DRAFT

CEC Educational Master Plan

Part I - Vision

Vision of the Compton Center

Looking ahead to the year 2020, the Compton Center looks forward to being fully accredited.   In the next 4 years a concerted effort is underway to ensure that the Center is advanced to candidacy.   It will be marshalling its planning, procedures, programs and assessments to realize this goal. If planning objectives are met, Compton should have, by the year 2020, both the appearance and the substance of a new institution.

The resident population in the district and surrounding service area will show modest growth over the next decade, but the potential for growth at the Compton Center itself is much greater. The reason lies in past practice. Compton has historically underserved significant segments of the district - notably a) Latino residents, who number over 60% of area residents but just 34% of the student body; b) residents on the eastern side of the district, in the cities of Lynwood and Paramount, where participation rates are a fraction of those in the city of Compton; c) non traditional students whose needs are best served in the off-peak evening and weekend hours or in alternative off-campus or online settings; and d) male students, who make up half the residents but 35% of students.

Over the past twelve years the Compton Community College District has made no additions to its classroom inventory; nor has it significantly improved technological capacity in the buildings that it has which has placed constraints on enrollment. Long range plans are under way for a complete re-design of the Compton campus by 2020, which would not only meet the instructional needs but also provide the look and feel of a college attractive to students with interests outside of class hours. Over the next three years, a major infrastructure project funded by the state will provide the foundation for the future ultimately producing state-of-the-art instructional facilities.

Another challenge and opportunity facing both Compton Center and district revolves around human resources.   Current staffing levels in the instructional, administrative and classified areas at Compton are comparable to those at other districts serving approximately 5000 Full Time Equivalent Students. Compton enrolled 5303 FTES in the academic year 2009-2010, but projections for 2010-2011 are for enrollment to reach 7000 FTES - an increase of 32% in a one-year period. Growth of such magnitude, ordinarily presumed to occur only over a decade, will place significant strains on the institution. In preparing the eligibility criteria for accreditation, several key staffing issues have been identified and will need to be addressed in order for the Center to apply for eligibility.   Of the 84 full-time faculty teaching in the year 2009-2010, 41 are 60 years of age or over, and another 16 are 50 to 59 years old.   Three out of four full-time faculty will reach or approach retirement age by 2020. The additional and replacement positions which Compton will probably need over the next decade may exceed in number the entire current full-time faculty. A transformation so great will force the district to

revisit its mission, its curricular and program offerings, its student and resident demographics, and the occupational outlook for its graduates.

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

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

The greatest challenge to the district in the next ten years will be to acculturate and educate students who have come to the Center less prepared for college work than at other institutions. In the five years since the partnership with El Camino College District began, enrollment at Compton will have grown from 2700 FTES to 6400 FTES, an increase of 140% - far greater than any California community college over that period. Nevertheless, on the standard measures of accountability, which include in-course success and retention rates, persistence in enrollment over terms, and completion of degree, certificate and transfer requirements, Compton falls well below even peer institutions. The disparity between access - in bringing students in greater numbers to campus - and success - in providing the conditions for them to meet their objectives in a timely fashion once here - will over the long term be the inverse measure of the institution's own success as educator.   Although a very large number of students beginning their college education at Compton do so in basic skill courses, the success rates in those courses have been well behind those for degree-transfer courses and for the Center as a whole.   Compton must treat every student for whom the stay at Compton has become unduly prolonged or a dead end as its own failure to serve. As student learning outcomes become incorporated in curricular and program offerings, the last outcome - completion of student objectives - will be the ultimate measure of institutional performance.   This standard is quantified, by legislative mandate, in the project of Accountability Reporting for Community Colleges (ARCC). Compton will need to set

and meet measurable improvement goals under ARCC for the next decade.

An ongoing imperative for employees and students alike will be to put in place the resources and tools necessary to bring technological innovation to the educational process at Compton. Until recently, Compton has lagged behind community colleges generally in such areas as online registration/enrollment, distance education, and smart classroom construction. Staff and students had been judged insufficiently computer literate to make use of such advances. The partnership experience with El Camino has proven this verdict at worst mistaken and at best premature. Online enrollment, virtually nonexistent at the beginning of the partnership, has become the norm at Compton. A campus which had no online/hybrid course offerings four years ago now traces more than 10% of its enrollment to such classes, which comprise the fastest growing segment in the Compton schedule. Rapid development in both areas was not an accident, but rather the product of a variety of aggressive training programs for faculty, support staff and students alike. Smart classrooms remain an elusive goal, but will be integrated into plans for new classroom construction over the next few years. In all areas, funding for equipment will only be the first step. Training in its use will be the ongoing imperative to maximize its educational benefit.

Vision for Curriculum and Instruction

As long as Compton remains a center of El Camino College, its educational mission, curriculum and instructional programming will follow the format furnished by the larger college. Within that format, Compton will be able to tailor the weight and distribution of its programming to meet the distinctive needs of its district population. By way of example, a large percentage of section offerings, as high as 40%, have been and will continue to lie in the developmental courses designed to remedy deficiencies in basic skills; vocational programs have also been weighted to meet demand in the surrounding service area. Such programming should be subject to periodic review as demographics or economic conditions change. The more successfully Compton adapts to its own niche market, under the aegis of El Camino, the less abrupt will be the transition required at re-accreditation. In both phases, and in keeping with current trends in educational theory, programs will call for assessment directed, not simply to their internal procedural merits, but to their outcomes. That procedures designed to ensure educational success are in place will be necessary but not sufficient, even for the newly accredited college. Innovations in pedagogy, instructional delivery, and technological assistance must justify themselves by way of measurable improvement in student performance. Along with El Camino, Compton has made significant strides to date in writing Student Learning Outcomes for its courses and programs. Over the next few years, it will need to implement its SLOs by means of assessment instruments with the capacity to track student progress methodically.

Curriculum

At Compton as elsewhere, curriculum should be current, compliant with state standards, and responsive to the needs of its community. Since under the partnership authority over curriculum rests with El Camino College (as the locus of accreditation), primary responsibility for meeting the first two burdens presently lies with El Camino. Compton is free and encouraged to propose additions or amendments to program/course offerings following El Camino procedures for curricular review. The Center has also made use of innovative El Camino strategies, such as the First Year Experience, on a pilot-project basis for self-selected students. The objective over the next few years will be to extend such demonstrably successful initiatives to the broad population of students. Moreover, course offerings in such areas as Basic Skills, which remain essentially atomized, will require intervention from the Center to integrate them with each other and with the transfer, degree, and certificate courses for which they should be treated as preparation. The challenge will be to build from an advanced curriculum to ensure that its functioning is seamlessly organic, so that courses may come to appear, both to instructors and students, not as isolated units in a patchwork, but as contributors, each in its own way, to a single coherent educational objective. Properly implemented during the partnership years, comparatively painless enhancements to the curriculum, particularly with a view to outcomes, will make the transition to accreditation more manageable when it comes.

Course and programming adjustments over the next decade, which will be substantial given the highly fluid environment at Compton, will call for a balance between two poles: the limits set by the existing ECC curriculum in the early years and the need, over the entire period, to accommodate comparatively rapid growth reaching new constituencies. The district will need to articulate standards for program maintenance, enhancement, or discontinuance, which in turn lie strategically between its planning agenda and an extensively developed base of data on particular programs. The critical imperative will be to put an institutional process in place for making program assessments which go beyond the too often one-dimensional reliance on enrollment trends at the expense of a comprehensive curricular vision. Compton is fortunate in that high growth and turnover in staffing should allow for decisions on program reduction or elimination, which draw upon multiple criteria but do not necessarily require involuntary reductions in force.

Instruction

Even as enrollment grows over the longer term, Compton, like all other districts, will be operating under severe economically imposed funding constraints. Protected by supplemental recovery funds for the past three years, it may experience the transition more sharply than those districts which have already had to make the adjustment to an era of limits. Circumstances will place a high premium on optimal use of resources to serve instruction, which remains its core mission.

Efficiency the use of resources for instruction will be measurable on two fronts. Other things equal, reduced funding is thought to reduce student access - to impact enrollment - or at the very least to force larger numbers of students into fewer sections offered, and so to increase average class size. The result would be both to make it more difficult for new students to enroll

and, for those who have enrolled, more difficult to complete their objectives in a timely manner. Such adverse consequences should be partially offset by proportionately increasing distance education classes, which can accommodate larger enrollments without impacting facilities, and by strategic direction of students to off-peak and off-campus classes with historically lower than average enrollments.

Student access, as registered in enrollment, is not, however, the only denominator of instructional efficiency. The next decade is likely to see a trend shift toward holding colleges accountable for the success of the students they enroll, relative to the funding they receive. To serve students well with limited funds, Compton will need to place much greater weight than in the past on the essentially logistical factors which enhance student success: organizing students with common objectives into mutually reinforcing cohorts over several terms; coordinating the number and timing of sections scheduled with the educational plans to which students have committed; targeting technological innovations to the precise needs of disciplines that would benefit from them; scheduling supplemental instructors and integrated learning laboratories at times and in a central location which would extend their reach across the disciplines they serve; giving enrollment priority in all classes to students within a term of their degree or certificate objective; and developing a contract with students that guarantees a degree within two years to those who complete their requirements under a set plan on a full-time basis.

Over the next few years, the district will be weighting these and other intervention strategies toward the two areas, basic skills and distance education, which have to date shown the greatest discrepancy between access and performance. They bring the largest enrollments to Center classes but the lowest success and retention rates.

Vision for Support Services

The vision for the district as a whole calls for continuing what has become a major transformation in the delivery of support services for students in the areas of enrollment, instruction and student life. The facilities master plan includes provision for a one-stop student service facility, which would integrate enrollment, registration, financial aid, counseling, and access to records at a single site. By way of paradox, technology has brought the campus closer to making such cohesion a virtual reality than construction yet has to building the physical site. The new as well as the continuing student has online resources to meet his/her procedural needs which did not exist before the partnership. Here, as with other innovations, training for faculty, staff, and students will be the key to success. Once in place, a centralized service site, online or on campus, will prove not only convenient but an advance for the student in control of his/her student business. These developments will not obviate the need for a single campus physical site as well. By streamlining communication across multiple operations, they should enhance rather than replace the function of the on-campus location. On the academic side, though the culture for it has not yet fully arrived, the CEC and ECC email network, now ubiquitous in online courses, will over time become the customary form of extra-curricular communication between instructor and student in on-campus classes.

Technology aside, over the next decade the counseling staff is likely to assume the most critical support role, not simply to keep pace with enrollment, but also because research has

established a very high correlation between student success, particularly in completing objectives, and the ratio of students to counselors. With large numbers of students untutored in the most efficient way to meet their academic or vocational objectives, Compton is especially vulnerable to the consequences of understaffing among its counselors. Its long term staffing plan will include a concerted effort to redress this deficiency.

Understood broadly, student support services should also include programs - among them, Disable Students Programs and Services, CalWorks, and Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education - which provide otherwise disad-vantaged students with resources to advance their educational objectives. These programs have historically received their revenue from state restricted categorical program budgets. In the recent past, state support for categorical programs has declined over 40%, with no restoration in sight in the near future. As a partial offset, the state has granted districts greater flexibility within their budgets to distribute funds across programs. At Compton, which has many students enrolled in and benefiting from these programs, what were once decisions made in Sacramento have become choices open to the district. Over the next few years, Compton will need to plan for both the level of its total commitment and the distribution of limited available funds to these programs.

Vision for Facilities and Technology

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

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

Finally, construction for a distant future must be functional. Classrooms, for example, which have traditionally been prisoner to the distinction between lecture and laboratory uses,

must be sufficiently flexible in design, in as many areas as possible, to allow for cross-over usage. If Compton is to meet its goal of service to the community, it will also need a facility, such as a performing arts complex, for large-audience community events, but one which can also serve instructional needs as classes are in session. If Compton is to create a "college atmosphere" capable of bringing students to campus for more than a class session, it will need well-designed gathering areas, a student activity center, and lounge areas within instructional buildings to serve the purpose.

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

Vision for Enrollment Growth

Demographics in the Compton service area are favorable for enrollment growth at the Center over the next ten years. Resident population in 2020 will have increased at a forecast rate of approximately 15%, which exceeds the California average. As in California generally, an age bubble has passed through the school system, leaving behind a significant reduction in young school age children; yet in the Compton area, where the median age is several years below that for California and the nation, the percentage of residents under 25 is and will remain quite high. Moreover, the largest anticipated growth will occur among adults 45 and older, who currently have low representation at the Center. As mentioned, the large percentage of underserved residents in the area - among them, Latinos, working adults, males, residents outside the city of Compton, and senior citizens - function as pockets of opportunity for future enrollment growth, making it possible for Compton to grow at rates significantly exceeding those for the area population in general.

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

Enrollment Projections

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

Charted below is the enrollment trend at Compton, measured in FTES, for the six fiscal/academic years from 2004-2005 through 2009-2010.

[Insert Figure 1   --   FTES   Profile   ]

FTES calculations are as reported to the Chancellor's Office on attendance accounting Form 320, but with borrowed FTES restored to the years in which it was actually registered. The chart shows a trend without parallel among California community college districts. From a nominal enrollment of 6400 FTES in 2004-2005 - actual enrollment, subtracting FTES borrowed from the following summer, was approximately 5700 FTES -   Compton suffered a free-fall decline over the next two years of more than 50%, followed by recovery virtually as rapid, in 2009-2010, to its original enrollment level. The first year reduction was a consequence of the ACCJC decision in June, 2005, to terminate accreditation at Compton, and the second followed formal termination in August, 2006. During the recovery years, the district remained under state management as the college closed and re-opened as a center under the oversight of El Camino.

The chart and history suggest a normalized enrollment level at Compton of just under 6000 FTES, which is consistent with FTES at that level for the four years prior to 2004-2005. Looking to the future, however, the data raise a serious challenge. The district could choose to project from the dramatic growth rates of the past three years, which, though they cannot be

sustained indefinitely, also show no signs of abating; or it could treat the recent past as an anomalous departure and return to a mean, likely to be followed by a smoothed and substantially slower ascent. The charts below take the second, conservative approach, though not without risk. Actual enrollment for 2009-2010 reached a point not anticipated for another two years; and realistic estimates for the current year would place enrollment at a level not expected until 2014-2015. Its projections assume an annualized growth rate over the decade to 2020 of approximately 4.5%, with FTES reaching an annual 8000 in 2020 and WSCH for the fall term in the same year of over 114,000.

[Insert Figure 2 - Forecasted Growth of Credit FTES   ]

Should the higher actual enrollments for 2009 and 2010 be taken as a base, keeping the growth rate the same, the projected enrollments for 2020 would be, respectively, over 9000 FTES and, for the fall term, over 128, 400 credit WSCH.

[Insert Figure 3 -   Forecasted Growth of Credit WSCH   ]

Attaining Projected Growth Goals

To reach a target enrollment range of 114,000 to 128,000 WSCH for the fall term, 2020 and 8000 - 9000 FTES for that year, Compton need not simply speculate on the strategy required. It can point to a four year record of extraordinary enrollment growth, owed in part to favorable external conditions but equally to its own aggressive enrollment plan. Annually revised to address an environment in flux, that plan sets target populations for focused outreach and recruitment, adds programs and staffing to meet specified enrollment objectives, monitors developments monthly on a timeline basis, and ensures that all elements work together with ample funding. Procedurally, the means are in place at Compton to generate consistent growth for the indefinite future.

The substantive features of a long term enrollment management plan will include the following: 1)   to raise enrollment rates in the eastern region of the district - to raise participation in Paramount (now 7.6 per 1000 adults) and Lynwood (16.3) to the norm for the district (currently 27) and eventually to parity with the city of Compton (now, 52);   2) to raise percentage enrollment of Latino students (now at 36% of total enrollment by headcount) to parity with resident population in the district (now 62%);   3) to address the language barrier by increasing ESL courses and developmental offerings to which ESL serves as a pathway;   4)   to provide a record of marketable performance by increasing retention rates within terms to 80% and persistence rates across terms to 65%;   5) to intervene strategically in curricular areas which consistently underperform - e.g. to increase in-course success rates for basic skills offerings (now, 45%) and online offerings (also 45%) to the norm for all classes (60%) - in order to keep all students on pace to reach their educational objectives. 6) to develop attractive off-peak

evening and weekend class offerings, which currently account for less than one third of enrollment, to a point of enrollment parity with daytime peak offerings; 7) to raise the percentage of students taking a full time load (now, 16% taking 12-15 units) to levels which would enhance the foregoing objectives.

(No data for closing paragraph on credit-WSCH productivity - i.e., credit-WSCH per unduplicated student.)

PART II – PROGRAM SUMMARIES

PROGRAM SUMMARY OVERVIEW

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

ACADEMIC PROGRAMS:

Social Sciences/ Fine Arts Division

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

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

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

There is only one full- time AJ instructor. The other faculty members are adjunct instructors. The hiring of new faculty, both full- time and part- time, will be necessary in the next three years.

Dance (Part of Creative and Performing Arts Program)

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

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

History

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

Human Development and Psychology Program

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

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

Psychology and Human Development courses are taught by part-time and full-time faculty. There is only one full-time faculty who teaches Psychology. Enrollment in this program has been consistently high, and in the past three years, course offerings have been expanded to meet

growing student needs. Upgraded classroom technology is critical to the quality of instruction in the future. The goal of the program is to use technological advances to improve classroom instruction and support four key components of learning: active engagement, participation in groups, frequent interaction and feedback. Equipment such as smart carts must be purchased to accomplish this goal.

Music Program (Including Commercial Music)

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

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

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

Political Science

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

Social Science

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

theoretical perspective and independent courses.

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

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

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

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

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

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

Humanities Division

Communication Studies and Journalism

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

English and Academic Strategies

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

English-Reading

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

English as a Second Language

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

Foreign and Sign Languages

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

Sign Language program will prepare the student for entry- level jobs interpreting in the educational, medical, and community settings. At the Center we are only offering 2 courses SlAN 15 & 16. This program has the potential of growing but due to fiscal constraints we will continue to offer these two courses. We hope to expand this program in the next few years and will use the present time to develop marketing strategies and also to develop SLAN lab capacities.

Philosophy and Humanities

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

Mathematics & Natural Sciences Division

Astronomy/Physics

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

Biological Sciences

The mission of the biological sciences program is to (1) offer quality educational opportunities for students by providing courses that transfer to four-year institutions, (2) provide associate degrees and certificate courses that meet general education requirements, and (3) prepare students for entry into various health related fields and programs. The learning outcomes expected from students completing the biological sciences curriculum include: rich and current content knowledge, technical abilities to use appropriate scientific equipment, proficiency in expressing scientific content in written form, ability to apply the scientific method, and improved confidence and student attitudes toward biological sciences.

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

buying laboratory materials, which include: dissection specimen, chemicals, latest/ modern equipment, and equipment maintenance and consumables.

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

Chemistry

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

Earth Sciences

The Earth Sciences Department at El Camino College Compton Center now offers an increased number of courses in geology also one course in geography.   In addition to an increased number of Geology 1 (physical geology) & Geology 3 (physical geology laboratory), Geology 15 (natural disasters) and Geography 1 (physical elements) are additions to the programs' course offerings.   All the aforementioned courses suit students by meeting course requirements in physical science, in order to receive an associate's degree or transfer to a four-year college or university.   Tutors, supplemental instruction & any other program support are needed to foster student success.   Continued growth in the geology program is limited by the lack geologic/geographic materials available, staffing and college statewide budget-cuts.

Mathematics

The mission of the mathematics program is to provide instruction and support for students learning mathematics at all levels: basic skills, pre-collegiate and college level mathematics. The overarching outcomes for mathematics are for students to learn mathematics, pass their courses, prepare for later study of mathematics, and the use of mathematics in the workforce. Learning outcomes for mathematics are specific for each course, and are most often in one of these categories: mathematical concepts, problem-solving abilities, mathematical versatility,

calculations, communication skills, learning skills, and application. Transfer-level courses are well-articulated with both CSU and UC. The class schedule meets the needs of students; as courses are offered from early morning to evening and on weekends. There needs to be greater support for smart classrooms. Even when new equipment is approved, it is very slow in arriving. There needs to be greater responsiveness to classroom needs. Keeping pace with technology and the latest technological tools available in delivering instruction, as well as for student use, presents an ongoing budgetary challenge for both the institution and the student. Most math courses will have conducted an SLO assessment by the end of 2010-11. Collaboration with other areas (particularly Counseling, Human Development, English) that work with basic skills students will be increased; as well as collaboration with outside agencies such as with U.C.I.-Saturday with Scientists program, and with JPL in the JPL Undergraduate Scholars (JPLUS) program.

CAREER & TECHNICAL EDUCATION

Automotive Technology

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

Business

The management program prepares students for careers in Accounting Business, Management, Marketing and Finance. Students completing this program will have the ability to organize, operate, and manage business organizations, utilize human resources and improve working relationships and projects.

Computer Information Systems

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

Contemporary Health / First Aid

The department projects the need for increased course offerings in disease prevention, human sexuality, stress management, weight management, healthy aging, and women's health concerns. There will also be a need for increased fitness assessments as required by the Contemporary Health curriculum. There is a need to develop certificate programs for majors in recreation, coaching, and personal trainer. The department sees a need for more online course offerings.

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

Cosmetology

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

Fashion

The Fashion program prepares students for employment in the field of design and production or merchandising and provides upgrade opportunities for currently employee personnel. Upon completing the degree or certificate requirements, students gain proficiency in clothing, construction, fashion illustration, pattern making, draping, computer aided fashion design, and manufacturing. Competencies will be assessed by portfolios and exhibitions of original apparel design and garments. Fashion is taught by an adjunct instructor at the Center and as such we do not offer all of the courses in the Fashion program. Additionally current fiscal constraints prevent us from expanding current offering as wells.

Fire and Emergency Technology

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

Fitness / Physical Activity

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

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

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

The Heating, Ventilation, Air Conditioning and Refrigeration program offers theory, training in repair of HVACR equipment, troubleshooting strategies, customer service, electrical and control applications to students seeking an associate in science degree or a certificate. The program prepares students for employment in the field and provides upgrade opportunities for currently employed personnel. Competencies will be assessed in accordance with the Environmental Protection Agency (EPA) certificate criteria and Air Conditioning and Refrigeration Institutes (ARI) recommendations. Students completing the program may expect to enter industry as an advanced apprentice or entry-level HVACR technician. We expect this program to grow over the next few years. The program is currently taught by a core of dedicated adjunct faculty and this trend will continue until the fiscal situation at our institution improves.

Machine Tool Technology

The Machine Tool technology program prepares students for employment in machine shops, tool rooms, instrument and experimental laboratories or reviews and upgrades the skill set of employed industrial personnel. Students gain proficiency in the set up and operation of employed industrial personnel. Students gain proficiency in the set up and operation of drilling machines, lathes, mills, grinders, electrical discharge machines, CNC milling machines and computer aided manufacturing systems. There has been a revitalization of this program with the introduction of the Aerospace Fastener program and we are the only institution with a lab dedicated to aerospace fastener tooling .The program is expected to expand further when we develop a fastener curriculum and hiring in the industry begins anew .

Nutrition and Foods
Nutrition and Foods is not a vocational program, but a series of courses designed to meet the requirements for other majors, such as Early Childhood Education and Nursing. The Nutrition and Foods 11 course also meets the transfer requirement under Area E. Nutrition and Foods also

offers two courses online Nutrition & Foods 3 & 11. These courses focus on the relationship between nutrition, health, and physical wellness.

Real Estate

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

Welding

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

HEALTH & HUMAN SERVICES

Child Education

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

Nursing

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

Vocational Nursing (VN) –   In the Vocational Nursing Program, students will acquire the skills

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

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

Teacher Education

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

SUPPORT SERVICES

Bookstore
To be added

Facilities

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

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

was somewhat neglected and under-funded with personnel within the units lacking in the experience and training necessary to move forward with facilities planning and implementation.

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

Facilities Maintenance & Operations

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

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

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

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

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

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

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

Fiscal Affairs

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

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

Foundation
To be added

Human Resources

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

ITS

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

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

Student Services Division

Admissions and Records

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

Assessment and Testing

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

Athletics

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

CalWORKs/TANF/GAIN

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

Counseling

The Counseling Department is one of the four steps of Matriculation Process and most new first time students enrolling at El Camino College Compton Center come to the Counseling Department to receive academic guidance and to complete their educational plans. The Counseling Department provides services in the General counseling area, located in the Compton Center administration building. In addition, the Counseling Department provided support services to the following specialized services to the Athletics, CalWORKs/GAIN/TANF,

EOPS/CARE, Financial Aid, First Year Experience Program, Nursing department, Probation Services, Registration Assistance, Special Resource Center, Student Success Transfer and Retention Services, Transfer Center, and Career & Technical Division.

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

EOPS/CARE

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

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

Financial Aid

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

First Year Experience Program

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

Outreach and Relations with Schools

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

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

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

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

Student Development

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

Transfer Center

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

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

Police Department

Cadet Services

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

Live Scan

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

Parking Services

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

Police Dispatch Services

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

being added and improved upon. Video surveillance is expected to be added to and improved upon. It is recommended hiring two additional fulltime dispatchers particularly with the merger of Compton.

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

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

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

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

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

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

PART III - THE QUANTIFICATION OF ON-CAMPUS SPACE NEEDS

Profile/Analysis of the Current Curriculum   Note this section will be updated with Fall 2009 data.

Quantifying space needs begins with an assessment of the current program of instruction. To create this snapshot, the 2008 fall semester was used to represent the College's current program of instruction.

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

The Center's program of instruction reflects of the needs of the service area and is a direct result of the interests and talents of the faculty. Characteristics of the current program of instruction, by instructional division, are captured in the following breakdown.

Figure –
Program of Instruction by Instructional Divisions – Fall 2008

COLLEGE DIVISION	WSCH	FTES	LEC HRS	LAB HRS	% OF WSCH
Behavioral and Social Sciences	7,491.14	225.45	215.30	3.40	13.60%
Business	4,076.72	107.52	106.16	58.22	7.40%
Fine Arts	4,277.14	130.08	108.40	63.26	7.77%
Health Sciences and Athletics	10,919.86	243.84	139.94	474.11	19.82%
Humanities	8,851.18	278.23	240.32	57.48	16.07%
Industry and Technology	5,378.08	171.83	117.06	128.30	9.76%
Mathematical Sciences	7,058.58	217.78	242.24	0.00	12.81%
Natural Sciences	7,029.52	221.93	105.54	150.90	12.76%
TOTAL	**55,082.22**	**1,596.66**	**1,274.96**	**935.67**	**100%**

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

Translation of the Current Curriculum to State Standards
To create a benchmark comparison with statewide averages and standards, the Center's disciplines and programs have been coded (figure X) with the State's Taxonomy Of Programs (TOP) code format per the following figure:

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

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

Figure X provides a view of the Center's translated instructional disciplines via the TOP code instructional program format.

Figure –
Program of Instruction by TOP Code Instructional Discipline

TOP DISCIPLINE	WSCH	FTES	*LEC HOURS*	*LAB HOURS*	*% of WSCH*
Biological Sciences	22	5,374.72	170.36	60.94	122.40
Business and Management	27	2,690.60	64.55	76.86	28.72
Media and Communications	4	176.80	5.53	13.60	0.00
Information Technology	9	1,199.12	37.47	22.50	29.50
Education	44	5,529.88	174.12	40.40	154.46
Engineering and Industrial Technologies	19	3,728.06	120.28	61.18	118.10
Fine and Applied Arts	34	3,447.54	104.15	77.80	63.26
Foreign Language	8	1,225.10	38.91	42.50	0.00
Health	32	5,714.98	79.86	104.04	323.05
Family and Consumer Sciences	25	2,742.32	78.96	80.88	10.20
Law	1	129.20	3.69	3.40	0.00
Humanities (Letters)	39	4,183.00	130.10	135.80	16.40
Library Science	2	32.94	0.96	2.44	0.00
Mathematics	28	3,224.10	101.95	121.40	0.00
Physical Sciences	15	1,590.20	49.55	41.20	28.50
Psychology	10	1,349.80	42.17	34.00	0.00
Public and Protective Services	10	765.00	23.90	34.00	0.00
Social Sciences	26	3,369.40	105.25	88.40	0.00
Interdisciplinary Studies	75	8,609.46	264.87	233.62	41.08
TOTAL	**430**	**55,082.22**	**1,596.66**	**1,274.96**	**935.67**

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

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

The Current Curriculum Indicators
Figures X and X provide a snapshot of key elements for the fall 2008 semester status of instructional programs at the Center.

Seat Count
Figure X compares enrollment per class section at ECC using the TOP code format for instructional programs. The statewide standard for enrollment per class section is 35 students. Combined with the percentage ratio of overall seats enrolled, the table provides an illustration of the key TOP code instructional disciplines as they presently exist. The Center averaged 27 seats per class section for the baseline semester used (2008 fall semester). Law, Psychology, and Social Sciences were the three TOP code instructional disciplines exceeding the state standard.

Figure –
Seat Count Analysis/Comparison by TOP Code Instructional Divisions – Fall 2008

TOP DISCIPLINE	TOTAL SEATS	AVE CLASS SIZE	+/- STATE STANDARD	% ENROLLED SEATS

Biological Sciences	639	29.05	-17.01%	5.48%
Business and Management	690	25.56	-26.98%	5.92%
Media and Communications	52	13.00	-62.86%	0.45%
Information Technology	208	23.11	-33.97%	1.78%
Education	1,152	26.18	-25.19%	9.89%
Engineering and Industrial Technologies	378	19.89	-43.16%	3.24%
Fine and Applied Arts	923	27.15	-22.44%	7.92%
Foreign Language	222	27.75	-20.71%	1.91%
Health	571	17.84	-49.02%	4.90%
Family and Consumer Sciences	769	30.76	-12.11%	6.60%
Law	**38**	**38.00**	**8.57%**	**0.33%**
Humanities (Letters)	1,042	26.72	-23.66%	8.94%
Library Science	27	13.50	-61.43%	0.23%
Mathematics	706	25.21	-27.96%	6.06%
Physical Sciences	322	21.47	-38.67%	2.76%
Psychology	**397**	**39.70**	**13.43%**	**3.41%**
Public and Protective Services	225	22.50	-35.71%	1.93%
Social Sciences	**991**	**38.12**	**8.90%**	**8.50%**
Interdisciplinary Studies	2,301	30.68	-12.34%	19.75%
TOTAL	**11,653**	**27.10**	**-22.57%**	**100.00%**

Source: El Camino College, Office of Academic Affairs. Data based on 2008 Fall Semester for Credit Enrollment. State standard equals 35 students/section. Bolded Instructional Divisions indicate performance above the state average.

WSCH per Class Section

WSCH generated per class section are compared in Figure X. The middle column ("WSCH/SEC STATE AVE") represents the statewide averages. The column to the immediate right depicts WSCH generated per class section at ECC. Instructional disciplines for this perspective were listed by TOP code. Bolded TOP instructional disciplines indicate performance level above the statewide average for that particular discipline.

Figure –
WSCH per Class Section Comparison by TOP Code Instructional Division   - Fall 2008

TOP DISCIPLINE	CODE	WSCH/SEC STATE AVE	WSCH/SEC CENTER	+/- *STATE STANDARD*
Biological Sciences	**0400**	**143**	**244.3**	**70.84%**
Business and Management	**0500**	**98**	**99.7**	**1.73%**
Media and Communications	0600	118	44.2	-62.54%
Information Technology	**0700**	**114**	**133.2**	**16.84%**
Education	**0800**	**85**	**125.7**	**47.88%**
Engineering and Industrial Technology	**0900**	**101**	**196.2**	**94.26%**
Fine and Applied Arts	1000	107	101.4	-5.23%
Foreign Language	**1100**	**126**	**153.1**	**21.51%**
Health	**1200**	**145**	**178.6**	**23.17%**
Family and Consumer Sciences	**1300**	**108**	**109.7**	**0.93%**
Law	**1400**	**88**	**129.2**	**46.82%**
Humanities (Letters)	1500	120	107.3	-10.58%
Library Sciences	1600	138	16.5	-88.04%
Mathematics	1700	121	115.1	-04.88%

Physical Science	1900	142	106.0	-25.35%
Psychology	**2000**	**91**	**135.0**	**48.35%**
Public and Protective Services	**2100**	**136**	**76.5**	**43.75%**
Social Science	2200	138	129.6	-06.09%
Interdisciplinary Studies	**4900**	**102**	**114.8**	**12.55%**

Source: El Camino College, Office of Academic Affairs. Data based on 2008 Fall Semester for Credit Enrollment.
Bolded Instructional Divisions indicate performance above the state average.

WSCH per FTEF

The state standard used for determining optimal productivity is based on WSCH generated per full-time equivalent faculty (FTEF). The standard is a ratio of 525 WSCH per FTEF. The TOP code instructional disciplines of Biological Sciences, Business Management, Information Technology, Education, Engineering and Industrial Technology, Foreign Language, Health, Family and Consumer Sciences, Law, Psychology, Public and Protective Services, and Interdisciplinary Studeies were found to be performing at levels above the statewide standard WSCH/FTEF. The Center's fall 2008 overall average productivity measure of 505.02 WSCH/FTEF was about 96.2% efficient when compared to the state standard. The following table provides a summary of the WSCH generated per FTEF by TOP instructional discipline for the 2008 fall semester.

Figure –
WSCH per Full Time Equivalent Faculty Analysis/Comparison   - Fall 2008

TOP DISCIPLINE	FTEF	WSCH	WSCH/ FTEF	+/- 525 STATE TARGET	% OF TOTAL WSCH
Biological Sciences	**5,374.72**	**8.87**	**606.20**	**13.40%**	**9.76%**
Business and Management	2,690.60	6.05	444.71	-18.05%	4.88%
Media and Communications	176.80	0.80	221.00	-137.56%	0.32%
Information Technology	1,199.12	2.57	467.24	-12.36%	2.18%
Education	**5,529.88**	**9.00**	**614.75**	**14.60%**	**10.04%**
Engineering and Industrial Technologies	3,728.06	9.00	414.25	-26.74%	6.77%
Fine and Applied Arts	3,447.54	7.38	466.94	-12.43%	6.26%
Foreign Language	1,225.10	2.50	490.08	-7.13%	2.22%
Health	5,714.98	13.06	437.66	-19.96%	10.38%
Family and Consumer Sciences	**2,742.32**	**5.18**	**529.08**	**0.77%**	**4.98%**
Law	**129.20**	**0.20**	**646.00**	**18.73%**	**0.23%**
Humanities (Letters)	4,183.00	8.63	484.51	-8.36%	7.59%
Library Science	32.94	0.27	123.56	-324.91%	0.06%
Mathematics	3,224.10	7.27	443.68	-18.33%	5.85%
Physical Sciences	1,590.20	3.67	433.68	-21.06%	2.89%
Psychology	**1,349.80**	**2.00**	**674.90**	**22.21%**	**2.45%**
Public and Protective Services	765.00	2.00	382.50	-37.25%	1.39%
Social Sciences	**3,369.40**	**5.20**	**647.96**	**18.98%**	**6.12%**
Interdisciplinary Studies	**8,609.46**	**15.43**	**557.84**	**5.89%**	**15.63%**
TOTAL	**55,082.22**	**109.07**	**505.02**	**-3.96%**	**100.00%**
State Target: WSCH/FTEF			**525.0**		

Source: El Camino Community College District, Office of Academic Affairs.   Data is based on 2008 Fall Semester for Credit Enrollment. TOP Code Instructional Discipline that is bolded indicates performance above the statewide

standards.

WSCH per FTEF Per Course Section

In the following figure, the productivity/efficiency value is measured in WSCH per FTEF per course section. While section size represents a relationship between the number of students enrolled in the section and the section itself, WSCH/FTEF/SECTION represents the relationship between the average section size and the faculty load (FTEF) assigned to each section within each TOP code. The following TOP code instructional programs performed above the state standard: Biological Sciences, Education, Family and Consumer Sciences, Law, Psychology, Social Sciences, and Interdisciplinary Studies.

Figure –
WSCH Per FTEF Per Course Section Analysis – Fall 2008

TOP DISCIPLINE	WSCH	FTEF	WSCH/ FTEF	WSCH/FTEF/ SECTION	% STATE STD
Biological Sciences	**5,374.72**	**8.87**	**606.20**	**40.41**	**15.47%**
Business and Management	2,690.60	6.05	444.71	29.65	-15.29%
Media and Communications	176.80	0.80	221.00	14.73	-57.90%
Information Technology	1,199.12	2.57	467.24	31.15	-11.00%
Education	**5,529.88**	**9.00**	**614.75**	**40.98**	**17.10%**
Engineering and Industrial Technologies	3,728.06	9.00	414.25	27.62	-21.10%
Fine and Applied Arts	3,447.54	7.38	466.94	31.13	-11.06%
Foreign Language	1,225.10	2.50	490.08	32.67	-6.65%
Health	5,714.98	13.06	437.66	29.18	-16.64%
Family and Consumer Sciences	**2,742.32**	**5.18**	**529.08**	**35.27**	**0.78%**
Law	**129.20**	**0.20**	**646.00**	**43.07**	**23.05%**
Humanities (Letters)	4,183.00	8.63	484.51	32.30	-7.71%
Library Science	32.94	0.27	123.56	8.24	-76.47%
Mathematics	3,224.10	7.27	443.68	29.58	-15.49%
Physical Sciences	1,590.20	3.67	433.68	28.91	-17.40%
Psychology	**1,349.80**	**2.00**	**674.90**	**44.99**	**28.55%**
Public and Protective Services	765.00	2.00	382.50	25.50	-27.14%
Social Sciences	**3,369.40**	**5.20**	**647.96**	**43.20**	**23.42%**
Interdisciplinary Studies	**8,609.46**	**15.43**	**557.84**	**37.19**	**6.25%**
TOTAL	**55,082.22**	**109.07**	**505.02**	**33.67**	**-3.81%**

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

WSCH Lecture and Laboratory Breakdown

Figure XX provides a breakdown by TOP code instructional discipline for actual lecture and laboratory WSCH generated for the 2008 fall semester at the Center. The data discloses that the curriculum of the Center is generally dominated by lecture WSCH at a ratio of 64% to 36%.

Figure –

WSCH Lecture and Laboratory Breakdown – Fall 2008

TOP DISCIPLINE	TOP CODE	LECTURE WSCH	LAB WSCH	TOTAL WSCH
Biological Sciences	0400	1,675.52	3,699.20	5,374.72
Business and Management	0500	1,937.38	753.22	2,690.60
Media and Communications	0600	176.80	0.00	176.80
Information Technology	0700	508.42	690.70	1,199.12
Education	0800	1,200.40	4,329.48	5,529.88
Engineering and Industrial Technology	0900	1,221.26	2,506.80	3,728.06
Fine and Applied Arts	1000	2,188.88	1,258.66	3,447.54
Foreign Language	1100	1,225.10	0.00	1,225.10
Health	1200	1,837.48	3,877.50	5,714.98
Family and Consumer Sciences	1300	2,531.52	210.80	2,742.32
Law	1400	129.20	0.00	129.20
Humanities (Letters)	1500	3,591.60	591.40	4,183.00
Library Science	1600	32.94	0.00	32.94
Mathematics	1700	3,224.10	0.00	3,224.10
Physical Science	1900	1,073.40	516.80	1,590.20
Psychology	2000	1,349.80	0.00	1,349.80
Public and Protective Services	2100	765.00	0.00	765.00
Social Science	2200	3,369.40	0.00	3,369.40
Interdisciplinary Studies	4900	7,334.34	1,275.12	8,609.46
TOTAL		**35,372.54**	**19,709.68**	**55,082.22**

Source: El Camino Community College District, Office of Academic Affairs. Data based on credit WSCH generated only during the fall 2008 semester. Off-campus and canceled class sections have not been included. Combined or multi-class sections have been counted as one section.

Projections for the Future Program of Instruction

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

The projections use WSCH as the primary criterion for viewing the instructional program of the future. As previously noted, WSCH represents only solid data that can accurately be apportioned and traced to each course, discipline and division. The projections are reflective of and limited to on-campus credit WSCH. Program forecasts were generated for the Center at points in time when credit WSCH reached 114,186 and student enrollment XX,XXX (2020 estimate). The projections used the 2008 fall semester as a benchmark, when WSCH generation was 55,082 and on-campus unduplicated credit-enrollment was 1,598.

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

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

1. 2008 El Camino Community College District, Report 17 ASF/OGSF* Summary and the Capacities Summary, an inventory of facilities that is recorded with the State Chancellor's Office.

2. The <u>2008 Weekly Student Contact Hours (WSCH) Comparison Report</u> for all state community colleges (published by the State Chancellor's Office).

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

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

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

At a time when credit WSCH reaches 114,186, the Center is projected to have the following semester profile:

Total WSCH:	114,186	Credit Enrolled Students:	XX,XXX

Details, by TOP instructional disciplines, of the semester profile are depicted in the figure that follows.

Lecture and Laboratory WSCH Breakdown For the Future

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

Year 2020 or When Credit-WSCH Reaches 114,186

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

Class Sections:	X,XXX	Lecture WSCH:	73,328
Total WSCH:	114,186	Laboratory WSCH:	40,857

Figure –
Credit Lecture and Laboratory WSCH: Year 2020 <u>or</u> Total WSCH of 114,186

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

Social Science	2200	1,586	0	1,586
Interdisciplinary Studies	4900	15,204	2,643	17,847
TOTAL		**73,328**	**40,857**	**114,186**

Determination of Space Requirements

In order to qualify for state funds to construct new facilities, the Chancellor's Office requires that the District demonstrate space needs. These needs are determined when the total space requirements for academic programs of instruction and support services are compared to the current space holdings of the District. The state standards for calculating square footage requirements are derived from the generation of WSCH or from a prescribed formula based upon various measures of student enrollment. The following sections provide a definition of space requirements and capacity, a listing and explanation of the utilization and planning standards used to determine space needs, and the determined net allowances for all categories of space.

Facilities Inventory

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

Space Category Elements

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

Figure –
Standard Space Categories Used for Campus Assessment

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

Prescribed State Space Standards

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

Figure –
Prescribed Space Standards

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

Reference Figure 19.
** DGE – Day Graded Enrollment

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

Standards for Laboratory Space:
Figure 19 contains the Title 5 state standards used to determine ASF for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

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

TOP DISCIPLINE	TOP CODE	ASF/ STATION	ASF/ 100 WSCH
Biological Sciences	0400	55	233
Business and Management	0500	30	128
Media and Communications	0600	50	214
Information Technology	0700	40	171
Education	0800	75	321
Engineering and Industrial Technology	0900	200	856
Fine and Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health	1200	50	214
Family and Consumer Sciences	1300	60	257
Law	1400	35	150
Humanities (Letters)	1500	50	214
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public and Protective Services	2100	50	214
Social Science	2200	35	150
Interdisciplinary Studies	4900	60	257

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

Non-State Space Standards

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

Figure –
ASF for Non-State Standard Campus Buildings

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

Source: State Chancellor's Office

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

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

Figure –
ECC Worksheet for Computing FTE Instructional Staff*

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

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

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

1. **Instructors:** Includes the professional instructional staff for day, extended-day, and adult education, except those whose offices are located off campus.

2. **Counselors:** Includes the professional counseling staff, special programs coordinators, extended opportunity program coordinators, statutory and Title 5 required staff.

3. **Department Administrators:** Includes professional staff responsible for coordinating or supervising departmental activities. This category is dependent upon the organizational structure of the college, but is generally defined as the department chair for an instructional or support service area.

4. **Librarians:** Professional librarians and directors of media services.

5. **Institutional Administrators:** Professional administrators with responsibilities covering the entire institution such as a President, Vice President, Deans, Business managers. This category generally covers all administrators above the department level.

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

Step 1: Credit-WSCH projections are applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.

Step 2: The current space inventory for the Center is used as a baseline to determine space needs. This baseline is subtracted from the calculated space requirements to result in the net ASF need by type of space for the projected long-term facilities plan.

Step 3: The result net assignable square footage by type of space for the benchmark years of 2020, is translated into the facility codes used by the state.

The Current Campus Inventory
The following figure shows the current facilities inventory for the Center as taken from the 2008 El Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary. This document provides a basis for comparing space needs with space availability. The Center currently has a building/facility space inventory of 267,634 assignable square feet.

Figure –

Facilities Inventory – Year 2009

ROOM USE CATEGORY	DESCRIPTION	ASF
050	Inactive Space	39,350
100	Classroom	24,030
210-255	Laboratory	59,529
300	Office / Conference	34,502
400	Library	20,409
520-525	Physical Education (Teaching Gym)	3,894
530-535	Instructional Media (AV/TV)	24,379
540-555	Clinic / Demonstration	16,957
610-625	Assembly / Exhibition	0
630-635	Food Service	9,699
650-655	Lounge / Lounge Service	1,774
660-665	Merchandise Facility	1,284
670-690	Meeting / Recreation	5,547
710-715	Data Processing	5,670
720-770	Physical Plant	12,174
800	Health Service	2,126
	Other	0
	TOTAL ASF	**261,324**

Source: El Camino Community College District, Space Inventory and Building Facilities Report 2009

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

The following figure identifies the square footage required to meet the needs of the Center's academic programs when credit WSCH reaches 114,186 – estimated to be 2020. At that time, the required academic space needs at the Center has been determined to be 128,748 ASF. As differentiated, lecture and laboratory ASF 31,457 and 97,291 respectively. Data presented was based on standards defined by the California Educational Code Title 5.

Figure –
ASF Required for Instructional Program Year 2020 or Credit-WSCH of 114,186

TOP DISCIPLINE	TOP CODE	LECTURE ASF	LABORATORY ASF	TOTAL ASF
Biological Sciences	0400	1,490	17,867	19,357
Business and Management	0500	1,723	1,999	3,722
Media and Communications	0600	157	0	157
Information Technology	0700	452	2,448	2,900
Education	0800	1,068	0	1,068
Engineering and Industrial Technology	0900	1,086	44,483	45,569
Fine and Applied Arts	1000	1,947	0	1,947
Foreign Language	1100	1,090	0	1,090
Health	1200	1,634	17,201	18,835
Family and Consumer Sciences	1300	2,251	1,123	3,374
Law	1400	115	0	115
Humanities (Letters)	1500	3,194	2,624	5,818

Mathematics	1700	29	0	29
Physical Science	1900	2,867	0	2,867
Psychology	2000	955	2,753	3,708
Public and Protective Services	2100	1,200	0	1,200
Social Science	2200	680	0	680
Interdisciplinary Studies	4900	6,523	6,793	13,316
TOTAL ASF		**31,457**	**97,291**	**128,748**

Source: HMC Architects

Square Footage Requirements for the Total Center

Total Net Building/Facility Requirement: Year 2020 or Achievement of 114,186 WSCH
Using data from the previous tables and calculating the formulas for both prescribed and non-prescribed state space standards, Figure XX provides a net analysis of ASF required for all campus facilities at the Center. The data provided is formatted to be consistent with the Chancellor's Office facilities space coding system. The forecast is based on a target year of 2020 or whenever the target semester credit WSCH level (114,186) is reached.

Figure –
Total Building Requirements – Year 2020

SPACE CATEGORY	DESCRIPTION	CURRENT ASF	ASF FORECAST 2020	ASF DIFFERENTIAL
050	Inactive Space	39,350	0	39,350.00
100	Classroom	24,030	31,457	-7,427.00
210-255	Laboratory	59,529	97,292	-37,763.00
300	Office / Conference	34,502	30,449	4,053.00
400	Library	20,409	23,179	-2,770.00
520-525	Physical Education (Teaching Gym)	3,894	9,746	-5,852.00
530-535	Instructional Media (AV/TV)	24,379	19,031	5,348.00
540-555	Clinic / Demonstration	16,957	6,000	10,957.00
610-625	Assembly / Exhibition	0	8,597	-8,957.00
630-635	Food Service	9,699	5,158	4,541.00
650-655	Lounge / Lounge Service	1,774	5,100	-3,326.00
660-665	Merchandise Facility	1,284	3,600	-2,316.00
670-690	Meeting / Recreation	5,547	2,863	2,684.00
710-715	Data Processing	5,670	5,000	670.00
720-770	Physical Plant	12,174	12,434	-260.00
800	Health Service	2,126	1,200	926.00
	Other	0	6,528	-6,528.00
	TOTAL ASF	**261,324**	**267,634**	**-6,670.00**

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

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

As in the previous example, Figure XX provides a net analysis of ASF for all campus facilities at the Center at a point in time when semester credit WSCH reaches 114,186 and student enrollment reaches XX,XXX (projected to occur in 2020).

Summary
To be added after HMC Architects provides the data.

Planning Agendas
To be added.