Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

1. *The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized on if equivalence has been established.*

Descriptive Summary

Under the direction of the Vice President of Human Resources, the college strives to implement a hiring process that ensures those selected meet the required qualifications and are capable of meeting the demands of the position in order to insure that the institutional mission and goals will be implemented.

Job descriptions exist for all full-time positions and are located in the Office of Human Resources. Classified, supervisory, and administrative job specifications are also available on the college's web site.[1] When a vacancy in the classified or administrative area occurs, the area manager and Human Resources review the job description and job duties to ensure the classification meets the needs of the position.[2] Human Resources staff drafts job announcements directly from the job descriptions, highlighting key duties and minimum qualifications.[3] Board Policy 7120 [4] provides direction in establishing hiring procedures. As detailed in the classified agreement, Human Resources announces classified positions for a minimum of 10 working days and the screening committee has at least one member appointed by the El Camino Classified Employees (ECCE) and an Equal Employment Representative.[5] For classified openings, the Human Resources department announces the vacancy in local publications unless a broader circulation is requested.

The respective vice president oversees the recruitment process for administrators in his or her area. Administrators, faculty and classified staff comprise the screening committee. Like faculty recruitments, the college announces management positions for a minimum of 40 working days to provide Human Resources adequate opportunities to advertise the position.

The college has a well-defined process for the selection of faculty. ECC includes position descriptions for faculty in Appendix A of the Faculty Agreement with the district.[6] These descriptions indicate that faculty members must hold the appropriate credentials to render service in a given area and focus on student learning. The local minimum qualifications for faculty come from the

disciplines list approved by the Board of Governors through collaboration with discipline faculty and the Academic Senate. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list.[7] Hiring procedures mutually agreed upon by the Academic Senate and the Board of Trustees exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates.[8] The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty, ensures discipline expertise and the ability to contribute to the department, an Equal Employment Representative, and the final selection committee, comprised of the administration and discipline representation, examines potential to contribute to the college.

The college reviews qualifications for faculty and administrators twice to ensure they are met. As part of the application process, Human Resources requires candidates to submit copies of pertinent transcripts and staff reviews degrees earned by candidates prior to applications being forwarded to screening committees. Candidates with foreign degrees are asked to provide equivalency transcripts from established companies such as the International Education Research Foundation. After the final screening committee selects the candidate, Human Resources again reviews the individual's qualification prior to board approval. For those candidates who do not have the minimum qualifications, as stated on the job announcement, but who feel they have equivalent qualifications, the college has an established policy and procedure for determining equivalence.[9] The Vice President of Academic Affairs, Vice President of Human Resources and the President of the Academic Senate review all equivalencies prior to Board approval to ensure that necessary background and documentation is present to document the equivalency. The college catalog lists all full-time faculty, administrators, and long-term part-time faculty.[10]

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the college. Job announcements delineate the job requirements, so applicants are aware of the requirements. Through the Office of Staff and Student Diversity, equal opportunity representatives participate in the hiring process to ensure that the process is equitable, and that the hiring procedures are consistently applied.

During 2006-2007, the college performed a classification review study of all classified positions to ensure the job descriptions accurately reflect position duties and responsibilities. Classified staff completed surveys in which they described duties and responsibilities. Area managers reviewed and commented on the staff surveys. Consultants collated this information to draft updated job descriptions for each classification. Currently Human Resources and the leadership of the El Camino Classified Employees are reviewing the revised descriptions to ensure the job descriptions are reflective of the classification. Once the review is completed, Human Resources will submit the descriptions to the Board of Trustees for approval.

Over the years, the hiring procedures for faculty have been reviewed and changes recommended by a joint committee of the Academic Senate and Administration. Most of the recommendations are designed to clarify some areas and open up the process. Due to a lack of agreement between the Senate and the Administration regarding the final selection process, the original procedures are still used. The Academic Senate and Administration has continued efforts to resolve the differences and during Spring 2008, new procedures were approved.

As a result of legislative action, El Camino Community College District and the Compton Community College District (CCCD) entered into an agreement to establish the El Camino College Compton Educational Center. El Camino College's Human Resources conducted a complete review of the minimum qualifications for all academic personnel. Faculty had the opportunity to apply for equivalency if it was determined that they did not meet state minimum qualifications. The college formed committees composed of El Camino and Compton faculty to review the petitions and determine if minimum qualifications were met. Consequently, the college made appropriate assignment changes based on a faculty member's qualification. To correct an earlier oversight, the college printed a new catalog incorporating the Compton Center faculty and their qualifications.[11]

In recent negotiations, the Compton Community College District (CCCD) and Compton Center

faculty agreed to modifications of the hiring practices of the CCCD. El Camino College faculty will participate in the selection process of center faculty. The CCCD and El Camino College continue to monitor that prospective faculty meet minimum standards. The President is involved in the final interview of all faculty and educational administrators.

Self Evaluation
The college meets this standard.

b. ***The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

Descriptive Summary
All employees have the right to be evaluated, per agreements and board policies, to ensure that they are meeting performance standards. Bargaining unit agreements and personnel board policies delineate the procedures and timelines for evaluations for all employees. Each procedure outlines the process and timelines for the evaluation which examines the performance of assigned duties.

For classified staff, police officers, and confidential employees, the college evaluates new-hires at least twice during their probationary period (one year) and then annually on their anniversary date. The employee's immediate supervisor completes the standard evaluation form providing ratings and comments on selected areas. This is followed by a meeting between the evaluator and the employee to discuss the employee's performance.

Faculty evaluations occur in a different manner. Full-time tenure-track faculty are evaluated during their first three semesters and then annually until the seventh semester. This evaluation process includes a self-evaluation, peer evaluation, and student evaluations followed by a conference with the evaluation panel. Once the college grants tenure, it evaluates faculty on a three year cycle under the direction of the Vice President of Academic Affairs.

The college utilizes the same basic process to evaluate part-time faculty members and full-time temporary faculty. All faculty members are evaluated during their first semester and at least once during the next three semesters of employment. After two successful evaluations, the college evaluates part-time faculty every three years provided that there is not more than a one year break in service.

Administrator and supervisor evaluation procedures indicate that new administrators/supervisors will be evaluated once a year for the first two years and then at least once every three years or on an as-needed basis. This process includes a self-evaluation with goal setting, peer/faculty/staff opinionnaires, an immediate supervisor's evaluation, and a conference.

Human Resources at Compton Community College District is responsible for overseeing the evaluation process at the Center. The bargaining units and the district have delineated the evaluation procedures for the Compton Center Employees in their bargaining agreements. Under new procedures negotiated with the faculty, El Camino faculty will participate in the evaluation process of Center faculty. Classified staff members are evaluated annually.

In response to the previous self-study, the college has taken active steps to improve the evaluation process. In addition to providing workshops at the monthly management forums, the college participates in a consortium where training is provided by the legal firm of Liebert, Cassidy, and Whitmore. Some managers have participated in the following workshops: *Performance Management: Evaluation, Documentation and Discipline; Evaluation, Discipline and Non Re-employment of Contract Faculty; Performance Evaluations; Maximizing Performance Through Evaluations;* and *Performance Evaluation: Don't Wait, Communicate for Community Colleges.*

Academic divisions submit a list of full-time and part-time faculty members that are being evaluated each semester to the Office of the Vice President of Academic Affairs. Staff in the Vice President's office tracks the full-time faculty evaluations. Each division maintains a record of the part-time evaluations.

Self Evaluation

The college meets the standard. In 2005, the college instituted a three-pronged approach with managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. Human Resources Department alerts managers and supervisors of classified personnel evaluations that must occur within 30 days of the notice. Notifications are sent the month the evaluations are due. Thereafter, a monthly reminder is sent until the evaluation is received by Human Resources. Human Resources provides a list of overdue performance evaluations to the Superintendent/President and the three vice presidents every month. Human Resources' assessment of this system showed that during the first six months of 2006, managers submitted 90.5% of the evaluations on time. The percentages of evaluations completed on time dropped over the summer and early fall due to summer vacations and the partnership with Compton but have risen over recent months. A more recent review by Human Resources shows that three of the four areas have no delinquent evaluations. The Administrative Services area is working to complete the outstanding evaluations by May, 2008. As of February 2008, 82% of the classified evaluations and 70% of the administrative evaluations had been completed in a timely manner.[12]

The Vice President of Human Resources monitors administrative and supervisory evaluations. Due to long-term vacancies at the vice president level, several evaluations could not be completed. It is anticipated that all past-due management evaluations will be completed by the end of Spring 2008.

Administrators and supervisors at the Compton Center participated in a workshop for evaluating employees conducted by the Director of Human Resources, and during April 2007, all classified employees were evaluated by their supervisors. Managers were not evaluated in 2006-2007 partially because many were in interim positions or consultants. Plans are underway to evaluate current managers using the old evaluation procedures which are conducted through the President's Office. The Special Trustee is proposing a new procedure, but it has not yet been approved.

Compton Center Academic Affairs failed to notify faculty due for evaluations in 2006, so no faculty evaluations took place in the 2006-2007 year. El Camino College found that in many cases, previous evaluations were missing from the files. As part of the negotiation with faculty, CCCD and the faculty adopted a new evaluation process that includes input from El Camino faculty. Compton's Human Resources department produced a schedule of faculty evaluations for the next three years.[13] Each faculty member will undergo a comprehensive evaluation every six years.[14] As a result of the first six-month progress report from the Fiscal Crisis and Management Assistance Team (FCMAT), the Special Trustee negotiated a memorandum of understanding with the faculty leadership to implement the Faculty Development Project.[15] The Faculty Development Project is not an alternative to evaluation; however, it is designed to develop a professional development plan for each of the full-time Compton faculty members.

Planning Agenda
1. All employee evaluations must be completed in a timely manner (IIIA.1.b).
2. Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).

c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Under the guidance of the Student Learning Outcomes (SLOs) coordinators, departments are developing student learning outcomes and assessment instruments for courses and programs. Currently, the faculty agreement does not specifically address student learning outcomes or the effectiveness in achieving them. As part of the evaluation process, evaluators examine a faculty members' adherence to the course outline and course objectives.

The attached student evaluation identifies areas that pertain to student learning outcomes for the Compton Education Center.[16] As part of the faculty evaluation, students and evaluators examine a variety of areas that are geared toward improving instruction. These include evaluating the capability of faculty to relate to students; involving student

participation through discussions; organizing classroom presentations and activities that promote student understanding of material; and creating an atmosphere for teacher-student interaction.

Self Evaluation

The college meets this standard. As part of the self-evaluation process, faculty members identify what they are going to do to improve instruction over a three-year period. In the self-evaluation, faculty members analyze the extent to which objectives for the improvement of instruction from the last report were met.[17] At this time, evaluators do not examine their effectiveness in producing student learning outcomes. Recent negotiations with faculty have resulted in the incorporation of SLO's into the faculty evaluation process. Effective Fall 2008, as part of the self-evaluation, faculty will be asked to identify objectives for improving student learning and to discuss how they were successful.

For the Compton Center faculty, the student and faculty evaluation procedures are designed to measure student learning outcomes; however, because these procedures have not been initiated in a timely and regular manner, determining if outcomes are met in each class may be difficult at this time.

Planning Agendas
1. Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).

d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

In its strategic plan for 2004-2007, the college identified a vision statement and statement of values to support the mission statement. As part of the vision statement, it states: "We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence." The college's five core values reflect the ethics of our institution.

People - We strive to balance the needs of our students, employees and community.
Respect - We work in a spirit of cooperation and collaboration.
Integrity - We act ethically and honestly toward our students, colleagues and community.
Diversity - We recognize and appreciate our

similarities and differences.

Excellence - We aspire to deliver quality and excellence in all we do.

The Board of Trustees adopted a Code of Ethics/Standards of Practice on April 16, 2001.[18] While a specific code of professional ethics does not exist for administrators, faculty, and staff, the college addresses aspects of professional behavior through different venues.

The Academic Senate adopted the American Association of University Professor's code of professional ethics in the early 90s. In the faculty agreement, position descriptions identify a faculty member's responsibility to "maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position" and "to respect the academic freedom of students to express their opinions on controversial matters…"

Self Evaluation

The college meets this standard. At this time, the college does not have a comprehensive code of ethics for all employees. The Superintendent/President formed a committee chaired by the Vice President of Human Resources to draft a policy state that can be brought forward to the constituent groups of College Council. Statements do exist in a number of areas that address how employees should relate with each other, students, and the community.

Planning Agenda
1. The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).

2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Since 2002, the college has strived to maintain an adequate number of staff to support the institution's mission. Despite budget restrictions due to a state economy that caused the college to implement a hiring freeze in the administrative and classified

units, the college works to meet the needs of its students. Currently, the college employs 312 full-time faculty and 743 part-time faculty for the instructional program and 25 full-time and 20 part-time non-instructional faculty which include counselors, librarians, health center personnel, and faculty coordinators to provide key support services for students. To support and oversee the programs and services of the college, there are 56 administrators, 17 supervisors, 354 classified and confidential employees, and 11 police officers.

Per the faculty hiring procedures, the college processes requests for replacement or new full-time faculty during the fall semester. Divisions complete the faculty position identification form which examines multiple factors including growth potential, productivity, and program review. A committee composed of division deans and faculty prioritizes the list and forwards this as a recommendation to the Superintendent/President. In conjunction with the planning and budget activities of the college, the cabinet establishes the number of faculty positions to be filled in the coming year. In 2000, the Vice President of Academic Affairs established a guiding principle for the college to move towards 75 % instruction by full-time faculty.[19]

For non-faculty positions a different process is followed. When a vacancy occurs, the area determines if the position should be filled, and the manager completes a staffing requisition and the "Justification for Filling Established, Non-Faculty Vacant Position" form. During this process, the needs are delineated, and alternatives are discussed if the position is not filled. These requests are reviewed by the Vice Presidents and presented to the President's Cabinet. If approved by Cabinet, the Human Resources department initiates recruitment for the position. A similar process is used for new positions.

Self Evaluation
The college meets this standard.

In Spring 2002, the college instituted a hiring freeze in the administrative and classified units in response to fiscal changes at the state level. This freeze did not have the same impact on the faculty unit. With the exception of Fall 2003, the district hired more than the minimum number of full-time faculty required. Since 2000, more than one-third of the full-time faculty was hired. Due to fluctuations in

the full-time equivalent students, the college replaced only a limited number of retirees for Fall 2006, which resulted in an increase in the number of part-time faculty.

The impact of the hiring freeze is currently evident in some areas. Although hiring has resumed, the number of support staff has decreased approximately 7% since Fall 2002. While no formal policy or procedure is in place to determine appropriate staffing levels, a staffing level review is in progress. Temporary classified staff members are used to handle the fluctuating numbers of permanent classified staff and administrators.

Staffing levels at the Compton Center still fluctuate. CCCD Human Resources has initiated a series of recruitments to permanently fill top leadership positions and key operational positions in fiscal and student services. Inability to generate adequate pools has delayed the filling of many key positions. Due to a decline in enrollment, a reduction in the number of full-time faculty has taken place during the past year.

Planning Agenda
1. The college will develop a classified staffing plan (IIIA.2).

3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

Descriptive Summary
Over the past several years, the college has been reviewing and updating its board policies under the model recommended by the Community College League of California (CCLC). The Vice President of Human Resources is responsible for creating a draft for all personnel policies which are reviewed by College Council prior to board approval. Historically, many of the policies included procedural language. As the policies are updated, new separate procedures are developed to assist in the administration of the policy. Then they are posted on the college's web site. The policies related to personnel are reviewed by administrators and College Council prior to board approval.

The Vice President of Human Resources and the Director of Staff and Student Diversity are

responsible for ensuring that all policies and procedures are equitably and consistently administered.

Self Evaluation
The college meets this standard.

Although some of the personnel policies have been reviewed and updated, a significant number still need to be revised. Those that have been reviewed and updated are posted on the college's website. Some were updated prior to the practice of simultaneously developing procedures. The Vice President of Human Resources has identified this as an area that must be addressed. The Superintendent/President's office serves as a repository for all board policies.

Planning Agenda
  1. Continue to review and revise personnel policies including procedures as needed (IIIA.3).

a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary
El Camino College has established written policies and procedures to ensure fair hiring practices. Hiring policies and procedures exist for full-time, part-time and temporary faculty. In addition to these policies/procedures, policies exist to address the following:[20]

7100-Commitment to Diversity
7120-Recruitment and Selection
7310-Nepotism
4119-Equivalency of Minimum Qualifications

Written guidelines pertaining to the hiring and participation of faculty and staff in the hiring process are contained within the collective bargaining agreements. Since 2005, a Statement of Confidentiality has been read to all committee members of a hiring panel outlining their duties and responsibilities as agents of the district during the hiring process.

Self Evaluation
The college meets this standard.

The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring the hiring processes are adhered to and fair to all applicants. They have created checklists to assist chairs in following the hiring procedures. Human Resources personnel need to take a more active role in ensuring that procedures are followed. More workshops should be held for new managers and those areas that do not routinely go through the hiring process.

b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary
The Office of Human Resources serves as the central location for employee personnel files. District-trained staff are responsible for ensuring that personnel records are kept secure and confidential. Files are kept locked after hours in an electronic power file, and the entrance to the office is only accessible by electron key with security clearance.

Board Policies 4216 and 4312, which deal with personnel files and the collective bargaining agreements for faculty, classified staff and police, have provisions regarding the access and contents of employee's files.

Self Evaluation
The college meets this standard. The college follows the provisions of the bargaining agreements and board policies in relation to personnel records. In accordance to the bargaining agreements, in order for an employee to review their files, they must sign a request and are then given access.

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary
El Camino College is situated in the South Bay area of Los Angeles County. The communities within the District are highly representative of diverse ethnic, cultural, and socio-economic populations from the cities of Inglewood, Hawthorne, Lennox, Lawndale, El Segundo, Manhattan Beach, Hermosa Beach,

Redondo Beach, and Torrance. The campus embraces diversity through its support of a multitude of appreciation days and/or weeks dedicated to special interest groups.

An updated Student Equity Plan was approved by the Board of Trustees at its meeting held in October 2006.[21] This plan had been presented for review to representatives of College Council for dissemination and discussion with constituents. The Council is chaired by the President, with membership that includes vice presidents, the Presidents of the Federation of Teachers representing faculty and classified employees, the President of the Academic Senate, President of the Police Officer Association, the President of the Associated Student Body, a management designee, and the Director of Student and Staff Diversity. This particular updated plan went through three years of scrutiny and review with campus representatives prior to its submission for approval by the Board. The Compton Center has also updated its Student Equity Plan with a copy on file at the CCC Chancellor's Office and at the Center's Provost Office.

The Director of Staff and Student Diversity identifies and coordinates a variety of programs including training and development in the area of diversity, cross-cultural communication, and sexual harassment presentations and seminars. The Staff and Student Diversity Office has made available to supervisors and managers, Preventing Harassment Discrimination and Retaliation in Academic Setting/Environment, and will jointly offer this training with Human Resources on an on-going basis in the future.

In addition to programs in support of nationally designated monthly holidays, the college has offered a series of multicultural conferences over the years titled "Celebrating Diversity – A Key to the 21st Century" presented by the First Year Experience Program and the Staff & Student Diversity Office. Topics included Teaching Asian Pacific Students in Higher Education (2003), Teaching African-American Students in Higher Education (2003), Teaching and Learning in a Global Community (2004), The Cultural Learning Styles of Latino Students (2005) and Holistic Approach to Teaching and Learning (2007).

To stress the importance of respect, tolerance, and

education, the college continues to host a variety of events. Eva Brown, a Holocaust survivor, was Commencement speaker in 2007 and has been a featured speaker in our Resident Artist Series. In Fall 2006, the college had the honor of hosting a Fulbright Scholar from Pakistan, Dr. Toseef Azid. During his stay, Dr. Azid presented a series of lectures for faculty, staff, and students on different aspects of Islam. Plans call for offering employee training on diversity, tolerance, and cooperation, and tours of the Simon Wiesenthal Museum of Tolerance, beginning Spring 2008.

Self Evaluation
The college meets this standard.

In a survey taken in Spring 2006, 78.4 % of the faculty and staff felt the college climate is respectful of religious, ethnic, and other differences. Students expressed a similar sentiment with over 60% agreeing that the college is equally supportive of women, men, and all racial/ethnic groups.

Under the leadership of the Director of Staff and Student Diversity, the college is beginning its revision and development of the District's Equal Opportunity Plan and is awaiting availability data to be provided by the system office.

b.   The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary
The District actively advertises and promotes within its job announcements the fact that, "The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation."

All selection committees include an Equal Employment Representative who is responsible for ensuring that each selection process is fairly and consistently administered to provide opportunity for all interested, qualified applicants.

As part of the hiring process, the District's non-discrimination policy and related materials are now included in paperwork given to all new hires. This

had been routinely done for full-time and non-certificated employees, but as of January 2007, the information is also being shared with all "casual" or temporary, non-classified hourly workers and student employees.

An Equal Employment Opportunity Survey is contained within each application for the college. It is entitled "El Camino College is an Affirmative Action - Equal Opportunity Employer." This form contains voluntary statistical data regarding the applicant's ethnicity, age, sex, and source from where he or she learned of the vacant position. Instructions for the form are as follows:

> "The following information is necessary for the El Camino Community College District to evaluate its hiring practices and to prepare reports requested by law for the state and federal government. The information will be confidential and will not be used to make a decision about your employment. Your cooperation by providing the information on a voluntary basis will be appreciated. This form will be separated from your application and will not be seen by a reviewing committee."

Human Resources and the Director of Student and Staff Diversity monitor the results of this survey for each recruitment process at various stages. The Superintendent/President reviews the survey summaries for each full-time faculty and management position.

Self Evaluation
The college meets this standard.

El Camino College is an equal opportunity employer and has strived to maintain ethnic diversity in all of its hiring practices. There are specific divisions which do not reflect the diversity within the surrounding communities served by the District. Recruitment processes in these divisions are closely monitored to ensure that the process has included appropriate outreach efforts. Since 2003, the college has made some progress in increasing the ethnic diversity of the faculty and staff as reported annually to the Chancellor's Office:

c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.

The district has established a series of policies on non-discrimination. The college's goal is to provide an educational and work environment free of sexual harassment and discrimination. They include:[22]

Board Policy 3410 - Non-Discrimination
Board Policy 1600 - Full Inclusion of People with Disabilities
Board Policy 3430 - Prohibition of Sexual and Other Forms of Harassment

Administrative Procedure 3410 - Non-Discrimination[23]

The college provides the information to employees and students in a variety of venues. Human Resources provides all new employees with booklets outlining the district's policies. The policies are also published on the college's web site and in the college catalog and class schedule.

	2003	**2006**	**2003**	**2006**
	% ethnic diversity	% ethnic diversity	%Female	%Female
Educational Administrators	33.33	40.00	43.1	45.0
Full-time Faculty	23.81	24.93	50.6	52.5
Part-Time Faculty	31.78	35.18	45.6	50.0
Classified Managers	44.44	47.37	44.4	36.8
Classified Professionals	52.83	60.00	83.0	81.8
Classified Support	58.10	59.02	57.5	56.9

Self Evaluation

The college meets this standard. Through its vision and statement of values, the college advocates an environment of respect and integrity. Workshops are held for employees to ensure they understand their responsibilities in upholding these policies.

In 2001 and again in 2006, the college surveyed faculty and staff about their opinions of ECC life including campus culture/climate; results were generally positive. In the 2006 survey, the ECC workforce felt that the campus was a welcoming environment that was respectful of difference. In addition, the majority of employees felt that management was approachable, provided meaningful feedback and lead by example. A repeated concern from 2001 to 2006, however, was a desire for more open communication on the campus.[24] The College Council tried a discussion board in 2007; however, participation was minimal. In 2008, the Academic Senate president posted the ECC Accreditation Self Study report for comment on a discussion board but less than five people participated. The most common approach used by a very small group of individuals is the employee listservs. Comments are usually topic focused in reaction to an event or policy application. The most recent example is the reaction to a sexual attack on May 23, 2008. Several people made comments about how to avoid future attacks and provided recommendations on how to raise awareness. On occasion, the administration will hold a college forum to address an issue of concern. Forums led by the police chief regarding safety were held on June 2, 2008 and June 4, 2008 in response to the attack.

El Camino College students have very positive impressions of the college environment. In a Spring 2006 survey, a majority felt that faculty and staff had positive attitudes and treatment towards students. And over two-thirds felt that the college had concern for them as individuals and was equally supportive of men and women and all ethnic and racial groups.[25]

5. ***The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.***

*a. **The institution plans professional development activities to meet the needs of its personnel.***

Descriptive Summary

Consistent with its mission, El Camino College strives for excellence in education and student services with well-trained staff and faculty. The Staff Development Office on campus is responsible for designing and providing staff and faculty with relevant programs and training that lead to increased knowledge of advances in educating techniques, customer service, and employee wellness. Staff Development conducts periodic needs assessments for both general and technology training. The results of the assessment assist the Staff Development Coordinator design programs to meet the needs indicated by the employee. Management, Classified and Faculty Development committees also assist in planning programs for their constituent groups. Staff development opportunities are advertised throughout campus email listserv and inter-office mail for those without access and are available to employees from both campuses.[26]

Along with campus-wide opportunities available to the general staff and faculty, individual departments and divisions also provide staff with professional development opportunities. Any program (conference, seminar, or other training) that is relevant to an employee's service is made available to employees. Attendance to such programs is subject to approval from managers and the office of Human Resources.

Training programs are offered through the Staff Development Office on specific flex days and throughout the year. Constituent committees provide input and recommendations geared specifically to faculty and staff interests and needs to carry out the mission of the college.[27] These activities range from area specific activities, such as brown bags where faculty focus on the educational program and ideas to improve student learning, to topics of more global interest. In recent years, the college has been focusing on two areas: student learning outcomes and distance education. The Teacher Education Program is sponsoring a series of workshops for faculty to improve student learning and success.

Recognizing the importance of providing time, resources, and support to new full-time faculty, the college initiated the New Faculty Learning Academy

in 1998. During each fall semester, new faculty members from a variety of disciplines have an opportunity to become better informed about both administrative and academic issues.[28] To expose the faculty to the methodology of "On-Course," staff development is restructuring the four modules of the academy using on-course strategies.

Classified and police bargaining units have funds set aside for professional growth activities for their members on a first-come, first-served basis. In recent contract negotiations, the amount of money was increased from $15,000 to $20,000 for the classified employees. In addition to the professional growth funds, the college sponsors a professional development day during the spring semester for staff. The college also sponsors an educational reimbursement program for all employees for classes taken at El Camino.

Self Evaluation
The college meets this standard. Periodically the Staff Development Office conducts needs assessments to assist in the planning of professional development activities. The assessment process used this fall helps illustrate how the needs of the individual were blended with the needs of the institution. At a Management Forum, managers were asked to identify their needs and the strengths and needs of their classified employees. Utilizing an auto response system, the strengths and needs were identified throughout the organization.[29] The classified staff completed a similar needs assessment, and the information was used by the Classified Development Committee to develop a series of workshops offered during January.

The Faculty Development Committee working with the Staff Development Coordinator plans different professional development activities to meet the needs of the faculty in the classroom. This includes On-Course which teaches strategies to empower students to become responsible learners and ETUDES training for course management system used in on-line education. In Spring 2006, a technology needs assessment was initiated and, a series of workshops were offered throughout the year to address the identified needs.

b. With the assistance of participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary
At the end of professional development programs on campus, participants evaluate the importance and effectiveness of the program to ensure that the learning needs of staff and faculty are met through relevant programs.

The Staff Development Coordinator tallies and evaluates information from the evaluations and shares the information with the presenter(s) of the program. Feedback collected is then used by the Staff Development Office to improve future programs.

Self Evaluation
The college meets the standard. Typically, the Staff Development Office coordinates over 140 non-technology programs throughout the year that are attended by 1000 plus employees (duplicate count). Over 74% of attendees responded to the program evaluations. On a scale of 1-5 (highest), the average rating was 4.73, with 93% percent indicated that the program should be repeated and 97% indicated that ideas presented in the workshop could be used in the classroom to improve student success or on the job.

As part of the evaluation process, attendees are asked how the program might be improved. As mentioned above, this information is shared with the presenter and with the appropriate committee to refine the programs that will be repeated. Comments in this area tend to focus on handout materials, room conditions, and time constraints. Suggestions for future programs are also solicited and shared with the appropriate committee to use in planning future programs.[30]

There are 36 technology classes with over 521 attendees (duplicate count) that were scheduled during the 2006-07 academic year. For the non-certificate-based classes such as Word, Excel, and Outlook, evaluation ratings were above average for 90% of the workshops (4.5 out of 5).

Comments from the post training evaluations indicate a high rate of satisfaction among the participants about the programs success with meeting the training objectives and teaching them new technology skills they could use in their workplace.

Training workshops that were certificate-based were the *Teaching Online: Building Content* and *Introduction to ETUDES-NG* workshops. Out of the 48 participants that registered and attended the Teaching Online workshop, 45 successfully completed the training and received a Certificate of Completion. Out of the 23 participants that registered and attended the Introduction to ETUDES-NG workshop, 15 successfully completed the training and received a Certificate of Completion. Individual comments from the post-course evaluations support the high satisfaction rating among the participants in the certificate-based workshops. Both quantitative and qualitative data collected at the end of the certificate based workshops reveal that participants were overwhelmingly confident about using the new skills they learned to effectively teach at a distance.

The evaluations for both types of programs indicate how the professional development needs of those attending the programs offered are being effectively met.

6. *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Descriptive Summary
Human resource planning occurs at various levels throughout the college. The college continually evaluates the policies, needs, and effectiveness of its human resources. All levels of management review levels of staffing and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the college's goals.

As part of the development of the district's master plan, area managers have completed a 10-year trends and projections form. This analysis includes an analysis of staffing trends in each area.[31] The college utilized this information to generate a staffing plan that was incorporated into the Education Master Plan. Each Vice President meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President.

Each fall, the Vice President of Academic Affairs and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member.[32] The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President.

Self Evaluation
The college meets this standard. The college is constantly reviewing its human resources planning to ensure effective use of personnel to improve services. Areas are in the process of updating their staffing plans as the college prepares to update the Education Master Plan.

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Standard III: Resources

B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Descriptive Summary

The El Camino Community College District (ECCCD) facilities consist of a main campus - El Camino College, an educational center - Compton Educational Center, and various other centers or off-campus sites within the ECCCD's boundaries.

El Camino College is located on 126 acres in an unincorporated section of Los Angeles County; the campus consists of 35 buildings totaling over 1.2 million gross square feet in size, eight parking lots that provide over 4,000 parking spaces, outdoor athletic facilities, horticulture gardens and a greenhouse, a construction technology lab, and vehicular roads and pedestrian walkways.[1]

The Compton Educational Center is located on 78 acres in the City of Compton. Sited on the center are 30 buildings totaling over 296,000 assignable square feet.[2] In addition, there are outdoor athletic facilities, parking, and extensive gardens and green space. The Center is the property of the Compton Community College District.

The ECC Fire Academy is located in Inglewood; this site was the former fire training facility for the City of Inglewood. The college purchased the property in 2000 when it became available due to the City of Inglewood's discontinuation of its Fire Department. The facility is used by the ECC fire fighting program.

The Inglewood Center is a leased facility in Inglewood where college courses are offered, academic counseling is provided, and academic assessment is performed. Approximately 10 to 20 sections are offered at the Inglewood Center.

In addition to the facilities used at El Camino College, the Nursing, Respiratory Therapy, and Radiological Technology programs use the facilities of a number of area hospitals for on-site practice. Sites include Torrance Memorial Medical Center, Little Company of Mary Hospital, Kaiser Foundation, Harbor City UCLA Medical Center, Centinela-Freeman Hospital, Daniel Freeman Marina Medical Center, and St. Francis Hospital.

The Business Training Center is located in the City of Hawthorne; this facility provides a base for the following programs:

1. Center for Applied Competitive Technologies (CACT)
2. Center for International Trade Development (CITD)
3. Small Business Development Center (SBDC)
4. Workplace Learning Resource Center (WpLRC)

As stated in The El Camino Community College District's 2004-2007 Comprehensive Master Plan,[3] the district capacity load ratios (the state's standard for the square footage allowed for given level of WSCH) are:

1. Lecture 138%
2. Laboratory 81%
3. Office & Conference 113%
4. Library 60%
5. Media/ATV 33%

The 2004 Comprehensive Master Plan documents the methods used by the college to evaluate how effectively the college meets the needs of its programs and services. Consultants have been hired by the college to assess district facilities to ensure that all buildings meet government standards and Los Angeles County and the State of California fire and safety regulations. Results from the consultants'

studies were used to create the Facilities Plan of the Comprehensive Master Plan.

The Compton District is in the process of completing a Facilities Master Plan, which is due by the end of summer 2008; however, the Educational Master Plan has not been completed.

The college offers about 80 online courses in the fall and spring terms. Online course offerings are managed in coordination with the academic division deans by the Learning Resources Director. The college also offers a handful of televised courses. Equipment needs are also assessed annually for distance education programs. Program improvements to support changes in software and hardware technology are made based upon submitted plans and available funding.

Self Evaluation
The college meets the standard.

Planning Agenda
1. ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIIB.1).

a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

Descriptive Summary
The college has developed a comprehensive set of design standards and material specifications that are used when building or modifying facilities.[4] Designers are required to follow the standards unless given specific permission to deviate from them. Facilities are maintained at the level of original construction.

The college supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division, which employs 88 employees.[5]

Services provided include:[6]

1. Facilities Planning
2. Facilities Construction
3. Custodial Operations
4. Building and System Maintenance
5. Grounds Maintenance
6. Material Receipt and Delivery
7. Physical Asset Management
8. Recycling & Waste Management
9. Utility Management

The college's Capital Construction Plan[7] contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%.

Self Evaluation
The college meets this standard. The effectiveness of El Camino College District's facilities planning and construction is assured in a variety of ways: input from campus groups, involvement of the building users in the design process, and review of project plans by operations and maintenance staff.

All major constituency groups are represented on the Facilities Steering Committee, a group that considers facilities projects and provides advice and recommendations to the President. The group meets regularly, usually each quarter and more frequently if needed. An example of the group's activities was consideration over the summer and fall of 2007 of a number of possible project options. Presentations were made to the group and frank discussion followed. Ultimately, the group made a recommendation that supported the option chosen.

The design process for new buildings and building renovations includes the participation of groups that will occupy the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about equipment and furniture.

The design and construction of facilities is managed by the Facilities Planning and Services Division, a unit that also includes the operations and maintenance groups. As plans progress, they are reviewed by the relevant operations and maintenance groups, and consideration is given to the feedback obtained.

The key objective in the maintenance of facilities is to keep the facilities as effective as when they were originally constructed. Consistent with budget allocations, building systems and their components are replaced as needed to maintain effective operation.

A user survey conducted in March 2007[8] showed 69% of responders rated Facilities Planning and Services Division's performance as good, very good, or outstanding.

In the 10 month period of September 2005 to June 2006, the Facilities Planning and Services Division received 5,682 work requests and completed 5,064,[9] representing an 89% completion rate.

Planning Agenda
1. Update the facilities modifications request form and procedure (IIIB.1.a).

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary
The Division of Facilities Planning and Services is responsible for planning, construction, and maintenance of all district facilities. This includes new construction, renovations, and scheduled maintenance. Due to the age of many of the buildings and materials used during their construction, this results in hazardous material abatement, as the college locates and removes asbestos during renovations. When the college employs outside contractors for major construction projects, it holds pre-job conferences where it details the district's policies and procedures with regards to job safety.[10] During the construction phase, the Director of Business Services monitors the practices of the contractors and their employees.

Over the years, the college has worked to remove barriers and increase accessibility to both buildings and classrooms to meet the Americans with Disabilities Act (ADA) requirements. Joint efforts between the Directors of the Special Resource Center and Safety and Risk Management keep the college apprised of changes in the ADA and what the college must do to address the changes and increase access. As new or remodeled buildings are planned, the college ensures that it meets accessibility standards described in the ADA.[11]

In an effort to be proactive, the college developed written material to avoid potential problems in the workplace, such as violence and repetitive stress injuries. A procedure[12] was created to address concerns of violence in the workplace before it surfaces as a problem, and a document[13] to help employees develop proper work habits, in the age of computers, and minimize the potential of such injuries as carpal tunnel syndrome.

The college maintains a safe and healthful environment for students, staff, and guests, as evidenced in the ongoing training provided to managers and supervisors and the growth in the college's disaster preparedness.[14] A comprehensive manual,[15] El Camino College Emergency Evacuation Procedure, allows for orderly building evacuation prior to an actual incident which, in turn, will reduce the fear and panic individuals may face during a real emergency. Each building has a captain who has specialized emergency training. In an effort to provide emergency evacuation and information plans as quickly as possible to over 25,000 students and all faculty and staff, the Director of Business Services developed a script and arranged for the production of an eight minute video[16] entitled, "El Camino College Emergency Preparedness". The video has also become an integral part of the new hire orientation for employees and has served as a model for other community colleges that are members of the California Community College Risk Management Association.

The college and Center continue to maintain a professionally trained police department that provides a wide variety of services to the campus community and guests. The department is open seven days a week, 24 hours a day, and 365 days a year. The police department is sanctioned under California Penal Code 830.32 and adheres to the professional standards established by the California Commission on Peace Officer Standards and Training. A continuing effort is made to meet or exceed contemporary professional standards related to recruitment, training, policies and procedures, equipment, and community based policing philosophies.

The police department continues to consist of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Departments throughout the campus rely upon Cadet Services to direct guests when hosting events, conferences, regional meetings for traffic control, and monitoring reserved parking areas. New, smaller Live Scan machines have been purchased to expand services to meet the demand. Additional student workers have been added to the parking services staff to provide more continuity of services during, and in between, semesters. Patrol dispatch has participated in a major upgrade in 911 and other telephone equipment with funding provided by the state to help them deal with the 37,000 plus calls that came into the dispatch center in 2006. New computers and related computer software programs were installed and technical training took place. Patrol Services continue to make community-oriented policing and crime prevention a priority in order to maintain a safe learning environment.

The police department remains active within the college community by making presentations to students and staff, either in the classrooms or in general assemblies. Topics have included general crime prevention, personal crime prevention in support of groups seeking to reduce violence against women, DUI presentations, and district driver safety classes. The police department also continues to host both the police advisory and the police safety committees in an effort to solicit input from staff and students on current issues and trends as well as to provide guidance to the Chief in regards to the future activities of the department.

In general, the police department has seen a significant increase in the use of computer and other technologies. Parking Services utilizes hand held digital ticket writers instead of handwritten citations; as a result, accuracy and legibility have greatly increased. Some of the PDA style citation machines have built-in cameras which allow for documentation of noted violations. Mobile Data Computers have been installed in all patrol vehicles allowing officers ready access to databases, previously only accessible by a police dispatcher. Police radios for officers and cadets have been upgraded to models with greater reception, more frequencies, and longer battery life. The police department website[17] has been improved and now offers more means of interaction with the campus community. The ability of those ticketed to file parking citation appeals online has been one of the more popular updates. The department continues to use this venue to post public access for Students Right to Know information.

The district began operating the Compton Education Center in the fall of 2006[18] with a merger of the two police forces occurring in the spring of 2008. Since that time, a process has evolved whereby the operational standards and procedures of El Camino Community College District are being systematically implemented at the Center. Many years of neglect preceded the district's partnership with the Center. A number of years will be required before the Center's facilities will be brought up to current standards.

In May 2008, an agreement was approved by ECCCD Board of Trustees and the CCCD Special Trustee to merge the Compton Center Police department with El Camino's.

Self Evaluation
The college meets this standard. A review of the crime statistics reported by the El Camino Police Department for 2002–2005,[19] shows that the college's efforts to provide a safe environment, through its community-based policing philosophy, have been successful. One area that continues to be problematic is drug abuse violations.

Over the years, the college has improved access to buildings. The college has added ramps where possible, as in the Communications Building. Unfortunately, not all the classrooms are as accessible to students with disabilities. The Life Science, Natural Science, Chemistry, and Physics Buildings were renovated in 2003 and the laboratories and classrooms now meet the current accessibility standard in the ADA.[20] The Natural Science Building has also been made accessible to students with disabilities. The college has plans to renovate the restrooms[21] that will bring 32 restrooms in 16 buildings into full ADA compliance. All new construction conforms to required ADA regulations.

The ECC Emergency Preparedness Plans have experienced growth in the number of employees trained for specific duties and positions within the emergency preparedness organization.[22] The college has given more than 130 employees at all levels specialized training in critical response/corporate

emergency response/search and rescue. Staff turnover and changing awareness of possible hazards reinforces the need for continued training in these areas. Periodical energy shortages and rolling blackouts have provided the district with the opportunity to practice and evaluate its emergency preparedness plans and evacuation procedures. Currently, the plan is meeting the needs of the college to ensure the safety of its students and employees, and the college will continue to evaluate the plan.

2. ***To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account***

The college uses the process of program review to assess how well its physical resources support programs and services. As each program is reviewed, the facilities and equipment being used are evaluated. Deficiencies then become budget needs and are considered within the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. This process occurs on a 5-year cycle. The information is collected and maintained on a state-wide community college system called FUSION. The resulting information is used to prioritize needs and develop funding strategies.

a. ***Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

Descriptive Summary
In 2002, the district adopted a facilities master plan[23] that contained specific goals that support the institutional goals. The purpose of the Facilities Master Plan for El Camino College is to provide a guide for future campus development. The plan provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a number of site improvements for the college.

The planning process was a highly participatory one involving all college constituencies of the college. The facilities planners worked closely with the Facilities Steering Committee[24] comprised of key faculty, staff, administrators, and students. The committee reviewed the analysis of existing conditions, evaluated a series of development options, and made decisions that led to the development of the master plan recommendations.

The planning process included a series of Facilities Master Planning Committee meetings as well as presentations and discussions with the college and Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed projects

The following project goals[25] were identified in 2002 by the Facilities Steering Committee at the beginning of the facilities master plan planning process:

1. Improve instructional facilities.
2. Cluster related instructional areas.
3. Address faculty office space needs.
4. Improve access to Student Services.
5. Develop a "One Stop Shop" for Student Services.
6. Replace older facilities in need of major renovation.
7. Incorporate green (sustainable) design elements into the campus.
8. Repair and replace for energy efficiency.
9. Create on ecologically sound environment.
10. Establish a "front door" to the campus.
11. Enhance campus landscaping.
12. Develop well defined drop-off areas.
13. Improve campus way-finding.
14. Rebalance parking; locate closer to destinations.
15. Repair and improve pedestrian pathways.
16. Develop exterior edges of the campus to create inviting entry points and views.
17. Create focal points on campus.

When considering the total cost of ownership as an evaluation tool for facilities and equipment purchases, the elements considered are initial cost, operating costs, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs. Adjustments are made

using the time value of money, meaning money received today is more valuable than if received in the future. Conversely, an expense incurred in five years is less than the same expense incurred in three years.

Self Evaluation
The college meets this standard.

Since the adoption of the 2002 Facilities Master Plan, the college has completed facilities projects that address the institutional goals. Examples include Science Complex Renovation, energy efficiency measures, equipment replacement needs, parking expansion, and aged infrastructure replacement. The college is currently completing the construction of a new Humanities Building and a library addition.[26]

Planning Agenda
1. The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIIB.2.a).

b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

Facilities Master Plan - This plan contains replacement or renovation measures for all facilities on the El Camino College campus.[27] The plan was developed using progressive assessments of the campus facilities.

Five-Year Capital Construction Plan - This plan expresses the district's needs to the system office and serves as a mechanism for funding allocation. ECC's plan[28] is a subset of the Facilities Master Plan containing those projects judged to have the highest likelihood of receiving state funding from the system office. Funding has been received for Humanities equipment, a Learning Resources Center addition, and renovation of the Social Sciences Building and the Business-Math Building.

Since the last accreditation, some major projects completed or in construction are:

1. Renovation of the Science Complex
2. Electrical Substation. A key upgrade in campus infrastructure and necessary for supporting the other new and renovated facilities on campus.
3. Replacement of the Humanities Complex
4. Central Plant
5. Infrastructure Replacement Phase 1
6. Installation of Modular buildings to provide space for programs displaced by construction projects:

El Camino's Scheduled Maintenance Plan [29] is filed annually with the system office. This plan identifies needs that are contained in the Facilities Master Plan and seeks funding for them.

The college has secured state funding[30] from the system office for roof replacements and infrastructure replacement.

In the May 2002 Accreditation Team Report for El Camino College, the following statement was made: "If the college is to continue to remodel and renovate existing facilities, they will have to seek alternative sources of funding" (page 21).[31] A solution was to seek local funding through a publicly supported general obligation bond measure.

In anticipation of a bond measure, the college administered needs assessment surveys to all academic and non-academic divisions. These surveys provided the basis for projects which could be supported with bond money. In February 2002, the Facilities Steering Committee, a campus-wide committee consisting of administrators, classified employees, police officers, faculty, and students began working with facilities planners to develop the 2002 Facilities Master Plan,[32] which has since undergone modifications. In November 2002, voters passed Measure E, the El Camino College Bond Measure. The Facilities Master Plan addresses the needs expressed by various divisions and more specifically, the needs expressed in the Educational and Technology Plans. The Facilities Master Plan projected a total cost of $460,016,464 for various projects. The college anticipated that the general obligation bond would cover the bulk of the cost, and various state funding sources would cover the remainder.[33]

A total of $394,516,463 in bond money was approved by voters in 2002. El Camino College also received $6,866,776 in refunding income from the bond in 2006, so the total budget for bond projects is currently $401,383,239.[34]

In February 20, 2007, the bond projects were grouped into the following categories with the following budgeted amounts.[35]

The remainder of the refunding income has been designated for equipment purchases for various campus divisions.

Additional Classrooms and Modernization (ACM)	$175,871,183
Campus Site Improvements (CSI)	$ 20,413,973
Energy Efficiency Improvements (EEI)	$ 3,033,653
Health and Safety Improvements (HIS)	$138,808,747
Information Technology and Equipment (ITE)	$ 55,567,921
Physical Education Facilities Improvements (PEFI)	$ 1,707,049
Refunding Income	$ 5,980,713

Self Evaluation

The college meets this standard. Due to numerous factors, construction costs have skyrocketed. For example, natural disasters such as Hurricane Katrina have led to greater demand for a limited supply of building materials. As another example, numerous school districts have voter-approved bond money, meaning that contractors can now demand premium rates. These factors and others have resulted in a tremendous increase in construction costs for El

The only additional source of income is $3,000,000 in interest, which has not yet been allocated.

Overall, the estimated costs for the bond projects have increased from approximately $460,000,000 to over $700,000,000.[38]

This dramatic funding shortfall is, at the moment, El Camino College's greatest concern regarding the Facilities Master Plan projects. This could result in

Camino College. Construction costs for the bond projects were estimated to be 55% higher in 2005-2006 than in 2003.[36]

El Camino College is funding the various projects with Measure E and state monies. Taking these sources into account, the chart below shows the estimated funding shortfalls for the bond categories.[37]

ECC making more aggressive use of state bond funding complimented by a second general obligation bond to raise sufficient funding to complete the facilities Master Plan that was developed in 2002.

Planning Agenda
1. The college will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIIB.2.b).

Additional Classrooms and Modernization	$ 49,802,078
Campus Site Improvements	$ 14,301,366
Energy Efficiency Improvements	$ 0
Health and Safety Improvements	$ 200,220,736
Information Technology and Equipment	$ 9,213,938
Physical Education Facilities Improvements	$ 2,251,319

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Standard III: Resources

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The college utilizes several committees to identify its technology needs. There are standing technology committees whose membership consists of faculty, staff, and administrators. The El Camino Technology Committee has two subcommittees: the Academic Technology Committee and an Administrative Technology Committee. The Technology Committee exercises overall direction, but the subcommittees have considerable autonomy to raise issues, conduct studies, and make recommendations. The Academic Technology Committee makes recommendations about technologies used by students and faculty in the instructional process. It sends its recommendations to the technology committee for discussion.[1] The Administrative Technology Committee makes recommendations about the district's Enterprise Resource Planning tool. The Technology Committee meets once a month during the academic year as do the two subcommittees. The committees prepare an annual update of the technology plan that integrates with the educational master plans and the facilities plans.[2] In 2007, the administration established the Technology Committee as a subcommittee of the Planning and Budget Committee. The Planning and Budget Committee now reviews recommendations from the Technology Committee and forwards them to the cabinet for final disposition.[3]

In addition to the technology committees, the individual academic divisions use their own technology committees to identify their technology needs during the annual instructional-equipment-library-materials-block-grant cycle. The Vice President of Academic Affairs reviews these requests in consultation with the Department of Information Technology Services.

In Fall 2006, a subcommittee of the Technology Committee drafted the technology plan update. This plan contained recommendations for 12 projects to be completed during 2007-2008.[4] The plan articulated the first end-to-end renovation of the El Camino College data infrastructure, as well as a substantial upgrade in the hardware supporting Datatel Colleague (the college's Enterprise Resource Planning tool), replacement of the ISDN/Centrex telephone system with an Internet Protocol (IP) telephony system, an upgrade of the academic computer laboratories, and an IP-based security system. In the spring of 2007, the administration approved the projects, at an estimated cost of $3,500,000.[5]

Technology planning at Compton Center through the technology committee process was interrupted at the time of the loss of accreditation and implementation of the partnership. Since then, planning for and prioritizing technology needs was handled by means of close collaboration between the El Camino and Compton ITS staffs and Center ITS management with other center managers, in particular those of Facilities/Maintenance and Operations, Academic Affairs, and Student Services. Center managers identified needs and priorities in consultation with supervisor, staff, and faculty in their areas. The Center Technology Committee is being reactivated in Spring 2008.

The college maintains a close and collaborative relationship between Institutional Research (IR) and Information Technology Services (ITS). ITS ensures access to critical data sources for research, facilitates electronic manipulation and publication of data, and provides technical support when needed. Technological support of research is evaluated in three ways: 1) through information feedback directed both to ITS and IR, 2) through formal evaluation of ITS services, and 3) through formal evaluation of IR services.[6]

An example of how ITS and IR support each other's goals is the development of a decision-support data warehouse. The campus and IR needed a way to access a large amount of data easily and to be able to drill down to smaller units (e.g., division, department, course data). The existing software (Cognos) was not satisfactory, and ITS responded by investigating other options. Within one year, a new system (DecisionCentric) began to be developed. It had the advantages of the old system while providing much more access and facility for IR data reporting. ITS deployed the new system in Spring 2007.

In 2005, the college launched a comprehensive reconstruction of its website.[7] The college appointed a task force to work with the Office of Public Information to bring new functionality to this space.[8] The work occurred in conjunction with the rollout of OmniUpdate, a tool that enables staff and faculty to keep their web pages current, and MyECC, the college's new student portal.[9] The task force drafted the goals and objectives of the re-design effort.[10] The college utilized a series of focus groups composed of students, staff, and members of the community to gather feedback about the new site. MyECC provides links to a wide range of online student services including registering, adding and dropping classes, and paying for fees and parking stickers.[11] Since going live in Spring 2006, there has been a steady increase in the number of students using these online services. A comparison of the number of students using the site in the Fall 2006 registration period with the number of student using it in the Fall 2007 registration period shows a 30% increase.[12]

The college's academic technology committee participates in determining software and hardware needs. In 2006-2007, the committee prepared a prioritized inventory of ongoing academic software needs and presented it to the college technology committee.[13] The college created a special fund that renewed the licenses of all of the high priority needs.[14] The Department of Information Technology Services created a portal-based online database and calendar. The calendar prompts the Director of Information Technology Services when software and hardware licenses and agreements are about to expire.[15] The database shows all licenses and agreements of record.[16]

In Fall 2005, the Academic Technology Committee prepared and distributed a faculty survey designed to determine who among the faculty had the greatest need for newer laptops than those that had been issued in 1999. The survey results indicated that a third of the full-time faculty wanted an upgraded laptop. The administration reviewed the situation and decided that there was an urgent need to migrate away from Windows 98, the operating system installed on most of the faculty laptops. Consequently, the district decided to retire these laptops and replace them with new laptops capable of running Windows XP Service Pack 2, the current college-supported operating system.[17, 18]

In 2006, the college conducted a comprehensive inventory of its academic computer laboratories that addressed issues related to increases over time in the number of labs, how the labs were deployed (type of student access, dedicated and general), the college's ability to keep the facilities current, how the labs contributed to the college's FTES, and the adequacy of technical support. The data resulted in a report of how the facilities were being used, the FTES generated, the utilization schedule, the age of the computers, the software being run, and the support staff workload. In its 2002 accreditation self study, the college reported 30 labs housing 1073 computers. At that time the college identified three types of labs: class-use labs that the divisions scheduled and which generated FTES; mixed-purpose labs, such as writing and reading labs, that supported instructional activities but did not generate FTES; and open-access labs intended for general access and student drop-in use. A comparison of the computer labs that were reported in 2002 with those that were documented in the 2006 inventory showed no real change in the number of locations (one room was divided). The number of computer stations increased by 69. However, the report also showed that the FTES-generating class-use labs were not being kept current. Of the 538 MS/Intel PCs, 417 were beyond their three-year warranty period. The report concluded that some divisions were creating additional special-purpose labs housing small clusters of computers. These labs are adjacent to classrooms. During regular class time, faculty send groups of students to these facilities as needed. The computers in these labs are generally newer than those installed in the class-use labs.[19] Overall, the 2006 inventory documented 47 computer labs and clusters housing a total of 1,492 computers, an increase of 16 "cluster" labs and 350 computers over the amount reported in 2002.

Comparison of Computer Labs 2002 & 2006

Types of Academic Labs	2002		2006	
	Labs	**PCs**	**Labs**	**PCs**
Class Use Labs - Classroom with computers. Division scheduled, classes scheduled for a semester, generate FTES, instructor present.	17	511	17	563
Mixed Purpose Labs - Support instructional activities, discipline specific, no FTES generated	11	393	12	399
Open Access Labs - Intended for student use on a drop-in basis to use the Internet, do research and complete out-of-class assignments, no FTES generated	2	169	2	180
Total	**30**	**1073**	**31**	**1142**

The inventory report was accompanied by a paper that summarized the college's previous efforts to support technology. The report concluded that technology funding could be best characterized as budget-driven haphazard attempts to "put out fires" rather than a consistent strategy to keep technology current. It made a series of recommendations leading to the creation of funding policies to keep all technology current.[20] The college used this information to review its existing computer labs and the process by which the divisions requested and/or created additional facilities. The report has become a benchmark for monitoring academic computer labs to ensure the most effective utilization of these technology resources.[21] The Planning and Budget Committee recommended moving technology hardware and software funding to the "institutional" section of the 2007-2008 budget where this and all future allocations could be protected.[22] This action may have ended the annual debate over how to keep technology current. All desktop and laptop computers are on a five-year warranty and replacement cycle.[23] All administrative and academic software is also budgeted with "institutional" funds. The Department of Information Technology Services is charged to administer both budgets so as to keep the technology sector current.[24]

The Department of Information Technology Services maintains several reporting mechanisms that monitor system performance. The ITS Services Report shows the performance of all network systems and documents issues which result in downtime for each individual server. The report also calculates a percentage of reliability for specified periods. These reports are available online in real time.[25] The department also maintains online helpdesk statistics

that are searchable by data, group (staff, request type, and division), and request type (computer, A.V., phone and all). The helpdesk system tracks staff assignments, job status (open or closed), total hours to close, average hours spent, and average time to close. The department uses the helpdesk statistics to monitor persistent problems which may indicate hardware/software issues or the need for staff development training.[26]

Self Evaluation
The college is in compliance with the intent of this section of the standard. However, the decision to link technology planning with planning and budget is relatively recent, having occurred in Fall 2006. The college needs to continue working to integrate its technology planning with the planning and budget process. The relationship among the Technology Committee and its subcommittees is also recent. The college needs to work to make the relationship productive. This is particularly true of the relationship between the Technology Committee and the Academic Technology Committee. Beginning in Fall 2005, Information Technology Services and the Academic Technology Committee conducted a number of studies that provided information about technology in the academic sector, including a comprehensive academic software inventory and a survey of full-time faculty prior to the distribution of new laptop computers. Coordinating such information-gathering and analytical efforts between the Technology Committee and the Planning and Budgeting Committee needs to continue so the college has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

Planning Agenda
1. The college will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIIC.1).

a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary
The college technology committee and its two subcommittees on academic technology and administrative technology formulate plans and recommendations and forward them to the planning and budget committee for review and discussion. The Planning and Budget Committee forwards their recommendations to the Cabinet for final disposition.[27] ITS staff works with divisions and departments to prepare specifications for hardware and facilities. The forms for new PC requests and for PC upgrade requests are available on the college portal.[28, 29] Academic divisions and the Dean's Council discuss technology, and Facilities involves ITS in planning and constructing new facilities and renovating existing structures. Both worked together to publish a standards manual with sections on technology to guide architecture and construction firms.[30] ITS worked with the Academic Technology Committee to compile an inventory of academic software and to program an automated portal-based calendar that prompts management as renewal dates for licenses approaches.[31, 32]

The college continues to struggle with the burden of keeping its technology current. The 2002 self study admitted that even though the demand for technology was greater than the college could support, it was not really possible to limit technology growth. The college has considered several proposals over the years including an annual set-aside for technology renewal. During the Fall 2005 semester, the Department of Information Technology Services conducted a complete inventory of the academic computer labs and published the findings.[33] A year later, the department drafted a report on technology funding which reviewed four technology plans and two accreditation self studies.[34] In Fall 2006, the technology committee prepared a report recommending 12 projects for immediate implementation. The work included upgrading the data network and the district's ERP tools, replacing the district's aging telephone system with a Voice over Internet Protocol system, deploying a security system that utilizes Internet Protocol technology, establishing a document imaging system to help the district develop an increasingly paperless environment, and creating an online student advising and registration system that is tied to student education plans.[35] The Planning and Budget Committee and the Cabinet reviewed the plan. Ultimately, the district funded all 12 projects.[36]

The college offers an extensive schedule of distance learning classes. In Fall 2007, the college offered 66 courses with 87 sections offered as distance learning.[37]

In Fall 2006, the college convened a distance-learning task force to review course management tools and recommend alternatives to its contract with the California Virtual Campus (CVC) / BlackBoard which was due to expire in Fall 2007.[38] The task force worked with the college's Distance Education Advisory Committee (DEAC) to review alternatives. Several course management system vendors presented their software applications for consideration. Both faculty teaching online and interested faculty participated in the presentations.[39, 40, 41] Ultimately, the college joined the ETUDES-NG consortium and began working with faculty to migrate their distance education courses from BlackBoard to the new ETUDES NG course management system. In Spring 2007, a small number of online faculty began using ETUDES and in Fall 2007, the college signed a full institutional agreement with the ETUDES consortium.[42, 43, 44] The college agreed to pay the consortium an annual fee to cover ETUDES training, conversion of courses, and central course hosting, which ETUDES provides to consortia members via Optimized Learning Inc.[45] The hosting service is redundant, scalable (system capacity is always 50% greater than demand at any point in time), secure, and backed-up regularly. Students and faculty access all ETUDES online courses through secure, individual logons, and passwords. All student records are protected and adhere to Family Education Rights and Privacy Act (FERPA) guidelines.[46]

Faculty who teach courses at a distance have access to on-campus technology including high speed (DS-3) internet access via CENIC.[47] Students enrolled in

distance education courses have access to a full range of online student services, including application and enrollment, e-counseling, and e-reference library services. The LRC and Writing Center are working to reinstate online tutoring.[48, 49] The college provides open access computer labs for distance learning students who want to work on campus.[50] The courses are designed to function with dial-up access as well as high-speed DSL and cable modem connections. The college worked with the consortium to stop the practice of using the last five digits of student and faculty social security numbers in logon names.

The Learning Resources Unit houses a great deal of technology in the form of computers, microfilm machines, TV studios, and demonstration classrooms – all geared for the support of student learning in the Library, LRC, and satellite locations across the college. The college library provides students with access to 22 computers in the Reference Room and in the Library Demonstration Classroom. The Learning Resources Center also runs several computer labs including the open access Library Media Technology Center, TOP Lab, CAI Lab, Basic Skills Study Center, and the mixed-use MCS Reading Lab with a combined total of 395 computers, a number that will increase to 435 with the opening of the new Humanities Building and LRC expansion in Spring 2008. The library computers have access to the Internet and periodical databases useful for student research, and the LRC labs offer this access, plus access to other software programs essential for completing assignments. Finally, the library subscribes to many information databases to meet the research needs of students and faculty.[51, 52]

Self Evaluation
El Camino College meets this standard. The college has recently moved to strengthen its committee structure by tying the technology committees to the planning and budget committee. The college has also taken the initial steps towards regular funding of hardware and software licenses and a regular replacement cycle for PCs from the mandatory budget. This decision represents the college's acknowledgement that technology must be as good as a utility. However, the college reduced the initial fund of $900,000 for PC replacement by $450,000 during the budget development cycle in 2007-2008. The college has nearly 3,000 PCs, and to replace them on a five-year cycle requires an annual budget of $1 million.

The college is making the transition from being a leader in the California Virtual Campus (CVC) movement to being a member of the ETUDES-NG consortium. The Distance Education Task Force included the faculty in its deliberations as it looked for alternative course management tools and hosting solutions. Cost considerations motivated the decision to join the ETUDES-NG consortium. Lack of staff support may prevent the program from achieving the level of enrollment that the college would like to see. There is no full-time distance learning coordinator. Instead, the division offices are deciding which courses will be taught online and who will be recruited to teach them. The Distance Ed/Media Services Faculty Coordinator works with the Department of Information Technology Services to upload students and faculty into the ETUDES course rosters. Lack of adequate technical staff makes these tasks difficult and time consuming. The Distance Ed/Media Services Faculty Coordinator also attempts to provide "help desk" services to assist online students experiencing technology issues at the beginning of the semester.

While significant progress has been made in upgrading Compton Center technologies over the past few years, serious challenges still remain due to weaknesses in Center infrastructure, especially power and HVAC. Efforts continue to develop center-wide inventories of hardware and software and to increase server capacity, functionality, and security. In 2007-2008, Academic Affairs worked with ITS to replace obsolete audiovisual classroom equipment and to increase the number of Smart Classrooms on campus.

Planning Agendas
1. The Technology Committee in conjunction with the Department of Information Technology Services (ITS) will assist the college in maintaining accurate inventories of hardware and software (IIIC.1.a).
2. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a).
3. ITS will work with the academic deans to analyze the academic computer lab data as it is updated to maximize the utilization of the academic computer labs (IIIC.1.a).

b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The Office of Staff Development conducts a comprehensive, ongoing schedule of technology training classes for faculty, staff, and administrators. The college employs a full-time staff member to perform this function.[53] Staff Development also conducts an annual faculty-and-staff-needs assessment. Survey results provide direction for future training sessions.[54, 55] The college gathers information about the technology-training needs of its students from several sources. The Distance Ed/Media Services Faculty Coordinator tracks calls from students who are experiencing problems with online instruction technology. The call volume is particularly heavy at the beginning of the semester. Admissions and Records hires help desk technicians who take calls from students having problems with the admissions and enrollments process.[56] All the academic divisions have integrated technology into the curriculum. Instructors monitor the ability of their students to use technology in the curriculum and recommend additional training, usually by encouraging students to enroll in Computer Information System classes. In Fall 2006, Spring 2007, and Fall 2007, over 2,400 students enrolled in courses teaching the Windows operating system and the Office suite of applications.[57]

The Office of Staff Development provides technology training support for all interested faculty and staff. The office has a permanent director, support staff, and an instructional developer.[58] The staff development website offers links to a number of sites including a calendar of events, committees, conferences, flex FAQs and forms, the innovation center, instructional technology, professional development links, programs and training, the staff directory, a library of training materials, and web resources.[59] A few faculty members have used the staff/faculty survey results to develop special courses to assist help faculty retrofit their traditional courses and develop new course offerings.[60] A variety of other factors drive technology training needs, including the acquisition of new software, the upgrades of existing software, and the installation of new equipment such as document scanners and "smart" classroom lecterns. Divisions and departments identify special training needs for their

work group clusters and respond with a "train-the-trainer" approach. The college provides these types of training experiences at both the Compton and El Camino campuses.[61]

All training class attendees complete an evaluation form. The results are generally very positive.[62, 63] The staff reviews suggestions for possible incorporation into future sessions. An open-lab schedule exists to accommodate follow-up sessions where needed.[64] However, it has been more difficult to assess long-term effectiveness of these training sessions because the results are usually very subtle, most readily observed by supervisors, and noted in employee evaluations or reported in student/faculty class evaluations.

The Special Resource Center works directly with students requiring adaptive services technology.[65] The college operates several writing and reading labs where students receive help with word processing their term papers. The library teaches classes on the technology of the internet and information retrieval throughout the semester.[66, 67] The library houses the learning resources center that helps students, faculty, and staff achieve their academic goals. The Library Media Technology Center is a computer commons that houses 165 computers, and the LRC operates another four computer facilities housing an additional 230 seats in the Learning Center, the Technical Arts building, and the Communications building. In these labs, user-support staff assist students with access to the internet and college-provided student email accounts as well as a variety of word processing, spreadsheet, presentation, and graphics programs.[68]

Self Evaluation

The college meets this section of the standard. It provides a variety of training opportunities for students and staff. The Staff Development office publishes monthly training bulletins and schedules. The college has scheduled special vendor-led orientation and training sessions for fiscal and purchasing-staff. In addition, staff enrolled in off-campus training in Datatel Colleague and Microsoft remote management software. However, one of the challenges posed by the EC-CEC partnership has been creating a common college culture in which the staff can perform successfully. The college has conducted training sessions on business practices and has temporarily transferred staff at both locations for

more in-depth orientation to Datatel Colleague ERP software. However, knowledge and experience gaps exist which have created data integrity issues. Some administrative offices, such as Administrative Services, have encouraged collaboration and assistance. Other units are functioning autonomously.[69, 70]

Planning Agenda
1. The college will review and update its administrative procedures. The results will be published in print and online (IIIC.1.b).

c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The college administers its academic and administrative technology infrastructure centrally through the Department of Information Technology Services. All offices and most laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the internet, and the college's intranet portal. There are 47 academic computer laboratories and computer clusters housing over 1,600 connected devices. The college has deployed secure wireless service for students and staff at hot spots around the campus and is preparing to deploy universal service by Spring 2008.[71]

The college has utilized Datatel Colleague as its enterprise resource planning tool since 1999. In Fall 2005, the college launched a student portal and deployed Datatel's Web Advisor student services module.[72] Innovative Interfaces is El Camino College's library automation vender. The company deployed Millennium, a web-based browser, at the college in Fall 2005. All students, faculty, and staff have access to this technology. Endeavor Information Systems is Compton Center's library automation vendor. The company deployed Voyager, a web-based browser in 2004-2005. The two systems operate independently.

All of the college's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected. Users are required to change their passwords every 180 days. Virtual private network firewall databases control access from off campus. Students are virtually and physically isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptible power supplies (UPA) protect network equipment from power surges and brownouts, and are programmed to shut down the servers in a predetermined sequence. All data systems are professionally backed up and stored at a secure off campus site that is located off the fault line.

At the beginning of the partnership with Compton Educational Center, the college integrated the two information technology services organizations and assigned responsibility for the combined operation to the director of the college's Information Technology Services unit. The center retained its connection to the internet via the Corporation for Education Network Initiatives in California (CENIC). The college installed three additional point-to-point T1 communications service lines. Two lines provide secure connections between the college and the center for Colleague users and one line provides secure point-of-sales transactions between El Camino and Compton bookstore operations. The college's Enterprise Resource Planning (ERP) system is the sole data repository for student services, financial, and human resources data for all transactions that have occurred since the partnership began on August 22, 2006. The Center remains responsible for all data accumulated prior to that date.[73]

The college employs 31 professional staff and administrators to maintain and operate its technology infrastructure.[74, 75] The Information Technology Services Department is divided into three units: application support, network services, and technical services. Compton Center staff is integrated with the college. The lead Compton Center technician is an employee of the college reporting to the Director of Information Technology Services. There are six support staff similarly organized into application, network and technical services units. The college has integrated the two email systems with common address books and spam and virus protection, while retaining the individual identity of the college and the center. Separate password-protected listservs

exist for each campus. The administration decides who can access the listservs.

Core network systems have appropriate reliability and redundancy. Servers and switches have auto-fault detection that identify problems, self correct, and call out for help. Staff have PDAs and other remote computer equipment to monitor system performance and to perform diagnostic and other repair tasks. In Fall 2006, the college installed a diesel electric generator capable of sustaining basic ERP, email, and internet services during a prolonged campus electrical outage. ITS has deployed virtual machine (VM) technology in order to eliminate single points of failure wherever possible. VM technology also conserves energy by allowing multiple applications to run on single servers.

Unfortunately, the edges of the data infrastructure lack redundancy, fault detection, and power backups. There are over 100 3COM-brand data switches that are not compatible with the Cisco brand core and intermediate data switches. This incompatibility prevents remote management of connected devices and complicates troubleshooting network problems. Because the redundant power supplies connected to these switches have failed, while the core network devices can remain up during an emergency, the edge switches are vulnerable to electrical service outages. The projects undertaken in Fall 2007 will remedy this incompatibility and vulnerability. The college will replace all non-Cisco switches by early Spring 2008.[76]

In 2006, the college began a major data infrastructure upgrade project as part of a general retrenching of its electrical, water, and steam conduit systems. When completed in 2009, the data infrastructure will consist of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings will have non-duplicated redundant connections to the backbone thereby allowing for instantaneous data re-routing in the event that one of the main circuits is disrupted.[77] [78] [79] The System Office (Community College Chancellor's Office) is proposing that redundant connections be established between the community college campuses and CENIC, the system's state-funded Internet Service Provider.[80]

Self Evaluation
The college meets this standard.

The ITS departments at both campuses are housed in facilities that have HVAC and electricity problems. The college has installed in-room supplemental air conditioning systems at both locations. Nevertheless, the number of days with temperatures in excess of 130 degrees Fahrenheit in the Center's ITS facility have seriously damaged servers and data storage equipment. Service outages are becoming more frequent. The college is addressing these issues by installing temporary air conditioning systems at the two campuses. El Camino is working with the state to qualify The Compton Center for special funding to replace the air conditioning system with a higher capacity unit. The college's ITS facility is scheduled for a complete re-engineering of its HVAC systems. The college's diesel generator has the demonstrated capacity to keep ITS operational during power outages. The Compton Center has increased its level of security in the ITS facility by installing card key door locks similar to those being used at the college.

Planning Agenda
1. The college will work at both locations to replace aging and inadequate HVAC systems with modern, large-capacity equipment (IIIC.1.c).

d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary
The college relies on a planning structure that links technology planning to the planning and budgeting and the cabinet's review and decision-making processes. The Technology Committee meets at the beginning of the year to audit the previous year's plan and to discuss projects for the next year. Working groups of the Technology Committee prepare draft proposals and related budget recommendations. The Technology Committee reviews the proposals and prepares presentations for the Planning and Budget Committee. Once these proposals have been reviewed, the Planning and Budget Committee either refers them back to the Technology Committee or forwards them to the Cabinet for final disposition. Information

Technology Services provides direct support to the Technology Committee and to the Planning and Budget Committee. The department maintains data about how technology resources are being used and what issues need to be addressed. Unit administrators review help desk data and monitor key performance indicators, such as time to complete trouble tickets and the number of open and closed tickets. The unit also maintains hardware and software inventories that are linked to online calendars capable of prompting action when renewal dates come due. In Spring 2008, the unit began migrating the academic computer labs to an active directory: now students are required to use their college-issued logon and password to gain access to lab computers. The system collects data about who is using lab workstations, why, where, and for how long. The college uses this data, along with FTES and the end of semester seat count, to determine how the labs are performing and whether their continued existence is justified.

In recent years, the college has deployed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the email and web servers, have redundant CPUs and power supplies. ITS staff monitor network performance and submit weekly performance reports to the administration.[81] High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The college has contracted for off-campus storage of weekly archival back-ups. The storage location is away from the earthquake fault lines which threaten the campus. ITS requires all Datatel Colleague users to reset their passwords every 180 days. The student and staff networks are physically and virtually separated. Students have no access to the staff network. The wireless network is attached to the student network and allows users to access only the internet and the college's portal-based services. ITS provides student users with logon names and passwords to the portal when they are admitted to the college. Because of storage limitations and the potential for serious network performance degradation, ITS does not save network logon files. However, it does save logon files to the portal.

In 2006, the college began constructing an underground trench for its electrical, steam, water, and data infrastructure. When completed in 2009,

the data infrastructure will provide for two independent data pathways to each of the five most critical building locations on campus, thereby enabling quick rerouting in the event that one connection is disrupted.[82]

In 2006, the college participated in two security audits of its network infrastructure. HP/AT&T performed the first audit, and McAfee performed the second audit. Both audits tested the college's security arrangements to determine vulnerability to unauthorized outside penetration. The results indicated that all of the college systems were secure and properly monitored.[83] In Spring and Fall 2006, the college conducted a face-to-face data security survey and discovered that many administrative offices were storing sensitive data on floppy discs and other highly vulnerable media. In Fall 2007, the college acquired additional SAN storage capacity to accommodate these users.[84] ITS is systematically creating SAN storage locations for administrative users. The nightly backups include this data so that no user is more the 24 hours away from complete data restoration.

For over ten years, El Camino College has attempted to provide reliable funding for maintaining existing technology, replacing or upgrading aging technology, and training employees to maintain and make full use of college technology. Every technology plan and accreditation self-study published since 1995 has urged the administration to create and sustain a central fund for the regular renewal of technology hardware and software. Moreover, all these documents described the difficulty of providing funding adequate to maintain the technology infrastructure while accommodating the continual demand for more service. Throughout this entire period, there has been a recurring theme that up-to-date technology infrastructure is vitally important for administrative and academic activities. However, by its own admission, the administration has struggled to keep pace with cries for help and the demand for expanded services. Until recently, the goal of stable and reliable funding has been elusive owing to California's unpredictable budgeting swings and un-restrained growth in the number of connected computers.

During the Spring 2007 budget formulation cycle, the administration moved 1.8 million dollars from the discretionary budget to the mandatory budget to

cover software and hardware maintenance, contracts and license renewals, and PC replacement. The Planning and Budget Committee discussed this action and endorsed the move. The Administration based the set-aside on the cost of a five-year replacement cycle for PCs. The department of information technology services negotiated five-year parts and labor warranties with its PC vendor. This warranty plan is intended to reduce the maintenance liability to a level that can be sustained by the college's support staff. The college is implementing the first year of this replacement cycle in the 2007-2008 fiscal budget.[85, 86]

Information Technology Services has adopted a policy that all computers must adhere to a baseline defined by a uniform operating system and a common set of applications. The network infrastructure must support transmission control / internet protocol (TC/IP) standards, consist of uniform end-to-end data switches, and provide at least 100 MbBs to the desktop. This standard applies to academic as well as administrative PCs. The Technology and Academic Technology Committees participate in an ongoing discussion of infrastructure issues and how well the installed base meets the requirements of academic and administrative programs. Information Technology Services uses this feedback when considering system upgrades and expansion. Facilities and Planning Services incorporates feedback from all these bodies into its campus planning, as well as renovation and new construction projects. Information Technology Services has drafted an "Infrastructure Standards Book" to guide architects and contractors in planning and deploying new systems.[87]

The Distance Education Advisory Committee (DEAC) meets regularly with the Vice President of Academic Affairs to identify issues that effect program quality. These issues are reviewed by the division deans, the Academic Senate and the Information Technology Services for resolution.[88]

Information Technology Services reviews all technology requests to ensure that new purchases conform to current technology standards. Users can review the division's recommended hardware configurations and select options via the college website.[89] In Spring 2006, the college distributed new laptop computers to full-time faculty who wanted one. These computers were configured to connect to the campus data infrastructure both on and off campus. Faculty use these laptops to access email and the internet, and to run administrative and academic software. The college licensed the ETUDES-NG course management tool and made it available to faculty teaching online courses and faculty wishing to develop hybrid online course materials to supplement traditional course pedagogies.[90, 91, 92] The college has deployed several wireless hotspots which students use to access the internet, email, and distance learning courses. The URL is located at the bottom of an alphabetical list of student services on the student services homepage.[93]

Faculty and staff have the capability of entering help desk work requests from the college web site.[94] The college's help desk technicians also monitor technology issues raised by faculty and staff users and resolve many issues immediately over the telephone. In addition, the ETUDES Consortium provides help desk services and training sessions to faculty teaching online courses.[95] The Library Media Technology Center (LMTC) and the TOP and CAI Computer labs are open-access facilities providing students with access to networked computers that support the general curriculum as well as internet access to distance learning classes.[96]

Self Evaluation
The college does not fully comply with this section of the standard. The Planning and Budget Committee is reviewing technology plans and submitting recommendations to the Cabinet. However, technology planning did not formally connect with planning and budgeting until Fall 2007. The college needs to demonstrate that the technology planning process can be institutionalized successfully and the outcomes evaluated for their effectiveness in dealing with the college's administrative and academic needs. In addition, the college needs to formalize the process of determining how best to expand and manage its technology infrastructure along with establishing criteria that measure the success of these outcomes. There are no formal standards to determine when and under what circumstances upgrades will occur. There are no criteria for how to expand the college's technology infrastructure, and the college continues to struggle with staff support issues.

The college is attempting to provide students and faculty engaged in distance learning with effective technologies. Most faculty have reasonably up-to-date PCs. The great majority of academic computer labs have periods throughout the day that can be defined as "general access." However, the definition of "general access" varies. In some labs, only students enrolled in the curriculum taught in the labs can use the computers, and other labs are completely open to all students. The 245 PCs that comprise the LMTC, TOP, and CAI labs can be included in this latter category. Students can use the college's web site to find the locations of labs and their PCs and operating systems. However, these pages do not contain consistent information about how many seats are available and the hours of operation.[97, 98] The college is developing a campus wide wireless network that provides access to the internet via the college's portal. It provides all admitted students with logons and passwords to the portal.

Compton Center's Technology Committee is being reactivated in Spring 2008. The major function of this committee is to develop an updated technology plan for the Center that will integrate with master plans at the Center and El Camino.

Planning Agendas
1. The college will develop measures to evaluate the effectiveness of its academic and administrative technology systems (IIIC.1.d).
2. The college will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIIC.1.d).
3. The college will complete the technology plan (IIIC.1.d).
4. The college will investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d).

2 Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary
Administrative services units use various techniques and instruments to identify institutional needs. Departments have engaged in program review, staff and faculty surveys, and in Fall 2007 developed performance indicators for those service activities deemed to need improvement. The faculty, staff, and management surveys measure satisfaction on seven criteria: (1) provide services needed; (2) timeliness to requests; (3) responsiveness to requests; (4) communication and feedback on service provided; (5) customer service - helpful, professional, courteous; (6) completion and follow up on requests; and (7) overall performance. Divisions use the results to track performance improvement over time and to identify areas needing attention. Academic divisions review and revise local technology needs and plans in division technology committees.

The comprehensive master plan, the education master plan, and the facilities master plan provide a framework that gives direction to the technology plan. Finally, the annual comprehensive master plan and enrollment management retreats enable students, faculty, and staff to consider and discuss weaknesses, strengths, opportunities, and barriers. The Technology Committees use this information to guide their planning efforts. The Planning and Budget Committee recommendation that the administration set aside funds for software, hardware maintenance, and a regular PC replacement cycle occurred because the technology committees and the enrollment management retreat brought these issues forward.[99, 100, 101, 102, 103]

Self Evaluation
The college meets this segment of the standard.

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Standard III: Resources

D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

The college conservatively creates and maintains a budget that covers earned revenues and known expenditures while maintaining at least a 5% reserve as shown in the annual ECC Final Budget Book, also known as the Blue Book.[1] The history of the college's general fund unrestricted income, expenditures, and ending balances is found on page 54 of the 2007 – 2008 Blue Book.

Planning efforts focus on developing operational efficiencies and then implementing action plans to reduce the expenditures, increasing revenues by obtaining new funds (e.g., Compton partnership), and redirecting resources to higher impact operational needs - e.g., reducing utilities. Planning and budget development activities are discussed at the:

1. Planning and Budgeting Committee;
2. Insurance Benefits Committee;
3. Facilities Steering Committee;
4. Technology Committee; and
5. various campus councils (Deans' Council, Administrative Services Council, etc)

Linking planning and budgeting requires collaborative efforts to validate that adequate funds are available to meet the college's mission, plans, goals, and objectives.   The zero-based budget development process helps to ensure that a rationally developed budget is in place to meet the needs of the students.

1. *The institution relies upon its mission and goals as the foundation for financial planning.*

a. *Financial planning is integrated with and supports all institutional planning.*

Descriptive Summary
The college has not completely integrated the planning and budget development process with the institution's mission statement and goals. The college instituted an annual review of the mission statement in College Council but only recently incorporated the mission statement into plans through institutional planning software known as Plan Builder. College goals were created in 2003 with explicit directions to tie all new plans to at least one of the college's seven goals. In 2004-2005 campus departments created a total of 118 plans with budgets in Q-Builder that were all linked to a college goal.[2] The Cabinet funded plans in about the same percentage as the plans were created. The seven goals have since been replaced by three strategic initiatives that were jointly created with Center employees in 2007.[3]

The college through the PBC assigned funding priority to recommendations in 2005-2006 and 2006-2007 that proposed to help improve student success and student retention. Most of the funding recommendations were accepted in the December Board of Trustees meeting.[4] Other goals that have been examined recently include creating and implementing a 5-year replacement cycle for all ECC administrative computers and reviewing funding recommendations for proposals developed through the Program Review process. Another example involves enrollment management and recruiting, which has garnered much attention due to prior years' enrollment declines. Funding for these two areas has been endorsed by the PBC for the past two years.[5]

In consideration of the establishment of priorities to help allocate competing resource needs and future funding predictions, both short-term and long-term, ECC has developed the model described above. Components of this tiered model reflect ongoing and long-term planning. Another example relates to bond, State, and local fund supported building and construction programs. These long-term building and renovation programs are reflective of both the

development of a Master Facilities Plan and the Educational Master Plan.

The financial budgeting process is linked to institutional plans for content and timelines. For example, completed program reviews have been part of financial planning since Fall 2006, as can be seen:

1. in the Planning & Budgeting Committee (PBC) minutes of November 2006,[6] projected, but not fully realized discussions during April 2007.
2. Student Services completed several Program Reviews and received funding for highly ranked items.
3. in the accreditation report update approved by the Board of Trustees on March 19, 2007.[7]

The 2004 Comprehensive Master Plan has rarely been reviewed by the Planning and Budgeting Committee, nor have the 2002 Accreditation Self-Study planning agendas or those in the 2004 Comprehensive Master Plan. Instead, administrators have forwarded their Planning Agendas from the Master Plan to their area's Vice-President, which are then forwarded to PBC, as can be seen in the PBC minutes from 4/5/2007,[8] 11/30/2006,[9] and 4/6/2006.[10] Some of the plans forwarded to the PBC originate from the planning agendas from those planning documents.

To aid in the linkage between planning and budgeting, the Board of Trustees is presented with a copy of the budget prior to adoption, in three stages. The preliminary budget is presented at the May Board meeting with a second reading of the tentative budget in June for adoption and implementation by July 1.The Board of Trustees reviews, votes, and adopts the final budget in September. The Board of Trustees also reviews and approves bond expenditures linked to the Facilities Master Plan.[11]

The Final Budget (known as the "Blue Book") contains the annual unrestricted and restricted, capital outlay projects, general obligation bond, and insurance budgets as well as budget-related information. The Blue Book is primarily a financial tool but does include a few links between the budget and various plans - such as the Capital Construction Plan and Facilities Master Plan.[12]

Self Evaluation
The college meets this goal. However, institutional

planning must become more consistent and systemic before the college can excel in this area.

Planning Agenda
1. The comprehensive master plan needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IIID.1.a).

b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Descriptive Summary
Planning and budget development requires that each funding decision must not only account for the impact on the area being considered, but also the financial impact on all other areas of the budget. For instance, the decision to increase the number of funded sections must be off-set by the funds that would otherwise be distributed to other departments. The ability to identify and implement efficiencies, such as reduced utility costs, can also result in the ability of the district to provide additional funds to other parts of the budget. Planning thus becomes a realistic part of the budget by not only identifying positive new or improved programs, but also how the strategic plans will be funded and what areas of the operation will be adjusted if adequate funds are not available. This provides a direct and meaningful reality to the planning and budget development process. By prioritizing funding decisions using a cost-benefit rationale, the budget developers focus on creating stronger global and long-term visions.

The preliminary, tentative, and final budget are discussed rigorously every spring in the Planning and Budgeting Committee and shared throughout the campus in meetings such as the Academic Senate[13] and posted PBC minutes.[14]

As mentioned above, the college sets goals, has demonstrated planning linkages with those goals, and has funded higher ranking plans especially those focusing on student retention. In 2007, the President initiated a $3 million dollar allocation program that is designed to address academic and student support activities that will improve enrollment initiates and retention programs. Most of the allocations[15] are linked to specific outcome expectations with a proviso

that repeated funding will only be granted to programs with proven measurable achievement.

Self Evaluation
The college meets this standard. However, more emphasis should be placed on prioritization of planning and a greater focus on college goal achievement when funding plans.

c. ***When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.***

Descriptive Summary
Several examples of long-term planning are in place to assure financial stability. These include pre-funding future retiree health benefits, funding the Facilities Master Plan, and the funding of administrative office computer replacement cycle that was partially funded in the 2007-08 budget.[16] Current assets for the future retiree health benefits (GASB-45) are approximately $7.2M, with previous annual contributions of at least $900,000.[17] Measure "E" (bond) dollars provide the major source of funding to pay for building construction and renovations.[18] The third example is a $400,000[19] annual commitment from the college to replace, repair, and upgrade instructional equipment to make certain that classroom equipment is functioning without concerns for departmental budgeted funds.

During 2007, the college reviewed and amended[20] the original 2002-2003 Facilities Master Plan[21, 22] to address issues related to unexpected construction inflation and the need to change educational priorities. It is anticipated that this fifth-year review and amendment process will be a standard practice to accommodate changing needs, funding availability from State and local sources, and cost change issues that impact initial planning outcomes.

The college continues to match State funded block grant or appropriations to the capital renovation and replacement account (Fund 41).[23] Remodeling and capital repair projects that require immediate and local funding are supported with these funds.

Self Evaluation
The college meets this standard. Long-term planning and budgeting is given considerable weight in the development on annual budgets as noted above.

d. ***The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.***

Descriptive Summary
Individuals involved in planning receive information about funds and the annual budget. A specific process is followed for distribution of budget information to key individuals and groups involved in institutional planning. These individuals and groups include:

1. Planning and Budget Committee (PBC) which is composed of representatives from: Academic Senate, faculty labor union, classified staff labor union, each VP area, management, and Associated Student Organization (ASO)
2. Planning Summit Attendees
3. College Council, whose membership includes: Union representatives for classified, faculty, and police, ASO, managers, and the Academic Senate
4. Deans and Directors
5. Facilities Steering Committee
6. Cabinet
7. Board of Trustees, which has final review, recommendations, and approval.

Submitted planning document review and discussion occurs primarily in PBC meetings. While planning and budgeting take place year round, there is a stronger focus on planning during the fall semester and budgeting during spring. The budget development process begins in January with the presentation to PBC of preliminary revenue estimates and budget expenditure assumptions - e.g., faculty and staff new positions.

PBC reviews and recommends to the President for submission to the Board of Trustees a tentative (first read in May; approval June) budget. The approved tentative budget becomes the operating document until the final budget is approved by the Trustees, typically in September. The Board of Trustees welcome public comment on the budget whenever it is on the agenda.

The following calendar identifies the annual college planning and budget development cycle.

Planning & Budget Development Calendar

Dates	Activity	Responsible
October - December	1. Review/Revise Planning Priorities 2. Identify Budget Development Assumptions	Planning & Budgeting Committee (PBC)
January - February	1. Determine preliminary revenue estimates 2. Determine Highest Priority Action Plans 3. Begin Assessment of Key Budget Issues - Including the Funding of High Priority Plans	Vice President of Administrative Services PBC
February 28	1. Prioritized plans in Plan Builder entered and made available to Area VP 2. Assessment of current year special contract funding outcomes	Deans/Directors
March 31	1. Prioritized plans in Plan Builder made available to Cabinet and PBC 2. Assess outcomes from prior year funding cycle	Vice Presidents
April 15	1. Tentative budget information completed for PBC review	Vice Presidents
April	1. Proposed tentative budget is reviewed for approval 2. All planning and budget assumptions are finalized	PBC Cabinet
May	President submits tentative budget to Board of Trustees for first reading presentation.	President
June	Tentative Budget is presented to Board	President
July	Tentative Budget is rolled into active status (purchasing can begin)	Accounting
July/August	Final revenue and expenditure adjustments are made to budget	PBC Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Line item review by PBC	PBC President Fiscal Services
September	Final Budget Submitted to Board	President

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Self Evaluation

The college meets this standard. Greater and more consistent efforts need to be made to effectively link the planning and budget development process. It is worth noting that significant progress has been made since the last accreditation visit by:

1. funding planning agendas that were established through Q-Builder;[24]
2. establishing a planning and budget development calendar that provides time for focused planning;
3. better utilizing the Planning and Budgeting Committee and the newly constituted Technology Committee to assess institutional effectiveness and forecast future technology/communication needs;
4. developing a planning methodology (Plan Builder[25] and its predecessor Q-Builder) for linking resource and outcomes to the allocation of discretionary funds;[26]
5. continuing to advance the planning process by implementing an easier to use planning software (Plan Builder) to help provide budgetary and planning linkages;
6. monitoring and revising[27] the Facilities Master Plan to reflect shifting options and changing priorities; and
7. reallocating resources obtained from the Compton partnership[28] to improve student programs and services based on measurable results oriented criteria

Financial planning and budget information are handled primarily by the PBC and the President's Cabinet. The PBC is a committee comprised of various campus constituencies whose members communicate with their constituents regularly. The PBC reviews the budget according to the calendar above, as can be seen in the minutes for the committees. Throughout the year, the PBC has the ability to make recommendations to the President.

The PBC representatives are expected to report back to their constituent groups by the committee members. For example, during every meeting of the Academic Senate, the senate's representative on the PBC gives a report about senate-relevant PBC items.

The Compton Center budget is reflective of its separate (Compton Community College District) entity status. While the Center and its operations are managed and supervised by ECC, the funding and employment responsibilities are under the direct responsibility of the Compton District. El Camino retains oversight responsibilities for the budget development and approval of all positions. However, while working within mutually agreed upon guiding principles, the budget remains the sole prerogative of the Compton District and its Special Trustee.

This situation, while unusual, does appear to work because of a strong collaborative relationship that has been developed between the Center and the ECC senior management team. Compton is committed to the same budget development calendar as shown above. The Center, still in an early stabilization stage, is making good strides towards the development of jointly partnered master plans - educational and facilities.

Planning Agenda

1. The college needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IIID.1.d).

2. *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Descriptive Summary

The independent auditor's responsibility is to express an opinion on the financial statements based on their audits. The audit report addresses areas of internal control over financial reporting and its operation. The audit report also addresses compliance testing regarding laws, regulations, contracts, and grant agreements. In the auditor's opinion,[29] the basic financial statements fairly present in all material respects, the financial position of the El Camino

Community College District, and the respective changes in financial position and cash flows.

The auditor's issued an unqualified audit report which means that regarding internal control over financial reporting, there were no material weaknesses identified, nor any reportable conditions identified which were not material weaknesses. There also was no evidence of material noncompliance within the financial statements.

Self Evaluation
The college meets this standard. The institution reviews the audit exceptions and management advice and either agrees or challenges the exception. If in agreement with the finding, the District prepares an audit response and plan for corrective action. The corrective action plan is discussed with the auditors and the departments involved and action is taken within the next fiscal year and before the time of interim audit fieldwork to begin the implementation of the audit recommendations with a goal of full implementation by the time of the next audit, a timeline acceptable by the external audit firms. Some findings require longer periods of time to fully implement and are so noted in the next external audit as partially implemented.

Regarding the 2006 Fiscal Year audit:

1. The auditors issued an unqualified opinion which represents their finding that there were not any matters considered reflecting a material weakness, as stated above;
2. The audit report also states that the testing did not disclose any instances of noncompliance or other matters required to be reported under Government Auditing Standards;
3. Ultimately the above opinion and statement regarding compliance testing relate to the reasonable assurance that the financial statements are free of material misstatement; and
4. While there were some minor audit findings, such as not always apply "timely corrections" to advice from previous audit reports, these minor findings did not jeopardize the overall "unqualified opinion" issued by the auditors and they are being addressed.

b. *Appropriate financial information is provided throughout the institution.*

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Descriptive Summary
The annual audit report is issued to the Board of Trustees and the Superintendent/President. Information about budget, fiscal conditions, and financial planning are disseminated on campus through:

1. President's Newsletter
2. Fall Flex Day presentations by the President
3. College Website
4. Management Meetings
5. Facilities Master Plan, which is updated as needed
6. Committee reports and reports to constituents (such as through PBC)
7. Copies of the budget book are available in the Fiscal Services Office.

Self Evaluation
The college meets this standard.

c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary
Revenues are generated almost entirely by state-funded apportionment. Some funds generated by the Business Training Center are transferred to the General Fund.

El Camino College provides a sufficient reserve for contingencies and emergencies. In 2004-2005, the ending balance was $6.1M (6.1%), in 2005-2006 it was $5.3M (5.2%), in 2006-2007 it was $13.6M (13%),[30] and at the end of 2007-2008 it is projected to be $10.6M (10%).[31] Some of the extra funds received during 2006-2007 came as a result of the partnership with Compton College.[32]

The El Camino Community College District (ECCCD) participates in self-insurance programs in order to keep the cost of insurance as low as possible. For example, the ECCCD is self-insured to appropriate limits for workers' compensation and for property and liability coverage.[33] The ECCCD maintains membership in the Joint Powers Agency with its insurance programs and has sufficient reserves to handle financial emergencies.

El Camino Community College District retains membership in the Statewide Association of Community College (SWACC) JPA for its property and liability program structure. Within this program, there is sufficient coverage to protect against fire and theft loss and liability for personal injury and other property damages, including equipment breakdown, crime, and electronic data processing equipment protection. It must be noted that the ECCCD Superintendent/President is the current President of SWACC and has retained this elected position for over 10 years. Additionally, the ECCCD Director of Business Services is a member of the Executive Board for the Protected Insurance Program for Schools (PIPS) JPA for workers' compensation coverage (see attachments). The El Camino College Compton Educational Center is now participating in both JPAs with similar coverage to parity ECCCD.

The schedule of all insurance coverage[34] is provided in the appendix of the final budget document. The deductible limits in several categories represent a partial self-insurance program. Insurance reserves for self-insurance are included in ECCCD's self-insured funds.

Self Evaluation

The college exceeds this standard, particularly since the 2006-07 and 2007-08 years when 10%+ reserves were available. Cash flow difficulties are not a problem. The college has access to at least a 5% reserve fund, as well as reserve funds in the amount of $9.9M[35] created to fund future retiree health benefits. (This source of retiree health benefits funds will not be available once they are put into an irrevocable account, to satisfy GASB requirements. This shift will presumably take place in 2008-2009.)

d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Descriptive Summary

External audits are performed for many of the programs listed; some were referenced above.

There have been findings over the past six years as a result of external audits/program reviews. However, none of the findings required a "qualified opinion"

statement to be issued. Recent findings are listed below.

1. In relation to the 2006 audit, there were three findings: (1) the CalWORKs program was cited in response to question 3, page 3 of 7; (2) Also related to CalWORKs referenced lack of "eligibility documentation" regarding CalWORKs recipients; and (3) Referred to "a self assessment of noncredit classes." Currently, ECC is addressing these problems. ECC is working with DPSS Regions I and V with the goal of obtaining student eligibility verification directly from their agencies. A mailing is sent to students who still require eligibility documents. A copy of this mailing and/or student eligibility documentation is added to the student's file each semester along with the GN6005 and GN006 forms,

2. Regarding the 2005 audit, there were two findings: (1) "As a minimum condition to receive State apportionment for FTES, the El Camino Community College District must adopt regulations consistent with the Standards of Scholarship contained in the California Code of Regulations (CCR Section 55671) and publish statements of those regulations under appropriate headings in their catalog"; and (2) "During our testing of admissions and records, it was noted that the District was not in compliance with California Code of Regulation Title 5, Section 58161." Since this finding, there have been many updates to our policies. The most notable response and change to the lack of compliance with 58161 is noted on page 16 of the class catalog.[36]

3. For 2004 there were no findings.

4. For 2003 there were six findings: (1) General Accounting related to the reconciliation of the District's in-house system to the County general ledger (note-this was a follow up and restatement of finding relevant to the 1999 audit); (2) related to FTES; (3) regarding general fixed assets; (4) regarding payroll clearance fund; (5) regarding accrual balances; and (6) regarding student financial aid-FISAP.

5. For 2002 there were four findings: (1) regarding District's General Accounting practices and reporting of the Annual Financial and Budget Report (CCFS-311);

(2) regarding FTES; (3) regarding general fixed assets; and (4) regarding payroll clearance fund.

Self Evaluation

The college meets this standard. The auditing teams determined that none of the findings required a "qualified opinion" statement to be issued.

e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

The bookstore conducts an annual audit, overseen and supervised by the Director of Accounting, performed this year by Vavrinke, Trine, Day & Co., LLP.

Similarly, the El Camino Community College Foundation, a 501c(3) auxiliary organization of the college is subject to an annual audit performed by Windes & McClaughry Accountancy Corporation, an independent auditor and a different auditor from the one that performs the audit for the El Camino Community College District. A member of the Foundation's Board of Directors makes a presentation to the ECC Board of Trustees. Copies of the audit are provided to the Board of Trustees and the Superintendent/President.

The college bookstore expanded its operations to the Compton Center during the 2006-07 academic year. The bookstore has also expanded operations to include a new on-line book ordering process. In addition to book and sales merchandise, the bookstore managers also operate or supervise two small convenience stores on campus.

El Camino College board policy #3820[37] states that all gifts, donations, and bequests be made to the El Camino College Foundation and that the Foundation's policies and procedures be followed. The Foundation is charged with the stewardship and fiduciary responsibilities to ensure that the gift is properly accounted for, that donors are provided with appropriate tax information, and that the gift is correctly distributed to the department or program for which it is intended. The Foundation is responsible for investment of its assets in accordance

with Foundation Investment Policy # 200[38] and maintaining the organizations endowments in accordance with Foundation Endowment Policy #201.[39]

The System Office audits categorical programs. Other programs have their own individual audits.

Self Evaluation

The college meets this standard. Several external audits are performed on a regularly scheduled basis.

f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

According to institutional policies, the Director of Business Services maintains agreements with external entities. Purchasing staff prepare the Board Agenda for those contracts requiring advance approval by the Board of Trustees, in accordance with general purchasing practices under Board Policy 3320.[40] These policies and procedures define the limits for purchases and bidding requirements. All other contracts are ratified through means of the purchase order listing, approved at the regular monthly Board meetings. Designated authorized representatives sign and distribute contracts.

Before each Board of Trustees meeting, a special agenda review meeting is held by the Vice President of Administrative Services with representatives from each respective department, to review all contract services, and then again in the President's Cabinet (all area vice presidents and the Superintendent/ President). The purpose of the agenda review meeting is to thoroughly discuss each entry for correctness prior to presentation to the President's Cabinet for approval and placement onto the Board Agenda. Purchases and expenditures that do not require upfront Board approval are also reviewed at these meetings - via the Purchase Order List which provides a summary of all purchases and expenditures incurred by the District between each monthly Board of Trustees meeting. If necessary, department managers are invited to participate in the agenda review meetings to provide additional information.

The District has written policies and procedures[41] that regulate expenditures and buying practices. District buyers are responsible for maintaining and securing the integrity of the District's purchasing habits. The college uses Datatel - an Enterprise Resource Planning system - to generate purchase orders. All purchase orders are presented to the Board of Trustees for review and approval. The system is programmed to automatically prevent purchases when there are insufficient funds. The system maintains a running current balance of accounts. Most contracts are attached to a purchase order and are maintained by the Accounts Payable Unit in the Purchasing & Business Services Division Office. Copies of bid contracts and the purchase orders are maintained in bid files in the Purchasing Office.

The District also has in place a Bond Oversight Committee[42] whose responsibility is to oversee district use of designated (Measure "E") Bond monies.

The District Grants Office monitors the activities of funds generated via grants and state funding.

Self Evaluation
The college meets this standard. The appropriate policies are established, and appropriate input from many areas is solicited.

g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary
The Administrative Services area has been actively conducting a three-part program review. The information received from student and employee satisfaction surveys has been used to examine how functional areas can better address customer satisfaction issues. Since 2005, the units within the division have also been completing process flow charts for the purpose of identifying how to improve

existing, or implementing new, procedures to better meet the customer and efficiency needs of the organization. Finally, the departments are identifying performance indicators which identify and measure acceptable and above average performance. These indicators, combined with process and customer satisfaction strategies, will be used to help assure that its financial management processes are always running efficiently and effectively. All of the Administrative Services departments plan to complete the program review process by December 31, 2008.

Self Evaluation
The college meets this standard.

3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary:
Sections D.1.a (about the new budgeting model), D.1.b (funding the highest priority items identified by college-wide goals), D.1.c (planning and budgeting for long-term needs), D.2.a (responding to audit-identified needs), D.2.c (increased cash availability), and D.2.g (Administrative Services review of processes) all give examples of how the institution has assessed and improved itself based on previous recommendations.

Self Evaluation:
The college meets this standard but could improve by more effectively addressing the needs as a system rather than piecemeal as described above.

Planning Agenda:
1. The college should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IIID.3).

References

[1] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[2] 2004-2005 Objectives by Goal document

[3] http://www.elcamino.edu/administration/board/agendas/6-18-07_agenda.pdf

[4] http://www.elcamino.edu/administration/board/agendas/12-18-06_agenda.pdf

[5] 11-30-06 PBC funding Endorsement

[6] http://www.elcamino.edu/cmte_minutes/minutes/1001/119200619590.doc

[7] http://www.elcamino.edu/administration/board/agendas/3-19-07_agenda%20to%20post.pdf

[8] http://www.elcamino.edu/cmte_minutes/minutes/1001/0452007115133.doc

[9] http://www.elcamino.edu/cmte_minutes/minutes/1001/1130200615847.doc

[10] http://www.elcamino.edu/cmte_minutes/minutes/1001/0452007115133.doc

[11] http://www.elcamino.edu/administration/board/meetingagendas.asp

[12] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf Pages 41 and 49

[13] http://www.elcamino.edu/academics/academicsenate/minutes_files/sept42007packet.pdf

[14] http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1001

[15] http://www.elcamino.edu/cmte_minutes/minutes/1001/06212007101036.doc

[16] http://www.elcamino.edu/cmte_minutes/minutes/1001/03152007182930.doc

[17] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[18] http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf

[19] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[20] http://www.elcamino.edu/cmte_minutes/minutes/1111/09172007152835.doc

[21] http://www.elcamino.edu/administration/masterplan/docs/FacilitiesPlan.pdf

[22] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[23] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[24] Final Budget memo from the President to the Board of Trustees sent on August 18, 2004.

[25] http://ecc-webapps1.elcamino.edu/pb/

[26] Application process for special contract funds

[27] http://www.elcamino.edu/cmte_minutes/minutes/1111/09172007152835.doc

[28] Application process for special contract funds

[29] Audit reports (GIVE SPECIFIC PAGES/DOCUMENTS)

[30] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[31] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf.

[32] http://www.elcamino.edu/cmte_minutes/minutes/1001/1042007155711.doc

[33] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[34] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[35] http://www.elcamino.edu/administration/board/agendas/FINAL%20BUDGET%20BOOK%202007-2008%20FOR%20POSTING.pdf

[36] http://www.elcamino.edu/admissions/docs/Catalog.pdf

[37] http://www.elcamino.edu/administration/board/boarddocs/3000/3820.doc

[38] Include a copy of the Foundation's Investment Policy # 200

[39] Include a copy of the Foundation's Endowment Policy #201

[40] http://www.elcamino.edu/administration/board/boarddocs/6000/6330.doc

[41] Documentation of the policies and procedures/practices that regulates expenditures and buying.

[42] http://www.elcamino.edu/administration/bond/