

**Proposal for Partnership with
the Compton Community College District
for Educational Excellence and Student Success**



El Camino Community College District

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Proposal for Partnership with the Compton Community College District for Educational Excellence and Student Success

EXECUTIVE SUMMARY

The El Camino Community College District (ECCCD) proposes to partner with the Compton Community College District to provide accredited instructional programs to meet the needs of current students and residents of the Compton Community College District (CCCD).

El Camino College, established in 1947, is a public two-year community college located in the urban South Bay region of Los Angeles County (serving the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Redondo Beach, Manhattan Beach and Torrance). It is the sole institution in the El Camino Community College District which encompasses five unified school districts, twelve elementary school districts and nine cities – together serving a population of over one million citizens. The distance between El Camino College and Compton College is less than eight (8) miles making ECC the closest community college to the Compton CCD campus.

El Camino Community College District is a district in good standing with the Accrediting Commission for Community and Junior Colleges (ACCJC), and has successfully completed the accreditation cycle and secured accreditation until 2008. It is not on warning, probation, or show-cause status with the ACCJC, nor is it being monitored for fiscal stability by the chancellor's office.

The ECCCD enjoys an excellent reputation throughout the communities it serves as well as the entire South Bay region. According to a community perception survey conducted in 2005, 93% of the respondents had a very favorable/favorable image of El Camino College.

Some of the notable strengths of El Camino College include its comprehensive program offerings taught by highly experienced and credentialed faculty; its strong student support programs contributing to high retention, success and transfer rates; its institutional management, which includes the Academic Senate, experienced senior leadership and an administrative team capable of operating an urban community college serving a diverse student body; as well as its consistent long-term fiscal stability.

El Camino College also has a long and successful history of partnering with other educational institutions locally, nationally and internationally to expand educational opportunities available to students.

ECCCD and CCCD have several operational similarities. Both entities process accounting and payroll through the Los Angeles County Office of Education (LACOE) and both use the Datatel Colleague management information system. Both colleges serve similar student populations in terms of ethnicity and socio-economic backgrounds, and have a history of collaboration, especially in the area of vocational programs.

El Camino Community College District

In accordance with the intent of Assembly Bill 318, ECCCD proposes to serve as a partner district to Compton CCD to provide accredited instructional and related support and administrative services utilizing the facilities of Compton CCD as an educational center.

Within 30 days of the awarding of the contract, El Camino College is prepared to establish an off-campus center – Compton Community Educational Center (CCEC) - on the Compton College campus and begin providing instructional programs and services for fall 2006 semester.

The El Camino Community College District (ECCCD) will initially establish an operational model that reflects a district/satellite center relationship with Compton Community College District (CCCD) and evolves over a five year period to a separate but equal relationship leading to full recovery and re-accreditation of Compton Community College. The intent of this evolutionary process will be to restructure all facets of the organization's administrative, student service and academic areas to meet the accreditation standards. We understand that the eventual separation of campus functions upon the realization of full accreditation or completion of contract obligations is the primary goal.

Support and assistance of both the Special Trustee and the Chancellor's Office will be necessary to ensure a consistently high quality instruction at the Compton Community Educational Center as guided by the standards of accreditation. ECCCD will require the Special Trustee and the Chancellor's Office assistance to guarantee that all CCEC faculty members meet the minimum qualifications to teach El Camino College courses as specified by the curriculum standards and practices established by the El Camino Community College District.

It is expected that El Camino Community College District, Compton CCD and the Special Trustee will work collaboratively to manage the academic as well as operational and fiscal/budgetary aspects of the Compton Community Educational Center. It is further envisioned that ECCCD will assume all day-to-day operational responsibilities related to the objective of maintaining on-going administrative functions and educational programs/classes as well as enrollment management operations. This may include, but not be limited to, the development and implementation of the annual budgets, organizational structure and staffing, curriculum review and implementation, and evaluation of all employees.

In accordance with this expectation, ECCCD has prepared a tentative staffing plan and a tentative budget for the five year period from fiscal year 2006-07 to 2010-11. The primary objective of this plan is to attain high academic quality and compliance with accreditation standards while implementing the principles of sound fiscal management and assuring CCEC's overall fiscal stability and solvency.

Proposal for Partnership with the Compton Community College District for Educational Excellence and Student Success

1. *How the respondent will meet the charge of this RFP & legislation*

PROPOSED PARTNERSHIP OVERVIEW

The El Camino Community College District (ECCCD) is submitting this proposal to partner with the Compton Community College District to provide accredited instructional programs to meet the needs of current students and residents of the Compton Community College District (CCCD).

In accordance with the intent of Assembly Bill 318, ECCCD proposes to serve as a partner district to Compton CCD to provide accredited instructional and related support and administrative services utilizing the facilities of Compton CCD as an educational center.

Within 30 days of the awarding of the contract, El Camino College will establish an off-campus center – Compton Community Educational Center (CCEC) - on the Compton College campus and begin providing instructional programs and services for fall 2006 semester.

The following is an overview of the proposed partnership structure, scope and design to ensure uninterrupted educational opportunities for students who currently attend Compton CCD and to provide continued meaningful access to educational opportunities for the residents of the Compton CCD. Additionally, our proposal includes a plan for a successful recovery of Compton Community College leading to a future re-accreditation.

The El Camino Community College District (ECCCD) will initially establish an operational model that reflects a district/satellite center relationship with Compton Community College District (CCCD) and evolves over a five year period to a separate but equal relationship leading to full recovery and re-accreditation of Compton College. The intent of this evolutionary process will be to restructure all facets of the organization’s administrative, student service and academic areas to meet the accreditation standards.

As outlined in AB 318, the Special Trustee will implement substantial changes in the fiscal policies and practices of the CCCD. Working through the Special Trustee, ECCCD staff will make recommendations related to purchases, employee hiring/evaluation/termination, administrative activities that impact potential liabilities of CCCD, and other business and academic affairs that typically are forwarded to and approved by governing boards.

It is further envisioned that ECCCD will assume all operational responsibilities related to the objective of maintaining ongoing functions and educational programs/classes as well as enrollment management operations. This may include, but not be limited to, the development and implementation of the annual budgets, organizational structure and staffing, curriculum review, and implementation and evaluation of all employees.

We understand that the eventual separation of campus functions upon the realization of full accreditation or completion of contract obligations is the primary goal.

As identified in the legislation (AB 318), the five key components the partnership will involve:

1. Financial Management

ECCCD and CCCD have several operational similarities that will help facilitate a seamless transition. Both entities process accounting and payroll through the Los Angeles County Office of Education (LACOE). Also, Compton Community College District is currently converting to a Datatel Colleague management information system. ECCCD is an established Datatel Colleague software user.

It is our belief that we can best serve the needs of CCCD by incorporating ECCCD processes and procedures into their operational practices. We also believe this will assist our two separate locations as we operate similar activities and functions like payroll, accounts payable, purchasing and general accounting. Therefore, we envision that in the initial time period, several of the Compton Community Educational Center (CCEC) fiscal operations employees may be trained at the El Camino College campus. This will permit our staff to work jointly with newly hired and existing CCEC staff as they learn the operational procedures that we will be jointly operating under. In year three, key accounting and fiscal operations staff would begin shifting to the Compton campus with a full staff conversion scheduled before the fifth year is complete.

At the Compton Community Educational Center, we anticipate a significantly smaller staff that will be responsible for addressing customer/student needs (e.g., cashiers), input initial data into the computer data base, oversee operational activities, and otherwise maintain a "first-response" presence to Compton-based issues and problems.

2. Academic Achievement

Beginning in the fall 2006 semester ECCCD will offer the full range of courses to match Compton Community College courses whenever possible. It is recognized that ECCCD and CCCD do not have identical courses, which will require faculty collaboration to ensure that Compton faculty have all of the necessary support to teach the new curriculum. The ECCCD academic deans will coordinate sharing course outlines, syllabi and instructional resources with Compton faculty and staff, and providing faculty development to support an easier transition to the new curriculum. During this initial period, the faculty discipline groups will be encouraged to work together to develop the necessary instructional infrastructure to support collegial cross-fertilization of ideas and problem solving. We expect there will be many opportunities for both faculty groups to share ideas about pedagogy, curriculum, best practices, and student learning theory.

To introduce curriculum revisions needed for a full transition, the Compton CCD faculty will be supported through the curriculum development process by the ECCCD academic deans and ECCCD faculty discipline leaders. ECCCD academic and student services deans will collaborate under the direction of the Vice President of Academic Affairs with the newly selected deans at the Compton

Community Educational Center to ensure a smooth transition for the Compton faculty members.

Throughout this process, emphasis on building a collegial environment will be stressed to support the transition. It is recognized that the Compton faculty may wish to retain an independent Academic Senate; however, efforts to collaborate on a variety of matters will be encouraged by the Vice President of Academic Affairs and the ECCCD Academic Senate leadership.

ECCCD will, in consultation with the Special Trustee, submit to the Accrediting Commission an application for substantive changes to the ECCCD accreditation status to ensure that all educational and instructional services at the Compton Community Educational Center meet the standards of accreditation for California community colleges. In year two, ECCCD will begin working with the CCEC faculty and staff to address the requirements for re-accreditation. This includes initiating program review, the introduction of Student Learning Outcomes, institutional and program effectiveness research, revision of policies and procedures, and assuring compliance with Title 5 course revision requirements, Title 5 attendance and accounting requirements, external accreditation requirements, and a full range of California Educational Code requirements.

ECCCD will begin the implementation of a participation agreement for federal funding to ensure that the Compton Community Educational Center students are eligible for federal and state financial assistance programs.

To build a strong, integrated student development approach and to develop an effective enrollment management process that focuses on the retention and recruitment of students, El Camino College will encourage some of the practices that have been tested and have proven successful at ECCCD.

ECCCD has implemented a very active and successful high school recruitment program including all high schools and middle schools in the district. Classes are offered at high school sites and at El Camino College campus for concurrent enrollment students eligible for the 11th grade. Counseling faculty work at high school sites providing college preparation classes, career exploration and campus tours. The Vice Presidents of Instruction and Student Services make visits to feeder high schools and work with principals to promote higher education and gateway programs at El Camino College. Student scholarships have been developed for all high schools in ECCCD. Similar programs and services will be developed with CCCD professionals to build strong relationships with all high schools in CCCD.

Research points to a strong connection between student retention and their engagement in college activities. That is why ECCCD has developed many opportunities for students' involvement and leadership development. There are currently over 40 college clubs, a very strong student government, which has representation on all college standing committees including the El Camino College Council. The student trustee is a respected student voice helping the Board of Trustees with the development of college policy. ECCCD will work with CCCD to make sure there is a strong student governance system promoting student

leadership as well as a variety of clubs and celebrations based on student culture and interest.

El Camino College also offers a broad range of co-curricular activities including drama, music, art and athletics. These programs have received great recognition in the community and state. ECCCD will work with CCCD to advance student/college activities that define the culture and spirit of Compton Community College.

Fostering the culture of academic excellence is an important aspect of the educational process. El Camino College has an Honors Program that supports student excellence and scholarship. Students graduating from this program have entered every major senior institution in California as well as many top universities and colleges throughout the United States. Hundreds of thousands of dollars in scholarships are awarded to these distinguished students every year. ECCCD will work with CCCD to honor student scholarship and establish scholarships to celebrate the academic excellence of these students.

ECCCD workgroups have already been formed to establish operational steps and guidelines to help ensure a seamless transition for fall registration. We understand that ECCCD will have full access to all student information systems to assist with student recruitment efforts and with developing transition services to minimize student confusion.

3. Personnel Management

We believe that the successful supervision of personnel management is the critical component of this engagement. As partner district, ECCCD will work with the Special Trustee to evaluate the staffing needs. The CCCD Director of Human Resources may be working at El Camino College during some periods to learn the necessary human resources practices and State Education Code requirements. It is expected that all other human resources staff would be assigned to the Compton Community Educational Center (CCEC) with several support functions and services provided by ECCCD, such as benefits administration, employee hiring, staff evaluation procedures and consultation.

4. Facilities Management

With several minor modifications, the current CCCD staff are expected to be retained and report to the Compton Community Educational Center Director of Operations and respective deans and directors. The ECCCD Director of Facilities will provide oversight and general advisory assistance.

Working with the Special Trustee and his staff, ECCCD will review the safety and security concerns related to the Compton Community Educational Center campus and examine the structure of the CCCD Police Department to ensure appropriate number of officers on site.

ECCCD is prepared to coordinate the current construction and bonding program under the direct supervision of the Special Trustee, Oversight Committee and the existing construction management company.

5. Governance/Community Relations

The El Camino Community College District will work with the Special Trustee and the Community Advisory Council to enhance and build strong relationships with community organizations, local high schools and other representative groups necessary for a successful recovery. ECCCD will provide a plan for community outreach and awareness to ensure that continued meaningful access to educational opportunities is accessible to the residents of the CCCD. ECCCD will also support and facilitate the development of a strong collegial consultation model at CCEC to provide for faculty, staff, administrators and student participation in decision-making processes. ECCCD will foster support for the role of the Academic Senate, particularly in those areas where Title 5 requires a district to primarily rely on the advice of the faculty.

<p>2. Respondent's history, capability, and project staffing</p>

EL CAMINO COLLEGE: INSTITUTIONAL PROFILE

History

El Camino College is a public two-year community college located in the urban South Bay region of Los Angeles County (serving the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Redondo Beach, Manhattan Beach and Torrance). It is the sole institution in the El Camino Community College District which encompasses five unified school districts, twelve elementary school districts and nine cities – together serving a population of over one million citizens. The college first opened its doors in 1947 with 30 professors serving 450 students in nine former World War II barracks from the Santa Ana Army Air Base.

Today, 24,494 students enjoy an expansive, 126-acre campus with over 30 buildings, 50 computer labs and a three-story, 120,000-volume Schauerman Library. During its 59-year history, El Camino College has become one of the largest single-campus districts in the California Community College system.

The culture and facilities of the College are a reflection of its five presidents. Forrest G. Murdock served from 1946 until his retirement in 1958. The 12,600-seat Murdock Stadium is a reminder of his dedication. Dr. Stuart E. Marsee guided El Camino College through 24 years of building and growth, including the prestigious Marsee Auditorium. In 1982, Dr. Rafael Cortada became president and established the El Camino College Foundation, which assists in funding various programs throughout campus. In 1987, Dr. Sam Schauerman, who had served the College as a dean of instruction and as vice-president of academic affairs, became the College's fourth president. His legacy is recognized in the Schauerman Library. In 1995, Dr. Thomas M. Fallo became the fifth superintendent/president of the District after serving as vice president for administrative services for four years.

Under Dr. Fallo's leadership, the District sought and obtained voter approval for Measure E, a \$394 million facility and equipment bond in 2002, which remains the largest successful bond for a single campus community college district. This bond was the first-ever in the College's history. Measure E funding will enable El Camino College to upgrade classroom facilities, modernize instructional equipment, and make necessary health and safety repairs throughout campus.

The five-member Board of Trustees oversees El Camino College's policy and fiscal issues. The board members represent the nine Los Angeles county cities and unincorporated areas served by the District. Much like the founding board members, the current board comprises individuals highly respected in the community and dedicated to ensuring that El Camino College continues to set the standard for community college education. Current board members are:

Mr. William J. Beverly, President, Trustee Area 3, Beach Cities
Mrs. Mary E. Combs, Vice President, Trustee Area 2,
Centinela Valley
Dr. Nathaniel Jackson, Secretary, Trustee Area 1, Inglewood
Dr. Ray Gen, Member, Trustee Area 4, El Segundo
Miss Maureen O'Donnell, Member, Trustee Area 5, Torrance
Mr. Philip Gomez, Student Member

Mission Statement

The institution's dedication and commitment to excellence is reflected in the following simple, yet compelling, mission statement.

The Mission of El Camino College is to offer quality comprehensive educational opportunities to its diverse community.

The District Master Plan incorporates the following philosophical guidelines which were developed to provide definition, meaning, and a sense of purpose to the mission statement.

Philosophical Guidelines of El Camino College

Everything El Camino College is or does must be centered on our community, for without our community, we have no students, no faculty or staff, no reason to exist. It is our community that saw the need and valued the reason for the creation of El Camino College.

Therefore, it is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

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.

Access and opportunity 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 and backgrounds.

Primary Service Population

In addition to serving its district population, El Camino provides quality educational opportunities to citizens throughout the Los Angeles area. According to enrollment figures for fall 2005, non-district residents comprised 42.8% or 10,259 students of the total student body of 24,494. 89.74 % of enrolled students live within a 7.5 mile radius of the college.

TABLE 1: 7.5 Mile Radius Demographic Profile						
	2000 Census		2003 Update		2008 Forecast	
Population	1,351,093		1,392,841		1,466,797	
Households	438,411		447,694		470,945	
Families	307,426		314,216		330,764	
Median Age	31.2		31.4		31.4	
Race & Ethnicity	Number	%	Number	%	Number	%
Hispanic (any race)	531,842	39.4	575,910	41.3	648,732	44.2
White	471,965	34.9	470,776	33.8	472,327	32.2
Black	372,067	27.5	368,869	26.5	365,758	24.9
Other	307,707	22.8	329,892	23.7	365,797	24.9
Asian Pacific	130,806	9.7	139,679	10	154,700	10.5

(Source: 2000 Census and forecasts for 2003 and 2008)

El Camino College has historically attracted non-district residents because of its strong academic reputation and its easy accessibility by both automobile and public transportation.

Programs of Study

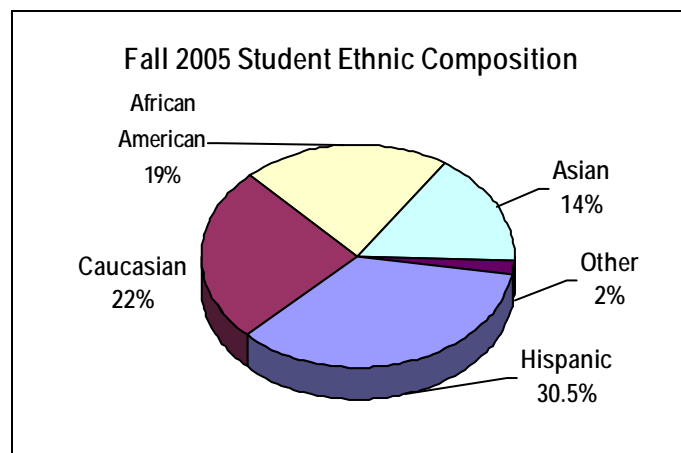
El Camino College is a comprehensive community college. It offers a broad curriculum featuring over 1250 active courses. Students may earn an Associate in Arts or Science degree. They may also earn a Certificate of Competence or a Certificate of Completion, or complete the lower division transfer requirements of four-year colleges or universities. The opportunities include forty-six (46) Associate in Science programs and thirty (30) Associate in Arts programs; and more than thirty-six (36) Certificate programs.

Student Characteristics

As indicated in the accompanying table, the ECC student population reflects the diversity of the racial and cultural backgrounds which comprise the community it serves.

This trend towards diversity is expected to continue as evidenced by the demographic changes occurring within the surrounding communities. Hispanic Americans are the fastest growing ethnic group on campus, in the community, and in the feeder school districts.

Student Demographics (Fall Semester 2005)		
Ethnicity	Number	Percent
American Indian	119	.5 %
Asian	3,329	14 %
Black	4,550	19 %
White	5,296	22 %
Hispanic	7,462	30.5 %



Filipino	954	3 %
Other	465	2 %
Unknown	2,106	9 %
Total	24,494	100 %

(Source: ECC Information Systems)

Women constitute 55% of the total student enrollment. Women over 21 years of age comprise 40% (9,768) of the female population. In fall 2005, 29% of students were less than 20 years of age; 33% were 20-24 years of age; 19% were between 25 and 34 years old, and 19.3% were 35 years or older.

More students attend day classes than evening classes. Sixty-eight percent (68%) of the students attend day classes only, while 25% attend evening classes only. These trends are expected to change as more adults retrain for new careers or augment their existing employment skills which are required to maintain their jobs in the face of changing technical skill requirements, and as the increasing entry level requirements necessitate higher level college degrees. The table below shows comparative data from 1993, 2000 and 2005.

Comparative Student Characteristics						
Student Characteristic	1993		2000		2005	
	# Students	% Total	# Students	% Total	# Students	% Total
Student Type						
Full Time	6,224	26.7%	6,903	26.5%	6,784	27.7%
Part Time	17,019	73%	18,550	71.2%	16,716	68.2%
Enrollment Status						
Continuing	13,660	58.6%	14,647	56.2%	14,397	59%
Returning	2,221	9.5%	2,561	9.8%	4,483	18.3%
First Time	4,073	17.5%	5,592	15.6%	3,076	12.5%
Transfer	3,245	13.9%	1,712	12.5%	1,631	6.6%
Enrollment Pattern						
Day	10,015	42.9%	17,175	65.9%	16,667	68%
Evening	6,955	29.8%	7,949	30.5%	6,117	25%
Day and Evening	5,698	24.4%				

(Source: El Camino College Information Systems)

Characteristics of the Faculty

Recognizing that the quality of a college is largely dependent upon the quality of its faculty, El Camino College employs a consistently superior teaching staff. ECC faculty are among the finest in California in terms of academic achievement, breadth of practical experience and depth of personal dedication.

Of the 559 faculty listed in the 2005/2006 college catalog,

19% possess a doctoral or other advanced graduate degree beyond the Master's;

81% possess Master's degrees.

There are currently 354 full time faculty and 558 part time faculty. The ratio of full time equivalent students (FTES) to full time equivalent faculty (FTEF) is approximately 19:1. In 2005, 48.5% of the full time faculty were women. The ethnic composition of the faculty is as follows: .28% American Indian, 7.9% Asian, 7% African American, 9.6% Hispanic, and 74.3% White.

ACCREDITATION

El Camino College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (WASC). The most recent accreditation visit took place in spring 2002. As a result, the College's accreditation status was reaffirmed for another six years. El Camino College has been directed to focus its efforts on four major recommendations:

1. Program Review
2. Classified staff performance reviews
3. Linking planning, program review and budgeting
4. Clarification of collegial consultation and governance policies

During the mid-year visit by the accreditation team in April 2003, the team was satisfied with the progress the College is making on all four recommendations. The College has significantly improved in providing timely classified staff evaluations; it is implementing an effective Program Review process; its governance structure was approved by the Board of Trustees and further progress has been made towards an integrated process which links planning, budgeting and Program Review.

According to the Progress Report submitted in February 2006, the current status of the progress in addressing the four recommendations is as follows:

Recommendation 1: Program Review

The College has met the requirement of Recommendation 1 and continues to move forward in an affirmative manner. As the program reviews are completed in each of the respective vice president's areas, the vice presidents in collaboration with their councils will prioritize the recommendations generated by each department program review. The prioritized recommendations will be presented to the President's Cabinet for review and recommendation for funding. The newly prioritized recommendations will be presented to the Planning and Budgeting Committee for review and recommendation to the President. This review will occur during the planning cycle of the current budgeting process to identify programs and services that will receive new or increased funding in the following academic year.

Recommendation 2: Classified staff performance review.

In 2005 the College completed Recommendation 2 and instituted a three-pronged approach for managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. The three approaches used include a classified employee personnel grid, performance evaluation workshops, and the implementation of a classified employee performance evaluation procedure.

Recommendation 3: Linking budgeting with planning and Program Review.

The College has met the requirements of Recommendation 3. Currently the College is in the second year of the three-year planning and budgeting cycle that began in the

summer of 2004. The principal parties responsible for the planning and budgeting process are the College President, the three Vice Presidents and the Planning and Budgeting Committee (PBC). The planning and budgeting process has progressed during this academic year. As the budget is prepared for the third year of the cycle, it was decided that the focus of planning would be enrollment management with an emphasis on two program areas: student recruitment and student retention.

Recommendation 4: Clarification of collegial consultation and governance policies.

The College has met the requirements of Recommendation 4. In June 2002 the El Camino College Board of Trustees approved the updated Board Policy (B.P.) 2510 and the corresponding Administrative Procedure (A.P.) 2510. Both the policy and procedure have been circulated through each collegial consultation committee on campus and placed on the College's website for ease of accessibility by all employees. The updated policy clarifies the District's decision-making process for the Academic Senate, staff, and students. The updated procedure spells out the role and functions of the District's College Council (a campus-wide collegial consultation committee), membership and process of College Council, other collegial consultation groups, and committee appointments.

CAPABILITY & RATIONALE

El Camino Community College District is a district in good standing with the Accrediting Commission for Community and Junior Colleges (ACCJC), and has successfully completed the accreditation cycle and secured accreditation until 2008. It is not on warning, probation, or show-cause status with the ACCJC, nor is it being monitored for fiscal stability by the Chancellor's Office.

El Camino College STRENGTHS

Academic Programs and Student Services

Despite strong budget pressures, maintaining a quality academic program remains a high priority. El Camino College is making optimal use of its strengths which include the following:

Comprehensive Program Offerings: The college offers comprehensive programs in the arts and sciences, vocational areas, basic skills, job related skills, personal growth, physical fitness, and a wide range of support services. For students seeking credit programs, El Camino College offers 76 Associate Degree programs and over 36 Certificate programs. Classroom learning is reinforced in self-access study areas, which include computer laboratories, the Library Media Technology Center, the Writing Center, Physics Laboratory, and the Mathematics Tutoring Laboratory. The Learning Resource Center offers workshops in test-taking, vocabulary and spelling, memory and study techniques as well as free tutoring in more than 25 subjects/disciplines. Supplemental Instruction provides effective support to students enrolled in courses with the lowest success rates.

Highly Experienced and Credentialed Faculty: One out of every five full-time faculty has earned a doctoral degree. Additionally, individual faculty members have earned numerous awards and are continually honored by professional organizations, community groups and other civic and social associations.

Transfer Rates: El Camino College regularly places in the top 10 among California community colleges in transferring to University of California campuses. In 2004-2005, 277 ECC students transferred to University of California campuses and 1050 to the California State University campuses. For transfer-seeking students, El Camino offers more than 60 transferable programs of study and has formal transfer agreements with several baccalaureate institutions. Its location makes it a natural stepping stone to local four-year institutions. The El Camino Transfer Center aggressively seeks to increase the number of four-year colleges and universities participating in college fairs, on-campus visits, and other information dissemination activities. Currently, El Camino sponsors: 1) an Annual College Transfer Fair including more than 40 colleges and universities, 2) monthly College Fairs focusing on specific majors, and 3) an Annual Historically Black College and University Fair.

Success and Retention Rates: El Camino College course success rates are considerably higher than state average in transfer, vocational and developmental courses.

Success and Retention Rates

By Division: Fall 2005

Division	Success Rate	Retention Rate
Behavioral & Social Sciences	78.5%	79.0%
Business	80.6%	72.5%
Fine Arts	83.3%	81.8%
Health Sciences & Athletics	89.5%	80.2%
Humanities	80.5%	77.3%
Industry & Technology	87.5%	84.1%
Math Sciences	72.4%	72.7%
Natural Sciences	82.1%	71.9%
Total:	81.4%	77.7%

ECC Institutional Research

Strong Programs Supporting Low-Income and First Generation College Students: El Camino has implemented several initiatives to increase educational opportunities for under-represented, low-income students. These programs illustrate the college's commitment to its students and address the entire matriculation process including encouraging students to graduate from high school and pursue their higher education goals. Some of the programs are:

1. The First Year Experience Program (FYE)

FYE is provides a comprehensive set of instructional and student services to enhance student success at El Camino College. Services include student access and outreach projects (i.e. Discover ECC – High School Senior Days), intensive new student orientations, counseling services, learning communities, Supplemental Instruction(SI), Freshman Interest Groups (FIGs), service learning, and a transfer conference. The retention rate in this program is 87% and the transfer rate is close to 70%.

2. The Puente Project

The Puente Project is a program offered from a Hispanic perspective to students who wish to transfer to a four year university. The program started in 1986 and has been remarkably successful in assisting participating students, almost 60% of whom are first in their families to attend college to pursue university degrees. Approximately 88% of Puente students complete the program and 48% transfer to 4-year universities.

3. Project Success

Project Success is a program offered from an African American perspective. It provides students who are recent high school graduates with a variety of support services including counseling, mentoring and registration assistance. Over the 16 years the program has been in existence, the program has maintained an 80% to 95% retention rate. Project Success students have transferred to public and private universities across the United States. The program has received several major awards, including the California Community College Board of Governors Exemplary Program Award and a 1996 Retention Excellence Award from the Noel-Levitz National Center for Student Retention.

4. Extended Opportunity Programs and Services (EOP&S)

EOP&S provides educationally and economically disadvantaged students with specialized support services such as recruitment, counseling, supervised study, transfer guidance, book services and grants. In the academic year 2005/06, the retention rate of the 2,078 EOP&S students is over 70% and the success rate is 78.5%.

5. Summer Readiness Program

This project is a six-week program of college adjustment and basic skills development for first time, low income students who need to develop college level skills. This program under EOP&S has served more than 450 students over the past 15 years.

6. The Early Start Program

This program, which began in 1992, is an early outreach program tracking middle school students through high school to College. The program provides Middle School Presentations, El Camino College campus spring tours, El Camino College Fall Conference for High School Students and Counselors, and the 6 week (Leadership Academy) summer program for 8th graders transitioning into high school. To date the EOPS Early Start Program has served approximately 9,225 students.

7. Mathematics, Engineering and Science Achievement Program (MESA)

The goal of the MESA Program is to increase the number of economically disadvantaged community college students who transfer to four-year institutions and successfully attain math and science-based degrees. Since its inception in October 1999, the MESA Program at El Camino College has served over 420 students and has transferred over 200 of its students to 27 universities throughout California and the U.S. MESA students participate in Research Experience for Undergraduates (REU) summer programs in California and throughout the U.S. in

institutions and corporations such as Kennedy Space Center, Jet Propulsion Laboratory, Loyola Marymount University, UCLA, and CSULA among others. Every year, some students are also awarded the National Science Foundation Scholarships through MESA (\$9,375 and \$12,500).

8. Career Technical Education and Workforce Development

The Career & Technical Education (CTE) at El Camino College prepares students for employment (Entry Pathway) or for future education (Skilled and Professional Pathways) in a career major or concentration. CTE courses are occupationally specific and technical in nature. There are 27 occupational programs offered at El Camino College. Courses are taught by professionals who are experts in their field. Their expertise ensures that students receive an intensive, hands-on educational experience. Instructors also work with students to seek employment, often before the course ends. Outreach to high school and industry are important components to CTE and Workforce Development.

CTE offers programs for all students, from high school graduates looking to start a career, to those who want to work toward transferring to a four-year college or university. Many students enroll in courses to upgrade their skills or develop new ones for different positions in the workforce.

Strengthened Emphasis on Program Review: For all academic programs, standard procedure exists for course and/or program implementation and approval. At ECC, as in other California community colleges, the State Administrative Code (Title 5 regulations) requires a systematic curriculum review. The college has implemented a new comprehensive program review process for all academic offerings. Currently, 24 programs are in varying stages of program review. A second round of reviews will start in fall 2006 and continue annually on a five-year cycle for each program. Program Review of Student Services is also underway. The goal is for approximately forty percent of student services programs to be completed by summer 2006, an additional fifty percent by spring 2007 and the remaining ten percent by spring 2008.

Institutional Management

Dr. Thomas M. Fallo, Superintendent/President has spearheaded organizational initiatives to implement a strong and participatory planning process, secure bond funding for modernizing technology and facilities infrastructure and promote the culture of evidence and information-based decision making.

Institutional Management strengths include:

Academic Senate

The El Camino Academic Senate serves as the official voice of the faculty of El Camino College in academic and professional matters. It plays a very active and participatory role in advising the administration and Board of Trustees and communicating with the college as a whole on the full range of curricular and professional issues related to the academic functions of the college. Forty-five senators represent approximately 750 full and part time faculty from 10 academic and student service divisions. Senators perform a vital function within the college through their participation in Senate activities as well as their extensive involvement at all tiers of college governance.

Individual members of the Senate and its Executive Board are widely respected for their college leadership in Curriculum, College Planning and Budgeting, Accreditation, Technology, and more. The Academic Senate also plays a leadership role in promoting effective communication and collaboration among all other areas of the college, including staff, administration, the Board of Trustees, and bargaining units. El Camino's institutional strength derives greatly from the expertise and professionalism of its faculty and their active involvement in college governance, in particular through the Academic Senate.

Experienced Senior Leadership

ECCCD Superintendent/President has been with the district for fifteen years and has lead it successfully through the periods when California community colleges were experiencing significant reductions in state funding. The Vice Presidents jointly have over sixty years of experience in higher education, most of it in community colleges.

A strong upper- and middle-level administrative team

The ECCCD management team is experienced in operating an urban community college serving a very diverse student body, as evidenced by brief bios included in the Appendix.

A strong Planning and Budgeting Committee (PBC)

The El Camino Community College District PBC represents all major segments of the college community with a constituency-based structure.

An emphasis on fact-based decision making

ECCCD is continuously improving its Management Information System to increase the quality and quantity of information available to administrators for decision-making.

Fiscal Stability

Reductions in the operating budget during the past several years provided the impetus for a new era of planning that emphasizes long-term fiscal stability. During these difficult times, El Camino College has not only been able to continue all its programs and services and avoid any employee lay offs, but also managed to maintain a balanced budget with recommended 5% reserves and provide salary increases to its employees for the last five years. Audited financial statements are available for review.

The following strengths in ECCCD's fiscal infrastructure provide the basic framework and direction for the college.

Strong planning and budget development process: The Planning and Budgeting Committee plays an integral role in the direct linking of goals and objectives with the college budget. This key group, chaired by a faculty member, works with institutional leaders, faculty and staff to assure that planning and budgeting are strongly linked together and to assure that the process is consistent with institutional goals and priorities.

Firm internal controls: The college relies on strong internal control on budgets and expenditures to maximize effective use of limited funds. Some of the strategies include: enrollment management to increase college productivity without reducing the number of students served; change from incremental budgeting process to program-based budgeting, consistent with planning goals and priorities; re-evaluation and

reduction in the number of contracts for services; justification of all new and vacant positions before openings are announced.

Major Construction Projects: The college continues to move ahead with the facilities modernization plan. The new Humanities building is under construction. At the same time, architectural plans are being developed for the new Student Services building whose construction will begin next. In the five fiscal years from 2000-01 to 2004-05, El Camino College has expended over \$30,600,000 in Capital Outlay Projects. Estimated expenditures for 2005-06 are \$12,960,000. Major projects that have been completed or are underway include:

- Science Complex Renovation
- Humanities Building Replacement
- Central Plant Building
- Learning Resources Center
- Primary Electrical System Replacement
- Lot H Parking Structure & Athletic Complex
- Modular Building Purchase & Installation
- Domestic Water and Fireline Upgrades
- New Equipment Purchases

Enrollment Management Task Force: The Enrollment Management Task Force, jointly chaired by the Vice President of Academic Affairs and Vice President of Student Services, is responsible for developing an Enrollment Management Plan to implement strategies and activities to optimize outreach and awareness to community members for student recruitment and programs to ensure the retention and success of students currently enrolled at the college.

Resource Development: The college has significantly revitalized its foundation into an active, vital organization that raises money for student scholarships and other special efforts directed at improving educational services for students. This year, the ECC Foundation raised over \$1 million in private funds. The College grants office has also been successful in securing federal and state funding to expand programs and services.

Economic Development Programs, Contracts and Community Education: El Camino College has one of the largest and most successful Business Training Centers in the state with revenue-generating contract and community education programs.

Strong Reputation and Community Support: The ECCCD enjoys an excellent reputation throughout the communities it serves as well as the entire South Bay region. According to a community perception survey conducted in 2005, 93% of the respondents had a very favorable/favorable image of El Camino College. Additionally, 84% of the respondents indicated that they would enroll in a course offered by El Camino College. In a similar survey conducted statewide, 76% of the respondents had a favorable image of community colleges in general.

Additional Rationale for ECCCD-CCCD Partnership

Geographic Proximity



The distance between El Camino College and Compton College is less than eight (8) miles, making ECC the closest community college to the Compton CCD campus. This geographic proximity is an important factor in facilitating personnel contacts as well as student access to both campuses.

Compatible data systems

Both colleges are Datatel colleges. El Camino College implemented the Datatel Colleague system in 1999. ECCCD participated in the development, testing and implementation of the Chancellor's statewide online application (CCCApply). ECC's Director of Admissions and Records has been chairing the CCCApply steering committee for the past 3 years.

Similar student body

Because of the proximity of both colleges, El Camino College serves some of the Compton CCD residents. There are currently 2,206 Compton Community College District residents enrolled at El Camino College. The communities served by both colleges are similar both in terms of ethnic and racial composition as well as their socio-economic levels. The northern part of the ECC district includes the cities of Inglewood, Lennox and Hawthorne, which are predominantly Latino and African American. These two groups constitute almost half of the El Camino College student body (30.5% are Hispanic and 19% are African American).

Long-term collaboration in vocational areas

El Camino College Division of Industry and Technology and Compton College Technological Studies Division have a long history of collaboration, particularly in the areas of machine tool technology, architecture and criminal justice.

Common service area for economic development programs (SBDC)

The El Camino College Small Business Development Center's mission is to assist prospective and existing small business owners to start, retain or expand their business. The purpose is to grow businesses in our region (17 cities) through delivery

of one-on-one counseling, seminars, workshops, conferences and other technical activities that contribute to the success of existing businesses and foster growth of new businesses and jobs. As part of the federal Small Business Administration contract for El Camino College SBDC services, the City of Compton is in El Camino College's SBDC area. A satellite SBDC location at Compton College would help expand the economic development services to small businesses in the CCD area.

Faculty union affiliation

El Camino College faculty and Compton College faculty are both California Federation of Teachers (CFT) affiliates. Being affiliated with the same union will simplify dealing with faculty-related issues and make the transition easier.

Project Managers and Key Personnel

The following El Camino College administrators will play key roles in overseeing the Compton College operations:

Dr. Thomas M. Fallo, Superintendent/President will be responsible for providing the overall general oversight and direction to the partnership effort.

Thomas M. Fallo has been Superintendent/President of the El Camino Community College District since July 1995. For four years prior to that, he served as ECCCD Vice President of Administrative Services responsible for the District's administrative and fiscal functions. He also held the position of Vice President, Administrative Services at Glendale Community College District from 1989 to 1991 and various positions in the Los Angeles Community College District, including Vice Chancellor, Business Services and Interim Chancellor, from 1972 to 1989. Between 1975 and 1986, he taught as adjunct faculty at Los Angeles City College and Pepperdine University.

President Fallo is active in statewide community college leadership and serves as president and/or is a member of a number of organizations throughout the state. He has an Ed.D. in Educational Administration from Pepperdine University; M.B.A. in Business Management from the University of California, Los Angeles; and B.A. in Economics also from the University of California, Los Angeles.

Dr. Francisco M. Arce, Vice President of Academic Affairs will oversee the academic and student services aspects of the partnership.

Francisco M. Arce is the Vice President of Academic Affairs at El Camino College. Dr. Arce also worked at Diablo Valley College as the Vice President of Academic Affairs before moving to S.J. Delta College as the Vice President of Instruction/Assistant Superintendent. At American River College, Arce was the Dean of Behavioral and Social Sciences and a tenured faculty member in the Department of Political Science and Economics.

During the last ten years Arce has served on six accreditation site visit teams and as the Accreditation Liaison Officer at three institutions. He has an education doctorate from the University of San Francisco, a Masters Degree in Political Science from the University of California at Santa Barbara, a Bachelors Degree in Political Science from California State University at Los Angeles and transfer course preparation at Mt. San Antonio College in Walnut California.

Dr. Jeffrey Marsee, Vice President of Administrative Services will be responsible for the oversight of the administrative services, which include fiscal operations, human resources, facilities and information technology management.

Dr. Marsee has been Vice President, Administrative Services at El Camino College since August 2005. He has over twenty-five years of experience as an educational administrator, corporate manager and management consultant; including positions as Chief Financial Officer and Chief Instructional Officer of community colleges in Texas, New York and California. Dr. Marsee has a PhD in Community College Leadership Program from University of Texas, Austin; Master of Administration in Economics from California State University at Long Beach and Bachelor of Arts in Economics from University of Southern California.

Qualifications, expertise and prior experience of other managers who may be involved in the ECCCD/CCCD partnership are outlined in the abridged bios included in the Appendix.

El Camino College Experience Administering Partnership Projects

El Camino College has a long and successful history of partnering with other educational institutions to expand educational opportunities available to students. Some of the largest partnership efforts include:

Los Angeles Collaborative for Teacher Excellence (LACTE), a 6-year \$5.5 million National Science Foundation (NSF) grant, which involved ten institutions of higher education.

Collaborative Title V grant with CSU Dominguez Hills (\$250,000 annually)

Two Collaborative Title V grants with Santa Monica College (a currently funded Teacher Education project=\$425,000 annually and a Mathematics project submitted/pending = \$275,000 annually)

Advanced Aerospace Manufacturing Education Project, a partnership between ECC, Oregon Institute of Technology and Purdue University, funded by the National Science Foundation (\$240,000 annually)

Community Advancement and Industry and Technology divisions' involvement with multiple industry partners.

To provide international education opportunities to its students and internationalize the curricula, El Camino College has also been involved in a number of international partnerships, which include Dnipropetrovsk National University, Ukraine and University of Silesia, Poland (both funded by grants from the U.S. Department of State); University of Modena, Italy; La Trobe University, Australia; International Islamic University, Pakistan; Universidad Metropolitana, Puerto Rico; Taylor College, Malaysia, and others who participate in the Global Education Through Technology

project funded by an Undergraduate International Studies and Foreign Language grant from the U.S. Department of Education.

3. Scope of work and projected timeline

SCOPE OF WORK & SIGNIFICANT MILESTONES

Instruction

ECCCD will work with both Academic Senates, discipline leaders and academic administrators to ensure the quality and appropriateness of the academic course offerings at the Compton Community Educational Center. The goal is to offer a comprehensive course schedule that meets the needs of the Compton community and to assure academic integrity, high academic standards and consistent practices that will lead to re-accreditation of Compton Community College.

As required by the Accrediting Commission, a Substantive Change Proposal will be prepared and submitted as soon as possible. This is an accreditation requirement to secure commission review of educational programs and services substantive changes regarding El Camino College's accreditation status.

Below is a potential partnership model for implementing instructional and student support programs at CCEC. Dr. Francisco Arce, Vice President of Academic Affairs will be responsible for the implementation of instructional and student services programs at CCEC.

Year One:

1. Develop a comprehensive comparison of ECCCD and Compton CCD courses to mirror as much as possible the courses Compton CCD offered before the loss of accreditation. Where possible courses will be matched.
2. Form an Enrollment Management Task Force to be co-chaired by CCEC deans. Develop an enrollment management plan for the 2006-2007 academic year that is specific to enrollment goals at Compton.
3. Develop a fall 2006 schedule, winter 2007 schedule, and spring/summer 2007 schedule.
4. Begin evaluation cycle of all full time and part time faculty. The goal is to evaluate all full time faculty and begin evaluation of part time faculty.
5. Begin implementation of faculty and staff development program to ensure compliance with best practices in instruction and curriculum.
6. Orient the Compton faculty to the ECCCD curriculum policies and practices.
7. Assess the curricular and scheduling needs of the Compton service area.
8. Offer a comprehensive basic skills, developmental, vocational and general education transfer curriculum.

Year Two:

1. Stabilize the course offerings and complete rollover of ECCCD courses into CCEC.
2. Assess the effectiveness of previous enrollment management plan and adjust accordingly.

3. Complete full time and part time faculty evaluations.
4. Begin implementation of Program Review, and re-accreditation self study.
5. Fully implement Student Learning Outcomes and assessment of best practices.
6. Explore adding new scheduling programs, academic support programs and enhance the full range of learning resources.
7. Continue support for cross-college faculty and staff development programs.

Year Three:

1. Refine the enrollment management plan.
2. Schedule programs that will attract working adult men and women to return to the college.
3. Continue to develop and schedule programs that are flexible and responsive to community needs and meet concurrent enrollment needs of high school students.
4. Strengthen the transfer curriculum and scheduling programs, including the development of an Honors Program, Puente, FYE, Summer Bridge; add course offerings at service area high schools, and develop online instruction.
5. Begin planning phase two of the re-accreditation self study.
6. Continue support for cross-college faculty and staff development programs.

Year Four:

1. Adjust enrollment management plan according to new enrollment goals set for the year.
2. Strengthen programs that will attract working adult men and women to return to the college such as the Program for Adult College Education (PACE) used at neighboring colleges.
3. Strengthen the schedule of programs that are flexible and responsive to community needs and meet concurrent enrollment needs of high school students. Seek new partnerships with schools and other public agencies.
4. Strengthen the transfer curriculum and scheduling. Seek out partnerships with colleges and universities to ensure the necessary transfer pipelines are in place for Compton students. Install University of California and California State University offices on campus.
5. Begin phase two of the re-accreditation self study.
6. Continue support for cross-college faculty and staff development programs.

Year Five:

1. Adjust enrollment management plan according to new enrollment goals set for the year.
2. Strengthen scheduling of programs that will attract working adult men and women to return to the college.
3. Strengthen the schedule of programs that are flexible and responsive to community needs and meet concurrent enrollment needs of high school students.
4. Strengthen the transfer curriculum and scheduling programs, including the development of an Honors Program, Puente, FYE, Summer Bridge, course offerings at service area high schools, and online instruction.
5. Begin phase two of the re-accreditation self study.

Student Services

Year One:

1. Work with student service professionals to review and standardize student service and matriculation procedures.
2. Assess all service/program systems and establish annual performance goals.
3. Establish timeline to achieve accreditation.
4. Conduct team building with Compton professionals and ECC counterparts.
5. Begin acquisition of key staffing.
6. Release some lead ECC staff (financial aid, CalWORKS, EO&PS, DSPS, counseling) to assist with Compton College recovery.
7. Begin development of a program review model and Student Learning Outcomes to evaluate programs/services.
8. Collect and report accurate data for state reports and for CCEC institutional research (student persistence/success).
9. Establish outreach relationships with feeder high schools and articulation/transfer relationships with CSU/UC/private universities/colleges.
10. Review student governance, student clubs/activities and if necessary establish procedures/staffing (compliance with 1725).
11. Review student discipline procedures.

Year Two:

1. Continue above activities.
2. Begin transition to CCCApply for online admissions.
3. Utilize Datatel for online registration, financial aid, and other programs.
4. Conduct end of year evaluation of all service area goals and objectives.
6. Develop an active recruitment program with all feeder high schools.
7. Implement Staff Development that will strengthen service to students.
8. Compton Student Services team is in place and integrated with El Camino service policies and procedures.

Year Three:

1. Continue above activities.
2. Continue to address accreditation schedule.
3. Continue to evaluate performance of service areas as well as staff evaluations.
4. Compton student service team is fully in place and functioning.
6. Athletics programs are fully functional.

Year Four:

1. Continue the above.
2. Compton student service programs and related policies and procedures are fully operational.
3. Campus celebrations and college events schedule is in place.

Year Five:

1. Continue the above.
2. Continue to complete accreditation renewal steps.

Accomplishing the goals of this partnership will require support and assistance of both the Special Trustee and the Chancellor's Office in order that El Camino College can

ensure a consistently high quality instruction at the Compton Community Educational Center as guided by the standards of accreditation. ECCCD will require the Special Trustee and the Chancellor's Office assistance to guarantee that all CCEC faculty members meet the minimum qualifications to teach El Camino College courses as specified by the curriculum standards and practices established by the El Camino Community College District.

Administrative Services

The following is a potential model that can be implemented to ensure a smooth transition and ongoing improvements in the area of financial and personnel management. As part of the fiscal management process, both ECCCD and CCEC will regularly assess their fiscal stability using the California Community Colleges Sound Fiscal Management Self-Assessment Checklist.

Dr. Jeffrey Marsee, Vice President of Administrative Services will be responsible for overseeing the administrative services functions at CCEC.

Year One:

1. The initial year will focus on developing procedures and processes to establish routine functions. This will require significant ECCCD involvement in the operations and oversight. Initially (first year), some key ECCCD managers (e.g., HR) may be assigned on a temporary/full-time basis to CCEC.
2. A substantial amount of transaction processing will be completed at ECCCD—e.g., financial, payroll, and purchasing. This will be facilitated by the current configuration of Datatel Colleague and Los Angeles County Office of Education as well as Information Technology Services consistencies between the two campuses.
2. Compton Community Educational Center staff will be trained and supervised to input preliminary data into the system. This will give the employees time to develop skills and written procedures for the ongoing operation.
3. Establish a budgeting and planning advisory committee with CCEC faculty, staff and administrators.

Year Two:

1. Managers will be hired at Compton Community Educational Center (CCEC) to take over direct supervisory responsibilities.
2. Some functions will begin to shift back to the CCEC campus—e.g., purchasing.

Year Three:

1. This will be a significant transition year as Compton Community Educational Center will begin assuming full input and supervisory responsibilities.
2. Those activities that remain at ECCCD will be offered on a direct reimbursable basis.
3. ECCCD will assume a strong audit/oversight role in assuring that good fiscal and business practices are being followed.
4. CCEC will begin to function more independently while following ECCCD guidelines and policies.

Year Four:

1. Continue trend towards independence with ECCCD performing functions made practical via cost-efficiencies—e.g., computer processing.
2. ECCCD procedures and fiscal policies remain in practice.

Year Five:

ECCCD and CCEC develop long-term operational and process oriented agreements to continue business relationship on a cost-benefit arrangement.

4. Budget Consideration

A five-year summary budget and staffing projections are included in the table below. To balance the CCEC budget, it will be necessary for the Special Trustee and the partner districts to work aggressively to “right size” the expenditures to reflect the actual and projected FTES. The primary objective is to attain high academic quality and compliance with accreditation standards while implementing the principles of sound fiscal management and assuring CCEC’s overall fiscal stability and solvency.

Summary Budget and Staffing Projections 2006-2011

(All amounts are in millions)

Year	FTES	State & Local income	Appropriations	Faculty	Admin. & Staff	Deficit	Other	Loan
2005-06	6400*	\$29.1	\$30	107	150	\$??		
2006-07	5760	\$26.2	\$32.8***	100	113	\$6.6	\$4****	\$10
2007-08	5120	\$23.4	\$28.2	80	96	\$4.8	\$3*****	\$7.8
2008-09	4480	\$20.6**	\$24.1	65	77	\$3.5		\$3.5
2009-10	4480	\$20.6	\$24.1	65	77	\$3.5		\$3.5
2010-11	4480	\$20.6	\$24.1	65	77	\$3.5		\$3.5

*FTES generated in 2004-05

** Driven by FTES, no inflation

***\$1.8 million loan repayment + \$1 million partner expenses

**** Early retirement incentives

***** Vacation liability and State expenses

It is expected that El Camino Community College District, Compton CCD and the Special Trustee will work collaboratively to manage the academic as well as operational and fiscal/budgetary aspects of the Compton Community Educational Center. In accordance with this expectation, ECCCD has prepared a tentative staffing

plan and a tentative budget for the five year period from fiscal year 2006-07 to 2010-11. This tentative budget is presented below.

**Compton Community College Proposal
First Draft Budget for 2006-07 Through 2010-11**

REVENUE	2005-06 Adopted Budget	2006-07 Estimated Budget	2007-08 Estimated Budget	2008-09 Estimated Budget	2009-10 Estimated Budget	2010-11 Estimated Budget
Federal (CWS, SEOG, Pell)	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800
State						
General Apportionment	\$28,254,158	\$25,428,742	\$22,603,326	\$19,777,911	\$19,777,911	\$19,777,911
Lottery	564,400	564,400	564,400	564,400	564,400	564,400
Equalization	122,954	122,954	122,954	122,954	122,954	122,954
	\$28,941,512	\$26,116,096	\$23,290,680	\$20,465,265	\$20,465,265	\$20,465,265
Local						
Rental/Leases		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Interest Income		10,000	10,000	10,000	10,000	10,000
Continuing Education Fees		5,000	5,000	5,000	5,000	5,000
Non- Resident Tuition		50,000	50,000	50,000	50,000	50,000
Other Student Charges		5,000	5,000	5,000	5,000	5,000
Private Contributions		-	-	-	-	-
Parking Fees		-	-	-	-	-
Other Local Income	103,202	25,000	25,000	25,000	25,000	25,000
Subtotal - Local	\$103,202	\$105,000	\$105,000	\$105,000	\$105,000	\$105,000
Total Revenue	\$29,053,514	\$26,229,896	\$23,404,480	\$20,579,065	\$20,579,065	\$20,579,065

EXPENDITURES

Instruction	2005-06 Adopted Budget	2006-07 Estimated Budget	2007-08 Estimated Budget	2008-09 Estimated Budget	2009-10 Estimated Budget	2010-11 Estimated Budget
Academic & Non-Instr.	\$10,818,543	\$14,118,543	\$11,294,834	\$9,177,053	\$9,177,053	\$9,177,053
Adjunct Instructional Salary	3,300,000	-	-	-	-	-
Subtotal	\$14,118,543	\$14,118,543	\$11,294,834	\$9,177,053	\$9,177,053	\$9,177,053
Other Salary & Benefits						
Annual Repayment of Loan		\$ 1,800,000	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000	\$ 1,800,000
Projected Partner Annual Payment		1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
Classified Salaries	6,134,275	5,272,220	4,500,000	3,500,000	3,500,000	3,500,000
Employee Benefits	4,899,442	5,817,229	4,738,450	3,803,116	3,803,116	3,803,116
Books & Supplies	365,744	365,744	365,744	365,744	365,744	365,744
Services & Other Operating Capital Outlay	2,832,997	2,832,997	2,832,997	2,832,997	2,832,997	2,832,997
	96,607	96,607	96,607	96,607	96,607	96,607
Other Outgo	1,535,486	1,535,486	1,535,486	1,535,486	1,535,486	1,535,486
Subtotal	\$ 15,864,551	\$ 18,720,283	\$ 16,869,284	\$ 14,933,950	\$ 14,933,950	\$ 14,933,950
Total Expenditure	\$29,983,094	\$32,838,826	\$28,164,118	\$24,111,003	\$24,111,003	\$24,111,003
Net Revenue	(\$929,580)	(\$6,608,930)	(\$4,759,638)	(\$3,531,938)	(\$3,531,938)	(\$3,531,938)

BUDGET NARRATIVE

Assumptions for Compton Community Educational Center Budget Scenarios for Years 2006-07 through 2010-11:

1. For all annual scenarios assume no COLA in either revenues or appropriations.
2. Although AB 318 is silent on the issue, it is assumed that lottery income will be allocated.
3. Full-time faculty will receive COLA and Step & Column increases in 2006-07 equal to the budgeted 2005-06 part-time salaries which will be eliminated. No other salary increases are calculated in the simulations.
4. Employee benefits are projected at 30% of full-time salaries.
5. Classified salaries scenarios reflect potential staffing. Total projected classified staffing for 06-07 = 113 positions; 07-08 = 96 positions; 08-09/09-10/10-11 = 77 positions.
6. Accounts 4000 through 7000 reflect current (05-06) budget.
7. The 2004-05 FTES of 6400 establishes a base of 100%. Future income and appropriations reflect a "hold harmless" of 90% for 06-07, 80% for 07-08 and 70% for 08-09.
8. Assume at least 4,480 FTES in 09-10 and 10-11.
9. Assume 80 FT faculty positions in 07-08, and 65 FT faculty positions in 08-09 and on. No adjunct/overload budget is included in this scenario.
10. Annual payback of loan is amortized at \$1.8 million per year.
11. ECCCD projects a partner fee of \$1 million per year: \$500,000 in actual expenditures and \$500,000 administrative fee.

ECCCD is prepared to work with Compton Community College District and its Special Trustee to jointly develop an operational budget which will address many of the issues that may potentially impact the proposed agreement including:

1. Personnel contracts;
2. Appropriate class size / Full Time Equivalent Faculty (FTEF) configuration;
3. Level of supervisory staff required to administer the CCEC operations and accounting systems towards recovery;
4. Level of supervisory/management staff expected by ECCCD and the Special Trustee;
5. Level of specific services to be provided directly by ECCCD to Compton Community Educational Center, e.g. Information Technology Services, printing, community relations, direct and indirect academic support;
6. Utilization of the loan funds to meet identified liabilities and fund ongoing operations;
7. Operational costs related to the early retirement incentives;
8. Required GASB funding for unfunded retiree benefits; and
9. Resolution of other existing liabilities.

CONCLUSION

All the projections and plans included in this proposal are based on the information available at the time of submission, and may need to be revised as the circumstances change. There is, however, one assumption that will not change: El Camino Community College District is committed to assuring that the academic programs, student services and administrative practices at the partner district (CCEC) meet the same high quality standards as those offered at the ECCCD campus and required by the accrediting commission.

Respectfully submitted by

Francisco M. Arce, Ed.D.
Vice President, Academic Affairs

Jeff Marsee, Ph.D.
Vice President, Administrative Services

APPENDIX

President's Cabinet

Dr. Thomas M. Fallo, Ed.D., Superintendent/President

Dr. Thomas M. Fallo, Superintendent/President will be responsible for providing the overall general oversight and direction to the partnership effort.

Thomas M. Fallo has been Superintendent/President of the El Camino Community College District since July 1995. For four years prior to that, he served as ECCCD Vice President of Administrative Services responsible for the District's administrative and fiscal functions. He also held the position of Vice President, Administrative Services at Glendale Community College District from 1989 to 1991 and various positions in the Los Angeles Community College District, including Vice Chancellor, Business Services and Interim Chancellor, from 1972 to 1989. Between 1975 and 1986, he taught as adjunct faculty at Los Angeles City College and Pepperdine University.

President Fallo is active in statewide community college leadership and serves as president and/or is a member of a number of organizations throughout the state.

Education: He has an Ed.D. in Educational Administration from Pepperdine University; M.B.A. in Business Management from the University of California, Los Angeles; and B.A. in Economics also from the University of California, Los Angeles.

Dr. Francisco Arce, Ph.D., Vice President, Academic Affairs

Dr. Francisco M. Arce is the Vice President of Academic Affairs at El Camino College in Torrance, California. Dr. Arce also worked at Diablo Valley College as the Vice President of Academic Affairs before moving to S.J. Delta College as the Vice President of Instruction/Assistant Superintendent. At American River College, Arce was the Dean of Behavioral and Social Sciences and a tenured faculty member in the Department of Political Science and Economics.

Education: Education doctorate is from the University of San Francisco, a Masters Degree in Political Science from the University of California at Santa Barbara, a Bachelors Degree in Political Science from California State University at Los Angeles and transfer course preparation at Mt. San Antonio College in Walnut California.

Dr. John Baker, Ed.D., Vice President, Student Services

Dr. John T. Baker is the interim Vice President of Student Services at El Camino College in Torrance, California. His experience includes being the Vice President of Student Services at Gavilan College; Vice President of Student Services at San Diego Mesa College; Vice President of Student Services at Alameda College and faculty member at Ohlone college in the discipline of counseling.

Education: Baker earned his doctorate from Southeastern Nova University at Fort Lauderdale, Florida, a masters degree from Virginia Theological Seminary at Alexandria, Virginia, a masters degree from San Francisco State University, San

Francisco, California and a bachelors degree in sociology/anthropology from Willamette University at Salem, Oregon.

Dr. Jeffrey A. Marsee, Ph.D., Vice President, Administrative Services

Dr. Marsee has been Vice President, Administrative Services at El Camino College since August 2005. He has over twenty-five years of experience as an educational administrator, corporate manager and management consultant; including positions as Chief Financial Officer and Chief Instructional Officer of community colleges in Texas, New York and California.

Education: PhD in Community College Leadership Program from University of Texas, Austin; Master of Administration in Economics from California State University at Long Beach and Bachelor of Arts in Economics from University of Southern California.

President's Office

Ann M. Garten, B.S., Director, Community Relations

Ann is Director of Community Relations for El Camino College, one of the largest single-campus community colleges in the nation. Ann has been with El Camino College for six years. Prior to that she was with the Coast Community College District as Public Affairs Director for 11 years. Ann is responsible for providing counsel and assistance in furthering college goals and objectives through community and media relations, legislative advocacy, public relations and marketing activities. She is responsible for directing and overseeing the development of a comprehensive college marketing plan, a community relations program and a legislative plan.

Education: Ann received her Bachelor of Science degree in Communications – Public Relations from Southern Illinois University; she has completed graduate work in Business Communications at the University of Illinois.

Leo R. Middleton, M.B.A., Director, Staff and Student Diversity

Leo R. Middleton is Director, Staff and Student Diversity, El Camino Community College District, Torrance, CA. Prior to joining El Camino Community College District in 1994, Middleton was employed as consultant by the University of California, Irvine Medical Center.

He held management positions in Human Resources and Equal Employment in petroleum, chemicals and high technology with Conoco Inc. (Dupont) and Hamilton Avnet Electronics on the Gulf and West Coasts, and in the Rockies. He is recipient of an Individual Achievement Award in 1999 for outstanding leadership in equal employment, diversity and equity from the Chancellor's Office, California Community Colleges.

Middleton has served the United Way of Orange County North/South as on-loan executive and chair, Personnel Committee. He is past co-chair, Association of Chief Human Resources/Equal Employment Officers, California Community Colleges, member, California Community Colleges Administrators, Rotary Club of Hawthorne,

and is a founding member, Robert F. Kennedy Medical Center Foundation Board of Directors, Hawthorne, CA.

Education: He holds B.A. and M.B.A. degrees. He has completed certificate programs in Conflict Resolution.

Academic Affairs

Lucinda Aborn, Ph.D., Director of Special Resource Center

Dr. Lucinda Aborn is El Camino College's Director of the Special Resource Center which provides instruction and services to students with disabilities. She also oversees the Sign Language Interpreter Training program, High Tech Center and Alternate Media Services. From 2004-2005, Dr Aborn served as the Acting Dean of Health Science and Athletics. She has worked at El Camino College since 1994. In addition, she has been Project Director of over 15 grant projects, including the Rehabilitation Services Administration's Western Region Interpreter Training grant, OSERS Transition Resources and Career Services grant and a TRIO partnership with California Polytechnic University, Pomona. Prior to El Camino, Dr. Aborn worked for 10 years at California State University, Northridge's National Center on Deafness and Career Center. She was also a Rehabilitation Counselor and State Coordinator for Deaf Services for the Wyoming State Department of Rehabilitation.

Education: Dr. Aborn holds a Ph.D. in Human Rehabilitation from the University of Northern Colorado and Masters of Arts degree in Educational Administration. She is a Certified Rehabilitation Counselor and has an advanced certificate in Rehabilitation Administration in Deafness from San Diego State University. Lucinda has served as a Governor appointed member the California's Department of Rehabilitation's Deaf and Hard of Hearing Advisory Committee. She is currently the President of the California Association of Higher Education and Disability.

Kristi Blackburn, M.A., Dean of Fine Arts

Kristi Blackburn is currently serving as Dean of Fine Arts at El Camino College. Prior to coming to El Camino, Ms. Blackburn was a tenure track faculty member at Dona Ana Branch Community College, a two year campus of New Mexico State University. During her time at Dona Ana, Ms. Blackburn was the Dept. Chair of the English and Communications Department which included the college success, developmental English, English, and Communications courses. While on faculty, she served as the college's elected representative to the Faculty Senate of New Mexico State University. She embraces shared governance and collaborative decision making. Prior to her full-time teaching appointment, Ms. Blackburn was the NCAA Life Skills Program Coordinator/Athletics Advisor for New Mexico State University. She worked directly with all 13 Division IA student-athletes and Coaches to ensure eligibility requirements were achieved in addition to providing programming for personal growth and development.

Education: Ms. Blackburn earned her Bachelor of Arts degree in Speech Communication at Montana State University, her Master of Arts in Communication Studies at New Mexico State University, and is currently completing her Ph.D. in

Educational Psychology from Capella University. Her dissertation topic is Success of Latino/Latina college students attending designated Hispanic Serving Institutions.
Marc Glucksman, Ph.D., Interim Dean of Mathematical Sciences

Dr. Glucksman is the interim Dean of the Mathematical Sciences Division at El Camino College in Torrance, California. His experience includes 38 years as professor of Mathematics at El Camino College.

Education: Dr. Glucksman earned his Ph.D. in Education from the University of Southern California; M.A.T. Mathematics from the University of California Los Angeles; B.A. Mathematics from the University of California Los Angeles

Alice Grigsby, M.P.A., Director of the Learning Resources Unit

Ms. Alice Burns Grigsby is currently employed by El Camino College as the Director of the Learning Resources Unit. The unit includes the Library, Media Services, Learning Assistance Center, Drop-In Computer Labs and Distance Learning. Her work experiences include Cataloging/Systems Development Librarian, Reference Librarian and Acting Dean of Instructional Services at El Camino; Reference Librarian / Library Technology Instructor at Santa Ana College; and Business Librarian at the University of Southern California.

Education: Mrs. Grigsby earned masters degrees in library science from Louisiana State University and public administration from the University of Southern California. Her undergraduate degree is in business education from Southern University in Baton Rouge, Louisiana. She completed additional graduate work in Library/Information Science at UCLA.

Ian R. Haslam, Ed., Dean of Health Science and Athletics

Dr Haslam is currently Dean of Health Science and Athletics at El Camino with responsibilities for Nursing, Radiographic Technology, Respiratory Care, Student Health Centre, Special Resource Centre, Physical Education and Men's and Women's Athletics. Prior to joining El Camino Dr Haslam was Professor and Director of the School of Health Promotion and Human Performance at Eastern Michigan University. The School had five nationally accredited programs, 800 undergraduate student and 80 graduate students and launched 3 new masters' degrees during his tenure. From 1992-2002 he worked in senior management positions at the National Institute of Education, Nanyang Technological University in Singapore. For three years he was the Associate Dean and Acting Dean of the newly formed School of Physical Education.

Education: Dr Haslam earned his undergraduate degree (BEd Hons) at Keele University (1974) and his teaching diploma at Madeley College of Education (1973) in the UK. His first Masters degree (MA) was awarded by the University of Alberta (1979) in Canada for his work in the field of Sport Management. In 1983 he graduated from the State University of New York @ Buffalo with his Doctor of Education (EdD) degree in the field of Curriculum and Instruction. Dr. Haslam completed his Master of Business Administration (MBA) with an emphasis on strategic management and organisational systems from the Birmingham Business School, University of Birmingham (1998) in the UK.

Thomas Jackson, J.D., Associate Dean of Industry and Technology

Dr. Jackson is the Associate Dean of Industry and Technology at El Camino Community College in Torrance, California. In that capacity he oversees the day-to-day operation for eighteen vocational departments. He has experience in articulation, academic programs, curriculum and scheduling, college policies, conflict resolution, hiring procedures, faculty and staff evaluations and team building. He has twenty years of supervision and management experience. He's a retired police officer and retired department manager from TRW.

Education: He has a Juris Doctor from Northrop University of Law, Bachelor of Arts and Designated Subjects Teaching Credential from California State University Dominguez Hills, an Associate of Arts from El Camino College.

Thomas Lew, M.A., Dean of the Division of Humanities

Tom Lew has been dean of the Division of Humanities since 1986. He administers the departments of Academic Strategies, Communications, English, English as a Second Language, Foreign Languages, Humanities, Journalism, Library Information Science, and Tutor Training. From 2003 to 2005, Lew served as acting dean of the Division of Fine Arts.

Education: Lew obtained his master's degree in English from California State University, Los Angeles, where he received the English Department's Graduate Program Certificate of Honor. He holds a bachelor's degree in English from CSULA and a bachelor's degree in journalism from Pepperdine College, where he was class valedictorian and co-editor of its literary magazine.

Gloria E. Miranda, Ph.D., Dean, Division of Behavioral and Social Sciences

Dr. Miranda has oversight for the Child Development Center, Honors Transfer Program, Study Abroad and the Teacher Education Program. Dr. Miranda has had numerous campus committee assignments and served as liaison in collaborative programs with CSU Dominguez Hills and the Torrance School District, to name a few.

Education: Ph.D. in history from the University of Southern California. She previously attended Compton College and received an Associate of Arts Degree in 1970 and subsequently transferred to California State University at Dominguez Hills as a History and Chicano Studies major where she earned a bachelor's degree in 1972.

Barbara A. Perez, M.S., Dean, Division of Natural Sciences

In 2002, Ms. Perez was appointed as Acting Dean for the Natural Sciences Division. In addition to the normal responsibilities of the day-to-day operations of the division, she was responsible for overseeing the division during a renovation of the science complex. In 2005, Ms. Perez was appointed Dean of the Natural Sciences Division. As part of her current administrative assignment, she oversees the MESA program. Ms. Perez

serves on a variety of campus committees and provides the oversight for the Academic Affairs program review process.

Education: Ms. Perez earned both a bachelor and master of science in chemistry from San Diego State University during the 1970s. She also participated in the Community College Studies program at the University of Los Angeles.

Virginia Rapp, J.D., Dean of Business

Dr. Rapp is the Dean of Business at El Camino. This division is multifaceted offering academic and vocational programs in law, paralegal studies, business management and marketing, real estate, accounting, computer information systems and office technology/word processing. The students in the Division of Business are of diverse gender, age, ethnic, socioeconomic and academic backgrounds representing all aspects of the community.

Education: Dr. Rapp graduated from El Camino Community College before earning a Masters in Business Taxation from the University of Southern California and a Juris Doctor from Whittier College School of Law.

V. Katherine Townsend, Ed.D., Director of Nursing

Dr. V. Katherine Townsend is the Director of Nursing at El Camino College in Torrance, California. Her experience includes Director of Nursing at El Camino College for the past 14 years, full time teaching in the Department of Nursing at El Camino College, and public health nursing in Los Angeles, California. Dr. Townsend has also been actively involved in professional organizations in a leadership capacity. She is currently President of the Coalition of Nursing Organizations in California, Chair of the Professional Practices Committee for the Association of California Nurse Leaders, past president of the California Organization of Associate Degree Nursing Directors, and Treasurer for the Nursing Leadership Council of Los Angeles.

Education: Dr. Townsend earned her doctorate degree in health sciences from Nova University, a masters degree in public health nursing from the University of California at Los Angeles, and a bachelors degree in nursing and cultural anthropology from the University of California at Los Angeles.

David J. Vakil, M.S., Astronomy and Physics Professor

He began his career as a full-time physics and astronomy professor at El Camino College after graduating from Caltech in 2000. He has been actively involved at ECC ever since. He has served on the executive council of the Academic Senate since 2003. He has also been a member of ECC's Budget Development Committee and later the Planning and Budgeting Committee (PBC) since 2002. In May 2004, David also served as a faculty appointed member of ECC's Planning Summit and subsequent Planning Retreat (2005), which were integral in developing the college's master plan, vision, mission statements, and institutional goals. In September 2004, he was appointed chair of the PBC, where he continues to serve in that capacity. One of his many duties as PBC chair was to present at a CISOA conference in April 2005 how ECC has linked planning and budgeting.

Education: Vakil earned his masters degree in astronomy from the California Institute of Technology (Caltech) in Pasadena and two bachelors' degrees with three majors: Astronomy (with honors), Physics, and Mathematics all from the University of Arizona in Tucson.

Ronald W. Way, M.A., Dean of Industry and Technology

Mr. Ronald W. Way is the Dean of the Industry and Technology Division at El Camino College in Torrance, California. His experience includes 14 years as a division dean, where he provides oversight of 15 career and technical programs, supervises 30 full time and 60 adjunct faculty and manages state and federal grants to support career and technical education. He was an active participant in the development and approval of over 100 new course proposals, and the development of two new programs in addition to the development of 10 new options to existing programs to meet the needs of industry. Prior to his administrative assignment, he taught full-time in the Manufacturing and Machine Tool Technology program for 17 years. He also served as the System Manager for instructional computing systems.

Education: Way earned his Master of Arts and Bachelor of Arts degrees from California State University Long Beach, with a major in Industrial Education and lower division general education studies at El Camino College.

Student Services

Hortense Cooper, B.A., Director of Financial Aid & Scholarships

Hortense Cooper is the Director of Financial Aid & Scholarships at El Camino College in Torrance, California. More than fifty percent of the population of approximately 25,000 students receive some form of financial aid. The annual operations budget for this department exceeds 7 million dollars, including federal and state funding. El Camino College boasts a very diverse student body and is designated as Hispanic Serving Institution (HSI). El Camino College's cohort default rate for the Federal Family Education Loan Program (FFELP) is currently 5 percent.

Education: Her education includes an Associate of Arts degree from St. John's College, a Bachelor of Arts from Mount St. Mary's College and she is currently pursuing a Master of Arts in Professional Studies with Emphasis in Higher Education and Community College Leadership at California State University Long Beach.

Robin Dreizler, M.A., Director of Outreach and School Relations

Robin Dreizler is the Director of Outreach and School Relations at El Camino College in Torrance, California. Dreizler has been in charge of recruiting at El Camino College for the past 11 years. El Camino enrolls about 25,000 students per semester and is one of the leading transfer institutions in Southern California. Additionally, the college offers 80 career and technical education programs. Dreizler has also worked at UCLA and UC Irvine and has worked in education for 24 years.

Education: Dreizler has his B.A. in Communications with an emphasis in Public Relations and a M.A. in Humanities -- both from Cal State University Dominguez Hills.

Katie Gleason, Director of Development, El Camino College Foundation

Katie Gleason is the Director of Development for the Foundation at El Camino Community College in Torrance, California. With ten years of experience, Gleason manages the staff and the day-to-day operations of the office.

Education: General Education - Cypress Community College, El Camino College
Fundraising Certificate, UCLA Extension

Jeanette Magee, B.A., Assistant Director of EOPS/CalWORKs/CARE

Jeanette Magee is El Camino College's Assistant Director of EOPS/CalWORKs/CARE department with direct responsibility for the leadership and management of the CalWORKs and CARE programs. Jeanette's background includes fourteen years of successful community college experience. At El Camino College she has also served as the Director of Community Education/ Development which included management and co-founder of the El Camino Language Academy. Additionally, she has been an adjunct business faculty member for El Camino College, Santa Monica College, Rio Hondo College, West Los Angeles College and University of Phoenix.

Education: She has a bachelor's degree in Business Accounting from Jackson State University and a Master's Degree in Business Marketing from Northrop University.

Bozena (Bo) Morton, Director of Grants Development and Management

Bozena (Bo) Morton is the Director of Grants Development and Management at El Camino College. She has been involved in developing grants for community colleges and non-profit organizations for over 12 years. She has developed successful proposals for many government and private grants, including grants from the U.S. Department of Education, National Science Foundation, U.S. Department of State as well as several private foundations. She has conducted training sessions for faculty, administrators and staff at community colleges and non-profit agencies on topics including finding appropriate funding sources, program planning, proposal writing, project management and compliance issues.

Prior to her full-time involvement in grants and resource development, Morton taught English as a Foreign Language in Europe and English as a Second Language in the United States, and managed ESL and Adult Education programs in the Chicago area. Bo Morton is a native of Poland.

Education: She received a Master's Degree in Linguistics from the University of Wroclaw, Poland.

William Mulrooney, B.S., Director of Admissions and Records

William Mulrooney is the Director of Admissions and Records at El Camino College in Torrance, California. He manages 1 assistant director, 1 supervisor, 22 classified staff members, and 10 to 20 part-time or seasonal employees. He oversees the administration of the Admissions, Records, Registration, Veterans Services, and the International Student Program. For three of his six years with El Camino he managed the Office of Outreach and School Relations.

Education: He has dual Bachelor of Science degrees in Business Administration with specializations in Management and Computer Information Systems, with a minor in Economics from California State University, Los Angeles.

Dawn Reid, M.S., Director of EOPS/CalWORKs/CARE

Director of EOPS/CalWORKs/CARE at El Camino College, Dawn Reid has provided innovative leadership at a critical time of reorganization and budget crisis. She has been employed with El Camino College for sixteen years. Ms. Reid has served twelve years as an EOPS Counselor and is currently completing her fourth year as Director. Prior to coming to El Camino College, she spent two years at Long Beach City College as an EOPS counselor and two years at Cerritos Community College providing coordination and transfer counseling services. In addition to Community College counseling, she also spent one year as an admissions and outreach counselor for Mt. Saint Mary's College as well as one year as an outreach specialist for UC Irvine.

Education: Ms. Reid's educational background includes a Masters Degree in Marriage Family and Child Counseling from California State University Dominguez Hills and a Bachelors Degree in Psychology from the University of California Irvine.

Stephanie J. Rodriguez, Ed.D. Interim Director of Workforce and Community Education-

Interim Director of Workforce and Community Education, Stephanie Rodriguez provides a broad breadth of experience and leadership in student services, counseling and workforce/economic development areas. Her experience includes: Puente Project Coordinator/Counselor, Financial Aid Counselor, Career Center Coordinator, and teaching. In collaboration with project counselors, Stephanie developed SSTARS (Student Services Transfer and Retention Services), developed and coordinated the learning communities program, and designed the framework for the FYE Program through a Title V Grant. She has served as the Academic Senate Vice President for Faculty Development. She currently manages VTEA and Tech Prep Grants, program budgets, oversees marketing and high school outreach for career technical education programs. She supervises Career Placement Services, the Language Academy, Foster Care Services, and Community Education.

Education: Her doctorate is in Organizational Leadership from Pepperdine University, a Masters of Arts degree in Educational Counseling from California State University Dominguez Hills, and a Bachelor of Arts degree in History.

Arvid Spor, Ed.D, Dean of Enrollment Services

Arvid Spor is currently the Dean of Enrollment Services and the 2008 Accreditation self-study Co-chair at El Camino College. Spor has also been the Special Assistant to the Vice President of Student Services for Planning, Acting Dean of Community Advancement, and Director of Workforce Education at El Camino College. He has experience in Planning, Enrollment Management, Financial Aid, First Year Experience, Student Development, Outreach and School Relations, Assessment and Testing, Admissions and Records, economic development, CalWORKs, Counseling, and categorical grants.

Education: He has an Educational Doctorate from the University of Southern California, a Master of Science degree in Counseling from California State University – Long Beach, and two Bachelor of Science degrees (Business Administration and Psychology) from Oregon State University.

Administrative Services

Rocky N. Bonura, Director of Business Services

Rocky began working with El Camino College in 1991 as a consultant and insurance broker. He was hired as Director of Safety and Health in 1994. In 2005 he took on additional responsibility as Director of Purchasing and Risk Management. His current title, Director of Business Services, was recently adjusted to reflect these changes.

Michael P. D’Amico, M.S., Chief of Police/Director of Public Services Instructional Programs

Michael has been at El Camino College for over 30 years. Beginning in 1974 he was an instructor of Administration of Justice. He became Chief of Police/Director of Public Services Instructional Program in 1993. Prior to working at El Camino College, Mike was a police officer for four years in the Hermosa Beach Police Department.

Education: Master of Sciences and Bachelor of Arts in Criminal Justice from California State University at Long Beach.

Janice Ely, M.B.A., Director of Accounting

Janice has been at El Camino College since 1978. She worked in various Accounting positions before becoming Director of Accounting in 1994. Between 1998 and 2000, she spent some time at the California State University at Dominguez Hills before returning in 2000 to El Camino College in her former position as Director of Accounting.

Education: Master in Business Administration from Pepperdine University and Bachelor of Arts in Biology from University of California, Santa Barbara.

Pamela A. Fees, M.A., Business Manager

Pam has been the Business Manager at El Camino College since 1998. Prior to coming to El Camino, Pam worked for the Hawthorne School District as a teacher, Administrator and Director of Business Services.

Education: Master of Arts in Education and Bachelor of Arts in Liberal Studies from California State University at Dominguez Hills. She also received her Associate of Arts in Elementary Education from El Camino College.

Robert R. Gann, B.S., Director, Facilities, Planning and Services

Bob has worked at El Camino College since 1974. He worked in various positions as a Groundskeeper, Carpenter, Carpentry Supervisor and Assistant Director of Facilities, Planning and Services until he was promoted to Director of Facilities, Planning and Services in 1997.

Education: Bachelor of Sciences in Business from California State University at Long Beach.

Bruce Hoerning, AS, Assistant Director, Grounds and Operations

Bruce was hired at El Camino College in 2005 as Assistant Director, Grounds and Operations. His prior experience includes facilities and environmental administration in the private sector.

Education: Associate of Sciences in Information Systems from El Camino College.

David L. Miller, AA, AS, Assistant Director, Construction and Maintenance

David has been working at El Camino College as Assistant Director, Construction and Maintenance since 2002. Prior to coming to El Camino College, David worked as a facilities engineer in the private sector.

Education: Associate of Sciences in Architecture and Mechanical Design from National Education College and Associate of Arts in CAD Design from National Technical University.

Andrew D. Nasatir, M.P.A., Assistant Director, Bookstore

Andy has been with El Camino College as Assistant Director, Bookstore since 1998. Prior to working at El Camino College, Andy was the Bookstore Manager at Los Angeles Trade Technical College.

Education: Master in Public Administration from California State University at Dominguez Hills and Bachelor of Arts in History from California State University at Northridge.

Lynnda Nelson, Director of Bookstore

Lynnda has been with El Camino College since 1974. She has worked in various positions in the Bookstore until her promotion to Director of Bookstore in 1983.

Allene Quarles, M.P.A., Assistant Director, Human Resources

Allene has been with El Camino College as Assistant Director, Human Resources since 1998. Prior to coming to El Camino College, she worked for over 16 years in various Human Resources positions at California State University at Dominguez Hills.

Education: Master of Public Administration and Bachelor of Sciences from California State University at Dominguez Hills.

Marcia M. Wade, M.P.A., Associate Vice President, Human Resources

Marcia was originally hired as Assistant Director, Human Resources in mid-1997. In early 1998, shortly after coming to El Camino College, she was promoted to Director of Human Resources. Recently she was promoted to Associate Vice President, Human Resources. Marcia has over twenty years experience in Human Resources, both in the public and private sectors.

Education: Master of Public Administration from California State University at Dominguez Hills; Bachelor of Arts in Communication Studies, Interpersonal Relations from University of California, Los Angeles.

John F. Wagstaff, M.A., Director, Information Technology Services

John was hired at El Camino College in 2005 as Director of Information Technology Services. His prior experience includes managing computer services and systems for various Community Colleges and Colleges.

Education: Master of Arts in History from University of Iowa and Bachelor of Sciences with Distinction in Government and History from Iowa State University.

Satish Warriar, B.S., Assistant Director, Information Technology Services

Satish has been with El Camino College since 1992. He was originally hired as a Systems Programmer. In 1999, he was promoted to Network Support Supervisor. In 2004 he was promoted again to Assistant Director of Information Technology Services.

Education: Bachelor of Sciences in Computer Sciences from California State University at Long Beach.