Board Agenda
Compton Community College District

Tuesday, September 11, 2012
Closed Session to Commence at 5:00 p.m.
Open Session to Commence at 6:00 p.m.

DISTRICT BOARD ROOM
1111 E. Artesia Boulevard
Compton, California 90221

I. **Call to Order at 5:00 p.m.**

II. **Roll Call**
Mr. Thomas E. Henry, Special Trustee
Dr. Keith Curry, Interim CEO

III. **Approval of Closed Session Agenda**

IV. **Requests to Address the Board of Trustees – Closed Session Agenda Matters**

V. **Recess to Closed Session in accordance with the Ralph M. Brown Act (Government Code Sections 54950 and following) and Education Code Section 72122 to discuss or take action on the following items:**

    A. **CONFERENCE WITH LEGAL COUNSEL–ANTICIPATED LITIGATION:**
      1. Significant exposure to litigation pursuant to Subdivision (b) of Government Code Section 54956.9:
      (Eight Cases)

    B. *CONFERENCE WITH LEGAL COUNSEL - PENDING LITIGATION:*
      1. Conference with legal counsel--existing litigation (Subdivision (a) of Section 54956.9)
        a. Manzoor Ahmad vs. Compton Community College District

    C. **CONFERENCE WITH LABOR NEGOTIATORS PURSUANT TO GOVERNMENT CODE SECTION 54957.6:**
      1. Agency designated representative: Dr. Keith Curry, Interim CEO
      Employee organizations: Compton Community College Federation of Employees, Classified Employees Federation of Employees, Certificated Employees

VI. **Reconvene to Open Session at 6:00 p.m.**

VII. **Roll Call**
Mr. Thomas E. Henry, Special Trustee
Dr. Keith Curry, Interim CEO

VIII. The Pledge of Allegiance

IX. Oath of Office – Student Trustee

X. Report of Actions Taken in Closed Session Pursuant to Government Code Section 54957.1

XI. Approval of Open Session Agenda

XII. Requests to Address the Board of Trustees – Agenda/Non-Agenda Items

XIII. Approval of Minutes of August 21, 2012

XIV. Reports from Representatives and Employee Organizations
1. Faculty Representative Report – Jerome Evans
2. Classified Representative Report – Vacant
3. Academic Senate President Report – Michael Odanaka
4. CCCFE Certificated Employees Report – Toni Wasserberger
5. CCCFE Classified Employees Report – Joseph Lewis
6. Associated Student Body Report – Michawn Browning

XV. Presentations
2012-2013 Compton Community College District Budget

XVI. Public Hearing
2012-2013 Compton Community College District Budget

XVII. Adoption of the 2012-2013 Compton Community College District Budget

XVIII. Consent Agenda – Recommendation of Interim CEO
1. Administrative Services
   A. Purchase Orders

2. Human Resources
   A. Eligibility List
   B. Academic Employment and Personnel Changes
   C. Classified Employees
   D. Temporary Non-Classified Service Employees
   E. Revised Classification for Classified Position

XIX. Discussion/Action Items
1. Special Trustee
   A. Board of Trustees Meeting Dates
   B. Special Trustee Advisory Committee Bylaws
   C. Chief Executive Officer Search Timeline

D. Board Policy 2120, AR 2421

  2. Office of the Interim CEO
    A. Resolution No. 12/13- 09/11/12 - Resolution to Reinstate Classified Positions and to Offer Reemployment to Laid Off Classified Employees
    B. Facilities Management Memorandum of Understanding
    C. Ratification – Measure CC Bond Oversight Committee, New Member

  3. Administrative Services
    A. Agreements/Amendments/Ratifications
    B. Authorize Signature Resolution (LACOE)
    C. Budget Adjustments/Augmentations/Transfers 2011-2012
    D. Budget Adjustments/Augmentations/Transfers 2012-2013

XX. Information Items
  1. Office of the Interim CEO
    A. Redistricting Action Plan
    B. Board Presentations and Reports Schedule for 2012-2013
    C. Special Trustee Advisory Committee Meeting Dates
    D. Measure CC Bond Oversight Committee Meeting Dates

  2. Academic Affairs/Student Services
    A. El Camino College Student Learning Outcomes Report
    B. El Camino College Accreditation Follow-up Report

  3. Administrative Services
    A. AB 2910 Quarterly Financial Status Report
    B. Compton Community College District Five-Year Budget Assumptions

XXI. Oral Reports
  A. Compton Center
  B. Interim CEO Report
  C. Board of Trustees Report
  D. Special Trustee Report

XXII. Next regularly scheduled meeting date: October 16, 2012

Closed Session begins at 5:00 p.m.
Open Session begins at 6:00 p.m.

XXIII. Adjournment

Please note: If you would like a copy of any of the support documents/attachments, please contact Paula VanBrown at (310) 900-1600, Ext. 2001. Thank you!

COMPTON COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES
REGULAR MEETING

Tuesday, August 21, 2012

MINUTES

I. The Board of Trustees Meeting was called to order at 5:02 p.m.

II. Roll Call – Members Present
    Mr. Thomas Henry, Special Trustee
    Dr. Keith Curry, Interim Chief Executive Officer

III. Approval of Closed Session Agenda – **Approved**

IV. Requests to address the Board of Trustees – Closed Session Agenda Matters
    No Requests

V. Recess to Closed Session in accordance with the Ralph M. Brown Act (Government Code Sections 54950 and following) and Education Code Section 72122, at 5:02 p.m.

VI. Reconvene to Open Session of the Board of Trustees at 6:02 p.m.

VII. Roll Call – Members Present
    Lorraine Cervantes
    Charles Davis
    Deborah LeBlanc
    Andres Ramos
        Thomas Henry
        Keith Curry

VIII. Pledge of Allegiance

IX. Report of Actions Taken by Special Trustee:
    1) Item V.A. – The Special Trustee took the following actions: **The District approved and executed a Settlement Agreement with Elements Architecture relating to Elements provision of architectural services on the District's Music Building Project. Under the settlement the District will receive certain project documentation from Elements and the District will pay Elements $20,000.00 to resolve all claims the parties may have against one another relating to the District Music Building Project.**

    No other reportable action

X. Approval of Open Session Agenda – **Approved**

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

    1. Trustee LeBlanc – "Good Evening Board. I would just like to ask the – I notice here you have the first reading of the Facilities Memorandum of Understanding, if you could be sure to put certain citations and references in here where you say "El Camino will take primary responsibility", put that as a citation, where that authority is coming from, so that in future years to come people will know – be able to track it. We know now why things are as they are, but this is a document that needs to be able to stand the test of time. So be sure to put references in certain paragraphs where you're giving authority and responsibility.

       "My other major concern with the document, since it is a reading, is that it does give all authority to El Camino but leaves Compton legally responsible for all attorney fees, or anything pertaining to the capital outlay projects under this MOU and I think there should be some kind of caveat that says that, you know, if its, if the mistake is on El Camino's side or something that Compton is not completely responsible for, then we should not be held liable for it. So I would just like to ask that in for the final writing of this document that we just kind of clear it up and make it with much more clarity as we move forward.

       "And lastly, I saw that we spent, I think it was like $166,000 on legal fees this last month. I'm still waiting for a copy of the land title. I don't know how long it's going to take to get a copy of that document that shows the title of Compton Community College District. The request has been put in for over a year now. I understand the lawyers are working on it, but I hope that they will be able to provide the community with that information. Thank you."

    2. Trustee Cervantes – "Yes, I would like this to be verbatim. I am--I'm totally bent out of shape by the total disrespect and disregard for the elected officials that the people put here by putting us in the audience. The people wanted us to represent them and you are disrespecting that and I feel raped and violated by this process. And I will totally agree with President Deborah LeBlanc on her comments on this HMO, and I would like to have a legal opinion from the Attorney General, because I think it's illegal to allow outsiders to control our bond money. Now we were told, and I was on a bond committee, we had training and everything, and according to what I learned when I was on the bond committee for the school district is that that would be illegal. And again, I want to agree with her that they have all total responsibility to just taking over our money, taking over our property, taking over everything like gangbusters, like rebels, taking over this college and then if anything goes wrong we got to pay for it. We have already paid for too much stuff that they did not do right. That's why we're so far behind in getting our accreditation. So we want to make sure that you get a legal opinion about their ability to do this and I agree, again, with President LeBlanc. We need to -- What are they trying to hide? Why is there no deed to this property? We paid lawyers a whole gang of money and you mean they're not even smart enough to find out whose name is on the--the-- a property deed. In fact we need a whole trail from--back to 1927. Because they're showing 1950 something or something like that, that this property was transferred. Transferred, but from whom to whom. So we need a whole paper trail of that. The people of this community – this district where none of you live; nobody from El Camino lives – we need to know."

    3. Shirley Edwards, Director Child Development Center – Thanked the Board for the certificate sent in memory of her brother, Mr. Rudy Shields.

    4. Ryan King, former student – Announced the "Resurrected Life Award" event being held on September 20, 2012, which recognizes young men who have overcome life barriers.

    5. Nehasi Lee, student – Commented on Partnership MOU; meeting protocol

6. Trustee Charles Davis – "Good Evening to the Special Trustee, and to the people in the audience, Charles Davis, Board Member. I was just looking at the MOU that Dr. LeBlanc had spoke about, and going into it a little bit further detail, um – you know, El Camino has no liability in this agreement. All the liability instead goes to the Compton Community College District. And I make reference to the specific sub – when you go to item 5, Project Costs and Tracking, on page 28, go to sub F: 'Compton shall be responsible for any and all attorney's fees pertaining to the capital outlay projects under this MOU. Compton shall not unreasonably withhold such approval, and shall act in the best interest of the parties and the project. The bond money is about $13M and the rest of the money is coming from the state on these two or three projects we've got going. So El Camino has no financial liability or exposure or risk. It would seem to me, I'm looking a sub D here: Compton agrees that the State of California funding for management of the projects shall be retained by El Camino for payment to a construction management firm for its actions taken under in this MOU. How much money is that? That seems like that should, because I think that one of the consultants was over a hundred thousand– it seems like it puts our CEO and you, Special Trustee, at a disadvantage. Where is your oversight money going to come from? If the state is saying okay of this money we're allocating $3M for project management and El Camino gets it all then how would you manage your part of it? It just seems like it's not fair. Uh, uh, let me qualify what I'm – for over 30 years of being a citizen of Compton, I probably wrote probably 30% of the municipal laws for the city of Compton. I've read hundreds of contracts and I used to be a contract administrator for Hughes Aircraft back in the 60's when Afro-Americans weren't very --. There's no consideration given to Compton Community College District in this contract, um - just bear with me please. I'm looking at sub F on 5, where it talks about Compton shall be responsible for any and all unless there's negligence on the part of El Camino and/or the facilities management, people – companies that they're hiring, because the special--you Special Trustee and Chief Executive Officer had no control over that person because they worked for El Camino and all the monies are going to El Camino so you have no control over that person. If you see something should be different from what's happening, then they just go on and do it. It just seems the document is not a bad document, but there needs to be little bit more protection for our Special Trustee and our Chief Executive Officer in doing their management job because, uh, uh, uh, those are just a couple of things. Unfortunately, I've been out of town and she's been doing things. If we had braced a little we probably could have found some more problems. But I'm just sitting here and reading this, and there may be some other areas that you need to take a look at, because what it ends up happening is, these are our dollars and you pay consultants to develop all these projects, which I understand some of these people worked over at – are reporting to El Camino, but, but, it was on our dime. El Camino did a great job over at their school, with their construction and I would hope they do the same over here. I'm just saying, I'm just saying that, um, that the same guys that ran that project are the key management team over here. I'm just hoping that you would look at protecting yourself, and in protecting yourself you protect the school. In protecting themselves they protect the college; collegial and collaborative.

7. Gloria Fitts, student – Introduced herself as the new ASB Commissioner of Public Relations.

XII. Approval of Minutes of July 19, 2012 – **Approved**

XIII. Reports from Representatives and Employee Organizations
    A. Faculty Representative Report – Jerome Evans: On behalf of faculty, thanked the CEO for filling vacancies; pleased to have five new faculty members.

B. Classified Representative Report – (Position vacant)
C. Academic Senate President Report – Michael Odanaka: Also thanked administration for new faculty; commented on status of men of color in California education.
D. CCCFE Certificated Employees Report –Toni Wasserberger: Commented on new hires for this year, especially pleased with hiring 3 part-time faculty for full time.
E. CCCFE Classified Employees Report – Joseph Lewis: Absent
F. Associated Student Body Report – Michawn Browning: Absent
Miguel Quintero – Inquired about getting transportation from CEC to ECC. Reported on ASB training and orientation.

XIV. Presentations
1. Allied Health Building Renovation Project
Mr. Kaveh Amirdelfan, Architect, Principal of the DLR Group made presentation

XV. Approval of Consent Agenda – **Approved**
1. Administrative Services – **Approved**
A. Purchase Orders
2. Human Resources – **Approved (as revised)**
A. Management Team Personnel Actions
B. Academic Employment and Personnel Changes
Revisions: Item #4: Article IV, Section 9);
Salary Corrections - Item #5 – D. Cunningan-Class I, Step 1; Item #6 – S. Sim Drew-Class V, Step 1; Item #13- Health & Human Services – Add: Kimberly Harris, Cheryl Shigg, Saili Tuitasi; Delete: Margaret Ernaga);
C. Classified Employees
D. Temporary Non-Classified Service Employees

XVI. Discussion/Action Items
1. Office of the Interim CEO – **Approved**
A. Facilities Management Memorandum of Understanding
B. Ratification – Measure CC Bond Oversight Committee, New Member
2. Administrative Services – **Approved**
E. Agreements/Amendments/Ratifications
Agreements
1. **Community College League of California** - To provide training for locally elected governing boards.
2. **Eureka, the California Career Information System** – To provide licensing fees for career services to EOP&S/CARE students.
Amendments
1. **Los Angeles County Department of Health** – Tutoring/Mentor Program. Original agreement board approved on November 18, 2008.
2. **XAP Corporation** – To participate in an Online Electronic Admission Application System for the California Community College Systems known as CCCApply BOG Waiver Fee Application, Operated by XAP. Original agreement board approved on August 25, 2009.

Ratifications

1. **California State University Dominguez Hills** – To provide student real time practicum preceptor learning experiences for university students nearing the completion of the Human Services Nursing Degree at the university level.

2. **GST** - To provide certified engineers and field technicians to prepare and work on information technology projects and services with least impact to the District's current operations

   The Special Trustee asked if the elected board had any questions or comments relative to these agreements.
   Trustee LeBlanc responded: "We defer to the board"

F. District Participation in the 2013 Chancellor's Office Tax Offset Program (COTOP)

   The Special Trustee asked if the elected board had any questions or comments on item 2B.
   Trustee LeBlanc responded: "We defer to the board"

G. Ratification Approval to Solicit And Receive Bids

   The Special Trustee asked if the elected board had any questions or comments on item 2C.
   Trustee LeBlanc responded: "No"

H. Budget Adjustments/Augmentations/Transfers 2011-2012
I. Budget Adjustments/Augmentations/Transfers 2012-2013

   The Special Trustee asked if the elected board had any questions or comments on item 2D/E.
   Trustee LeBlanc responded: "No. We defer to the board"

J. Resolution to Approve the Continued Recording on the District's General Ledger the Unrestricted General Fund's Temporary Inter-Fund Borrowing from the General Obligation Bond Fund and the Capital Outlay Fund to Maintain Cash Flow

   The Special Trustee asked if the elected board had any questions or comments on item 2F.
   Trustee LeBlanc responded: "No"

K. Notice of Public Hearing – 2012-2013 Final Budget

   The Special Trustee asked if the elected board had any comments relative to the public hearing.
   Trustee LeBlanc responded: "No"

3. Facilities Planning and Development – **Approved**
   A. Emergency Resolution for Provision of Repairs of Music Building Y80 Classroom and Y-92 Office Floor Tiles

      The Special Trustee asked if the elected board had any questions or comments on item 3A.
      Trustee LeBlanc responded: "No. We defer to the board"

B. Approval Of 2014-2018 Five-Year Construction Plan

The Special Trustee asked if the elected board had any questions or comments on item 3B. Trustee LeBlanc responded: "It's already turned in."

XVII. Information Items
1. Office of the Interim CEO
   A. Redistricting Action Plan
   B. Board Presentations and Reports Schedule for 2012-2013
   C. Special Trustee Advisory Committee Meeting Dates
   D. Measure CC Bond Oversight Committee Meeting Dates
   E. Measure CC Bond Oversight Committee Meeting Minutes

2. Academic Affairs/Student Services
   C. El Camino College Compton Center FTES Goal and Actual 2011-2012

XVIII. Oral Reports
A. Compton Center Report:
   Ms. Barbara Perez, VP Compton Center reported on the New Hire Orientation held on August 21; Flex Day to be held on August 23, 24, 2012; New Student Orientation to be held on August 22, 2012, the FYE Program and the Fast Track Program.
B. Interim CEO Report:
   Dr. Curry thanked faculty, staff and administrators for their patience during construction. Thanked Trustee Ramos for his great work with the Lynwood CEO Roundtable; announced that the Carson Roundtable will be held next week; thanked Lt. Box for his diligent work on the smoking policy.

C. Trustee Reports:
   1. Trustee Ramos – Commented on the CEO's Roundtable held in Lynwood; thankful to Martina Rodriguez for her help in getting the community together; positive community feedback.
D. Special Trustee Report:
   Mr. Henry commented on the importance of locating the title to the District property; the Faculty Resolution presented to Chancellor Scott; and Lassen CCD accreditation concerns.

XXII. **Next regularly scheduled meeting:**   **Tuesday, September 11, 2012**
Closed session begins at 5:00 p.m.
Open session begins at 6:00 p.m.

XX1. **Meeting adjourned at 7:20 p.m. in memory of Mr. Rudy Shields, brother of Ms. Shirley Edwards, Director, Child Development.**

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Compton Community College District – 1111 East Artesia Boulevard -- Compton, California 90220

Agenda for the Compton Community College District Board of Trustees
from
Office of the Interim CEO
Dr. Keith Curry

XVI. **PUBLIC HEARING: 2012-2013 COMPTON COMMUNITY COLLEGE DISTRICT BUDGET**

It is recommended that the Special Trustee hold a public hearing on the 2012-2013 Compton Community College District Budget.

The 2012-2013 Compton Community College District Budget have been available since August 31, 2012 in the Office of the Interim CEO and on the district website at http://www.district.compton.edu/district_budget/index.asp

XVII. ADOPTION OF THE 2012-2013 COMPTON COMMUNITY COLLEGE DISTRICT BUDGET

It is recommended that the Special Trustee approve and adopt the 2012-2013 Compton Community College District Budget for the following funds: General Fund-Unrestricted, General Fund-Restricted, Line of Credit, Workers' Compensation, Child Development, Capital Outlay, General Obligation Bond, General Obligation Bond 2012C, Property and Liability Self-Insurance, Financial Aid, and Associated Student Body for the 2012-2013 fiscal year.

The 2012-2013 Compton Community College District Budget is posted on the Compton Community College District website: http://district.compton.edu/district_budget/index.asp, and is available in the Office of the Interim Chief Executive Officer.

Agenda for the Compton Community College District Board of Trustees
from
Office of the Interim CEO
Dr. Keith Curry

XVIII.   <u>CONSENT AGENDA</u> - Recommendation of Interim CEO

1. Administrative Services
   A. Purchase Orders

2. Human Resources
   A. Eligibility List
   B. Academic Employment and Personnel Changes
   C. Classified Employees
   D. Temporary Non-Classified Service Employees
   E. Revised Classification for Classified Position

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Felipe Lopez, CBO

1A. PURCHASE ORDERS AND BLANKET PURCHASE ORDERS FOR AUGUST 2012

Run Date	Compton Community College District
8/20/2012	BOARD OF TRUSTEES PURCHASE ORDER LISTING

Meeting Date: 09/11/2012

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

P.O. Number	Vendor Name	Site Name	Description	P.O. Cost
Fund 01	**Unrestricted-Compton Ed Center**			
P0600259	CI Solutions	Information Technology	Maintenance Contracts	$1,290.00
P0600271	Pulse Team Wear	Athletics	Non-Instruct Supplies	$1,596.45
P0600281	Ricoh	Div Offce-Student	Repairs Non-instructional	$900.00
P0600282	El Camino College	Financial Aid	Institutional Return of Funds	$738.00
P0600286	TAJ Office & School	Academic Affairs	General Office Supplies	$830.51
P0600288	Csmi Medical	Athletics	Non-Instruct Supplies	$543.76
P0600289	D & G Paving	Operations	Other Services and Expenses	$6,350.00
P0600349	L.A.C.O.E.	Human Resources	Other Services and Expenses	$1,897.20
P0600371	4IMPRINT.COM	First Year	Non-Instruct Supplies	$1,298.52
P0600386	Hollywood Carpet	Operations	Repairs Non-instructional	$3,720.00
P0600390	Pacific Flooring	Operations	Site Improvements	$900.00
P0600406	Office Solutions	Office of the CEO	Non-Instruct Supplies	$357.70
P0600407	Xerox Capital Services,	Copy Center	Printing	$2,473.60
P0600434	Hollywood Carpet	Operations	Repairs Non-instructional	$7,990.78
P0600437	Vizion Marketing	Student Recruitment	Printing	$1,359.38
P0600463	Us Equipment	Operations	Repairs Non-instructional	$815.00
		Fund 01 Total: 16		**$33,060.90**
Fund 10	**Restricted-Compton Ed Center**			
P0600427	Coast Party Rentals	BFAP Augmentation	Special Events-Direct Costs	$345.38
P0600435	Bev's Balloons,	Matriculation	Non-Instruct Supplies	$500.03
P0600436	Los Angeles County	Matriculation	Non-Instruct Supplies	$360.00
P0600438	Vizion Marketing	Matriculation	Printing	$543.75
P0600439	S&b Foods	Matriculation	Non-Instruct Supplies	$1,402.50
P0600440	Expressions to Wear	Matriculation	Non-Instruct Supplies	$1,467.86
P0600441	National Promotions &	Matriculation	Printing	$228.38
P0600464	Ahern Rentals	Parking-Student	New Equipment -	$11,288.24
		Fund 10 Total: 8		**$16,136.14**
Fund 46	**Bond Fund-Series 2012C-Compton**			
P0600356	Los Angeles County	Infrastructure Phase I	Permit Processing Fees	$2,184.00
		Fund 46 Total: 1		**$2,184.00**
Fund 60	**Workers' Comp - Compton Ed Ctr.**			
P0600348	Keenan & Associates	Human Resources	Insurance	$56,687.00
P0600350	SAWCX II	Human Resources	Insurance	$58,363.00

Board of Trustees Meeting – September 11, 2012

| | | Fund 60 Total: 2 | | $115,050.00 |

Fund 64   Property/Liability Ins-Compton

P0600287	Cccd Prop & Liab Trust	Human Resources	Insurance	$2,232.47
		Fund 64 Total: 1		**$2,232.47**
			PO Funds Total: 28	**$168,663.51**

Fund 01   Unrestricted-Compton Ed Center

B0610401	Rayvern Lighting	Operations	Other Services and Expenses	$10,000.00
B0610411	Grainger	Operations	Other Services and Expenses	$2,000.00
B0610412	Sonitrol	Operations	Contract Services	$1,000.00
B0610413	Security Concepts	Operations	Contract Services	$500.00
B0610414	Thyssenkrupp Elevator	Operations	Repairs Non-instructional	$4,000.00
B0610415	Thyssenkrupp Elevator	Operations	Contract Services	$8,000.00
B0610416	Cal's Burglar & Fire	Operations	Contract Services	$800.00
B0610417	California Air	Operations	Contract Services	$5,000.00
B0610418	New Horizons	Operations	Contract Services	$10,000.00
B0610421	Weatherproofing	Operations	Repairs Non-instructional	$14,000.00
B0610422	Waste Resources	Operations	Waste Disposal	$60,000.00
B0610423	Alta Environmental	Operations	Contract Services	$5,000.00
B0610424	Five Oaks Tree	Operations	Other Services and Expenses	$7,000.00
B0610425	Color Spot Nurseries	Operations	Custodial Supplies	$3,000.00
B0610426	Okada Nursery	Operations	Other Services and Expenses	$3,000.00
B0610427	Water Chemists Inc.	Operations	Other Services and Expenses	$3,600.00
B0610428	Water Chemists Inc.	Operations	Repairs Non-instructional	$2,059.00
B0610429	Abc Battery, Inc.	Operations	Other Services and Expenses	$2,000.00
B0610430	Aquatech Inc.	Operations	Other Services and Expenses	$5,000.00
B0610431	Aquatech Inc.	Operations	Other Services and Expenses	$2,000.00
B0610432	Walters Wholesale	Operations	Other Services and Expenses	$5,000.00
B0610433	Pro Sweepers	Operations	Other Services and Expenses	$3,000.00
B0610434	Marco Power	Operations	Repairs Non-instructional	$1,500.00
B0610435	Yamada Service Center	Operations	Custodial Supplies	$1,500.00
B0610436	Pep Boys	Operations	Repairs Non-instructional	$2,000.00
B0610437	Tomark Sports, Inc.	Operations	Other Services and Expenses	$12,000.00
B0610438	Bearcom	Operations	Other Services and Expenses	$1,000.00
B0610439	Bearcom	Operations	Repairs Non-instructional	$500.00
B0610440	Mb Painting	Operations	Other Services and Expenses	$5,000.00
B0610441	Mb Painting	Operations	Other Services and Expenses	$3,000.00
B0610442	Ricoh Americas	Fiscal Services	Maintenance Contracts	$15,000.00
B0610443	Cubesmart	Fiscal Services	Other Rentals	$3,800.00
B0610444	American Express	Fiscal Services	Other Services and Expenses	$3,000.00
B0610445	L.A. Security Storage	Fiscal Services	Other Rentals	$5,800.00
B0610446	Fedex	Fiscal Services	Other Services and Expenses	$4,000.00
B0610453	Horizon Mechanical	Operations	Contract Services	$2,000.00
B0610454	South Bay Document	Operations	Other Services and Expenses	$3,000.00
B0610488	Office Solutions	Operations	General Office Supplies	$3,500.00
B0610497	Simplex Grinnell	Operations	Contract Services	$20,000.00
B0610498	Stanley Convergent	Operations	Contract Services	$14,500.00
B0610499	United Parcel Services	Operations	Other Services and Expenses	$1,000.00
B0610500	Ahern Rentals	Operations	Other Services and Expenses	$5,000.00

B0610501	S and B Compton	Student Recruitment	Non-Instruct Supplies	$1,500.00
B0610502	T.A.J. Office & School	First Year	Non-Instruct Supplies	$2,000.00
B0610503	Verizon Wireless	Civic Center Division	Other Services and Expenses	$500.00
B0610504	United States Postal	Mailroom	Postage	$6,500.00
B0610505	Dugmore & Duncan	Operations	Repairs Parts and Supplies	$2,000.00
B0610537	Horizon Mechanical	Natural Sciences	Repairs Non-instructional	$5,000.00
B0610538	City of Long Beach	Operations	Water	$5,000.00
B0610539	Compton Municipal	Operations	Water	$65,000.00
B0610540	National Construction	Operations	Rents/ Leases And Repairs	$5,621.00
		Fund 01 Total: 51		**$356,180.00**

Fund 40   **Capital Outlay Fund-Compton Ed**

B0610404	LCC 3 Construction	Infrastructure Phase I	Testing & Inspection	$152,012.00
		Fund 40 Total: 1		**$152,012.00**

Fund 45   **Revenue Construct Bond - Compton**

B0610448	Leo A. Daly	MIS Building	Architecture & Engineering	$31,602.42
		Fund 45 Total: 1		**$31,602.42**

Fund 46   **Bond Fund-Series 2012C-Compton**

B0610457	C2 Reprographics	Infrastructure Phase I	Blue Printing-Construction	$3,000.00
B0610458	C2 Reprographics	Allied Health Bldg. -	Blue Printing-Construction	$3,000.00
		Fund 46 Total: 2		**$6,000.00**

Fund 60   **Workers' Comp - Compton Ed Ctr.**

B0610459	C. C. C. D.	Human Resources	Insurance	$186,879.00
		Fund 60 Total: 1		**$186,879.00**

		BPO Funds Total: 56	**$732,673.42**
		<u>**Grand Total POs and BPOs: 84**</u>	**$901,336.93**

2A. ELIGIBILITY LIST

Pursuant to Personnel Commission Rule 50.100.1, that the Special Trustee serving in the capacity of the Personnel Commission hereby approves the following Eligibility List:

Scheduling Specialist

Established: 08/22/12   Expires: 08/22/13

RANK	NAME
1.	Chua, Jennifer
2.	Wilkerson, Pamela
3.	Robertson, Tanya
4.	Paxton, Casey
5.	Alvarado, Nelly
6.	Garcia, Debra
7.	Arnold, Elicia
8.	Garrett, Sean
9.	Escotto, Jose

Budget Analyst

Established: 08/29/12   Expires: 08/29/13

RANK	NAME
1.	Ruiz, Armando
2.	Grace-Hall, Mary
3.	Gomez, Myra

2B. **ACADEMIC EMPLOYMENT AND PERSONNEL CHANGES**

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

1. Special assignment – Provide a $250 stipend for co-chairing the Administration of Justice review. Stipend due at completion of the review:
   a. Vincent Plair
2. Employment – Ms. Tracey McNeil, part time Head Women's Basketball Coach, Class III, Step 4, effective August 27, 2012 – June 30, 2013.
3. Employment – Mr. Sean Fernandes, part time Men's/Women's Track and Field Coach, Class II, Step 3, effective August 27, 2012 – June 30, 2013.
4. Employment – Ms. Maureen Bernal, part time Business Instructor, Class VI, Step 1, effective August 27, 2012 – June 30, 2013.
5. Employment – Mr. Thomas Lebon, part time Science Instructor, Class VI, Step 2, effective August 27, 2012 – June 30, 2013.
6. Employment – Ms. Laura Hinckley, part time Math Instructor, Class II, Step 1, effective August 27, 2012 – June 30, 2013.
7. Employment – Mr. Russell Reece, part time Math Instructor, Class V, Step 1, effective August 27, 2012 – June 30, 2013.
8. Employment – Mr. Gregory Scott, part time Math Instructor, Class III, Step 4, effective August 27, 2012 – June 30, 2013.
9. Employment – Mr. Francis J. Schulte, part-time Philosophy Instructor, Class III, Step 4, effective August 25, 2012-June 30, 2012.

2C. **CLASSIFIED EMPLOYEES:**

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

a) Employment

1. Ms. Jennifer Chua, Scheduling Specialist, Range 27, Step C, Academic Affairs, effective October 1, 2012.

2. Mr. Armando Ruiz, Budget Analyst, Range K, Step 6, Business Services, Administrative Affairs, effective November 1, 2012.

3. Resignation – Mr. Reynold Garcia, Categorically Funded Program Technician, Range 24, Step G, CalWorks, Student Affairs, effective September 14, 2012.

2D. **TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES:**

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

1. Christina Acoff, Student Worker V, Rate E, $16.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

2. Frank Aguilar, Student Worker I, Rate C, $8.50 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 13, 2012 through December 14, 2012, Financial Aid, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

3. Terri Anderson, Student Worker V, Rate E, $16.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 13, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

4. Juanita Cruz, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Strength Needs to Make a Placement Work; Roles, Rights and Responsibilities of a Foster/Kinship Care Provider; "What is Mental Health?"; Bonding and Attachment Issues, and Attention to Deficit Hyperactivity Disorder, and Oppositional Defiant Disorder.

5. Corey Davis, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 13, 2012 through December 14, 2012, Financial Aid, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

6. Kimberly Delgado, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 17, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

7. Jeffrey Douglas, Teacher Associate, $22.80 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 25, 2012 through December 14, 2012, English, Academic Affairs, not to exceed 120 days (NTE 35 hours per week).

8. Maria Esquivias, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

9. Shatesha Garner, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

10. Dina Galindo, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 17, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

11. Lee Gilbert, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Kinship Orientation, Being a Relative Caregiver, Kinship Guardianship Assistance Payment Program (Kin-Gap), and Department of Children and Family Services Discipline Policy.

12. Keahna Graddy, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

13. Shateo Griffin, Student Worker V, Rate E, $16.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

14. Demontray Hankins, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Being in Foster Care and The Run Away Project.

15. Jasmine Haynes, Student Worker III, Rate A, $11.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

16. Mildred Hillis, Professional Expert, $37.50 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Partnering for Permanence and Safety – Model Approach to Partnership in Parenting.

17. Keith Johnson, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Strength Needs to Make a Placement Work and Creating a New Vision in Today's Youth.

18. Brianna Johnston, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

19. Linda Jones, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Working with Children Courts, Kinship Orientation, Childhood Anxiety Disorder, Anger Pies and Understanding the Birth Parents.

20. Sandra Kaumaya, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Role, Rights and Responsibilities of a Foster/Kinship Care Provider, Children Bullying and Violence, Grief and Loss/Emotional Effects of Removal and Placement.

21. Bobbie Lanham, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Building Positive Self-Esteem and Attachment Issues.

22. Jose Lopez, Student Worker III, Rate A, $11.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

23. Aubrey Manuel, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: What is Assembly Bill 12; Culturally Competent Parenting; How to Create Structure, Consistency, and Consequence for Your Children, and Allegation are Real.

24. Reginald McCoy, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Adventures in Parenting, Conflict Resolution, Gangs Prevention and Transition Housing.

25. Delores Pace, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: "F" Rate Certification Pre-Services for Caregivers Who Choose to Care for Children with Special Medical Conditions.

26. Brenda Parks, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Record Keeping and Documentation, Role, Rights and Responsibilities of a Foster Care Provider, Education Issues in Foster Care, and "D" Rate Certification Pre-Services for Children Who Exhibit Severe Emotional and/or Behavioral Problems Who Can Benefit from Placement in a Family Home Setting.

27. Jose Pedroza, Student Worker I, Rate C, $8.50 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 13, 2012 through December 14, 2012, Financial Aid, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

28. Shanta Pittman, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

29. Sreekriti Raju, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

30. Salvador Rodriguez, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

31. Sandra Smith, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 20, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: 3 workshop series on Positive Parenting.

32. Lori Switanowski, Professional Expert, $37.50 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Partnering for Permanence and Safety-Model Approach to Partnership in Parenting.

33. Janette Tapia, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through June 30, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

34. Curtis Thomas, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Childhood Anxiety Disorders; Foster Care Anti-Discrimination Act (AB 458).

35. Jennifer Triplett, Teacher Associate, $22.80 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 25, 2012 through December 14, 2012, Humanities, Academic Affairs, not to exceed 120 days (NTE 30 hours per week).

36. Benjamin Tyler, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 27, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

37. Shelby White, Student Worker I, Rate E, $9.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

38. Cordel Williams, Student Worker III, Rate A, $11.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective August 28, 2012 through January 1, 2013, Outreach, Student Affairs, not to exceed 120 days (NTE 35 hours per week).

39. Frances Wright, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the following workshops: Positive Parenting Part 1,2,3, Child Growth and Development, Parenting the Child.

40. Cinthya Zavala-Guzman, Professional Expert, $40.00 per hour, Monday through Friday (days vary), hours between 8:00 a.m. to 8:00 p.m. (hours vary), effective September 12, 2012 through June 30, 2013, Foster Care Education, Student Affairs, not to exceed 120 days. To provide the required medical portion of the state mandated "F" Rate Certification class, which is designed for caregivers who choose to care for children with special medical conditions.

2E. <u>**REVISED CLASSIFICATION FOR CLASSIFIED POSITION:**</u>

It is requested that the Special Trustee approve the following revised classified job description:

- Adapted Computer Technology Specialist

SEPTEMBER 2012
FLSA: NON-EXEMPT
SALARY RANGE 25

ADAPTED COMPUTER TECHNOLOGY SPECIALIST

<u>DEFINITION</u>
Under general supervision, provides assistance in the use of adapted computer technology to disabled students; performs routine maintenance of computers; and performs related work as required.

<u>SUPERVISION RECEIVED AND EXERCISED</u>
Receives general supervision from the Director of SRC. Exercises no supervision of staff.

<u>CLASS CHARACTERISTICS</u>
This is a journey-level class responsible for assisting disabled students with learning, test taking, and other requirements through the provision of technical and computer-based tools and applications. Positions at this level receive only occasional instruction or assistance as new or unusual situations arise and are fully aware of the procedures and policies of the assigned function. Successful performance of the work requires the frequent use of tact, discretion, and independent judgment, knowledge of departmental and District activities, and extensive staff, public, and organizational contact.

<u>EXAMPLES OF ESSENTIAL FUNCTIONS</u> (Illustrative Only)
Management reserves the rights to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job.

- Serves as primary contact person within computer labs for situations relating directly to assistive technology.
- Trains and provides on-going support for students with disabilities to use adapted computer technology.
- Evaluates the functional limitations of students' current adapted computer technology; recommends software that supports student education plans; and tracks individual student progress under the direction of a certificated staff member.
- Provides assistance to students with disabilities regarding testing accommodation, equipment demonstration and loans, alternate media and notetaking or other support as approved by certificated staff.
- Conducts workshops for students/faculty on using various technologies as well as assistance with applications, registration and MYECC as needed.
- Prepares recommendations regarding system enhancements, including purchase of computer systems, associate peripherals, software, and assistive technologies.

- Performs diagnostic maintenance and repair functions on computer systems, networks, associated peripherals, software, and assistive technologies.
- Installs and configures specialized hardware and/or software systems and maintains operations and procedures for LAN/WAN software relating to adapted computer technology.
- Monitors lab usage and prepares various activity reports on a regular basis.
- Interacts with Information Technology Services and college faculty in providing assistive access technologies in the mainstreamed classroom.
- Maintains knowledge of current trends and developments in computer fields.
- Assists in the development and implementation of goals, objectives, and priorities for the High Tech Center.
- Attends in-service training and staff meeting as required
- Performs other duties as assigned.

QUALIFICATIONS
Knowledge of:
- College-level adaptive computer technology and current trends.
- Working knowledge of the Americans with Disabilities Act.
- Methods and techniques in assisting students in the use of adaptive computer technology.
- Strong Windows skills to include batch files, hard disk configuration and recovery programs; Word Processing, Database and Spreadsheet programs.
- Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned area of responsibility.
- Principles and practices of data collection and report preparation.
- Recordkeeping principles and procedures.
- English usage, spelling, vocabulary, grammar, and punctuation.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, various socio-economic and ethnic groups.

Ability to:
- Use, configure, and maintain Windows NT, Local Area Networks, and adapted computer technology hardware and software and provide assistive technical support throughout campus.
- Troubleshoot, diagnose, and solve hardware and software incompatibility associated with the use of assistive computer technologies and refer for vendor servicing when appropriate.
- Instruct students with a variety of disabilities on the proper usage of PC's and software.
- Participate in the development and implementation of goals for the High Tech Center.
- Analyze and evaluate information processing problems, plans, procedures, and requirements and adopt an effective course of action.
- Apply new developments in the field of adapted technology and information systems processing related to the High Tech Center.
- Conduct student surveys and studies.
- Plan, prepare, and conduct in-service training classes for students with disabilities and faculty.
- Compose correspondence and reports independently or from brief instructions.
- Make accurate mathematical, financial, and statistical computations.

- Establish and maintain a variety of filing, recordkeeping, and tracking systems.
- Organize day-to-day operations of the High tech Center: prioritize a variety of projects and multiple tasks in an effective and timely manner; organize own work, set priorities, and meet critical time deadlines.
- Use English effectively to communicate in person, over the telephone, and in writing.
- Use tact, initiative, prudence, and independent judgment within general policy and legal guidelines and maintain confidentiality in sensitive situations.
- Establish, maintain, and foster positive and harmonious working relationships with those contacted in the course of work.

Education and Experience:
Any combination of training and experience that would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:
Equivalent to graduation from an accredited four-year college or university with major coursework in adaptive computer technology or a related field and three (3) years of responsible experience related to the operation, diagnostic, and basic repairs of computers.

Licenses and Certifications:
None

PHYSICAL DEMANDS
Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing in and walking between work areas is required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 50 pounds.

ENVIRONMENTAL ELEMENTS
Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with upset staff and/or public and private representatives in interpreting and enforcing departmental policies and procedures.

Agenda for the Compton Community College District Board of Trustees
from
Office of the Interim CEO
Dr. Keith Curry

XIX.   **DISCUSSION/ACTION ITEMS**
1. Special Trustee
   A. Board of Trustees Meeting Dates
   B. Special Trustee Advisory Committee Bylaws
   C. Chief Executive Officer Search Timeline
   D. Board Policy 2120, AR 2421

2. Office of the Interim CEO
   A. Resolution No. 12/13- 09/11/12 - Resolution to Reinstate Classified Positions and to Offer Reemployment to Laid Off Classified Employees
   B. Facilities Management Memorandum of Understanding
   C. Ratification – Measure CC Bond Oversight Committee, New Member

3. Administrative Services
   A. Agreements/Amendments/Ratifications
   B. Authorize Signature Resolution (LACOE)
   C. Budget Adjustments/Augmentations/Transfers 2011-2012
   D. Budget Adjustments/Augmentations/Transfers 2012-2013

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

1A.   BOARD OF TRUSTEES MEETING DATES

It is recommended that the Special Trustee discuss the scheduled Board of Trustees Meeting Dates for October 2012- June 2013.

<u>**Board of Trustees Regularly Scheduled Meeting Dates - 2012-2013**</u>

Tuesday, October 16, 2012	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, November 13, 2012	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, December 11, 2012	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, January 15, 2013	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, February 19, 2013	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, March 19, 2013	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, April 16, 2013	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, May 21, 2013	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)
Tuesday, June 18, 2013	5:00 p.m. (Closed Session) 6:00 p.m. (Open Session)

1B.   SPECIAL TRUSTEE ADVISORY COMMITTEE BYLAWS

It is recommended that the Special Trustee approves the Special Trustee Advisory Committee Bylaws.

COMPTON COMMUNITY COLLEGE DISTRICT
SPECIAL TRUSTEE ADVISORY COMMITTEE

I. Role of the Special Trustee Advisory Committee:

A. The Special Trustee Advisory Committee of the Compton Community College District is organized exclusively to advise the Special Trustee with respect to the management of the Compton Community College District.

B. To carry out its role, the Special Trustee Advisory Committee may:

1. Receive copies of audits, reports, surveys and similar materials, or summaries of such documents;

2. Examine existing and proposed District policies in order to provide the Special Trustee with comments about the desirability and effectiveness from a community perspective;

3. Engage in study sessions, workshops and similar activities to learn about policy matters affecting California Community Colleges in general and the Compton Community College District in particular; and

4. With the assent of, and in conjunction with the Special Trustee and elected Board of Trustees, sponsor activities or events aimed at enhancing community awareness of and support for the District and the El Camino College Compton Center.

II. Members:

A. The Special Trustee Advisory Committee shall consist of at least seven members appointed by the Special Trustee of the Compton Community College District;

B. The membership may include residents of the communities served by Compton Community College District and any other outside experts deemed appropriate by the Special Trustee.

C. Four of the members may be residents of the Compton Community College District.

D. One member may be a current or former community college educator.

E. One member may be enrolled as a student at the El Camino College Compton Center and active in the associated students' organization or another bona fide student group.

III. Length of Membership and Removal from Membership

A. Members of the Special Trustee Advisory Committee shall serve for an initial term of two years. At the conclusion of two years, members may be reappointed for a one year term. There is no limit on the number of one-year reappointments.

B. Members serve at the pleasure of the Special Trustee and may be removed at any time at the sole discretion of the Special Trustee.

IV. Officers and Meetings:

A. The Special Trustee Advisory Committee shall elect its own Chairperson. The Chairperson shall preside at all meetings and, in consultation with the CEO and Special Trustee, develop the agenda for each of the meetings.

B. The Special Trustee Advisory Committee may elect a Vice Chairperson.

C. The Special Trustee Advisory Committee shall meet at least quarterly, but it may meet more often if additional meetings are deemed advisable by the Special Trustee.

D. A quorum of the Special Trustee Advisory Committee shall consist of any four members. Or quorum of the full membership if the membership is greater than 7.

E. All meetings of the Special Trustee Advisory Committee shall be open to the public.

F. Minutes of the proceedings of the Special Trustee Advisory Committee and all documents received and reports issued shall be a matter of public record. The Special Trustee Advisory Committee shall ensure that the public has appropriate access to those materials.

V. Miscellaneous Provisions:

A. The Special Trustee Advisory Committee is advisory committee to the Special Trustee. It is not a legal entity separate from the Compton Community College District, and does not have any legal capacity independent of the District.

B. Information provided by the Special Trustee or the District's staff to one member of the Special Trustee Advisory Committee shall be provided to all members of the Special Trustee Advisory Committee in accordance with the directions of the Special Trustee or his/her designee.

C. No individual member shall have the authority to act or speak for the Special Trustee Advisory Committee or proceed in any other manner, unless the CEO and special Trustee along with the Special Trustee Advisory Committee has, by majority vote, given the member express authority to do so. Each member, however, retains the right to communicate with the Special Trustee as an individual.

D. The Compton Community College District has a duty to defend and indemnify volunteers acting within the course and scope of their volunteer duties. In the event of litigation naming the Special Trustee Advisory Committee or its individual members, the District shall provide counsel for its individual members, with the qualification that the District may decline to defend and indemnify any member if his/her alleged wrongful actions were not within the course and scope of his/her duties as a member, or were the result of fraud, malice or actual corruption.

1C.   CHIEF EXECUTIVE OFFICER SEARCH TIMELINE

It is recommended the Special Trustee discuss the draft Chief Executive Officer Search Timeline.

COMPTON COMMUNITY COLLEGE DISTRICT
TIMELINE FOR CEO SEARCH

June 2012
- Approval of CEO position description by the Special Trustee

September 2012
- Identify search committee membership

October 2012
- First search committee meeting
- Discuss application and interview process
- Provide initial position announcement to search committee for review and input
- Search Committee training

November 2012
- Announce position

January 2013
- Application submittal deadline
- Schedule additional committee meetings
- Determine Screening criteria
- Paper screening of applications
- Select applicants to be interviewed

February 2013
- Special Trustee and Superintendent /President of El Camino College will review applicant pool to determine if size of the pool is adequate.
- Interview candidates
- Select finalists

March 2013
- Campus Forum(s) for finalists
- Interview for finalists
- Selection of candidate by Search Committee
- Special Trustee and Superintendent/Presidentof El Camino College concur on selected candidate.

April 2013
April 16, 2013-Appointment of CEO

1D. BOARD POLICY 2420, ADMINISTRATIVE REGULATION 2421

It is recommended the Special Trustee discuss Board Policy 2420 – Chief Executive Officer Selection; and Administrative Regulation 2421 – Chief Executive Officer/Provost Selection.

BP 2420 CEO/Provost Selection   **Issued: November 17, 2009**

Reference:
> Accreditation Standard IV.B.1, IV.B.I.j.
> Title 5, Sections 53000, et seq.

In the case of a CEO/Provost vacancy during the partnership between El Camino and Compton Community College Districts, the selection process shall be followed as jointly agreed upon by the Special Trustee of Compton Community College District and the Superintendent/President of El Camino Community College District.

Applicable Administrative Regulation:
> AR 2421   CEO/Provost Selection Process

AR 2421   CEO/Provost Selection Process

The following is agreed upon by the Special Trustee of the Compton Community College District and the Superintendent/President of the El Camino Community College District:

I. *Search Committee Establishment:* To initiate the search, the Special Trustee and the Superintendent/President will establish a search committee consisting of:

A. Two administrators, one employed by Compton (who will chair the committee) and one employed by El Camino.

B. Five faculty members nominated as follows:
   1. two by the Compton Senate;
   2. one (who is an employee of El Camino) by the El Camino Senate; and
   3. two by the faculty unit of the Federation.

C. Two classified employees, one nominated by the classified unit of the Federation, and one unrepresented classified employee nominated by a vote of his or her peers.

D. Two students enrolled at the Center nominated by the Associated Student Body.

E. One community representative nominated by the Board of Advisors.

F. One Equal Employment Opportunity Representative, who shall be a non-voting member of the committee.

II. *Search Committee Meetings and Training:* At the first meeting of the Search Committee (or as soon thereafter as feasible) the Special Trustee and the Superintendent/President will meet with the Search Committee to give the committee its charge, review expectations about the search process and its goals, and present the committee with an initial draft of a position announcement. The search consultant and the Equal Employment Opportunity Representative will also ensure that the committee receives appropriate training about topics like the following:

A. The District's and the Center's commitment to equal opportunity, diversity, and student success
B. The search and selection process
C. The role of the Search Committee and the responsibilities of its members
D. Development of screening criteria
E. Writing effective interview questions
F. The role of the Equal Employment Opportunity Representative
G. Reference checking
H. Confidentiality

AR 2421   CEO/Provost Selection Process   ISSUED: November 17, 2009
                                                               REVISED:

III. *Search Committee Obligations:* It is the obligation of the Search Committee to evaluate each candidate fully, impartially, and only in terms of the qualifications applicable to the position and identified in the position announcement. Furthermore, each member of the Search Committee has a responsibility to protect the integrity and confidentiality of the process. Breaching the confidentiality of the process is serious offense that risks harming candidates as well as the reputation of the Center and the District. Under some circumstances, an individual who divulges confidential information could also be held personally liable for damages.

IV. *Position Announcement:* With the assistance of the search consultant, the Search Committee will review the draft position announcement presented to it by the Special Trustee and the Superintendent/President. To the extent it deems appropriate, the Committee will propose revisions to the draft for final approval by the Special Trustee and the Superintendent/President.

V. **Candidate Recruitment**

   A.   The Search Committee will, as requested by the search consultant, assist in efforts to recruit a strong and diverse pool of candidates, and will review the application materials of all eligible candidates who apply or are nominated for the position.

   B.   After reviewing the pool, the Special Trustee and the Superintendent/President may require additional recruitment to expand the pool before interviews are commenced.

   C.   Once the Special Trustee and the Superintendent/President determine the size of the pool is adequate, the Committee will interview those candidates who most closely meet the qualifications, desirable skills, attributes and other personal and professional characteristics described in the position announcement.

VI. *Candidate List:* Following the interviews, the Search Committee will consider information from preliminary background and reference checks and recommend a list of unranked candidates as finalists to the Special Trustee and the Superintendent/President. The expectation is that the Search Committee will recommend at least three, but no more than five, finalists for the position.

VII. *Visitations:* If it is feasible, and if they determine it would be worthwhile, the Special Trustee and the Superintendent/President may assign a small group to visit the institutions at which finalists currently work for the purpose of inquiring further into their background and experience. The Special Trustee and the Superintendent/President may also commission or conduct any other additional background checks they deem appropriate.

AR 2421 CEO/Provost Selection Process	**ISSUED:** November 17, 2009
	REVISED:

VIII. ***Search Termination:*** The Special Trustee and the Superintendent/President may terminate the search process at anytime or elect not to hire any candidate.

IX. ***Candidate Appointment:*** Once the Special Trustee of Compton Community College District and the Superintendent/President of El Camino Community College District concur on the selection of a candidate to be retained as CEO/Provost, he or she shall be appointed as District Chief Executive Officer (CEO) by Compton and as Provost of the El Camino College Compton Center by El Camino.

Reference:
Board of Trustees Policy: BP 2420

Agenda for the Compton Community College District Board of Trustees
from
Office of the Interim CEO
Dr. Keith Curry

2A. RESOLUTION NO. 12/13- 09/11/12 - RESOLUTION TO REINSTATE CLASSIFIED POSITIONS AND TO OFFER REEMPLOYMENT TO LAID OFF CLASSIFIED EMPLOYEES

It is recommended that the Special Trustee approves Resolution No. 12/13- 09/11/12 - Resolution to Reinstate Classified Positions and to Offer Reemployment to Laid Off Classified Employees

WHEREAS, the Special Trustee of the Compton Community College District took action on July 19, 2012, to eliminate positions in the classified service because of lack of funds, and to lay off classified employees serving in the affected positions in the classified service because of lack of funds.

WHEREAS, the Special Trustee finds and determines that it is necessary to reinstate, effective September 8, 2012, the following classified positions that were eliminated:

Classification	Number of Full Time Equivalent (F.T.E.) Positions
Categorically Funded Program Specialist	3

WHEREAS, the Special Trustee finds and determines that the classified employees who were laid off from the reinstated positions in the classified service have a preferential right to reemployment and must be offered reemployment in the reinstated positions in preference to new applicants, pursuant to Education Code section 88117.

NOW THEREFORE, BE IT RESOLVED that the following positions in the classified service be reinstated effective September 8, 2012:

Classification	Number of Full Time Equivalent (F.T.E.) Positions
Categorically Funded Program Specialist	3

BE IT FURTHER RESOLVED that Administration offer reemployment in the reinstated positions in the classified service to the classified employees who were laid off from the positions in preference to new applicants.

Action taken on September 11, 2012, by the Special Trustee of the Compton Community College District.

_____   _____
Thomas E. Henry, Special Trustee   Date

2B. FACILITIES MANAGEMENT MEMORANDUM OF UNDERSTANDING

It is recommended that the Special Trustee approves the Facilities Management Memorandum of Understanding.

FACILITIES MANAGEMENT MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is made and entered into this ___th day of _____ in the year 2012, by and between the COMPTON COMMUNITY COLLEGE DISTRICT (hereinafter referred to as "Compton") and the "EL CAMINO COMMUNITY COLLEGE DISTRICT" (hereinafter referred to as "El Camino" and collectively, as the "Parties").

WHEREAS, the State of California has approved a Capital Outlay Project to the El Camino Community College District, El Camino College Compton Center for "Infrastructure Replacement Phase 1" in the total amount of approximately $37,714,000. Approximately $31,180,000 will be from the State of California and approximately $6,534,000 from Compton Local Bond Funds (Measure CC);

WHEREAS, the State of California has approved a Capital Outlay Project to the El Camino Community College District, El Camino College Compton Center for "Infrastructure Replacement Phase 2" in the total amount of approximately $19,498,000. Approximately $17,248,000 will be from the State of California and approximately $2,250,000 from Compton Local Bond Funds (Measure CC);

WHEREAS, the State of California has approved a Capital Outlay Project to the El Camino Community College District, El Camino College Compton Center for "Allied Health Renovation" in the total amount of approximately $ 13,270,000. Approximately $8,946,000 will be from State of California and approximately $4,324,000 from Compton Local Bond Funds (Measure CC). Note: all approved Capital Outlay Plan projects cited in the above Recitals shall be individually referred to as "Project" and collectively referred to as "Projects";

WHEREAS, since the State of California Department of Finance requires the Capital Outlay Projects approved for Compton to be in the name of El Camino for the Projects to be constructed on Compton's property, the Parties would like to set forth each Party's rights and responsibilities for the Projects in this MOU; Capital Outlay Project bid awards require approval by Compton, El Camino, Chancellor's Office and Department of Finance. The State of California will adjust these numbers at various stages of the project.

WHEREAS, the Parties agree to commit to a collaborative process where each Party will provide input and recommendations to be considered in earnest by the other Party, with the Parties working together to make collaborative decisions for the benefit of the Projects;

WHEREAS, the Parties agree that El Camino will take primary responsibility to manage the design, construction, State of California funding issues, and related activities necessary to complete the Projects, and Compton will take primary responsibility for local financing (Measure CC), and provide oversight and approvals as necessary;

WHEREAS, when El Camino and Compton are required to review or approve any items necessary to complete the Projects, each shall do so in a timely manner as to not delay progress or completion of the Projects, and any approvals shall not be unreasonably withheld, and,

WHEREAS, the parties wish to use the provisons of this MOU as a model for future projects of a similar nature.

NOW, THEREFORE, the Parties hereto agree as follows:

1. No Transfer or Waiver of Rights. Nothing in this Agreement shall be construed as Compton transferring or waiving to El Camino or any other party, any rights whatsoever to any property, fixtures, equipment, facilities etc. related to the Projects. All rights or title to any property (real, personal or others) shall be retained by Compton unless otherwise expressly agreed to in writing by Compton.

2. Term. The term of this MOU shall be from approval of this MOU by ECCCD Governing Board of Trustees and CCCD's Special Trustee until final completion of all Projects, or as modified in writing and signed by both Parties.

3. Funding/ Financial Responsibilities.
   A. El Camino and its consultants shall maintain books and records of revenue received and expenses incurred to complete planning, design, bidding and construction of the Projects. Personnel or its consultants utilized by El Camino to perform accounting and related functions under this Agreement shall be skilled, trained and experienced in maintaining accounting books and records relating to design, bidding and construction of public works projects. Accounting books and records developed and maintained by El Camino hereunder shall be: (i) consistent with generally accepted accounting principles applied in a consistent manner; (ii) El Camino policies; and (iii) available at all times to the District for inspection, review or reproduction. Accounting books and records maintained by El Camino College shall be in accordance with District policies and requirements. Additionally, the Program Manager shall assist with audit preparation.
      1. El Camino and its consultants shall maintain records of expenditures incurred to complete planning, design, bidding and construction of the Projects. Records of expenditures must incorporate functions required by the El Camino including without limitation, sorting expenditures by the following: (i) per Project; (ii) per Project year- to- date; (iii) cumulative per Project; (iv) Projects year-to-date; and (v) by categories of expenditures.
      2. El Camino shall have the authority to take such action as is reasonably necessary to insure that State funds are legally and properly expended.

   B. Compton shall have responsibility for all local (including Measure CC) financial commitments related to the Projects, including the payment of appropriate professional consultants or other third parties necessary to plan, design, construct and complete the Projects including, but not limited to, architects, engineers, contractors, etc. (collectively, "Consultants" and/or "Vendors"). Compton shall be responsible to maintain proper cash flow

   for projects. Compton shall provide timely payments to all consultants' and/or vendors associated with these projects. Compton shall have the authority to take such action as is reasonably necessary to insure that its local bond funds are legally and properly expended.

C. The Parties shall cooperate and provide each other all necessary information and documents to properly and timely submit Capital Outlay Reimbursement Claims to the State of California related to the Projects. El Camino shall review, approve and submit any such Claims prior to submittal to the State of California for reimbursement.

D. El Camino shall ensure timely disbursement of all received funds from the State of California related to the Projects less the amounts received for payments related to 3 A. a. The Parties agree to provide each other a detailed accounting of all State of California Funds associated with the Projects and such accounting records shall be presented to the other Party on a monthly basis or other regular basis reasonably requested by the other Party.

4. <u>Budgets.</u> El Camino shall develop budgets for the Projects based on the amounts approved by the State of California in the Capital Outlay Plans. This information shall be made available to Compton for review and approval. El Camino shall update all budgets for the Projects on a regular basis, or as necessary, which shall contain, to the extent possible, real-time information including the following:
   A. Original/ approved budget vs. current budget
   B. Original/ approved budget vs. amounts spent/ committed/ projected
   C. List of all funding sources and amounts
   D. Budget and contract growth analysis
   E. Contract schedule growth analysis
   F. Contract percentage spent analysis

5. <u>Project Costs and Tracking.</u> El Camino shall monitor and track all costs to ensure such costs are within the approved budgets for the Projects. This information shall be made available to Compton for review and approval. El Camino shall update all costs related to the Projects on at least a monthly basis, or as necessary, which shall contain, to the extent possible, real-time information including:
   A. Cost status by budget category: budgets, contracts, proposed changes, change orders, amounts paid to date, projected costs to complete vs. budget variances and requests for information ("RFI's").
   B. Contracts: original contract amounts, change orders, current contract amounts, proposed changes and approved payments. Any changes to contracts prepared by El Camino shall be made available to Compton for review and approval.
   C. Payment requests/invoices: amounts requested, approved, retention, amounts paid and dates paid, amounts received and dates received.
   D. Compton agrees that the State of California funding for management of the projects shall be retained by El Camino for payment to a construction management firm for its actions undertaken in this MOU.
   E. Compton shall provide, at no cost to El Camino, sufficient space, supplies, and equipment to enable El Camino to manage the El Camino projects constructed on the Compton property, including sufficient onsite trailer space and communication hookups such as telephone, computer, and the like.
   F. Compton shall be responsible for any and all attorney's fees pertaining to the capital outlay projects under this MOU. Compton shall not unreasonably withhold such approval, and shall act in the best interest of the parties and the project.

Compton shall have the authority to review all monthly payment applications related to the Projects.

6. Project Accounting. The Parties agree to cooperate and coordinate accounting formats and procedures for the Projects that are compatible and consistent with each Party's existing accounting requirements, as well as those of the Los Angeles County Office of Education.

7. Schedules. El Camino shall prepare a master schedule for all Projects, as well as individual schedules for each Project, for review and approval by Compton. El Camino shall update the master and Project schedules on a regular basis, or as necessary, which shall contain, to the extent possible, real-time information including: major Project milestones, schedule for design, construction and close-out of Projects. El Camino shall provide all scheduling updates to Compton in a timely manner.

8. Monthly Reports. El Camino shall prepare monthly status reports including updates and information as required in this MOU related to the budgets, costs, schedules and safety issues for the Projects. These reports shall be provided to Compton for review in a timely manner.

9. Consultants and Contracts. Except for program managers, construction managers or project managers which shall be the sole responsibility of El Camino, Compton shall contract with appropriate professional Consultants necessary to plan, design, construct and complete the Projects. Both Compton and El Camino shall have joint authority to approve all Consultants under contract with El Camino or Compton related to the Projects. If the Parties cannot agree on the selection of a particular Consultant, the Chancellor of the California Community Colleges decision will govern.

10. Bidding and Construction. El Camino shall prepare bid documents for construction of the Projects. If Compton elects to prequalify any Consultants related to the Projects, El Camino shall approve such process for prequalification.

11. Documents. Compton shall be provided clearance and access to review all relevant Project documents, except to the extent any such information or documents are protected by any applicable privileges or not subject to disclosure under applicable laws. If there are any documents that are only available as a hard copy or not available in an electronic format, El Camino will provide hard copies of such documents to Compton and Compton will provide hard copies of such documents to El Camino.

12. Insurance. Until completion of all Projects, El Camino and Compton shall either be self-insured or maintain workers' compensation and comprehensive liability insurance providing coverage for public liability, automobile liability, bodily injury and property damage. El Camino shall require all Consultants performing work or providing services for the Projects to be properly insured and obtain the required bonds. All Consultant contracts entered into by El Camino for the Projects shall include a requirement that Compton be named as an additional insured on all policies and that any indemnity/hold harmless provisions include El Camino as an express named indemnitee.

13. Indemnity.
    A. El Camino shall, to the extent permitted by law, indemnify, defend, and hold harmless Compton, its officers, agents and employees, from all actions, claims or liabilities for any injury, death, damage, or loss to person or property, that arise in any manner from the acts or omissions of El Camino, its officers, agents and employees in the performance of this MOU, including, but not limited to, all actions, claims or liabilities arising or connected in any way with El Camino's actions taken pursuant to this MOU.

B. Compton shall, to the extent permitted by law, indemnify, defend, and hold harmless El Camino, its officers, agents and employees, from all actions, claims or liabilities for any injury, death, damage, or loss to person or property, that arise in any manner from the acts or omissions of Compton, its officers, agents and employees in the performance of this MOU, including, but not limited to, all actions, claims or liabilities arising or connected in any way with Compton's actions taken pursuant to this MOU.

C. The provisions of indemnity set forth in this Section shall not be construed to obligate a party to pay any liability including, but not limited to, punitive damages, which by law would be contrary to public policy or otherwise unlawful.

14. Collaborative Process. The Parties will endeavor to make decisions related to the Projects in a collaborative manner after considering each Party's input and recommendations. If there are any differing opinions or conflicts between the Parties related to how the Projects should be completed, a meeting with the Compton Chief Executive Officer or his/her designee and the El Camino Vice President of Administrative Services or his/her designee shall be held. The parties shall establish a joint facilities management team, co-chaired by the El Camino Vice President of Administrative Services and the Compton Chief Executive Officer or his/her designee. The team shall meet on a regular basis, generally monthly. If the Parties cannot agree, the Chancellor of the California Community Colleges decision will govern.

15. Entire Agreement. This MOU contains the entire agreement between the Parties with respect to the matters covered hereby, and supersedes all prior agreements, written or oral, between the Parties. No other agreement, or promise made by any Party not contained herein shall be binding or valid. This MOU shall be construed as one document and all of the agreements herein are in exchange for and in consideration of the commitments of each and all of the Parties herein as set out above. This MOU may be amended only by a writing signed by the Parties.

16. Enforceability. Should any provision of this MOU be declared or determined by any court of competent jurisdiction to be illegal, invalid, or unenforceable, the legality, validity, and enforceability of the remaining parts, terms, or provisions shall not be affected thereby and said illegal, unenforceable, or invalid part, term, or provision shall be deemed not to be part of this MOU. This MOU shall be construed, determined and enforced in accordance with the laws of the State of California of California with venue in Los Angeles County, California.

17. Construction. The Parties agree that each Party has been represented by counsel; that counsel for each Party has reviewed this MOU; and that any rules of construction to the effect that ambiguities are to be resolved against the drafting Party shall not apply in any interpretation of this MOU or any amendments or exhibits thereto.

18. Attorneys' Fees. In the event of a dispute under this MOU, each Party shall bear its own attorneys' fees and costs.

19. Assignment. No Party shall assign this MOU or any right or privilege any Party might have under this MOU without the prior mutual written consent of all Parties hereto.

20. Effect of Recitals. The Recitals herein are deemed true and correct, are hereby incorporated into this MOU as though fully set forth herein, and the Parties acknowledge and agree that they are each bound by the same.

21. <u>Conflicts of Interest</u>. No director, officer, official, representative, agent, or employee of any Party shall have any financial interest, direct or indirect, in this MOU.

22. <u>Cooperation</u>. The Parties acknowledge that it may be necessary to execute documents other than those specifically referred to herein in order to complete the objectives and requirements that are set out in this MOU. The Parties hereby agree to cooperate with each other by executing such other documents or taking such other actions as may be reasonably necessary to complete the objectives and requirements set forth herein in accordance with the intent of the Parties as evidenced in this MOU.

23. <u>Third Party Beneficiaries</u>. Nothing in this MOU shall be construed to confer any rights upon any party not signatory to this MOU.

24. <u>Counterparts</u>. This MOU may be executed in any number of counterparts, each of which shall be deemed an original and all of which shall constitute together one and the same instrument.

The Parties, through their authorized representatives, have executed this MOU as of the day and year first written above.

Compton Community College District: El Camino Community College District:

_____   _____
Tom Henry Special Trustee   Thomas M. Fallo Superintendent/President

_____   _____
Date   Date

I have reviewed this Memorandum of Understanding and concur with its terms. I also confirm that the Special Trustee has the power to sign it and, acting in accordance with the authority I have granted him under the law, to bind Compton Community College District to the terms set forth in the agreement.

_____
Jack Scott, Chancellor
California Community Colleges

_____
Date

1C. RATIFICATION – MEASURE CC BOND OVERSIGHT COMMITTEE, NEW MEMBER

It is recommended that the Special Trustee appoint the following individual to serve on the Measure CC Bond Citizens' Oversight Committee.

<u>**COMMUNITY AT-LARGE REPRESENTATIVE**</u>

<u>**MR. ANTHONY YANES, 2-YEAR TERM**</u>

Mr. Anthony Yanes , a long-time resident of Paramount, currently serves as the Director of After School Unlimited Learning Center in the city of Paramount. Mr. Yanes worked for over nine years in the analysis of financial data for a consulting firm. Mr. Yanes holds a Master's Degree in Business Administration and also Master's Degree in Education.

3A.   AGREEMENTS/ AMENDMENT

AGREEMENTS

1.   **CONSULTANT:**   **COMPTON WORKSOURCE CENTER, OPERATED BY COMMUITY CAREER DEVELOPMENT, INC. (CCD)**

    SERVICES: To provide general relief opportunities to work (grow) program sponsored by the County Office of Education that allows interns to be placed and trained at various agencies to acquire necessary and valuable skills they will need for employment on a regular job. Their participation will assist the CDC with required adult child ratios

    REQUESTING DEPT: HEALTH & HUMAN SERVICES/CHILD DEVELOPMENT

    FUNDING: GENERAL FUND UNRESTRICTED

    DATES: 09/11/12 – 06/30/13

    NTE: No cost to the District

2.   **CONSULTANT:**   **NORTH STATE ENVIRONMENTAL**

    SERVICES: To provide removal and disposal of hazardous waste

    REQUESTING DEPT: MAINTENANCE & OPERATIONS

    FUNDING: GENERAL FUND UNRESTRICTED

    DATES: 09/11/12 – 06/30/13

    NTE: $19,370.97

3.   **CONSULTANT:**   **PACIFIC FLOOR COMPANY, INC.**

    SERVICES: To prepare damages to the gymnasium floor/refurbishment

    REQUESTING DEPT: MAINTENANCE & OPERATIONS

    FUNDING: GENERAL FUND UNRESTRICTED

    DATES: 09/11/12 – 06/30/13

    NTE: $44,111.00

AMENDMENT

1.   **CONSULTANT:**   **FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES**

    SERVICES: Original agreement board approved on September 13, 2011, this is the first amendment to this agreement. This amendment will amend the following Sections and subsection as follows: Section 2 "Duties of District as Grantee" subsection 2.01; Section 3

"Terms of Grant" subsection 3.01; Section 4 "Grant Amounts and Payments" subsections 4.01, 4.04c, and 4.05; Section 5 "Agreement Revisions and Level of YESS-ILP Student Enrollment" subsections 5.01 and 5.02; Section 6 "Reports" subsection 6.03; and Section 15 "Non-Discrimination and Affirmative Action." To provide grant funding, fiscal management, and accountability for the Youth Empowerment Strategies for Success-Independent Living Program (YESS-ILP)

REQUESTING DEPT: OUTREACH AND RELATIONS WITH SCHOOLS
FUNDING: GRANT
DATES: 07/01/11 – 06/30/13
NTE: $22,500.00 - **REVENUE**

B. RATIFICATION

1. **CONSULTANT:** **CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS**
   SERVICES: To lease the fields at CSUDH for games and practices
   REQUESTING DEPT: ATHLETICS
   FUNDING: STUDENT AFFAIRS
   DATES: 08/11/12 – 11/09/12
   NTE: $6,360.30

2. **CONSULTANT:** **CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS**
   SERVICES: To provide student real time practicum preceptor learning experiences for university students nearing the completion of the Child Development Degree at the university level. The benefits and connectivity between assisting students ready to achieve their Baccalaureate, Masters or Ph.D. preparedness presents a relation which allows the collaborative flowing of qualified students to move into the continued education framework and/or employment of qualified mentored individuals and student referrals
   REQUESTING DEPT: HEALTH & HUMAN SERVICES/CHILD DEVELOPMENT
   FUNDING: GENERAL FUND UNRESTRICTED
   DATES: 08/06/12 – 08/06/13
   NTE: No cost to the District

3. **CONSULTANT:** **EL CAMINO COMMUNITY COLLEGE DISTRICT**
   SERVICES: To provide coordination of interpreting and real-time captioning services for deaf and hard-of-hearing students and track related costs and expenses including technical assistance with accommodations as requested
   REQUESTING DEPT: STUDENT AFFAIRS
   FUNDING: DSPS
   DATES: 07/01/12 – 06/30/13
   NTE: $20,000.00

3B. AUTHORIZE SIGNATURE RESOLUTION (LACOE)

ISSUE

The purpose of this item is to authorize a revised Signature Resolution for the period of August 28, 2012 to June 30, 2013.

BACKGROUND

The governing board of each school district and community college district is required to hold an annual organizational meeting.

RECOMMENDATION

It is recommended that the Special Trustee Authorize the following District employees to endorse Notices of Employment and Orders for Salary Payment, Commercial Payments, Contracts, Purchase Orders and Revolving Cash funds for the period of September 11, 2012 to June 30, 2013.

Thomas E. Henry, Special Trustee
Dr. Keith Curry, Interim Chief Executive Officer
Felipe Lopez, Chief Business Officer
Reuben James, Director of Fiscal Affairs
Benjamin Torres, Director of Accounting

3C. BUDGET ADJUSTMENTS/AUGMENTATIONS/TRANSFERS

It is recommended that the Special Trustee approve or ratify the following adjustments, augmentations, and transfers. The adjustments do not adversely affect the total District budget.

FISCAL YEAR 2011-2012
1. General Fund – Unrestricted
2. General Obligation Bond Fund

1. General Fund - Unrestricted

Expenditures:

-FROM-

Major Object	Description	Amount
4XXX	Employee Benefits	$ 6,650.00
5XXX	Other Operating Expenses and Services	200.00
		$ 13,250.00

-TO-

Major Object	Description	Amount
4XXX	Supplies and Materials	$ 600.00
5XXX	Other Operating Expenses and Services	12,650.00
		$ 13,250.00
Summary Total		$ 0.00

Total Transfer - $13,250.00

Summary of Transfers:
Funds to pay year-end invoices transferred to supplies and other operating expenses.

2. General Obligation Bond Fund

Expenditures:

-FROM-

Major Object	Description	Amount
5XXX	Other Operating Services and Expenses	$ 14,140.00

-TO-

Major Object	Description	Amount
6XXX	Capital Outlay	$ 14,140.00

| **Summary Total** | | $ 0.00 |

Total Transfer - $14,140.00

Summary of Transfers:
$14,140 transferred from Other Operating Services and Expenses holding account to Capital Outlay to provide funds for outstanding construction project invoices.

3D.   BUDGET ADJUSTMENTS/AUGMENTATIONS/TRANSFERS

It is recommended that the Special Trustee approve or ratify the following adjustments, augmentations, and transfers. The adjustments do not adversely affect the total District budget.

FISCAL YEAR 2012-2013

1.   General Fund – Unrestricted
2.   General Obligation Bond Fund
3.   Bond Fund Series 2012C

1.   General Fund – Unrestricted

Expenditures:

-FROM-

Major Object	Description	Amount
4XXX	Supplies and Materials	$ 200.00

-TO-

Major Object	Description	Amount
5XXX	Other Operating Expenses and Services	$ 200.00

Summary Total   **$ 0.00**

Total Transfer Amount - $200.00

Summary of Transfers:
Funds transferred for CACCRAO Membership

2.   General Obligation Bond Fund

-FROM-

Expenditures:

Major Object	Description	Amount
5XXX	Other Operating Expenses and Services Holding	$ 10,000.00

-TO-

Major Object	Description	Amount
5XXX	Other Operating Expenses and Services	$ 10,000.00

Summary Total $ 0.00

Total Transfer - $10,000.00

Summary of Transfers:
Funds transferred from Other Operating Expenses and Services Holding account to Other Operating Expenses and Services for advertising and printing expenses for the Learning Resource Center project and Music Building renovation project invoices.

3. Bond Fund Series 2012C

-FROM-

Expenditures:

Major Object	Description	Amount
5XXX	Other Operating Expenses and Services Holding	$ 1,404,972.10

-TO-

Major Object	Description	Amount
5XXX	Other Operating Expenses and Services	$ 1,002,184.00
6XXX	Capital Outlay	402,788.10
		$ 1,404,972.10

Summary Total $ 0.00

Total Transfer - $1,404,972.10

Summary of Transfers:
Funds from Other Operating Expenses and Services Holding account to Other Operating Expenses and Services and Capital Outlay to allocate budgets for Infrastructure Phase I, Restroom Modernization, Allied Health Building Renovation projects.

Agenda for the Compton Community College District Board of Trustees
from
Office of the Interim CEO
Dr. Keith Curry

XX. **INFORMATION ITEMS**
1. Office of the Interim CEO
    A. Redistricting Action Plan
    B. Board Presentations and Reports Schedule for 2012-2013
    C. Special Trustee Advisory Committee Meeting Dates
    D. Measure CC Bond Oversight Committee Meeting Dates

2. Academic Affairs/Student Services
    A. El Camino College Student Learning Outcomes Report
    B. El Camino College Accreditation Follow-up Report

3. Administrative Services
    A. AB 2910 Quarterly Financial Status Report
    B. Compton Community College District Five-Year Budget Assumptions

1A. 2011-2012 REDISTRICTING ACTION PLAN - INFORMATIONAL ITEM

It is recommended that the Special Trustee receives for information the 2011-2012 Redistricting Action Plan.

REDISTRICTING ACTION PLAN

September 2011
1. Host Redistricting Workshops on September 14, 15, 17, 2011.

October 2011
1. Provide draft plans with options for Trustee Areas and ask for public input.
2. Post trustee areas with proposed boundaries outlined for public review online and make printed copies available in the Office of the Interim CEO. Section available on website for public to post questions/comments.
3. Place legal advertisement in the local newspapers announcing the Redistricting November public hearing. Publicize via news releases to media lists, including local, state, federal elected officials, school district boards and superintendents and chambers of commerce; also publicize on Compton District website and Compton Center Facebook and Twitter accounts.

November 2011
1. Redistricting overview by Mapping Consultants at November 15, 2011 Board meeting.
2. Special Trustee holds first public hearing at November board meeting.
3. CEO establishes a Redistricting committee. The committee will gather input and provide the strengths and weakness of each map to the Special Trustee relative to the District boundaries.

December 2011
1. Deadline for potential applicants for the Redistricting committee to submit their resume and cover letter to the Interim CEO office. Publicize via CEO outreach to groups and organizations throughout the District; news releases, website, Facebook and Twitter.

January 2012
1. Special Trustee approves the names of individuals selected to the Redistricting committee at the January 2012 board meeting.

February 2012
1. Redistricting committee holds first meeting to develop an outreach/information plan, with assistance from District staff. Publicize via news releases, website, Facebook and Twitter.
2. Redistricting Committee holds second meeting on Thursday, February 23, 2012 from 9:30 a.m. - 11:00 a.m. in the Compton District Boardroom.
3. Place legal advertisement in the local newspapers announcing the Wednesday, March 21, 2012 Redistricting public hearing. Publicize via CEO outreach to groups and organizations throughout the District; news releases, website, Facebook and Twitter.

March 2012
1. Special Trustee holds second Redistricting public hearing on Wednesday, March 21, 2012 at 6:00 p.m. in the Compton District boardroom.

2. Redistricting Committee holds third meeting on Thursday, March 22, 2012 from 9:30 a.m. - 11:00 a.m. in the Compton District Boardroom.

April 2012
1. Redistricting committee holds fourth meeting on Thursday, April 5, 2012 from 9:30 a.m. - 11:00 a.m. in the Compton District Boardroom. Redistricting committee forwards the strengths and weakness of each of the proposed maps to the Special Trustee. Publicize via news releases, website, Facebook and Twitter.
2. Redistricting committee strengths and weakness to each of the proposed maps are reviewed at the April 2012 board meeting.
3. Place legal advertisement in the local newspapers announcing the May 2012 Redistricting Public Hearing. Publicize via CEO outreach to groups and organizations throughout the District; news releases, website, Facebook and Twitter.

May 2012
1. Special Trustee holds third public hearing at May board meeting
2. Special Trustee adopts, by resolution or ordinance, new Trustee election areas.
3. Submit waiver for Amending Trustee Elections to the Board of Governors for the July 2012 meeting.

July 2012
1. Receive approval from Board of Governors.

September 2012
1. Submit new Trustee Areas to the Los Angeles County Recorder's office prior to October 15, 2012 deadline.

November 2013
1. New Compton Community College District Trustee areas are effective for the November 2013 elections.

1B. BOARD PRESENTATIONS AND REPORTS SCHEDULE 2012-2013 - INFORMATIONAL ITEM

It is recommended that the Special Trustee receives for information the Board Presentations and Reports Schedule 2012-2013.

MONTH	PRESENTATION	REPORT
July 2012	Compton Center Accreditation Status Report	Comprehensive Master Plan
August 2012	Facilities Presentation: Allied Health Building Project	Notice of Public Hearing FTES Compton Center
September 2012	**2012-2013 Compton Community College District Budget**	Quarterly Fiscal Status Report Redistricting Status Report Budget Adoption
October 2012	CEC Program Review & Planning Student Success Task Force	Facilities Update **Faculty/Staff Professional Development**
November 2012	Special Trustee's Advisory Committee **Financial Aid**	Accreditation Update
December 2012	Foundation for Compton Community College District	Quarterly Fiscal Status Report FTES Compton Center
January 2013	Measure CC Bond Oversight Committee Student Success	Annual Fact Book
February 2013	2011-2012 CCCD Financial Audit Report	2012-2013 Budget Status Report
March 2013	2011-2012 Measure CC General Obligation Bond Audit Report	FTES Compton Center Success & Retention
April 2013	Facilities Presentation: Capital Projects 2013-2014 Budget Planning Proposal	Measure CC Bond Oversight Committee
May 2013	Accountability Reporting for the Community Colleges (ARCC)	Accreditation Update
June 2013	Student Learning Outcomes	Tentative Budget Quarterly Fiscal Status Report

Rev. 8.30.2012

1C. SPECIAL TRUSTEE'S ADVISORY COMMITTEE MEETING DATES

It is recommended that the Special Trustee receives for information the Special Trustee's Advisory Committee Meeting Dates - Revised

Tuesday, October 30, 2012 @ 6:30 p.m.

Tuesday, December 18, 2012 @ 6:30 p.m.

1D. MEASURE CC BOND OVERSIGHT COMMITTEE MEETING DATES

It is recommended that the Special Trustee receives for information the Measure CC Bond Oversight Committee meeting dates and times. All committee meetings will be held in the District Board Room.

Thursday, September 27, 2012 @ 5:00 p.m.

Thursday, November 29, 2012 @ 5:00 p.m.

Thursday, February 28, 2013 @ 5:00 p.m.

Thursday, April 25, 2013 @ 5:00 p.m.

Thursday, June 27, 2013 @ 5:00 p.m.

2A. EL CAMINO COLLEGE STUDENT LEARNING OUTCOMES REPORT

It is recommended the Special Trustee receives for information the El Camino College's Status Report on Student Learning Outcomes Implementation, which is in response to requirements from the Accrediting Commission for Community and Junior Colleges. The report covers the areas of Assessment of Courses, Proficiency Rubric Statement, Self-Assessment on Level of Implementation, the Table of Evidence, and is shown below.

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

a. Submit the report form by email to the ACCJC (accjc@accjc.org); **and**

b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

Date of Report: August 20, 2012

Institution's Name: El Camino College

Name and Title of Individual Completing Report: Francisco Arce

Telephone Number and E-mail Address: (310) 660-3119; fmarce@elcamino.edu

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Thomas M. Fallo   Signature: <u>Thomas M. Fallo</u>
(e-signature permitted)

PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement
Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOS DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): <u>1074</u>
   b. Number of college courses with defined Student Learning Outcomes: <u>1074</u>
      Percentage of total: <u>100%</u>
   c. Number of college courses with ongoing assessment of learning outcomes: <u>594</u>
      Percentage of total: <u>55%</u>

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): <u>60</u>

b. Number of college programs with defined Student Learning Outcomes: <u>60</u>;
    Percentage of total: <u>100%</u>

c. Number of college programs with ongoing assessment of learning outcomes: <u>59</u>;
    Percentage of total: <u>98%</u>

3. Student Learning and Support Activities
    a. Total number of student learning and support activities (as college has identified or grouped
        them for SLO implementation): <u>24</u>

    b. Number of student learning and support activities with defined Student Learning Outcomes: <u>24</u>;
        Percentage of total: <u>100%</u>

    c. Number of student learning and support activities with ongoing assessment of learning
        outcomes: <u>20</u>; Percentage of total: <u>84%</u>

4. Institutional Learning Outcomes
    a. Total number of institutional Student Learning Outcomes defined: <u>6</u>
    b. Number of institutional learning outcomes with ongoing assessment: <u>3</u>

PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

As of spring 2012, the College and the Compton Center have jointly assessed three of the six core competencies: Communication and Comprehension (fall 2010), Critical, Creative, and Analytical Thinking (spring 2011), and Professional and Personal Growth (spring 2012) (Appendix 1.E., 1F.). The remaining core competencies, Community and Collaboration, Information and Technology Literacy, and Content Knowledge will be assessed fall 2012, spring 2013, and fall 2013, respectively. The assessments will repeat starting in fall 2014 in accordance with the established four-year cycle (Appendix 1.A.).

All academic programs at the College have SLOs in place. All courses have at least one SLO with course-level authentic assessments occurring regularly. As of June 2012, approximately 55% of all courses have been assessed; included in this figure are courses with several outcomes which have been assessed multiple times. Program-level SLOs are assessed on a timeline that aligns with the program review cycle four year cycle (Appendix 1.G.). Program reviews include a section on SLOs and assessment results. Faculty summarize and analyzes the recommended and implemented changes resulting from course and program level SLO assessment (Appendix 1.B.). As described in the ECC planning model (Appendix 1.D.), SLO assessment data is used for program review, which then drives recommendations for annual planning and budgeting, which is how resources are allocated.

There are a total of 24 unique Student Services programs identified between ECC and CEC (Appendix 1.C.). All programs have at least one SLO in place; included in this figure are programs with several outcomes which have been assessed multiple times.

PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

EXAMPLES OF EVIDENCE: Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

SLOs are widely discussed across campus: in division and department meetings, the Assessment of Learning Committee (ALC), the Academic Senate, campus SLO summits, Flex day workshops and presentations, SLO facilitator meetings, deans meetings, department meetings, and SLO team meetings (Appendix 2.A-C., 2.H-J.). For example, within the Art and Math departments, there are frequent discussions of all aspects of student learning assessment in an attempt to increase effectiveness and participation by faculty (Appendix 2.D., 2.G.). At the Center, Flex days were devoted to SLO-related in spring 2011 and 2012 where faculty developed classroom strategies that would be implemented based on assessment results (Appendix 2.E.).

The college has six core competencies (institutional outcomes) that are assessed in a four year cycle (Appendix 1.A). The assessment results have been shared with the campus via summits, Flex day presentations, newsletters, and presentations to different campus committees, including Academic Senate and the Faculty Development Committee (Appendix 2.F.). In spring 2012 the ALC created a SLO video that discusses the importance of assessments and the link between SLOs, program review, planning and budgeting (Appendix 3.G.). The video is posted on the SLO webpage.

Regarding Student Services programs, institutional dialogue takes place regularly through department and division meetings (Appendix 2.K.), the joint Student and Community Advancement Student Learning Outcomes Committee (Appendix 2.L.), multiple workshops and trainings (Appendix 2.M.), and presentations to the CEC Board of Trustees. Student Services SLO assessment data and results are shared through Plan Builder and Program Review (Appendix 2.N.).

PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

EXAMPLES OF EVIDENCE: Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE

SLOs are a critical component of program reviews. SLO coordinators participate in the review process and provide guidance and feedback specifically on the SLO section of the report. Program reviews include thoughtful discussions about improving instructional methods, adjusting assessment tools, clarifying assignments or assessments to better reflect the desired outcome (Appendix 1.B.). Program reviews suggesting changes and improvements via additional resources have these recommendations added to annual plans in Plan Builder, the College's planning software (Appendix 3.E., 3.H.). The

recommendations are discussed among faculty, prioritized, then forwarded on to the division level for potential funding and implementation. Starting spring 2012, all program reviews begin in the spring semester and end in the fall semester, to align with the college's planning and budgeting cycle (Appendix 3.B.). This allows programs to have their recommendations ready to input into their annual plan. This change has increased awareness of the correlation between SLOs, program review, planning and budgeting (Appendix 1.A.).

At Compton, SLO reports from several academic programs suggested more tutoring and writing workshops are necessary (Appendix 3.D.). As a result, an Instructional Specialist was hired in Spring 2012 to lead in the Center's tutoring and related academic support. (Appendix 3.F.)

All Student Services program SLOs strengthen institution-wide practices by addressing barriers to student persistence, retention and completion to support and improve student learning (Appendix 3.I., 3.C. and 3.A.).

PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

EXAMPLES OF EVIDENCE: Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE

The college's organizational structure supports and facilitates authentic dialogue of SLOs and assessments. Assessment of student learning is coordinated by SLO coordinators, SLO division facilitators, and the Assessment of Learning Committee (Appendix 4.C., 4.D.). In spring 2012, the Academic Senate established a Vice President of Instructional Effectiveness position to facilitate communication between the Academic Senate, the Assessment of Learning Committee and serve as the co-chair of the Academic Program Review Committee.

For example, the Scientific Method SLO for Biology concluded that the students need a greater degree of practice using lab equipment, technology and supplies. The 2012-13 plan asked for budget increases to help with the identified needs (Appendix 4.A.).

The Proficiency with Instrumentation SLO for the pre-allied health courses noted the students in some classes are having difficulty properly adjusting microscopes because the equipment is in need of repair. The 2012-13 plan requests funding to purchase new microscopes (Appendix 4.B.).

In the Childhood Education program, faculty uses SLO data to refine assignments, promote and improve student learning and the overall quality of the program. Faculty collaborate on assignments to ensure consistency among instructors (Appendix 4.F.).

Based on their English 80 SLO assessment, the faculty determined that a new exit exam was (Appendix 4.G.). They applied for a Foundation iGrant and plan to develop an exit exam that accurately assesses their students' level of skill (Appendix 4.E.).

Student Services programs annually identify, assess, evaluate and complete the SLO cycle to fine-tune program activities and services for students. These results are shared through the institutional planning process, ensuring appropriate resource allocation.

PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE

CurricUNET serves as the College's online SLO management and reporting system. The campus fully implemented CurricUNET in Spring 2012 to input course and program level SLOs and assessments. The SLO coordinators created a manual and conducted several campus-wide trainings in late fall 2011 and early spring 2012 for faculty and staff (Appendix 5.A.).

CurricUNET uses a standard reporting format that includes an SLO statement, the assessment tool and the rubric used to measure the outcomes (Appendix 5.B.). The results of each assessment are documented in a narrative form that discusses the findings of the assessment. The final part of the assessment involves faculty reflection which enables faculty to make recommendations on improvements for the next assessment cycle. CurricUNET provides a location for faculty to exchange thoughts about student learning results and improvement ideas. The implementation has helped improve campus-wide understanding and communication of the SLO assessment process. Faculty receive an email when a change has been made or assessment report has been submitted. This communication encourages faculty discussions regarding outcomes and assessment results.

Another benefit of CurricUNET is that it is a relational database that also integrates with program review reports. SLO data is automatically populated into the program review module for reference when faculty reflects on program success or areas to improve during program review.

Currently, all Student Services programs are transitioning to CurricUNET. For the past several years a Word document template was used to create SLO statements, assessments and reports which were then posted online (Appendix 5.C., 5.D., 5.E., 5.F., 5.G. and 5.H.).

PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

EXAMPLES OF EVIDENCE: Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE

The College has six core competencies (institutional outcomes): Communication and Comprehension, Critical, Creative, and Analytical Thinking, and Professional and Personal Growth, Community and Collaboration, Information and Technology Literacy, and Content Knowledge. During Spring Flex Day 2010, the college faculty mapped their courses and programs to the College's core competencies. Using a scale of 1-4, (1=least important and 4=very important) faculty were asked to rate how strongly each core competency was related to the program and each course within the program (Appendix 6.A., 6.F., 6.G.). This alignment activity has allowed the college easy access to the hierarchical data when needed. For example, the College has been able to assess the first three core competencies by focusing on courses that are "very important" to the core competency. In addition, faculty who teach courses that were rated a "4" were invited to participate in the design, assessment, and reflection of the fourth core competency.

All course level SLOs are also aligned with program level SLOs. Each division has documented their course to program alignments (Appendix 6.B., 6.C., 6.D.). These alignments are stored in CurricUNET and are included in assessment reports. Faculty are continuously fine-tuning their alignments to ensure they are accurate and appropriate. For example, the Art program-level SLO has been rephrased to better align with the institutional core competencies. As a result, most of course-level outcomes have also been rewritten to ensure clarity and alignment with the core competencies and the program-level outcome (Appendix 6.E.).

PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.
Standards: I.B.5; II.A.6; II.A.6.a; II.B.
EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.
PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE Student learning outcomes are widely communicated to students via course syllabi, division and college web pages, and the college catalog (Appendix 7.A., 7.C., 7.D.). For example, the Center uses a syllabus template which directs faculty to include all course SLOs. In addition, the College defined and published and posted an SLO assessment timeline in fall 2009, and updates it regularly, as needed. SLO facilitators review this timeline periodically with program faculty and deans. In fall 2010 the Institutional Research Office administered an online campus climate survey to a random sample of 2,000 students to gauge general opinions on several topics, including SLOs (Appendix 7.B.). A total of 250 students responded to the survey (13% response rate, not unusual for online surveys). Students were asked if professors have explained the SLOs, if class activities are in line with SLOs, if

class assignments are in line with SLOs, and if syllabi clearly state the SLOs. Over 95% of students are aware of and value SLOs and related activities.

Regarding Student Services program SLOs, there are wide-spread examples of surveys, questionnaires and evaluation data demonstrating student awareness of the goals and scope of program services or areas where more education is needed (Appendix 7.E., 7.F., 7.G.).

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:	YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?

SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE

The College is currently at the Proficiency level of SLO implementation. The college meets each of the rubric statements, although some more strongly than others. Programs often identify their own areas of improvement. For example, the English program included a thoughtful analysis in their program review (Appendix 8.A.). The college has an organizational structure in place to continuously support ongoing SLO assessments and authentic dialogue.

Based on feedback from the first two core competency assessments, there have been discussions regarding the need to revisit the statements and fine tune them. The goal is to consider the assessment tool(s) while rewriting the statements, thereby leading to more authentic assessments.

In the next couple of years, the college will have more evidence of SLO assessments that have led to institutional changes and resource allocation. The program review template has been revised to emphasize the importance of analyzing assessment results and making recommendations for changes and improvements, which lead to resource allocation.

Student Services programs also meet the proficiency level of implementation. Two areas of improvement include: better widespread institutional dialogue on assessment results and better identification of the connection between SLO assessments and resource allocation. Resource allocation is often indirectly associated with the SLO. In the future, Student Services programs will be encouraged to include better connections between their SLO and program resources, in their SLO reports, when appropriate.

The College continues to refine and evaluate ways of assessing student learning at the course, program, and institutional levels, resulting in an increase in authentic dialogue and appropriate resource allocation.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Rubric Statement 1 Evidence:
A: Core Competency Assessment Timeline
B: Program Review Template
C: SLO Programs List
D: ECC Planning Model

E: Communication and Comprehension Assessment Report
F: Core Competency and You Newsletter
G: 4-year timeline template

Proficiency Rubric Statement 2 Evidence:
A: Fall 2011 Flex Day PowerPoint
B: SLO Facilitator agendas
C: Math Flex Day Agenda
D: Foreign Language Department Meeting Agenda
E: CEC Improvement Strategies
F: Core Competency Newsletter
G: Business division meeting minutes
H. Academic Affairs Deans and Directors meeting agenda
I: Behavioral and Social Sciences Flex Day presentation
J: Humanities Spring Flex Day Presentation
K: Financial Aid 2011/12 SLO Assessment Report
L: SCA-SLO Committee Agenda
M: ECC CurricUNET Training Slide
N: Transfer Center 2010/11 SLO Assessment Report

Proficiency Rubric Statement 3 Evidence:
A: SLO ECC Form 2010-11 EOPS CARE
B: Program Review Cycle
C: CEC Cal/WORKS SLO Assessment Report Section 1
D: CEC History 101 course assessment
E: Sociology Program Review
F: CEC May Board of Trustees agenda
G: SLO video transcript
H: Math for Teachers Program Review
I: CEC EOPS/CARE SLO Assessment Report

Proficiency Rubric Statement 4 Evidence:
A: Biology Program Review
B: Health Sciences Program Review
C: SLO Coordinator tasks
D: SLO facilitator tasks
E: English 80 iGrant proposal

F: Childhood Education Program Review
G: English 80 course assessment

Proficiency Rubric Statement 5 Evidence:
A: CurricUNET manual
B: Childhood Education program assessment
C: ECC EOPS Academic Goal Assessment Report
D: ECC EOPS Book Voucher Assessment Report
E: CEC Admissions and Records SLO History Report
F: CEC-SLO AR 2010-11
G: CEC-SLO AR 2011-12

H: CEC-SLO SRC Section 1 Report Fall 2011

Proficiency Rubric Statement 6 Evidence:
A: Natural Science Core Competency Map
B: Childhood Education course to program alignment
C: Psychology course to program alignment
D: History course to program alignment
E: Art Program Review
F: Business Core Competency Map
G: Industry and Technology Core Competency Map

Proficiency Rubric Statement 7 Evidence:
A: SLO Catalog page
B: Campus Climate Survey
C: English 1A syllabus
D: Radiologic Technology 111 syllabus
E: ECC Testing SLO ASSESSMENT REPORT FOR 2011-2012 Section 1
F: ECC-SLO pre_post_test 2011_2012 assessment tool – survey
G: CEC Student Enhancement Program SLO ASSESSMENT REPORT
F: CEC syllabus template

Self-Assessment:
A: English Program Review

2B. EL CAMINO COLLEGE ACCREDITATION FOLLOW-UP REPORT

It is recommended the Special Trustee receives for information the El Camino College Accreditation Follow-up Report dated October 15, 2012 as shown below. There may be minor changes through the consultation process before the report is mailed to the Accrediting Commission for Community and Junior Colleges. The Follow-Up Report will be available for review on the El Camino College website at www.elcamino.edu.

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, 2012

Thomas M. Fallo, Superintendent/President

Table of Contents

STATEMENT OF REPORT PREPARATION

This follow-up report is in response to the February 1, 2012 letter from the Accreditation Commission for Community and Junior Colleges (ACCJC) Committee after review of the Midterm Report from El Camino College.

The report demonstrates the College's progress on Recommendation 1, 2, 4, 5, and 6. The response to Recommendation 1 demonstrates that both El Camino College (the College) and the Compton Educational Center (the Center) show ongoing sustainability in planning and program review. The College and the Center are both at the proficiency level of the ACCJC Rubric for SLO planning, assessment, and inclusion of outcomes for the improvements of student learning, as demonstrated in the response to Recommendation 2. The response to Recommendation 4 assures online courses and programs, at the College and the Center, meet the same level of rigor as on-campus classes and that all services available to on-campus students are available to online students. The response to Recommendation 5 demonstrates SLO assessments have been integrated into faculty evaluations at the College and the Center, and that results of the evaluations are used for instructional improvements and faculty development. The response to Recommendation 6 indicates that both the College and Center have sound fiscal management plans and have made great improvements in the fiscal soundness of the institution.

The report was prepared by Jean Shankweiler, Dean of Natural Sciences and Matthew Cheung, Humanities faculty member, Accreditation co-chairs, in consultation with the Accreditation Steering Committee. It was presented to the El Camino Community College District Board of Trustees at their September 4, 2012 meeting and is published on the College website.

The Accreditation Steering Committee includes the following members:

Jeanie Nishime, Vice President, Student and Community Advancement and ALO
Jean Shankweiler, Dean, Natural Sciences and Accreditation Co-Chair
Matthew Cheung, Faculty Member, Humanities and Accreditation Co-Chair
Keith Curry, Chief Executive Officer, Compton Educational Center
Alice Grigsby, Director, Learning Resource Center
Jo Ann Higdon, Vice President, Administrative Services
Claudia Lee, Interim Associate Dean, Academic Affairs
Arvid Spor, Dean, Enrollment Services

The College is confident that the evidence in the report effectively responds to all recommendations.

_____
Thomas M. Fallo, Superintendent/President

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)

All Academic Affairs and Student Services programs at the College have completed program review and are into their second cycle of review. Administrative Services and Human Resources are preparing to start their second round of program reviews. Reviews conducted in Academic Affairs and Student Services are developed simultaneously at El Camino College (College) and at El Camino College Compton Center (Center). Administrative Services program reviews are initiated at the main campus and developed in partnership with the Center. Academic Affairs and Student Services utilize Program Review Committees to assess and provide constructive criticism to program review authors to create a consistent level of quality for program reviews. Completed program reviews are posted on the web with recommendations placed into the program plans. Program plans are updated annually, and the unit plans are used in the planning and budgeting cycle.

Planning Cycle

The College continues to use the planning model developed and implemented in 2008 for institutional effectiveness to ensure that the cycle is maintained in all programs at all locations. Planning activities are segmented into annual plans at the program, unit, and area level, and into cyclical college-wide plans such as the Comprehensive Master Plan.

The planning process begins with data collection and analysis, usually the result of recommendations arising from program review and updates, to form the basis of an annual program plan. Plans that do not require funding or that reallocate their current funding may be implemented at the program level. When additional funding or staffing is necessary, extensive dialogue occurs at the program level, with highest ranked items being forwarded to the unit level. Further dialogue at the unit level leads to prioritized requests which are then forwarded to the area vice president for institutional prioritization and possible funding. The vice presidents present the prioritized funding recommendations to the Planning and Budgeting Committee (PBC) for consultation.

Upon endorsement of the PBC, the recommendations are forwarded to the President's Cabinet for additional discussion, review, and the President's recommendation to the Board of

Trustees. (Appendix 1: Planning Model). At the Center, Academic Affairs and Student Services requests are discussed and prioritized by the managers.

Area vice presidents and the chair of the PBC assess progress toward completion of program goals and the College's strategic initiatives. Annual reporting and discussion of the progress occurs in PBC[i] by the start of each fall semester. (Appendix 2: 2011/2012 Annual Report) College-wide plans such as the 2012 Comprehensive Master Plan (Educational, Technology, Facilities, and Staffing plans)[ii] are instrumental in guiding the College's long-range capital building efforts. The Educational Master Plan projects space needs as identified in recent program reviews, annual plans, and through meetings with architects and College staff. The Technology Plan builds upon needs that were identified in the Educational Master Plan and from the College's Technology Committee. The Facilities Plan further builds upon the criteria listed in the Education and Technology Plans in a manner that informs construction and infrastructure planning activities. The Comprehensive Master Plan also contains a Staffing Plan and demographic information. At the Center, the Educational Master Plan includes a discussion of the six major goals for the Center, developed and reviewed by college consultation committees. These goals guide the planning and funding decisions at the Center.[iii]

Funding Cycle

The vice presidents review the priorities from each area in order to align program plans with institutional priorities. Items that are required by accreditation, that are necessary for health and safety, or that directly support the College's strategic initiatives receive the highest priority. The top institutional priorities are reviewed by the PBC, which sends its recommendations to the President's Cabinet for final funding consideration. If the PBC expresses concerns about the prioritized recommendations of the vice presidents, they may request additional information and rationale, and adjustments may be made. Once Cabinet has approved funding, the Superintendent/President makes a recommendation to the Board of Trustees for their consideration and approval. During the recent two-year period of declining state revenue, the College has allocated over $12.6 million in resources to address needs that were listed in annual plans.
One of the major goals at the Center is to improve facilities. In 2011/2012, an additional $199,000 was dedicated to facilities improvements and in 2012/2013, and additional $100,000 has been budgeted. (Appendix 3: Funded 2010/2011 Plans)

Planning and Staffing Decisions

Decisions to fill vacant positions or to create new positions at the College or the Center are typically based on program review recommendations listed in annual plans. Cabinet analyzes the long-term impact of staffing decisions on College needs and on the fiscal health of the District. Classified and management positions are reviewed regularly in Cabinet as retirements and resignations occur. Requests for new positions are re-ranked against the need to fill vacant positions.

Proposals for hiring faculty are based on recommendations from program plans. All proposals are evaluated by the Faculty Identification Committee, which includes deans and representatives of the Academic Senate. This committee then ranks the proposals. The committee forwards their rankings to the Superintendent/President or to the Compton Center's CEO as appropriate. If the Superintendent/President or CEO makes changes to the committee's rankings, the College's Vice President of Academic Affairs or Center's Vice President writes a letter to the committee providing the rationale for the Superintendent/President's decision.

Through the planning and budgeting process last year, the College identified and funded seven new classified and management positions, which included a fitness specialist, lead accounting technician, support technician, research analyst, assistant director, and two associate deans. Additionally, thirteen faculty positions were filled. At the Center, four classified employees, two managers and eleven faculty members have been funded. (Appendix 4: Funded Positions)

Tracking and Evaluating Plans

Plans from all locations are tracked throughout the year to assure quality and timeliness. Plan evaluations are completed semi-annually, and an annual progress report will be submitted to the Planning and Budgeting Committee, Cabinet, and the Board of Trustees for the 2011/2012 year.

In 2011/2012, semi-annual evaluates were completed on the Colleges 142 plans. All college plans have a designated individual responsible for ensuring that the plan is evaluated and progress notated. Goals in-progress or on hold are included in the plan for the following year. This process supports continuous improvement efforts, allowing programs to evaluate their accomplishments, identify new needs, and prioritize funding requests based upon current data.

Program Review and Institutional Planning Processes

As of the 2011/2012 academic year, all programs at the College, and most at the Center, had completed at least one full cycle of program reviews. Most programs within Student Services and Academic Affairs have completed two or more program review cycles. Following the recommendation of the Commission, the College transitioned to a four-year cycle of program review in 2009.[iv]

In the Academic Affairs area, the Academic Program Review Committee is charged with overseeing the complete cycle of academic program reviews.[v] The committee meets with faculty members and division deans to discuss the status of their program review and to provide guidance and feedback. Faculty members participate in an orientation in early spring and are given a data set developed by the Institutional Research office for use in evaluation of the programs.

When a program undergoes review, program faculty members complete a draft of the review during the spring semester and send it to the Academic Program Review Committee (APRC). At the College this is done using the CurricUNET Program Review module while the Center continues to use paper copies. The APRC reviews the draft and makes suggestions. The final draft is submitted in the fall semester, approved by the APRC and posted.[vi] The Center follows a similar process. In the fall 2012 semester, Program Reviews will be reviewed by the Institutional Effectiveness Committee rather than the APRC. This process has improved the quality of program reviews significantly and provided for greater accountability. The College and the Center each relies upon an interim Associate Dean of Academic Affairs to assist faculty and staff with program review.

Student and Community Advancement (SCA) area programs use a peer review program review process similar to the Academic Affairs area. Programs at both the College and the Center undergo program review during the same timeframe to increase collaboration and standardization between similar programs. The Student Services Program Review Committee provides an orientation to programs prior to starting the review process, reviews draft submissions, and provides feedback.[vii]

The program review process in Human Resources and Administrative Services also follows a peer review process.[viii/ix] The process for evaluating the program reviews is under the direction of the vice president in each area, in consultation with program personnel. All managers in Administrative Services examine the program reviews and provide feedback to

the program manager. Once completed, the program review recommendations are included in the unit plan by the unit managers.

Conclusion

The College has fully integrated and tracks program review, planning, budgeting, and evaluation as noted in Recommendation 1. All College programs participate in program review, and the resulting recommendations are clearly linked to institutional planning and the allocation of resources. Based on the <u>ACCJC Planning and Program Review Rubrics</u>, the College is at the sustainable level.

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 met this recommendation and continues to make progress in assessing its SLOs and implementing changes indicated by the data in order to improve its institutional, program and course level learning outcomes. According to the Commission's Rubric for Institutional Effectiveness—Student Learning Outcomes, El Camino College has met the proficiency level and is making progress toward sustainable continuous quality improvement.

Student learning outcomes are widely communicated to students via course syllabi, division and college web pages, and college catalog. The College defined and published an SLO timeline in fall 2009, and updates it regularly, as needed.

Organization and Structure

Communication between the College and the Center improved significantly within the last year. Organizational structures at both locations are now parallel. In addition, faculty members have increased collaboration on the creation of the outcome statements, rubrics, assessments, and analysis of assessment results. Assessment of student learning is coordinated by SLO coordinators, SLO division facilitators, the Assessment of Learning Committee and is supervised by the Interim Associate Dean of Academic Affairs. In spring 2012, the Academic Senate established a Vice President of Instructional Effectiveness position to facilitate communication between the Academic Senate, the Assessment of Learning Committee and the Academic Program Review Committee.[x]

The Assessment of Learning Committee (ALC) is a college-wide committee that includes Academic Affairs and Student Services representatives from both the College and the Center.[xi] The committee discusses institutional level SLOs (core competencies), and ways to assess them. In spring 2012 the committee produced an SLO video, which explains the importance of SLOs and assessment. All committee agendas and minutes and the SLO video are posted on the SLO webpage.[xii]

The SLO coordinators at both locations are allocated reassigned time to lead the campus in assessing learning outcomes and reflecting on the results. They also provide training and support faculty with the assessment process. The coordinators meet weekly with the Interim Associate Deans of Academic

Affairs to discuss issues that arise as well as track progress in SLO assessment completion. The team troubleshoots and strategizes ways to increase faculty participation and campus dialogue.

The SLO facilitators from both locations meet monthly to discuss issues that occur within their assigned divisions (Appendix 5: SLO Coordinators and Facilitators). They share their challenges and strategize ways to increase faculty participation in SLO assessment while adhering to all timelines. Facilitators track all division assessment deadlines, work with faculty on upcoming assessments, meet regularly with the division dean and program employees, and offer assistance and training with outcomes, assessments, and the CurricUNET system.

In fall 2011, the Compton Center adopted a faculty SLO facilitator model, based on an evaluation of the successes achieved at the College during the prior year and on the Center's own SLO assessment progress in each division. The Center's faculty SLO facilitators have been very successful in increasing awareness of the importance of assessing and facilitating the assessment of student learning. With facilitators' help, several recommendations to improve learning are being incorporated into Program Review and the annual planning process.

The Center's facilitators also helped faculty rewrite several course-level SLO assessment reports during 2011/2012 to focus on specific and attainable objectives leading to the improvement of student learning. SLO facilitators routinely inspect all SLO assessment reports and work with faculty to ensure dialogue and appropriate recommendations are included in the final assessment report.

Facilitators also continue to follow up with individual faculty members on specific instructional strategies that were recorded during the spring 2012 Flex Day, described below in the program and course-level assessment section.

CurricUNET

CurricUNET serves as the College's online SLO management and reporting system. The campus began using CurricUNET in spring 2012 to input course and program level SLOs and assessments. The SLO coordinators created a manual and conducted several campus-wide trainings in late fall 2011 and early spring 2012 for members of the faculty and the staff. (Appendix 6: CurricUNET SLO Manual). The SLO facilitators have conducted trainings within their divisions and continue to assist their faculty members as needed. Similar training was offered at the Center in spring 2012. While CurricUNET allows the public to view course outlines of record, SLO statements, assessment reports, and program review, require a user log and password to create or edit these documents.

CurricUNET houses the SLO statements and corresponding assessment reports and provides a location for faculty members to exchange thoughts asynchronously about student learning results and improvement ideas. Although faculty members are still learning the CurricUNET system, the implementation has helped improve campus-wide understanding and communication of the SLO assessment process (Appendix 7: CurricUNET SLO Approval Process). The system sends an email notification to all program faculty members when a change or an assessment report has been

submitted. This communication encourages faculty members to discuss outcomes and assessment results.

Another benefit of CurricUNET is that it is a relational database that also integrates SLO data with program review reports. SLO data is automatically populated into the program review module for reference when faculty members are reflecting on program success or areas to improve during program review. CurricUNET has many reporting features that can track SLO work and generates an email reminder to program faculty members when an assessment is scheduled. All programs have aligned course to program learning outcomes, program to institutional learning outcomes, and course to institutional learning outcomes. All assessments have been scheduled on a four-year cycle in alignment with program review. (Appendix 8: SLO Master Timeline)

At the College, all assessment reports that were completed prior to spring 2012 are being transferred into CurricUNET. This process will continue until all past reports are entered into the database. During this transition, the completion rates for SLOs and assessments are subject to change. The goal is to have all reports accurately reflected in CurricUNET by the end of fall 2012.

Core Competency Assessment

As of spring 2012, the College and the Compton Center have jointly assessed three of the six core competencies: Communication and Comprehension (fall 2010), Critical, Creative, and Analytical Thinking (spring 2011), and Professional and Personal Growth (spring 2012).[xiii] The remaining core competencies, Community and Collaboration, Information and Technology Literacy, and Content Knowledge will be assessed fall 2012, spring 2013, and fall 2013, respectively. The assessments will repeat starting in fall 2014 in accordance with the established four-year cycle.

During Spring Flex Day 2010, the College faculty mapped their courses and programs to the College's core competencies. Using a scale of 1-4, where one was least important and four was very important, faculty members were asked to rate how strongly each core competency was related to each of the program's courses. By doing this, the College has been able to assess the first three core competencies by focusing on courses that are "very important" to the core competency. Those courses were targeted for student surveys, faculty surveys, and course grades from both the College and the Center. Students who participated in the surveys were asked to voluntarily provide their student ID, which allowed Institutional Research to disaggregate the data and look at the results by category, such as gender and ethnicity. (Appendix 9: Core Competency Maps)

After the data are collected for each core competency, the results are shared with the campuses. A core competency summit occurred in fall 2010 to reflect on the results of the first core competency assessment: communication and comprehension[xiv]. Following the summit, the Faculty Development Committee offered workshop sessions to address and discuss the results. The summit worked very well for the first core competency by providing time to look at the core competency results, and offering an opportunity for faculty to meet and discuss SLOs at all levels. When the second core competency was assessed, course and program SLOs were very well established across the campus.

Having examined results and feedback from the prior core competency summit, the Assessment of Learning Committee (ALC) decided having another summit for the second core competency would not have been an efficient use of resources. Instead, the ALC offered previews of the assessment results during the general session of the spring 2012 Flex Day and created a newsletter containing the full assessment results, which all faculty and staff members received via email at the beginning of the semester.[xv] The newsletter included an online survey allowing employees to comment, which encouraged campus-wide dialogue. In addition to the newsletter, the SLO Coordinators facilitated a one-hour breakout session

during spring 2012 Flex Day where they shared results with faculty and solicited feedback. The SLO coordinators also made presentations to different committees on campus, such as the Academic Senate and the Faculty Development Committee during spring 2012. The Institutional Research report for both core competency assessments are on the SLO webpage.[xvi]

A student survey also assessed the third core competency. The assessment took place during weeks six through eight of the spring 2012 semester. Results for this assessment have been collected by Institutional Research and an analysis is in progress. An executive summary of the results will be shared with the ALC at the end of the spring semester. The results will also be shared with faculty members with a newsletter/video presentation in fall 2012.

Feedback and dialogue from the first two Core Competency assessments indicated the sampling size at Compton was too small; therefore, the third assessment survey for the Center was over-sampled. Additional feedback received from the campus regarding both the first and second core competency assessment results showed concerns about the authenticity of the assessment tool and the assessment results. Faculty members questioned the objectivity of the surveys and felt the information was not supported by objective data. The ALC discussed this at length and agreed to try an alternate method for the assessment of the fourth core competency: community and collaboration.
Based on these discussions, the ALC feels it is vital to include the "experts" when assessing at the institutional level. Involving faculty and staff members in the design, assessment, and reflection of the College's core competencies reinforces the importance of alignment between the three SLO levels. Employees in programs with strong alignments between courses and the core competency began designing the assessment plan during the ALC's April 24, 2012 meeting.

In addition to the regular ALC attendees, two Compton Center faculty members and one staff member from ECC attended. Faculty members who could not attend will participate in this process via email and will continue to get invited to participate in the assessment and reflection process. Although in the planning stages, the fourth core competency will most likely be assessed using a student survey, interviews from student focus groups selected from several student and athletic organizations, and using existing data from other programs.

Program and Course-Level Assessment

All academic programs at the College have SLOs in place; approximately 95 percent of all programs have been assessed. The College catalog contains a link to the statements which can

be found on the El Camino College webpage.[xvii] Program-level SLOs are assessed on a timeline that aligns with the program review's four-year cycle. In addition, all courses have at least one SLO with course-level authentic assessments occurring regularly. As of June 2012, approximately 45 percent of all courses have been assessed. Included in this figure are courses with several outcomes which have been assessed multiple times. The College continues to make steady progress with SLO assessments according to well established timelines.

At the Center, twenty-seven of thirty-one programs have SLO statements and twelve of the programs have assessed the program learning outcomes. The spring 2012 Flex Day was devoted to analyzing course-level SLO assessment reports and to making recommendations to improve student learning. During the two-hour workshop, faculty members reviewed their program and course assessment reports, reflected on what was reported, and created specific plans to improve student learning. The SLO facilitators compiled these reports and followed up with faculty members throughout the spring semester to ensure progress towards the programs' self-identified objectives. Many faculty members successfully implemented their planned instructional revisions. Furthermore, the evaluation comments from this workshop indicated that faculty members wished to have more frequent opportunities to continue dialogue on SLO assessment.

Course-level SLO assessment was a high priority for the Compton Center during the 2011/2012 year. All 373 courses offered at the Center have SLO statements and 73 percent have been assessed. The Center expects to complete over 90 percent of all course assessments before the beginning of the spring 2013 semester.

The assessment process at the course and program level is helping faculty members learn many important lessons. Thoughtful discussions about topics such as improving instructional methods, adjusting assessment tools, clarifying assignment instructions, or re-writing assessment statements to better reflect the desired outcome are occurring on a regular basis and are reflected in program-level assessment reports and program reviews. The suggested changes and improvements are added as recommendations. These recommendations are then entered into_ Plan Builder; the College's annual planning software. The recommendations are taken into consideration for funding and implementation.

Conclusion

Both the College and the Center have made strides toward the systematic assessment of student learning outcomes. Faculty members have several options to contribute to this process

either by joining committees such as the ALC or working under the SLO coordinators. The implementation of CurricUNET provides all faculty members, whether they are on a committee or not, the possibility of participating in assessing student learning and program review. Summaries of course and program assessments are available through CurricUNET. Courses, programs, and core competencies are assessed on a four-year cycle. Core competencies assessment results are available on the College website.

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 course objectives and learning outcomes as their face-to-face counterparts. All courses have the student learning outcomes prominently identified in the online course syllabus. Compton also requires that all syllabi for online and face-to-face classes include the catalog description, course objectives and the SLO as reflected in the ECC College course outline of record.

The College communicates information to online students through a multitude of modes including college provided email addresses, discussion boards, chat rooms, web pages, syllabi, and ETUDES, the primary course management software used for online instruction.

XV. The Distance Education Program

The mission of the College speaks to quality comprehensive educational programs and service. In conjunction with this mission, the College's Strategic Initiative A seeks to "enhance teaching to support student learning using a variety of instructional methods and services." The Distance Education (DE) program mission attempts to bring these two goals into fruition by extending quality educational opportunities to populations who may have difficulty obtaining college courses by traditional methods.

Distance Education at El Camino College is coordinated through the close collaboration between the Director of Learning Resources at the College and the Dean of Academic Programs at the Center. These individuals oversee the DE offices & staff at their respective locations. At the College, the Learning Resources Unit director collaborates with the academic deans concerning curriculum and staffing while Compton's Dean of Academic

Programs works with the Center's academic deans. The Distance Education Offices at each campus work with faculty members to ensure that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations.

The Distance Education Advisory Committee (DEAC), composed of DE faculty, staff, and administrators from both campuses, works closely with the Academic Senate, the College, division curriculum committees to ensure continuous improvement of the online program. The advisory committee is chaired by the Distance Education faculty coordinator and is lead by faculty members.

Courses offered online are certificate or degree applicable and, in most cases, meet general education requirements. Most courses taught online are also available in face-to-face versions. The exception is a course designed to improve student success in online classes. The appropriate substantive change proposal for the college was approved by the ACCJC in March 2011.[xviii]

XVI.

XVII. **Course Development Standards**

All distance education courses go through the same curricular approval process as on campus classes. Each must demonstrate that students must engage in critical thinking, that courses use appropriate technology and adhere to best practices for instruction, and that quality standards are in place to guide course development, design, and delivery. As a result, online courses use the same course outline and course objectives as face-to-face courses. Student learning outcomes are part of all Course Outlines of Record.

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 methods of regular effective contact between instructor and student, methods of evaluation, how and where examinations are administered, and whether the text and other materials are the same as those used in face-to-face delivery.

Any discipline faculty member who wishes to recommend a class for distance education develops a DE addendum with justification to support the request. This request goes to the department and the Division Curriculum Committee for approval. Each 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 College Curriculum Committee for review.

In determining which classes should be considered for delivery in a hybrid or online format, the course must meet either general education requirements or requirements for a specific major or certificate. Hybrid courses may be approved even if they have specific requirements unsuitable for fully online instruction or they require equipment accessible only in a traditional classroom setting. Typically, developmental level courses are not approved.

Course success and retention data, program review, and SLO assessment findings at both the College and the Center help measure the effectiveness of the distance education program. Comparable success and retention reports are prepared for the academic departments by the Institutional Research office.[xix] These data are used to identify the online courses that need improvement or courses to be considered for removal from the online offering in consultation with the instructor. The data are also used as a basis for discussion regarding course design and scheduling of courses.

Program reviews, containing in-depth examination of content currency, success and retention trends, student satisfaction, environmental trends, and recommendations for improvement, are completed on a four-year cycle.

Each course has at least one student learning outcome developed by faculty with technical support provided by the Assessment of Learning Committee. The SLOs are posted within the course outline of record. Each SLO is developed and enhanced utilizing the agreed rubric for implementation of student learning outcomes. Each course SLO is assessed and reviewed on a designated time cycle.

In addition, each academic dean determines if a course continues to be offered in the distance education format based on three factors: student performance, enrollment, and the relationship to the current curriculum and semester schedule. Faculty members who do not meet their online class obligations are removed from all online assignments.

XVIII. Faculty Preparation

El Camino College places priority on assigning highly qualified faculty members to teach Distance Education courses. Teaching experience and training are key requirements for this delivery method. The College and the Center requires that all faculty members teaching

distance education courses complete a training program that includes certification in the mastery of techniques and tools used in this delivery mode.

Online teaching certification requires completion of a 12-hour hybrid course entitled "How to Teach Online: Building Content." This training course includes topics such as concept mapping, designing online modules, preparing learning objectives, online learning activities, and course management systems options. This course is offered each fall and spring semester through the Staff Development office. Faculty also must go through training to use the College supported Etudes course management system or provide evidence of training from an approved source. Beyond certification, DE faculty members receive many opportunities for continuous improvement.[xx] They can attend workshops, webinars and specialized institutes at the campus. Faculty members also attend the annual statewide Online Teaching Conference, the ETUDES Summit, @One workshops, and other off-campus training opportunities.

The Distance Education Advisory Committee and Compton DE faculty meetings will also highlight strong class sites at various times. These meetings, conducted in person and using audio or web conferencing, allow faculty to connect from remote locations to participate in the meetings. The Center offers faculty-to-faculty mentoring for new course development, in particular for faculty members new to teaching online. In addition, faculty members can rely on the members of the ECC Staff Development office to provide one-on-one training and support for those in need of individualized help. The DE offices' staff also regularly provides technical support to online faculty.

XIX. Services to Online Students

El Camino College is committed to providing distance education students with online academic and student support services comparable to those offered to on-site students. Most of the services included in the recent Chancellor's Office survey are available to online students including application, orientation, counseling, financial aid, and access to the library catalog and databases including 8,000 e-books.[xxi] Online students from both the College and the Center are able to order their online textbooks through the campus bookstore and pick up the books on campus or have the books

shipped.[xxii] Some online courses include tutorial support through textbook publishers. Registration and the class add processes are totally online and all schedules are available on the website. The Distance Education website is continually updated to provide current information. Technical assistance/support is available to students through the DE office, and Compton Center LRC staff is also trained to assist with ETUDES questions. A pilot online

tutoring program began in the spring of 2012 and will be evaluated to determine the feasibility of continuing or expanding the service.

Online counseling is available for students enrolled in online courses.[xxiii] The El Camino College faculty contract encourages all DE 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. These modes provide ample opportunity for communication and support.

The following chart lists resources available for online students.

Service	Availability
Audio/video streaming	Faculty specific
Campus testing center for distance students	Instructions only
Dedicated web site for distance program and students	Yes
Distance education-specific faculty training	Yes
Help Desk and technical support for distance education faculty	Yes – Instructional Media Coordinator and DE office staff
Help Desk and technical support for distance education students	DE office – General info LRC staff (Center) ITS – logon problems
Online admission to institution	Yes
Online counseling and advising services	Yes

Service	Availability
Online information and application for financial aid	Information including links
Online library services and resources	Yes
Online payment of tuition and fees	Yes
Online plagiarism evaluation	Yes – Turnitin site license
Online registration for courses	Yes
Online student course evaluation	Faculty specific
Online student organization, web site and services	Descriptive information
Online student orientation for distance courses	Yes
Online textbook sales	Yes
Online tutoring assistance	Yes – pilot program
Campus Web Portal	Yes
Audio podcasting	Faculty specific
Vodcasting	Faculty specific

Online faculty members are required to post their syllabi in their course shell. The syllabus includes information such as the course description, course objectives, SLO statements, and college statements on academic honesty and accessibility.

The College informs students about academic integrity and codes of conduct through the governing board adopted policies.[xxiv] The public can view these policies in printed or online versions of the college catalog. They can also be found on the Board of Trustees webpage. A proposed procedure for DE courses is currently in review by the Academic Senate, College Council, and the academic deans.[xxv]

XX. Student Orientation

The Distance Education department offers multiple ways to help students prepare for the challenges of online learning. First, most online courses include an online or face-to-face orientation by the instructor that includes review of the syllabus with emphasis on what the student must do to be successful. In addition, students can examine online courses during the week prior to the beginning of the semester. Students who cannot attend the on-campus orientations can take a web-based orientation on the DE web page.[xxvi] They may download and view the *Student Online Handbook* on the Distance Education website.[xxvii] There are also pre-orientation workshops for new online students who feel hesitant about their skills. The Distance Education web sites for the College and the Center provide an Online Readiness Survey to allow students to determine their preparedness for taking online courses.[xxviii] Some online faculty members have embedded this in their course site. Finally, a one-unit course entitled *Strategies for Success in Distance Education* (Academic Strategies 60) is listed in the College catalog and has been offered several time since spring 2011 at the Center, but has not been offered at the College since 2010 because of budget reductions.

Students learn of the available orientations through the printed or online schedule of classes.[xxix] The ECC and CEC websites offer a link to a *Student Online Handbook.* The handbook includes orientation information, 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.

XXI. Evaluation of Online Courses

The Distance Education office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education. New courses will

not be offered if they do not pass muster. The DE offices follow the standards in the *ECC Principles of Best Practice* form approved by the Distance Education Advisory Committee in the fall of 2009. These principles follow nationally recognized best practices in distance education course design and practice.

Faculty members are required to bi-annually submit a *Principles of Best Practice* form for each class that they teach. In this, faculty members identify the best practices they have included in their course. Distance Education staff periodically review courses to ensure that they meet the same professionally recognized standards. (Appendix 10: Distance Education Materials)

Course syllabi are also reviewed for completeness and alignment with official course objectives and SLO statements. All Compton faculty members and a number of ECC faculty use a syllabus template that requires inclusion of the course description, course objectives, SLO statements, and College statements on academic honesty and accessibility as found in the Course Outline of Record and the course catalog.[xxx]

Existing courses will be evaluated when departments conduct program review, schedule course review, and when the discipline faculty determines it is needed. The College analyzes success and retention rates in all courses, both online and face-to-face. The results are published each semester on the Portal. In addition, The Distance Education office and academic deans will also review courses at the request of faculty members or in response to student enquiries.

The table below gives a brief comparison of success and retention in online courses compared to all courses. The results show that success and retention in online courses at the College and at the Center are lower than face-to-face courses. These results are consistent with statewide trends.

Spring 2011	Success All Courses	Success DE Courses	Retention All Courses	Retention DE Courses
Statewide	67.50%	57.33%	84.08%	77.90%
El Camino College	66.36%	59.04%	80.66%	76.84%
Compton Educational Center	59.26%	50.57%	74.31%	69.44%

Despite the lower success rate, preliminary research at El Camino College shows that students who are successful in Distance Education courses, serving as pre-requisites, do as well in courses that follow in the sequence.

XXII. **Faculty Evaluation in Distance Education Courses**

The faculty evaluation process is fundamentally the same for online and on campus classes and include class visitations and student surveys. Per the ECC faculty agreement, the student survey contains three additional questions that apply specifically to the students' experience with online delivery. The Compton faculty agreement-defined evaluation process contains separate, but parallel observation forms for On-Line Teaching and on-campus classes. All faculty evaluations require faculty members to reflect on objectives for the improvement of instruction and the analysis of previous objectives for improvement of instruction. Student learning outcomes are required to be part of this analysis. (Appendix 11: DE Faculty Evaluation Materials)

Classes are also reviewed by academic administrators when students report difficulties. Faculty, administrators, and at the Compton Center, division chairs discuss findings with instructors to identify where there are problems and how the instructor can improve the online learning experience for the student.

XXIII. **Conclusion**

The College works to ensure that online courses and programs meet the same level of rigor as onsite programs. Most support services available to on-campus students are also available to students online. Student learning outcomes are incorporated into online courses in the same way they are included in onsite 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.

Statewide, there are identified variances in success and retention of online students compared to face-to-face classes. Therefore, success and retention techniques were the focus of two online faculty institutes presented in this school year.

Recommendation 5. El Camino College and the ECC Compton Center need to fully integrate SLO Assessment into the faculty evaluation process. The ECC Compton Center must implement its faculty evaluations and use the results of these evaluations to encourage instructional improvements and faculty development plans (III.A.1.b; III.A.1.c)

The faculty evaluation process at El Camino College integrates Student Learning Objectives (SLO) assessment into the self-evaluation component of the faculty evaluation process. In the self-evaluation component of the evaluation, a faculty member is asked to report on their progress in four areas:

1. Observations for Continued Improvement of Instruction and SLOs
2. Analysis of Student Survey
3. Professional Growth
4. Analysis of Previous Objectives for the Improvement of Instruction and SLOs

The self-evaluations are reviewed by the evaluation panel to ensure all four components of the self-evaluation are addressed. In addition, faculty members are asked in Sections 1 and 4 to connect the assessment of student learning outcomes in their courses and programs with changes made to improve instruction. A sampling of faculty self-evaluation reports shows faculty members are at different levels of development and are making progress every year. (Appendix 12: Faculty Evaluations)

The overall faculty evaluation process at El Camino College is made up of the following four major components:
1. Self-evaluation Report
2. Classroom Observation Reports
3. Student Survey Results
4. Dean's Evaluation

A meeting is held with the faculty member and evaluator, and a summary conference report of these components is completed by the evaluating team.

Faculty members at the Center currently alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel comprised of discipline faculty and non-discipline faculty from both the Center and El Camino College.

During this evaluation, the panel gathers data by observing classes, surveying students, and collecting information regarding the faculty member's participation in professional duties, such as committee work and staff development. As part of the evaluation process, the faculty member prepares a portfolio that contains a Self-Evaluation that includes a statement of instructional philosophy, summary of service, professional development, student learning outcomes, and assessment strategies (Appendix 13: Compton Faculty Evaluation Materials).

Comprehensive and Basic Evaluations of Compton faculty are proceeding according to the published timeline (Appendix 14: Compton Faculty Evaluation Timeline). In 2011/2012 this included the comprehensive evaluation of nine tenured faculty members and eighteen probationary ones. In addition, seven tenured faculty members completed the basic evaluation process.

All faculty members are required to include an assessment of SLOs in their Self-Evaluation and to document assessment, reflection, and changes to pedagogy. Faculty members are expected to discuss all three areas comprehensively. When they do not, deans have been specifically instructed to ask faculty members to look at all three areas; some faculty members have amended their portfolios as needed.

Conclusion

The College and the Center SLO assessment are more closely aligned with the faculty evaluation process. All faculty members are now required to address student learning outcomes. Even with these new improvements, the quality of the assessment varies.

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

Background of the El Camino College Compton Center

As outlined in AB 318, Compton Community College District (CCCD) provides funding to the El Camino College Compton Center. Since 2004, CCCD has been under the oversight of a state appointed Special Trustee. In mid-September of 2011, a new Special Trustee was appointed to CCCD by the California Community College Chancellors Office. The new Special Trustee is a seasoned financial professional, who has served as Special Trustee and as a fiscal advisor to other community college districts in the state of California.

In 2006, CCCD received authorization for a $30 million emergency loan from the State of California. Since 2006, CCCD has drawn down $18 million, and has not drawn down funds since 2009. As of August 1, 2012, of the 18 million that has been drawn down, the District has 1.5 million available. CCCD does not anticipate any further borrowing from the state emergency loan for fiscal stability. CCCD continues to make its annual debt services payment on the loan balance and the payments are approximately 1.2 million a year. The District anticipates making debt services payments to the State of California through June of 2029. The state emergency loan payments are included in the District fiscal management plan.

Assuring Fiscal Soundness at El Camino College Compton Center

Since the arrival of the current Special Trustee, CCCD, in consultation with the El Camino College Superintendent/President, finalized and adopted the 2011-2012 budget, implemented mid-year budget reductions for 2011-2012 due to state funding reductions, developed a 2012-2013 tentative budget, and developed a five-year fiscal management plan matched to CCCD revenues (Appendix 15: CCCD Fiscal Management Plan). In accordance with Accreditation Standards (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3), the CCCD has made significant and sustainable progress in assuring fiscal soundness. During the fall of 2012, CCCD created and has maintained a Planning and Budget Calendar (Appendix 16: CCCD Planning and Budget Calendar). This calendar was taken to the Compton CCD Planning and Budget Committee, the CCCD Consultative Council and the CCCD Special Trustee for review, input and approval.

In 2011-2012, the El Camino College Compton Center achieved an enrollment of 6,375 FTES and was funded for 6,000 FTES. For the 2011-2012 year, CCCD revenue exceeded expenditures, resulting in a 16.5% ending balance which far exceeds the state required 5%

reserve. In addition, for the first time in eight years, CCCD anticipates meeting the 50% law requirement for the 2011-2012 year. As a result of the statewide fiscal crisis in California, CCCD is anticipating funding for approximately 5,992 FTES for 2012-2013 and budgeted to reduce expenses by $2.4 million.

Since the 2008 El Camino College accreditation visit, CCCD has completed three audits (2008-09, 2009-10, 2010/2011) and recently began its engagement with the accounting firm for the fourth year (2011-2012)[xxxi]. The 2008-09 and 2009-10 audits were completed on time, and neither audit contained a letter of "growing concern". Due to critical staffing changes in the CCCD Business Services, the 2010/2011 audit was not completed on time. The 2010/2011 audit did not contain a letter of "growing concern". However, similar to previous audits, the 2010/2011 audit continued to show significant findings in the CCCD Business Services. To address the significant findings from the fiscal audit, CCCD in consultation with the El Camino College Superintendent/ President implemented a staffing reorganization plan for the CCCD Business Services Division. In April of 2012, CCCD hired a new Chief Business Officer (CBO) to provide oversight in the CCCD Business Services Division. In August of 2012, CCCD hired a new Director of Accounting. In addition, CCCD is in the process of hiring a Budget Analyst to provide daily oversight of the CCCD budget. CCCD anticipates this position being filled by
October 2012. Filling these three critical positions CCCD anticipates addressing all remaining audit recommendations in a timely manner.

Other Post-Employment Benefits (OPEB)

In 2011, the CCCD commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The liability was found to be $15.7 million. These findings were presented to the Compton Planning and Budget Committee in June 2012 and a long-term plan is being developed. Meanwhile, CCCD continues to use the "pay-as-you-go" cost method to provide retiree health benefits, in compliance with Government Account Standards Board (GASB) statement number 45. The CCCD is addressing the long term stability related to OPEB expenses.

Fiscal Soundness of the El Camino Community College District

El Camino Community College District has a demonstrated history of proactive fiscal management. On December 15, 2008, the District's Board took effective action to begin building its ending balance in order to withstand looming State deficits. The Board took action to reduce El Camino Community College District's budget by $5.145 million. This proactive budgeting approach has allowed the District to maintain a robust financial profile in

spite of California's fiscal challenges. The District continues to provide planning in all areas, include facilities planning, as is evidenced by our 2012 Facilities Master Plan Update.[xxxii]

El Camino Community College District is fiscally prudent in its budgeting of revenues and expenditures. As just one example, for FY 2011/2012, the budgeted revenues for State Apportionment were within $0.6 million of the State's final apportionment allocation. This was accomplished despite the mid-year "January Triggers" and the "February Surprise".

El Camino Community College District's unaudited, unrestricted general fund balance as of June 30, 2012 is $21.1 million. Its projected ending unrestricted general fund balance for June 30, 2013 is reduced to $15.5 million dollars. A complete copy of the FY 2012/2013 recommended budget is available on the El Camino College website.[xxxiii] Note: this FY 2012/2013 Budget includes a reduction of State apportionment of $7.3 million. This includes both: 1) the assumption that the Governor's Initiative does not pass and 2) that there will be another substantial mid-year January reduction. This is a conservative budget.

El Camino Community College District has been forthcoming in its desire to accumulate sufficient ending balances through June 30, 2012, in its unrestricted general fund to provide the funds necessary to maintain a stable financial course over the next four plus years. Our Planning and Budget Committee (PBC) reviews and addresses our five-year budget assumptions on a regular basis.

As evidence, the Planning and Budget Committee devoted several agenda discussions this Spring for the development of such assumptions[xxxiv]. Based on agreed assumptions, a five-year budget projection was then prepared and presented by the accounting staff to the PBC for further discussions (Appendix 17: Five-Year Budget Projection ECC). As demonstrated in that budget projection, assuming the Governor's tax initiative does not pass, the El Camino Community College District will be required to make additional adjustments to their future expenditures.

We are proud to say that we have made these budget strides: 1) without a single layoff of full-time permanent staff, 2) without any furlough days, and 3) without any across-the-board salary reductions. We have also been able to partially backfill some of the State reductions in revenues to the categorical programs.

El Camino Community College District audits are prepared on time and are filed in a timely manner with the State. The most recent audit is for June 30, 2011 and can be found on the El Camino College Board of Trustees webpage.[xxxv] El Camino Community College District's CCFS 311 and CCFS 320 reports are prepared on time and are filed in a timely manner with the State. El Camino Community College District has been able to attain its FTES goals and maximize State apportionment revenue. Recent ratings of outside credit rating agencies are as follows: Standard and Poor's is AA, negative outlook and Moody's is Aa1, stable outlook.

Other Post-Employment Benefits (OPEB)

In 2012, the El Camino Community College District commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The actuarial accrued liability was found to be $22.3 million. These findings were presented to the PBC and to our Retirement Board of Authority. El Camino Community College District currently has approximately $15 million of funds set aside for the purpose of funding OPEB. The President is recommending at the September, 2012, Board Meeting, that these funds be moved to an Irrevocable Trust Fund which has already been established.

Summary

El Camino College has and will remain fiscally sound. Its Board and management are prepared to implement the necessary steps to assure this long-term stability. While this has long been the case, the most recent evidence begins with the Board's actions of December, 2008 and has been on-going since that time. It is expected that such prudent care will be required for at least five additional years.

[i] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001, dates: 2/16/12, 5/5/11, 4/29/10
[ii] http://www.elcamino.edu/administration/masterplan/
[iii] http://district.compton.edu/district_budget/guiding-principles.asp
[iv] http://www.elcamino.edu/administration/vpaa/program_review/Timelines%20%208-17-11.pdf
[v] http://www.elcamino.edu/administration/vpaa/program_review/ECC-CEC%20Guidelines.pdf
[vi] http://www.elcamino.edu/administration/vpaa/program_review/index.asp
[vii] http://www.elcamino.edu/administration/vpsca/programreview.asp
[viii] http://www.elcamino.edu/administration/vpas/Program%20Review.asp
[ix] http://www.elcamino.edu/administration/hr/programreview.asp
[x] http://www.elcamino.edu/academics/academicsenate/ACADSenMeeting6Dec2011.pdf, page 4
[xi] http://www.elcamino.edu/academics/slo/collegecommittee.asp
[xii] http://www.elcamino.edu/academics/slo
[xiii] http://www.elcamino.edu/academics/slo/corecompassess.asp
[xiv] http://www.elcamino.edu/academics/slo/docs/AssessmentResults_CC_Communication_2010.pdf
[xv]

http://www.elcamino.edu/academics/slo/docs/core_competencies/spring2011_critical_creative_analytical_thinking/core_comp_and_you.pdf
[xvi] http://www.elcamino.edu/academics/slo/corecompassess.asp
[xvii] http://www.elcamino.edu/academics/slo/docs/Program%20Student%20Learning%20Outcomes.pdf
[xviii] http://www.elcamino.edu/administration/vpaa/accreditation/Letterfromaccreditingcommission.pdf
[xix] http://www.elcamino.edu/administration/ir/acadperformance.asp
[xx] http://www.elcamino.edu/library/distance-ed/facultyresources.asp
[xxi] http://www.elcamino.edu/library/distance-ed/usefullinks.asp
[xxii] http://elcamino.collegestoreonline.com/
[xxiii] http://www.elcamino.edu/studentservices/co/index.asp
[xxiv] http://www.elcamino.edu/studentservices/activities/codeofconduct.asp
[xxv] http://www.elcamino.edu/library/distance-ed/facultyresources/AP4105-DistanceEducation.pdf
[xxvi] http://www.elcamino.edu/library/distance-ed/gettingstarted.asp
[xxvii] http://www.elcamino.edu/library/distance-ed/Fall2012Handbook2.pdf
[xxviii] http://www.elcamino.edu/library/distance-ed/aboutonlinecourses.asp
[xxix] http://www.elcamino.edu/admissions/schedule/ECC-Fall-2012-Class-Schedule.pdf, page 41
[xxx] http://www.elcamino.edu/library/distance-ed/facultyresources/SyllabusChecklist.pdf
[xxxi] http://district.compton.edu/district_budget/index.asp
[xxxii] http://www.elcamino.edu/administration/masterplan/ (page 109-114)
[xxxiii] http://www.elcamino.edu/administration/budget/budget.asp
[xxxiv] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001 (3/1/2012 – 6/21/2012)
[xxxv] http://www.elcamino.edu/administration/board/agendas/2008/Audit_June_30_2011_ECCD.pdf

Agenda for the Compton Community College District Board of Trustees
from
Administrative Services
Felipe Lopez, CBO

3A. AB 2910 QUARTERLY FINANCIAL STATUS REPORT

It is recommended that the Special Trustee receive the following Quarterly Financial Status Report for the quarter ending June 30, 2012. AB2910, Chapter 1486, Statutes of 1986 requires that California Community College District's report quarterly on their financial condition.

The report for June 30, 2012 is shown on the following Quarterly Financial Status Report for the Unrestricted General Fund (Fund 01)

Fiscal Year: 2011-2012
Quarter Ended: June 30, 2012

General Fund	2011-12 Budget	Year-to-Date Actuals	Percentage
Revenues			
Federal	$ 15,002.00	$ 27,527.00	83%
State	27,534,934.00	26,328,707.00	96%
Local	4,710,562.00	6,041,882.00	128%
Interfund Transfers	-		0%
Total Revenues	$32,260,498.00	$32,398,116.00	100.4%
Expenses			
Academic Salaries	$11,945,186.00	$11,693,725.00	98%
Classified Salaries	5,695,305.00	5,549,128.00	97%
Employee Benefits	5,114,612.00	5,315,766.00	104%
Supplies & Materials	614,663.00	395,299.00	64%
Other Operating Expenses	5,812,113.00	4,428,478.00	76%
Capital Outlay	495,879.00	173,983.00	35%
Other Outgo	1,705,000.00	1,662,491.00	98%
Total Expenses	$31,382,758.00	$29,218,870.00	93%
Net Revenue	$ 877,740.00	$ 3,179,246.00	

3B. COMPTON COMMUNITY COLLEGE DISTRICT FIVE-YEAR BUDGET ASSUMPTIONS

It is recommended that the Special Trustee receives for information the Compton Community College District Five-Year Budget Assumptions.

Compton Community College District
Five - Year Budget Assumption Projection Details
Unrestricted General Fund
Subject to Frequent Change

	A	B	C	D	E	G	H
1	Factor	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
3	Data: As a % unless otherwise stated.						
5	**REVENUE CHANGES:**						
6	Funded COLA	0%	0%	0%	0%	0.5%	1%
7	Growth	0%	0%	0%	0%	0.5%	1%
8	FTES State-Forced Workload Reduction		369-436	200	200	200	200
9	Estimated, Funded FTES	5,994	5900-5,560	5900-5,560	5900-5,560	6,195-5,838	6,590-6,116
10	Special Trustee Categorical funding	($645,000)	($325,000)	0%	0%	0%	0%
11	**APPROPRIATION CHANGES:**						
12	PERS Employer Rate	10.923%	11.417%	11.417%	11.417%	11.417%	11.417%
13	STRS Employer Rate -steady at 8.25%	0	0	0	0	0	0
14	Election Expense	0	0	$520,000	0	$250,000	0
15	Health Insurance Rate	0	6-8%	6-10%	6-10%	6-10%	6-10%
16	Utilities	0	0	15%	2%	2%	2%
17	Insurance - Work Comp	0	5-8%	5-8%	5-8%	5-8%	5-8%
18	Insurance - Liability	0	2-3%	2-3%	2-3%	2-3%	2-3%
19	PARS Obligations *	$109,842	0%	0%	0%	0%	0%
20	Police Services Contract	$1,363,918	1%	1%	1%	1%	1%
21	UGF Line of Credit Repayment	0	$500,000	$200,000	0%	0%	0%
22	**Notes:**						
23	* Total PARS obligation is $549,210 (5 annual payments of $109,842)						
24							
25	**Dates Reviewed**						
26	Planning & Budget Committee (PBC)	7/31/2012					
27	Compton/ECC Senior Management	8/8/2012					
28	Compton Consultative Council	8/20/2012					
29	Compton Board	9/11/2012					
30							
31							
32							
33	Updated 08/29/2012						

Compton Community College District
Five-Year Budget Projections

Assumptions

		5900-5,560	5900-5,560	5900-5,560	6,195-5,838	6,590-6,116
Projected FTES						
Funded credit FTES	5956	5956	5956	5956	6195	6590
Funded nonncredit FTES	37	37	37	37	45	50
Base funding credit	4564.825	4564.825	4564.825	4564.825	4564.825	4564.825
Base funding noncredit	2744.957	2744.957	2744.957	2744.957	2744.957	2744.957
Workload reductions (FTES)	496	436	200	200	200	200

REVENUES	2011 - 2012	2012-13	2013-14	2014-15	2015-16	2016-17
FEDERAL REVENUE						
Other Federal Revenues	27,527	30,000	0	0	0	0
Indirect Costs	0	0	15,000	15,000	15,000	15,000
TOTAL FEDERAL REVENUE	27,527	30,000	15,000	15,000	15,000	15,000
STATE REVENUE						
Part-time Faculty Salary	70,491	70,491	70,491	70,491	70,491	70,491
Part-time Faculty Insurance	336	336	336	336	336	336
General Apportionment	24,873,232	26,438,603	26,433,644	26,433,644	27,517,197	29,288,164
Prior Year Correction	385,958					
Enroll Fee Admin 2%	38,415	97,483	38,415	38,415	38,415	38,415
State Tax Subventions	30,285	30,000	29,000	29,000	29,000	29,000
Other State Tax Subventions	69	70	70	70	70	70
State - Lottery	1,022,518	787,876	798,000	798,000	810,000	830,000
State Mandated Costs	0	178,500	100,000	100,000	100,000	100,000
Other Miscellaneous State Revenue	-343	336	0	0	0	0
TOTAL STATE REVENUE	26,420,961	27,603,695	27,469,956	27,469,956	28,565,509	30,356,476
LOCAL REVENUE						
Secured Roll Tax Allocation	3,416,545	3,444,268	3,442,562	3,442,562	3,442,562	3,442,562
Prior Years Taxes	193,891	100,000	250,000	250,000	250,000	250,000
ERAF	-110,176	-100,000	100,000	100,000	100,000	100,000
Redevelopment Agency Fund	126,479	25,000	0	0	0	0
Rental and Leases	49,324	50,000	50,000	50,000	50,000	50,000
Interest and Investment	150,482	100,000	100,000	100,000	110,000	120,000
Enrollment Fees	878,463	735,000	735,000	735,000	764,400	810,264
Transcripts	5,289	4,000	4,000	4,000	4,160	4,410
Non Resident Fees	51,007	50,000	50,000	50,000	52,000	55,120
Parking Fees	0	30,000	0	0	0	0
Out of Country Tuition	125,463	80,000	80,000	80,000	83,200	88,192
Other Local Revenue	617,724	0	0	0	0	0
TOTAL LOCAL REVENUE	5,504,491	4,518,268	4,811,562	4,811,562	4,856,322	4,920,548
UNADJUSTED REVENUE	31,952,979	32,151,963	32,296,518	32,296,518	33,436,831	35,292,023
Funded COLA						
Workload Reductions	0	(1,990,264)	(912,965)	(912,965)	(912,965)	(912,965)
Restricted AB 318	0	(325,000)	(325,000)	(325,000)	(325,000)	(325,000)
PROJECTIVE REVENUE	31,952,979	29,836,699	31,058,553	31,058,553	32,198,866	34,054,058
BEGINNING BALANCE	3,054,963	4,458,552	3,656,653	3,060,286	2,493,783	2,335,361
PROJECTIVE REVENUE/BALANCE	35,007,942	34,295,251	34,715,207	34,118,839	34,692,648	36,389,419

Compton Community College District
Five-Year Budget Projections

EXPENSES	2011 - 2012	2012-13	2013-14	2014-15	2015-16	2016-17
ACADEMIC SALARIES						
Certificated Salaries	0	0	0	0	0	0
Instructional Salaries/Regular	5,787,767	5,604,685	5,754,685	5,904,685	6,054,685	6,204,685
Non Instructional Salaries/Regular	2,250,475	2,323,122	2,346,353	2,369,817	2,393,515	2,417,450
Instructional Salaries Other	3,513,288	3,065,000	3,095,650	3,126,607	3,157,873	3,189,451
Non Instructional Salaries Other	213,504	288,194	288,194	288,194	288,194	288,194
TOTAL ACADEMIC SALARIES	11,765,034	11,281,001	11,484,882	11,689,302	11,894,266	12,099,780
CLASSIFIED SALARIES						
Non Instructional Salaries Regular	4,259,082	4,616,081	4,666,081	4,716,081	4,766,081	4,816,081
Non-STRS Instructors	535,799	615,892	622,051	628,271	634,554	640,900
Non Instructional Salaries Non Reg	637,719	594,210	594,210	594,210	594,210	594,210
Instructional Aide	128,753	162,500	164,125	165,766	167,424	169,098
TOTAL CLASSIFIED SALARIES	5,561,353	5,988,683	6,046,467	6,104,329	6,162,269	6,220,289
EMPLOYEE BENEFITS						
State Teachers' Retirement System	876,642	911,490	920,605	929,811	939,109	948,500
Public Employees Retirement System	581,432	675,374	682,128	688,949	695,839	702,797
Social Security Survivors Disability	591,738	526,334	659,698	659,698	659,698	659,698
Health and Welfare	1,672,155	1,797,603	1,905,459	2,019,787	2,140,974	2,269,432
Unemployment Insurance	258,869	173,802	117,499	117,499	117,499	117,499
Workers' Compensation Insurance	482,092	471,380	494,949	519,696	545,681	572,965
Retiree Benefits	870,654	685,833	685,803	685,803	685,803	575,991
TOTAL EMPLOYEE BENEFITS	5,333,582	5,241,816	5,466,141	5,621,243	5,784,603	5,846,883
BOOKS, SUPPLIES AND MATERIALS						
Books and Supplies	0	4,445	4,445	4,445	4,445	4,445
Instructional Supplies	174,899	210,203	210,203	210,203	210,203	210,203
Non Instructional Repair Parts	24,636	71,417	71,417	71,417	71,417	71,417
Non Instructional Supplies	185,789	255,197	255,197	255,197	255,197	255,197
Gasoline	8,462	23,328	23,328	23,328	23,328	23,328
Food/Food Supplies	3,978	2,000	2,000	2,000	2,000	2,000
TOTAL BOOKS, SUPPLIES AND MAT.	397,764	566,590	566,590	566,590	566,590	566,590
CONTRACT SERVICES AND OPERATING EXPENSES						
Contract for Personal Services	2,355,966	1,970,103	2,083,103	2,096,233	2,109,494	2,122,888
Travel, Conference and Training	77,934	100,348	100,348	100,348	100,348	100,348
Dues and Memberships	33,834	35,740	35,740	35,740	35,740	35,740
Insurance	99,499	150,000	153,750	157,594	161,534	165,572
Utilities and Housekeeping Services	862,972	1,013,000	1,164,950	1,188,249	1,212,014	1,236,254
Contracts, Rentals, and Repairs	395,236	442,817	442,817	442,817	442,817	442,817
Legal, Elections, and Audit Expense	218,453	389,000	889,000	389,000	639,000	389,000
Othr Srvcs, Postage, and Advertising	708,022	714,079	714,079	714,079	714,079	714,079
Miscellaneous	338,169	177,388	72,500	72,500	72,500	72,500
TOTAL CONTRACT SERVICES	5,090,085	4,992,475	5,656,287	5,196,560	5,487,526	5,279,198

Compton Community College District
Five-Year Budget Projections

EXPENSES	2011 - 2012	2012-13	2013-14	2014-15	2015-16	2016-17
CAPITAL OUTLAY						
Site Improvements	0	100,000	200,000	200,000	200,000	200,000
Buildings	0	0	0	0	0	0
Library Books	57,091	66,000	120,000	120,000	120,000	120,000
Equipment	121,198	202,033	204,053	202,033	202,033	202,033
TOTAL CAPITAL OUTLAY	178,289	368,033	524,053	522,033	522,033	522,033
OTHER OUTGO						
Other Outgo	1,292,420	1,300,000	1,300,000	1,300,000	1,300,000	1,300,000
Interfund Transfers Out	874,767	850,000	560,500	575,000	590,000	605,000
Other Payments To/For Students	56,096	50,000	50,000	50,000	50,000	50,000
TOTAL OTHER OUTGO	2,223,283	2,200,000	1,910,500	1,925,000	1,940,000	1,955,000
TOTAL EXPENDITURES LESS CONTINGENCY	30,549,390	30,638,598	31,654,920	31,625,057	32,357,287	32,489,773
Reserve for Contingencies	0	1,500,000	500,000	400,000	400,000	1,700,000
GRAND TOTAL EXPENDITURES	30,549,390	32,138,598	32,154,920	32,025,057	32,757,287	34,189,773
ENDING BALANCE	4,458,552	2,156,653	2,560,286	2,093,783	1,935,361	2,199,646
	35,007,942	34,295,251	34,715,207	34,118,839	34,692,648	36,389,419
	-	-	-	-	-	-
Designated Fund Balance	439,368	529,526	329,526	219,684	109,842	-
Projected Contingency & Ending Balance Reserve	13.16%	10.21%	8.63%	7.19%	6.88%	12.00%
Annual Increases (Decreases)						
PERS	0	93,942	0	0	0	0
STRS	0	0	0	0	0	0
Election	0	0	520,000	0	250,000	0
Health and Welfare	0	-124,498	101,100	107,166	113,596	120,412
Utilities and Housekeeping Services	0	-55,000	151,950	23,299	23,765	24,240
Insurance - Workers' Compensation	0	-51,969	22,596	23,726	24,913	26,158
Insurance - Liability	0	25,000	10,500	10,815	11,139	11,474
Cost Reduction from Academic Hourly	0	0	0	0	0	0
Back-fill of Categorical from UGF	0	0	0	0	0	0
PARS Obligation - actual annual payments	109,000	109,000	109,000	109,000	109,000	109,000
Police Services Contract	0	13,639	13,776	13,913	14,052	14,193
UGF Line of Credit Repayment	0	500,000	-300,000	0	0	0