El Camino Community College District
Board of Trustees

Agenda, Tuesday, September 4, 2012
Board Room
4:00 p.m.

I. Roll Call, Pledge of Allegiance to the Flag

II. Approval of Minutes of the Regular Board Meeting of August 20, 2012, Pages 5-7

III. Presentation – Program Review Update

IV. Public Hearing and Adoption – 2012-2013 El Camino Community College District Budget, Page 8. Posted on web:
http://www.elcamino.edu/administration/board/agendas/2008/Budget%202012-2013.pdf

V. Public Comment on Consent Agenda

VI. Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption
   1. Academic Affairs
      See Academic Affairs Agenda, Pages 9-13
   2. Student and Community Advancement
      See Student Services Agenda, Pages 14-62
   3. Administrative Services
      See Administrative Services Agenda, Pages 63-74
   4. See Measure “E” Bond Fund Agenda, Pages 75-78
   5. See Human Resources Agenda, Pages 79-86
6. Superintendent/President  
   *See Superintendent/President Agenda, Pages 87-93*

VII. Public Agenda Request, Pages 94-96
   A. Public Comment
   B. Sample Community College League of California Resolution regarding Proposition 30

VIII. Public Comment on Non-Agenda Items

IX. Oral Reports
   A. Academic Senate Report
   B. Compton Center Report
   C. Board of Trustees Report
   D. President’s Report

X. Closed Session
   A. Existing Litigation, Brown Act, Section 54956
      1. Case # BC400227

<table>
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<tr>
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<td>4:00 p.m. Board Room</td>
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<tr>
<td>Tuesday, September 4, 2012</td>
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<tr>
<td>Monday, October 15, 2012</td>
</tr>
<tr>
<td>Monday, November 19, 2012</td>
</tr>
<tr>
<td>Monday, December 17, 2012</td>
</tr>
</tbody>
</table>
Vision Statement
El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

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

Statement of Philosophy
Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

Statement of Values
Our highest value is placed on our students and their educational goals, interwoven in that value is our recognition that the faculty and staff of El Camino College are the College’s stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.
Respect – We work in a spirit of cooperation and collaboration.
Integrity – We act ethically and honestly toward our students, colleagues and community.
Diversity – We recognize and appreciate our similarities and differences.
Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles
The following guiding principles are used to direct the efforts of the District:
El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

Strategic Initiatives
A. Enhance teaching to support student learning using a variety of instructional methods and services.
B. Strengthen quality educational and support services to promote student success.
C. Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.
D. Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.
E. Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.
F. Support facility and technology improvements to meet the needs of students, employees, and the community.
G. Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

Adopted: 1/16/01, Amended: 1/22/02, 6/18/07, 6/21/10
## BOARD PRESENTATIONS AND REPORTS 2012-2013

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<thead>
<tr>
<th>Month</th>
<th>Presentation</th>
<th>Report</th>
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</thead>
<tbody>
<tr>
<td>July</td>
<td>Compton Center Accreditation Status Report</td>
<td>Comprehensive Master Plan</td>
</tr>
<tr>
<td>August</td>
<td>Budget</td>
<td>Notice of Public Hearing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly Fiscal Status</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FTES – Both Locations</td>
</tr>
<tr>
<td>September</td>
<td>Financial Aid</td>
<td>Budget Adoption</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accreditation Follow-up Report</td>
</tr>
<tr>
<td>October</td>
<td>Student Success Task Force</td>
<td>Staff Development/Diversity</td>
</tr>
<tr>
<td>November</td>
<td>Program Review, Planning and Budgeting</td>
<td>FTES – Both Locations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quarterly Fiscal Status</td>
</tr>
<tr>
<td>December</td>
<td>Foundation Annual Report</td>
<td>Success and Retention (including basic skills)</td>
</tr>
<tr>
<td>January</td>
<td>Student Success</td>
<td>Annual Financial Audit</td>
</tr>
<tr>
<td>February</td>
<td></td>
<td>Quarterly Fiscal Status</td>
</tr>
<tr>
<td>March</td>
<td>Community Advancement</td>
<td>Full Time Equivalent Student (FTES) – Both Locations</td>
</tr>
<tr>
<td>April</td>
<td>Citizens Oversight Committee</td>
<td>Measure E-Bond Annual Report</td>
</tr>
<tr>
<td>May</td>
<td>Accountability Reporting for Calif. Community Colleges (ARCC)</td>
<td>Quarterly Fiscal Status</td>
</tr>
<tr>
<td>June</td>
<td>Title V grants (Graduation Initiative, STEM)</td>
<td>Tentative Budget Planning &amp; Budget Calendar</td>
</tr>
</tbody>
</table>
The Board of Trustees of the El Camino Community College District met at 4 p.m. on Monday, August 20, 2012, in the Campus Theatre at El Camino College.

The following Trustees were present: Trustee William Beverly, President; Trustee Mary E. Combs, Secretary; Trustee Kenneth A. Brown, Member; Trustee Ray Gen, Member; and Student Member Jasmine Hormati. Trustee Maureen O’Donnell, Vice President was absent due to illness.

Also present were Dr. Thomas M. Fallo, Superintendent/President; Dr. Francisco Arce, Vice President, Academic Affairs; Ms. Linda Beam, Vice President, Human Resources; Ms. Jo Ann Higdon, Vice President, Administrative Services; Dr. Jeanie Nishime, Vice President, Student and Community Advancement; Ms. Barbara Perez, Vice President, Compton Community Educational Center; and Dr. Lynn Solomita, Human Resources Administrator.

Minutes of the Regular Board Meeting of July 16, 2012
The Minutes of the Regular Board Meeting of July 16, 2012 were approved.

Presentation

Public Hearing: Reopener Negotiations - El Camino Community College District and El Camino Classified Employees, Local 6142, CFT/AFT/AFL-CIO
It was moved by Trustee Brown, seconded by Trustee Combs, that a Public Hearing be opened at 4:23 p.m. Motion carried. No comments were made.

It was moved by Trustee Brown, seconded by Trustee Combs, that the Public Hearing be closed at 4:25 p.m. Motion carried

Consent Agenda
It was moved by Student Trustee Hormati, seconded by Trustee Combs, that the Board adopt the items presented on the agenda in the following areas.

Academic Affairs
FTES Goals – Information Item
Student and Community Advancement
Destruction of Records
Comprehensive Master Plan – Second Reading and Adoption
Grants

Administrative Services
Five-Year Construction Plan 2012-2017
Chancellor’s Office Tax Offset Program
Notice of Public Hearing – 2012-2013 Budget
Contracts Under $81,000
Contracts Over $81,000
Personal Services Agreement
Amendments
Bid 2012-4/Printing of College Newspaper & Warrior Magazine
Bid 2012-6/Printing of Community Education Class Schedules
Declaration of Surplus Property
Purchase Orders and Blanket Purchase Orders

Measure E Bond Fund
Category Budgets and Balances
Contract – IDS Group – Lot F Parking Structure Improvement Project
Contract – IDS Group – Seismic Vulnerability Assessment Project
Contract Amendment – Flewelling & Moody – Restroom Renovation Project – Phase 2
Change Order – Taisei Corporation – Math Business Allied Health Project
Purchase Orders and Blanket Purchase Orders

Human Resources
Employment and Personnel Changes
Temporary Non-Classified Service Employees
Revised Classification Specifications for Confidential Position
Revised Classification Specifications for Administrator Position
Revised Salary Schedule for Temporary Non-Classified Employees

President/Board of Trustees
Resolution in Support of El Camino College Improvement/Transfer/Job Training Measure
Redistricting Action Plan
Citizens’ Bond Oversight Committee, New Members
Travel

Student Jasmine Hormati recorded a yes advisory vote. Motion carried.
Retirement
It was moved by Trustee Combs, seconded by Student Trustee Hormati, that the Board accept the Retirement of Ms. Kathleen Oswald, Assistant to the Superintendent, Range 13, Step E, and that a plaque be presented to her in recognition of her service to the District since 1975.

Student Jasmine Hormati recorded a yes advisory vote. Motion carried.

Compton Community Educational Center
2012-2013 Budget was presented as an informational item.

Public Comment

Closed Session
Regular Meeting adjourned to a Closed Session at 6 p.m. which ended at 6:55 p.m.

Mary E. Combs, Secretary of the Board

Thomas M. Fallo, Secretary to the Board
FINAL BUDGET

It is recommended that the Board of Trustees adopt the budgets for 2012-13 for the General Funds, Unrestricted and Restricted, General Fund-Compton Center Related, General Fund-Special Programs, Student Financial Aid Fund, Workers’ Compensation Fund, Child Development Fund, Capital Outlay Projects Fund, General Obligation Bond Fund, Property and Liability Self-Insurance Fund, Dental Self-Insurance Fund, Post-Employment Benefits Fund, Bookstore Fund, Associated Students Funds, and Auxiliary Services Fund.

Board members, the general public and numerous college constituency groups have received this budget. A copy of the budget has been on file in the Office of the Vice President of Administrative Services since August 27, 2012, and it can also be viewed on the El Camino College Website at:
http://www.elcamino.edu/administration/board/agendas/2008/Budget%202012-2013.pdf
A. Program Review Update – Information Item ........................................................... 10
ACADEMIC AFFAIRS

A. PROGRAM REVIEW UPDATE – INFORMATION ITEM

El Camino College has 56 programs in Academic Affairs on a four-year cycle of program review. In Fall 2012, seven programs will complete their program review. The College has reached sustainability level in program review both in Academic Affairs and Student Services. All areas are up-to-date in the completion of their programs reviews.

The program review process is used to identify the need for curriculum updates and outcomes assessment. The goal in the larger scheme is to integrate the process of program review with assessment and curriculum revision. More important, there is broad-based faculty participation in the program review process in Academic Affairs and Student Services.

Below are two program review schedules, one for Academic Affairs and another for Student Services.
## ACADEMIC AFFAIRS

### Academic Affairs Program Review

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>CTE*</th>
<th>Year PR due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Art</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Business (Office Admin, Marketing, Accounting, Business Mgmt)</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>CADD</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>Cosmetology</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>English (lit, creative writing, pre-collegiate/transfer-level comp)</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>Environmental Horticulture</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Kinesiology Athletics</td>
<td></td>
<td>2012</td>
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<tr>
<td>Kinesiology Theory</td>
<td></td>
<td>2012</td>
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<tr>
<td>Kinesiology Wellness Fitness</td>
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<td>2012</td>
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<tr>
<td>Mathematics - Development</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Photography</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Recreation</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Sign Language/Interpreter Training</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>Sociology</td>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Welding</td>
<td>Y</td>
<td>2012</td>
</tr>
<tr>
<td>Academic Strategies</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Astronomy</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Automation, Robotics, and Manufacturing</td>
<td>Y</td>
<td>2013</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>Y</td>
<td>2013</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Communication Studies</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Y</td>
<td>2013</td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Earth Sciences (Geology, Geography, Oceanography)</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Fashion</td>
<td>Y</td>
<td>2013</td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
<td>2013</td>
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<tr>
<td>Human Development</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Journalism</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td></td>
<td>2013</td>
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<tr>
<td>Psychology</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>SRC/Adaptive Physical Education (APE)</td>
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<td>2013</td>
</tr>
<tr>
<td>Department/Program</td>
<td>CTE*</td>
<td>Year PR due</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
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<td>-------------</td>
</tr>
<tr>
<td>37 Theatre</td>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>38 Air Conditioning and Refrigeration</td>
<td>Y</td>
<td>2014</td>
</tr>
<tr>
<td>39 Construction Technology</td>
<td>Y</td>
<td>2014</td>
</tr>
<tr>
<td>40 Mathematics (for GE and non-science students) CM2</td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>41 Mathematics (for prospective elementary teachers) CM3</td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>42 Music</td>
<td></td>
<td>2014</td>
</tr>
<tr>
<td>43 Real Estate</td>
<td>Y</td>
<td>2014</td>
</tr>
<tr>
<td>44 Architecture</td>
<td>Y</td>
<td>2015</td>
</tr>
<tr>
<td>45 Auto Collision Repair/Painting</td>
<td>Y</td>
<td>2015</td>
</tr>
<tr>
<td>46 Childhood Education</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>47 Computer Information Systems</td>
<td>Y</td>
<td>2015</td>
</tr>
<tr>
<td>48 Electronics &amp; Computer Hardware Technology</td>
<td>Y</td>
<td>2015</td>
</tr>
<tr>
<td>49 Fire and Emergency Technology</td>
<td>Y</td>
<td>2015</td>
</tr>
<tr>
<td>50 History/Ethnic Studies</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>51 Health Sciences (anatomy, physiology, and microbiology)</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>52 Biology</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>53 Philosophy</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>54 Administration of Justice</td>
<td>Y</td>
<td>2015</td>
</tr>
<tr>
<td>55 Film/Video</td>
<td></td>
<td>2015</td>
</tr>
<tr>
<td>56 Mathematics (for engineering, science &amp; math students) CM1</td>
<td></td>
<td>2015</td>
</tr>
</tbody>
</table>

* CTE programs need 2 year cycles; other programs need 4 year cycles.

Revised 07/17/2012
STUDENT AND COMMUNITY ADVANCEMENT
PROGRAM REVIEW TIMELINE
2012 through 2015

<table>
<thead>
<tr>
<th>No.</th>
<th>Department</th>
<th>Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>International Student Program (ISP/ECLA)</td>
<td>Spring</td>
</tr>
<tr>
<td>2.</td>
<td>Athletics</td>
<td>Spring</td>
</tr>
<tr>
<td>3.</td>
<td>Counseling and Student Services</td>
<td>Fall</td>
</tr>
<tr>
<td>4.</td>
<td>Career Center</td>
<td>Fall</td>
</tr>
<tr>
<td>5.</td>
<td>Foundation and Scholarship</td>
<td>Fall</td>
</tr>
<tr>
<td>6.</td>
<td>Transfer Center</td>
<td>Fall</td>
</tr>
<tr>
<td>7.</td>
<td>Project Success</td>
<td>Spring</td>
</tr>
<tr>
<td>8.</td>
<td>Puente Project</td>
<td>Spring</td>
</tr>
<tr>
<td>9.</td>
<td>Grants</td>
<td>Fall</td>
</tr>
<tr>
<td>10.</td>
<td>Institutional Research</td>
<td>Fall</td>
</tr>
<tr>
<td>12.</td>
<td>First Year Experience</td>
<td>Spring</td>
</tr>
<tr>
<td>15.</td>
<td>Financial Aid</td>
<td>Spring</td>
</tr>
<tr>
<td>16.</td>
<td>Foster Care</td>
<td>Fall</td>
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<td>17.</td>
<td>Outreach and School Relations</td>
<td>Fall</td>
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<td>18.</td>
<td>Admissions &amp; Records</td>
<td>Spring</td>
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<td>19.</td>
<td>Evaluations</td>
<td>Spring</td>
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<td>20.</td>
<td>Student Development</td>
<td>Spring</td>
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<td>21.</td>
<td>Veterans Affairs</td>
<td>Spring</td>
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STUDENT AND COMMUNITY ADVANCEMENT

A. JOURNALISM ASSOCIATION OF COMMUNITY COLLEGES REGIONAL CONFERENCE

It is recommended that the Board of Trustees approve attendance of selected students from the following list to attend the Journalism Association of Community Colleges Regional Conference, October 5-6, 2012 at California State University, Fullerton, California. Registration expenses not to exceed $1,500 will be paid to register up to 30 students to attend the conference. Registration fees will be paid from Auxiliary Services Union Conference funds. Students will travel in private vehicles to and from the conference site.

Lori Medigovich, Kate McLaughlin, Karen Robes Meeks, and Gary Kohatsu – Advisers

Ariana Acevedo
Jasmine Acosta
Jason Albi
Jon Aldanese
Rodrigo Almanza
Mary Alvarez
Antoinette Anderson
Cynthia Arias
Kelsey Asa
Gregory Baines
Cynnmon Baker
Alexandra Ball
Ryanchase Balthazar
Nadia Basich
Shyanne Bates
Ross Christopher Baquir
Alexander Berman
Rebecca Bermudez
Kenneth Berry
Paul K. Bessman, II
Cody Blank
Rigo Bonilla
Kyle Borden
Mike Botica
Amunique Branch
Sarah Bremme
Erica Butler
Wilson Callejas
Brian Camacho
Juan Carcamo
Stephanie Chung
Jillian Copeland
Diana Cortez
Michael Cote
Nickolas Dade
Karly Daquila
Jonathan Escobar
Amanda Evans
Kathy Fox
Vanessa Galvan
Elia Garcia
Karen Garcia
Marsha Garcia
Aurora Garroli
Paula Geerligs
Wealthy Gener
Charles Gonzalez
Jasper Gout
Elizabeth Griswold
Michelle Guelfff
Claudia Gutierrez
Juan Gutierrez
Marchel’le Hayes
Coree Heard
Aldo Herrera
Elizabeth Aviles Herrera
Jonathan Hu
Danje Jackson
STUDENT AND COMMUNITY ADVANCEMENT

Shaquita James
Kahlida Jamilah
Daly Jimenez-Gastelum
Yo Han Jin
Noel Jocson
Kenan Johns
Chereal Johnson
Nicole Jones
Mercedes Jordan
Shanice Judge
Mau Kataoka
Emerson Keenan
Lawrence Lan
Ryan Lee
Victor Liptzin
Emilia Lopez
Mary Lopez
Patrick Luian
Janet Maldonado
Jorge Maldonado
Carl Martin
Jorge Martinez
Kayla Maaytah
Isabelle Mantini
Avery Marshall
Jessica Martinez
Teresa Mead
Wahiba Mezraque
Andrew Mills
Isaac Montoya
Armani Moore
David Morales
Vanessa Morales
Claudia Moreno
Kyle Mounce
Stephanie Noriega
Kierra Norrell
Ryan Okamoto
Ashley Patterson

Cindy Pena
Troi-Jeanette Phillips
Jeanette Preciado
Alycia Church Presley
Philip Prins
Erica Rodriguez
Diana Romero
Hope Rugley
Deni Sahbegovic
Thomas Schmit
Angela Shin
Neelam Shirzad
Jamie Skeie
Jeremy Smith
Melissa Solis
Angela Songco
Lisa Suarez
Monica Taniguchi
Avery Taylor
Samuel Tedla
Steven Tran
Emma Trejo
John Trevezio
Jazmin Tynes-Brown
Viridiana Vaca-Rios
Jocelyn Valladares
Erika Vaquera
Diane Vay
Algena Weaver
Kaitlyn Webb
Zachary Weber
Arianna Wells
Julia Williams
Monique Williams
Brandi Wood
Cheolung Yang
Ji Ho Yang
Jessica Yeomans
B. COMMUNICATION EDUCATION CLASSES – FALL 2012

It is recommended that the Board of Trustees approve the Community Education Classes for Fall 2012 as shown below.

<table>
<thead>
<tr>
<th>Community Education Classes</th>
<th>Course Name</th>
<th>Tuition Fee</th>
<th>Instructor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2012</td>
<td>Academic Chess (Ages 5 - 13)</td>
<td>$79</td>
<td>Academic Chess</td>
</tr>
<tr>
<td></td>
<td>Ace the SAT Essay</td>
<td>$99</td>
<td>Arehart, Robin</td>
</tr>
<tr>
<td></td>
<td>Alcohol &amp; Drug Counselor</td>
<td>$4,500</td>
<td>Riverside Community College</td>
</tr>
<tr>
<td></td>
<td>CAADAC- Approved Training Program 10-Part Series</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bartending the Easy Way</td>
<td>$99</td>
<td>Nicholson, Kellie</td>
</tr>
<tr>
<td></td>
<td>Become a Notary Public - Renewing Notaries ONLY</td>
<td>$50</td>
<td>Notary Public Seminars</td>
</tr>
<tr>
<td></td>
<td>Become a Notary Public--Prep Class</td>
<td>$99</td>
<td>Notary Public Seminars</td>
</tr>
<tr>
<td></td>
<td>Become a Professional Child Visitation Monitor</td>
<td>$169</td>
<td>Douglass, Shirley</td>
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<td></td>
<td>Belly Camp (A Belly Dance Workshop!)</td>
<td>$79</td>
<td>Costello, Regine</td>
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<td></td>
<td>Belly Dance (Beginning)</td>
<td>$69</td>
<td>Costello, Regine</td>
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<tr>
<td></td>
<td>Belly Dance: Basic Building Blocks, Class #1</td>
<td>$75</td>
<td>Costello, Regine</td>
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<tr>
<td></td>
<td>Belly Dance: Intermediate Elements and Choreography, Class #2</td>
<td>$75</td>
<td>Costello, Regine</td>
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<tr>
<td></td>
<td>Belly Dance: Putting it All Together-Preparing for Performance, #3</td>
<td>$75</td>
<td>Costello, Regine</td>
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<td></td>
<td>Best of the Internet</td>
<td>$35</td>
<td>Fedderson, Dale</td>
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<td></td>
<td>BLS for the Healthcare Provider</td>
<td>$59</td>
<td>Rescue Medical Services</td>
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<td>Bollywood Dance Fitness</td>
<td>$72</td>
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<td>Cake Decorating 101</td>
<td>$175</td>
<td>Rossberg, Kirk/Torrance Bakery</td>
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<td>Candle Making</td>
<td>$39</td>
<td>Abdul, Quayum</td>
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<td></td>
<td>Clinical Medical Assistant Training Program</td>
<td>$2,995</td>
<td>Boston Reed College</td>
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<td></td>
<td>College Application Essays: Creating Your Personal Statement (Grades 11-12)</td>
<td>$133</td>
<td>Arehart, Robin</td>
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<td></td>
<td>Computer Basics Boot Camp for Older Adults</td>
<td>$45</td>
<td>Fedderson, Dale</td>
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<tr>
<td>Course Name</td>
<td>Tuition Fee</td>
<td>Instructor Name</td>
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<tr>
<td>Computer Basics for Technophobes! (a slower, simpler version of Boot Camp)</td>
<td>$45</td>
<td>Fedderson, Dale</td>
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<tr>
<td>Digital Photography--Basics Boot Camp 1 &amp; 2</td>
<td>$24</td>
<td>Morrison, Douglas</td>
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<td>Do-It-Yourself Solar For Homeowners</td>
<td>$89</td>
<td>Abdul, Quayum</td>
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<tr>
<td>Drums R&quot; Fun&quot;</td>
<td>$96</td>
<td>Giachello, Lenny</td>
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<td>Financial Portfolio: Building Your Financial Portfolio on $25 a Month</td>
<td>$39</td>
<td>Christensen, Bobbie</td>
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<td>Floristry Training Certificate Program 3-Part Series</td>
<td>$185</td>
<td>Rodriguez, Roxana</td>
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<td>Food Manager Certification</td>
<td>$89</td>
<td>Kazanchyan, Gevork</td>
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<td>Glycerin Soap Making</td>
<td>$39</td>
<td>Abdul, Quayum</td>
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<tr>
<td>Heartsaver--CPR and AED Course</td>
<td>$59</td>
<td>Rescue Medical Services</td>
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<tr>
<td>Heartsaver--First Aid Course</td>
<td>$59</td>
<td>Rescue Medical Services</td>
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<tr>
<td>How to Become a Substitute Teacher Full-Time or Part-Time</td>
<td>$39</td>
<td>Prosper, Charles</td>
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<td>Intermediate/Advanced Italian Conversation</td>
<td>$120</td>
<td>Pescatori, Rossella</td>
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<td>Introduction to Homebrewing</td>
<td>$45</td>
<td>Schulz, Patrick</td>
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<tr>
<td>Introduction to Voiceovers</td>
<td>$54</td>
<td>Voices For All</td>
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<tr>
<td>Learn to Play Guitar in a Day!</td>
<td>$65</td>
<td>Hutchinson, Marlene</td>
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<td>Life Drawing Marathons</td>
<td>$18</td>
<td>Life Painting Com</td>
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<tr>
<td>Make-Up Artist 101 Certificate Seminar</td>
<td>$350</td>
<td>Tyler, Jenesie</td>
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<tr>
<td>Math Tutoring: Pre-Algebra, Algebra 1, Geometry, Algebra 2 (Grades 8-12)</td>
<td>$255</td>
<td>Coleman, Tracy</td>
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<tr>
<td>Medical Billing &amp; Coding Health Information Management Series FREE Information Night</td>
<td>$0.00</td>
<td>Nelson, Dagmar</td>
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<td>Medical Terminology 1 (Course 1 of 7)</td>
<td>$279</td>
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<td>Microsoft Word and Excel</td>
<td>$45</td>
<td>Fedderson, Dale</td>
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<td>Multimedia Effects in the Haunted Mansion</td>
<td>$35</td>
<td>Weisbort, Chris</td>
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<td>Natural Pain Management</td>
<td>$15</td>
<td>Vinick, Dr. Mark</td>
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<tr>
<td>Course Name</td>
<td>Tuition Fee</td>
<td>Instructor Name</td>
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<tr>
<td>Negotiation: The Art of Getting What You Want - Course 1 of 4</td>
<td>$39</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: The Power Player - Expert Course 3 of 3</td>
<td>$49</td>
<td>Georgen, Pearl</td>
<td></td>
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<tr>
<td>Negotiation: How to Talk and What to Say--Course 2 of 4</td>
<td>$39</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Mastery of the Art--Course 3 of 4</td>
<td>$39</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Resolving Critical Issues--Course 4 of 4</td>
<td>$39</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Secrets of Effective Persuasion--Advanced Course 1 of 3</td>
<td>$49</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Power Strategies--Advanced Course 2 of 3</td>
<td>$49</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Multiplying Your Effectiveness--Advanced Course 3 of 3</td>
<td>$49</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Critical Thinking in Negotiations - Expert course 1 of 3</td>
<td>$49</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Negotiation: Assertiveness - Saying it like you mean it! Expert Course 2 of 3</td>
<td>$49</td>
<td>Georgen, Pearl</td>
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<tr>
<td>Nutrition Tech Certification Course</td>
<td>$399</td>
<td>PROPTA/Antouri, Joseph</td>
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<tr>
<td>Personal Trainers Certification Course</td>
<td>$499</td>
<td>PROPTA/Antouri, Joseph</td>
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<tr>
<td>Personal Trainers Certification Course--FREE Info</td>
<td>$0.00</td>
<td>PROPTA/Antouri, Joseph</td>
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<tr>
<td>Pharmacy Technician Training Program</td>
<td>$2,995</td>
<td>Boston Reed College</td>
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<tr>
<td>Pharmacy Technician Training Program FREE Information Session</td>
<td>$0.00</td>
<td>Boston Reed College</td>
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<tr>
<td>Photoshop Elements for Beginners</td>
<td>$45</td>
<td>Fedderson, Dale</td>
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<td>Retirement Planning Today</td>
<td>$39</td>
<td>Takahashi, Larry</td>
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<td>SAT Boot Camp - Mock-Exam</td>
<td>$0</td>
<td>Serradell, Diane</td>
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<tr>
<td>SAT Boot Camp (Grades 9-12)</td>
<td>$359</td>
<td>Serradell, Diane</td>
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<tr>
<td>Self-Hypnosis Stress Reduction &amp; Relaxation Techniques</td>
<td>$39</td>
<td>Carter, Jethro</td>
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<tr>
<td>Course Name</td>
<td>Tuition Fee</td>
<td>Instructor Name</td>
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<tr>
<td>Shortcut Techniques to Drawing</td>
<td>$89</td>
<td>Berger, Richard</td>
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<tr>
<td>Social Networking</td>
<td>$25</td>
<td>Fedderson, Dale</td>
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<tr>
<td>Think Healthy, Be Thin, Stay Thin through Self-Hypnosis</td>
<td>$45</td>
<td>Carter, Jethro</td>
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<tr>
<td>Used Vehicle Dealer Certification: Start an Auto Wholesale Business!</td>
<td>$89</td>
<td>Williams, Ronald</td>
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<tr>
<td>Veterinary Assistant Training Program</td>
<td>$1,099</td>
<td>Boston Reed College</td>
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<tr>
<td>ED2GO /Cengage--Various Online Classes</td>
<td>$99</td>
<td>Various</td>
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<tr>
<td>Gatlin/Cengage--Various Online Courses</td>
<td>Various</td>
<td>Various</td>
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<tr>
<td>Veterinary Assistant Training Program FREE Information Session</td>
<td>$0</td>
<td>Boston Reed College</td>
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<tr>
<td>Weight Training &amp; Stretching (Beginning)</td>
<td>$39</td>
<td>Henry, Jeff</td>
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<tr>
<td>YOUR Resume and Interview</td>
<td>$40</td>
<td>Fedderson, Dale</td>
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<tr>
<td>Yoga for Health &amp; Relaxation—Beginning</td>
<td>$69</td>
<td>Berman, Ron</td>
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<tr>
<td>Yoga for Health &amp; Relaxation--Intermediate</td>
<td>$69</td>
<td>Berman, Ron</td>
<td></td>
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<tr>
<td>Write and Dine!  Write Your Life Story</td>
<td>$46</td>
<td>Pappas, Dawn</td>
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</table>

C. **STUDENT LEARNING OUTCOMES - INFORMATION**

It is recommended that the Board of Trustees receive for information El Camino College’s Status Report on Student Learning Outcomes Implementation, which is in response to requirements from the Accrediting Commission for Community and Junior Colleges. The report covers the areas of Assessment of Courses, Proficiency Rubric Statement, Self-Assessment on Level of Implementation, the Table of Evidence, and is shown below.
ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

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

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

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

a. Submit the report form by email to the ACCJC (accjc@accjc.org); and
b. Submit the full report with attached evidence on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

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

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: August 20, 2012
Institution’s Name: El Camino College
Name and Title of Individual Completing Report: Francisco Arce
Telephone Number and E-mail Address: (310) 660-3119; fmarce@elcamino.edu
Certification by Chief Executive Officer: The information included in this report is certified as a complete and accurate representation of the reporting institution.
Name of CEO: Thomas M. Fallo Signature: Thomas M. Fallo
(e-signature permitted)
PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

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

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

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

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

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): 60
   b. Number of college programs with defined Student Learning Outcomes: 60;
      Percentage of total: 100%
   c. Number of college programs with ongoing assessment of learning outcomes: 59;
      Percentage of total: 98%

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 24
   b. Number of student learning and support activities with defined Student Learning Outcomes: 24;
      Percentage of total: 100%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: 20;
      Percentage of total: 84%

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 6
   b. Number of institutional learning outcomes with ongoing assessment: 3
PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE

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

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

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

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

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

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

PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE

SLOs are widely discussed across campus: in division and department meetings, the Assessment of Learning Committee (ALC), the Academic Senate, campus SLO summits, Flex day workshops and presentations, SLO facilitator meetings, deans meetings, department meetings, and SLO team meetings (Appendix 2.A-C., 2.H-J.). For example, within the Art and Math departments, there are frequent discussions of all aspects of student learning assessment in an attempt to increase effectiveness and participation by faculty (Appendix 2.D., 2.G.). At the Center, Flex days were devoted to SLO-related in spring 2011 and 2012 where faculty developed classroom strategies that would be implemented based on assessment results (Appendix 2.E.).
The college has six core competencies (institutional outcomes) that are assessed in a four year cycle (Appendix 1.A). The assessment results have been shared with the campus via summits, Flex day presentations, newsletters, and presentations to different campus committees, including Academic Senate and the Faculty Development Committee (Appendix 2.F.). In spring 2012 the ALC created a SLO video that discusses the importance of assessments and the link between SLOs, program review, planning and budgeting (Appendix 3.G.). The video is posted on the SLO webpage.

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

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

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

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

**PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE**

SLOs are a critical component of program reviews. SLO coordinators participate in the review process and provide guidance and feedback specifically on the SLO section of the report. Program reviews include thoughtful discussions about improving instructional methods, adjusting assessment tools, clarifying assignments or assessments to better reflect the desired outcome (Appendix 1.B.). Program reviews suggesting changes and improvements via additional resources have these recommendations added to annual plans in Plan Builder, the College’s planning software (Appendix 3.E., 3.H.). The recommendations are discussed among faculty, prioritized, then forwarded on to the division level for potential funding and implementation. Starting spring 2012, all program reviews begin in the spring semester and end in the fall semester, to align with the college’s planning and budgeting cycle (Appendix 3.B.). This allows programs to have their recommendations ready to input into their annual plan. This change has increased awareness of the correlation between SLOs, program review, planning and budgeting (Appendix 1.A.).

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

All Student Services program SLOs strengthen institution-wide practices by addressing barriers to student persistence, retention and completion to support and improve student learning (Appendix 3.I., 3.C. and 3.A.).
### Proficiency Rubric Statement 4: Appropriate Resources Continue to Be Allocated and Fine-Tuned.

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

**Examples of Evidence:** Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

### Proficiency Rubric Statement 4: Narrative Response

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

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

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

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

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

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

### Proficiency Rubric Statement 5: Comprehensive Assessment Reports Exist and Are Completed and Updated on a Regular Basis.

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

**Examples of Evidence:** Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.
**PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE**

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

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

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

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

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

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

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

**PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE**

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

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

**PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.**

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

**EXAMPLES OF EVIDENCE:** Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

**PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE**

Student learning outcomes are widely communicated to students via course syllabi, division and college web pages, and the college catalog (Appendix 7.A., 7.C., 7.D.). For example, the Center uses a syllabus template which directs faculty to include all course SLOs. In addition, the College defined and published and posted an SLO assessment timeline in fall 2009, and updates it regularly, as needed. SLO facilitators review this timeline periodically with program faculty and deans.

In fall 2010 the Institutional Research Office administered an online campus climate survey to a random sample of 2,000 students to gauge general opinions on several topics, including SLOs (Appendix 7.B.). A total of 250 students responded to the survey (13% response rate, not unusual for online surveys). Students were asked if professors have explained the SLOs, if class activities are in line with SLOs, if class assignments are in line with SLOs, and if syllabi clearly state the SLOs. Over 95% of students are aware of and value SLOs and related activities.

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

**SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:**

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

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

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

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

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

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

TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

TABLE OF EVIDENCE (NO WORD COUNT LIMIT)

Proficiency Rubric Statement 1 Evidence:
A: Core Competency Assessment Timeline
B: Program Review Template
C: SLO Programs List
D: ECC Planning Model
E: Communication and Comprehension Assessment Report
F: Core Competency and You Newsletter
G: 4-year timeline template

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

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

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

Proficiency Rubric Statement 5 Evidence:
A: CurricUNET manual
B: Childhood Education program assessment
C: ECC EOPS Academic Goal Assessment Report
D: ECC EOPS Book Voucher Assessment Report
E: CEC Admissions and Records SLO History Report
F: CEC-SLO AR 2010-11
G: CEC-SLO AR 2011-12
H: CEC-SLO SRC Section 1 Report Fall 2011

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

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

Self-Assessment:
A: English Program Review

D. **ACCREDITATION FOLLOW-UP REPORT**
   It is recommended that the Board of Trustees accept the Accreditation Follow-up Report dated October 15, 2012 as shown below. There may be minor changes through the consultation process before the report is mailed to the Accrediting Commission for Community and Junior Colleges. The Follow-Up Report will be available for review on the El Camino College website www.elcamino.edu.
EL CAMINO COLLEGE

Follow-up Report

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506

To

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

October 15, 2012

Thomas M. Fallo, Superintendent/President
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STATEMENT OF REPORT PREPARATION

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

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

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

The Accreditation Steering Committee includes the following members:

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

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

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

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

Planning Cycle

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

The planning process begins with data collection and analysis, usually the result of recommendations arising from program review and updates, to form the basis of an annual program plan. Plans that do not require funding or that reallocate their current funding may be implemented at the program level. When additional funding or staffing is necessary, extensive dialogue occurs at the program level, with highest ranked items being forwarded to the unit level. Further dialogue at the unit level leads to prioritized requests which are then forwarded to the area vice president for institutional prioritization and possible funding. The vice presidents present the prioritized funding recommendations to the Planning and Budgeting Committee (PBC) for consultation.
Upon endorsement of the PBC, the recommendations are forwarded to the President’s Cabinet for additional discussion, review, and the President’s recommendation to the Board of Trustees. (Appendix 1: Planning Model). At the Center, Academic Affairs and Student Services requests are discussed and prioritized by the managers.

Area vice presidents and the chair of the PBC assess progress toward completion of program goals and the College’s strategic initiatives. Annual reporting and discussion of the progress occurs in PBC by the start of each fall semester. (Appendix 2: 2011/2012 Annual Report)

College-wide plans such as the 2012 Comprehensive Master Plan (Educational, Technology, Facilities, and Staffing plans) are instrumental in guiding the College’s long-range capital building efforts. The Educational Master Plan projects space needs as identified in recent program reviews, annual plans, and through meetings with architects and College staff. The Technology Plan builds upon needs that were identified in the Educational Master Plan and from the College’s Technology Committee. The Facilities Plan further builds upon the criteria listed in the Education and Technology Plans in a manner that informs construction and infrastructure planning activities. The Comprehensive Master Plan also contains a Staffing Plan and demographic information. At the Center, the Educational Master Plan includes a discussion of the six major goals for the Center, developed and reviewed by college consultation committees. These goals guide the planning and funding decisions at the Center.

**Funding Cycle**

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

**Planning and Staffing Decisions**

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

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

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

**Tracking and Evaluating Plans**

Plans from all locations are tracked throughout the year to assure quality and timeliness. Plan evaluations are completed semi-annually, and an annual progress report will be submitted to the Planning and Budgeting Committee, Cabinet, and the Board of Trustees for the 2011/2012 year.
In 2011/2012, semi-annual evaluates were completed on the Colleges 142 plans. All college plans have a designated individual responsible for ensuring that the plan is evaluated and progress noted. Goals in-progress or on hold are included in the plan for the following year. This process supports continuous improvement efforts, allowing programs to evaluate their accomplishments, identify new needs, and prioritize funding requests based upon current data.

**Program Review and Institutional Planning Processes**

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

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

When a program undergoes review, program faculty members complete a draft of the review during the spring semester and send it to the Academic Program Review Committee (APRC). At the College this is done using the CurricUNET Program Review module while the Center continues to use paper copies. The APRC reviews the draft and makes suggestions. The final draft is submitted in the fall semester, approved by the APRC and posted.\(^vi\) The Center follows a similar process. In the fall 2012 semester, Program Reviews will be reviewed by the Institutional Effectiveness Committee rather than the APRC. This process has improved the quality of program reviews significantly and provided for greater accountability. The College and the Center each relies upon an interim Associate Dean of Academic Affairs to assist faculty and staff with program review.
Student and Community Advancement (SCA) area programs use a peer review program review process similar to the Academic Affairs area. Programs at both the College and the Center undergo program review during the same timeframe to increase collaboration and standardization between similar programs. The Student Services Program Review Committee provides an orientation to programs prior to starting the review process, reviews draft submissions, and provides feedback. vii

The program review process in Human Resources and Administrative Services also follows a peer review process. viii/ix The process for evaluating the program reviews is under the direction of the vice president in each area, in consultation with program personnel. All managers in Administrative Services examine the program reviews and provide feedback to the program manager. Once completed, the program review recommendations are included in the unit plan by the unit managers.

Conclusion

The College has fully integrated and tracks program review, planning, budgeting, and evaluation as noted in Recommendation 1. All College programs participate in program review, and the resulting recommendations are clearly linked to institutional planning and the allocation of resources. Based on the ACCJC Planning and Program Review Rubrics, the College is at the sustainable level.
Recommendation 2. The College should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure the College shall attain, by 2012, the level of Proficiency in the ACCJC Rubric for Evaluating Instructional Effectiveness—Part III: Student Learning Outcomes. The College should immediately implement processes to communicate to students expected student learning outcomes in course outlines, course syllabi, college catalog and/or other effective channels (II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)

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

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

**Organization and Structure**

Communication between the College and the Center improved significantly within the last year. Organizational structures at both locations are now parallel. In addition, faculty members have increased collaboration on the creation of the outcome statements, rubrics, assessments, and analysis of assessment results. Assessment of student learning is coordinated by SLO coordinators, SLO division facilitators, the Assessment of Learning Committee and is supervised by the Interim Associate Dean of Academic Affairs. In spring 2012, the Academic Senate established a Vice President of Instructional Effectiveness position to facilitate communication between the Academic Senate, the Assessment of Learning Committee and the Academic Program Review Committee.
The Assessment of Learning Committee (ALC) is a college-wide committee that includes Academic Affairs and Student Services representatives from both the College and the Center. The committee discusses institutional level SLOs (core competencies), and ways to assess them. In spring 2012 the committee produced an SLO video, which explains the importance of SLOs and assessment. All committee agendas and minutes and the SLO video are posted on the SLO webpage.

The SLO coordinators at both locations are allocated reassigned time to lead the campus in assessing learning outcomes and reflecting on the results. They also provide training and support faculty with the assessment process. The coordinators meet weekly with the Interim Associate Deans of Academic Affairs to discuss issues that arise as well as track progress in SLO assessment completion. The team troubleshoots and strategizes ways to increase faculty participation and campus dialogue.

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

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

The Center’s facilitators also helped faculty rewrite several course-level SLO assessment reports during 2011/2012 to focus on specific and attainable objectives leading to the improvement of student learning. SLO facilitators routinely inspect all SLO assessment reports and work with faculty to ensure dialogue and appropriate recommendations are included in the final assessment report.
Facilitators also continue to follow up with individual faculty members on specific instructional strategies that were recorded during the spring 2012 Flex Day, described below in the program and course-level assessment section.

**CurricUNET**

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

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

Another benefit of CurricUNET is that it is a relational database that also integrates SLO data with program review reports. SLO data is automatically populated into the program review module for reference when faculty members are reflecting on program success or areas to improve during program review. CurricUNET has many reporting features that can track SLO work and generates an email reminder to program faculty members when an assessment is scheduled. All programs have aligned course to program learning outcomes, program to institutional learning outcomes, and course to institutional learning outcomes. All assessments have been scheduled on a four-year cycle in alignment with program review. (Appendix 8: SLO Master Timeline)
At the College, all assessment reports that were completed prior to spring 2012 are being transferred into CurricUNET. This process will continue until all past reports are entered into the database. During this transition, the completion rates for SLOs and assessments are subject to change. The goal is to have all reports accurately reflected in CurricUNET by the end of fall 2012.

**Core Competency Assessment**

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

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

After the data are collected for each core competency, the results are shared with the campuses. A core competency summit occurred in fall 2010 to reflect on the results of the first core competency assessment: communication and comprehension. Following the summit, the Faculty Development Committee offered workshop sessions to address and discuss the results. The summit worked very well for the first core competency by providing time to look at the core competency results, and offering an opportunity for faculty to meet and discuss SLOs at all levels. When the second core competency was assessed, course and program SLOs were very well established across the campus.
Having examined results and feedback from the prior core competency summit, the Assessment of Learning Committee (ALC) decided having another summit for the second core competency would not have been an efficient use of resources. Instead, the ALC offered previews of the assessment results during the general session of the spring 2012 Flex Day and created a newsletter containing the full assessment results, which all faculty and staff members received via email at the beginning of the semester. The newsletter included an online survey allowing employees to comment, which encouraged campus-wide dialogue. In addition to the newsletter, the SLO Coordinators facilitated a one-hour breakout session during spring 2012 Flex Day where they shared results with faculty and solicited feedback. The SLO coordinators also made presentations to different committees on campus, such as the Academic Senate and the Faculty Development Committee during spring 2012. The Institutional Research report for both core competency assessments are on the SLO webpage.

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

Feedback and dialogue from the first two Core Competency assessments indicated the sampling size at Compton was too small; therefore, the third assessment survey for the Center was over-sampled. Additional feedback received from the campus regarding both the first and second core competency assessment results showed concerns about the authenticity of the assessment tool and the assessment results. Faculty members questioned the objectivity of the surveys and felt the information was not supported by objective data. The ALC discussed this at length and agreed to try an alternate method for the assessment of the fourth core competency: community and collaboration. Based on these discussions, the ALC feels it is vital to include the “experts” when assessing at the institutional level. Involving faculty and staff members in the design, assessment, and reflection of the College’s core competencies reinforces the importance of alignment between the three SLO levels. Employees in programs with strong alignments between courses and the core competency began designing the assessment plan during the ALC’s April 24, 2012 meeting.
In addition to the regular ALC attendees, two Compton Center faculty members and one staff member from ECC attended. Faculty members who could not attend will participate in this process via email and will continue to get invited to participate in the assessment and reflection process. Although in the planning stages, the fourth core competency will most likely be assessed using a student survey, interviews from student focus groups selected from several student and athletic organizations, and using existing data from other programs.

**Program and Course-Level Assessment**

All academic programs at the College have SLOs in place; approximately 95 percent of all programs have been assessed. The College catalog contains a link to the statements which can be found on the El Camino College webpage. Program-level SLOs are assessed on a timeline that aligns with the program review’s four-year cycle. In addition, all courses have at least one SLO with course-level authentic assessments occurring regularly. As of June 2012, approximately 45 percent of all courses have been assessed. Included in this figure are courses with several outcomes which have been assessed multiple times. The College continues to make steady progress with SLO assessments according to well established timelines.

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

Course-level SLO assessment was a high priority for the Compton Center during the 2011/2012 year. All 373 courses offered at the Center have SLO statements and 73 percent have been assessed. The Center expects to complete over 90 percent of all course assessments before the beginning of the spring 2013 semester.
The assessment process at the course and program level is helping faculty members learn many important lessons. Thoughtful discussions about topics such as improving instructional methods, adjusting assessment tools, clarifying assignment instructions, or re-writing assessment statements to better reflect the desired outcome are occurring on a regular basis and are reflected in program-level assessment reports and program reviews. The suggested changes and improvements are added as recommendations. These recommendations are then entered into Plan Builder; the College’s annual planning software. The recommendations are taken into consideration for funding and implementation.

**Conclusion**

Both the College and the Center have made strides toward the systematic assessment of student learning outcomes. Faculty members have several options to contribute to this process either by joining committees such as the ALC or working under the SLO coordinators. The implementation of CurricUNET provides all faculty members, whether they are on a committee or not, the possibility of participating in assessing student learning and program review. Summaries of course and program assessments are available through CurricUNET. Courses, programs, and core competencies are assessed on a four-year cycle. Core competencies assessment results are available on the College website.
Recommendation 4: The College needs to assure that online courses and programs are consistent in meeting the same level of rigor as on campus programs, that all services available on campus are available online, that student learning outcomes are incorporated into these offerings and that this information is clearly communicated to students taking these courses. (II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; II.A.7)

The College assures that online courses meet the same level of rigor as face-to-face courses and that support services are available to online students. Online courses adhere to the same course objectives and learning outcomes as their face-to-face counterparts. All courses have the student learning outcomes prominently identified in the online course syllabus. Compton also requires that all syllabi for online and face-to-face classes include the catalog description, course objectives and the SLO as reflected in the ECC College course outline of record.

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

The Distance Education Program

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

Distance Education at El Camino College is coordinated through the close collaboration between the Director of Learning Resources at the College and the Dean of Academic Programs at the Center. These individuals oversee the DE offices & staff at their respective locations. At the College, the Learning Resources Unit director collaborates with the academic deans concerning curriculum and staffing while Compton’s Dean of Academic Programs works with the Center’s academic deans. The Distance Education Offices at each campus work with faculty members to ensure that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations.
The Distance Education Advisory Committee (DEAC), composed of DE faculty, staff, and administrators from both campuses, works closely with the Academic Senate, the College, division curriculum committees to ensure continuous improvement of the online program. The advisory committee is chaired by the Distance Education faculty coordinator and is led by faculty members. Courses offered online are certificate or degree applicable and, in most cases, meet general education requirements. Most courses taught online are also available in face-to-face versions. The exception is a course designed to improve student success in online classes. The appropriate substantive change proposal for the college was approved by the ACCJC in March 2011.xviii

Course Development Standards

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

Before a course is taught online, the online delivery method must be approved by the College Curriculum Committee. The course review process requires information regarding methods of regular effective contact between instructor and student, methods of evaluation, how and where examinations are administered, and whether the text and other materials are the same as those used in face-to-face delivery.

Any discipline faculty member who wishes to recommend a class for distance education develops a DE addendum with justification to support the request. This request goes to the department and the Division Curriculum Committee for approval. Each Division Curriculum Committee (DCC), which includes at least one faculty member who teaches online, reviews the proposal to offer the course online. If approved by the DCC, the course outline with the distance education addendum is forwarded to the College Curriculum Committee for review.
In determining which classes should be considered for delivery in a hybrid or online format, the course must meet either general education requirements or requirements for a specific major or certificate. Hybrid courses may be approved even if they have specific requirements unsuitable for fully online instruction or they require equipment accessible only in a traditional classroom setting. Typically, developmental level courses are not approved.

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

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

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

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

**Faculty Preparation**

El Camino College places priority on assigning highly qualified faculty members to teach Distance Education courses. Teaching experience and training are key requirements for this delivery method. The College and the Center requires that all faculty members teaching distance education courses complete a training program that includes certification in the mastery of techniques and tools used in this delivery mode.
Online teaching certification requires completion of a 12-hour hybrid course entitled “How to Teach Online: Building Content.” This training course includes topics such as concept mapping, designing online modules, preparing learning objectives, online learning activities, and course management systems options. This course is offered each fall and spring semester through the Staff Development office. Faculty also must go through training to use the College supported Etudes course management system or provide evidence of training from an approved source. Beyond certification, DE faculty members receive many opportunities for continuous improvement.xx They can attend workshops, webinars and specialized institutes at the campus. Faculty members also attend the annual statewide Online Teaching Conference, the ETUDES Summit, @One workshops, and other off-campus training opportunities.

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

Services to Online Students
El Camino College is committed to providing distance education students with online academic and student support services comparable to those offered to on-site students. Most of the services included in the recent Chancellor’s Office survey are available to online students including application, orientation, counseling, financial aid, and access to the library catalog and databases including 8,000 e-books.xx Online students from both the College and the Center are able to order their online textbooks through the campus bookstore and pick up the books on campus or have the books shipped.xx Some online courses include tutorial support through textbook publishers. Registration and the class add processes are totally online and all schedules are available on the website. The Distance Education website is continually updated to provide current information. Technical assistance/support is available to students through the DE office, and Compton Center LRC staff is also trained to assist with ETUDES questions. A pilot online tutoring program began in the spring of 2012 and will be evaluated to determine the feasibility of continuing or expanding the service.
Online counseling is available for students enrolled in online courses. The El Camino College faculty contract encourages all DE faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so. Students communicate with instructors and fellow students through chat rooms, discussion groups, email, and private messages. These modes provide ample opportunity for communication and support.

The following chart lists resources available for online students.

<table>
<thead>
<tr>
<th>Service</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/video streaming</td>
<td>Faculty specific</td>
</tr>
<tr>
<td>Campus testing center for distance students</td>
<td>Instructions only</td>
</tr>
<tr>
<td>Dedicated web site for distance program and students</td>
<td>Yes</td>
</tr>
<tr>
<td>Distance education-specific faculty training</td>
<td>Yes</td>
</tr>
<tr>
<td>Help Desk and technical support for distance education faculty</td>
<td>Yes – Instructional Media Coordinator and DE office staff</td>
</tr>
<tr>
<td>Help Desk and technical support for distance education students</td>
<td>DE office – General info LRC staff (Center) ITS – logon problems</td>
</tr>
<tr>
<td>Online admission to institution</td>
<td>Yes</td>
</tr>
<tr>
<td>Online counseling and advising services</td>
<td>Yes</td>
</tr>
<tr>
<td>Service</td>
<td>Availability</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Online information and application for financial aid</td>
<td>Information including links</td>
</tr>
<tr>
<td>Online library services and resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Online payment of tuition and fees</td>
<td>Yes</td>
</tr>
<tr>
<td>Online plagiarism evaluation</td>
<td>Yes – Turnitin site license</td>
</tr>
<tr>
<td>Online registration for courses</td>
<td>Yes</td>
</tr>
<tr>
<td>Online student course evaluation</td>
<td>Faculty specific</td>
</tr>
<tr>
<td>Online student organization, web site and services</td>
<td>Descriptive information</td>
</tr>
<tr>
<td>Online student orientation for distance courses</td>
<td>Yes</td>
</tr>
<tr>
<td>Online textbook sales</td>
<td>Yes</td>
</tr>
<tr>
<td>Online tutoring assistance</td>
<td>Yes – pilot program</td>
</tr>
<tr>
<td>Campus Web Portal</td>
<td>Yes</td>
</tr>
<tr>
<td>Audio podcasting</td>
<td>Faculty specific</td>
</tr>
<tr>
<td>Vodcasting</td>
<td>Faculty specific</td>
</tr>
</tbody>
</table>
Online faculty members are required to post their syllabi in their course shell. The syllabus includes information such as the course description, course objectives, SLO statements, and college statements on academic honesty and accessibility.

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

**Student Orientation**

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

Students learn of the available orientations through the printed or online schedule of classes. The ECC and CEC websites offer a link to a Student Online Handbook. -The handbook includes orientation information, login information for Etudes (ECC’s course management system), tips for success, FAQs, and information about required Internet skills, computers on campus, and text materials on reserve.
Evaluation of Online Courses

The Distance Education office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education. New courses will not be offered if they do not pass muster. The DE offices follow the standards in the *ECC Principles of Best Practice* form approved by the Distance Education Advisory Committee in the fall of 2009. These principles follow nationally recognized best practices in distance education course design and practice.

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

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

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

The table below gives a brief comparison of success and retention in online courses compared to all courses. The results show that success and retention in online courses at the College and at the Center are lower than face-to-face courses. These results are consistent with statewide trends.
<table>
<thead>
<tr>
<th>Spring 2011</th>
<th>Success All Courses</th>
<th>Success DE Courses</th>
<th>Retention All Courses</th>
<th>Retention DE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide</td>
<td>67.50%</td>
<td>57.33%</td>
<td>84.08%</td>
<td>77.90%</td>
</tr>
<tr>
<td>El Camino College</td>
<td>66.36%</td>
<td>59.04%</td>
<td>80.66%</td>
<td>76.84%</td>
</tr>
<tr>
<td>Compton Educational Center</td>
<td>59.26%</td>
<td>50.57%</td>
<td>74.31%</td>
<td>69.44%</td>
</tr>
</tbody>
</table>

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

**Faculty Evaluation in Distance Education Courses**

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

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

The College works to ensure that online courses and programs meet the same level of rigor as onsite programs. Most support services available to on-campus students are also available to students online. Student learning outcomes are incorporated into online courses in the same way they are included in onsite courses, and this information is clearly communicated to students enrolling in these courses. The online program is an important and effective part of fulfilling the College’s mission.

Statewide, there are identified variances in success and retention of online students compared to face-to-face classes. Therefore, success and retention techniques were the focus of two online faculty institutes presented in this school year.
Recommendation 5. El Camino College and the ECC Compton Center need to fully integrate SLO Assessment into the faculty evaluation process. The ECC Compton Center must implement its faculty evaluations and use the results of these evaluations to encourage instructional improvements and faculty development plans (III.A.1.b; III.A.1.c)

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

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

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

The overall faculty evaluation process at El Camino College is made up of the following four major components:

1. Self-evaluation Report
2. Classroom Observation Reports
3. Student Survey Results
4. Dean’s Evaluation

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

Faculty members at the Center currently alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel comprised of discipline faculty and non-discipline faculty from both the Center and El Camino College.
During this evaluation, the panel gathers data by observing classes, surveying students, and collecting information regarding the faculty member’s participation in professional duties, such as committee work and staff development. As part of the evaluation process, the faculty member prepares a portfolio that contains a Self-Evaluation that includes a statement of instructional philosophy, summary of service, professional development, student learning outcomes, and assessment strategies (Appendix 13: Compton Faculty Evaluation Materials).

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

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

**Conclusion**

The College and the Center SLO assessment are more closely aligned with the faculty evaluation process. All faculty members are now required to address student learning outcomes. Even with these new improvements, the quality of the assessment varies.
Recommendation 6. El Camino College must develop a fiscal management plan for all sites, matched to its revenues, to assure the fiscal soundness of the institution (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3).

Background of the El Camino College Compton Center

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

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

Assuring Fiscal Soundness at El Camino College Compton Center

Since the arrival of the current Special Trustee, CCCD, in consultation with the El Camino College Superintendent/President, finalized and adopted the 2011-2012 budget, implemented mid-year budget reductions for 2011-2012 due to state funding reductions, developed a 2012-2013 tentative budget, and developed a five-year fiscal management plan matched to CCCD revenues (Appendix 15: CCCD Fiscal Management Plan). In accordance with Accreditation Standards (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3), the CCCD has made significant and sustainable progress in assuring fiscal soundness. During the fall of 2012, CCCD created and has maintained a Planning and Budget Calendar (Appendix 16: CCCD Planning and Budget Calendar). This calendar was taken to the Compton CCD Planning and Budget Committee, the CCCD Consultative Council and the CCCD Special Trustee for review, input and approval.
In 2011-2012, the El Camino College Compton Center achieved an enrollment of 6,375 FTES and was funded for 6,000 FTES. For the 2011-2012 year, CCCD revenue exceeded expenditures, resulting in a 16.5% ending balance which far exceeds the state required 5% reserve. In addition, for the first time in eight years, CCCD anticipates meeting the 50% law requirement for the 2011-2012 year. As a result of the statewide fiscal crisis in California, CCCD is anticipating funding for approximately 5,992 FTES for 2012-2013 and budgeted to reduce expenses by $2.4 million.

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

**Other Post-Employment Benefits (OPEB)**

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

**Fiscal Soundness of the El Camino Community College District**
El Camino Community College District has a demonstrated history of proactive fiscal management. On December 15, 2008, the District’s Board took effective action to begin building its ending balance in order to withstand looming State deficits. The Board took action to reduce El Camino Community College District’s budget by $5.145 million. This proactive budgeting approach has allowed the District to maintain a robust financial profile in spite of California’s fiscal challenges. The District continues to provide planning in all areas, include facilities planning, as is evidenced by our 2012 Facilities Master Plan Update.xxxii

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

El Camino Community College District’s unaudited, unrestricted general fund balance as of June 30, 2012 is $21.1 million. Its projected ending unrestricted general fund balance for June 30, 2013 is reduced to $15.5 million dollars. A complete copy of the FY 2012/2013 recommended budget is available on the El Camino College website.xxxiii

Note: this FY 2012/2013 Budget includes a reduction of State apportionment of $7.3 million. This includes both: 1) the assumption that the Governor’s Initiative does not pass and 2) that there will be another substantial mid-year January reduction. This is a conservative budget.

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

As evidence, the Planning and Budget Committee devoted several agenda discussions this Spring for the development of such assumptionsxxxiv. Based on agreed assumptions, a five-year budget projection was then prepared and presented by the accounting staff to the PBC for further discussions (Appendix 17: Five-Year Budget Projection ECC). As demonstrated in that budget projection, assuming the Governor’s tax initiative does not pass, the El Camino Community College District will be required to make additional adjustments to their future expenditures.
We are proud to say that we have made these budget strides: 1) without a single layoff of full-time permanent staff, 2) without any furlough days, and 3) without any across-the-board salary reductions. We have also been able to partially backfill some of the State reductions in revenues to the categorical programs.

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

Other Post-Employment Benefits (OPEB)

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

Summary

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

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Administrative Services

A. **AB 2910 – Quarterly Fiscal Status Reports**

It is recommended the Board of Trustees receive the following Quarterly Financial Status Report for the quarter ending June 30, 2012. AB 2910, Chapter 1486, Statutes of 1986, requires that California community college districts report quarterly on their financial condition.

The report for June 30, 2012, is shown on the following Quarterly Financial Status Report for General Fund-Unrestricted (11).

**FISCAL YEAR 2011-12**
Quarter Ended (Q4) June 30, 2012

<table>
<thead>
<tr>
<th>General Fund</th>
<th>2011-12 Budget</th>
<th>Year-to-Date Actuals</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INCOME</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$80,000</td>
<td>$151,218</td>
<td>189.02%</td>
</tr>
<tr>
<td>State</td>
<td>62,460,421</td>
<td>63,058,617</td>
<td>100.96%</td>
</tr>
<tr>
<td>Local</td>
<td>37,682,084</td>
<td>36,694,257</td>
<td>97.38%</td>
</tr>
<tr>
<td>Interfund Transfers</td>
<td>800,000</td>
<td>1,730,000</td>
<td>216.25%</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td>$101,022,505</td>
<td>$101,634,092</td>
<td></td>
</tr>
<tr>
<td><strong>APPROPRIATIONS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>$45,700,366</td>
<td>$44,241,453</td>
<td>96.81%</td>
</tr>
<tr>
<td>Classified Salaries</td>
<td>24,882,870</td>
<td>23,330,636</td>
<td>93.76%</td>
</tr>
<tr>
<td>Staff Benefits</td>
<td>19,734,530</td>
<td>18,680,612</td>
<td>94.66%</td>
</tr>
<tr>
<td>Supplies/Books</td>
<td>1,222,000</td>
<td>843,093</td>
<td>68.99%</td>
</tr>
<tr>
<td>Other Operating Expenses</td>
<td>11,336,788</td>
<td>10,881,772</td>
<td>95.99%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>79,600</td>
<td>88,585</td>
<td>111.29%</td>
</tr>
<tr>
<td>Other Outgo</td>
<td>5,790,000</td>
<td>5,875,370</td>
<td>101.47%</td>
</tr>
<tr>
<td><strong>Total Appropriations</strong></td>
<td>$108,746,154</td>
<td>$103,941,521</td>
<td></td>
</tr>
<tr>
<td><strong>Net Revenues</strong></td>
<td>($7,723,649)</td>
<td>($2,307,429)</td>
<td></td>
</tr>
</tbody>
</table>

B. **Interfund Transfers – 2011-12 Fiscal Years**

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $290,000 from the Unrestricted General Fund to the Restricted General Parking Fund. This transfer is necessary due to a shortfall in parking permit and parking citation revenue for the 2011-12 fiscal year.
It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $930,000 from the Property and Liability Insurance Fund to the Unrestricted General Fund. This transfer is made possible due to end of year adjustment in contingent liabilities of the insurance fund.

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $100,000 from the Special Programs Fund (15) to the Post Employment Benefits Fund (17). The Planning and Budget Committee has endorsed the transfer of any residual fund balance in the Special Programs fund to be transferred at fiscal year end to the Post Employment Benefits fund to support the future payment of retiree medical insurance premiums.

C. **Interfund Transfers – 2012-13 Fiscal Year**

It is recommended the Board of Trustees approve a one-time transfer of funds in the amount of $50,000 from the General Fund – Unrestricted to the General Fund – Restricted – Public Information department account for community information expenditures. Other interfund transfers for 2012-13 were approved on June 18, 2012 Board meeting.

It is recommended the Board of Trustees approve a transfer of $11,206,057 from the Post Employment Benefits Fund (Fund 17) and a transfer of $3,860,384 from the Southern California Consortium of Community College Districts (SCCCCD) to the Internal Services Post Employment Benefits-Irrevocable Trust Fund – (Fund 69). This recommendation follows the recommendation of the El Camino Community College District Retirement Board of Authority made August 23, 2012 to transfer these funds to the District’s third party administrators for investment into the Irrevocable Trust Fund.

D. **Indirect Cost Rate Proposal**

It is recommended the Board of Trustees accept the Indirect Cost Rate proposal package submitted by the audit firm of Vicenti, Lloyd & Stutzman, LLP. The Indirect Cost Rate proposal is the initial step toward the District qualifying for a negotiated Federal Indirect Cost Rate applicable to fiscal years 2012-13 through 2016-17. The auditor calculated rate is 40.1 %. The auditor report and backup document can be viewed at:  
E. **Contracts Under $81,000**

It is recommended the Board of Trustees, in accordance with Board Policy 6340, approve/ratify the District entering into the following agreements. The Vice President of Administrative Services or an authorized designee has executed the necessary documents.

1. **Contractor:** ABC DAY CARE  
   **Services:** Contractor is a licensed child care facility that will offer part-time work activity opportunities to CalWORKs students to work as teachers and teacher assistants.  
   **Requesting Dept.:** Student and Community Advancement – Counseling and Student Services – CalWORKs  
   **Date(s):** 7/1/12 – 6/30/13  
   **Financial Terms:** No cost to the District

2. **Contractor:** ACE NAGOYA (Japan); ISCNET (Japan); TRANG VIET ANH, LTD. (Vietnam)  
   **Services:** Contractors will serve as F-1 Visa educational agents to recruit F-1 Visa Students for ECC.  
   **Requesting Dept.:** Student and Community Advancement – Admissions and Records – El Camino Language Academy  
   **Date(s):** 9/1/2012 – 8/31/2017  
   **Financial Terms:** One-time fee of $500 per student for either fall or spring semester; and $300 fee for summer

3. **Contractor:** APICS SAN GABRIEL VALLEY CHAPTER  
   **Services:** Contractor will provide on-site and center-based customized training for companies contracted with the District on an as-needed basis including but not limited to on-site and center-based APICS, Lean Manufacturing and Project Management related courses.  
   **Requesting Dept.:** Student and Community Advancement – Community Advancement – Center for Applied Competitive Technologies (CACT)  
   **Date(s):** 9/1/12 – 8/31/14  
   **Financial Terms:** Cost not to exceed $75,000  
   Funded by Employment Training Panel (ETP)

4. **Contractor:** AMERICAN SHIELD PRIVATE SECURITY, INC.  
   **Services:** Contractor will provide part-time work activity opportunities to CalWORKs students to work as Security Guards.
5. Contractor: **CITY OF TORRANCE COMMUNITY SERVICES DEPARTMENT**  
Services: Contractor will provide its swimming pool facility for Workplace Learning Resource Center (WpLRC) US Coast Guard certification classes in personal survival.  
Requesting Dept.: Student and Community Advancement – Community Advancement – WpLRC  
Date(s): 9/14/12 – 12/7/12  
Financial Terms: Cost not to exceed $4,312  
Funded by Disney Cruise Line

6. Contractor: **COMMUNITY LEGAL SERVICES**  
Services: Contractor will provide part-time activity opportunities for CalWORKs students to work as paralegal interns.  
Requesting Dept.: Student and Community Advancement – Counseling and Student Services – CalWORKs  
Date(s): 7/1/12 – 6/30/13  
Financial Terms: No cost to the District

7. Contractor: **CORPORATE TRAINING INSTITUTE**  
Services: Contractor will provide several training services to various companies. Training will include, but not limited to, Business and Management Skills, Continuous Improvement, Manufacturing Skills, and Advanced Technology.  
Requesting Dept.: Student and Community Advancement – Community Advancement – CACT  
Date(s): 9/1/12 – 8/31/14  
Financial Terms: Cost not to exceed $75,000  
Funded by ETP

8. Contractor: **DISNEY CRUISE LINE**  
Services: Contractor employees will be provided training in U.S. Coast Guard Standards for Training Certification and Watchkeeping Certification in Personal Survival Training.  
Requesting Dept.: Student and Community Advancement – Community Advancement – WpLRC  
Date(s): 9/1/12 – 12/31/12  
Financial Terms: Projected gross income $64,800
9. **Contractor:** EDUCATED BUSINESS RESOURCES CORP.  
**Services:** Contractor will provide several training services to various companies. Training will include, but not limited to, Business and Manufacturing Skills, and Advanced Technology.  
**Requesting Dept.:** Student and Community Advancement – Community Advancement – CACT  
**Date(s):** 9/1/12 – 8/31/14  
**Financial Terms:** Cost not to exceed $75,000  
Funded by ETP

10. **Contractor:** FIFTY & FIVE, LLC  
**Services:** Contractor will provide specialized services to engage current and potential social media users regarding El Camino College’s present and future programs and services.  
**Requesting Dept.:** President’s Office – Public Relations and Marketing  
**Date(s):** 8/27/12 – 11/26/12  
**Financial Terms:** Cost not to exceed $19,500

11. **Contractor:** GIDDA’S HOME HEALTH SERVICES, INC.  
**Services:** Contractor to provide part-time work activity opportunities to CalWORKs students to work as medical office clerks, home health aides, and certified nursing assistants.  
**Requesting Dept.:** Student and Community Advancement – Counseling and Student Services – CalWORKs  
**Date(s):** 7/1/12 – 6/30/13  
**Financial Terms:** No cost to the District

12. **Contractor:** INGLEWOOD UNIFIED SCHOOL DISTRICT  
**Services:** El Camino College instructors will offer courses at City Honors High School, Inglewood High School, and Morningside High School.  
**Requesting Dept.:** Academic Affairs – Enrollment Services  
**Date(s):** 9/10/12 – 6/30/13  
**Financial Terms:** Projected gross income $38,500

13. **Contractor:** JUNIPERO SERRA HIGH SCHOOL  
**Services:** El Camino College instructors will offer a total of three courses at Junipero Serra High School for Fall 2012.  
**Requesting Dept.:** Academic Affairs – Enrollment Services  
**Date(s):** 9/10/12 – 6/30/13  
**Financial Terms:** Projected gross income $16,500
14. Contractor: RICHSTONE FAMILY CENTER
   Services: Contractor will provide part-time work activity opportunities to CalWORKs students to work in their Academic Life-Long Learning After School Program.
   Requesting Dept.: Student and Community Advancement – Counseling and Student Services – CalWORKs
   Date(s): 7/1/12 – 6/30/13
   Financial Terms: No cost to the District

15. Contractor: THE TRAINING SOURCE
   Services: Contractor will develop and deliver customized on-site training to contracted companies, including but not limited to computer skills such as Excel and Access on as-needed basis.
   Requesting Dept.: Student and Community Advancement – Community Advancement – CACT
   Date(s): 9/1/12 – 8/31/14
   Financial Terms: Cost not to exceed $50,000
   Funded by ETP

F. Contracts Over $81,000

It is recommended the Board of Trustees approve that the District enter into the following agreements:

1. Contractor: CERRITOS COMMUNITY COLLEGE
   Services: Contractor will implement Career Technical Education activities as a sub-grantee of the grant from the Chancellor’s Office of California Community Colleges.
   Requesting Dept.: Student and Community Advancement – Community Advancement – Career Pathways
   Date(s): 7/1/12 – 2/28/14
   Financial Terms: Cost not to exceed $131,843
   Funded by a grant from the Chancellor’s office

G. MEMORANDUM OF UNDERSTANDING (MOU)

It is requested the Board of Trustees approve the District entering into the following memorandum of understanding:

1. Contractor: CALIFORNIA MANUFACTURING TECHNOLOGY CONSULTING
   Services: The MOU establishes a framework of cooperation between the District's Business Training Center and the contractor to
allow both entities to meet their mission and better serve small and medium-sized manufacturers in Southern California.

**Requesting Dept.:**  
Student and Community Advancement – Community Advancement – Business Training Center (BTC)

**Date(s):**  
7/1/12 – 6/30/13

**Financial Terms:**  
No cost to the District

**Special Note:**  
For disclosure purposes, President Fallo serves as President of the Board of this not-for-profit organization

### H. Personal Service Agreements

1. **Contractor:**  
**CORINNE HOISINGTON**

**Services:**  
Contractor will provide operating system training and software updates to the ECC Business Division faculty.

**Requesting Dept.:**  
Academic Affairs – Business

**Date(s):**  
8/23/12 – 8/24/12

**Financial Terms:**  
Cost not to exceed $3,700

2. **Contractor:**  
**MATHEW KOUTROULIS**

**Services:**  
Contractor will provide one year license agreement for use of FLEX Reporter software system at El Camino College.

**Requesting Dept.:**  
Human Resources – Staff Development

**Date(s):**  
8/1/12 – 7/31/13

**Financial Terms:**  
Cost not to exceed $2,500

### I. Purchase Orders And Blanket Purchase Orders

It is recommended all purchase orders be ratified as shown.

<table>
<thead>
<tr>
<th>P.O. Number</th>
<th>Vendor Name</th>
<th>Site Name</th>
<th>Description</th>
<th>P.O. Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund 11 Unrestricted - El Camino</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P0600098</td>
<td>Rancho Janitorial</td>
<td>Operations</td>
<td>Non-Instruct Supplies</td>
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<tr>
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<td>Facilities/Planning/ServRepairs</td>
<td>NonInstructional</td>
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<td>P0600258</td>
<td>Govplace</td>
<td>Information Tech</td>
<td>Maintenance Contracts</td>
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<tr>
<td>P0600274</td>
<td>StopTech, Ltd</td>
<td>Campus Police</td>
<td>Maintenance Contracts</td>
<td>$625.00</td>
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<td>P0600292</td>
<td>CCCCSSAA</td>
<td>VP-SCA</td>
<td>Dues And Memberships</td>
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<tr>
<td>P0600293</td>
<td>Regency Investigations</td>
<td>Institutional Services</td>
<td>Legal</td>
<td>$5,885.70</td>
</tr>
<tr>
<td>P0600294</td>
<td>Chronicle of Higher</td>
<td>Presidents Office</td>
<td>Publications/ Periodicals And</td>
<td>$82.50</td>
</tr>
<tr>
<td>P0600295</td>
<td>Leonid Rachman</td>
<td>International Students</td>
<td>Conferences Mgmt</td>
<td>$2,341.70</td>
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<tr>
<td>P0600296</td>
<td>AT&amp;T Mobility</td>
<td>Operations</td>
<td>Telephone</td>
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<td>ARC Imaging</td>
<td>Architectural</td>
<td>Maintenance Contracts</td>
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<tr>
<td>P0600299</td>
<td>Paradise Awards</td>
<td>Human Resources</td>
<td>Other Services And Expenses</td>
<td>$4,959.00</td>
</tr>
</tbody>
</table>
P0600300  RP Group, the V.P. Academic Affairs Conferences Mgmt  $825.00
P0600303  Los Angeles County Pool Non-Instruct Supplies  $65.00
P0600305  Matthew Bender International Students Non-Instruct Supplies  $386.44
P0600309  Security on Campus, Campus Police Conferences Mgmt  $395.00
P0600313  Dell Marketing L. P. Information Tech Non-Instruct Supplies  $1,257.69
P0600318  Enterprise Rentals Information Tech Transportation/ Mileage And  $73.55
P0600324  Public Agency Law Institutional Services Legal  $1,984.95
P0600332  Dell Computer Human Resources Non-Instruct Supplies  $555.22
P0600333  Baker & Taylor, Inc. Div Office Instr. Library Books  $41.07
P0600335  Midwest Library Service Div Office Instr. Library Books  $97.93
P0600338  McNaughton-Brodart Div Office Instr. Other Rentals  $9,471.54
P0600341  Thomson West Div Office Instr. Library Books  $6,343.39
P0600347  Daily Breeze, the Fiscal Services Other Services And Expenses  $124.95
P0600351  Matthew Bender Div Office Instr. Library Books  $875.52
P0600353  Matthew Bender Div Office Instr. Library Books  $885.72
P0600354  Matthew Bender Div Office Instr. Library Books  $2,244.39
P0600355  Matthew Bender Div Office Instr. Library Books  $2,721.57
P0600358  Xerox Corporation Copy Center Non-Instruct Supplies  $1,761.75
P0600359  Galil Productions Ed & Community Multi Media Advertising  $1,484.44
P0600360  Tre Printing Ed & Community Multi Media Advertising  $1,455.08
P0600366  Ron Bryze Construction Instructional Supplies  $55.00
P0600367  Monterey Graphics Warehouse Inventories, Stores, Prepaid I  $4,045.50
P0600368  Woodsmith I&T Div Ofc Publications-Magazines  $24.00
P0600379  L.A. County Ems Paramedic Academy Contract Services  $20,159.04
P0600381  Computerland of Information Tech License Fee/Site Licenses  $53,724.68
P0600382  The Furniture Society Construction Dues And Memberships  $100.00
P0600383  L.A. County Treasurer Facilities/Planning/Serv Permit Processing Fees  $887.00
P0600388  Campus Food Services Outreach and School Non-Instruct Supplies  $375.19
P0600391  Graybar Electric Information Tech Non-Instruct Supplies  $2,213.39
P0600394  Global Experience Ed & Community Conferences Mgmt  $90.00
P0600399  PHRA Ed & Community Conferences Mgmt  $105.00
P0600400  Datatel, Inc. Information Tech Maintenance Contracts  $625.00
P0600408  Ordway Sign Supply Div Office Instr. Instructional Supplies  $122.84
P0600409  Highsmith Company Div Office Instr. Instructional Supplies  $706.40
P0600416  Fisher Scientific Chemistry Instructional Supplies  $364.29
P0600444  Nextel/Sprint Operations Telephone  $209.38
P0600445  Full Compass Ctr for Arts Production Non-Instruct Supplies  $108.42
P0600446  Sound Ideas, Inc. Ctr for Arts Production Non-Instruct Supplies  $59.38
P0600447  VER Sales Ctr for Arts Production Non-Instruct Supplies  $113.31
P0600453  Golden West Industrial Art Department Instructional Supplies  $819.85
P0600454  Laguna Clay Company Art Department Instructional Supplies  $449.26
P0600457  NCMPR Public Relations Instructional Supplies  $175.00
P0600458  West High 50th Public Relations Multi Media Advertising  $500.00
P0600461  Xpedx Copy Center Instructional Supplies  $917.64
P0600462  Engineered Packaging Copy Center Non-Instruct Supplies  $633.63
P0600471  Aardvark Clay and Art Department Instructional Supplies  $3,652.77

Fund 11 Total: 61  $196,653.44

Fund 12  Restricted - El Camino

P0600206  Maneri Sign Parking-Student Site Improvements  $494.81

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P0600235 Pocket Nurse Nursing New Computer $21,711.94
P0600276 Pacific Parking Parking-Student New Equipment - $2,007.51
P0600277 CI Solutions Parking-Student New Equipment - $3,164.61
P0600290 The Apple Store Title V - SMCC - Math New Computer $55,154.25
P0600291 CDW-G Title V - SMCC - Math New Computer $8,632.31
P0600297 South Bay Regional Parking-Student Maintenance Contracts $7,471.56
P0600310 Southwest Offset Community Education Non-Instruct Supplies $9,255.32
P0600311 Bob Lee's Automotive Parking-Student Repairs Non Instr $220.11
P0600315 LA Area Chamber of CITD Intl Trade Trng Conferences Other $150.00
P0600317 Mike Raahauge Parking-Student In-Service Training $400.00
P0600319 Sars Software Products, Matriculation Non-Instruct Supplies $5,670.00
P0600320 Travers Tool Company WIP (10-292-720) Non-Instruct Supplies $1,174.24
P0600321 MSC Industrial SupplyWIP (10-292-720) Non-Instruct Supplies $1,704.59
P0600322 Hexagon Metrology JDIF - (10-336-070) Repairs - Instructional $250.00
P0600340 Tooling U JDIF - (10-336-070) License Fee/Site Licenses $1,925.00
P0600343 BOY Machines, Inc. VATEA I&T New Equipment - Instructional $66,157.11
P0600365 Dibec, Inc El Camino Language Contract Services $900.00
P0600366 Amazon.Com MDC-Parenting Other Books $353.84
P0600370 CITEA Construction Tech Dues And Memberships $65.00
P0600372 Sherline Products, Inc I&T Division Instructional Supplies $1,063.35
P0600373 Mission Ambulance, VATEA I&T New Equipment - Instructional $8,500.00
P0600374 GTS Globotours Matching – IDRC. Conferences Other $2,675.00
P0600375 Datamax O'Neal PrinterParking-Student Non-Instruct Supplies $7,313.22
P0600377 Brownells, Inc. Parking-Student Non-Instruct Supplies $71.82
P0600380 WP Engine CITD Intl Trade Trng General Office Supplies $439.42
P0600382 American Express Career & Tech Ed Conferences Other $622.70
P0600397 American Express CITD Intl Trade Trng Transportation/ Mileage And $357.60
P0600410 Melissa's Party Supply WIP (10-292-720) Non-Instruct Supplies $168.00
P0600413 American Express CalWORKs Conferences Other $291.60
P0600418 Amazon.Com Terminal Island - Other Books $507.96
P0600449 Van Lingen Towing Parking-Student Repairs Non Instr $50.00
P0600450 Bothwell Automotive, Parking-Student Repairs Non Instr $395.55
P0600451 Joshua S. Armstrong Parking-Student Non-Instruct Supplies $505.00
P0600456 Midas Auto Repair Parking-Student Repairs Non Instr $440.59
P0600465 American Express Small Bus. Admin Conferences Mgmt $510.90
P0600466 David K. Faulkner Title III- H S I - STEMContract Services $400.00
P0600467 Daniel Alvarez Title III- H S I - STEM Contract Services $400.00
P0600468 Hispanic Network SBDC Program IncomePublications/ Periodicals And $20.00
P0600469 Hilton New Orleans Small Bus. Admin Conferences Mgmt $974.76
P0600470 Samy's Camera Art Dept Donations Non-Instruct Supplies $1,266.60

**Fund 12 Total: 47** $240,892.76

**Fund 15 Total: 3** $63,772.70
### Fund 79 Auxiliary Services

<table>
<thead>
<tr>
<th>PO Number</th>
<th>Department</th>
<th>Program</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>P0600302</td>
<td>Norcal Swim Shop</td>
<td>Health Sciences</td>
<td>Non-Instruct Supplies</td>
<td>$577.50</td>
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<tr>
<td>P0600364</td>
<td>Real Volleyball Resp.</td>
<td>Therapy</td>
<td>Non-Instruct Supplies</td>
<td>$1,174.85</td>
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<tr>
<td>P0600378</td>
<td>Ecolab, Inc. Radiologic Tech</td>
<td></td>
<td>Non-Instruct Supplies</td>
<td>$1,769.94</td>
</tr>
<tr>
<td>P0600443</td>
<td>Dramatists Play</td>
<td>Fine Arts</td>
<td>Non-Instruct Supplies</td>
<td>$70.00</td>
</tr>
<tr>
<td>P0600448</td>
<td>Soccer Central</td>
<td>Health Sciences</td>
<td>Non-Instruct Supplies</td>
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<tr>
<td>P0600452</td>
<td>VS Athletics</td>
<td>Health Sciences</td>
<td>Non-Instruct Supplies</td>
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<td>P0600455</td>
<td>VS Athletics</td>
<td>Health Sciences</td>
<td>Non-Instruct Supplies</td>
<td>$1,504.24</td>
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**Fund 79 Total: 7** $6,291.70

### Fund 82 Scholarships & Trust/Agency

<table>
<thead>
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<th>PO Number</th>
<th>Department</th>
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<th>Type</th>
<th>Amount</th>
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<tbody>
<tr>
<td>P0600301</td>
<td>Embroidme</td>
<td>Health Sciences</td>
<td>Fundraising</td>
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<td>P0600314</td>
<td>Dawn Sign Press</td>
<td>Special Resource</td>
<td>Fundraising</td>
<td>$21.64</td>
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<tr>
<td>P0600331</td>
<td>Complete Office</td>
<td>Health Sciences</td>
<td>Fundraising</td>
<td>$430.47</td>
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<tr>
<td>P0600378</td>
<td>Ecolab Center</td>
<td>Health Sciences</td>
<td>Fundraising</td>
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<td>P0600362</td>
<td>America Is Making It</td>
<td>Health Sciences</td>
<td>Fundraising</td>
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<td>P0600387</td>
<td>Gunther's Athletic</td>
<td>Health Sciences</td>
<td>Fundraising</td>
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<td>P0600395</td>
<td>Robinhood Enterprises</td>
<td>Health Sciences</td>
<td>Fundraising</td>
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**Fund 82 Total: 7** $6,023.47

### Fund 11 Unrestricted - El Camino

<table>
<thead>
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<th>PO Number</th>
<th>Department</th>
<th>Program</th>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>B0610408</td>
<td>RehabWest, Inc</td>
<td>Recruitment</td>
<td>Other Services And Expenses</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>B0610409</td>
<td>ECCD Petty Cash</td>
<td>Human Resources</td>
<td>Non-Instruct Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610462</td>
<td>Uline Shipping Supply</td>
<td>Mailroom</td>
<td>Non-Instruct Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610464</td>
<td>Mutual Liquid Gas &amp;</td>
<td>Fire Academy 06-07</td>
<td>Repairs - Instructional</td>
<td>$500.00</td>
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<tr>
<td>B0610465</td>
<td>Alpha &amp; Omega</td>
<td>Fire Academy 06-07</td>
<td>Repairs - Instructional</td>
<td>$2,000.00</td>
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<tr>
<td>B0610466</td>
<td>Southland Lumber</td>
<td>Fire Academy 06-07</td>
<td>Instructional Supplies</td>
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<tr>
<td>B0610467</td>
<td>ECCD Petty Cash</td>
<td>Fire Academy 06-07</td>
<td>Non-Instruct Supplies</td>
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<td>B0610468</td>
<td>Parker Lighting, Inc.</td>
<td>Fire Academy 06-07</td>
<td>Instructional Supplies</td>
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<td>B0610469</td>
<td>Firefighter's Safety</td>
<td>Fire Academy 06-07</td>
<td>Instructional Supplies</td>
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<td>B0610470</td>
<td>Broadline Distributing</td>
<td>Fire Academy 06-07</td>
<td>Instructional Supplies</td>
<td>$2,000.00</td>
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<tr>
<td>B0610471</td>
<td>Verizon Wireless</td>
<td>Ctr for Arts Instr/AdminOther Services And Expenses</td>
<td>$6,000.00</td>
<td></td>
</tr>
<tr>
<td>B0610477</td>
<td>Kelly Paper Company</td>
<td>Ctr for Arts Promo</td>
<td>Non-Instruct Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610478</td>
<td>ECCD Petty Cash</td>
<td>Astronomy</td>
<td>Instructional Supplies</td>
<td>$100.00</td>
</tr>
<tr>
<td>B0610480</td>
<td>Ad Club</td>
<td>Human Resources</td>
<td>Multi Media Advertising</td>
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<tr>
<td>B0610481</td>
<td>Baker &amp; Taylor, Inc.</td>
<td>Div Office Instr.</td>
<td>Library Books</td>
<td>$3,000.00</td>
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<tr>
<td>B0610482</td>
<td>ECCD Petty Cash</td>
<td>Construction</td>
<td>Instructional Supplies</td>
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</tr>
<tr>
<td>B0610483</td>
<td>Anderson Saw</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610484</td>
<td>Klingspor</td>
<td>Construction</td>
<td>Instructional Supplies</td>
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</tr>
<tr>
<td>B0610485</td>
<td>Craft Supplies U.S.A.</td>
<td>Construction</td>
<td>Repairs Parts And Supplies</td>
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</tr>
<tr>
<td>B0610486</td>
<td>Louis &amp; Company</td>
<td>Construction</td>
<td>Repairs Parts And Supplies</td>
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</tr>
<tr>
<td>B0610487</td>
<td>McMaster Carr</td>
<td>Construction</td>
<td>Repairs Parts And Supplies</td>
<td>$300.00</td>
</tr>
<tr>
<td>B0610495</td>
<td>Fast Deer Bus Charter</td>
<td>Athletics Training</td>
<td>Transportation</td>
<td>$10,600.00</td>
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<tr>
<td>B0610496</td>
<td>ECCD Petty Cash</td>
<td>Physics</td>
<td>Instructional Supplies</td>
<td>$750.00</td>
</tr>
<tr>
<td>B0610510</td>
<td>Anderson Saw</td>
<td>Construction</td>
<td>Repairs - Instructional</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610511</td>
<td>Rockler</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>B0610513</td>
<td>Forest Plywood</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>B0610514</td>
<td>Crenshaw Lumber</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$5,000.00</td>
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**PO Funds Total: 125** $513,634.07
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Department</th>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>B0610515</td>
<td>Crenshaw Lumber</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>B0610516</td>
<td>Crenshaw Wholesale</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610517</td>
<td>Craft Supplies U.S.A.</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$400.00</td>
</tr>
<tr>
<td>B0610518</td>
<td>Louis &amp; Company</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>B0610519</td>
<td>Tool City</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>B0610520</td>
<td>Strata Forest Products</td>
<td>Construction</td>
<td>Instructional Supplies</td>
<td>$3,000.00</td>
</tr>
<tr>
<td>B0610521</td>
<td>ECCD Petty Cash</td>
<td>Public Relations</td>
<td>Instructional Supplies</td>
<td>$500.00</td>
</tr>
<tr>
<td>B0610522</td>
<td>Lisa's Gallery</td>
<td>Public Relations</td>
<td>Instructional Supplies</td>
<td>$400.00</td>
</tr>
<tr>
<td>B0610523</td>
<td>Redondo Beach Rotary</td>
<td>Public Relations</td>
<td>Dues And Memberships</td>
<td>$975.00</td>
</tr>
<tr>
<td>B0610524</td>
<td>AT&amp;T Mobility</td>
<td>Public Relations</td>
<td>Telephone</td>
<td>$1,500.00</td>
</tr>
<tr>
<td>B0610525</td>
<td>American Foothill</td>
<td>Public Relations</td>
<td>Printing</td>
<td>$7,500.00</td>
</tr>
<tr>
<td>B0610527</td>
<td>San Dieguito Printers</td>
<td>Public Relations</td>
<td>Printing</td>
<td>$30,000.00</td>
</tr>
<tr>
<td>B0610528</td>
<td>Mid City Mailing</td>
<td>Public Relations</td>
<td>Postage</td>
<td>$18,000.00</td>
</tr>
<tr>
<td>B0610529</td>
<td>National TV Radio</td>
<td>Public Relations</td>
<td>Multi Media Advertising</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>B0610530</td>
<td>Facebook</td>
<td>Public Relations</td>
<td>Multi Media Advertising</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>B0610531</td>
<td>Daily Breeze, the</td>
<td>Public Relations</td>
<td>Multi Media Advertising</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>B0610532</td>
<td>Easy Reader, the</td>
<td>Public Relations</td>
<td>Multi Media Advertising</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>B0610533</td>
<td>National TV Radio</td>
<td>Public Relations</td>
<td>Radio Advertising</td>
<td>$125,000.00</td>
</tr>
<tr>
<td>B0610534</td>
<td>AT&amp;T Mobility</td>
<td>Technical Services</td>
<td>Repairs Parts And Supplies</td>
<td>$7,200.00</td>
</tr>
<tr>
<td>B0610535</td>
<td>Iron Mountain</td>
<td>Information Technology</td>
<td>Maintenance Contracts</td>
<td>$12,000.00</td>
</tr>
</tbody>
</table>

**Fund 11 Total: 47**  
$431,680.00

**Fund 12 Restricted - El Camino**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Department</th>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>B0610407</td>
<td>ECCD Petty Cash</td>
<td>El Camino Language</td>
<td>Other Instr Supplies</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>B0610410</td>
<td>ECCD Petty Cash</td>
<td>IDRC Green</td>
<td>Non-Instruct Supplies</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>B0610419</td>
<td>Desimone</td>
<td>WIP (10-292-720)</td>
<td>Contract Services</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>B0610420</td>
<td>ECCD Petty Cash</td>
<td>CACT Strategic Hub</td>
<td>Non-Instruct Supplies</td>
<td>$400.00</td>
</tr>
<tr>
<td>B0610455</td>
<td>ECCD Petty Cash</td>
<td>TitleV-Improving</td>
<td>Non-Instruct Supplies</td>
<td>$800.00</td>
</tr>
<tr>
<td>B0610456</td>
<td>E.C.C. Public</td>
<td>TitleV-Improving</td>
<td>Non-Instruct Supplies</td>
<td>$800.00</td>
</tr>
<tr>
<td>B0610460</td>
<td>E.C.C. Public</td>
<td>Matching - IDRC</td>
<td>License Fee/Site Licenses</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>B0610472</td>
<td>Torrance Postmaster</td>
<td>Community Education</td>
<td>Postage</td>
<td>$20,000.00</td>
</tr>
</tbody>
</table>

**Fund 12 Total: 8**  
$51,200.00

**Fund 79 Auxiliary Services**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Department</th>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>B0610474</td>
<td>Certif-A-Gift</td>
<td>Student Affairs</td>
<td>Non-Instruct Supplies</td>
<td>$7,123.00</td>
</tr>
</tbody>
</table>

**Fund 79 Total: 1**  
$7,123.00

**BPO Funds Total: 56**  
$490,003.00

**Grand Total POs and BPOs: 181**  
$1,003,637.07
A. Category Budgets and Balances ................................................................. 76
B. Contract – S & K Engineers – Ongoing Engineering Services .................... 76
C. Contract Amendment – tBP Architecture, Inc. –
   Shops Building Replacement Project ..................................................... 76
D. Contract Amendment – Prestige Security –
   Math Business Allied Health Project .................................................... 77
E. Bid Award 2012-3 – Bookstore Buy-Back Construction Project –
   Caltec Corporation .............................................................................. 77
F. Purchase Orders and Blanket Purchase Orders ......................................... 78
Administrative Services – Measure E Bond Fund

A. CATEGORY BUDGETS AND BALANCES

GENERAL OBLIGATION BOND FUND CATEGORIES AND PROJECT SUMMARY

The following table reports Measure E expenditures and commitments through August 31, 2012, at the September Board meeting.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>BUDGET</th>
<th>EXPENDED</th>
<th>COMMITTED</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Classrooms and Modernization</td>
<td>$237,359,418</td>
<td>$108,903,152</td>
<td>$9,126,394</td>
<td>$119,329,872</td>
</tr>
<tr>
<td>Campus Site Improvements</td>
<td>$32,416,561</td>
<td>$27,611,399</td>
<td>$1,652,586</td>
<td>$3,152,577</td>
</tr>
<tr>
<td>Energy Efficiency Improvements</td>
<td>$2,818,000</td>
<td>$2,756,836</td>
<td>$0</td>
<td>$61,164</td>
</tr>
<tr>
<td>Health and Safety Improvements</td>
<td>$128,799,541</td>
<td>$62,083,744</td>
<td>$3,578,139</td>
<td>$63,137,657</td>
</tr>
<tr>
<td>Information Technology and Equipment</td>
<td>$24,836,501</td>
<td>$13,069,676</td>
<td>$91,916</td>
<td>$11,674,908</td>
</tr>
<tr>
<td>Physical Education Facilities Improvements</td>
<td>$572</td>
<td>$572</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$426,230,593</strong></td>
<td><strong>$214,425,379</strong></td>
<td><strong>$14,449,035</strong></td>
<td><strong>$197,356,179</strong></td>
</tr>
</tbody>
</table>

B. CONTRACT - S&K ENGINEERS - ONGOING ENGINEERING SERVICES

It is recommended the Board of Trustees approve entering into a contract with S&K Engineers to provide on-going Engineering Services to the District. These services will include, but are not limited to, mechanical and electrical studies, design, bidding support and construction support for various projects as needed by the District.

This firm is being recommended based upon its prior experience performing this type of work, the demonstrated expertise and the qualifications of its staff and consultants to perform the services and competitive fee structure.

Dates of Service: August 2012 through August 2015

Cost: Cost not to exceed $125,000, which includes reimbursables, on an annual average basis unless specifically approved by the Board. Invoicing will be monthly based upon an hourly rate schedule.

C. CONTRACT AMENDMENT – tBP ARCHITECTURE, INC. – SHOPS BUILDING REPLACEMENT PROJECT

It is recommended the Board of Trustees approve the following additional design services.
Additional design services related to revisions to sewer and storm drain systems, due to unknown conditions. $9,800

Total Increase in Contract Amount $9,800

<table>
<thead>
<tr>
<th>Original Contract Amount</th>
<th>$1,680,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Changes</td>
<td>19,412</td>
</tr>
<tr>
<td>This Contract Amendment Amount</td>
<td>9,800</td>
</tr>
<tr>
<td>New Contract Amount</td>
<td>$1,709,212</td>
</tr>
</tbody>
</table>

D. CONTRACT AMENDMENT – PRESTIGE SECURITY – MATH BUSINESS ALLIED HEALTH PROJECT

It is recommended the Board of Trustees approve the following additional security services through September 30, 2012.

Additional security services as requested by the District. Cost will be charged back to contractor. $9,628

Total Increase in Contract Amount $9,628

<table>
<thead>
<tr>
<th>Original Contract Amount</th>
<th>$50,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior Changes</td>
<td>67,000</td>
</tr>
<tr>
<td>This Contract Amendment Amount</td>
<td>9,628</td>
</tr>
<tr>
<td>New Contract Amount</td>
<td>$126,628</td>
</tr>
</tbody>
</table>

E. BID AWARD 2012-3 – BOOKSTORE BUY-BACK CONSTRUCTION PROJECT – CALTEC CORPORATION

It is recommended Bid Award 2012-3 be awarded to the following vendor in accordance with the specifications, terms and conditions of the above-named bid for the Bookstore Buy Back Construction Project.

<table>
<thead>
<tr>
<th>RECOMMENDED BIDDER</th>
<th>BID AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caltec Corporation</td>
<td>$370,000</td>
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</table>

OTHER BIDDERS

<table>
<thead>
<tr>
<th></th>
<th>BID AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jenn Matt, Inc.</td>
<td>$473,739</td>
</tr>
<tr>
<td>Minco</td>
<td>$777,000</td>
</tr>
</tbody>
</table>
F. PURCHASE ORDERS (PO) AND BLANKET PURCHASE ORDERS (BPO)

The following purchase orders have been issued in accordance with the District’s purchasing policy and authorization of the Board of Trustees. It is recommended that the following purchase orders for Measure E expenditures be ratified and payment be authorized upon delivery and acceptance of the items or services ordered.

<table>
<thead>
<tr>
<th>PO #</th>
<th>VENDOR NAME</th>
<th>SITE NAME</th>
<th>DESCRIPTION</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>P600326</td>
<td>eenan &amp; Associates</td>
<td>Industry &amp; Technology</td>
<td>Contract Services</td>
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</tr>
<tr>
<td>P600327</td>
<td>eenan &amp; Associates</td>
<td>Industry &amp; Technology</td>
<td>Contract Services</td>
<td>320.08</td>
</tr>
<tr>
<td>P600328</td>
<td>eenan &amp; Associates</td>
<td>Industry &amp; Technology</td>
<td>Contract Services</td>
<td>258.13</td>
</tr>
<tr>
<td>P600330</td>
<td>EWUP/JPA</td>
<td>Industry &amp; Technology</td>
<td>Contract Services</td>
<td>4,584.00</td>
</tr>
<tr>
<td>P600344</td>
<td>eenan &amp; Associates</td>
<td>Athletic Education/Fitness</td>
<td>Contract Services</td>
<td>4,850.69</td>
</tr>
<tr>
<td>P600345</td>
<td>eenan &amp; Associates</td>
<td>Athletic Education/Fitness</td>
<td>Contract Services</td>
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</tr>
<tr>
<td>P600346</td>
<td>EWUP/JPA</td>
<td>Athletic Education/Fitness</td>
<td>Contract Services</td>
<td>59,375.00</td>
</tr>
<tr>
<td>P600363</td>
<td>the Vinewood</td>
<td>Master Planning</td>
<td>Sting &amp; Inspection</td>
<td>436.00</td>
</tr>
<tr>
<td>P600384</td>
<td>eenan &amp; Associates</td>
<td>Athletic Education/Fitness</td>
<td>Contract Services</td>
<td>708.00</td>
</tr>
<tr>
<td>P600401</td>
<td>DW-G</td>
<td>Information Technology</td>
<td>New Equipment</td>
<td>3,022.90</td>
</tr>
<tr>
<td>P600402</td>
<td>Larwinds.Net</td>
<td>Information Technology</td>
<td>New Equipment</td>
<td>46,017.55</td>
</tr>
<tr>
<td>P600403</td>
<td>f&amp;T Datacomm</td>
<td>Information Technology</td>
<td>New Equipment</td>
<td>2,624.25</td>
</tr>
<tr>
<td>B610405</td>
<td>inverse Consultants</td>
<td>Industry &amp; Technology</td>
<td>Sting &amp; Inspection</td>
<td>2,690.00</td>
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<tr>
<td>B610461</td>
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<td>Industry &amp; Technology</td>
<td>Sting &amp; Inspection</td>
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<tr>
<td>B610473</td>
<td>sector Resources, Inc.</td>
<td>Industry &amp; Technology</td>
<td>Sting &amp; Inspection</td>
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</tr>
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</table>

**TOTAL POs AND BPOs** $830,339.05
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Employment and Personnel Changes</td>
<td>80</td>
</tr>
<tr>
<td>B.</td>
<td>Temporary Non-Classified Service Employees</td>
<td>83</td>
</tr>
<tr>
<td>C.</td>
<td>Resolution – Equivalence to Minimum Qualifications</td>
<td>85</td>
</tr>
</tbody>
</table>
A. EMPLOYMENT AND PERSONNEL

It is recommended that the Board ratify/approve the employment and personnel changes for academic, classified, special services professionals and temporary classified service employees as shown in items 1-18 and 1-5.

Academic Personnel:

1. Resignation - Ms. Claudia Lee Saddul, Interim Associate Dean, Academic Affairs, effective September 1, 2012.


6. Change in Assignment - Mr. William Mulrooney, from Director Admission and Records to Interim Dean, Enrollment Services, Range 16, Step 5, Administrator Salary Schedule, effective September 5, 2012 until position is filled.


8. Amend Special Assignment - Mr. Matthew Cheung, full-time instructor of English, Humanities Division, to teach critical research skills to summer bridge academy students, to be paid $60.18 an hour, not to exceed 38 hours instead of 28.75 or $2,287 instead of $1,743, effective June 19, 2012 instead of July 1, 2012 through June 30, 2013, in accordance with the Agreement, Article 10, Section 14(a).
9. Special Assignment - Mr. Lyman Hong, full-time instructor of English, Humanities Division, to design accelerated learning community class room curriculum and assignments to be paid $60.18 an hour, not to exceed 30 hours or $1,806, effective September 5 through December 20, 2012, in accordance with the Agreement, Article 10, Section 14(a).

10. Special Assignment - Mr. Craig Neumann, part-time instructor of Fire & Emergency Technology, Industry & Technology Division, to develop all Transportation Security Administration (TSA) course outlines, faculty job descriptions and other duties for Community Advancement, to be paid $60.18 an hour, not to exceed 189 hours or $11,374, effective August 20, 2012 through June 30, 2013, in accordance with the Agreement, Article 10, Section 14(a).

11. Special Assignment - Mr. David Yee, part-time instructor of Mathematics, to attend instructional team meetings for the Career Advancement Academy (CAA) and have additional hours to plan contextualized lessons for their classes, to be paid $60.18 an hour, not to exceed 50 hours or $3,009, effective October 1, 2012 through June 30, 2013, in accordance with the Agreement, Article 10, Section 9(m).

12. Special Assignment - Ms. Kaysa Laureano-Ribas, full-time instructor of Mathematics, to troubleshoot Curricunet as Student Learning Outcomes (SLO) facilitator, to be paid $45.14 an hour, not to exceed 80 hours or $3,611, effective September 5 through December 14, 2012, in accordance with the Agreement, Article 10, Section 14(a).

13. Stipend Assignment - Ms. Victoria Muto, part-time instructor of Music, Fine Arts Division, to perform as fall resident artist, to be paid $250, effective September 22, 2012, in accordance with the Agreement, Article 10, Section 14(a).

14. Stipend Assignment - Mr. Lawrence Steen, part-time instructor of Music, Fine Arts Division, to perform as fall resident artist, to be paid $125, effective September 22, 2012, in accordance with the Agreement, Article 10, Section 14(a).

15. Stipend Assignment - Ms. Barbara Dyer, part-time instructor of Music, Fine Arts Division, to perform as fall resident artist, to be paid $250, effective September 22, 2012, in accordance with the Agreement, Article 10, Section 14(a).

16. Stipend Assignment - Ms. Karin Jensen, part-time instructor of Dance, Fine Arts Division, to perform as fall resident artist, to be paid $650, effective October 13, 2012, in accordance with the Agreement, Article 10, Section 14(a).
17. Stipend Assignment - Ms. Ava Baldwin, part-time instructor of Speech Communications, Fine Arts Division, to perform as spring resident artist, to be paid $750, effective March 10, 2013, in accordance with the Agreement, Article 10, Section 14(a).

18. Employment - The following part-time/temporary instructors to be hired as needed for the 2012 Fall semester:

Behavioral & Social Sciences
Bianca Arzu-Wright
Hui Chu
Kim-Lien Nguyen

Fine Arts
Cheryl Dimson

Health Sciences & Athletics
Kelly Holt
Theresa Yeomans

Humanities
Irma Hernandez
Laura Knox
Karen Meeks

Industry & Technology
Mina Greas
Clifford Johnson
Michael McClendon

Natural Sciences
Kwun Hung Cheung
Laurimar Escudero
Kyle Strohmaier

Special Resources Center
Andy Lim

Classified Personnel:

1. Separation - Mr. Carey Ross, Painter, Range 35, Step E, Facilities Planning and Services Division, Administrative Services Area, and that he be placed on the 39-month reemployment list, effective August 20, 2012.
2. Change of Assignment - Ms. Susan Brouillette, from 100% to 90% Administrative Assistant II, Range 31, Step E, Special Resource Center/Health Sciences & Athletics Division, Academic Affairs Area, effective September 5 through December 21, 2012.

3. Extend Work Out of Classification - Ms. Shobhana Warrier, Senior Clerical Assistant Range 24, Step E, to Administrative Assistant II (Confidential), Range 10, Step A, Vice President’s Office, Administrative Services Area, effective October 1 through December 31, 2012.

4. Employment - Mr. Kevin Glass, 83.33% Financial Aid Assistant, Range 24, Step A, Financial Aid/Enrollment Services Division, Student and Community Advancement Area, effective October 1, 2012.

**Temporary Classified Services Employees – (not to exceed 170 days per year)**

5. Dr. Margaret Ramey - Interim Director of Admissions and Records, Range 15, Step 1, Admissions and Records Division, Student and Community Advancement Area, effective September 5 through December 21, 2012.

**B. TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES**

It is recommended that the Board authorize employment of the following Temporary Non-Classified Service Employees, subject to funding, as shown in items 1-12.

**Instructional Aide Series**

1. Instructional Aide I
   The following individual is to assist instructors or other staff in a classroom or laboratory setting with basic tutoring, support services, and accommodations for students.

   Tyrone Oraguzie, $8.00 per hour (eff. 8/27/12 to 6/30/13)

2. Instructional Aide II
   The following individual is to provide basic tutoring, support services, computers and equipment maintenance, and accommodations for students.

   Salvador Castro, $9.25 per hour

**Office Aide Series**

3. Office Aide II
The following individual is to assist with office tasks, daily operations and maintenance such as compile, input, maintain data, payment process, customer service, and supporting division staff as needed.

Allyce Edwards, $9.50 per hour (eff. 8/6/12 to 6/30/13)

4. Office Aide III

The following individual is to perform office tasks and assist the staff and requires strong communication skills and computer literacy.

Isel Chavarria, $10.50 per hour

Program Aide Series

5. Program Aide III
The following individual is to assist in coordination of and recruitment for the Career Pathways programs including the Career Advancement Academy.

Megan Ruane, $10.50 per hour

6. Program Aide IV
The following individual is to assist instructors with the Emergency Medical Technology and Fire Academy specialized programs.

Gregory Evans, $12.25 per hour

7. Program Aide VI
The following individual is to assist in the planning, development, and coordination of workshops and activities for students in Math, Engineering, and Science Achievement (MESA) careers, maintain a student database, and assist in outreach and recruitment in Science, Technology, Engineering, and Math (STEM) fields.

Haydee Gonzalez, $17.00 per hour

Sports Aide Series

8. Sports Aide II
The following individual is assist faculty and staff with basic tasks for practices and competition.

Earl Eastcott, $10.00 per hour
9. **Sports Aide VI**
   The following individual is to assist the coaching staff with the coordination of all aspects of practice and competition.

   Michael Wiener, $15.00 per hour (eff. 9/5/12 to 6/30/13)

**Education Professional Series**

10. **Education Professional V**
    The following individuals are to conduct classes for the El Camino College Community Education and Professional Development program.

    Richard Berger (eff. 9/1/12 to 6/30/13)
    Ron Berman (eff. 9/1/12 to 6/30/13)
    Regine Costello (eff. 9/1/12 to 6/30/13)
    Jeff Henry (eff. 9/1/12 to 6/30/13)

**Program Professional Series**

11. **Program Professional I**
    The following individual is to assist Academic Affairs with reporting issues.

    Lovell Alford, $30.00 per hour (eff. 9/5/12 to 12/14/12)

12. **Program Professional III**
    The following individual is to assist with CurricUNET issues.

    Claudia Saddul, $48.00 per hour (eff. 9/5/12 to 12/14/12)

**C. RESOLUTION – EQUIVALENCE TO MINIMUM QUALIFICATIONS**

   It is recommended that the Board of Trustees approve a Resolution of the Board of El Camino Community College District authorized by the California Education Code Section 87359 as shown below:

   WHEREAS, California Education Code Section 87359 provides that the governing board upon the advice and judgment of the Academic Senate may approve employment of instructors who possess qualifications at least equivalent to the minimum qualifications specified in the regulations of the Board adopted pursuant to Education Code Section 87356; and

   WHEREAS, the El Camino College Policy "Equivalence to the Minimum Qualifications" was adopted June 11, 1990; and
WHEREAS, there are instructors on the staff at El Camino Community College who are
dominantly qualified to teach in their designated subject area.

NOW, THEREFORE, BE IT RESOLVED, that the El Camino Community College
District Board of Trustees hereby approves the assignment of the below listed
instructors to teach in the designated discipline(s) during employment at El Camino
College:

Karen Meeks, Journalism
A. Accreditation and Governing Board Roles and Responsibilities
   Information Item.........................................................................................Page 88

B. Signature Authorization.............................................................................Page 93

C. Absence of a Board Member......................................................................Page 93
A. Accreditation and Governing Board Roles and Responsibilities – Information Item
(Source: Accrediting Commission for Community and Junior Colleges: ACCJC News, Summer 2012 Issue)

Institutional effectiveness and educational quality start with the administrators, staff and especially faculty, but depends upon the quality of the governing board. Excellent institutional performance requires well-defined roles and high performance from an institution’s governing board. In recent years, many external events have created challenge for colleges; funding reductions, changing public policy, turnover due to retirements, changing student populations and needs, and the accountability movement are among them. These are challenging times, and it is the job of a governing board to assure that an institution finds the way to adjust to the external and internal pressures without compromising educational quality and financial integrity. Strong and effective governing boards are critically important to institutional success and survival.

However, the ACCJC’s analyses show that governing board dysfunctions are increasing among member institutions, and that governing board difficulties provide opportunities for other organizational deficiencies to emerge or go unaddressed, negatively impacting an institution’s adherence to good practices and likelihood of maintaining educational quality or even fiscal viability.

The Commission regularly examines trends in institutional performance with regard to the Accreditation Standards. Each summer, the ACCJC publishes “Top Deficiencies Causing Sanctions,” which describes trends at the institutions the ACCJC has sanctioned over the last few years. This year’s report shows that between 2009 and 2012, the percentage of institutions on sanction that had deficiencies in governing board performance rose from 46% to 71%. The data also show that institutions with governing board difficulties always have additional challenges, most often in financial management and stability, and in institutional assessment, planning and effectiveness. In fact, no institution that has been sanctioned for board issues identified by an accreditation team has only governing board problems!

The ACCJC presents below some things that governing boards can do to help prevent or remediate governing board deficiencies (and related institutional deficiencies) most commonly seen by the ACCJC evaluation teams:

**Get early training, and regular re-training, for every board member.** The initial training should have sufficient breadth to provide a solid foundation in the fundamental roles and responsibilities of governing board members. Standard IV.B.1 states, “The governing board is responsible for establishing policies to
assure the quality, integrity, and effectiveness of the student learning programs and services, and the financial stability of the institution.”

All new board members should receive an early training to help them understand policy governance and the elements of good policy, the meaning and content of financial reports and budgets, and the metrics used to assess institutional effectiveness. All board members should receive at least annual training that will allow the board members to fully understand budgets, audit reports, associated financial terminology, and reports that indicate educational effectiveness on topics such as student achievement data, student learning outcomes data, and other forms of ongoing institutional assessment. Training at venues where other institutions’ governing board members are present allows a board member to gain access to expert advice, as well as perspective on alternative ways of understanding important topics or alternative governing board solutions to policy issues. Board members should be required to participate in a regular program for development, and individual board members should escape this important responsibility to build their own capacity to be good board members. (Standard IV.B1.f.)

Get clear on the policy role of governing board members. The board exercises its control over the institution’s quality and integrity by adopting policies to guide the actions of institutional members. These policies should be regularly evaluated and updated to remain useful. But governing board members are not practicing education experts; they are largely lay members of the public. If governing boards stick to their policy role and avoid becoming involved in college operations, they will be able to exercise the appropriate oversight of those operations by expecting, and reviewing, key reports and data analyses on institutional performance. Board members should not apply their own knowledge or skill to addressing operational issues. If there is a weakness or vacuum in the performances of key administrative staff, governing board members should assure that the vacuum is addressed with improved or new staff. Remember, the Board hires and evaluates the CEO, and delegates all operations and responsibility for implementing policy and institutional operations to that CEO. (Standard IV.B.1.j.)

Pay serious attention to external financial and accreditation reports. Boards should be vigilant in expecting that external audit reports be completed on time every year, that the institutional staff respond fully and quickly to any audit findings and explain what they have done to the Board, and that the institution changes auditing firms every few years. Boards should be especially concerned if external audit findings go unaddressed for multiple years – this could be a neon alert to difficulties with the financial management system of the institution or worse. Boards should also read carefully and understand Accreditation Standards, ACCJC action letters and evaluation team reports. These documents frame the basic requirements for quality institutional practices. Boards should expect the
institutional CEO to ensure that there is a full report to the board on any Commission action on the institution, and that the institution is timely in its resolution of any deficiencies identified by the ACCJC. Boards should be aware that the ACCJC, responding to federal regulations, announced in 2007 that there is a two-year time limit for institutions to resolve deficiencies or face possible loss of accreditation. Since the governing board’s role is to assure educational quality and fiscal integrity, governing boards are among those held accountable when institutions fail to address financial and accreditation concerns. 

*(Standard I.B.1.C.)*

**Adopt and enforce strong policies on ethics and conflict of interest.** “The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violated that code.” *(Standard IV.B.1.h.)* The policy should have clear statements about conflict or potential conflict of interest that recuse board members from decisions where they have a conflict of interest. Most importantly, an ethics code is not useful if it is only voluntary. The board policy should define how governing board members who violate the code will be addressed. A suggested sequence is: New trustee training and mentoring, prompt feedback when violations occur, individual coaching, board warning, board censorship, legal action. Ethics violations by board members can threaten the integrity of an institution’s financial or educational processes and quality, and often also disrupt productive board functioning, leading to the inability of a governing board to perform its important and appropriate functions.

**Remember an institutional governing board is not a City Council.** Many of the ACCJC-accredited institutions have elected governing board members. The political process provides a good deal of information to a board candidate on what the electorate desires and hopes for. However, once placed on a governing board, the board member must operate with the following bottom line: “The governing board is an independent policy-making body that reflects the public interest in board activities and interests. Once the board reaches a decision, it acts as a whole.” *(Standard IV.B.1.a.)*

Independence means the board member operates in the best interest of the overall institution, not in response to constituencies or special pleaders if those interests are not aligned with the basic mission, direction and resources of the institution, with the full board’s direction, and with the institution’s priorities that come from assessment and planning activities. City Councils often act to dole out “rewards” to their electorate; a college governing board member’s job is to focus on achieving educational effectiveness within the bounds of the institution’s mission and available resources. Finally, remember, no single board member has authority; the board as a body has authority. No trustee should be roaming a campus, giving direction to or attempting to influence college employees or
governance committees. Trustees should not use their role on a college governing board to advance their own political careers and pet projects. A college board member should be a careful steward of higher education quality and integrity, and champion of student achievement and student learning.

**Actively review and adapt the institutional mission statement,** and then require the institution to focus its efforts and resources on achieving that mission. “The institution’s educational mission is clearly defined, adopted and published by its governing board, and is appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning.” *(Eligibility Requirement 2)* The mission statement should be reviewed on a regular basis. *(Standard I.A.3.)* That review should ensure that the institution examines the effectiveness of the educational learning programs and services the mission statement promises to provide, and wisely use, its resources in achieving that mission. Board policies should require that the institution has a defined process with valid metrics for ongoing assessments of educational effectiveness – an internal quality assurance process that requires data driven program review, analyses, priority setting, planning and implementation. Governing boards should receive annual reports on the institution’s educational effectiveness, goals, and priorities for improvement set through the institution’s planning processes. Governing boards should participate in setting targets and goals for improving educational performance. Finally, governing boards should beware of the tendency for college constituencies to hope their college can be “all things to all people.” It cannot, and in the current fiscal environment, every governing board should be identifying the core educational mission for their institution and avoiding commitments to other activities. Resources stretched too thin result in poor educational quality. The governing board is responsible for ensuring that the financial resources of the institution are used to provide sound educational programs, and these require adequate funding.

**Think short range and long range in adopting the institution’s fiscal plans.** Each year, the governing board adopts an institutional annual budget that reflects the ongoing commitments, priorities, and planned new expenditures for the institution. It is important that the board examine the budget proposed by the CEO with careful attention to short-term (current year) and longer-term (multiple out-years) consequences of expenditure plans and projected accelerating costs (e.g., planned salary or benefits costs, collective bargaining agreement costs, loan costs, possible revenue declines). In the area of contract negotiations alone, too often difficult discussions lead to a willingness to delay dealing with potential cost challenges until later, in “future years.” That ‘just kicks the can down the road.’ Certain kinds of borrowing vehicles have been enticing to boards of colleges that wish to spend now and pay later. Governing boards have a responsibility to assure
the fiscal integrity, short- and long-term, for the colleges they govern. The region and the country have experienced a significant financial downturn since 2008, and current federal projects suggest “recovery” will not really happen for another 5 or 6 years.

In view of the many, higher education is undergoing a significant restructuring that will last. Wise boards ensure resources match programming.

The ACCJC provides regular training on accreditation matters for governing board members every year at the California Community College Trustees annual conference, the Pacific Postsecondary Education Council’s events, and at individual or regional governing board workshops to which it is invited. The ACCJC is developing a new guide for governing board members, and a draft of it is available on the ACCJC’s website at www.accjc.org.

**Trends in Deficiencies Leading to Sanction**

Since 2009, ACCJC has collected data regarding the deficiencies that lead to colleges being placed on a sanction. The deficiencies are reported every year in the Commission’s spring newsletter. The information is also available on the ACCJC website: www.accjc.org on the President’s desk page.

The main deficiencies for sanction are related to Program Review, Planning, Internal Governance, Board, and Financial Stability or Management. Over the four years from January 2009 to January 2012, the number of colleges on sanction has not diminished, but the reasons for placing colleges on sanction differ. The colleges placed on a sanction also differ from year to year as some colleges have made improvements and are removed from sanction.

<table>
<thead>
<tr>
<th>Colleges on Sanction January 2009 – January 2012</th>
<th>Top Deficiencies Causing Sanctions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illeges on Sanction</td>
<td>Program Review</td>
</tr>
<tr>
<td>2009 Sanctions (N=24)</td>
<td>71% (17)</td>
</tr>
<tr>
<td>2010 Sanctions (N=19)</td>
<td>68% (13)</td>
</tr>
<tr>
<td>2011 Sanctions (N=21)</td>
<td>19% (4)</td>
</tr>
<tr>
<td>2012 Sanctions (N=28)</td>
<td>21% (6)</td>
</tr>
</tbody>
</table>
➢ The proportion of institutions with deficiencies in program review work has decreased considerably from 71% of those on sanction in 2009 to 19% of those on sanction in 2012.

➢ The proportion of institutions with deficiencies in planning practices has decreased somewhat from 92% of those on sanction in 2009 to 71% of those on sanction in 2012.

➢ Internal governance deficiencies have decreased from 46% of those institutions on sanction in 2009 to 18% of those on sanction in 2011.

➢ Of most concern, the proportion of institutions with deficiencies in governing board practices has increased sharply from 46% of those in sanction in 2009 to 71% of those on sanction in 2012.

➢ The proportion of institutions on sanction with deficiencies in financial stability or management has remained at or slightly above 50% since 2009.

B. **Signature Authorization**


C. **Absence of a Board Member**

   It is recommended that the Board excuse Trustee O’Donnell from the August 20, 2012 Board Meeting with no loss of salary due to illness.
A. Sample Community College League of California Resolution Regarding Proposition 30 ................................................................. Page 95
A. Sample Community College League of California Resolution Regarding Proposition 30
Per the request of Trustee Gen, the Community College League of California’s recommended resolution regarding Proposition 30 is presented to the Board for consideration.

Resolution in Support of Community College System Budget Priorities and the Governor’s November Ballot Initiative

WHEREAS, community colleges have taken extensive cuts to funding over recent years, while trying to educate the largest high school graduating classes in California history and need funding to provide the programs and services necessary to increase the number of successful degree and certificate holders;

WHEREAS, community colleges have been forced to turn away as many as 130,000 potential students in a single year due to the need to reduce course sections, generally from 5 – to 15 percent annually per district;

WHEREAS, community colleges have carried an estimated 252,000 students over the last five years (2007-08 to 2011-12) for whom they have not received any apportionment, categorical, or student support funding;

WHEREAS, community colleges are operating with $996 million (23%) less in total programmatic support in 2011-12 than in 2007-08, including cuts to both apportionment and categorical funding;

WHEREAS, community colleges have operated on per-student funding which has been reduced from $5,659 in 2007-08 to $5,115 in 2011-12, a loss of 9.6% over this five-year period, while the unfunded cost-of-living (2008-09 to 2011-12) has increased by a compounded 20.5%;

WHEREAS, the changes to the Cal Grant B and Cal Grant Community College Transfer Entitlement programs which would require a higher grade point average under the governor’s proposal, would eliminate an estimated 30% of Cal grant entitlement recipients; and the governor’s proposed caps on grants for those transferring to independent, nonprofit institutions would primarily affect community college students who are disproportionately African–Americans and Latinos, with an average parental income of $19,184, and who receive the grants to buy books and assist with necessary living expenses;

WHEREAS, the Legislature has increased fees from $600 annually in 2008-09 to $1,380 for the 2012-13 school year, while the majority of community college students have incomes so low that they are eligible for the Board of Governors’ (BOG) Fee Waiver;
WHEREAS, the California community colleges are essential for providing higher education opportunity for over two million Californians annually;

WHEREAS, the California community colleges are essential for providing students with the skills to be economically successful in the California economy,

WHEREAS, without the “Temporary Taxes to Fund Education” Initiative, community colleges and other segments of education in California are likely to have funding curtailed for years;

THEREFORE, the Board of Trustees of the El Camino Community College District supports the passage of the Governor’s initiative, which has the official title, “Temporary Taxes to Fund Education. Guaranteed Local Public Safety Funding,” is proposed to be placed on the November 2012 ballot, and will limit the cuts which would otherwise be made to community college and K-12, while providing budget stability from the temporary increases in sales and personal income taxes for four years.

For analysis of Proposition 30 and 38, and the arguments for and against, click here:
Proposition 30
vig.cdn.sos.ca.gov/2012/general/pdf/30-title-summ-analysis.pdf
vig.cdn.sos.ca.gov/2012/general/pdf/30-arg-rebuttals.pdf

Proposition 38
vig.cdn.sos.ca.gov/2012/general/pdf/38-title-summ-analysis.pdf
vig.cdn.sos.ca.gov/2012/general/pdf/38-arg-rebuttals.pdf