase with the increased demand for health care professionals to care for an aging population which includes not only preparing students for nursing programs but health-related professional schools as well. The need to introduce supplemental instruction and other academic support services is needed to accommodate the increasingly diverse needs of the students. Growth in this area while desired is hindered by staffing and facilities. Recent retirements and fiscal situation have put the program at a disadvantage. The program needs full-time faculty to provide direction as the long-term goal is to begin to offer general chemistry. Current facilities inhibit growth as there are only two labs and no lecture classrooms dedicated to the chemistry program.

Earth Sciences

The Earth Sciences Department now offers an increased number of courses in geology also one course in geography. In addition to an increased number of Geology 1 (physical geology) & Geology 3 (physical geology laboratory), Geology 15 (natural disasters) and Geography 1 (physical elements) are additions to the programs' course offerings. All the aforementioned courses suit students by meeting course requirements in physical science, in order to receive an associate's degree or transfer to a four-year college or university. Tutors, supplemental

instruction & any other program support are needed to foster student success. Continued growth in the geology program is limited by the lack geologic/geographic materials available, staffing and college statewide budget-cuts.

Mathematics

The mission of the mathematics program is to provide instruction and support for students learning mathematics at all levels: basic skills, pre-collegiate and college level mathematics. The overarching outcomes for mathematics are for students to learn mathematics, pass their courses, prepare for later study of mathematics, and the use of mathematics in daily life and the workforce. Learning outcomes for mathematics are specific for each course, and are most often in one of these categories: mathematical concepts, problem-solving abilities, mathematical versatility, calculations, communication skills, learning skills, and application. Transfer-level courses are well-articulated with both CSU and UC. The class schedule meets the needs of students; as courses are offered from early morning to evening and on weekends.

The mathematics faculty are using and wish to use more technology in their courses, so there is a great need to expand smart classroom technology. Keeping pace with technology and the latest technological tools available in delivering instruction, as well as for student use, presents an ongoing budgetary challenge for both the institution and the student.

Most math courses will have conducted an SLO assessment and evaluation by the end of 2010-11. Collaboration with other areas (particularly Counseling, Human Development, English) that work with basic skills students will be increased; as well as collaboration with outside agencies such as with U.C.I.-Saturday with Scientists program, and with JPL in the JPL Undergraduate Scholars (JPLUS) program.

Career & Technical Education

Automotive Technology

The automotive technology program prepares students for in the field and provides upgrade opportunities for currently employed personnel. By completing the degree or certificate requirements, the student will gain proficiency in safety practices, automotive services, testing, troubleshooting, brakes, suspension, wheel alignment, engine tune-up, electrical systems, fuel systems (carburetion and fuel injection), emission systems, transmissions, drive train, engine repair, engine rebuilding, automotive machining, and air conditioning. Competencies will be assessed regularly in accordance with Automotive Service Excellence (ASE) standards. A student completing degree or certificate requirements may expect to enter the Automotive Industry as technician in automotive service. In the next three years the Center will be NATEF certified which is the industry model and standard of excellence.

Automotive technology is increasing in sophistication and it is recommended by the automotive industry that those seeking work in the automotive service complete formal training in a postsecondary vocational school or community college. Most employers regard successful completion of vocational training in automotive technology as the best preparation for trainee positions. Employment of automotive service technicians and mechanics is expected to increase by 5 percent between 2008 and 2018, slower than the average for all occupations. Continued growth in the number of vehicles in use in the United States will lead to new jobs for workers

performing basic car maintenance and repair. More entry-level workers will be needed to perform these services, such as oil changes and replacing worn brakes. In addition to openings from growth, many job openings will be created by the need to replace retiring technicians. Job opportunities are expected to be very good for those who complete postsecondary automotive training programs and who earn ASE certification. Some employers report difficulty in finding workers with the right skills.

Business

The management program prepares students for careers in Accounting Business, Management, Marketing and Finance. Students completing this program will have the ability to organize, operate, and manage business organizations, utilize human resources and improve working relationships and projects. The State Academic Senate, in conjunction with the Chancellor's Office and the CSU, are developing a statewide response to SB 1440 in the form of a Transfer Model Curriculum (TMC) for each of the most popular majors and Business will be one of these majors. This department will need to development more short term certificates for businesses especially in the public sector for those employees who would like to upgrade their skills. Additionally, the Business faculty members at El Camino Compton Center will need to develop strategic partnerships with businesses, industry and community organizations to identify and meet our service areas economic development needs in the areas of business improvements and entrepreneurship training.

Computer Information Systems

This program is intended for students interested in information systems and can lead to a degree or certificate of achievement. Currently at the Center we offer courses to meet the El Camino College major requirements. CIS and the nature of information technology is changing and at a rate that makes our books, hardware, and software obsolete at an alarming rate. It is imperative that the Center not exceed the three year time frame for upgrading equipment in our computer labs, as a failure to keep abreast of information technology will virtually render the department unable to stay current in instructional areas, and certainly inhibit any growth in enrollment both immediate and long term. It is imperative that our computer information technology has the hardware and software that is effective, efficient and up to date with industry standards.

Employment of computer and information systems managers and other specialists is expected to grow 17 percent over the 2008-18 decade, which is faster than the average for all occupations. New applications of technology in the workplace will continue to drive demand for workers, fueling the need for more workers. Presently the courses at El Camino Center are the entry-level and career path positions leading to information systems management positions for CIS majors. Computer Information Systems, Computer Science, and Information Technology majors compete for many of these positions, but the preparation is different. CIS focuses on business application and has stronger business knowledge with an aim to promote rapidly from these staff areas into management positions

Because so much business is carried out over computer networks, security will continue to be an important issue for businesses and other organizations, and will lead to strong growth for computer managers. Firms will increasingly hire security experts to fill key leadership roles in their information technology departments because the integrity of their computing environments

is of utmost importance. The ECC and CEC faculty may want to develop a curriculum dedicated to security related issues as it relates to computer networks.

Contemporary Health / First Aid

Contemporary Health / First Aid is currently not a program and offers only four courses. The department also offers an online course offering in Contemporary Health. Presently we offer one First Aid class that follows the American Red Cross Certification Program for First Aid, Basic Life support (infant, child, and two person CPR). It is recommended by our faculty that this course become a part of Contemporary Health in the development of total course program. That course program would also include offerings in disease prevention, human sexuality, stress management, weight management, healthy aging, and women's and men's health concerns. There will also be a need to include a fitness course which would be incorporated into the overall Contemporary Health program.

The department will need technology-equipped universal designed classrooms capable of multi-media instructional delivery one additional classrooms with a capacity for 50 students plus special equipment for the first aid lecture and lab will be needed by 2012. Use of computer technology and internet opportunities in the classroom will require internet ready facilities, computer availability and provisions for equipment upgrade and replacement.

Cosmetology

The Cosmetology program offers students the opportunity to receive an Associate in Science degree or Certificate. The Compton Center has an Instructional Service Agreement (ISA) with Universal College of Beauty to provide Cosmetology training through ECC's Industry and Technology Division. Upon completion of 1600 hours, students will have the opportunity to take the California State Board of Cosmetology exam to become a licensed Cosmetologist. Students gain proficiency and perform techniques in hair cutting, coloring, permanent waving, chemical relaxing, and manicuring, pedicuring, facials and related procedures. Competencies are assessed regularly in compliance with the California State Board of Cosmetology

The Cosmetology program will change in the next ten years as it adapts to changes in technology and teaching methods, changes in curriculum and student academic preparation, and as the college institutes different recruitment strategies and possibly expands facilities on campus. The program as presently contracted is expected to grow at a faster rate than the overall college enrollment, both in the midterm (five years) and in the long term (ten years), because more jobs are available in the industry than ever before. Also, when the unemployment rate increases, enrollment in this program generally increases, and some use employment in this industry as a second or third income to support their lifestyles.

Fashion

The Fashion program prepares students for employment in the field of design and production or merchandising and provides upgrade opportunities for currently employee personnel. Upon completing the degree or certificate requirements, students gain proficiency in clothing, construction, fashion illustration, pattern making, draping, computer aided fashion design, and manufacturing. Competencies will be assessed by portfolios and exhibitions of original apparel design and garments. Fashion is taught by an adjunct instructor at the Center and as such we do

not offer all of the courses in the Fashion program. Additionally current fiscal constraints prevent us from expanding current offering as well.

Enrollment in the Fashion Design program would increase at the same rate as the overall college enrollment if we offered more sections. The program would grow as curriculum is developed to meet changes in technology and as technology continues to change. However, student academic preparation continues to decline and the college's recruitment strategies for the program are weak at best. The fashion industry is ever-evolving and advancing, and if the program is flexible to demand, enrollment should increase with the college's increased recruiting efforts.

Fire and Emergency Technology

The Fire Technology program prepares students for entry level employment and promotional job upgrades in the public and private Fire Services and Emergency Medical fields. Students gain proficiency in the fields of fire combat, fire protection organization, fire prevention, fire behavior, building construction, emergency vehicles and assessed regularly in compliance with the California State Firefighter standards and with the Los Angeles County certification process for emergency medical technicians and paramedics. Fire Technology/EMT is department just waiting to expand and grow. In the next few years when the Compton Fire department receives its accreditation for their Fire Academy we will be able to partner with a the local fire department.

Fitness / Physical Activity

Interest in physical activity and fitness is projected to expand in proportion to the aging population and increases in the prevalence of obesity. As a result, the curriculum for fitness and physical activity will change to address these needs and new degree requirements. Added staff with appropriate training and experience will be required to conduct new courses and to fill the need to accommodate more students.

An increase in the size of existing facilities and/or provision for new facilities with specific design characteristics, e.g. soundproofing, will be required to accommodate new, specialized courses. Use of computer technology and Internet opportunities in the classroom will require Internet ready facilities, computer availability Educational Plan 29 and provisions for continued planning of a "Fitness Center" with equipment upgrades and replacement.

Heating, Ventilation, Air Conditioning, & Refrigeration (HVAC/R)

The Heating, Ventilation, Air Conditioning and Refrigeration program offers theory, training in repair of HVACR equipment, troubleshooting strategies, customer service, electrical and control applications to students seeking an associate in science degree or a certificate. The program prepares students for employment in the field and provides upgrade opportunities for currently employed personnel. Competencies will be assessed in accordance with the Environmental Protection Agency (EPA) certificate criteria and Air Conditioning and Refrigeration Institutes (ARI) recommendations. Students completing the program may expect to enter industry as an advanced apprentice or entry-level HVACR technician. We expect this program to grow over the next few years. The program is has been taught by a core of dedicated adjunct faculty, however, we have recently hired a full time tenure track instructor who we believe will help grow this program. To help the newly hired instructor we will need all the requisite equipment upgrades to

keep pace with projected enrollment growth and maintain industry standards. HVACR is a skilled trade that is in high demand. The need for trained workers is driven by the fact many existing HVAC technicians are nearing retirement. Heating and cooling systems are also becoming more complicated, with a greater emphasis on energy savings and computerization, which increases the demand for qualified professionals.

Machine Tool Technology

The Machine Tool technology program prepares students for employment in machine shops, tool rooms, instrument and experimental laboratories or reviews and upgrades the skill set of employed industrial personnel. Students gain proficiency in the set up and operation of employed industrial personnel. Students gain proficiency in the set up and operation of drilling machines, lathes, mills, grinders, electrical discharge machines, CNC milling machines and computer aided manufacturing systems. There has been a revitalization of this program with the introduction of the Aerospace Fastener program and we are the only institution with a lab dedicated to aerospace fastener tooling. Currently we are in the process of developing 3 courses dedicated to the Aerospace Fastener industry. We expected to develop more course curricula and ultimately an Aerospace Fastener program. The industry has hired some of our students and it is expected that the industry is beginning to increase their employment offerings. This offers the Center an excellent opportunity to look at the data as we develop more course offerings.

Nutrition and Foods

Nutrition and Foods is not a vocational program, but a series of courses designed to meet the requirements for other majors, such as Early Childhood Education and Nursing. The Nutrition and Foods 11 course also meets the transfer requirement under Area E. Nutrition and Foods also offers two courses online Nutrition & Foods 3 & 11. These courses focus on the relationship between nutrition, health, and physical wellness.

Real Estate

The real estate program and the certificates are designed to provide students with competencies to enter careers in residential and commercial real estate appraisal, escrow, property management, sales, and title insurance. The enrollment rates for Real Estate have decreased somewhat in proportion to the rate of foreclosure and the state of the economy. However, to combat a decrease in student population alternative methods of delivery must be explored. Short 5 week courses that meet on Friday evening and 6 hours on Saturday are extremely popular at many community colleges. Online delivery of Real Estate courses has been approved by ECC and online courses meet the continuing education requirements of the Department of Real Estate (DRE) and the Office of Real Estate Appraisers (OREA). Our full time real estate instructor recently retired and all of our courses are now taught by adjunct instructors

Welding

Welding is a program designed for those who are interested in a welding career. Over the past 3 years the morning classes have been full with a waiting list of students wanting to add the class. Welding is the most popular vocational class and to enhance the program at the Center we are proposing to have the welding Lab as an approved AWS certification test site for structural welding. The lab site would be conducted through our pilot community ed /contract ed program. The welding department at CEC consists of a morning program, an evening certification class, and a Saturday class offering. The welding program has one full time instructor and an

Instructional Tool Room Assistant.

Health & Human Services

Child Education

The Childhood Education program prepares students for careers in private or public programs serving children from infant to preschool, before and after school care, and children with special needs. Students are prepared to earn child development permits or degrees that will enable them to teach in diverse settings.

Child Development Center

The Child Development Center is an integral part of the Compton Community College District and serves as a vital recruitment and retention component to the educational delivery system. The center provides a high quality, stimulating program in a safe and nurturing environment for infant-toddler, preschool and school-age children. It also provides a training environment for parents and a laboratory site for students enrolled in child development practicum courses, nursing and psychology to study methods of observing and recording children's behavior and also practice parenting and teaching techniques.

Licensed and funded by the state of California the center offers eligible children a variety of invigorating learning activities and experiences that enhances their physical, cognitive, social and emotional development. All center teachers hold BA degrees and are state certified.

Nursing

Associate Degree Nursing (ADN) – The Associate Degree Nursing program is a demanding, rigorous program that requires advanced academic preparation, personal commitment, and a considerable amount of time in study and preparation outside of the class. General orientation sessions are available each semester to assist prospective applicants learn more about the career. Successful completers of the program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Vocational Nursing (VN) – In the Vocational Nursing Program, students will acquire the skills to function as first level licensed nurses (Licensed Vocational Nurses) providing nursing care for stable clients in a variety of long-term care settings. General orientation sessions are available each semester to assist prospective applicants learn more about the career. Successful completers of the program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-VN).

Nursing Assistant (NA) – In the Nursing Assistant program students are prepared to function as an entry-level worker on a health care team in a long-term care facility. Focus will be on preparing the student to provide direct care to the patient/resident; promote comfort measures; and collect, record and report data to licensed personnel. Principles of critical thinking, team building, ethics, caring and cultural sensitivity are integrated throughout the course. The student will be eligible for Certification by the State of California as a nurse assistant upon satisfactory completion of this course and the state competency evaluation.

Teacher Education

The Teacher Education program is designed for students interested in all levels of teaching as well as other careers in education. The program will provide individual and specialized assistance to transfer students who want to pursue a career in education. The Teacher's Education program is committed to guiding future teachers through the fulfilling process of earning their bachelor's degree and teaching credentials.

Library/Learning Resources

Today's library and learning resources have a greater dependence on technology because of the increasing use of online services and new developments in the ways in which scholarly information and instructional materials are published and distributed through various media. The provision of these resources and services is dependent on timely and orderly access for users on campus and at a distance.

Compton Center's Library and Learning Resource Center provide academic resources and support services to College students, faculty, and staff, as well as to residents from the surrounding communities

The entire Library/LRC program is technology dependent and regular upgrades to equipment, software, and other resources are required to provide the level of service required. In order to accommodate our expanding online programs, online access to support services is being planned within the next few years to accommodate these students. Space and facilities will need to be identified for these services.

Hopefully the move to the new building will alleviate some of the shortcoming that now faces us. We need more computer lab space with more computers. We need Wifi access; we need to provide our students with access to E-books and E-Readers, laptops; staff need adequate tools to do library work etc. We need a Head Librarian and Director to advocate for the library.

Learning Resource Center (LRC)

The LRC provides academic support services to all Compton Center students. The demand for LRC services and resources is expected to continue to grow over the next 10 years.

The Learning Center is the traditional heart of the support services. It houses the LRC Media Materials Collection, the primary non-text collection that students use. It is also the home of the LRC Tutorial Program and Supplemental Instruction and the LRC Computer Lab.

The Learning Center also serves as a central point of access and information for students and faculty for all LRC and Writing Center services and resources.

Additional growth in demand will result from cutbacks at area California State Universities that will funnel more students with academic support needs to the Center. This service will have to provide support to students other than face to face contacts. Online support will be a growing part of support services offered on our campus.

LRC Computer Lab (CAI Lab)

The LRC Computer Lab provides individualized computer assisted instruction in Reading, Math, and other basic skills curricula. The demand for Basic Skills instruction, both as part of stand-alone credit courses and as supplemental instructional support for other disciplines across the college, is expected to continue growing over the next 10 years.

Software needs to be upgraded regularly so students are able to effectively use the individualized interactive learning systems that are core to teaching and learning in the Basic Skills area. The lab use is expected to grow with the expected demand from Career Technical Education.

LRC Tutorial Program

The LRC Tutorial program provides peer tutoring to students in 10-15 disciplines per semester. Currently the demand is projected to grow both in number of disciplines and to include online tutoring. SI tutoring for 10 classes is offered each semester.

Without the planned move to the new LRC, the program will be unable to meet future demands.

Computer Labs

The LRC operates a small open access computer lab available to students in all College disciplines for word processing, research, and access to online classes. Pay-for Print service is also available to all students.

Demand for LRC computer labs is expected to grow commensurate with the growth of student enrollment and as a result of reduced open access service hours in labs operated by other divisions. LRC staff also oversees the operation of class-use and combined class-use computer labs for Humanities. These labs are in a different building which makes supervision a challenge. With the move to the new building, this would not be a problem.

Writing Center

The Writing Center offers assistance in all aspects of the writing process, from pre-writing to full draft writing conferences. Students can also find help with grammar and using MLA or APA documentation. Computers are available for word processing (Microsoft Word) and research.

Library

Compton Center library houses a broad range of academic print and online resources for student use. Unfortunately, for a number of years the print collection in particular was not consistently funded at a level that would allow the library to keep it up to date. The past couple of years, the budget has been enhanced to increase new acquisitions, although much more needs to be done. In 2006-2007, the Voyager interactive library catalog system was purchased and with the projected hiring of a new systems librarian, we will be able to take fuller advantage of its capabilities for student access to resources and for comprehensive reporting on collection characteristics and usage.

The Library is equipped to meet the needs of faculty and students if currently vacant positions can be filled. Today's staffing provides minimal coverage for basic library services. The present budget does not allow for full-time coverage of the public service areas for the full academic year or an adequate book replacement plan.

Significant expansion in the breadth of resources and services is expected within the next ten years. Some of these new services are dependent upon planned move into the new building. These would include a dedicated lab for bibliographic instruction and an open lab for academic research. The library system will be upgraded to include more self service options like use of e-reserves and materials renewal.

The changing needs and expectation of today's student will greatly impact the methods used to provide materials to students. Changing technology will result in the expanding use of library purchased databases with full text materials. Also to support distance learners, we need to provide E-Reference service to the expanding distance-ed classes and to provide virtual access to all students regardless of their location. This means that these will have to be expanded and upgraded regularly to meet demands.

With all this expanding technology and enrollment growth, staffing on all levels will have to increase to provide support to students.

Support Services

Facilities

Facilities Planning and Construction – The FPC Department manages the planning and construction process for new facilities and modifications to existing District facilities based upon the identified needs of Center programs and State space allowance guidelines. Planning entails programming, budgeting, selection of design professionals, management of the design process, securing needed regulatory approvals and selection of the delivery method. Construction oversight activities include budget monitoring, quality assurance, adherence to schedule, communicating project information to the College Community and minimizing the effects of construction on District programs.

Six months into the partnership with El Camino College the FPC-FMO Units lost all management personnel. Historically, the FPC-FMO units have not played a significant part in campus planning at the Compton Community College District. With the re-organization that occurred as a part of the partnership with El Camino Community College District, permanent management positions in the FMO Unit are being filled. The FPC was established and now takes an active role in the planning process including taking the lead in facilities planning. In the past this function was a part of FMO and was somewhat neglected and under-funded with personnel within the units lacking in the experience and training necessary to move forward with facilities planning and implementation.

Resources – The management staff of the FPC perform facilities planning. The FPC management staff currently consists of one director and one administrative assistant however; the department will be seeking future funding to add additional staff support personnel and will utilize consultants to provide additional support as required and to develop and implement adequate project controls.

Facilities Maintenance & Operations

A key responsibility of Facilities Maintenance & Operations(FMO) is providing services that keep the District's facilities safe, clean and in good operating order. The FMO units: Trades, Grounds and Custodial perform these services.

Staff – staffing at the college is currently a hybrid of Compton Community College District employees and El Camino Community College District employees. Since 2003, the total number of staff employed in the divisions has declined substantially.

Trades – This unit is responsible for maintaining and repairing facilities systems and components whether contained within a building or on the campus site. The unit currently includes a supervisor, a carpenter/locksmith, an electrician, a painter and a plumber. The supervisor and all of the tradesmen are currently employed by the Compton Community College District.

Grounds – This unit is responsible for the maintenance and cleaning of the campus grounds. The unit also prepares athletic facilities for sporting events. The unit currently consists of a lead man and three utility-maintenance workers. The lead-man and all of the utility-maintenance workers performing maintenance and cleaning of the grounds are currently employed by the Compton Community College District.

Custodial – This unit is responsible for cleaning building interiors and exteriors. The unit currently consists of a supervisor and fourteen utility-maintenance workers. The lead-man and all of the utility-maintenance workers performing cleaning of the buildings are currently employed by the Compton Community College District.

Resources – The management staff of the FMO perform facilities planning. The FMO management staff currently consists of one director.

Facilities Planning & Construction (FPC) and Facilities Maintenance & Operations (FMO) work in concert and share resources to coordinate, schedule and perform facilities activities at the El Camino Community College - Compton Community Educational Center (ECC-CC).

Fiscal Affairs

Compton Center Fiscal Services Unit ensures that the Center is fiscally solvent and able to meet the essential operational, instructional, and student service needs of the Center, in a manner consistent with adherence to sound business practices, statutes, regulatory agency requirements, and accountability.

The Fiscal Affairs unit is comprised of various individual departments. These departments include: accounting, accounts payable, accounts receivable, budgeting, bursars, contracts, payroll, purchasing, and risk (property and liability). Both as a unit and as individual departments much improvement has been made with regard to efficiency, effectiveness, and communications.

Human Resources

The Human Resources department provides professional services and open communication with students, staff and the community of El Camino College Compton Educational Center. Human Resources is responsible for all employment at the Center including students, temporary non-classified employees; classified employees; full-time faculty; part-time faculty; supervisory and management employees. We serve as the primary contact for applicants and employees to provide an environment that supports and assists employees. We are responsible for fostering a continuous learning environment which contributes to employee success and increases morale.

ITS

Information Technology Services helps the Compton Education Center (CEC) utilize technology to provide students with the greatest opportunity for achieving their educational goals; faculty with the resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily institutional operations; and the community with effective, efficient, and timely responses to their needs for information, training, and instruction.

The unit is completely integrated with El Camino College's Information Technology Services to (1) maintain and operate the center's telephony and data infrastructure, (2) maintain and operate the center's legacy data systems, including Datatel Colleague, (3) acquire and distribute new computing equipment including PCs and Printers, (4) provide printing and copying services, (5) provide mail services, and (6) provide main telephone receptionist services.

Student Services Division

Admissions and Records

The Admissions and Records Office consists of two separate units, Admissions and Records. The function of Admissions is to help students apply for admissions and register for classes. The function of Records is to maintain important student records accumulated during the student's matriculation and provide access to those records to students and to other campus units.

Assessment and Testing

Assessment and Testing is one of the four steps of Matriculation and most new full-time students enrolling at El Camino College Compton Center come to the Assessment Center to complete their placement tests for assessment purposes. Also serve part-time, non-matriculation students who may also need to avail themselves of the same service. The Center offers placement testing (English, & Math); Ability-To-Benefit CPT (Computerized Placement Tests) and CELSA (Combined English Language Skills Assessment) for Financial Aid and the LOEP (English as a second language test).

Athletics

There are currently ten intercollegiate athletic teams participating at the El Camino College Compton Center; men's and women's basketball, badminton, baseball, football, softball, men's and women's track, men's and women's cross country, and men's and women's soccer.

CalWORKs/TANF/GAIN

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act which is the welfare reform program established by Assembly Bill (AB) 1542. This community college program serves single parents and their families receiving Temporary Assistance for Needy Families (TANF) and enables them to complete their educational goals, find meaningful employment and successfully transition into the workplace through an array of high-quality support services: i.e. case management, career and academic advisement, childcare assistance, job readiness skills, and subsidized work activity placements in partnership with the Los Angeles County Department of Public Social Services and South Bay Workforce Investment Board. Through collaboration and advocacy with college and community partners, CalWORKs Career Ladder Programs and Services successfully prepares a segment of California's workforce for economic self-sufficiency through vocational-technical education and work experience.

To best continue self-assessment, renewal and innovation, in providing excellent educational and student support services for CalWORKs students, the following recommendations provide strategic direction over the next 3-5 years:

- Track and improve CalWORKs student retention, persistence and completion of academic programs. Continue to track student metrics and review the findings to better analyze the provision of program services and marketing in a timely manner and integrate into program procedures.
- Support the development and increase of program and course offerings to meet student, campus and community needs: i.e. Human Development 5 and 8, Educational Development 31, open entry/exit vocational classes, specialized short-term vocational training and bridge programs. Review course curriculum for efficacy with CalWORKs students and career trends.
- Develop and increase off campus student employment opportunities for work experience, not tied to subsidized salaries, in collaboration with the Los Angeles Department of Public Social Services (DPSS), community partners, and ECC CEC vocational faculty and vocational technology programs.
- Ensure continued training, improvements and refinements to upgrade the employability skills of CalWORKs students.
- Increase staff participation in opportunities for skills development, and collegial and professional consultation, to improve professionalism and job performance, better serve the needs of CalWORKs students and stay abreast of mandated services and changes in the field.
- Continue to improve and refine the identification and assessment of CalWORKs Student Learning Objectives (SLO's) as a means to better link student experiences to achievement of their educational goals and to assist in meeting ECC strategic initiatives for excellent educational and student support services.

Counseling

The Counseling Department is one of the four steps of Matriculation Process and most new first time students enrolling at El Camino College Compton Center come to the Counseling Department to receive academic guidance and to complete their educational plans. The Counseling Department provides services in the General counseling area, located in the Compton Center administration building. In addition, the Counseling Department provided support services to the following specialized services to the Athletics, CalWORKs/GAIN/TANF, EOPS/CARE, Financial Aid, First Year Experience Program, Nursing department, Probation Services, Registration Assistance, Special Resource Center, Student Success Transfer and Retention Services, Transfer Center, and Career & Technical Division.

The Counseling Department needs one conference room large enough to accommodate all meetings for counseling faculty department staff. The conference room will also be utilized for also needed for group counseling; focus groups; Athletics, Matriculation, SEP, Transfer, Career, First Year Experience, and Nursing orientations and three additional offices for the part-time counselors and for the requested full time counselor, who would coordinate and counsel probationary students. In addition, the Counseling Department needs a storage /resource room to store the counseling materials.

EOPS/CARE

EOPS is a state funded program. The primary goal of EOPS is to provide services which are over and above services offered through the College to EOPS students that encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. Services provided through EOPS include academic and personal counseling, book services, book loans, transportation assistance, orientation, meal assistance, and incentive awards.

CARE is a unique educational program geared toward EOPS single parents receiving TANF/CalWORKs who desires job-relevant education to break the dependency cycle. In addition to the over and above services provided through EOPS/CARE students also receive additional book services, book loans, additional transportation assistance, direct grants, meal assistance, and workshops/mini-conferences.

Financial Aid

El Camino College Compton Center provides extensive services to help students meet the costs of attendance. The Financial Aid Office provides information regarding financial assistance available to students in the form of loans, grants, work study program, and scholarships. To help students better understand financial assistance and the application process, a free workbook published by the California Student Aid Commission is provided to students. This workbook provides information on who qualifies for financial assistance, the various types of assistance, how to apply, and a calendar of deadlines for applying.

First Year Experience Program

The First Year Experience program is designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and career services. The following services are provided to students in the First Year Experience Program: Orientation, Counseling Services, Learning Community Courses, Strategies for Success in College, FYE Faculty Field Trips, and Peer Mentors.

Outreach and Relations with Schools

Coordinate outreach and matriculation activities with local high schools, adult schools, middle schools, and community agencies. Assist and guide all campus entities performing any recruitment and outreach on behalf of the Center. Provide staffing for the Welcome Center and Information booths on campus.

Special Resource Center

The Special Resource Center (SRC) facilitates academic success for students with diverse needs by providing equal access to educational opportunities in an integrated campus setting. The overall function of the SRC is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery, equitable access to instructional medium, and advocate universal design and educational access to students with disabilities. These services are in compliance with California Education Code - Title 5 regulations, Section 504 and 508 of the Rehabilitation Act of 1973 and the Americans with

Disabilities Act.

Support services are coordinated in accordance to legal mandates to comply with the above state regulations and stated legislation. Services meet the needs of students with a wide range of disabilities including but not limited to learning disabled, physically disabled, visually impaired, deaf or hard of hearing, psychiatric disabilities, acquired brain injury, developmental disability, speech impaired and other disabilities.

Educational Development and Adapted Physical Education courses are within approved curriculum but are not offered at this time due to limited certificated personnel and/or appropriate facilities.

To best continue self-assessment, renewal and innovation, in providing excellent educational and student support services for disabled students, the following recommendations provide strategic direction for the Special Resource Center over the next 3-5 years:

- Develop and increase course offerings to meet student and campus needs.
- Develop and increase disabled student employment opportunities for work experience including increased access to adaptive technology specific to CTE and vocational training programs.
- Evaluate personnel needs to project additional positions needed to meet legally mandated service requirements and changes in the field.
- Increase participation in opportunities for skill development, and collegial and professional consultation, to better serve the needs of students and stay abreast of legally mandated services and changes in the field.
- Analyze processes and effectiveness of program marketing, outreach efforts, information dissemination and satisfaction of all stakeholders.
- Continue to promote universal design when training, implementing and utilizing principles of accessibility at a systemic/institutional level.
- Expand recruitment of part-time certificated and hourly support staff for specialized support.
- Ensure continued upgrading of High Tech Center technology as required.

Student Development

The Student Development serves students and staff by offering support to student organizations (ASB, Clubs & Organizations) with various services that include direct advising for planning activities and programs to enhance the educational experience of our students. We also provide leadership opportunities, training and personal development for participants in the multiple campus organizations. The office creates and provides the proper forms to schedule events, calendar activities and facilitate the processing of financial transactions. We also coordinate all activities and/or programs held in the Student Lounge. In addition the office and its student employees facilitate the administration of the student, staff and other campus academic programs photo identification cards.

Transfer Center

The Transfer Center provides services and activities for students to assist them with the process of transferring to universities. Services and activities include: university tours; university representative visits on campus; transfer workshops covering university applications, the

personal statement, university admissions information; and university basics and university fairs. The Transfer Center also publishes a monthly activities calendar and a Transfer guide each semester. The Transfer Center is also a resource center/library with catalogs, reference materials, and computers for students to use.

Police Department

Cadet Services

Cadet Services will be in increasing demand as student and staff population increases. Equipment and its maintenance will be required for parking enforcement, escort services, battery jumps, vehicle lock outs, and the like. Full time supervisory positions may become necessary in order to plan and coordinate an ever increasing demand from other divisions for use of police cadets to facilitate their special events, seminars, chapter meetings, and conferences. Currently there are three cadets and one Community Service Officer assigned to Compton Center. These positions are part time hourly student workers. Over the next six to ten years it is requested that 10 cadets be assigned to Compton Center for maximum coverage.

Live Scan

Live Scan fingerprinting services have been expanding since their inception as a public and District service. Current activity is under the oversight of a senior clerical assistant. In order to improve customer service and shorten wait time, it is recommended that a second full time clerical assistant be hired to coordinate and perform this activity.

Parking Services

Currently, there is no "Parking Services" Office however, parking services are handled collaterally by the campus police senior clerical assistant and the business office with respect to parking "permits" Parking citation administration is handled by campus police. It is requested that in six to ten years an office of parking services be established similar to ECC, administered by campus police to handle all parking related matters, lost and found and key control. This will necessitate a full time clerical assistant that can also handle the live scan. It is also recommended that during this time period, parking permit machines be installed throughout the campus.

Police Dispatch Services

ECC provides police dispatch services. This will require the addition of personnel as calls for service are expected to increase within the next 10 years. As of October 2009 there are four full time dispatchers and two part time dispatchers. It is recommended that in the six to ten year range, a total of six full time dispatchers be considered. This would allow for the elimination of overtime and allow for a call taker as well as a radio operator. Currently, the radio operator also answers phone calls and handles the front counter customers. Technological changes in the later portion of that period will also dramatically impact the diversification of that position. It is anticipated that during certain working dates and times the calls for service will justify two dispatchers during peak district business hours and during special events on District grounds. Increased use of video monitoring devices, automated fire reporting systems, cell phone 911 reporting, and crime mapping are only a few of the known hardware and software programs being added and improved upon. Video surveillance is expected to be added to and improved upon. It is recommended hiring two additional fulltime dispatchers particularly with the merger

of Compton.

The expected increase in calls for medical assistance will require extensive training and manning of personnel primarily dedicated for emergency medical dispatching.

The increase in police reports, accompanying court paperwork, and records management will likely require this to become its own distinct specialization within the Dispatch assignment. It is expected that within the six to ten year range, a dispatch/records supervisor position will be needed to keep abreast of all the legal requirements for records keeping and FCC radio procedures.

Police Patrol Services

Police Patrol Services will need to expand with the projected growth in student population. It is felt that an increase in student population will likely result in commensurate increases in District personnel and visitors utilizing District facilities. Calls for police services will naturally increase accordingly in regards to both criminal and public service activities. Calls for service will increase on weekends, holidays, and late night hours as class schedules expand, more utilization of district venues is contracted, and student access to student services increases. The enrollment report for Compton Education Center is 15.2% FTE increase during spring 2009.

These increases in calls for service will necessitate some specialization within the patrol personnel as well as a general increase in the number of sworn officers. Specialization within the next 5 years will include one detective and an additional police sergeant.

Increases in personnel will bring a commensurate increase in the need for office equipment, general patrol equipment, specific professional safety equipment, and maintenance/repair for all.

As the District continues the construction phase of the current Bond measure, new traffic patterns, parking facilities security systems, buildings, and general campus security systems, more technology advancements will need to be included to slow the ever increasing need for manpower to handle labor intensive security activities. Within six to ten years, Compton Center will need to have a modern police facility in order to facilitate all of the above mentioned goals. The current facility is not suitable and not easily accessible or visible to the campus community. It is recommended that the new facility be located either centrally or at the entrance of the campus.

Part III - The Quantification of On-Campus Space Needs

Profile/Analysis of the Current Curriculum

Quantifying space needs begins with an assessment of the current program of instruction. To create this snapshot, the 2010 fall semester was used to represent the College's current program of instruction.

Initial stages of the process included an analysis of the key curriculum components, as sorted by the state's TOP (Taxonomy Of Program) Codes and a comparison of those components with statewide standards or averages for community colleges throughout the state. An analysis of Full Time Equivalent Students (FTES) generated a breakdown of ratios for lecture versus laboratory hours and the amount of lecture versus laboratory WSCH (Weekly Student Contact Hours) produced. Combined, the process and the elements were used to create a baseline from which the current program of instruction could be viewed.

The Center's program of instruction reflects of the Fall 2010 enrollment, which serves as a proxy for the needs of the service area. Characteristics of the current program of instruction, by ECC's and Compton Center's instructional divisions, are captured in Figure 3 below and Figure 4 below.

Figure 3 - Program of Instruction by ECC Instructional Divisions - Fall 2010

EL CAMINO COLLEGE DIVISION	WSCH	FTES	LEC HRS	LAB HRS	% OF WSCH
Behavioral and Social Sciences	11,299.01	352.96	11,496.30	170.00	15.0%
Business	3,726.69	116.41	2,601.89	1,580.80	5.0%
Fine Arts	6,646.15	207.61	4,864.80	1,781.90	8.8%
Health Sciences and Athletics	9,135.99	285.39	3,658.40	7,709.00	12.1%
Humanities	14,661.75	458.01	12,570.40	3,302.00	19.5%
Industry and Technology	7,085.83	221.35	3,589.50	3,385.50	9.4%
Mathematical Sciences	10,689.29	333.91	10,246.20	-	14.2%
Natural Sciences	11,971.24	373.96	4,886.30	7,096.30	15.9%
TOTAL	75,215.95	2349.60	53,913.79	25,025.50	100.0%

Source: El Camino Community College District, Academic Affairs Office. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

Figure 4 - Program of Instruction by Compton Center Instructional Division - Fall 2010.

COMPTON CENTER DIVISION	WSCH	FTES	LEC HRS	LAB HRS	% OF WSCH
Behavioral and Social Sciences, Creative and Performing Arts	13,177.63	411.64	11,390.20	1,765.00	17.5%
Career and Technical Education	15,538.80	485.40	6,346.99	9,391.50	20.7%
Health and Human Services	6,168.97	192.71	5,483.70	3,365.40	8.2%
Humanities	17,670.02	551.98	15,560.40	3,407.30	23.5%
Math and Science	22,660.53	707.87	15,132.50	7,096.30	30.1%
TOTAL	75,215.95	2349.60	53,913.79	25,025.50	100.0%

Source: El Camino Community College District, Academic Affairs Office. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

Translation of the Current Curriculum to State Standards

To create a benchmark comparison with statewide averages and standards, the Center's disciplines and programs have been coded with the TOP codes listed in Figure 5 below:

Figure 5 - Summary of Instructional Disciplines by Four-Digit TOP Code

Academic Strategies	4900	History	2200
Administration of Justice	2100	Human Development	4900
Anatomy	0400	Humanities	4900
Anthropology	2200	Journalism	0600
Art	1000	Law	1400
Astronomy	1900	Library Information Science	1600
Automotive Collision Repair/Painting	0900	Machine Tool Technology	0900
Automotive Technology	0900	Mathematics	1700
Biology	0400	Medical Terminology	1200
Business	0500	Microbiology	0400
Chemistry	1900	Music	1000
Child Development	1300	Nursing	1200
Computer Information Systems	0700	Nutrition and Foods	1300
Contemporary Health	0800	Philosophy	1500
Cosmetology	3000	Physical Education	0800
Culinary Arts	1300	Physiology	0400
Dance	1000	Political Science	2200
Economics	2200	Psychology	2000
Ethnic Studies	2200	Real Estate	0500
English	1500	Recreation	0800
English as a Second Language	4900	Sociology	2200
Fashion	1300	Spanish	1100
Film/Video	0600	Speech Communication	1500
Fire and Emergency Technology	2100	Theatre	1000
First Aid	0800	Welding	0900
Geography	2200	Women's Studies	2200
Geology	1900		

Figure 6 below provides a view of the Center’s instructional disciplines for each TOP code format group.

Figure 6 - Program of Instruction by TOP Code Instructional Discipline

TOP DISCIPLINE	# of Sections	WSCH	FTES	LEC HOURS	LAB HOURS	% of WSCH
Biological Sciences	26	8,308.18	259.53	2503.9	5809.2	11.0%
Business and Management	23	1,957.06	61.13	1729.59	654.2	2.6%
Media and Communications	4	493.21	15.41	410.2	105.3	0.7%
Information Technology	10	1,462.67	45.69	613.9	926.6	1.9%
Education	50	6,440.08	201.18	1950	4425.2	8.6%
Engineering and Industrial Technologies	19	4,327.33	135.18	1448.5	2768	5.8%
Fine and Applied Arts	45	5,085.34	158.86	3393.8	1676.6	6.8%
Foreign Language	12	1,899.60	59.34	1882.8	0	2.5%
Health	37	3,055.11	95.44	2005.4	3430	4.1%
Family & Consumer Sciences	28	3,236.86	101.11	3265.7	190.4	4.3%
Law	1	142.45	4.45	98.6	0	0.2%
Humanities (Letters)	53	6,802.91	212.51	5460.8	1728.5	9.0%
Library Science	0	-	0.00	0	0	0.0%
Mathematics	35	5,259.75	164.30	5087.8	0	7.0%
Physical Sciences	23	3,561.06	111.24	2280.4	1287.1	4.7%
Psychology	11	1,555.75	48.60	1485.2	88.4	2.1%
Public and Protective Services	10	1,962.10	61.29	1599.6	362.5	2.6%
Social Sciences	35	5,598.14	174.88	5572.8	0	7.4%
Commercial Services	0	-	0.00	0	0	0.0%
Interdisciplinary Studies	122	14,068.35	439.47	13124.8	1573.5	18.7%
TOTAL	544	75,215.95	2349.60	53913.79	25025.5	100.0%

*Source: El Camino Community College District, Office of Academic Affairs *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.*

It should be noted that the TOP code format is used throughout the remainder of this section of the Master Plan document to forecast physical space needs. Determined space needs will also be submitted to the State Chancellor’s Office in this format.

The Current Curriculum Indicators

Figure 7 below provides a snapshot of key elements for the fall 2010 semester status of instructional programs at the Center.

Seat Count

Figure 7 below compares enrollment per class section at the Compton Center using the TOP code format for instructional programs. The statewide standard for enrollment per class section is 35 students. Combined with the percentage ratio of overall seats enrolled, the table provides an illustration of the key TOP code instructional disciplines as they presently exist. The Center averaged 30.2 seats per class section for the baseline semester used (2010 fall semester). Social Science, Public and Protect Services, and Psychology were the three TOP code instructional disciplines exceeding the state standard.

Figure 7 - Seat Count Analysis/Comparison by TOP Code Instructional Divisions – Fall 2010.

TOP DISCIPLINE	TOTAL SEATS	AVERAGE SECTION SIZE	Ave % of class size compared to state standard (35)	% ENROLLED SEATS
Biological Sciences	940	36.2	103.3%	3.6%
Business and Management	587	25.5	72.9%	0.8%
Media and Communications	127	31.8	90.7%	1.7%
Information Technology	277	27.7	79.1%	8.6%
Education	1406	28.1	80.3%	2.5%
Engineering & Industrial Technologies	413	21.7	62.1%	7.9%
Fine and Applied Arts	1286	29.2	83.5%	2.1%
Foreign Language	348	29.0	82.9%	3.4%
Health	559	15.1	43.2%	5.9%
Family and Consumer Sciences	958	34.2	97.8%	0.2%
Law	29	29.0	82.9%	10.2%
Humanities (Letters)	1668	32.1	91.6%	0.0%
Library Science	0		0.0%	6.6%
Mathematics	1080	30.9	88.2%	4.0%
Physical Sciences	658	28.6	81.7%	2.6%
Psychology	428	38.9	111.2%	2.4%
Public & Protective Services	392	39.2	112.0%	10.1%
Social Sciences	1653	47.2	134.9%	0.0%
Commercial Services	0		0.0%	21.7%
Interdisciplinary Studies	3558	29.2	83.3%	100.0%
TOTAL	16367	30.20	86.3%	3.6%

Source: El Camino College, Office of Academic Affairs. Data based on 2010 Fall Semester for Credit Enrollment. State standard equals 35 students/section. Bolded Instructional Divisions indicate performance above the state average. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

WSCH per FTEF

The state standard used for determining optimal productivity is based on WSCH generated per full-time equivalent faculty (FTEF). The standard is a ratio of 525 WSCH per FTEF. The TOP code instructional disciplines of Biological Sciences, Media and Communications, Information Technology, Education, Fine and Applied Arts, Foreign Language, Family and Consumer Sciences, Law, Humanities (Letters), Mathematics, Physical Sciences, Psychology, Public and Protective Services, and Social Sciences were found to be performing at levels above the statewide standard WSCH/FTEF. Only the following TOP codes did not have performances greater than the state average: Business and Management, Engineering and Industrial Technology, Health and Interdisciplinary Studies.

The large number of programs performing above the state WSCH/FTEF benchmark of 525 is a reflection of the recent school-wide (and statewide) enrollment boom and the Compton Center's recent enrollment achievements to bring the Center to enrollment parity with other community colleges. The Center's fall 2010 overall average productivity measure of 534.68 WSCH/FTEF

was 101.84% of the state standard. Figure 8 below provides a summary of the WSCH generated per FTEF by TOP instructional discipline for the 2010 fall semester.

Figure 8 - WSCH per Full Time Equivalent Faculty Analysis/Comparison - Fall 2010.

TOP DISCIPLINE	FTEF	WSCH	WSCH/ FTEF	+/- 525 STATE TARGET	% OF TOTAL WSCH
Biological Sciences	10.97	8,308.18	757.62	144%	11.0%
Business and Management	5.14	1,957.06	380.61	72%	2.6%
Media and Communications	0.88	493.21	558.37	106%	0.7%
Information Technology	2.67	1,462.67	548.51	104%	1.9%
Education	10.50	6,440.08	613.09	117%	8.6%
Engineering and Industrial Technologies	8.42	4,327.33	514.15	98%	5.8%
Fine and Applied Arts	9.48	5,085.34	536.24	102%	6.8%
Foreign Language	3.60	1,899.60	527.73	101%	2.5%
Health	13.88	3,055.11	220.06	42%	4.1%
Family and Consumer Sciences	5.82	3,236.86	556.50	106%	4.3%
Law	0.20	142.45	712.25	136%	0.2%
Humanities (Letters)	12.63	6,802.91	538.50	103%	9.0%
Library Science	0.00	-		0%	0.0%
Mathematics	9.93	5,259.75	529.50	101%	7.0%
Physical Sciences	6.27	3,561.06	568.24	108%	4.7%
Psychology	2.35	1,555.75	662.02	126%	2.1%
Public and Protective Services	3.10	1,962.10	633.43	121%	2.6%
Social Sciences	7.00	5,598.14	799.73	152%	7.4%
Commercial Services	0.00	-		0%	0.0%
Interdisciplinary Studies	27.83	14,068.35	505.45	96%	18.7%
TOTAL	140.68	75,215.95	534.68	101.84%	100.0%
State Target: WSCH/FTEF			525.0		

Source: El Camino Community College District, Office of Academic Affairs. Data is based on 2010 Fall Semester for Credit Enrollment. TOP Code Instructional Discipline that is bolded indicates performance above the statewide standards. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

WSCH Lecture and Laboratory Breakdown

Figure 9 below provides a breakdown by TOP code instructional discipline for actual lecture and laboratory WSCH generated for the 2010 fall semester at the Center. The data discloses that the curriculum of the Center is generally dominated by lecture WSCH (69%) compared to lab WSCH (31%).

Figure 9 - WSCH Lecture and Laboratory Breakdown - Fall 2010.

TOP DISCIPLINE	TOP CODE	LECTURE WSCH	LAB WSCH	TOTAL WSCH
Biological Sciences	0400	2,506.17	5,802.01	8,308.18
Business and Management	0500	1,645.78	311.28	1,957.06
Media and Communications	0600	403.32	89.89	493.21
Information Technology	0700	588.08	874.59	1,462.67
Education	0800	1,875.10	4,564.98	6,440.08
Engineering and Industrial Technology	0900	1,497.82	2,829.51	4,327.33
Fine and Applied Arts	1000	3,341.33	1,744.01	5,085.34
Foreign Language	1100	1,899.60	-	1,899.60
Health	1200	1,134.19	1,920.92	3,055.11
Family and Consumer Sciences	1300	3,063.46	173.40	3,236.86
Law	1400	142.45	-	142.45
Humanities (Letters)	1500	5,581.13	1,221.78	6,802.91
Library Science	1600	-	-	-
Mathematics	1700	5,259.75	-	5,259.75
Physical Science	1900	2,276.30	1,284.76	3,561.06
Psychology	2000	1,467.35	88.40	1,555.75
Public and Protective Services	2100	1,599.60	362.50	1,962.10
Social Science	2200	5,598.14	-	5,598.14
Commercial Services		-	-	-
Interdisciplinary Studies	4900	12,312.57	1,755.78	14,068.35
TOTAL		52,192.15	23,023.80	75,215.95

Source: El Camino Community College District, Office of Academic Affairs. Data based on credit WSCH generated only during the fall 2010 semester. *Off-campus and canceled class sections have not been included. Combined or multi-class sections have been counted as one section.

Projections for the Future Program of Instruction

The projections that follow take into account the current and past trends of the Center relative to curricular offerings, anticipated changes in the instructional delivery methods, and balance in the curriculum.

The projections use WSCH as the primary criterion for viewing the instructional program of the future. As previously noted, WSCH represents the only solid data that can accurately be apportioned and traced to each course, discipline and division. The projections are reflective of and limited to on-campus credit WSCH. Program forecasts were generated for the Center at points in time when credit WSCH reaches 114,186 (2020 estimate).

It should be noted that growth for the various instructional disciplines was forecasted at varying rates. External and internal factors, demographics, past performance, projected need, and curriculum balance caused each instructional discipline to respond differently to the forecasting process. The growth forecast is, therefore, not linear or relational in terms of its application.

The following references and resources were used in the forecasting process:

1. 2008 El Camino Community College District, Report 17 ASF/OGSF* Summary and the Capacities Summary, an inventory of facilities that is recorded with the State Chancellor's Office.
2. The 2008 Weekly Student Contact Hours (WSCH) Comparison Report for all state community colleges (published by the State Chancellor's Office).

3. Enrollment and performance data provided by the ECC, Institutional Research Office.

* ASF – Assignable Square Footage and OGSF – Overall Gross Square Footage

WSCH/FTES Forecast Year 2020 Or When Center Credit WSCH Reaches 114,186

At a time when credit WSCH reaches 114,186, the Center is projected to have a student profile, separated by TOP instructional disciplines as shown in Figure 10 below.

Lecture and Laboratory WSCH Breakdown for the Future

The identification of future lecture and laboratory credit-WSCH is the basis for determining the physical space need for the long-range program of instruction. This information was gleaned from the baseline curriculum, e.g., 2008 fall semester, past trends of the Center, comparisons with other smaller community college districts in the state, and the standards set forth by California Title 5 Education Code were used as touchstones for identifying the lecture and laboratory credit-WSCH for the future. A breakdown of that analysis with benchmarks at 2020 or when the Center attains credit WSCH of 114,186.

Year 2020 or When Credit-WSCH Reaches 114,186

The Center is projected to have the following semester profile when credit WSCH reaches a level of 114,186:

- Lecture WSCH: 73,328
- Laboratory WSCH: 40,857
- Total WSCH: 114,186

Figure 10 - Credit Lecture and Laboratory WSCH: Year 2020 or Total WSCH of 114,186.

TOP DISCIPLINE	TOP CODE	LEC WSCH	LAB WSCH	TOT WSCH
Biological Sciences	0400	3,473	7,668	11,142
Business and Management	0500	4,016	1,561	5,578
Media and Communications	0600	367	0	367
Information Technology	0700	1,054	1,432	2,486
Education	0800	2,488	8,975	11,463
Engineering and Industrial Technology	0900	2,532	5,197	7,728
Fine and Applied Arts	1000	4,538	2,609	7,147
Foreign Language	1100	2,540	0	2,540
Health	1200	3,809	8,038	11,847
Family and Consumer Sciences	1300	5,248	437	5,685
Law	1400	268	0	268
Humanities (Letters)	1500	7,445	1,226	8,671
Mathematics	1700	68	0	68
Physical Science	1900	6,684	0	6,684
Psychology	2000	2,225	1,071	3,296
Public and Protective Services	2100	2,798	0	2,798
Social Science	2200	1,586	0	1,586
Commercial Services	3000			
Interdisciplinary Studies	4900	15,204	2,643	17,847
TOTAL		73,328	40,857	114,186

Determination of Space Requirements

In order to qualify for state funds to construct new facilities, the Chancellor’s Office requires that the District demonstrate space needs. These needs are determined when the total space

requirements for academic programs of instruction and support services are compared to the current space holdings of the District. The state standards for calculating square footage requirements are derived from the generation of WSCH or from a prescribed formula based upon various measures of student enrollment. The following sections provide a definition of space requirements and capacity, a listing and explanation of the utilization and planning standards used to determine space needs, and the determined net allowances for all categories of space.

Facilities Inventory

The *California Community Colleges Facilities Inventory Manual* includes descriptive data on buildings and rooms for each college district. Construction projects, the development of capital outlay plans, the determination of future facilities and the assessment of existing space utilization are tasks that rely heavily on this document. The space inventory is essential for generating the annual Five-Year Capital Construction Plan and for scheduling and controlling campus space. The space inventory is an important tool in planning and managing district facilities. This Plan uses the 2008 El Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary, as the basis for determining future space requirements and eventually arriving at a building/facilities program for the Center.

Space Category Elements

Several key facility elements were considered in the assessment of the space needs. These facility elements or space categories are presented in Figure 11 below. They represent the majority of the total educational and general facility space at the Center.

Figure 11 - Standard Space Categories Used for Campus Assessment

Classrooms	Lounge	Theatre
Non-class Laboratories	Bookstore	Meeting Room
Teaching Laboratories	Health Services	Data Processing
Library/Learning Resources	Teaching gym	Physical Plant
Offices	Food service	Assembly/Exhibition
Instructional Media		

Prescribed State Space Standards

Title 5 of the California Administrative Code (Sections 57000-57140) prescribes standards for the utilization and planning of most educational facilities in public community colleges. These standards are summarized in Figure 12 below and in the text that follows.

Figure 12 - Prescribed Space Standards

CATEGORY	FORMULA	RATES/ ALLOWANCES
Classrooms	ASF/Student Station Station utilization rate Average hours room/week	15 66% 53
Teaching Labs	ASF/student station * Station utilization rate Average hours room/week	* 85% 27.5
Offices/Conference Rooms	ASF per FTEF	140
Library/Learning Resource Center	Base ASF Allowance ASF 1st 3,000 DGE** ASF/3001-9,000 DGE ASF>9,000	3,795 3.83 3.39 2.94
Instructional Media AV/TV/Radio	Base ASF Allowance ASF 1st 3,000 DGE ASF/3001-9,000 DGE ASF>9,000	3,500 1.50 0.75 0.25

* Reference Figure 19 of the ECC portion of the Master Plan.

** DGE – Day Graded Enrollment

Standards for Lecture Space:

The determination of lecture ASF is derived from a mathematical calculation based on the size of a college. Most colleges are allowed a factor of 42.9 ASF/100 WSCH generated.

Standards for Laboratory Space:

Figure 13 below contains the Title 5 state standards used to determine ASF for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

Figure 13 - State Standards Assignable Square Feet (ASF) for Laboratory Space

TOP DISCIPLINE	TOP CODE	ASF/ STATION	ASF/ 100 WSCH
Biological Sciences	0400	55	233
Business and Management	0500	30	128
Media and Communications	0600	50	214
Information Technology	0700	40	171
Education	0800	75	321
Engineering and Industrial Technology	0900	200	856
Fine and Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health	1200	50	214
Family and Consumer Sciences	1300	60	257
Law	1400	35	150
Humanities (Letters)	1500	50	214
Mathematics	1700	35	150
Physical Science	1900	60	257

Psychology	2000	35	150
Public and Protective Services	2100	50	214
Social Science	2200	35	150
Interdisciplinary Studies	4900	60	257

Source: Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

Non-State Space Standards

The state provides standards for utilization and planning for more than 60% of all types of spaces on a college campus. Capacity estimates for those remaining spaces – representing approximately 40% – are based on a combination of factors including the size and nature of the institution. Standards for these types of spaces are presented in Figure 14 below. The guidelines presented were based on a national study of space standards.

Figure 14 - ASF for Non-State Standard Campus Buildings

CATEGORY OF SPACE	BASIS	ASF/FACTOR
Non-Class Laboratory	0.095ASF per headcount student	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5 ASF per FTES or 35,000 ASF
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.60
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF/Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 ASF per headcount or 6,000 ASF
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total

Source: State Chancellor's Office

Ultimately the space requirement is determined via the relationship of the existing space available, listed by type and use, number of hours for which that space is currently utilized, and the number of hours projected for use in the future.

Computation of FTE Instructional Staff

The worksheet in Figure 15 below is required to be completed by the District with the submission of the Five-Year Capital Construction Plan. The worksheet must be updated and submitted each subsequent year. For long-term planning purposes, the worksheet is used to project future staffing for instructional programs at the Center.

Figure 15 - ECC Worksheet for Computing FTE Instructional Staff*

CATEGORY	NON INSTRUCTIONAL PORTION FTE	PROFESSIONAL INSTRUCTIONAL & STATUTORY STAFF FTE	NET TOTAL STATUTORY STAFF FTE
Instructors	587.0		587.0
Counselors	20.0	20.0	
Department Admin	21.0	21.0	
Librarians	7.0	7.0	
Instructional Admin	16.0	16.0	
Totals	651.0	64.0	587.0

Source: State Chancellors Office. * This worksheet must be completed prior to completing the Five-Year Capital Construction Plan.

Instructional Staff Categories

The five categories of Full Time Equivalent (FTE) employees are specified and defined as follows:

1. **Instructors:** Includes the professional instructional staff for day, extended-day, and adult education, except those whose offices are located off campus.
2. **Counselors:** Includes the professional counseling staff, special programs' coordinators, Extended Opportunity Program and Services coordinators, statutory and Title 5 required staff.
3. **Department Administrators:** Includes professional staff responsible for coordinating or supervising departmental activities. This category is dependent upon the organizational structure of the college, but is generally defined as the department chair for an instructional or support service area.
4. **Librarians:** Professional librarians and directors of media services.
5. **Institutional Administrators:** Professional administrators with responsibilities covering the entire institution such as a President, Vice President, Deans, Business managers. This category generally covers all administrators above the department level.

Projecting Future Capacity

ASF, as defined in Title 5 standards, relates to useable space for instruction or related student support. A process for arriving at future capacity (space needs) is provided in the sequence that follows:

- Step 1: Credit-WSCH projections are applied in combination with appropriate space-planning standards to result in a total space requirement in ASF by type of space.
- Step 2: The current space inventory for the Center is used as a baseline to determine space needs. This baseline is subtracted from the calculated space requirements to result in the net ASF need by type of space for the projected long-term facilities plan.
- Step 3: The result net assignable square footage by type of space for the benchmark years of 2020, is translated into the facility codes used by the state.

The Current Campus Inventory

Figure 16 below shows the current facilities inventory for the Center as taken from the 2008 EL

Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary. This document provides a basis for comparing space needs with space availability. The Center currently has a building/facility space inventory of 261,324 assignable square feet. Note that the main areas of inactive space are: the entire Allied Health building (approximately 13000 ASF), portions of the Abel Sykes building (approximately 5000 ASF), portions of the Gym (approx. 3700 ASF), portions of the Music Building and Little Theater (approx. 4400 ASF), and portions of the Women's Shower (approx. 6900 ASF).

Figure 16 - Facilities Inventory - Year 2010

ROOM USE CATEGORY	DESCRIPTION	ASF
050	Inactive Space	42,406
100	Classroom	24,030
210-255	Laboratory	59,529
300	Office / Conference	34,246
400	Library	20,409
520-525	Physical Education (Teaching Gym)	24,181
530-535	Instructional Media (AV/TV)	3,894
540-555	Clinic / Demonstration	14,781
610-625	Assembly / Exhibition	0
630-635	Food Service	9,699
650-655	Lounge / Lounge Service	1,530
660-665	Merchandise Facility	1,284
670-690	Meeting / Recreation	5,365
710-715	Data Processing	5,670
720-770	Physical Plant	12,174
800	Health Service	2,126
	Other	0
	TOTAL ASF	261,324

Source: El Camino Community College District, Compton Education Center, Space Inventory and Building Facilities Report 2010

Academic Space Requirements: Year 2020 or Credit-WSCH Of 114,186

Figure 17 below identifies the square footage required to meet the needs of the Center's academic programs when credit WSCH reaches 114,186 – estimated to be 2020. At that time, the required academic space needs at the Center has been determined to be 128,748 ASF, split between lecture and laboratory ASF, 31,457 and 97,291 respectively. Data presented were based on standards defined by the California Educational Code Title 5 and recent enrollments, projected forwards to the year 2020.

Figure 17 - ASF Required for Instructional Program Year 2020 or Credit-WSCH of 114,186. THIS TABLE MAY BE UPDATED WITH MORE RECENT FORECAST PROJECTIONS.

TOP DISCIPLINE	TOP CODE	LECTURE ASF	LABORATORY ASF	TOTAL ASF
Biological Sciences	0400	1,490	17,867	19,357
Business and Management	0500	1,723	1,999	3,722
Media and Communications	0600	157	0	157
Information Technology	0700	452	2,448	2,900
Education	0800	1,068	0	1,068

Engineering and Industrial Technology	0900	1,086	44,483	45,569
Fine and Applied Arts	1000	1,947	0	1,947
Foreign Language	1100	1,090	0	1,090
Health	1200	1,634	17,201	18,835
Family and Consumer Sciences	1300	2,251	1,123	3,374
Law	1400	115	0	115
Humanities (Letters)	1500	3,194	2,624	5,818
Mathematics	1700	29	0	29
Physical Science	1900	2,867	0	2,867
Psychology	2000	955	2,753	3,708
Public and Protective Services	2100	1,200	0	1,200
Social Science	2200	680	0	680
Interdisciplinary Studies	4900	6,523	6,793	13,316
TOTAL ASF		31,457	97,291	128,748

Source: HMC Architects

Square Footage Requirements for the Total Center

Total Net Building/Facility Requirement: Year 2020 or Achievement of 114,186 WSCH

Using data from the previous tables and calculating the formulas for both prescribed and non-prescribed state space standards, Figure 18 below provides a net analysis of ASF required for all campus facilities at the Center. The data provided is formatted to be consistent with the Chancellor's Office facilities space coding system. The forecast is based on a target year of 2020 or whenever the target semester credit WSCH level (114,186) is reached, based on projections generated from recent enrollment data. In the future, even if all of the assignable square footage is reconfigured to meet the projected needs, Compton still needs to add 6,310 assignable square feet to the campus. In addition, while many areas require noticeable reallocations in ASF, significantly (63%) more laboratory space must be created between now and the year 2020.

Figure 18 - Total Building Requirements - Year 2020. THIS TABLE MAY BE UPDATED WITH MORE RECENT FORECAST PROJECTIONS.

SPACE CATEGORY	DESCRIPTION	CURRENT ASF	ASF NEEDS FORECAST 2020	ASF DIFFERENTIAL (current - forecast)
050	Inactive Space	42,406	0	42,406
100	Classroom	24,030	31,457	-7,427
210-255	Laboratory	59,529	97,292	-37,763
300	Office / Conference	34,246	30,449	3,797
400	Library	20,409	23,179	-2,770
520-525	Physical Education (Teaching Gym)	24,181	9,746	14,435
530-535	Instructional Media (AV/TV)	3,894	19,031	-15,137
540-555	Clinic / Demonstration	14,781	6,000	8,781
610-625	Assembly / Exhibition	0	8,597	-8,597
630-635	Food Service	9,699	5,158	4,541
650-655	Lounge / Lounge Service	1,530	5,100	-3,570
660-665	Merchandise Facility	1,284	3,600	-2,316
670-690	Meeting / Recreation	5,365	2,863	2,502
710-715	Data Processing	5,670	5,000	670
720-770	Physical Plant	12,174	12,434	-260
800	Health Service	2,126	1,200	926
	Other	0	6,528	-6,528
	TOTAL ASF	261,324	267,634	-6,310

Source: Source: El Camino Community College District, Space Inventory and Building Facilities Report

Summary

The preceding pages are an outline of where the Compton Center is now, both in terms of programs and facilities and where it will be going during this decade. Programs' summaries document their current situations and their estimated short-term and long-term projected student demand and the associated requirements, including facilities changes, necessary to offer strong educational programs for the projected number of students who will enroll.

Campuswide enrollment projections have been calculated and have been used to estimate future facilities needs. Significant facilities and building changes will be necessary, especially for classrooms and laboratories. Only some of these changes will be met by construction that is currently underway or projected to begin soon. Some new buildings will need to be constructed, while others will need to be renovated to meet the space reconfiguration needs that are documented above.

The Center will begin to integrate its six major goals (becoming an accredited college, equitably serving the communities' needs, upgrading facilities, developing and providing leadership, maintaining consistency in key leadership positions, and focusing on student goal attainment) in future planning, budgeting, and evaluation processes to ensure integrated planning and evaluation and institutional continuous quality improvement.