



# **EL CAMINO COLLEGE**

## Follow-Up Report

Submitted by

El Camino College  
16007 Crenshaw Boulevard  
Torrance, California 90506

to

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

October 15, 2009



## TABLE OF CONTENTS

<b>Statement on Report Preparation .....</b>	<b>5</b>
--	----------

### **Response to the Team Recommendations**

Recommendation 1 .....	7
Recommendation 2 .....	11
Recommendation 3 .....	17
Recommendation 4 .....	23
Recommendation 6 .....	27
Recommendation 7 .....	29
Recommendation 8 .....	31
Recommendation 9 .....	33

### **Appendices**

1. Planning Model.....	37
2. List of Plans .....	47
3. Program Review Timetables.....	71
4. Funded Plans.....	77
5. Core Competencies .....	99
6. SLO Timeline.....	101
7. Analysis of Syllabi for Online Courses .....	107
8. CCCD 2006-07 Annual Financial Audit Report.....	111
9. CCCD 2007-08 Annual Financial Audit Report.....	115
10. Update of CEC FTES Recovery Plan .....	117
11. CCCD Three Year Budget Projections .....	119
12. CCCD 2009-10 Budget.....	121
13. CCCD 2007-08 Audit Findings Action Plan .....	141
14. 2009 ECC Staffing Plan.....	147
15. 2009 CEC Staffing Plan.....	155
16. Board Policy 2715 Code of Ethics/Standards of Practice.....	159



**STATEMENT OF REPORT PREPARATION**  
**Follow-Up Report**  
**October 15, 2009**

This report is written in response to the February 3, 2009 request by Barbara Beno, President of the Accreditation Commission for Community and Junior Colleges (ACCJC), for a second follow-up report to the recommendations made by the Accreditation Committee.

The report will demonstrate that Recommendation 1 has been fully resolved on the main campus, with the linkage of program review, planning, and allocation of resources supported by funding based on this demonstrated linkage. Recommendation 2 has been resolved, with the publication of a timeline assuring complete implementation of student learning outcomes one year ahead of the 2012 deadline. Recommendation 3 has been fully resolved, with an effective curriculum review process linked to program review and all courses were reviewed and brought up-to-date. Recommendation 4 is being addressed in an effective manner, with attention to the rigor and consistency of courses taught online. Recommendation 6 has been met, with the College and the Compton Center in sound fiscal condition. Recommendation 7 is fully met at the College and is in process at the Compton Center. Recommendation 8 will be completely resolved when the Educational Master Plan is updated in December 2009 as scheduled. Recommendation 9 has been fully met with the adoption of a revised Board Policy 2715 in July, 2009. The College is confident that it has taken effective steps to respond to all recommendations.

A draft of the report was presented to the El Camino Community College District Board of Trustees at the September 8, 2009 meeting and was published on the College Website.

The report was prepared by Francisco Arce, Vice President, Academic Affairs and Accreditation Liaison Officer, Arvid Spor, Dean, Enrollment Services and Accreditation Co-Chair, and Evelyn Uyemura, Humanities faculty member and Accreditation Co-Chair, in consultation with the Accreditation Task Force and other members of the El Camino College and Compton Educational Center community.

The Accreditation Task Force includes the following members:

Francisco M. Arce, Vice President, Academic Affairs and ALO  
Susan Dever, Dean, Academic Affairs, Compton Community Educational Center  
Peter Marcoux, Humanities Faculty and Past-President, Academic Senate  
Jeanie Nishime, Vice President, Student and Community Advancement  
Saul Panski, History Faculty, Compton Community Educational Center  
Luukia Smith, President, El Camino College Employees  
Arvid Spor, Dean, Enrollment Services and Accreditation Co-Chair  
Evelyn Uyemura, Humanities Faculty and Accreditation Co-Chair  
David Vakil, Natural Sciences Faculty and President, Academic Senate



**Recommendation 1. As cited in previous (1990, 1996, and 2002) accreditation recommendations the College should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; I.B.3; II.A.2.e; II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.b.2.b)**

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

Since the April 1 report, the College has improved its oversight of the planning process in the following ways: 2008-2009 plans have been finalized and each plan has undergone one or more rounds of goal and objective evaluation; 2009-2010 plans have been created for all programs; all scheduled program reviews at the College have been completed, bringing the College completely up to date; and all relevant recommendations from program reviews during the past six years have been integrated into program plans.

In the same time period, the Center has finalized approximately 50% of their 2008-2009 plans and approximately half of these have undergone goal and objective evaluations; almost all programs have created and finalized their 2009-2010 plans; 17 program reviews have been completed to date, and ten of these have been integrated into program plans.

### **The Planning and Evaluation Process**

The annual College planning process is fully utilized in all departments and at all sites. At the College, plans are divided into four area plans, each managed by a Vice President. Each area includes units, which are managed by deans or directors. The units are comprised of various programs such as Counseling, English or the bookstore. At the Center, the overall direction is provided by the Provost, in coordination with El Camino College Vice Presidents. Center plans are also constructed at the area, unit and program levels (Appendix 1: Planning Model).

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

The Vice Presidents in coordination with the President collaboratively review each of the recommendations provided by the units and funding sources to develop college-wide priorities.

These priority rankings are shared with the Planning and Budgeting Committee (PBC), an advisory body to the Superintendent/President, for endorsement, followed by the President's recommendation to the Board of Trustees. The final budget is developed by the Superintendent/President and presented to the Board of Trustees for adoption at its September meeting.

The Compton Community College District is a separate fiscal entity; however, the Center's planning process and budget are under the oversight of El Camino College. Program plans are created at the program level and prioritized by the deans to develop unit plans, which are then presented to the Provost's Cabinet. These plans are also presented to the CEC Planning and Budgeting Committee (PBC) for consultation. As at the College, funding sources are identified as part of the budget development process. A final budget is approved by the Special Trustee.

The College currently has 291 plans, detailing current goals and objectives, as well as a record of the outcomes of prior plans. The Center has 145 plans currently in progress. Recommendations from all new program reviews are included in program plans. Program reviews that were conducted in the last six years have been reassessed for currency, and all relevant recommendations are included in program plans. Plans from all locations are tracked and evaluated throughout the year, and the results are used to inform the upcoming year's plan. Area Vice Presidents, the Provost, and the Chair of the PBC monitor the plan evaluations to assess progress toward completion of goals (Appendix 2: List of Plans).

### **Participation in Program Review**

The College is up-to-date with all scheduled program reviews in all areas. All programs have either conducted program review between 2005 and 2009 or are conducting program review this year. Program review timetables showing the last date of program review and the next scheduled date have been published on the College website. In addition, all completed program reviews from the past six years are posted on the College website (Appendix 3: Program Review Timetables).

Program reviews are conducted separately at the Center, using the same guidelines and schedule as the College. During the first two and a half years of the Center, beginning in August 2006, the focus was on the implementation of educational programs and services. The program review process at the Center was initiated in the Student Services area in 2007 and in Administrative Services and Academic Affairs in 2009. Program reviews have been completed in Student Services and Administrative Service, and Academic Affairs has completed seven program reviews.

### **Allocation of Resources**

Allocation of resources at the College is based on program review and the planning process. The College has used program plans as the basis for allocating resources since 2004. The most significant expenditure of general fund resources is salaries and benefits, constituting approximately 85% of the \$110 million budget. For any new certificated or classified position to be considered, the request for the position must be a part of the program, unit, or area plans (Appendix 4: Funded Plans).



The hiring of 14 new full-time faculty for academic year 2008-2009 and 11 new faculty for 2009-2010 clearly shows the linkage between program review, planning, and allocation of resources as illustrated in the following examples. In fall 2007, the accounting department in the business division completed its program review and noted the need to hire additional full-time faculty members. This request is reflected in Plan 134, Objective 3.1, which requests replacement of three full-time faculty members. This information informed the faculty prioritization process and resulted in the hiring of a new full-time faculty member for fall 2008. Similarly, the art department also noted in their 2008 program review that an additional faculty member was needed. This need is noted in Plan 121, Goal 2, and the faculty member was hired for fall 2008. The chemistry department included a request for additional faculty members in their 2008-2009 program review. This became Objective 1.1 in Plan 15, and two new chemistry instructors were hired to begin teaching in fall 2009. The Nursing Department identified the need for two additional full-time faculty members in their spring 2009 program review. This is Objective 3.1 in Plan 26, and resulted in the hiring of two new nursing instructors to begin in fall 2009. Additionally, in spring 2009, nine new classified positions were filled, and 11 are being recruited in fall 2009, all based on the planning process described above.

Program Review and planning also drive the allocation of discretionary funds. The Planning and Budgeting Committee at the College reviews funding requests annually and makes recommendations for funding to the President, followed by Board approval. The College developed and posted 287 program, unit, and area plans on the College's planning software. Approximately, one-third of the plans created required no funding. Of the remaining two-thirds, a variety of sources were used to fund the highest prioritized program plans, including the general fund, block grant, basic skills, fund 15, Measure E (bond), Career and Technical Education (CTE) funds for a total of \$7.1 million dollars over the past 2 fiscal years. In 2009-2010, the College committed \$130,000 in new one-time funding based on unit plans that were developed through program review and the prioritization process. Also, \$216,000 in additional on-going funding was budgeted based on needs identified in the planning process described above. Additionally, \$336,000 was allocated to address specific retention plans identified through the Enrollment Management Plan and the program plans.

The effectiveness of the planning and budgeting process at El Camino College is evidenced by the fact that the College has allocated nearly \$8 million in funds to improve student learning in a difficult fiscal environment. At the same time, the College has not only avoided lay-offs or furloughs of any permanent full-time employees, it has been able to fund 25 new full-time faculty positions in the past two years.

At the Center, the focus of planning and resource allocation has been on the recovery of enrollment. The Center created an Enrollment Management Plan, which has resulted in significant enrollment growth, averaging 30% per semester over the three years. This growth has contributed to the Center's achievement of a balanced budget and an adequate reserve. In the Student Services area, five recommendations were funded for 2008-2009. The Center is now undertaking a process to develop, implement, and fund other program-level plans.

## **Conclusion**

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

The Center has begun implementation of the institutional effectiveness cycle and is at the Development level of the ACCJC Rubric for program review and planning. The Center has a defined planning process and has created linkages to the College goals. The Center is beginning to conduct program review in all areas and to incorporate recommendations into plans. The funding of developed plans occurs when feasible, particularly in areas that focus on enrollment growth. The Center is beginning to track and evaluate plans and to use these plans to allocate resources.

**Recommendation 2. The College should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure the College shall attain, by 2012, the level of Proficiency in the ACCJC Rubric for Evaluating Instructional Effectiveness—Part III: Student Learning Outcomes. The College should immediately implement processes to communicate to students expected student learning outcomes in course outlines, course syllabi, College catalog and/or other effective channels (II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)**

The College has created and published a timeline for the development and assessment of student learning outcomes at the course, program, and institutional levels. Furthermore, the College has established systems for utilizing the results of the assessments to improve delivery of student learning. The College is communicating expected student learning outcomes to students through syllabi, MyECC (portal), and the College's Web site. As a result, the College is well-positioned to achieve proficiency as defined by the ACCJC rubrics no later than 2012.

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

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

Furthermore, institutional or degree level student learning outcomes, known as Core Competencies, were developed by the ALC through college-wide consultation and were approved in early 2007. As faculty members develop Student Learning Outcome statements and assessment plans, they align them to program and institutional level SLOs. As a result, the outcomes are clearly linked from the course to the program and institutional level (Appendix 5: Core Competencies).

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

year. Presently, 647 courses have one or more SLOs. In Student Services, all programs have completed and assessed SLOs (Appendix 6: SLO Timeline).

### **Implementation of Timeline**

The timeline created by the Assessment of Learning Committee reflects the faculty's commitment in reaching proficiency by June, 2011 in creating, aligning, updating, assessing, and reporting course-level and program-level SLOs. Academic Affairs faculty members are completing their SLO statements and assessment plans for each course and program. Student Services classified managers and staff have already assembled SLO statements and administered at least one assessment cycle. Each discipline has been directed to create student learning outcome and assessment plans for all courses regularly taught at the College by December, 2009. Faculty members have made enormous strides in the creation of SLOs and will produce SLOs for about 75 percent of all courses regularly taught. A complete set of assessment plans will be published for every course and at least one SLO assessment report will be published for every program by June 2010. In addition, each instructional program continues to assess between 2 and 4 courses per year; programs will assess one program-level SLO per year beginning in academic year 2009-2010. A minimum of one course assessment report for regularly offered courses will be completed by December 2010.

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

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

The timeline provides a formal plan for the College community (students, public, faculty, administration) to be provided with outcome statements and assessment information for all courses, programs, and certificates. Assessment results are published as described below. A team of faculty, staff, and administrators is working toward institutionalizing all areas of the SLO faculty-driven process. The plan calls for continued and consistent SLO development that is institutionalized through adequate resources.

To support this work, the College has allocated funding for reassigned time for an SLO faculty coordinator to provide leadership and continuity. The College is currently creating an SLO database, which will be published for access by the entire campus community. Discussions of SLO assessment results with regard to course review, program review, planning and budget

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

### **Results of Assessment**

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

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

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

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

The writing assessment process itself led to considerable self-reflection and dialogue among those faculty members who participated in the evaluation process. The results of the assessment

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

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

The results of assessments are beginning to be included in the planning process and program review. Each program review includes course SLOs and the results of assessment. Program review process includes recommendations that arise from assessing student learning outcomes.

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

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

### **Achieving Proficiency**

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

**Conclusion**

The College has made consistent progress in developing, assessing, and posting student learning outcomes at the course, program and institutional level. The College utilizes the results of such assessments to improve student learning. By continuing to implement the plans and processes currently in place, El Camino College will attain Proficiency in using student learning outcomes to improve its effectiveness as described by the ACCJC Rubric by 2012.





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

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

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

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

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

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

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

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

**Table 1: 2009 Schedule of Course Review**

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

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

Program review has been strengthened, and the linkage to course review has been fully integrated into all program reviews. During the 2008-2009, program review was completed in 13 instructional programs. These reviews include an analysis of all courses taught as well as recommendations for inactivations and additions. Each program review also includes a review of student learning outcomes for the courses in the program. Program reviews are posted on the Academic Affairs Web page.

Career and Technical Education programs will begin to conduct a program review every two years, using a format developed by the Los Angeles / Orange County Workforce Development Leaders.

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

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

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

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

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

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

Program review has also led to changes and improvements in curriculum in the Human Development Department. Faculty noted that one of their courses was designed specifically for student athletes and recommended reviewing this course, in consultation with faculty at the College and Center, for possible deactivation. As an alternative, a dedicated section of a different course meeting the needs of athletes will be developed and offered. A recommendation was made to develop a career planning course and a service learning course and to consider deactivating Cooperative Career Education-General Work Experience. In addition, the

possibility of developing linked courses with faculty in other disciplines in Behavioral and Social Sciences was explored. The recommendations developed through program review in Human Development are being used to improve student learning and to strengthen the program in notable ways.

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

Other program reviews have led to similar analyses and recommendations. The Economics Department proposed creating a new course in Global Economics, and the Psychology Department recommended creating four new courses, including Psychology of Gender and Chicano Psychology, to meet the needs of the changing student population. The Foreign Language Department recommended developing courses in Intermediate Chinese and Spanish for the Professions, and offering a four-unit cinema course for each language taught in the Foreign Language Department for example "Topics in Italian Cinema," "Social and Cultural French Cinema," and "Heritage of Hispanic Cinema." They also inactivated German 4, 5, and 24, and French 35 (Francophone Literature in Translation) in 2008-2009 due to insufficient enrollment.

In the Administration of Justice program, a new course in Crime Scene Investigation was developed and is being offered in fall 2009. A second new course is being developed in response to program review recommendations. An online version of AJ 100 has been created and is being offered. A decline in enrollment in evening classes was noted, and in response, two Saturday classes were added to the schedule for fall.

At the Center, all courses are ECC courses. However, some new courses were created to serve the Compton students' needs. During the last three years the CCC approved approximately 24 courses and two certificate programs: in Commercial Music and Licensed Vocational Nursing. Courses in the psychology, ethnic studies, fire technology, and child development disciplines have also been adopted by the CCC in response to Compton students' learning needs. Plans are now under consideration to establish a Certificate of Competency for the non-credit ESL program, and State Chancellor's Office approval has been requested for a non-credit ESL course approved by the CCC to help students pass the citizenship exam. Career and Technical Education has re-established a machine technology program in response to industry demands.

The program review process is strong, enabling faculty and administration to integrate program review, curriculum development, student learning outcomes, and planning and budgeting. The

results of program review are used systematically throughout the College to improve the educational opportunities offered.

**Conclusion**

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



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

The College assures that online courses meet the same level of rigor as face-to-face courses, and that support services are available to online students. Online courses adhere to the same learning outcomes as their face-to-face counterparts. The College communicates information to online students through email, discussion boards, chat rooms, Web pages, and ETUDES, the course management software used for online instruction.

### **The Distance Education Program**

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

### **Curriculum for Online Courses**

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

The appropriate academic Division Curriculum Committee (DCC), which includes at least one faculty member who teaches online, reviews the proposal to offer the course online. If approved by the DCC, the course outline with the distance education addendum is forwarded to the Campus Curriculum Committee for review. Student learning outcomes (SLOs) are then developed for courses and programs taught online and face-to-face. Instructors of both face-to-face and distance education courses are required to include objectives and SLOs in their syllabi beginning no later than Fall 2009.

### **Faculty Training**

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

system options. Ongoing workshops are planned to educate faculty on online teaching techniques and student learning in the online environment.

### **Services to Online Students**

El Camino College is committed to providing online services comparable to those offered to on-site students. The following services are available online: application, orientation, counseling, financial aid, and the library catalog and databases including 2,500 e-books. Online students are able to order their online textbooks through the campus bookstore and have them shipped to them. Approximately two-thirds of ECC students who take online classes are also enrolled in face-to-face classes. Some online courses include tutorial support through textbook publishers. Online faculty and counseling office hours are also available for students enrolled in online courses. The faculty contract for 2007 through 2010 encourages all faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so. Students communicate with instructors and fellow students through chat rooms, discussion groups, email, and private messages, providing ample opportunity for communication and support (Appendix 7: Analysis of Syllabi for Online Courses).

### **Student Orientation**

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

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

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

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

### **Conclusion**

The College assures that online courses and programs meet the same level of rigor as on-site programs. A survey of syllabi for courses taught online was conducted by the Academic Affairs Office and provided assurance that online courses offered through both locations are rigorous and convey high expectations. A number of support services are made available to students online. Student learning outcomes are incorporated into online courses in the same way they are



included in on-site courses, and this information is clearly communicated to students enrolling in these courses. The online program is an important and effective part of fulfilling the College's mission.



**Recommendation 6. El Camino College must develop a fiscal management plan at all sites, matched to its revenues, to assure the fiscal soundness of the institution. (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3)**

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

**Improved Fiscal Soundness**

The Center is reliant upon funding from the Compton Community College District (CCCD). At the time of the site visit, the 2006-07 audited financial statements were the most recent. Those audited statements contained an opinion letter with a “going concern” designation. Since the time of the site visit, CCCD’s 2007-08 audit has been completed. The opinion letter no longer contains a “going concern” designation (Appendix 8: CCCD 2006-07 Annual Financial Report and Appendix 9: CCCD 2007-08 Annual Financial Report).

Due to significant enrollment growth, the Center now has an annual net operating balance for the first time in years. Additionally the Center’s budget projections for the next three years forecast ongoing annual net operating balances (Appendix 10: Update of CEC FTES Recovery Plan and Appendix 11: CCCD Three Year Budget Projections).

Three-Year Budget Projection (in Millions)

Compton Community College District

September, 2009

Year	2009-10 High	2009-10 Low	2010-11 High	2010-11 Low	2011-12 High	2011-12 Low
<b>FTES</b>	5600	5200	6400	5000	6800	5300
<b>FTES \$</b>	28.8	26.9	32.3	26.1	34.3	27.3
<b>Local</b>	1.4	1.4	1.4	1.4	1.4	1.4
<b>Revenue</b>	30.2	28.3	33.7	27.5	35.7	28.7
<b>Expenses</b>	27.3	27.6	27.3	27.3	27.3	27.3
<b>New Academic</b>	1.0	0.0	2.4	0.0	3.6	0.0
<b>Classified</b>	0.0	0.0	1.0	0.0	1.3	0.0
<b>Total Expenses</b>	28.3	27.6	30.7	27.3	32.2	27.3
<b>Annual Net</b> (Does not include beginning or ending balances)	1.9	.7	3.0	0.2	3.5	1.4

**Assuring Fiscal Soundness**

Both the ECCCD and CCCD use an independent Certified Public Accounting (CPA) firm to assess the annual basic financial statements for each applicable location. As with all California Community College Districts, the auditing process is conducted late in the fall after the academic year ends on June 30<sup>th</sup>. The CPA firm typically issues the Independent Auditor’s Report in December of the same year.

The team representing the Commission noted in its October visit, that “the fiscal soundness of the ECC Center is of great concern” due to a current annual operating budget with a \$3.2 million deficit, “an Unqualified Opinion with a Going Concern,” and 28 findings in the 2006-07 auditors’ report. These concerns have since been addressed as evidenced through the following. The Center’s 2009-10 annual operating budget now has a \$2 million reserve; the “going concern” opinion has been removed; and lastly, 19 of the findings have been resolved, seven are actively being addressed, and two were inactivated (Appendix 12: CCCD 2009-10 Budget and Appendix 13: CCCD 2007-08 Audit Findings Action Plan).

### **Fiscal Planning**

The Compton District’s budget is now balanced. The district has ended the 2008-2009 fiscal year with a positive ending balance and has adopted a budget for 2009-2010 that includes reserves and contingencies of approximately 7.4 percent of budgeted expenditures.

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

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

### **Conclusion**

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

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

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

### **Staffing Plans**

Staffing plans are developed in response to program reviews in which staffing needs are identified. Program managers submit justifications for filling a vacant or new position to the President's Cabinet for approval. Requests are prioritized at the program, unit, and area levels for inclusion in the budget.

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

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

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

At the Center, 85 full-time faculty members and 111 part-time faculty are employed by the Compton Community College District. The original staffing projections at the time the partnership began indicated that the FTES would decrease and level off between the years 2006-2011, requiring staffing decreases. This trend has not materialized. Instead, the Center has

experienced steady enrollment growth. When compared to other campuses that generate approximately 5200 FTES (2008-2009), the FTEF at the Center is comparable in size.

Critical management positions at the Center have been filled with well-qualified, regular permanent employees. The key leadership positions filled include: the CEO/Provost; one academic dean; a student services dean; a chief business officer; a career and technical education dean; a health and human services dean; a human resources dean; and a manager of maintenance and operations. In the area of Student Services, additional management positions filled include the director of admissions and records; director of financial aid, director of outreach; director of EOP&S; director of CalWORKs, TANF and DSP&S; director of TRIO Programs; and an athletic director. Positions still filled by interim employees include: one administrative dean; director of facilities, planning and development; and the director of information systems. A total of 117 full-time classified and 45 part-time classified employees are also employed at the Center.

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

The 2009 Staffing Plan includes a section describing how the Center will address training needs that were identified to bridge the gap between the results of the study and incumbent employee skills (Appendix 14: 2009 ECC Staffing Plan and Appendix 15: 2009 CEC Staffing Plan).

### **Conclusion**

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

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

By January 2010, the updated Educational and Facilities Master plans for the College and Center will be approved by the respective Boards of Trustees. As cited by the 2008 ACCJC site visit team, "comprehensive planning has been institutionalized at the College." The College Educational Master Plan was originally developed in 1998 and was reviewed and updated in 2004.

**Linked Educational and Updated Facilities Master Plans**

The development of the 2009 Educational Master Plan began in Fall 2007. The College updated the 2004 Educational Master Plan, and the Center created a new Educational Master Plan. Managers in academic affairs and support services updated their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline determined whether their area would be stable, expanding, or contracting in a one-to-five year and five-to-10 year time frame, and the academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at the Center conducted a similar analysis, adapting the College's data to their unique circumstances.

In Fall 2008, program summaries were created, and data on enrollment was gathered. This information identified space needs analysis and staffing plans. A firm has been engaged to conduct a facilities space-use analysis for the College and the Center. This report will be used to guide the Educational Master Plan and the Facilities Master Plan.

In 2008, based on the immediate need to obtain state funding for infrastructure projects at the Center, a draft Facilities Master Plan was created. This enabled El Camino College to obtain \$47.3 million in much-needed funding to install a new central plant at the Center to provide cooling and heating. New electrical trunk lines and data lines, water systems, and drainage systems will be built utilizing these funds. When the Educational Master Plan is completed in Fall 2009, it will serve as the basis for revising the draft that was created in 2008.

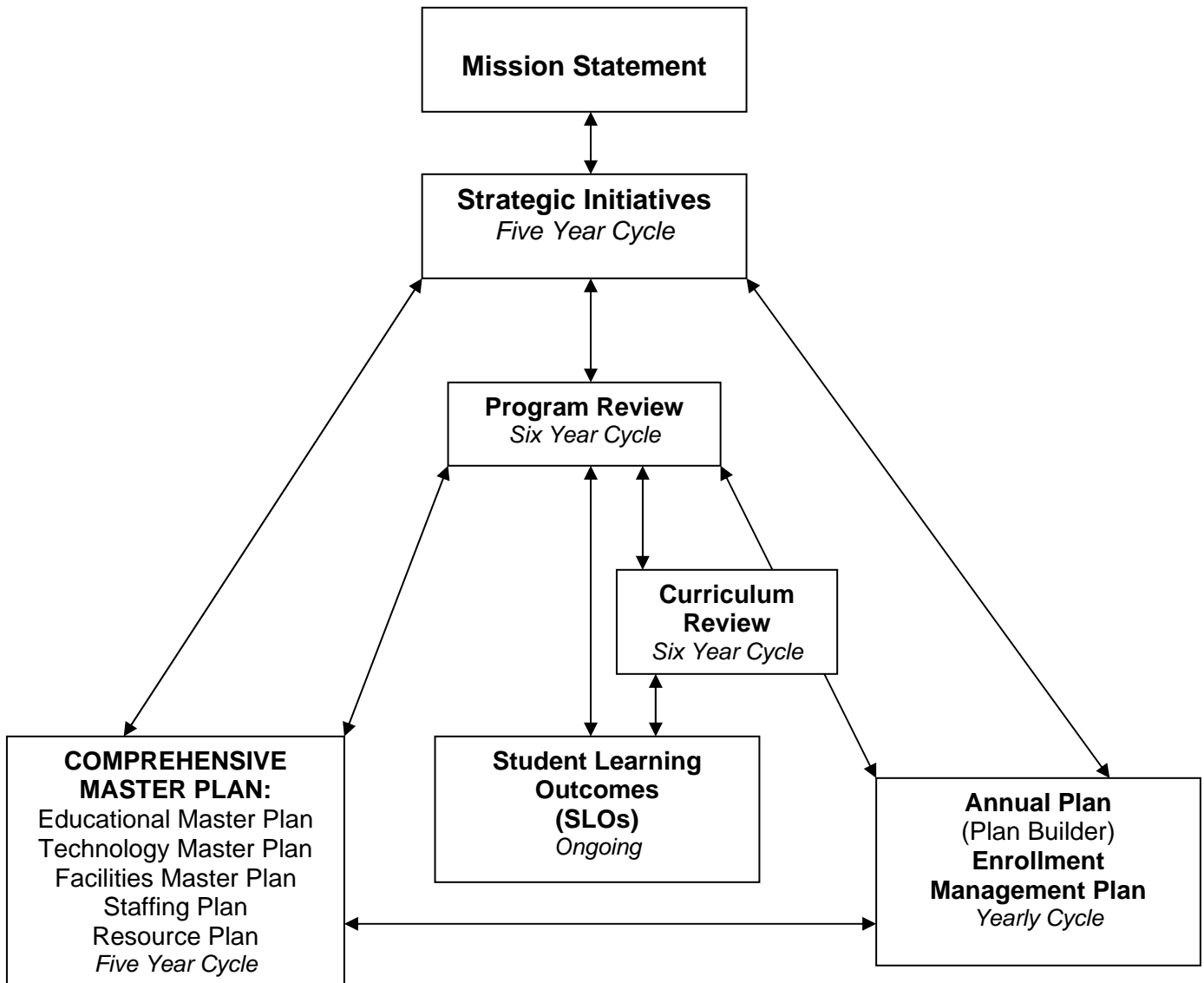
In May and June 2009, the administrator responsible for planning and a principal from a planning firm conducted interviews with all College and Center managers to validate and update information submitted as trends and projections in Fall 2008. By October 2009, the dean will present a draft of the Educational, Technology, Facilities, and Staffing plans to College Council, Planning and Budgeting Committee, and Technology Committee for review and comment. A revised draft will be presented to the Board of Trustees at both El Camino and the Compton districts for their first reading in November, with a final reading and approval anticipated in December, 2009.

The analysis is expected to validate that the College will experience slow but steady enrollment growth in response to current state funding reductions, and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered pedagogy. Accessibility of student services and increases in

interventions to support under-prepared students will continue to be emphasized. The Center projects more rapid enrollment growth, and the needs for an infusion of technology and new and modernized facilities. The Center’s infrastructure will need considerable improvements. Staffing needs will also increase to support the continuing enrollment growth.

The Facilities Master Plan is an integral part of the College planning process and directly correlates to the strategic initiatives as demonstrated in the figure below.

**El Camino College  
Planning Model**



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



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

At its July 20, 2009 meeting, the Board of Trustees adopted a revised Board Policy 2715, Code of Ethics/Standards of Practice which includes a clearly defined policy for dealing with behavior that violates this code. The Policy has been published on the College Web site (Appendix 16: Board Policy 2715).



## **APPENDICES**

Appendix 1: Planning Model

Appendix 2: List of Plans

Appendix 3: Program Review Timetables

Appendix 4: Funded Plans

Appendix 5: Core Competencies

Appendix 6: SLO Timeline

Appendix 7: Analysis of Syllabi for Online Courses

Appendix 8: CCCD 2006-07 Annual Financial Report

Appendix 9: CCCD 2007-08 Annual Financial Report

Appendix 10: Update of CEC FTES Recovery Plan

Appendix 11: CCCD Three Year Budget Projections

Appendix 12: CCCD 2009-10 Budget

Appendix 13: CCCD 2007-08 Audit Findings Action Plan

Appendix 14: 2009 ECC Staffing Plan

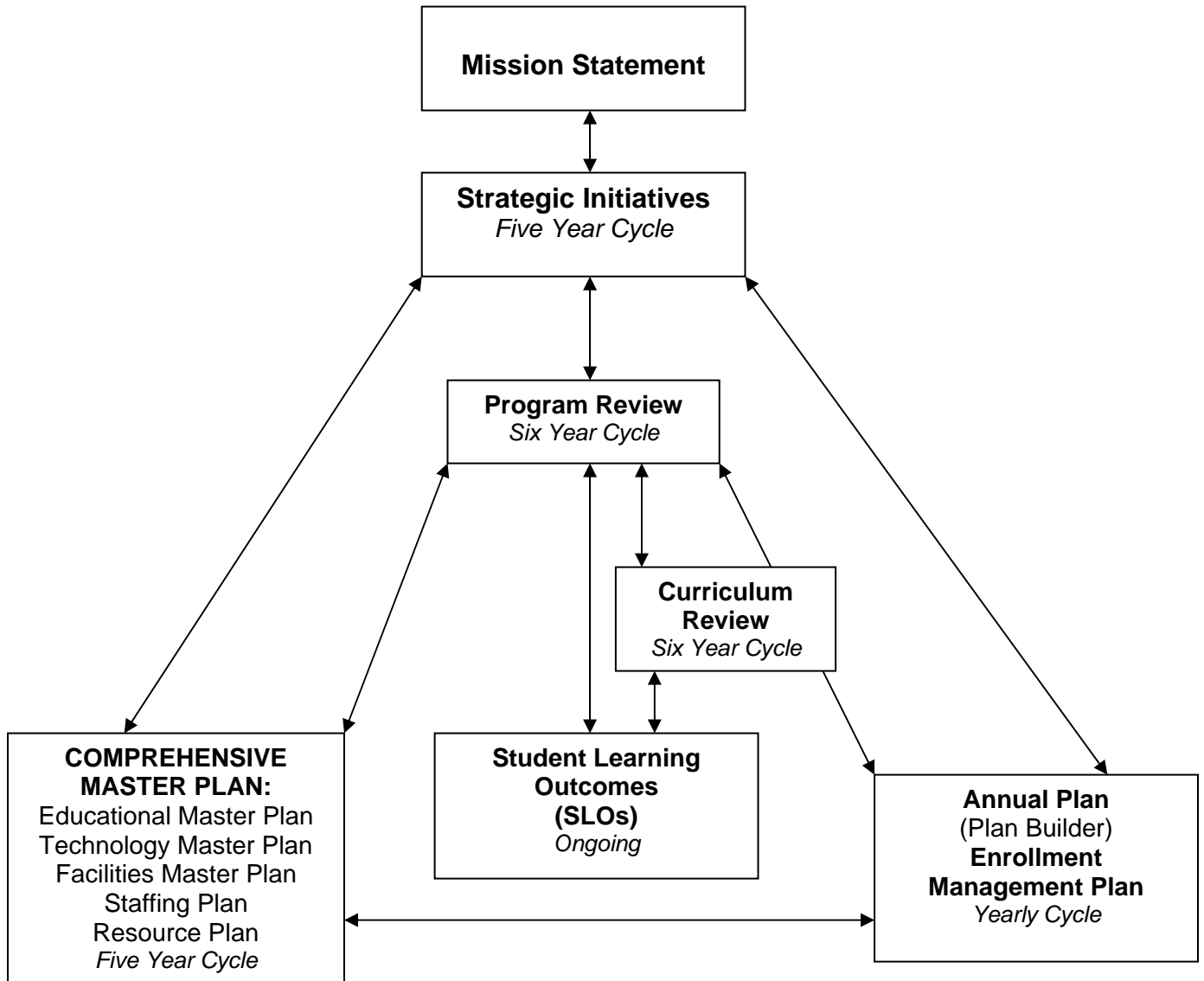
Appendix 15: 2009 CEC Staffing Plan

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



**Appendix 1: Planning Model**

**El Camino College  
Planning Model**



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

## **MISSION STATEMENT**

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

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

## **STRATEGIC INITIATIVES**

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

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

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

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

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

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

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

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

## **PROGRAM REVIEW**

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

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

## **Program Review Processes**

### Academic Affairs

[http://www.elcamino.edu/administration/vpaa/program\\_review.asp](http://www.elcamino.edu/administration/vpaa/program_review.asp)

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

### Support Services

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

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

## **CURRICULUM REVIEW**

<http://www.elcamino.edu/academics/ccc/index.asp>

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

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

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

## **CORE COMPETENCIES**

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

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

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

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

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



## STUDENT LEARNING OUTCOMES (SLOs)

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

SLOs can be described as measurable outcomes that students are expected to demonstrate by the end of a course, program, College experience, degree or certificate program, or a set of interactions with student services. SLOs involve higher order thinking skills and are measurable.

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

**Identify:** Faculty and/or staff work together to identify the SLO, rubric / evaluation standards, and assessment method and timeline for a course or program. Section 1 of the “Student Learning Outcomes Assessment Report” form, found at <http://www.elcamino.edu/academics/slo/forms.asp>, is filled out and sent to the Assessment of Learning Committee at [slo@elcamino.edu](mailto:slo@elcamino.edu).

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

**Reflect:** Faculty and/or staff reflect on the assessment results as to how they may help to inform improvements to teaching practice as well as curricular or programmatic changes. Section 3 of the “Student Learning Outcomes Assessment Report” form is filled out and the finished report is sent to the ALC at [slo@elcamino.edu](mailto:slo@elcamino.edu).

The process is ongoing and cyclical.

The following timeline is in place for SLOs.

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

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

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

## **ANNUAL PLAN (Plan Builder)**

<http://ecc-webapps1.elcamino.edu/pb/>

<http://eccplan/compb/>

Plan Builder is the name of the software used by the College for most planning purposes. The software is used to post and track progress made toward *goals* and *objectives* set forth by departments, divisions, and senior management. Plans are short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year. Each division will work with two planning cycles. The current plan is reviewed and updated twice during the year while a new plan for the next fiscal year is in development for the new budget cycle. Plans requiring funding are reviewed by the Vice Presidents/Provost for funding opportunities according to the schedule below.

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

## **ENROLLMENT MANAGEMENT PLAN**

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

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

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

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

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

## **COMPREHENSIVE MASTER PLAN**

<http://www.elcamino.edu/administration/masterplan/cmplan.asp>.

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

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

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

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

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

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. Following the staffing plan is the Resources Plan. This last plan

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

All five plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the College is taking to address the needs brought forward in the plan.

## PLANNING and BUDGETING CALENDAR

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

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



**Appendix 2: List of Plans**

**El Camino College**

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
177	2009-10	Unit	3/10/2009	Student Services	Grants Dev. & Management	
179	2009-10	Unit	2/27/2009	Student Services	Enrollment Services	
180	2009-10	Unit	3/12/2009	Academic Affairs	Health Sciences & Athletics	
181	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Nursing
182	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Athletics
183	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Health Center
184	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Radiologic Technology
187	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Custodial Operations
188	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Grounds Maintenance
189	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Building and System Maintenance
190	2009-10	Program	10/2/2008	Administrative Services	Facilities Planning & Services	Utility Management
192	2009-10	Program	2/20/2009	Student Services	Enrollment Services	Outreach & School Relations
194	2009-10	Unit	8/31/2009	Student Services	Institutional Research	
195	2009-10	Unit	2/27/2009	Administrative Services	Fiscal Services	
197	2009-10	Unit	2/27/2009	Administrative Services	Campus Police	
198	2009-10	Program	2/27/2009	Student Services	Admissions & Records	Veterans Services
199	2009-10	Program	2/25/2009	Student Services	Enrollment Services	First Year Experience
200	2009-10	Unit	3/5/2009	Human Resources	Human Resources Unit	

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
201	2009-10	Program	3/9/2009	Administrative Services	Campus Police	South Bay Police Reserve Academy
202	2009-10	Program	4/3/2009	Student Services	Enrollment Services	Student Development
203	2009-10	Program	9/18/2009	Academic Affairs	Industry & Technology	Construction Technology
206	2009-10	Unit	2/23/2009	Administrative Services	Facilities Planning & Services	
207	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Cosmetology
208	2009-10	Program	2/27/2009	Student Services	Admissions & Records	International Students Program
210	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Adult Re-Entry Center
211	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Articulation
212	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Transfer Center
213	2009-10	Program	2/27/2009	Student Services	Admissions & Records	Evaluations
214	2009-10	Program	2/27/2009	Student Services	Admissions & Records	Admissions, Records, Registration
215	2009-10	Program	2/26/2009	Student Services	Enrollment Services	Financial Aid & Scholarship
216	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Career Center
217	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Project Success
218	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	Puente Project
219	2009-10	Program	2/26/2009	Human Resources	Human Resources Unit	Staff Development
220	2009-10	Program	3/11/2009	Academic Affairs	Industry & Technology	Welding
221	2009-10	Program	3/11/2009	Academic Affairs	Industry & Technology	Fire & Emergency Technology
222	2009-10	Program	9/21/2009	Academic Affairs	Industry & Technology	Air Conditioning & Refrigeration



<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
223	2009-10	Program	3/11/2009	Academic Affairs	Industry & Technology	Fashion
224	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Computer Aided Design/Drafting
225	2009-10	Unit	2/27/2009	Student Services	Admissions & Records	
226	2009-10	Program	2/25/2009	Academic Affairs	Fine Arts	Center for the Arts
228	2009-10	Program	9/27/2009	Academic Affairs	Fine Arts	Theatre
229	2009-10	Unit	2/26/2009	Administrative Services	Bookstore	
230	2009-10	Unit	3/13/2009	Academic Affairs	Learning Resources	
231	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Administration of Justice
232	2009-10	Program	3/9/2009	Academic Affairs	Industry & Technology	Electronics & Comp. Hardware Tech.
233	2009-10	Unit	3/13/2009	Student Services	Counseling & Student Services	
235	2009-10	Program	8/20/2009	Academic Affairs	Industry & Technology	Auto Collision Repair/Painting
239	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Architecture
240	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Patrol/Cadet Services
241	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Dispatch Services
242	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Parking Services
243	2009-10	Program	3/2/2009	Administrative Services	Campus Police	Live Scan Services
244	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	EOP&S/CARE
245	2009-10	Program	2/27/2009	Administrative Services	Fiscal Services	Financial Reporting and Accounting
246	2009-10	Program	3/13/2009	Student Services	Counseling & Student Services	CalWORKs

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
247	2009-10	Program	2/27/2009	Administrative Services	Fiscal Services	Student Accounting Services
250	2009-10	Program	9/1/2009	Administrative Services	Info. Technology Services (ITS)	Technical Services
254	2009-10	Unit	3/13/2009	Academic Affairs	Behavioral & Social Sciences	
255	2009-10	Program	3/13/2009	Academic Affairs	Behavioral & Social Sciences	Anthropology
256	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	American Studies
257	2009-10	Program	9/24/2009	Administrative Services	Facilities Planning & Services	Recycling & Waste Management
259	2009-10	Program	3/9/2009	Administrative Services	Business Services	Purchasing
260	2009-10	Program	3/6/2009	Administrative Services	Business Services	Accounts Payables
261	2009-10	Program	3/2/2009	Administrative Services	Business Services	Risk Management
262	2009-10	Program	9/1/2009	Administrative Services	ITS	Network Services
263	2009-10	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Material Receipt and Delivery
265	2009-10	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Facilities Planning & Construction
266	2009-10	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Women's Studies
267	2009-10	Program	3/3/2009	Academic Affairs	Behavioral & Social Sciences	Ethnic Studies
268	2009-10	Program	9/4/2009	Academic Affairs	Behavioral & Social Sciences	Economics
269	2009-10	Program	3/3/2009	Academic Affairs	Behavioral & Social Sciences	International Education
270	2009-10	Program	9/1/2009	Academic Affairs	Behavioral & Social Sciences	Liberal Studies
271	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Political Science
272	2009-10	Program	3/13/2009	Academic Affairs	Behavioral & Social Sciences	Psychology

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
273	2009-10	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Sociology
274	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Philosophy
275	2009-10	Program	3/10/2009	Academic Affairs	Behavioral & Social Sciences	Childhood Education
276	2009-10	Program	3/9/2009	Academic Affairs	Behavioral & Social Sciences	Child Development Center
277	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	Mathematics
280	2009-10	Unit	3/13/2009	Academic Affairs	Mathematical Sciences	
281	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	Computer Science
282	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	Pre-Engineering
283	2009-10	Program	3/13/2009	Academic Affairs	Mathematical Sciences	MESA
284	2009-10	Program	9/8/2009	Academic Affairs	Behavioral & Social Sciences	Human Development
285	2009-10	Unit	3/13/2009	Academic Affairs	Business	
286	2009-10	Program	5/6/2009	Academic Affairs	Business	Real Estate
287	2009-10	Program	3/13/2009	Academic Affairs	Business	Law/Paralegal Program
288	2009-10	Program	3/13/2009	Academic Affairs	Business	Computer Information Systems
289	2009-10	Program	5/6/2009	Academic Affairs	Business	Business Office Administration
290	2009-10	Program	3/13/2009	Academic Affairs	Business	Business Admin/Mgmt/Mktg./Sup.
291	2009-10	Program	3/13/2009	Academic Affairs	Business	Business Accounting
292	2009-10	Program	8/31/2009	Student Services	Community Advancement	Center for Intl Trade Development (CITD)
293	2009-10	Program	3/6/2009	Academic Affairs	Behavioral & Social Sciences	History

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
294	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Kinesiology/PE
307	2009-10	Unit	3/13/2009	Academic Affairs	Natural Sciences	
308	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Physics
309	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Life Science for Allied Health
310	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Environmental Horticultural Science
311	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Earth Sciences
312	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Geography
313	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Biological Sciences
314	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Astronomy
315	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Chemistry
316	2009-10	Program	3/13/2009	Academic Affairs	Natural Sciences	Honors Transfer Program
321	2009-10	Program	3/16/2009	Academic Affairs	Learning Resources	Learning Resources Center
322	2009-10	Program	3/13/2009	Academic Affairs	Learning Resources	Media Services
323	2009-10	Program	3/13/2009	Academic Affairs	Learning Resources	Distance Education
324	2009-10	Program	3/13/2009	Academic Affairs	Learning Resources	Library
325	2009-10	Unit	3/13/2009	Academic Affairs	Industry & Technology	
326	2009-10	Unit	9/1/2009	Administrative Services	ITS	
328	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Sign Language/Interpreter Training
329	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Engineering Technology

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
330	2009-10	Unit	3/12/2009	Student Services	Foundation	
331	2009-10	Program	3/13/2009	Academic Affairs	Health Sciences & Athletics	Special Resource Center
332	2009-10	Program	8/24/2009	Academic Affairs	Industry & Technology	Automotive Technology
333	2009-10	Program	8/31/2009	Student Services	Community Advancement	Center for Applied Competitive Technologies (CACT)
334	2009-10	Program	3/13/2009	Academic Affairs	Fine Arts	Dance
336	2009-10	Unit	8/31/2009	Student Services	Community Advancement	
337	2009-10	Unit	7/30/2009	President	Community Relations	
338	2009-10	Program	3/13/2009	Student Services	Community Advancement	Workplace Learning Resource Center
339	2009-10	Unit	3/13/2009	President	Staff & Student Diversity	
340	2009-10	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Respiratory Care
341	2009-10	Program	3/14/2009	Student Services	Community Advancement	Workforce & Community Dev.
342	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Machine Tool Technology
343	2009-10	Program	8/5/2009	Academic Affairs	Industry & Technology	Manufacturing Technology
346	2009-10	Unit	4/24/2009	Academic Affairs	Humanities	
347	2009-10	Program	4/24/2009	Academic Affairs	Humanities	English
348	2009-10	Program	4/24/2009	Academic Affairs	Humanities	Academic Strategies
349	2009-10	Program	4/23/2009	Academic Affairs	Humanities	ESL
350	2009-10	Program	9/3/2009	Academic Affairs	Humanities	Foreign Languages
351	2009-10	Program	4/24/2009	Academic Affairs	Humanities	Journalism

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
352	2009-10	Area	8/31/2009	Human Resources		
354	2009-10	Program	6/4/2009	Academic Affairs	Fine Arts	Art
355	2009-10	Program	9/24/2009	Academic Affairs	Fine Arts	Art Gallery
356	2009-10	Program	8/31/2009	Student Services	Community Advancement	Inglewood Center
357	2009-10	Review	8/31/2009	Student Services	Community Advancement	Inglewood Center
358	2009-10	Area	8/26/2009	Student Services		
359	2009-10	Program	7/30/2009	Student Services	Enrollment Services	Assessment Center
362	2009-10	Area	9/23/2009	Academic Affairs		
364	2009-10	Program	9/24/2009	Academic Affairs	Fine Arts	Music
365	2009-10	Unit	In Progress	Academic Affairs	Fine Arts	
366	2009-10	Program	9/4/2009	Academic Affairs	Fine Arts	Photography
367	2009-10	Program	9/29/2009	Academic Affairs	Fine Arts	Film/Video
368	2009-10	Program	9/24/2009	Academic Affairs	Fine Arts	Communication Studies
370	2009-10	Program	In Progress	Academic Affairs	Fine Arts	Joy of Music
2	2008-09	Program	3/13/2008	Administrative Services	Human Resources	Staff Development
15	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Chemistry
16	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Astronomy
17	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Biological Sciences
18	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Special Resource Center

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
19	2008-09	Unit	4/1/2008	Student Services	Enrollment Services	
20	2008-09	Program	2/29/2008	Student Services	Enrollment Services	First Year Experience
21	2008-09	Program	3/26/2009	Student Services	Enrollment Services	Student Development
22	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Geography
23	2008-09	Program	8/5/2009	Academic Affairs	Behavioral & Social Sciences	Child Development Center
24	2008-09	Program	3/26/2008	Student Services	Community Advancement	CACT
25	2008-09	Unit	3/14/2008	Academic Affairs	Health Sciences & Athletics	
26	2008-09	Program	3/17/2008	Academic Affairs	Health Sciences & Athletics	Nursing
28	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Athletics
29	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Health Center
30	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Radiologic Technology
31	2008-09	Program	3/12/2009	Academic Affairs	Health Sciences & Athletics	Respiratory Care
32	2008-09	Program	3/14/2008	Academic Affairs	Health Sciences & Athletics	Sign Language/ Interpreter Training
33	2008-09	Program	3/13/2008	Student Services	Enrollment Services	Assessment Center
34	2008-09	Unit	3/20/2008	Student Services	Admissions & Records	
35	2008-09	Unit	4/13/2008	Academic Affairs	Behavioral & Social Sciences	
36	2008-09	Unit	3/11/2009	Administrative Services	ITS	
38	2008-09	Program	7/22/2008	Academic Affairs	Mathematical Sciences	MESA
39	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	CalWORKs



<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
40	2008-09	Unit	3/12/2009	President	Staff & Student Diversity	
41	2008-09	Program	3/3/2009	Academic Affairs	Fine Arts	Music
42	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Administration of Justice
43	2008-09	Unit	3/14/2008	Student Services	Institutional Research	
44	2008-09	Unit	3/12/2008	Student Services	Grants Dev. & Management	
45	2008-09	Program	2/20/2009	Student Services	Enrollment Services	Outreach & School Relations
46	2008-09	Program	2/28/2008	Student Services	Enrollment Services	Financial Aid & Scholarship
47	2008-09	Unit	3/14/2008	Student Services	Counseling & Student Services	
48	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Library
49	2008-09	Program	2/27/2009	Student Services	Counseling & Student Services	EOP&S/CARE
50	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Center for the Arts
51	2008-09	Program	3/4/2008	Student Services	Community Advancement	Small Business Services
52	2008-09	Unit	2/25/2009	Administrative Services	Bookstore	
53	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Adult Re-Entry Center
54	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Earth Sciences
55	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Environmental Horticultural Science
56	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Life Science for Allied Health
57	2008-09	Program	3/14/2008	Academic Affairs	Natural Sciences	Physics
58	2008-09	Unit	3/14/2008	Academic Affairs	Natural Sciences	



<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
60	2008-09	Unit	3/24/2008	Academic Affairs	Learning Resources	
61	2008-09	Unit	10/3/2008	Administrative Services	Fiscal Services	
62	2008-09	Unit	7/23/2008	Academic Affairs	Mathematical Sciences	
63	2008-09	Unit	3/3/2009	Academic Affairs	Business	
64	2008-09	Program	3/11/2008	Student Services	Community Advancement	Workplace Learning Resource Center
65	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Computer Science
69	2008-09	Program	3/31/2008	Academic Affairs	Fine Arts	Dance
70	2008-09	Unit	3/2/2009	Administrative Services	Facilities Planning & Services	
71	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Veterans Services
72	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Anthropology
75	2008-09	Program	3/14/2008	Student Services	Community Advancement	CITD
77	2008-09	Program	3/20/2008	Student Services	Admissions & Records	International Students Program
78	2008-09	Unit	2/27/2009	Academic Affairs	Industry & Technology	
79	2008-09	Program	7/1/2008	Academic Affairs	Industry & Technology	Air Conditioning & Refrigeration
80	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Architecture
81	2008-09	Program	2/27/2009	Academic Affairs	Industry & Technology	Auto Collision Repair/Painting
82	2008-09	Program	3/11/2009	Academic Affairs	Industry & Technology	Automotive Technology
83	2008-09	Unit	2/12/2009	Administrative Services	Campus Police	
84	2008-09	Program	3/18/2008	Student Services	Admissions & Records	Evaluations

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
85	2008-09	Unit	3/11/2009	Administrative Services	Business Services	
86	2008-09	Unit	3/13/2008	Academic Affairs	Humanities	
88	2008-09	Unit	3/14/2008	Student Services	Foundation	
89	2008-09	Program	3/13/2008	Academic Affairs	Humanities	English
90	2008-09	Program	3/20/2008	Student Services	Admissions & Records	Admissions, Records, Registration
91	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Articulation
92	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Transfer Center
93	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Career Center
94	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Project Success
95	2008-09	Program	3/14/2008	Student Services	Counseling & Student Services	Puente Project
96	2008-09	Program	4/1/2008	Student Services	Community Advancement	Inglewood Center
97	2008-09	Program	3/14/2009	Student Services	Community Advancement	Workforce & Community Dev.
98	2008-09	Program	8/5/2009	Academic Affairs	Industry & Technology	Computer Aided Design/Drafting
99	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Construction Technology
100	2008-09	Program	2/23/2009	Academic Affairs	Industry & Technology	Cosmetology
101	2008-09	Program	2/25/2009	Academic Affairs	Industry & Technology	Electronics & Comp. Hardware Tech.
102	2008-09	Program	2/20/2009	Academic Affairs	Industry & Technology	Fashion
103	2008-09	Program	2/24/2009	Academic Affairs	Industry & Technology	Fire & Emergency Technology
104	2008-09	Program	3/20/2009	Academic Affairs	Industry & Technology	Machine Tool Technology

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
105	2008-09	Program	3/20/2009	Academic Affairs	Industry & Technology	Manufacturing Technology
106	2008-09	Program	2/19/2009	Academic Affairs	Industry & Technology	Welding
108	2008-09	Program	2/19/2009	Administrative Services	Campus Police	South Bay Police Reserve Academy
109	2008-09	Program	3/22/2008	Academic Affairs	Behavioral & Social Sciences	American Studies
118	2008-09	Program	3/17/2008	Academic Affairs	Fine Arts	Joy of Music
120	2008-09	Program	3/24/2008	Academic Affairs	Learning Resources	Distance Education
121	2008-09	Program	6/18/2008	Academic Affairs	Fine Arts	Art
122	2008-09	Program	3/25/2008	Academic Affairs	Fine Arts	Art Gallery
123	2008-09	Program	9/3/2009	Academic Affairs	Fine Arts	Film/Video
124	2008-09	Program	3/13/2008	Academic Affairs	Fine Arts	Photography
125	2008-09	Program	3/24/2008	Academic Affairs	Fine Arts	Communication Studies
126	2008-09	Program	9/27/2009	Academic Affairs	Fine Arts	Theatre
127	2008-09	Program	4/1/2008	Academic Affairs	Learning Resources	Media Services
128	2008-09	Program	4/24/2008	Academic Affairs	Learning Resources	Learning Resources Center
129	2008-09	Unit	2/27/2009	President	Community Relations	
130	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Academic Strategies
131	2008-09	Program	3/13/2008	Academic Affairs	Humanities	ESL
132	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Foreign Languages
133	2008-09	Program	3/13/2008	Academic Affairs	Humanities	Journalism

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
134	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Accounting
135	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Admin/Mgmt/Mktg/Sup.
138	2008-09	Program	3/3/2009	Academic Affairs	Business	Business Office Administration
139	2008-09	Program	3/3/2009	Academic Affairs	Business	Computer Information Systems
141	2008-09	Program	3/3/2009	Academic Affairs	Business	Law/Paralegal Program
142	2008-09	Program	3/3/2009	Academic Affairs	Business	Real Estate
144	2008-09	Program	3/17/2008	Administrative Services	Human Resources	Human Resources
145	2008-09	Unit	3/5/2009	Student Services	Community Advancement	
146	2008-09	Program	7/30/2009	Student Services	Community Advancement	Community Education
148	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Women's Studies
149	2008-09	Program	3/24/2008	Academic Affairs	Behavioral & Social Sciences	Ethnic Studies
150	2008-09	Program	4/4/2008	Academic Affairs	Behavioral & Social Sciences	Economics
151	2008-09	Program	3/4/2009	Academic Affairs	Behavioral & Social Sciences	Philosophy
152	2008-09	Unit	3/11/2009	Administrative Services	Human Resources	
153	2008-09	Area	7/22/2009	Student Services		
154	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Sociology
155	2008-09	Program	4/16/2008	Academic Affairs	Behavioral & Social Sciences	Childhood Education
156	2008-09	Program	4/15/2008	Academic Affairs	Behavioral & Social Sciences	Liberal Studies
157	2008-09	Program	4/7/2008	Academic Affairs	Behavioral & Social Sciences	Political Science

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
158	2008-09	Unit	4/4/2008	Academic Affairs	Fine Arts	
159	2008-09	Area	8/31/2009	Community Advancement		
160	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	Psychology
161	2008-09	Program	4/8/2008	Academic Affairs	Behavioral & Social Sciences	History
162	2008-09	Program	4/10/2008	Academic Affairs	Behavioral & Social Sciences	International Education
163	2008-09	Program	4/12/2008	Academic Affairs	Behavioral & Social Sciences	Honor's Transfer Program
164	2008-09	Program	4/28/2008	Academic Affairs	Behavioral & Social Sciences	Human Development
165	2008-09	Area	8/3/2009	Academic Affairs		
167	2008-09	Program	7/17/2008	Academic Affairs	Mathematical Sciences	Mathematics
168	2008-09	Program	7/21/2008	Academic Affairs	Mathematical Sciences	Pre-Engineering
236	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Custodial Operations
248	2008-09	Program	8/5/2009	Administrative Services	Facilities Planning & Services	Grounds Maintenance
249	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Utility Management
252	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Building and System Maintenance
253	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Recycling & Waste Management
258	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Material Receipt and Delivery
264	2008-09	Program	3/2/2009	Administrative Services	Facilities Planning & Services	Facilities Planning & Construction
363	2008-09	Program	8/17/2009	Academic Affairs	Industry & Technology	Engineering Technology
147	2007-08	Review	8/31/2009	Student Services	Community Advancement	Inglewood Center

**El Camino College – Compton Center**

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
19	2009-10	Unit	12/19/2008	Student Services	CalWORKs/TANF, GAIN	
20	2009-10	Unit	7/24/2008	Student Services	Special Resource Center	
22	2009-10	Area	9/29/2009	Academic Affairs		
24	2009-10	Unit	9/1/2009	Student Services	Athletics	
28	2009-10	Unit	7/21/2009	Student Services	Counseling	
30	2009-10	Program	8/19/2009	Student Services	Admissions & Records	Assessment Center
31	2009-10	Program	In Progress	Administrative Services	Facilities Planning & Construction	Maintenance and Operations
34	2009-10	Program	9/1/2009	Student Services	Trio Programs	Student Support Services
35	2009-10	Unit	In Progress	Student Services	Foster Kinship Programs	
37	2009-10	Unit	12/11/2008	Student Services	Outreach & School Relations	
41	2009-10	Program	In Progress	Academic Affairs	Academic Programs	Behavioral/Social Sciences and Fine Arts Divisions
42	2009-10	Program	9/3/2009	Student Services	Trio Programs	Upward Bound Math/Science
43	2009-10	Unit	In Progress	Student Services	Special Programs & Services	
45	2009-10	Program	In Progress	Academic Affairs	Academic Affairs	Staff Development
66	2009-10	Program	6/17/2009	Academic Affairs	Career & Technical Education	Physical Education
70	2009-10	Program	6/17/2009	Academic Affairs	Career & Technical Education	Business Office Administration
73	2009-10	Unit	9/1/2009	Provost	Management Information Systems (MIS)	
105	2009-	Program	In Progress	Academic	Academic Affairs	Basic Skills

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
	10			Affairs		
106	2009-10	Unit	2/27/2009	Human Resources	Human Resources Unit	
111	2009-10	Program	In Progress	Academic Affairs	Health and Human Services	Child Development Center
112	2009-10	Unit	3/18/2009	Student Services	Admissions & Records	
113	2009-10	Program	9/14/2009	Academic Affairs	Career & Technical Education	Auto Technology
115	2009-10	Unit	8/18/2009	Student Services	Financial Aid	
116	2009-10	Unit	8/17/2009	Student Services	EOPS/CARE	
117	2009-10	Program	6/17/2009	Academic Affairs	Career & Technical Education	Business/Computer Information Systems
118	2009-10	Unit	7/2/2009	Student Services	First Year Experience	
119	2009-10	Unit	3/24/2009	Student Services	Transfer Center	
122	2009-10	Program	7/13/2009	Academic Affairs	Career & Technical Education	Welding
127	2009-10	Unit	9/8/2009	Administrative Services	Fiscal Affairs	
130	2009-10	Area	9/6/2009	Student Services		
132	2009-10	Program	In Progress	Academic Affairs	Health and Human Services	Childhood Education
133	2009-10	Program	In Progress	Academic Affairs	Health and Human Services	Nursing
135	2009-10	Program	9/1/2009	Student Services	Trio Programs	Upward Bound
136	2009-10	Area	In Progress	Provost		
137	2009-10	Review	9/11/2009	Academic Affairs	Career & Technical Education	Auto Technology
138	2009-10	Program	9/14/2009	Academic Affairs	Career & Technical Education	Business Accounting
139	2009-	Unit	In Progress	Administrative	Facilities Planning	



<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
	10			Services	& Construction	
141	2009-10	Unit	In Progress	Administrative Services	Facilities Maintenance & Operation	
142	2009-10	Program	9/10/2009	Academic Affairs	Academic Programs	Dance
143	2009-10	Program	9/25/2009	Academic Affairs	Academic Programs	Library
144	2009-10	Program	9/25/2009	Academic Affairs	Academic Programs	Learning Resources
145	2009-10	Program	9/14/2009	Academic Affairs	Academic Programs	Speech Communication
146	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Music
147	2009-10	Unit	9/14/2009	Academic Affairs	Career & Technical Education	
148	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Mathematical Sciences
149	2009-10	Program	9/14/2009	Academic Affairs	Career & Technical Education	Auto Collision/Repair
150	2009-10	Program	In Progress	Academic Affairs	Academic Programs	Astronomy
151	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Chemistry
152	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Physics
153	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Earth Sciences
154	2009-10	Program	In Progress	Academic Affairs	Academic Programs	Art
155	2009-10	Program	9/14/2009	Academic Affairs	Academic Programs	English
156	2009-10	Program	9/14/2009	Academic Affairs	Academic Programs	ESL
157	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Biological Sciences
158	2009-10	Program	9/25/2009	Academic Affairs	Academic Programs	Geography



<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
160	2009-10	Unit	9/16/2009	Academic Affairs	Health and Human Services	
161	2009-10	Program	In Progress	Academic Affairs	Academic Programs	Foreign Languages
163	2009-10	Program	9/15/2009	Academic Affairs	Career & Technical Education	Machine Tool Technology
164	2009-10	Program	9/15/2009	Academic Affairs	Career & Technical Education	Fire & Emergency Technology
166	2009-10	Program	9/15/2009	Academic Affairs	Career & Technical Education	Cosmetology
167	2009-10	Unit	9/25/2009	Academic Affairs	Academic Programs	
168	2009-10	Program	9/16/2009	Academic Affairs	Career & Technical Education	Fashion
169	2009-10	Program	9/16/2009	Academic Affairs	Career & Technical Education	Real Estate
171	2009-10	Program	9/25/2009	Academic Affairs	Academic Programs	History
172	2009-10	Program	9/26/2009	Academic Affairs	Academic Programs	Psychology
1	2008-09	Unit	12/11/2008	Student Services	Outreach & School Relations	
2	2008-09	Unit	7/1/2008	Student Services	Athletics	
3	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Math/Sciences
4	2008-09	Unit	7/13/2009	Academic Affairs	Career & Technical Education	
5	2008-09	Program	5/1/2008	Student Services	Trio Programs	Upward Bound Math/Science
6	2008-09	Program	8/14/2009	Student Services	Trio Programs	Upward Bound
8	2008-09	Unit	9/1/2008	Student Services	CalWORKs/TANF, GAIN	
9	2008-09	Program	3/12/2009	Academic Affairs	Health and Human Services	Child Development Center
10	2008-09	Unit	9/15/2009	Academic Affairs	Health and Human Services	

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
12	2008-09	Unit	3/20/2009	Student Services	EOPS/CARE	
13	2008-09	Program	In Progress	Academic Affairs	Academic Affairs	Basic Skills
15	2008-09	Program	11/3/2008	Student Services	Admissions & Records	Admissions & Records
16	2008-09	Program	4/17/2008	Student Services	Trio Programs	Student Support Services
17	2008-09	Unit	3/23/2009	Student Services	Transfer Center	
18	2008-09	Unit	7/1/2008	Student Services	Financial Aid	
36	2008-09	Unit	1/22/2009	Student Services	Special Programs & Services	
40	2008-09	Area	7/21/2009	Student Services		
44	2008-09	Program	8/19/2009	Academic Affairs	Health and Human Services	Childhood Education
47	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Academic Strategies
48	2008-09	Program	8/17/2009	Academic Affairs	Health and Human Services	Nursing
49	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Anthropology
50	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Administration of Justice
51	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Art
52	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Astronomy
53	2008-09	Unit	7/7/2009	Administrative Services	Fiscal Affairs	
56	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Biological Sciences
57	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Chemistry
58	2008-09	Unit	3/23/2009	Provost	MIS	

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
59	2008-09	Program	In Progress	Academic Affairs	Career & Technical Education	Business/Computer Information Systems
60	2008-09	Program	9/10/2009	Academic Affairs	Career & Technical Education	Auto Collision/Repair
63	2008-09	Program	4/24/2009	Academic Affairs	Career & Technical Education	Business Accounting
64	2008-09	Program	6/3/2009	Academic Affairs	Career & Technical Education	Welding
65	2008-09	Program	9/16/2009	Academic Affairs	Career & Technical Education	Real Estate
68	2008-09	Program	9/15/2009	Academic Affairs	Career & Technical Education	Fire & Emergency Technology
74	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Behavioral/Social Sciences and Fine Arts Divisions
75	2008-09	Program	9/25/2009	Academic Affairs	Academic Programs	History
76	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Human Development
77	2008-09	Program	9/25/2009	Academic Affairs	Academic Programs	Psychology
78	2008-09	Program	9/26/2009	Academic Affairs	Academic Programs	Political Science
79	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Sociology
80	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Philosophy
81	2008-09	Program	9/25/2009	Academic Affairs	Academic Programs	Economics
82	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Ethnic Studies
83	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Women Studies
84	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Journalism
85	2008-09	Program	9/14/2009	Academic Affairs	Academic Programs	Foreign Languages
86	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	ESL

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
87	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Learning Resources
88	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Theatre
89	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Speech Communication
91	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Distance Education
92	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	English
93	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Humanities
94	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Dance
95	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Mathematical Sciences
96	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Natural Sciences
97	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Physics
98	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Life Science for Allied Health
99	2008-09	Program	In Progress	Academic Affairs	Academic Programs	Environmental Horticultural Science
100	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Earth Sciences
101	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Library
102	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Music
103	2008-09	Program	In Progress	Academic Affairs	Academic Programs	MESA
104	2008-09	Program	9/10/2009	Academic Affairs	Academic Programs	Geography
107	2008-09	Area	In Progress	Provost		
108	2008-09	Unit	9/15/2009	Academic Affairs	Academic Programs	

<b>Plan</b>	<b>Year</b>	<b>Type</b>	<b>Submitted</b>	<b>Area</b>	<b>Unit</b>	<b>Program</b>
109	2008-09	Program	6/17/2009	Academic Affairs	Career & Technical Education	Auto Technology
110	2008-09	Unit	3/8/2009	Student Services	Special Resource Center	
114	2008-09	Program	9/16/2009	Academic Affairs	Career & Technical Education	Fashion
162	2008-09	Program	9/15/2009	Academic Affairs	Career & Technical Education	Machine Tool Technology
165	2008-09	Program	9/15/2009	Academic Affairs	Career & Technical Education	Cosmetology
170	2008-09	Unit	In Progress	Administrative Services	Facilities Planning & Construction	
173	2008-09	Unit	In Progress	Administrative Services	Facilities Maintenance & Operation	
46	2007-08	Program	In Progress	Academic Affairs	Academic Affairs	Staff Development
61	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Auto Technology
67	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Nutrition and Foods
69	2007-08	Program	9/15/2009	Academic Affairs	Career & Technical Education	Cosmetology
71	2007-08	Program	9/15/2009	Academic Affairs	Career & Technical Education	Machine Tool Technology
72	2007-08	Program	In Progress	Academic Affairs	Career & Technical Education	Fashion



**Appendix 3: Program Review Timetable**

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

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



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

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

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



**Appendix 4: Funded Plans (2008-09 / 2009-2010)**

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

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Accounting	134	1	3	3.1		
	134	2	3	3.3		
	134	3	10	10.3		
	134	4	4	4.1		
	134	5	3	3.6, 3.7, 3.8		
	134	7	3	3.1	Fund 11	\$100,000
	134	8	3	3.4		
	134	9	3	3.2		
	134	10	1	1.1, 1.2		
	134	11	3	3.5		
	134	12	4	4.1, 4.2		
	134	14	2	2.1		
	134	14	3	3.2		
	134	15	3	3.1		
	134	16	2	2.1		
	134	17	3	3.3		
	134	18	3	3.7		
	134	19	3	3.3		
	134	20	3	3.1		
	134	21	2	2.1		
	134	22	1	1.1		
Academic Affairs Office	362		3		Fund 15	\$55,000
	362		4		Fund 15	\$50,000
Administration of Justice	42	2, 3	1			
Air Conditioning and Refrigeration	79	2	1			
	79	3	2			
	79	4	4			
	79	5	3			
	222		4		Block Grant	\$6,500
	222		2, 3		CTE	\$56,000

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Administration of Justice	231		6		CTE	\$10,470
Anthropology	72	1	1			
	72	3	3			
	72	4	2			
	72	4	4			
	72	5, 6, 7	5			
Architecture	239		3		Block Grant	\$7,160
Art	121	1	2			
	121	2	6			
	121	3	1, 3	1.1	Block & CTE	\$29,235
	121		1	1.2	CTE	\$20,410
	121	4	4			
	121	5	5			
	354		1	1.1	CTE	\$89,000
	354		1	1.2	CTE	\$80,668
Astronomy	16	1	1			
	314	1	1			
	16	2	2			
	314	2	2			
	16	3	2	2.6		
	314	3	3	3.3		
	314	5	3	3.2		
	16	10	1	1.2, 1.3, 1.4		
	314	10	1	1.2, 1.3, 1.4		
	16	11	2	2.5		
	16	13	2	2.3		
Athletics	28	1, 2	2	2.4		
	28	3	1	1.2	Fund 15 (2 years)	\$104,000
	28	3	3	3.1, 3.3		
	28	4	1, 2	1.2-2.2		
	28	5	3	3.2		
	28	6	3	3.4		

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Athletics	180		6	6.1	Fund 15	\$39,000
Auto Collision and Repair	81	1	2	1.1	Fund 11	\$100,000
Automotive Technology	82	1, 4, 5	1			
	332		3	3.1	Block Grant	\$6,500
	332		5		Block Grant	\$5,800
Biology	17		2	2.1	i-grant	\$32,000
	313	1	4	4.1	Fund 11	\$95,000
Behavioral and Social Sciences: GETT	35		2	2.2	Fund 15	\$30,000
CADD	98	1	2			
	98	2	1			
Chemistry	315	1	1	1.1		
	15	2	1	1.1		
	315	2	2	2.1	Fund 11	\$190,000
	15		2	2.1	STEM Grant	\$165,000
	15		2	2.2	Block Grant	\$9,825
	315	3	1	1.2		
	315	4	5			
	315	7	2	2.4		
	15	8	1	1.2, 1.3		
	315	8	2	2.3		
	315	10	2	2.2		
Child Development	23	1	2			
	23	3	7			
	23	4	4			
	23	5	5			
	23	7	3			
	23	8	1			
Childhood Education	155		2		Fund 11	\$100,000
	275		2	2.1	Fund 11	\$6,000
CIS	139	1	8	8.1		
	139		11	11.2, 11.4		

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
CIS	139	2	8	8.1		
	139	3	2	2.1		
	139	3	3	3.1		
	139	3	7	7.1		
	139	4	9	9.1		
	139	5	11	11.4		
	139	6	2	2.1		
	139	6	3	3.1		
	139	7	7	7.1	Block Grant	\$92,713
	139	8	8	8.1		
	139	8	11	11.2, 11.4		
	139	9	11	11.5		
	139	10	11	11.3, 11.4		
	139	11	11	11.2		
	139	12	11	11.3		
	139	13	9	9.1		
Communication Studies	125		3	3.1	Block Grant	\$13,764
Construction Technology	102	1	2, 3			
	102	2	1			
	203		4		Block Grant	\$6,500
	203		5		Block Grant	\$30,000
	203		7		Block Grant	\$1,500
Cosmetology	100	6	3			
	207		4	4.2	Block Grant	\$6,500
Dance	69	1	1, 3, 4			
	69	2	5			
	69	3	2			
	69	9	1			
	69	10	5			
	69	11	5			



Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Dance	69	13	1, 2, 3, 4			
	69	15	1			
	334		1	1.1	Block Grant	\$9,708
	334		2	2.1	Block Grant	\$479
Distance Education	323	1	2			
	323	2	2			
	323	3	1			
	323	4	2			
	323	5	3			
	323	6	1			
Earth Sciences	22	1	2			
	22	5	1, 2			
	311	5	1			
	54		1	1.1	Fund 11	\$100,000
	54	6	2			
	311	6	2	2.1	i-grant	\$3,200
	54	7	3	3.1		
	54	9	3	3.1	Block Grant	\$10,060
	311	10	1	1.1		
Electronics and Computer Hardware Technology - ECHT	101	1	4			
	101	2	9			
	232		2	2.1	Block Grant	\$19,500
	232		2	2.2	Block Grant	\$3,370
	232		3	3.3	Block Grant	\$30,125
Engineering Technology	363	4	1			
	363	5	2			
English	86	1	2			
	89	1	1			
English	89	2	2			

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
	89	3	3			
	89	4	4			
	89	5	5			
	89	6	6			
	89	7	7			
	89	8	8			
	89	9	9			
	89	10	10			
	86	11	9			
	89	11	11	11.1	Fund 11	\$200,000
	89	12	12			
	89	13	13			
	89	14	14			
	347		9	9.1	Fund 11	\$100,000
ESL	86	1	8			
	131	1	5			
	131	2	2			
	131	3	1			
	131	4	3			
	131	5	3			
	131	6	4			
Fashion	223	7	1			
	223		4	4.1	Block Grant	\$20,658
Film / Video	101	4	2			
	123	2	1			
	123	3	2			
	123	4	3			
	123	5	5			
	123	6	6			
	123	7	7			
	123	8	8			
	123	9	9			
	123	10	10			
	123	11	11			
Film / Video	123	13	12			

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Fine Arts	158		4	4.1	Fund 11	\$200,000
Fine Arts: Art Gallery	122		1	1.1	Fund 15	\$2,945
Fire Technology	103	3	1			
Fire Technology	103	4	2			
	221		1		Block Grant	\$14,733
Foreign Languages	86	1	7			
	86	2	3			
	132	2	4			
	132	3	2			
History	161	3	1, 2, 4, 5, 6			
	161		1		Block Grant	\$4,260
Honors Transfer	163		1	1.1	Fund 15 (2 years)	\$66,200
Horticulture	55	1	1	1.1		
	310	1	2	2.1		
	55	2	1	2.1, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8	Block Grant	\$500
	310	2	3	3.1, 3.3, 3.4, 3.5, 3.6, 3.7	Block Grant	\$2,100
	55	3	2	2.2		
	310	3	3	3.2		
	55	4	3	3.1		
	310	4	5	5.1		
	55	5	4	4.1		
Humanities	346		7	7.1	Block Grant	\$29,071
Journalism	86	1	6			
	133	1	5			
	86	2	5			
	133	2	3			
Journalism	86	3	7			

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
	133	3	4			
	133	4	2			
	351		4		CTE	\$15,000
Kinesiology	294		2	2.2	Block Grant	\$34,000
	294		2	2.4	Block Grant	\$30,000
	294	32	2	2.1	Block Grant	\$40,645
	294	16	2	2.8	Block Grant	\$800
Law / Paralegal	141		4	4.1	Fund 15	\$5,000
	141		1		Fund 11	\$100,000
	287		2	2.1	Fund 11	\$28,500
	287		5	5.1	Fund 11	\$10,000
Learning Resources	230	1	1			
	321	2	1			
	322	3	1			
	230	4	2			
	324	5	3			
	324	6, 8, 9, 14	4			
	322	7	3			
	324	10	5			
	230	11	5			
	230			2.1	Block Grant	\$100,000
	324		1	1.1	Block Grant	\$38,245
Liberal Studies	156	1	1			
	156	2	5			
	156	3	6			
Life Sciences	17	1	4			
	56	1	3	3.5		
	309	1	2	2.4		
	313	1	4			
	56	2	1	1.1		
	56	3, 4	3	3.5		

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Life Sciences	56	5	3	3.3		
	309	5	2	2.2		
	56	6	2	2.2		
	309	6	2	2.5		
	313	6	1	1.1		
	56	7	2	2.2		
	313	7	2	2.1		
	17	8	1	1.1	Block Grant	\$23,700
	313	8	1			
	56	9	1	1.5		
	309	9	3	3.5		
	56	10	3	3.4		
	309	10	2	2.3		
	56	11	3	3.1		
	17	12	2	2.4		
	56			1.3	Block Grant	\$8,563
	15			2.1	Block Grant	\$900
	56			2.1	Block Grant	\$16,500
Machine Tool Technology	342		3	3.1	STEM Grant	\$205,000
	342		2		CTE	\$105,500
Management/Marketing	135	1	3	3.1, 3.2, 3.3		
	135	2	3	3.2		
	135	3	1	1.1		
	135	4	3	3.3		
	135	5	2	2.2		
	135	6	3	3.1		
	135	7	3	3.3		
	135	8	1	1.1		
	135	9	2	2.1, 2.3		
	135	10	1	1.1		
	135	11	3	3.5		
	135	12	1	1.1		

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Management/Marketing	135	13	3	3.5		
	135	14	3	3.3		
Math	167	1	5	5.1	Fund 11	\$400,000
	167	2	5	5.2		
	167	3	5	5.3		
	167	4	5	5.4		
	167	5	5	5.5		
	167	6	5	5.6		
	167	7	5	5.7		
	167	8	5	5.8		
	167	9	5	5.9		
	167	10	5	5.10		
	167	11	5	5.11		
	277		2	2.1	Block Grant	\$55,000
	281		2	2.1	Block Grant	\$40,000
MESA	283		1		STEM Grant	\$33,000
Music	41	8	1, 2	1.1	Block Grant	\$17,016
	41	15	9	9.1	Fund 11	\$100,000
	41	16	1, 2, 3, 4			
	41	17	7			
	41	18, 19	6			
Natural Sciences	307			2.1	Block Grant	\$2,250
Nursing	26		3	3.1	Fund 11	\$600,000
Office Administration	138	1	3	3.1		
	138	2	4	4.1, 4.3		
	138	3	4	4.2		
	138	4	4	4.3		
	138	5	4	4.1		
	138	6	4	4.4		
	138	7	4	4.5		
	138	8	4	4.3		
Office	138	9	3	3.1		

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Administration						
	138	10	5	5.1		
	138	11	4	4.7		
	138	12	3	3.1		
	138	12	5	5.1		
	138	13	5	5.1		
	138	14	4	4.7		
Philosophy	151	1.5, 2.3a	4			
	151	2	1			
	151	2.2	3			
	151	4	2			
	151		5		Fund 11	\$100,000
Photography	124	1, 2, 4	1			
	124	3, 5	2			
Photography	366		1		CTE	\$25,000
Physics	57	1	3	3.3		
	308	1	1	1.3		
	57		2	2.1	Fund 11	\$4,000
	57	2	3	3.3		
	308	2	1	1.3		
	57	3	3	3.3		
	308	3	1	1.3		
	57	4	3	3.3		
	308	4	1	1.3		
	57	6	3	3.1		
	308	6	1	1.1		
	57	7	1	1.1	Block Grant	\$250
	57	7	2	2.1	Block Grant	\$250
	308	7	2			
	57	8	1			
	308	8	4			
	57	9	4			
	308	9	4			
Psychology	57	11	3	3.2		

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
	308	11	1	1.2		
	160	9	3			
	160	8	4			
	160	1, 2	6			
	160	3	7			
	160		2	2.1	Block Grant	\$16,370
Radiologic Technology	184		1		CTE	\$46,286
Real Estate	142	1	2	2.1, 2.2, 2.3, 2.7		
	142	2	5	5.3		
	142	3	4	4.5		
	142	4	4	4.1		
	142	5	4	4.5		
	142	6	4	4.3		
	142	7	2	2.1		
	142	8	4	4.1		
	142	9	4	4.1		
	142	10	4	4.3		
	142	11	4	4.5		
	142	12	4	4.1		
	142	13	4	4.1		
	142	14	4	4.1		
	142	15	2	2.1		
	142	16	2	2.2, 2.3		
	142	17	2	2.1		
	142	18, 19	4	4.1		
	142	20	4	4.3, 4.5		
	142	21	5	5.1-5.5		
	142	22	1, 2	1.1, 2.4, 2.5		
	142	23-26	1	1.1		
	142	27	2	2.7		
	142	28	5, 6	5.3, 6.1		
	142	29	3	3.1		
Real Estate	142	30	2			



Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
	142	31	2	2.5		
	142	32, 33	2	2.1-2.3		
	142	34	2			
	142	35	2	2.1		
	142	36	5	5.1-5.3		
	142	37	4	4.3		
	142	41	5	5.4		
	142	42	2	2.5		
	142	43	6	6.1		
	142	44	6	6.2		
	142	45	4	4.4		
	142	46	4	4.5		
	142	47	5	5.1		
	142	48, 49	4	4.1		
	142	50	4	4.2		
	142	51	5	5.1		
	142	52	5	5.2		
	142	53	2	2.6		
	142	54	2	2.2		
	142	55	2	2.3		
	142	56	2	2.4		
	142	57	2	2.5		
	142	58	3	3.1		
Sign Language Interpreter	328		1	1.4	CTE	\$29,400
Sociology	154	1	3			
	154	3, 4	2			
	154	5	4			
	154	6	5			
	154	7	6			
	154	9	7			
	154	10, 11	8			
	154	17	1			
	154		1	1.1	Block Grant	\$19,000
Theatre	228	1, 2, 3, 4, 5	1			

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Welding	106	1	1 & 2		Fund 15	\$243,600
	106	2	1			
	220		1		Block Grant	\$151,900
	220		1 & 2		CTE	\$89,000
<b>Academic Affairs Total</b>						<b>\$5,090,129</b>

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

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Admissions and Records: Admissions	34		1	1.3	Fund 15	\$27,500
	225	1, 3, 4	1	1.14		
	225	2	1	1.1		
	225	8	3	3.1	Fund 11	\$3,600
	225	8	3	3.3	Fund 15	\$12,000
	225	9	1	1.13		
	225	10, 11	1	1.17		
Admissions and Records: Evaluation	225	3	1	1.7		
Admissions and Records: International Students Program	208		1	1.2 and 1.3	Fund 11	\$59,000
Admissions and Records: Records	225	1, 2, 3	5	5.1	Fund 15	\$6,000
	225	4	1	1.9	Fund 11	\$5,150
	225	5	1	1.1		
	225		4	4.3	Fund 11	\$800
Admissions and Records: Registration	225	1, 2	1	1.14		
	225	3	1	1.6		
	214		4	4.2	Fund 15	\$6,000

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Assessment and Testing	33	1	1			
	359	1	1			
Assessment and Testing	33	2	2			
	359	2	2			
	359	3	4			
Center for Applied Competitive Technologies	24		4		CCCCO Grant	\$899,688
CalWORKs	39	1	2	2.1		
	39	2	4	4.1, 4.2		
	39	3	2	3.1		
	39		3	3.1	Fund 15	\$57,400
	39	4	13	13.1		
Community Advancement	145		1		Fund 11	\$160,000
	145		2		Fund 12	\$59,000
	145		5		Grant	\$35,216
Counseling	47	1	1	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7	Funds 11 & 12	\$200,000
	233	1	6	6.8		
	47	2	2	2.1, 2.2, 2.3	Fund 11	\$95,000
	47	3	3	3.1		
	47	4	4	4.1		
	233	4	2	2.2		
	233		2	2.3	Fund 15	\$20,000
	47	5	5	5.1		
	47	6	6	6.1		
	47	7	7	7.1		
	47	8	8	8.1	Fund 15	\$19,550
	47	9	9	9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8		

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Counseling: Adult Re-entry	53	1	1	1.2, 1.2, 1.3, 1.4	Fund 15	\$10,000
Counseling: Articulation	91	1	1	1.1		
Counseling: Athletic Counseling	28	1	3	3.4		
Counseling: Career Center	93	1	1	1.1, 1.2		
Counseling: Financial Aid	233	1	14	14.1		
	46	1	4	4.1		
Counseling: Honors Transfer Program	233	1	10	10.8		
Counseling: International Students Program	77	1	1	1.3		
Counseling: MESA Program	233	1	10	10.9		
Counseling: Project Success	217	1	1, 10	1.5, 10.2	Fund 15	\$42,000
	94	1	1	1.1, 1.2, 1.3, 1.4	Fund 15	\$23,000
Counseling: Project Success	94	2	2	2.1, 2.2		
Counseling: Puente	95	1	1	1.1, 1.2, 1.3, 1.4, 1.5	Fund 15	\$44,000
Counseling: Registration	233	1	3	3.2		
Counseling: Special Resource Center	233	1	10	10.1		
Counseling: Teacher Education Program	156	1	5			
Counseling: Transfer Center	92	1	1	1.1		
Counseling: Virtual Counseling	233	1	10	10.11		
Enrollment Services: Supplemental Instruction	19		1	1.1	Fund 15	\$ 19,800
EOPS/CARE	49	1	1	1.1	Fund 12	\$100,000

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
EOPS/CARE	49		2		Fund 12	\$100,000
	49	2	6	6.1		
	49	3	8	8.1		
Financial Aid	179	1	1, 3	1.1, 3.1		
	179	2	1	1.1		
	179	3	2, 3	2.1, 3.1		
	179	4	5	5.1	Fund 15	\$5,000
	179	5	7	7.2		
Foundation	88	1	1	1.1		
	88	2	1	1.2		
	88	3, 4	3			
	88	5	2	2.2		
	88	6	2	2.1		
	88	7	1	1.3		
First Year Experience	199	1	1	1.1, 1.3	Fund 15	\$29,000
	199	2	1	1.1		
Grants Office	44	2 and 5	1	1.3		
Institutional Research	194	1, 2	4			
	194	3	1, 3			
	194	4, 5, 6, 7	1			
	194	8	6			
	194	9	2, 4			
	194	10	1, 2			
	194	17	5			
International Students Program	34	1	1	1.14		
	34	2	3	3.4		
	34	4	3	3.2		
Matriculation and SEP	47	1	2	2.1		
Outreach and School Relations	45		1	1.1	Fund 15	\$15,000
	45	1	5			
	45	2	5, 6	5.1, 6.7		
	45	3	5	5.2		
	45	4	5	5.3		
	45	5	6			

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Outreach and School Relations	45	6	5, 6	5.1, 6.6		
	45	7	6	6.2		
	45	8	6	6.3		
	45	9	6	6.4		
	45	10	6	6.5		
	45	11	6	6.8		
	45	12	6	6.9		
	45	13	6	6.1	Fund 11	\$100,000
Student Development	202	1	1	1.1		
	202	2	2	2.1		
Transfer Center	92	1	1	1.1		
	92	2	1	1.1		
Workforce and Community Development	97		1	1.1	Fund 12	\$8,000
	341		1		CTE	\$170,007
<b>Student and Community Advancement Total</b>						<b>\$2,331,711</b>

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

<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Campus Police	83	1 and 2	1 and 2		Bond	\$31,480
	197	1 and 2	1 and 2		Bond	\$42,363
Facilities Planning & Services (FPS)	70	1	1	1.1 - 1.6		
FPS	70	2	2	2.1 - 2.4		
FPS/Facilities Planning & Construction	264	1	1	1.1		
FPS/Material Receipt & Delivery	258	1	1	1.1 - 1.2		
FPS/Recycling & Waste Management	253	1	1	1.1 - 1.3		
FPS/Building & System Maintenance	252	1	1	1.1 - 1.3		
	189		2	2.1	Fund 11	\$22,063
FPS/Custodial Operations	187		1	1.6	Fund 11	\$38,000
FPS/Utility Management	249	1	1	1.1 - 1.5		
FPS/Grounds Maintenance	248	1	1	1.1 - 1.6		
FPS/Custodial Services	236	1	1	1.1 - 1.6		
Fiscal Services	195		1	1.1	Fund 11	\$58,000
	195		3	3.1	Fund 11	\$53,700
Information Technology Systems (ITS)	250		2	2.1	Fund 11	\$60,000
Staff Development	219			1	Fund 15 (2 years)	\$60,000
<b>Administrative Services Total</b>						<b>\$334,126</b>

## Compton Program Review Recommendations in Plan Builder

### STUDENT SERVICES

Department	Plan	Program Review Rec.	Goal	Objective	Funding Source	Funding Amount
Admissions and Records	15	1, 3	1	1.1	Matric.	\$83,114
	15	2	2, 3	2.2, 3.1, 3.2, 3.3	General Fund	\$15,000
	15	4	4	4.1		
	15	5	4	4.2		
Assessment Center	30	2	1	1.1	Matric.	\$10,400
	30	4	3	3.1		
	30	5	4	4.1		
Athletics	2	1	2	2.1, 2.2, 2.3, 2.4	General Fund	\$10,000
	2	2	6	6.1		
	2	3	7	7.1		
	2	4	5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6		
	2	5	2	2.1		
	2	6	3	3.3		
	2	8	3, 4	3.2, 4.4	General Fund	\$4,762
	2	9	3, 4	3.3, 4.4		
	2	10	3, 4	3.1, 4.4		
CalWORKs	8	1	1, 5	1.4, 5.3	CalWORKs	\$51,763
	8	2	7	7.2	CTE	\$23,682
	8	3	3, 6	3.2, 6.2, 6.3		
	8	5	2	2.1		
	8	6	4	4.1	CalWORKs	\$1,216
	8	7	5	5.1		
EOPS/CARE	12	1	14			
	12	2	1			
	12	3	15		General Fund	\$15,498
	12	4	2			
Financial Aid	115	1	1, 5	1.1, 5.1	BFAP	\$17,386
	115	2	2	2.1		



<b>Department</b>	<b>Plan</b>	<b>Program Review Rec.</b>	<b>Goal</b>	<b>Objective</b>	<b>Funding Source</b>	<b>Funding Amount</b>
Outreach and Relations with Schools	1	1, 2	4	4.1	General Fund	\$25,215
SRC	110	1	5	5.1	DSPS	\$6,172
	110	2	2	2.1		
	110	3	1	1.1		
	110	4	1	1.5		
	110	5	1	1.2		
	110	6, 9	4	4.2, 4.1	General Fund	\$1,409
	110	7, 8	4	4.3, 4.4		
	110	10	1	1.6, 1.7		
Student Support Services	16	1	5	5.1, 5.2		
	16	2	6	6.1	TRIO	\$32,423
Transfer Center	17	1, 2, 3	1	1.5	General Fund	\$10,681
	17	4	7	7.1, 7.2, 7.3		
	17	5	3	3.3		
	17	6	6	6.1, 6.2		
	17	7	1, 3, 4	1.1, 3.1, 3.2, 3.3, 4.1		
<b>Compton Center Total</b>						<b>\$308,721</b>



## **Appendix 5: Core Competencies**

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

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

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

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



**Appendix 6: Student Learning Outcome Timeline**

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

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

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

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

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

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

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

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



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

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

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

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

## Appendix 7: Analysis of Syllabi for Online Courses

### El Camino College

Course	Online office hours	SLO	Other learning objectives	Academic honesty policy	Evidence of rigor
Anatomy-30		yes		yes	5 f-2-f exams, f-2-f labs M & Th 5:30-8:40
Anthropology-1	yes	yes	Course description, course objectives, 9 outcomes	yes	5 exams, 3 web labs
Child Development-3	yes	yes	Catalog description 11 objectives	no	3 writing assignments, 4 exams
Child Development-4	yes	yes	Catalog description 10 objectives	no	2 writing assignments, 12 quizzes, extra credit assignments
Dance-1	no	yes	Course description/online course objective	no	Creative project, video critique, f2f dance event and paper, quizzes, test
English-47	By email	yes	Course description	yes	3 novels, online texts, 2 exams, final project
English-84	yes	yes	10 Objectives	no	Read 2 novels, 2 texts
History-1A	yes	yes	Course description	no	4 writing assignments
History-1B	yes	yes	Course description extensive objectives	no	Tests, 3 writing assignments
History-3	yes	yes	Detailed overview of course	no	2 essays, 2 f-2-f exams, posts,
History-4	yes	yes	Detailed overview of course	no	2 essays, 2 f-2-f exams, posts
Music-11	By email	yes	no	Yes	3 concerts and reviews, 3 tests
Nutrition-11	yes	yes	8 objectives, description	indirectly	6 exams, 4 activities, 13 module assignments
Ocean-10	yes	yes	Goals, outcomes, 14 objectives	yes	Weekly f2f lab meetings 8-11:10 am
Political Science-1	By email	yes	12 objectives	no	12 tests, 1 paper, 5 journal entries

<b>Course</b>	<b>Online office hours</b>	<b>SLO</b>	<b>Other learning objectives</b>	<b>Academic honesty policy</b>	<b>Evidence of rigor</b>
Psychology-5	yes	yes	12 objectives, course description	yes	5 exams
Sociology-101	yes	yes	9 objectives	yes	Research paper, 3 exams
Theatre-1	yes	yes	No	Yes (fail course)	11 quizzes, one performance viewing and report, exam, read 2 plays

**Number of sample syllabi= 18**

**Actual SLO included=18**

**Academic honesty policy included=8**

**El Camino College - Compton Educational Center**

<b>Course</b>	<b>Online office hours</b>	<b>SLO</b>	<b>Other learning objectives</b>	<b>Academic honesty policy</b>	<b>Evidence of rigor</b>
Anthropology-2	yes	yes	Catalog description, course goals/ learning objectives	yes	15 quizzes
Business-1A	email	yes	Catalog description	no	2 midterms, 11 quizzes, final exam, 11 activities
Child Development-9	yes	yes	Catalog description, 6 objectives	yes	In module
Computer Information Systems-13	email	yes	Course purpose/ objectives	yes	3 exams, quizzes
Computer Information Systems-13	email	yes	Course purpose/ objectives	yes	3 exams, quizzes
Computer Information Systems-19	email	yes	Catalog description	yes	3 exams, 2 quizzes, lab work
Contemporary Health-1	yes	yes	Catalog description, 17 objectives	yes	Essay, reading reports, reflective journals, research paper, midterm and final
English 1A	yes	yes	Catalog description, 6 objectives	yes	4 papers, research paper, portfolio, exam, journal with summaries
History-1B	email	yes	Catalog description, 11 objectives	no	Midterm, final, written summaries
History-1B	email	yes	Course description and goals	yes	Quizzes, midterm, final
Humanities-1	email	yes	Course description and 4 objectives	referenced	7 exams, essay
Law-5	email	yes	Catalog	no	5 quizzes, midterm,

Course	Online office hours	SLO	Other learning objectives	Academic honesty policy	Evidence of rigor
			description		final
Math-33	Chat, email, hybrid course	yes	Catalog description, 6 objectives	yes	4 online quizzes, f-2-f midterm and final
Math-40	Chat, email, hybrid course	yes	Catalog description, 11 objectives	yes	8 online quizzes, f-2-f midterm and final
Math-43	Chat, email, hybrid course	yes	Catalog description, 7 objectives	yes	5 online quizzes, f-2-f midterm and final
Political Science-1	email	yes	Catalog description, 15 objectives	no	3 writing assignments, internet research, 3 exams, political participation
Political Science-10	email	yes	Catalog description, 8 objectives	no	5 written analyses, midterm, final, 8 worksheets
Psychology-3	email	yes	Catalog description, 10 objectives	Yes, linked to catalog	12 quizzes, weekly discussions
Psychology-5	yes	yes	Catalog description, 13 objectives	yes	2 midterms, 1 quiz, 1 final
Psychology-16	yes	yes	Catalog description, 8 objectives	yes	4-5 page term paper, 4 exams
Sociology-101	yes	yes	Catalog description, 9 objectives	yes	Writing assignment, final exam, quizzes
Sociology-101	yes	yes	Catalog description, 9 objectives	yes	Writing assignment, final exam, quizzes
Sociology-102	yes	yes	Catalog description, 17 objectives	yes	Writing assignment, final exam, quizzes

**Number of sample syllabi= 23**

**Actual SLO included=23**

**Academic honesty policy included=16**

**Appendix 8: CCCD 2006-07 Annual Financial Report**

**COMPTON  
COMMUNITY COLLEGE DISTRICT**

---

**ANNUAL FINANCIAL REPORT**

---

**JUNE 30, 2007**



## INDEPENDENT AUDITORS' REPORT

Board of Trustees  
Compton Community College District  
Compton, California

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

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

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

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

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

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



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

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

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

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

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

*Waurinck, Irine, Day & Co. LLP*  
Rancho Cucamonga, California  
March 27, 2008



## Appendix 9: CCCD 2007-08 Annual Financial Report



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

VALUE THE DIFFERENCE

### INDEPENDENT AUDITORS' REPORT

Board of Trustees  
Compton Community College District  
Compton, California

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

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

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

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

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

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

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

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

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

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

  
Rancho Cucamonga, California  
January 30, 2009

**Appendix 10: Update of CEC FTES Recovery Plan**

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

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



**Appendix 11: CCCD Three-Year Budget Projections**

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

September, 2009

Assumptions:

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

<b>Year</b>	<b>2009-10 High</b>	<b>2009-10 Low</b>	<b>2010-11 High</b>	<b>2010-11 Low</b>	<b>2011-12 High</b>	<b>2011-12 Low</b>
<b>FTES</b>	5600	5200	6400	5000	6800	5300
<b>FTES \$</b>	28.8	26.9	32.3	26.1	34.3	27.3
<b>Local</b>	1.4	1.4	1.4	1.4	1.4	1.4
<b>Revenue</b>	30.2	28.3	33.7	27.5	35.7	28.7
<b>Expenses</b>	27.3	27.6	27.3	27.3	27.3	27.3
<b>New Academic</b>	1.0	0.0	2.4	0.0	3.6	0.0
<b>Classified</b>	0.0	0.0	1.0	0.0	1.3	0.0
<b>Total Expenses</b>	28.3	27.6	30.7	27.3	32.2	27.3
<b>Annual Net</b> (Does not include beginning or ending balances)	1.9	.7	3.0	0.2	3.5	1.4





## **Appendix 12: CCCD 2009-10 Budget**

Compton Community College District &  
El Camino College Compton Center

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

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

4. Develop and begin to implement a Community Outreach Plan (Unrestricted Funds)
5. Continue implementation of the Faculty Development Plan (Unrestricted Funds)
6. Develop and begin to implement a Technology Plan
7. Complete the Educational Master Plan and Facilities Master Plan (Unrestricted Funds)
8. Occupy and open the LRC (Bond Funds)
9. Infrastructure Renovation - Electrical, Outside Lighting, Computer Network, Fire Alarms (Bond Funds)(Unrestricted Funds)
10. Implement Policies, Regulations, and Procedures to correct identified audit and FCMAT deficiencies (Unrestricted Funds)
11. Implement Student Success Initiative (Basic Skills Funds)
12. Right Size classrooms and add 10% additional classes to accommodate additional students (Unrestricted Funds)
13. Phase in a 2% change in funding distribution each year over the next five years. The specific objective for 2009-10 is to increase the percentage of funds devoted to classroom instruction from 40% to 42%.

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

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

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

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

5400	Insurance	440,694
5500	Utilities and Housekeeping Services	1,032,163
5600	Contracts, Rentals, and Repairs	343,830
5700	Legal, Elections, and Audit Expense	920,111
5800	Other Services, Postage, Advertising	521,789
5900	Miscellaneous	<u>15,000</u>
Total Contract Services and Operating Expenses		5,001,207

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

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

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

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

8890	Other Local Revenues	_____
	Total Local Revenue	578,393
	TOTAL REVENUE - ALL SOURCES	_____ 5,060,071
	TOTAL BEGINNING BALANCE AND REVENUE	_____ 5,789,030

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

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

Total Books, Supplies, and Materials		258,730
	<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>	
5100	Personal Services/Indirect Costs	247,418
5200	Travel, Conference & In-Service Training	87,533
5300	Dues and Memberships	1,600
5600	Contracts, Rentals, and Repairs	40,865
5800	Other Services, Postage, Advertising	219,609
5900	Repro Services	<u>5,500</u>
Total Contracts Services and Operating Expenses		602,525
	<u>CAPITAL OUTLAY</u>	
6410	Equipment	<u>268,564</u>
Total Capital Outlay		268,564
	<u>OTHER OUTGO</u>	
7500	Other Payments to Students	73,060
7600	Other Payments for Students	<u>612,793</u>
Total Other Outgo		685,853
TOTAL EXPENDITURES / APPROPRIATIONS		<u>4,754,495</u>
NET ENDING BALANCE / RESERVES		<u>1,034,535</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>5,789,030</u></u>



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

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	2,261,391
	ADJUSTMENT	5,000,000
	ADJUSTED BEGINNING BALANCE JULY 1	7,261,391
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest	<u>75,000</u>
	Total State Revenue	75,000
	TOTAL REVENUE - ALL SOURCES	<u>75,000</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>7,336,391</u></u>

EXPENDITURES /  
APPROPRIATIONS

<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4320	Instructional Supplies	
	Total Books, Supplies, and Materials	0
 <u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	650,000
5200	Travel, Conference and In-Service Training	
5300	Dues and Memberships	
5400	Insurance	
5500	Utilities and Housekeeping Services	
5600	Contracts, Rentals, and Repairs	
5700	Legal, Elections, and Audit Expense	150,000
5800	Other Services, Postage, Advertising	
5900	Bad Debt Expense, Misc.	<u>960,990</u>
	Total Contract Services and Operating Expenses	1,760,990

	<u>CAPITAL OUTLAY</u>	
6200	Construction	
6300	Library Books	
6410	Equipment	<hr/>
Total Capital Outlay		0
	<u>OTHER OUTGO</u>	
7100	Debt Retirement	
7300	Interfund Transfer	<hr/>
Total Other Outgo		0
TOTAL EXPENDITURES / APPROPRIATIONS		<hr/> 1,760,990
TOTAL ENDING BALANCE / RESERVES		<hr/> 5,575,401
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<hr/> 7,336,391

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

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	249,208
	<u>REVENUE</u>	
	<u>FEDERAL REVENUE</u>	
8199	Child Development Food Program	<u>45,000</u>
	Total Federal Revenue	45,000
	<u>STATE REVENUE</u>	
8621	State Revenue	700,000
8650	Reimbursable Categorical	12,500
8660	Interest	30,000
8699	Miscellaneous	<u>15,000</u>
	Total State Revenue	757,500
	<u>INCOMING TRANSFERS</u>	
8980	Transfer from General Fund	<u>0</u>
	Total Incoming Transfers	0
	TOTAL REVENUE - ALL SOURCES	<u>802,500</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>1,051,708</u></u>

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

Account Number	Description	2009-2010 ADOPTED
<u>ACADEMIC SALARIES</u>		
1200	Regular Schedule, Non-Teaching	32,952
1300	Regular Schedule, Teaching	0
1400	Counselors-Other	0
Total Academic Salaries		32,952
<u>CLASSIFIED SALARIES</u>		
2100	Full Time	304,633
2200	Part Time - Instructional	134,660
2300	Part Time	46,464
Total Classified Salaries		485,757
<u>STAFF BENEFITS</u>		
3100	State Teachers' Retirement	2,719
3200	PERS	30,273
3300	Social Security - OASDI/Medicare	35,055
3400	Health & Welfare	98,000
3500	Unemployment Insurance	248
3600	Workers' Compensation	13,556
Total Staff Benefits		179,851
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4100	Text Books	1,000
4200	Books	5,000
4300	Instructional Supplies (Food & Kitchen Supplies)	300
4500	Non-Instruction Supplies	46,800
4700	Food Items/Catering	
Total Books, Supplies, and Materials		53,100
<u>OTHER OPERATING EXPENSES</u>		
5133	PSA Contract Services	
5150	Consultant Services	
5180	Indirect Cost	
5200	Travel, Conference, In-Service Training	500

5620	Maintenance Contracts	
5800	Other Services, Postage, Advertising	2,340
5850	Postage	
5892	Licenses	
5912	Hospitality	
<hr/>		
Total Other Operating Expenses		2,840
<hr/>		
Account		2009-2010
Number	Description	ADOPTED
<hr/>		
<u>CAPITAL OUTLAY</u>		
6400	Equipment	0
<hr/>		
Total Capital Outlay		0
<u>OTHER OUTGO</u>		
7600	Other Payments to/for Students	3,000
<hr/>		
Total Other Outgo		3,000
TOTAL EXPENDITURES / APPROPRIATIONS		757,500
TOTAL ENDING BALANCE / RESERVES		294,209
<hr/>		
GRAND TOTAL - EXPENDITURES /		
ENDING BALANCE / RESERVES		1,051,708
		<hr/> <hr/>

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

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

ENDING BALANCE / RESERVES

1,513,148

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

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

5139	Project Mgmt	
5150	Consultants Services	
5850	Postage	<u>0</u>
Other Operating Expenses		168,839
<u>CAPITAL OUTLAY</u>		
6200	Construction/Mgt	753,000
6204	Building Improvements/Upgrades	6,500,000
6211	Architect & Engineering	4,452,000
6212	Testing & Inspection	563,000
6254	Remodeling/Renovation	555,000
6413	New Equipment	880,000
6420	New Equipment	<u>0</u>
Total Capital Outlay		13,703,000
TOTAL EXPENDITURES / APPROPRIATIONS		13,871,839
NET ENDING BALANCE / RESERVES		<u>2,305,000</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>16,176,839</u></u>



2009-2010 ADOPTED BUDGET  
WORKERS' COMPENSATION FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,517
	Adjustments	
	NET BEGINNING BALANCE JULY 1	1,517
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest Income	
8890	Other Local Revenues	
Total Local Revenue		0
 <u>INCOMING TRANSFERS</u>		
8980	Interfund Transfer from General Fund	510,000
Total Incoming Transfers		510,000
TOTAL REVENUE - ALL SOURCES		510,000
TOTAL BEGINNING BALANCE AND REVENUE		511,517
 <u>EXPENDITURES / APPROPRIATIONS</u>		
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	4,400
5400	Insurance	495,600
5430	Liability	0
5454	Disability Insurance	0
5455	Insurance Deductible	0
5730	Self insurance Legal Fees	0
5730	Legal Fees	0
Total Contract Services and Operating Expenses		500,000
 <u>CAPITAL OUTLAY</u>		
6420	New Equipment	
Total Capital Outlay		0

	<u>OTHER OUTGO</u>	
7900	Reserve for Future Claims	<u>0</u>
	Total Other Outgo	0
	TOTAL EXPENDITURES / APPROPRIATIONS	<u>500,000</u>
	NET ENDING BALANCE / RESERVES	<u>11,517</u>
	GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES	<u><u>511,517</u></u>

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

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



**Appendix 13: CCCD 2007-08 Audit Findings Action Plan**

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

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

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-14	File supporting documents for all journal entries and financial adjustments for review.	Armstrong/ CBO	Completed
2007-15	Prepare Monthly reconciliations of all accruals and have reconciliations signed-off	Armstrong	Completed
2007-15	Analyze and prepare ageing schedule for all receivables and write-off invalid receivables	Armstrong/ CBO	Active
2007-16	Prepare an analysis of items in payroll liability account and write-off invalid amounts	Armstrong/ CBO	Completed
2007-16	Ensure Monthly closeout procedures have been completed	Ely	Completed
2007-17	ECC/CCC HR managers put in place a comparable salary schedule (In-Progress)	H.R. Managers	Completed
2007-18	Review access control to HRS and Payroll system and identify incompatible Duties	Internal Auditor	Completed
2007-19	Prepare monthly vacation accrual report for review by CBO	Armstrong/ Payroll Staff	Active
2007-19	Managers to start drawing down on vacation balances and manage staff vacation	CBO	Completed
2007-19	Manager enforces pre-approval of overtime requests.	CBO	Completed
2007-19	Implement the same vacation accruing reporting system as in ECC Payroll Reporting	CBO/James	Completed
2007-19	Establish control over vacation request and approval	CBO/James	Completed
2007-19	Establish time sheet controls to track vacation balance and maximum accrued vacation	CBO/James	Completed
2007-20	Recommendation to Special Trustee to setup a fraud hotline	CBO	Active
2007-20	Review, revise or update policies and procedures	CBO/CCCD Management	Active
2007-20	Establish a code of ethics for College Administrators	CBO/Special Trustee	Completed
2007-20	Procedure and Guidelines for Internal Audit Function	Internal Auditor/Special Trustee	Completed
2007-20	Board Policy on Internal Audit	Internal Auditor/Special Trustee	Active

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-21	All Categorical Program financial reports to be reviewed by Accounting Director and Signed off by CBO	Armstrong/ CBO	Completed
2007-21	Assign all Categorical Program Accounting responsibilities to a trained and dedicated staff	CBO	Completed
2007-22	Retain all certified documents on file for 6 years after termination of funding	Armstrong/ CBO	Completed
2007-22	Payroll Staff shall provide monthly payroll reports to Program Managers	Armstrong/ Payroll Staff	Completed
2007-22	On-going review to ensure that Program Administrators are in compliant	Internal Auditor	Completed
2007-22	Program Managers monthly, review and certify payroll and other expenditures charged to program	Program Administrators	Completed
2007-22	Implement a payroll certification procedure	Program Director	Completed
2007-22	Ensure that all certifications are signed and dated	Program Director	Completed
2007-23	Implement use of form for draw-down of funds through the e-payment system for Federal grants	Armstrong	Completed
2007-23	Grant Accountant prepares final reports for closeout of grants and year-end closing	Armstrong	Completed
2007-23	Grant Accountant to input requisitions for draw-down of funds	Armstrong/ CBO	Completed
2007-23	Grant authorization to Director of Accounting to draw-down funds	CBO	Completed
2007-23	Approval of closeout and year-end schedules for Federal Grants	CBO/Program Administrator	Completed
2007-23	Program Administrator gives final approval of requisition	Program Administrators	Completed
2007-24	Use existing checklist to check eligibility and approval of individuals on programs	Program Director	Completed
2007-25	Implement attendance tracking system for teachers rosters	Director of Admissions	Active
2007-26	All grants financial reports shall be reviewed and signed off	Armstrong	Completed
2007-26	All expense transfer requests must be supported by appropriate documentation.	Armstrong/ Grant Accountant	Completed



FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-26	All program expenditures for Federal grants shall be pre-approved by program administrator	Program Director	Completed
2007-27	Provide an amended CCFS-323 Report with the correct student enrollment fees for 2006-2007	Bursar/Ely	Completed
2007-27	Setup procedure to properly code revenue as earned or deferred (Year-end adjustments)	Ely/CBO/ Armstrong	Completed
2007-28	All sub accounts including grants shall be reconciled to the general ledger	Armstrong/ CBO	Completed
2007-28	Provide an amended Matriculation accounting Report that is reconciled to the general ledger	Armstrong/ Ely	Completed
	Total indicators 82	82	100.00%
	Completed 71		87.00%
	Total indicators Active 9		11.00%
	Inactive 2		2.00%



## **Appendix 14: 2009 ECC Staffing Plan**

### **EL CAMINO COLLEGE STAFFING PLAN**

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

### **STAFFING OVERVIEW**

#### **Staffing Levels**

El Camino College employs a well-qualified staff dedicated to meeting the needs of our students and our community. There are currently 336 full-time and 673 part-time faculty members. Thirty-eight full-time and 55 part-time faculty members are non-instructional serving as counselors, librarians, faculty program coordinators, and Health Center personnel. College management, office, technical, and grounds support functions are filled by 341 classified, 12 confidential, 19 police officers, 49 administrators, 22 supervisors, and 24 Special Services Professionals. Approximately 800 student, temporary classified, and casual employees provide additional office, classroom and lab assistance.

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

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

The College maintains a sufficient number of faculty members to offer quality programs and services. Historically the College has consistently met or exceeded the targeted 75:25 faculty obligation. The ratio of sections taught by full-time to part-time faculty for fall 2008 was 61:39. Although the College has consistently worked to improve the full-time faculty ratio by hiring additional faculty each year, the recent increase in enrollment has also increased the number of adjunct faculty.

## **Employee Categories**

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

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

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

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

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

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

## **EMPLOYEE RECRUITMENT AND SELECTION PROCESSES**

### **Faculty Prioritization Process**

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching

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

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

### **Administrative and Support Positions**

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

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

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

### **Recruitment Process**

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

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

### **Selection Process**

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

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

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

## **EMPLOYEE EVALUATION PROCESSES**

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

### **Academic Evaluations**

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

occur. The evaluation of part-time faculty members consists of the same components that are used for permanent faculty evaluations.

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

### **Child Development Teacher Evaluations**

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

### **Administrator and Supervisor Evaluations**

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

### **Classified Staff Evaluations**

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

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

## **STAFFING ISSUES**

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

### **Aging Work Force**

ECC will experience significant changes in mid and upper level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significantly high number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District's workforce is over 50 years of age.

### **Organizational Structure**

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

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

### **Staff Development**

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

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

### **Staffing Management**

The complexity of the current fiscal difficulties at the state level is impacting how the College responds to staffing requests. In previous economic downturns, hiring freezes were used as a means to save money and lessen the likelihood that permanent employees would be laid off. Since the current downturn is expected to be a three to four-year problem, we will not be able to solve the problem by attrition alone and without significant impact on services. In order to



minimize the disruption in key services, careful review of all staffing requests occurs at all levels. Alternatives are discussed including the possible elimination of certain services. Requests for increasing staff must be supported in both program reviews and annual plans.

### **PLANNING AGENDAS**

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



## Appendix 15: 2009 CEC Staffing Plan

### **EL CAMINO COLLEGE COMPTON CENTER STAFFING PLAN**

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

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

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

#### **Current Staffing Levels**

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

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

Despite the current budgetary uncertainty of California community Colleges, the Center is in the unique position of being able to use restoration/stabilization funding to increase its

apportionment. As enrollment at the Center recovers, staffing needs will increase, so planning is crucial to ensure the needs of the Center are being met.

**Hiring Procedures**

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

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

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

**Classification Study**

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

**Recruitments and Hirings**

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

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

## **Evaluation Processes**

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

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

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

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

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

## **Professional Development Opportunities**

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

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

Attachment: Annual Individual Faculty Development Plan

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

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



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

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

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

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

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

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

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

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

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

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

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

**Reference:**

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

El Camino College

Adopted: 4/16/01

Amended: July 20, 2009

Replaces Board Policy # 9240