



EL CAMINO COLLEGE

Follow-up Report

**El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506**

October 15, 2010

Thomas M. Fallo, Superintendent/President

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STATEMENT OF REPORT PREPARATION

This third follow up report is in response to the January 29, 2010, letter outlining the recommendations from the Accreditation Commission for Community and Junior Colleges (ACCJC) Committee.

The report demonstrates the College's progress on Recommendation 1, 2, 5, and 6. As described in the response to Recommendation 1, both El Camino College (the College) and the ECC Compton Center (the Center) show ongoing sustainability in planning and program review. As indicated in the response to Recommendation 2, the College and the Center fully expect to be at the proficiency level of the ACCJC SLO Rubric by 2012. This is the College's first response to Recommendation 5; both the College and the Center have met all requirements for faculty evaluation. Recommendation 6 has been met, with the College and the Compton Center in sound fiscal condition.

The report has been reviewed and discussed through the appropriate collegial consultation groups at both the College and the Center. It was presented to the El Camino Community College District Board of Trustees at their September 7, 2010 meeting and is published on the College website.

The report was prepared by Francisco Arce, Vice President, Academic Affairs, Jeanie Nishime, Vice President, Student and Community Advancement and Accreditation Liaison Officer, Arvid Spor, Dean, Enrollment Services and Accreditation Co-Chair, and Evelyn Uyemura, Humanities faculty member and Accreditation Co-Chair, in consultation with the Accreditation Task Force and other members of the El Camino College and Compton Center community.

The Accreditation Task Force includes the following members:

Francisco M. Arce, Vice President, Academic Affairs
Susan Dever, Dean, Academic Affairs, Compton Community Educational Center
Jeanie Nishime, Vice President, Student and Community Advancement and ALO
Saul Panski, History Faculty, Compton Community Educational Center
Luukia Smith, Accounting Technician and President, El Camino Classified Employees
Arvid Spor, Dean, Enrollment Services and Accreditation Co-Chair
Evelyn Uyemura, Humanities Faculty and Accreditation Co-Chair
David Vakil, Natural Sciences Faculty and President, Academic Senate

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



Thomas M. Fallo
Superintendent/President

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

All programs at the College have completed a comprehensive review within the past six years. In response to the Commission's concern, the College has transitioned from a six-year to a four-year cycle of program review in all areas (unless the program has mandated reviews on a more frequent schedule.) Reviews in Academic Affairs and Student Services are conducted simultaneously at the College and Center. Administrative Services program reviews are initiated at the main campus and conducted in partnership with the Center. Recommendations from program reviews become part of annual program plans.

(Appendix 1: Program Review Timetables)

Planning Cycle

The College uses a planning model for institutional effectiveness to ensure that the cycle is maintained in all programs at all locations. For planning purposes, the College is organized into programs, units, and areas. The planning process begins with data collection and analysis, usually the result of recommendations from program review and updates, to form the basis of an annual program plan. Plans that do not require funding may be implemented at the program level. When additional funding is necessary, requests are prioritized at the program level and forwarded to the unit level. Unit requests are prioritized and forwarded to the area vice president for institutional prioritization and possible funding. Prioritized funding recommendations are presented to the Planning and Budgeting Committee (PBC) by the vice presidents. After endorsement by PBC, the recommendations are forwarded to the President's Cabinet for additional discussion, review, and the President's recommendation to the Board of Trustees.

(Appendix 2: Planning Model)

Area vice presidents and the chair of the PBC assess progress toward completion of program goals and the College's strategic initiatives. Annual reporting and discussion of the progress occurs in PBC by the start of each fall semester.

Funding Cycle

The priorities from each area are reviewed by the vice presidents to align program plans with institutional priorities. Items that are required by accreditation, that are necessary for health and safety, or that directly support the college's strategic initiatives receive the highest priority. The top institutional priorities are reviewed by the PBC, which sends its recommendations to the President's Cabinet for final funding consideration. If the PBC expresses concerns about the prioritized recommendations of the vice presidents, additional information and rationale are requested and adjustments may be made. Once Cabinet has approved funding, the Superintendent/President makes a recommendation to the Board of Trustees for their consideration and approval. In the 2010-2011 budget, this planning process resulted in \$2.3 million in new funding at the College. (Appendix 3: Funded 2010-11 Plans)

Planning and Staffing Decisions

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

Proposals for hiring faculty are also based on recommendations from program plans. All proposals are evaluated by the Faculty Identification Committee, which includes deans and representatives from the Academic Senate. This committee ranks the proposals and then forwards its recommendations to the Superintendent/President. If the Superintendent/President makes changes to the committee's rankings, the Vice President of Academic Affairs provides the committee with the rationale for this decision. Such changes may be the result of the Full Time Faculty Obligation formula or unanticipated changes in programs.

Through the planning and budgeting process for 2010-2011, the College identified and funded six new classified positions, including a research analyst, evaluator, human resource analyst, library media technician, custodian, and clerk for the Peace Officers Standards and Training (POST) program. Additionally, nine vacant classified positions and three vacant management positions were filled. Twenty tenure-track faculty positions, including six counselors, were also filled. The Center also hired five new tenure-track faculty, including a financial aid counselor. In addition, six new classified positions, including a financial aid coordinator, two custodians, two admission and records specialists, and a research analyst have been approved for hire.

All positions at both the College and the Center were identified through program review or annual plans, prioritized through the planning cycle, and identified as institutional priorities. Moreover, program review also led to a recent decision to close down a program and move affected personnel to areas that needed additional staffing. In both cases, program review and planning provided the analysis needed to make critical staffing and funding decisions. (Appendix 4: Student Job Placement Center Program Review)

Tracking and Evaluating Plans

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

All college plans have a designated individual responsible for ensuring that the plan is evaluated and progress notated. In 2009-10, semi-annual evaluations were completed for all 211 plans. Goals in progress or on hold are included in the plan for the following year. This process supports continuous improvement efforts, allowing programs to evaluate their accomplishments, identify new needs, and prioritize funding requests based upon current data.

Program Review and Institutional Planning Processes

As of the 2009-2010 academic year, all programs at the College had completed at least one full cycle of program reviews. Most programs within Student Services and Academic Affairs had completed two or more program review cycles. Following the recommendation of the Commission, the College has transitioned to a four-year cycle of program review going forward.

At the Compton Center, Student Services and Academic Affairs have completed all program reviews. The Compton Community College District Administrative Services and Human Resources areas undergo an annual Fiscal Crisis and Management Assistance Team (FCMAT) evaluation and site visit, paralleling program review. The Center's Academic Affairs and Student Services areas are also subject to the FCMAT annual evaluation process.¹

El Camino College continues to refine its program review procedures to enhance institutional effectiveness. In the Academic Affairs area, an Academic Program Review Committee oversees the complete cycle of academic program reviews. The committee meets with faculty and division deans to provide guidance and feedback. Faculty also participate in an orientation and receive a data set developed by the Institutional Research Office.

When a program is undergoing review, program faculty complete a draft of the review during the fall semester, after which the draft is reviewed by the Academic Program Review Committee. The final draft is submitted in the spring semester, approved by the committee, and posted on the College website. This process has improved the quality of program reviews significantly and provided for greater accountability. Both the College and the Center have recently hired interim Associate Deans of Academic Affairs, who assist faculty and staff with program review. (See Appendix 1 – Program Review Timelines)

Student and Community Advancement (SCA) has revised its program review template and will use a peer review process beginning with the fall 2010 program review cycle. Programs at both the College and the Center will undergo program review simultaneously, to increase collaboration and standardization between similar programs. The peer review committee will provide an orientation for the programs undergoing review and will provide feedback and commendations. (See Appendix 1 – Program Review Timelines)

The program review process in Human Resources and Administrative Services has also been strengthened with a peer review process and revised template. The process for evaluating the program reviews is under the direction of the vice president in each area, in consultation with program personnel. All managers in Administrative Services review the program reviews and provide feedback and commendations to the program manager. Once completed, the program review recommendations are included in the unit plan by the unit managers. (Appendix 5: Administrative Services Program Review Template)

¹ <http://www.compton.edu/campusinformation/currentnews/index.aspx>

Conclusion

The College and Center fully integrate program review, planning, budgeting, and evaluation processes. All departments and sites participate in program review, and the resulting recommendations are clearly linked to institutional planning and the allocation of resources. Based on the ACCJC Planning and Program Review Rubrics, the College is at the sustainable level.

Recommendation 2. The college should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure the College shall attain, by 2012, the level of Proficiency in the ACCJC Rubric for Evaluating Instructional Effectiveness—Part III: Student Learning Outcomes. The college should immediately implement processes to communicate to students expected student learning outcomes in course outlines, course syllabi, college catalog and/or other effective channels (II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)

The College defined and published the SLO timeline in fall 2009. The College continues to implement the actions as scheduled in the timeline to achieve Proficiency on the Commission's rubric by 2012. In response to the Commission's follow-up report and recommendations, the College is taking the actions described below.
(Appendix 6: SLO Timeline)

Core Competency Assessment

A Core Competency Assessment Plan was developed by the Assessment of Learning Committee to assess degree-level SLOs. To begin, faculty from all departments completed alignment maps in spring 2010 indicating the alignment of courses and programs with core competencies.
(Appendix 7: Core Competency Statements; Core Competency Assessment Plan)

The college is assessing core competencies according to the following schedule:

1. Communication and Comprehension (2010)
2. Critical, Creative, and Analytical Thinking (2011)
3. Professional and Personal Growth (2012)
4. Community and Collaboration (2013)
5. Information and Technology Literacy (2014)
6. Content Knowledge (2015)

The first core competency assessment for Communication and Comprehension began with data collection in spring 2010. The College assesses its core competencies in three ways – student surveys, faculty surveys, and course grades. The student survey was designed, piloted, and distributed to students in May 2010. The Institutional Research Office randomly selected sixteen sections of courses that rated the Communication and Comprehension core competency as very important. The survey asked students to rate the extent to which they have met the Communication and Comprehension core competency. Faculty were also asked to rate their students in this competency. The results will be compared with students' grades in these selected sections.

The results of the assessment will be discussed at a summit in October 2010. The data and conclusions from the summit will be compiled into a report by the Assessment of Learning Committee and distributed campus-wide.

These assessments will become part of program review, linking core competency assessment to the institutional planning process. In their program reviews, faculty will reflect on data collected during core competency assessments as these competencies relate to their program, and recommendations will be incorporated into the program's annual plan.
(Appendix 8: Communication and Comprehension Core Competency Assessment)

Course and Program Level SLO Assessment

Excellent progress has been made in assessing SLOs at the course and program level. SLO assessment plans currently exist in 96% of courses and 96% of programs. The College has assigned an SLO Coordinator and six additional faculty members to assist colleagues with the development of course and program SLO assessment. In addition, each division reviews SLOs through a consultation committee. At the Center, a faculty member has been assigned to assist with SLO coordination efforts. The division deans work closely with the faculty and the Associate Dean of Academic Affairs to ensure steady progress on developing and assessing SLOs.

An indication of the college's progress on SLO assessment is the recent award to Dr. Jenny Simon, SLO Coordinator, for Promising Outcomes Work and Exemplary Research (POWER) for SLO assessment or research in the category of SLO Coordinator/Mentor of the Year. Dr. Simon was selected for this award by the faculty and researchers of the statewide Academic Senate and Research and Planning Group's SLO Collaborative.

The following table shows a progress report by program of SLO development and assessment of course- and program-level SLOs:

Summary of Progress in SLOs: Spring 2010

<i>Division</i>	<i>Number of Courses with an SLO (% of Total Number of Courses)</i>	<i>Programs with an SLO (% of Total Number of Programs)</i>	<i>Courses Assessed (% of Total Number of Courses)</i>	<i>Programs Assessed (% of Total Number of Programs)</i>
Behavioral and Social Sciences	128 (100% of 128 courses)	10 (100% of 10 programs)	40 (31% of 128 courses)	7 (70% of 10 programs)
Business	86 (90% of 96 courses)	7 (88% of 8 programs)	12 (13% of 96 courses)	1 (13% of 8 programs)
Fine Arts	224 (100% of 224 courses)	7 (100% of 7 programs)	42 (19% of 224 courses)	3 (43% of 7 programs)
Health Sciences and Athletics	183 (96% of 191 courses)	10 (100% of 10 programs)	56 (29% of 191 courses)	5 (50% of 10 programs)
Humanities	135 (100% of 135 courses)	9 (100% of 9 programs)	30 (22% of 135 courses)	9 (100% of 9 programs)
Industry and Tech	216 (87% of 248 courses)	12 (80% of 15 programs)	53 (21% of 248 courses)	5 (33% of 15 programs)
Library and Learning Resources	Not Applicable	7 (100% of 7 programs)	Not Applicable	1 (14% of 7 programs)
Mathematics	37 (100% of 37 courses)	7 (100% of 7 programs)	32 (86% of 37 courses)	7 (100% of 7 programs)
Natural Sciences	81 (100% of 81 courses)	8 (100% of 8 programs)	41 (51% of 81 courses)	6 (75% of 8 programs)
Student and Community Advancement	Not Applicable	19 (100% of 19 programs)	Not Applicable	19 (100% of 19 programs)
TOTAL	1089 (96% of 1137 courses)	96 (96% of 100 programs)	306 (27% of 1137 courses)	62 (62% of 100 programs)

Communication of SLOs to Students

The College has made a significant effort to ensure that faculty at the College and the Center include SLOs in their syllabi. Students may also obtain course and program SLOs from the SLO web page. The course schedule and catalog will include links to the SLO web page beginning spring 2011.

To assess student awareness of SLOs, the Campus Climate Survey, administered in fall 2010, asked four questions regarding perceptions of SLOs:

1. *My professors have clearly explained the student learning outcomes for my classes.*
2. *In general, class activities are consistent with course student learning outcomes.*
3. *Class assessments/tests are consistent with course student learning outcomes.*
4. *The syllabi in my classes clearly state the student learning outcomes.*

The data from these questions will serve as a baseline for the College and the Center to assess student awareness of SLOs.

Conclusion

The College and the Center are completing assessment of course and program level SLOs in accordance with the timeline. The first core competency assessment has been completed, and a plan is in place to assess the remaining five core competencies. SLOs are being effectively communicated to the College and the Center through several channels. El Camino College and the Compton Center will reach proficiency on the ACCJC rubric by 2012.

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

El Camino College integrates SLO assessment into the faculty evaluation process. Among the criteria the faculty self evaluation report must address are “Objectives for the continued improvement of instruction and student learning outcomes” and “Analysis of previous objectives for the improvement of instruction and student learning outcomes.” Deans and the Human Resources Office ensure that all faculty include an evaluation of Student Learning Outcomes in their self-evaluations.

Compton Center Faculty Evaluations

The Center has ensured that faculty evaluations are taking place as scheduled since fall 2008. Faculty members are evaluated every three years, alternating between a basic and a comprehensive evaluation process. As part of the comprehensive evaluation, a panel of four faculty members participate in observing and evaluating all classes taught by the evaluatee. In addition, the evaluatee prepares a portfolio including the following information:

- Course syllabi
- Sample quizzes and exams
- Key handouts
- Assignments
- Brief statement of instructional philosophy
- Summary of service (committee work, staff development activities, curriculum development, program review)
- Student learning outcomes and assessment strategies

At the conclusion of the process, the faculty panel meets with the evaluatee to discuss the observations. The evaluatee also meets with the dean, who completes a faculty development plan focusing on the improvement of teaching.

As scheduled, sixty-three (75%) full-time faculty and fifty-nine (60%) part-time faculty have been evaluated in the past two years, with committees generally including faculty from both the College and the Center. Of these evaluations, 63% were comprehensive evaluations. The final group of full-time faculty will be evaluated this fall, and then the cycle will be repeated. The Vice President of Compton Center is leading orientation sessions for faculty scheduled for a comprehensive evaluation in fall 2010. Expectations for student learning outcomes and the use of the assessments to improve instruction will be addressed.

As part of the faculty development plan for the Compton Center, thirty-eight full-time and four part-time faculty participated in a one-year Faculty Inquiry Partnership (FIPP) and On Course training in 2009-10. An additional ten full-time and four part-time faculty are participating in the 2010-11 FIPP cohort and On Course training.

Conclusion

El Camino College and the Compton Center have fully integrated SLOs into the faculty evaluation process. All faculty at the Center are evaluated on a regular schedule and use the results of the evaluation to improve instruction.

(Appendix 9: Compton Community College District Evaluation Forms; Evaluation portfolios; ECC faculty evaluation forms)

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

The El Camino Community College District (ECCCD) meets or exceeds the Accreditation Commission’s eligibility standards for fiscal stability.

Improved Fiscal Soundness at the Center

The Center receives its funding from the Compton Community College District (CCCD). During recent partnership years, the Center has made progress in several fiscal markers:

1. Year-End Closing of Books has gone from a delayed closing to a timely closing.
2. Audit Report has gone from a delayed report to a timely report.
3. Audit Opinion Letter has gone from a "going concern" to a "clean" audit report.
4. Deficit spending is no longer occurring.
5. The current reserve level is approximately 8% of expenditures, exceeding state recommended levels.

(Appendix 10: CCCD 2006-07 Annual Financial Report; CCCD 2008-09 Annual Financial Report).

Due to significant enrollment growth, the Center now has an annual net operating balance for the first time in many years. Additionally the CCCD’s budget projections for the next five years forecast ongoing annual net operating balances.

(Appendix 11: Update of CEC FTES Recovery Plan; CCCD Three-Year Budget Projections).

Three -Year Budget Projection

Compton Community College District (CCCD)

April 2010

Year	FY 2010-11	FY 2011-12	FY 2012-13
FTES	6,400	6,400	6,400
Beginning Balance	2,260,840	2,355,026	2,433,022
Total Revenue	33,378,597	33,378,597	33,378,597
Total Available	35,639,437	35,733,623	35,811,619
Total Expenses	31,400,346	32,440,298	32,876,680
Reserve for Contingencies	2,355,026	2,433,022	2,465,751
General Reserve	1,884,035	860,302	469,189

Continuing Fiscal Soundness at El Camino Community College District

ECCCD began the 2010-11 fiscal year with a reserve for contingencies of 14.57%. In addition, it has met over 56% of its obligation to fund retiree health benefits. In the 2010-11 budget, the fiscal stability of the District allowed it to backfill \$1,150,000 in losses to categorical programs and to maintain all regular, permanent employees without layoffs or work furloughs.

Given the current fiscal issues in the State of California, considerable effort has been made to ensure the continued fiscal soundness of ECCCD. That effort includes careful review of the three-year budget forecast which is provided below:

Three -Year Budget Projection

El Camino Community College District (ECCCD)

December 2009

Year	FY 2010-11	FY 2011-12	FY 2012-13
FTES	18,340	17,973	17,703
Beginning Balance	17,873,095	16,696,901	12,581,715
Total Revenue	106,549,753	105,712,573	105,821,007
Total Available	124,422,848	122,409,474	118,402,722
Total Expenses	107,725,947	109,827,759	111,395,681
Ending Balance / Reserves	16,696,901	12,581,715	7,007,041

Ensuring Fiscal Soundness

The ECCCD and CCCD use independent Certified Public Accounting (CPA) firms to assess the annual basic financial statement. As with all California community college districts, the auditing process is conducted late in the fall after the fiscal year ends on June 30th. The CPA firms typically issue the Independent Auditor's Report in December of the same year.

During the October 2008 visit, a team member noted that "the fiscal soundness of the ECC Center is of great concern" due to an annual operating budget with a \$3.2 million deficit, "an Unqualified Opinion with a Going Concern," and twenty-eight findings in the 2006-07 auditors' report. These concerns have since been addressed as evidenced by the following:

1. The Center's 2009-10 annual operating budget now has a \$2 million reserve.
2. The "going concern" opinion noted in the 2006-07 audit report has been removed.
3. The "qualified opinion" noted in the 2007-08 audit report has been corrected.

4. Of the nineteen findings from the 2007-08 audit, ten have been completely resolved, eight have been partially resolved and progress continues, and one is in the process of having a corrective action plan developed and implemented.

(Appendix 12: CCCD 2009-10 Budget; CCCD 2007-08 Audit Findings Action Plan).

Fiscal Planning

The CCCD's budget is now balanced. The District ended both the 2008-09 and 2009-10 fiscal years with a positive ending balance and adopted a budget for 2010-11 that includes reserves for contingencies of approximately 7.4% of budgeted expenditures.

College and Center management have worked together from the beginning of the agreement to develop an FTES recovery plan that restores the Center's student population. During the first three years of the agreement, the Center met or exceeded its FTES goals, and enrollment continues to increase at a very brisk pace. The Center grew from 2700 FTES in year one, to 3300 FTES in year two, and exceeded 4600 FTES in year three. In year four, the Center had 5600 FTES, and in year five it is projected to reach its base of 6400 FTES.

The consistent annual growth of the Center's FTES has enabled the Center to build an annual net operating balance for this fiscal year. Projected annual growth is anticipated to fund the annual net operating balance going forward. FTES growth projections are a driving component of the 2009 Educational, Facilities, and Staffing plans for the Center. The 2009 Staffing Plan projects potential growth in certificated and classified staff at the Center. For fiscal year 2010-11, the Center has added five certificated positions (four instructors and one counselor) and five classified positions (two custodians, two admissions specialist and one research analyst).

The Center continues to rely on the state loan of \$17.8 million and remains current on its loan repayments. This loan provides needed cash flow for the Center during this time of delayed apportionment payments from the state.

Conclusion

The College has developed a fiscal management plan matched to revenues at all sites to ensure the fiscal soundness of the institution. The CCCD has substantially improved its financial condition and attained relative stability.

Commission Concern 1: El Camino College should reevaluate its online course offerings and submit substantive change proposals where 50% or more of a program can be achieved online. (ER 21, Substantive Change Policy) The College may risk losing federal financial aid for programs that have not received substantive change approval.

The Distance Education Substantive Change Proposal was sent to the Commission on October 1, 2010.

Commission Concern 2: El Camino College should shorten its timeline for program review so there is a mechanism to support a closer integration of the program review, planning and resource allocation processes. (II.B.3, II.B.4, II.B.6)

The program review timeline has been modified from a six-year cycle to a four-year cycle. In anticipation of the increased demands for institutional research support to accommodate a four-year cycle, a new research analyst has been hired.

In order to more closely integrate program review recommendations with planning and resource allocation processes, program review recommendations are prioritized and incorporated into the program's annual plan as goals. These goals are evaluated on a semi-annual basis. Based on the evaluation, goals may be carried forward into the next year. Annual plans allow programs to continually evaluate their accomplishments, to identify new needs, and to prioritize funding requests based on current data.

Appendix 1 – PROGRAM REVIEW TIMETABLES

<i>Department/Program</i>	4-year Program Review Cycle
1. Air Conditioning and Refrigeration	2010-11
2. Art Gallery	2010-11
3. Center for the Arts	2010-11
4. Construction Technology	2010-11
5. English - Reading	2010-11
6. Machine Tool Technology	2010-11
7. Mathematics – (for prospective elementary teachers)	2010-11
8. Mathematics –(for General Education and non-science students)	2010-11
9. Music	2010-11
10. Real Estate	2010-11
11. Architecture	2011-12
12. Administration of Justice	2011-12
13. Auto Collision Repair/Painting	2011-12
14. Child Development	2011-12
15. Computer Information Systems	2011-12
16. Film/Video	2011-12
17. Electronics & Computer Hardware Technology	2011-12
18. Fire and Emergency Technology	2011-12
19. History/Ethnic Studies	2011-12
20. Life Sciences	2011-12
21. Philosophy	2011-12
22. Math—(for engineering, science and math students)	2011-12
23. Anthropology	2012-13
24. Art	2012-13
25. Business	2012-13
26. CADD	2012-13
27. Cosmetology	2012-13
28. English	2012-13
29. Environmental Horticulture	2012-13
30. Kinesiology	2012-13
31. Learning Resources Unit	2012-13
32. Mathematics - Developmental	2012-13
33. Photography	2012-13
34. Physical Education – Athletics Program	2012-13
35. Political Science	2012-13

36. Sign Language/ Interpreter Training	2012-13
37. Sociology	2012-13
38. Welding	2012-13
39. Academic Strategies	2013-14
40. Automotive Technology	2013-14
41. Chemistry	2013-14
42. Communication Studies	2013-14
43. Computer Science	2013-14
44. Dance	2013-14
45. Astronomy	2013-14
46. Earth Sciences (Geology, Geography, Oceanography)	2013-14
47. Economics	2013-14
48. Engineering Technology	2013-14
49. English as a Second Language	2013-14
50. Fashion	2013-14
51. Foreign Language	2013-14
52. Health Center	2013-14
53. Human Development	2013-14
54. Journalism	2013-14
55. Physics	2013-14
56. Psychology	2013-14
57. Special Resource Center/APE	2013-14
58. Theatre	2013-14
59. Pre-Engineering	2013-14
60. Distance Education	annual
61. Honors Transfer Program	annual
62. MESA & ASEM	annual
63. Nursing	annual
64. Paralegal Studies	annual
65. Radiological Technology	annual
66. Respiratory Care	annual
67. Study Abroad Program	annual
68. Teacher Education Program	annual

<http://www.elcamino.edu/administration/vpaa/AA%20Program%20Review%20Timeline%204-2-10.pdf>

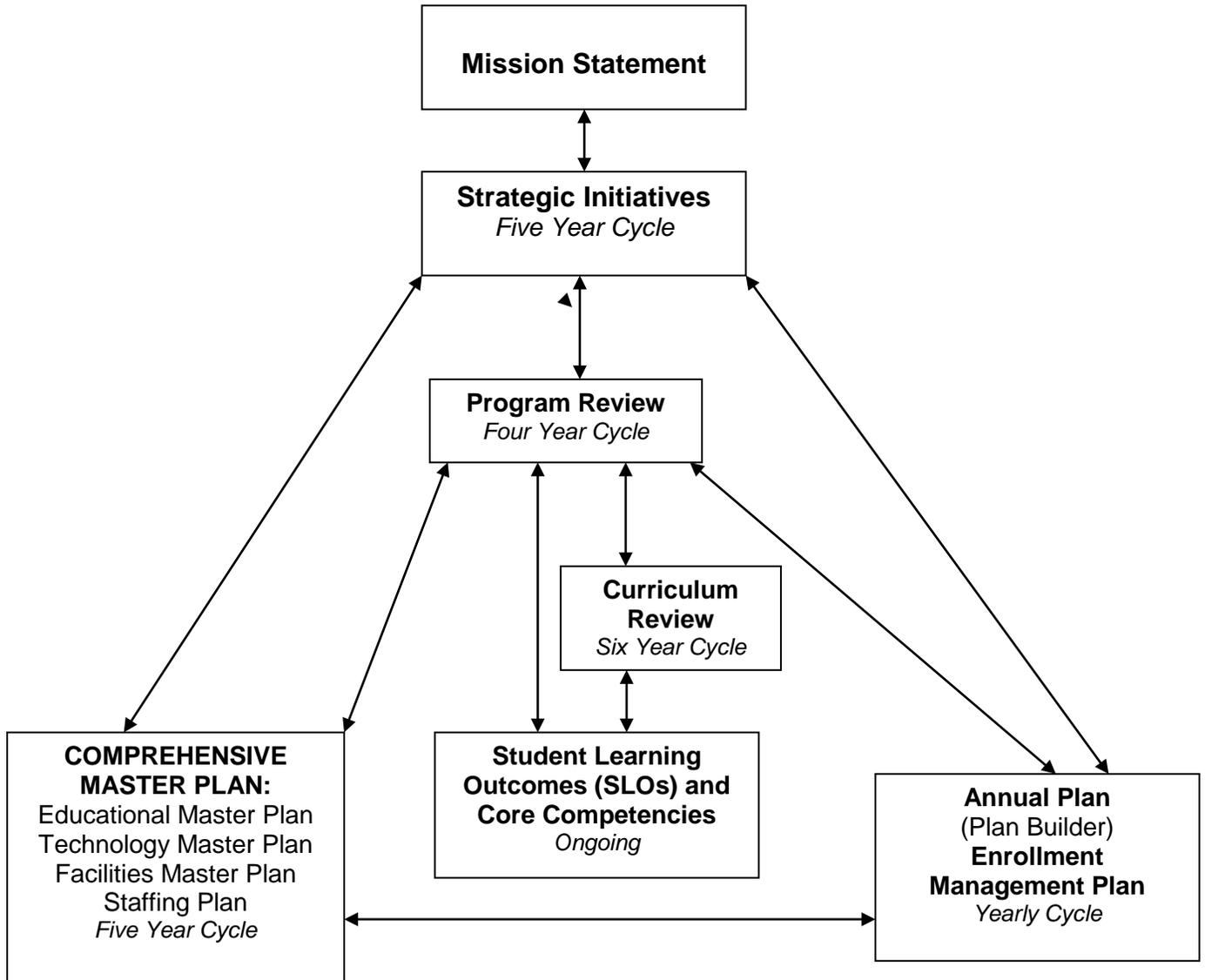
<i>Administrative Services Program</i>	Next Review Cycle
1. Purchasing	2010-2011
2. Parking Services	2010-2011
3. Material Receipt & Delivery	2010-2011
4. Recycling & Waste Management	2010-2011
5. Technical Services	2010-2011
6. Financial Reporting & Accounting	2011-2012
7. Bookstore	2011-2012
8. Accounts Payables	2011-2012
9. Patrol/Cadet Services	2011-2012
10. Building & System Maintenance	2011-2012
11. Custodial Operations	2011-2012
12. Utility Management	2011-2012
13. Network Services	2011-2012
14. Risk Management	2012-2013
15. Dispatch Services	2012-2013
16. Facilities Planning & Construction	2012-2013
17. Grounds Maintenance	2012-2013
18. Application Support	2012-2013
19. Student Accounting Services	2013-2014
20. Live Scan Services	2013-2014

<http://www.elcamino.edu/administration/vpas/docs/AS%20Program%20Review%20Schedule%202008-12.pdf>

EL CAMINO COLLEGE - STUDENT AND COMMUNITY ADVANCEMENT COMPTON CENTER – STUDENT SERVICES PROGRAM REVIEW SCHEDULE		
<i>Department</i>	<i>Next Cycle - ECC</i>	<i>Next Cycle - CEC</i>
First Year Experience	Fall 2010	Fall 2010 Short report only
Assessment & Testing	Fall 2010	Fall 2010
Financial Aid	Fall 2010	Fall 2010
Student Development (<i>Student Life*</i>)	Fall 2010	--
Foster Care	Spring 2011	Spring 2011
Outreach & School Relations	Spring 2011	Spring 2011
Admissions/Records/Registration	Fall 2011	Fall 2011
Evaluations	Fall 2011	--
Veteran's Affairs	Fall 2011	-
International Student Program (ISP)/(ECLA)	Spring 2012	-
Athletics	Spring 2012	Spring 2012
Counseling & Student Services	Spring 2012	Spring 2012
Career Center	Fall 2012	--
Transfer Center	Fall 2012	Fall 2012
Project Success	Fall 2012	--
Special Resource Center	--	Fall 2012
Puente Program	Spring 2013	--
Foundation & Scholarships	Spring 2013	--
Grants Office	Spring 2013	--
Institutional Research	Fall 2013	--
Contract & Community Education	Fall 2013	--
Inglewood Center	Fall 2013	--
Student Support Services	--	Fall 2013
Upward Bound	--	Spring 2013
Upward Bound Math/Science	--	Spring 2013

Appendix 2 – PLANNING MODEL

**El Camino College
Planning Model**



Planning components include institutional effectiveness measures that drive resource allocation.

MISSION STATEMENT

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

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

STRATEGIC INITIATIVES

1. Offer excellent educational and student support services:

- a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
- b) Maximize growth opportunities and strengthen programs and services to enhance student success.
- c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.

2. Support self-assessment, renewal, and innovation:

- a) Use student learning outcomes and assessment to continually improve processes, programs and services.
- b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:

- a) Use technological advances to improve classroom instruction, services to students and employee productivity.
- b) Improve facilities to meet the needs of students and the community for the next fifty years.

PROGRAM REVIEW

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute, and evaluate proposed changes.

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

Program Review Processes

ACADEMIC AFFAIRS

http://www.elcamino.edu/administration/vpaa/program_review.asp

<http://www.compton.edu/academics/programreviews.aspx>

1. September: Attend orientation workshop (department specific data distributed)
2. September: Designated faculty meet to write the program review
3. December: Present first draft to division dean for feedback
4. December – January: Present first draft to the Program Review Committee Chair for feedback
5. January-April: Faculty make revisions requested by Program Review Committee Chair
6. April-May: Submit final draft to the Program Review Committee for review and recommendations
7. May: Faculty, dean, and Academic Program Review Committee meet to discuss document for approval process
8. September-October: Prioritized program review recommendations are entered into division Plan Builder plans
9. June-July: Post approved program reviews on the Web

SUPPORT SERVICES

<http://www.elcamino.edu/administration/vpas/Program%20Review.asp>

<http://www.elcamino.edu/administration/hr/programreview.asp>

<http://www.elcamino.edu/administration/vpsca/docs.asp>

<http://www.compton.edu/studentsservices/ProgramReview.aspx>

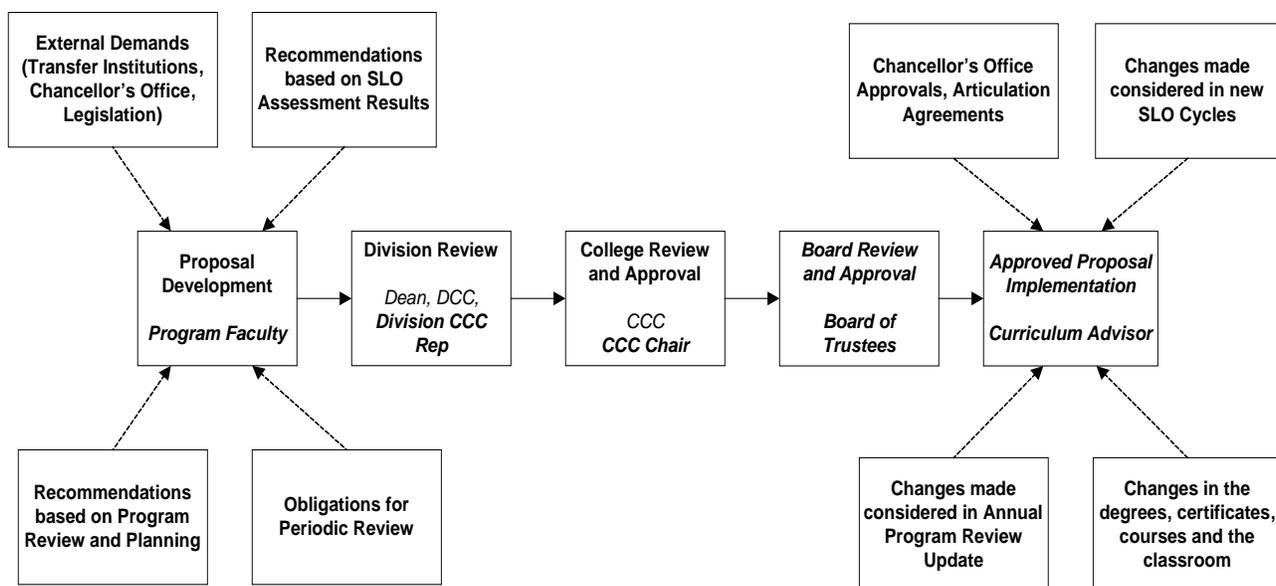
1. Attend orientation workshop (department specific data distributed)
2. Designated team writes the plan
3. Present first draft to division director for feedback
4. Submit draft to Vice President for review and potential revisions
5. Enter prioritized recommendations into division Plan Builder goals
6. Post approved program reviews on the Web

CURRICULUM REVIEW

<http://www.elcamino.edu/academics/ccc/index.asp>

All courses, certificates and majors are reviewed by faculty within a six year cycle with vocational courses being reviewed on a two year cycle. Results from the reviews are incorporated into the discipline Program Review. Curriculum proposals are developed in the semester prior to their submission to the College Curriculum Committee (CCC). Course review can be expedited if circumstances warrant use of the Extenuating Circumstances procedure.

1. Submit proposals to Division Technical Review Curriculum Committee (DCC).
(Department specific dates distributed.)
2. Forward proposals to the Curriculum Office in Academic Affairs on the assigned day.
(Division specific submission dates distributed.)
3. Curriculum Office distributes proposals to the CCC for review two weeks prior to the meeting. (Curriculum Office specific dates distributed.)
4. CCC members forward comments and concerns to the CCC chair within one week.
5. Curriculum Advisor, Curriculum Chair, Vice President – Academic Affairs (VP-AA) or designee, academic dean, and faculty meet to review comments and concerns presented by the CCC one week prior to the CCC meeting.
6. Faculty and deans make revisions and develop an errata sheet for the CCC meeting.
7. Deans present curriculum proposals to the CCC with faculty authors in attendance to address CCC questions. Courses, programs, certificates, and degrees are endorsed for Board of Trustee approval.
8. New vocational certificates of achievement are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for recommendation and are forwarded to the Chancellor's Office for approval.
9. Academic certificates are forwarded directly to the Chancellor's Office.
10. The CCC approves its minutes via email.
11. VP-AA forwards curriculum to the Board of Trustees. (Board specific dates distributed.)
12. Courses approved within an academic year become active the following academic year. Courses may be offered earlier with approval from the VP-AA.



STUDENT LEARNING OUTCOMES (SLOs) AND CORE COMPETENCIES

<http://www.elcamino.edu/academics/slo/>

Course- and Program-Level SLOs

SLOs can be described as measurable outcomes that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or a set of interactions with student services. SLOs involve higher order thinking skills and are measurable.

Student Learning Outcomes must be in place for every course and program offered through the college. The assessment of SLOs is ongoing: results are used to improve student learning and teaching practices, as well as to inform curricular and programmatic changes. Assessing an SLO involves the following steps:

Identify: Faculty and/or staff work together to identify the SLO, rubric / evaluation standards, and assessment method and timeline for a course or program. Section 1 of the “Student Learning Outcomes Assessment Report” form, found at <http://www.elcamino.edu/academics/slo/forms.asp>, is filled out and sent to the Assessment of Learning Committee at slo@elcamino.edu.

Assess: Faculty and/or staff perform the assessment, evaluate the assessment based on the rubric or evaluation standards, and compile the results. Section 2 of the “Student Learning Outcomes Assessment Report” form is filled out.

Reflect: Faculty and/or staff reflect on the assessment results as to how they may help to inform improvements to teaching practice as well as curricular or programmatic changes.

Section 3 of the “Student Learning Outcomes Assessment Report” form is filled out and the finished report is sent to the ALC at slo@elcamino.edu .

Improve: Improvements are made by the program’s faculty and/or staff in accordance with the reflection of the data. These improvements are recorded in the area’s program review. If a change requires additional funding, a recommendation may be added to the program’s list of recommendations in its program review and then sent on to become part of the program plan and go through the process for funding allocation.

The process is ongoing and cyclical.

The following timeline is in place for SLOs at the course and program levels:

Due Date	Task
<p>Reports of assessed course-level SLOs due annually <u>at the end of the third week of spring semester.</u></p> <p>(This means course-level SLOs should be assessed by fall semester of the previous year.)</p>	<p>Continue to assess existing course-level SLOs.</p> <p>Course outcome assessments take place throughout the year; assessment reports due annually at the end of the third week of spring semester.</p> <p>How many?</p> <ul style="list-style-type: none"> ▪ For small programs (5 or fewer full-time faculty): two complete assessment cycles per year ▪ For medium programs (6 to 12 full-time faculty): three complete assessment cycles per year ▪ For large programs (13 or more full-time faculty): four complete assessment cycles per year <p><u>Note</u>: After Fall 2010, course-level SLO assessment cycles tied to program review cycles (details will follow at a later time.)</p>
<p>Starting in 2011, reports of assessed program-level SLOs due <u>at the end of the third week of fall semester.</u></p> <p>(This means that program-level SLOs should be assessed by the previous spring semester.)</p>	<p>Starting in 2011, program outcome assessments are tied to program review cycles (details will follow at a later time); assessment reports due at the end of the third week of fall semester.</p>

Core Competencies

<http://www.elcamino.edu/academics/slo/corecomps.asp>

Core competencies describe what a student should be able to do based on a complete experience at El Camino College (i.e. completion of a program, certificate, or degree). Core competencies may be assessed by compiling and evaluating the results of SLO assessments at the program or course level, evaluating student artifacts, or compiling and evaluating survey data. The Assessment of Learning Committee (ALC) is responsible for determining the methods and timelines for assessing core competencies; however, the entire campus community is responsible for their assessment. The results are used to inform and improve college planning efforts and student learning.

Students completing a course of study at El Camino College will achieve the following core competencies:

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

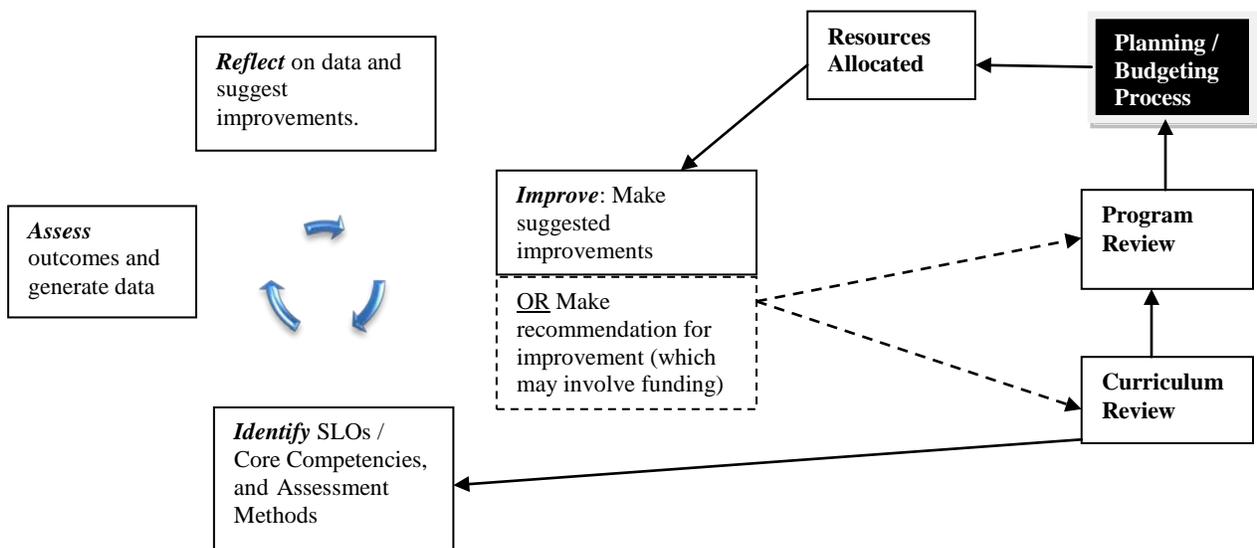
In a process that started in the spring of 2010, ECC began assessing these core competencies. Every year, the college will assess one core competency in the following order:

1. Communication and Comprehension (Fall 2010)
2. Critical, Creative, and Analytical Thinking (Fall 2011)
3. Professional and Personal Growth (Fall 2012)
4. Community and Collaboration (Fall 2013)
5. Information and Technology Literacy (Fall 2014)
6. Content Knowledge (Fall 2015)

Thus, core competency assessment will take place in a six-year cycle. Other core competencies may be added as needed; if this occurs, the core competency assessment cycle will be

lengthened. Please see www.elcamino.edu/academics/slo/corecomps.asp for the complete core competency assessment plan.

The Process for Course- and Program-Level SLOs and Core Competencies:



ANNUAL PLANNING (Plan Builder)

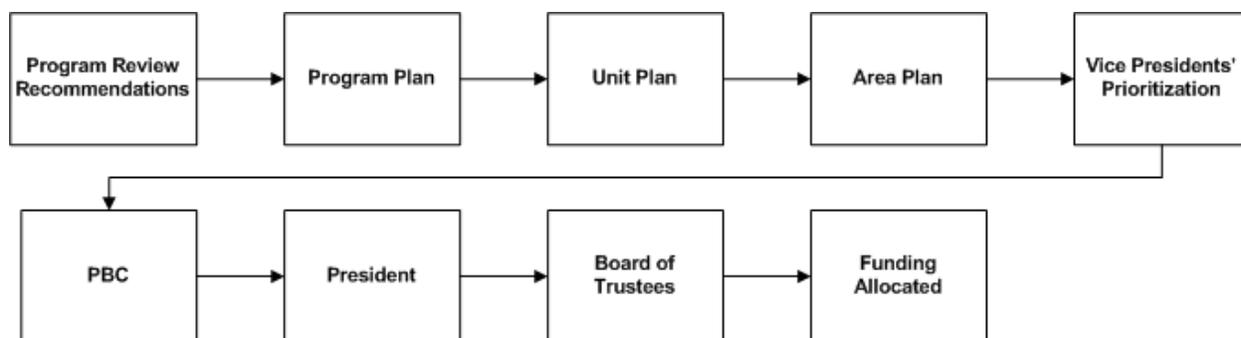
<http://ecc-webapps1.elcamino.edu/pb/>

<http://eccplan/compb/>

Plan Builder is the name of the software used by the college for most planning purposes. The software is used to create plans and track progress made toward *goals* and *objectives* within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.

Plan Development Cycle

1. September – October: Each department reviews, updates, and inputs program review prioritized recommendations into their Program plan for the next fiscal year.
2. November - December: Each division reviews and prioritizes program goals and objectives and enters or rolls-over the information into the upcoming division Unit plan for the next fiscal year.
3. January – February: Vice Presidents meet with division managers to review and prioritize Unit plan goals and objectives to create a prioritized Area plan.
4. March - April: Vice Presidents present a list of prioritized goals and objectives for the college to PBC for discussion and funding endorsement.
5. May: PBC submits a list of endorsed funding requests to the President for consideration.



Plan Evaluation Cycle

1. January: Goals and objectives in current year plans are reviewed and evaluated for the first half of the fiscal year.
2. July: Goals and objectives in current year plans are reviewed and evaluated for the full fiscal year.

ENROLLMENT MANAGEMENT PLAN

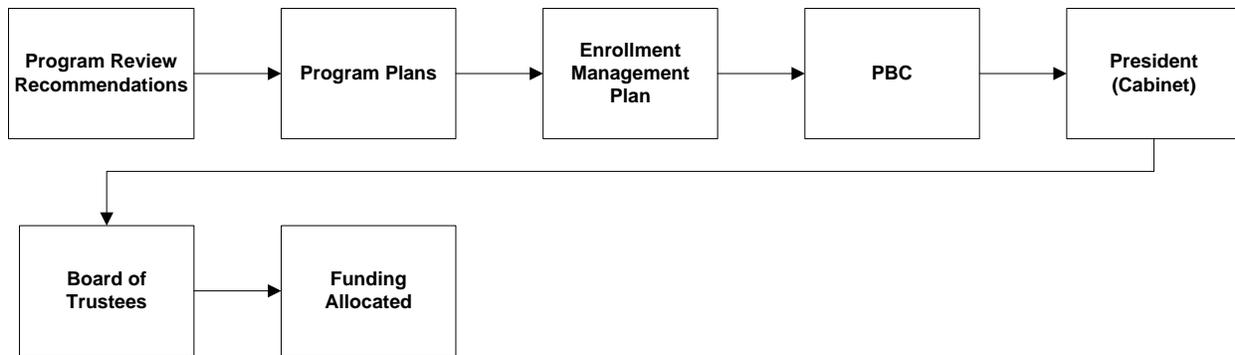
http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan will rely upon data to ensure the following: the achievement of enrollment targets to obtain the maximum resources available to the college; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. January – February: The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.
2. March - April: Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.
3. May: PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.



COMPREHENSIVE MASTER PLAN

<http://www.elcamino.edu/administration/masterplan/cmplan.asp>.

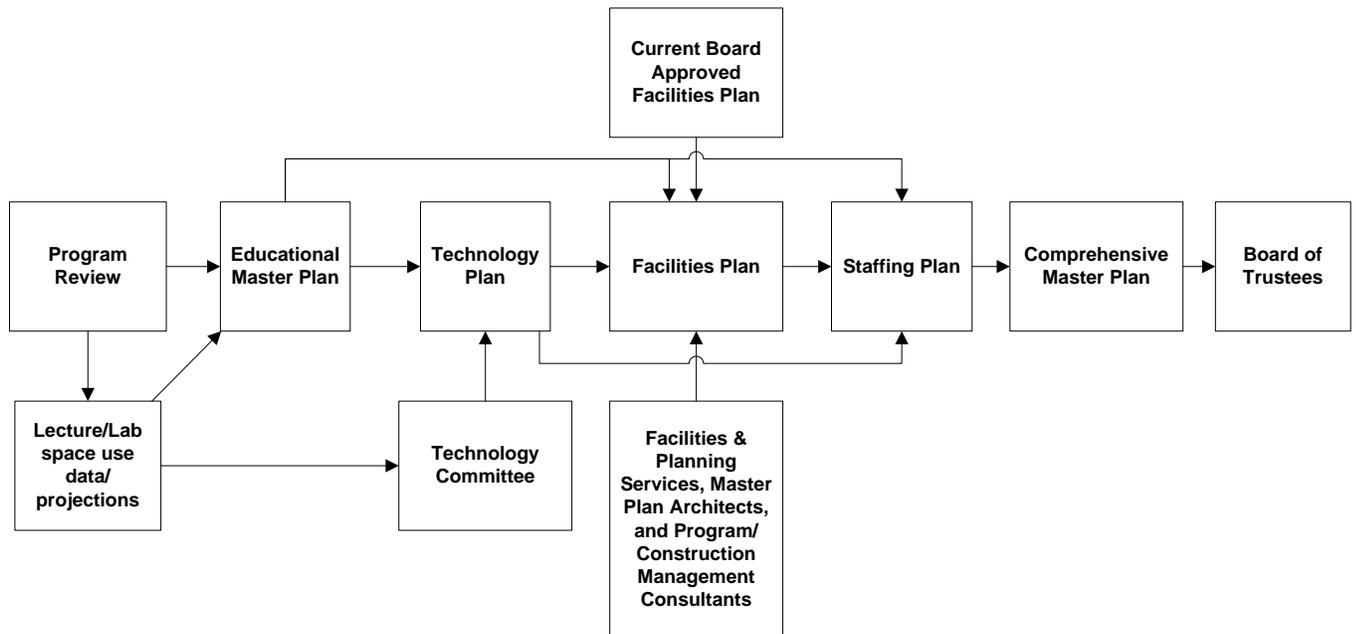
The Comprehensive Master Plan (CMP) contains four plans that build upon each other. The plans are titled Educational, Technology, Facilities, and Staffing. The CMP is a descriptive document that explains the current status of the college's programs, services, and resources and projects what will be needed to address student and community needs twenty years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show our building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the college. The plans can also be used as back up documentation when seeking to be included in statewide bond initiatives.

A comprehensive master plan is typically built in a sequential manner starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, managers, and the Institutional Research Office. Program data is used in conjunction with building usage to determine space needs. Program data are used to project department technology and facilities needs throughout the college.

The Technology Plan is created by the campus Technology Committee and is derived from program information and campus-wide needs. The Educational and Technology Plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. All four plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the college is taking to address the needs brought forward in the plan.



PLANNING and BUDGETING CALENDAR (PBC)

Dates	Activities	Responsible
October – December	<ol style="list-style-type: none"> 1. Review and revise planning priorities. 2. Identify budget development assumptions. 	<ol style="list-style-type: none"> 1. PBC 2. Cabinet
End of December	<ol style="list-style-type: none"> 1. Submit prioritized Program plans for the next fiscal year. 	<ol style="list-style-type: none"> 1. Program faculty and managers
January - February	<ol style="list-style-type: none"> 1. Determine preliminary revenue estimates 2. Begin assessment of key budget issues—including the funding of high priority planning initiatives 3. Evaluation of current fiscal year program plan goals and objectives by January 31st. 	<ol style="list-style-type: none"> 1. Vice President of Administrative Services 2. PBC 3. Program faculty and managers

End of February	1. Submit prioritized Unit plans for the next fiscal year.	1. Deans/Directors
March - April	<ol style="list-style-type: none"> 1. Determine enrollment targets, sections to be taught, and FTEF. 2. Vice presidents jointly determine ongoing operational costs including: <ol style="list-style-type: none"> a. Full-time salaries b. Benefits, Utilities, GASB c. Legal and contract obligations 3. Develop Line Item Budgets for Operational Areas. 	<ol style="list-style-type: none"> 1. VP Academic Affairs with Cabinet approval 2. Vice President of Administrative Services and Cabinet for full-time positions 3. Vice Presidents
End of March	1. Prioritized Area plan recommendations for the next fiscal year presented to PBC and Cabinet.	1. Vice Presidents
April	1. Tentative budget information completed for PBC review.	1. Vice Presidents
April 15 th	<ol style="list-style-type: none"> 1. Proposed tentative budget is reviewed and discussed for endorsement. 2. Initial planning and budget assumptions are finalized. 	<ol style="list-style-type: none"> 1. PBC 2. Cabinet
May	<ol style="list-style-type: none"> 1. PBC submits endorsed funding request recommendations to the President. 2. President submits tentative budget to Board of Trustees for first reading. 	<ol style="list-style-type: none"> 1. PBC 2. President
June	1. Tentative Budget is presented to the Board.	1. President
July 1 st	1. Tentative Budget is rolled into active status (purchasing can begin).	1. Accounting
July	1. Final evaluation of current year goals and objectives are entered into plans.	1. Program faculty and managers

July/August	1. Final revenue and expenditure adjustments are made to budget.	1. PBC and Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC. 2. Final Budget line item review with PBC.	1. President and PBC 2. Vice President Administrative Services
September	1. Final Budget submitted to Board. 2. PBC conducts annual evaluation.	1. President 2. PBC

Appendix 3 – FUNDED 2010-11 PLANS

Department or Area	Plan #	Funding Source	Funding Amount
Admissions and Records	372	Fund 11	\$33,500
Enrollment Services	403	Fund 11	\$105,600
Counseling and Student Services	415	Fund 11	\$65,000
Health Sciences and Athletics	401	Fund 11	\$40,000
Academic Affairs Office (accreditation)	524	Fund 11	\$50,000
Academic Affairs Office (SLOs)	524	Fund 11	\$50,000
Industry and Technology	497	Fund 11	\$10,000
Campus Police	449	Fund 11	\$20,000
Human Resources	503	Fund 11	\$10,000
Staff and Student Diversity	518	Fund 11	\$13,000
Staff Development	427	Fund 11	\$60,000
Campus Police	448	Fund 12	\$120,000
Campus Police	448	Fund 12	\$98,000
Campus Police	405	Fund 12	\$23,000
Admissions and Records	372	Fund 15	\$25,000
Counseling and Student Services	415	Fund 15	\$8,200
Fine Arts	514	Fund 15	\$20,000
Fine Arts	514	Fund 15	\$30,000
Industry and Technology	486	Fund 15	\$2,000
Fine Arts	498	Fund 15	\$2,000
Staff Development	427	Fund 15	\$35,000
Information Technology Services	495	Fund 15	\$75,000
Learning Resources Unit	381	Fund 15	\$100,000
Health Sciences and Athletics	470	Fund 44 (bond)	\$75,000
Health Sciences and Athletics	470	Fund 44 (bond)	\$30,000
Health Sciences and Athletics	470	Fund 44 (bond)	\$175,000
Health Sciences and Athletics	470	Fund 44 (bond)	\$10,000
Health Sciences and Athletics	470	Fund 44 (bond)	\$20,000
Behavioral and Social Sciences	429	Fund 44 (bond)	\$90,000
Fine Arts	498	Fund 44 (bond)	\$90,000
Industry and Technology	491	Fund 44 (bond)	\$15,000
Campus Police	449	Fund 44 (bond)	\$500,000
Total			\$2,300,000

Appendix 4: STUDENT JOB PLACEMENT CENTER PROGRAM REVIEW

Student Job Placement Center Program Review

April 2010

I. Overview

A. Program Profile

The Student Job Placement Center provides students with an array of job opportunities and a direct link with employers to help the jobseeker find employment. This service is free of charge to students and employers. Throughout the year SJPC also coordinates job fairs and invites employers needing workers to meet and talk with prospective employees.

The computer lab offers a wide variety of services to students seeking full- and part-time jobs. The lab provides self-service and one-on-one personalized service from SJPC personnel to individuals. Assistance with resume and cover letter development and templates, access to the SJPC job database and Internet for job searches, fax service, and e-mail contact with employers are available through the computer lab.

SJPC Eligibility Policies for Clients and Students:

- Must be currently enrolled, an alumni, or a former ECC student who has completed a minimum of 15 ECC units

Services Extended to Employers:

- Job listings in our job program and a copy of the job opening(s) will be sent to on-campus employers, that is, the department or program relevant to the occupation. (*The employer must guarantee a salary of at least minimum wage or more to be eligible for this service.*)
- Job postings on the SJPC job bulletin board (*for 4 weeks*)
- Literature stands to display and distribute flyers
- Participation in the Annual Career Expo (*requires registration fee*) and mini-job fairs
- On-campus recruitment meetings to conduct interviews with students on a one-to-one basis
- Customized job recruitment and interview sessions tailored to the employer's needs
- Web link (*general office info, calendar of events, job announcements*)

B. Status of Previous Recommendations

N/A

C. Continuing Recommendations

N/A

II. Program Data

A. Student or Client Satisfaction

Utilizing the department SLO, “Students will learn how to access job and internship information and how to conduct Internet searches after meeting with a Student Job Placement Center staff member”, a survey was developed to gauge our level of student satisfaction and department performance. Commencing on 9/24/09, surveys were handed to first-time student visitors to the Student Job Placement Center. Survey forms were handed out until the end of the Fall 2009 semester for a total of 180 forms. To ensure survey completions, questions were kept at two and a section for comments. Students willingly completed these surveys and the overall results of the surveys were 100% on understanding of the job search tools available, as well as the department meeting their expectations of services.

B. Student or Client Outcome Data

<u>Year:</u>	<u>2010</u>	<u>2009</u>	<u>2008</u>	<u>2007</u>
# of Students Served	2,526	3,475	2,494	2,461
# of New Job Postings	301	653	2,011	2,432
# of New Employers	200	327	446	772
# of Job Fair Participants	56	71	99	304

The data history for the past four years reflects a steady decline in most areas that are important indicators of job opportunities for students, that is, the number of students served, the number of new job postings, the number of new employers recruited, and the number of job fair participants solicited. Consequently, concerns received by SJPC from students about not getting part-time jobs are, unfortunately, well founded.

The number of employers in the SJPC database has declined dramatically from 772 in 2007, for example, to only 200 for the current year, which has only a few months of productivity left. Job postings have similarly dropped from a high of 2,432 in 2007 to 301 for the current year. This is a shocking decline of 88% in only four years. In contrast, the number of students conducting job searches and using SJPC services has remained fairly constant during the same time span. Large numbers of students are still looking for jobs, but there are far fewer opportunities being identified by the office.

Employer participation in job fairs also has declined. Four years ago, the office sponsored nine job fairs that attracted over 304 employers. This year, job fairs are at a low point, and the number of participating employers has also declined dramatically.

At one time, two full-time employees had the responsibility of job development (promoting and presenting the job fairs, off-campus marketing, and recruiting employers to expand the employer database). It is a major undertaking. The job fairs were so important that the office had a committee and got participation from other college departments. Having a part-time staff member in charge of job development has resulted in minimal job postings and employer contacts.

The reduction in emphasis on community and employer outreach and the corresponding concentration of SJPC resources on internships and workshops have resulted in reduced contact

with employers and fewer job referrals for students. The shift of SJPC resources to develop the internship program has been largely unproductive.

III. Program Requirements

B. Facilities and Equipment

Existing facility and computer equipment adequately meet the needs of students who use the computer lab and the employees in SJPC.

C. Staffing

SJPC currently has two permanent classified employees working with employers to advertise jobs and assist students with their job search and resume development, and a part-time temporary classified employee who coordinates job fairs and outreach to the private sector. In addition, SJPC employs two to four work-study students each year to supplement the workload.

2 - Student Services Technicians: Duties include the following:

- Input job data from employers and maintain job database
- Collect data and provide reports
- Assist students with job searches for on-campus, off-campus, and online employment opportunities
- Assist and critique resumes and cover letter development
- Provide students with reference material
- Provide fax service
- Liaison with employers, faculty, and staff
- Order supplies and answer phones
- Supervise student workers

1 - Part-Time Student Services Advisor: Duties include the following:

- Outreach to private sector to develop job opportunities
- Coordinate campus job fairs and job-related activities
- Conduct workshops

Federal Work-Study Students - Duties include the following:

- Front counter/customer service
- Assist students with job searches
- Phone and faxing

Future Staffing Needs:

The number of new jobs continues to decline from last year's tallies taken at this same point in time. However, the number of students seeking jobs and employment services remains surprisingly high.

At its peak in 2002, SJPC (then the Job Placement Center) had *seven* full-time employees and four casual/paraprofessional employees. The computer lab consisted of nine computer stations. Today, all that remains are two full-time student services technicians and one part-time student

services advisor, as well as a four-station computer lab. A larger staff was required in 2002 because the center used to process all paperwork for the hiring of casual and student workers for the college. The center also handled nearly all of the aspects of the Financial Aid Office Federal Work Study program. Since that time Federal Work Study has been moved completely out of the center and back into the Financial Aid Office, and all processing of casual and student employment for the college has been moved to Human Resources.

In light of the current economic situation and the likelihood that job growth over the next several years will be minimal, two scenarios should be considered:

Scenario #1:

Eliminate the Student Job Placement Center office and relocate the two Student Services Technicians to other departments within Student Services. The current job classifications are inadequate to maintain the department and growth is not possible based upon their job classification. Students will continue to be served by providing current job openings through the Portal. The Enrollment Services Division Office would take over the task of receiving and posting job openings. Students will contact employers directly for questions or submission of applications.

Scenario #2:

Reclassify both Student Services Technicians to Student Services Advisors. With this higher classification, the department can promote jobs and services both on campus and within the community. In addition, the student placement function of the Federal Work Study program should be moved from the Financial Aid Office back to SJPC (freeing up the Financial Aid Advisor to focus primarily on financial aid services). As advisors, the staff will continue to coordinate job fairs and actively reach out to employers to increase job postings to students.

Personnel Type	Current Level		Adequate staffing in 3 - 5 years		Retirement	
	# of Staffing	FTE	# of Staffing	FTE	# of Staffing	FTE
Full-time Classified Staff	2	2.0				
Part-time Classified (Temporary)	1	0.8				
Student Employees	4	2.0				

D. Planning

Major Changes and Trends

1. A job program that will be accessible through *MyECC* is in the final stages of development in ITS. The new job program allows students and ECC employees to view on- and off-campus job opportunities, as well as employment news and announcements from the convenience of their own home. The new system will also aid in the promotion of the SJPC, post job openings instantly to job seekers, and create a larger pool of job applicants for employers.
2. Permanent funding for a casual or student worker is required if the SJPC will remain open.

3. Because the expansion of the internship program in the past several years has resulted in violations of Title 5 and college policy, and was likely helping employers to recruit free student workers instead of interns, plans have been initiated to phase out all internships. A strategy should be developed, however, to educate prospective employers of interns so that their needs are satisfied instead by persuading them to hire El Camino College students for pay.
4. Further staff development for the full-time SJPC student services technicians should be pursued by appropriate workshop and conference attendance.
5. Data for the past four years show conclusively that the office's current process for developing job opportunities for students and a database of potential employers of students has not been successful. Aggressive action needs to be taken if placement services for students are to remain as a viable service for the college's students and the employer community.

Student Learning Outcomes (SLOs):

1. Students will learn how to access job and internship information and how to conduct Internet searches after participating in the Student Job Placement Center tutorial.
2. Students will know the important components of creating effective cover letters and resumes after attending a presentation by an SJPC staff member.

IV. Recommendations

After a thorough review of the department and its services, it is recommended that the Student Job Placement Center be eliminated. SJPC's services are underutilized and the staffing is inadequate to maintain the department. The main function of providing students with job openings is being moved to the Portal, which enables students to search for jobs online. Each of the duties listed under III. C. for the Student Services Technician and part-time (non-cert) Student Services Advisor are addressed in the chart below:

Duty	Current	Proposed
Input job data from employers and maintain job database	Student Services Technicians	Enrollment Services Division Office
Collect data and provide reports	Student Services Technicians	No longer applicable
Assist students with job searches for on-campus, off-campus, and online employment opportunities	Student Services Technicians	On-campus searches = FWS Off-campus and online = Jobs Database on the Portal, monster.com, jobing.com, etc.
Assist and critique resumes and cover letter development	Student Services Technicians	The Writing Center
Provide students with reference material	Student Services Technicians	No longer applicable
Provide fax service	Student Services Technicians	Enrollment Services Division Office
Liaison with employers, faculty, and staff	Student Services Technicians	No longer available
Order supplies and answer phones	Student Services Technicians	No longer applicable
Supervise student workers	Student Services Technicians	No longer applicable
Outreach to private sector to develop job opportunities	PT Student Services Advisor	No longer necessary
Coordinate campus job fairs and job-related activities	PT Student Services Advisor	The Career Center
Conduct workshops	PT Student Services Advisor	No longer applicable

Appendix 5 – ADMINISTRATIVE SERVICES PROGRAM REVIEW TEMPLATE

Program Review Process for Administrative Support Services

The Self-Evaluation Process for Administrative Support Services

The suggested topics are meant to serve as guidelines for the self-evaluation process and the preparation of the report. The report may expand upon or exclude some of the topics below, at the discretion of the unit staff.

Program Description and Goals

Describe the service under review, emphasizing the unit's goals, its impact on student success, (if applicable), and how the unit supports the broader college mission.

1. Goals might include delivery of a specific service, or other activities directed at providing support to the institution or to students.
2. Discuss how the unit evaluates its effectiveness in meeting ECC's institutional mission.
3. If the unit's goals have changed since the last self-evaluation, explain how and why they have changed.
4. If applicable, summarize modifications made since the program's last self-evaluation. Show how the changes responded to changing needs, technologies, external requirements, or other relevant factors.
5. Describe how the unit engages all members in the discussion, review, assessment and revision of unit goals.
6. Describe notable achievements since your last self-evaluation.

Program Improvement

Discuss how the unit addresses improvement.

1. What activities has your unit engaged in to improve the administrative support service?
2. What changes have been made based on the result of the assessed outcomes?

Program Environment

1. If the unit operates during non-regular business hours, describe how the scheduled hours meet the needs of other units/programs/students and indicate the specific hours the unit operates.
2. Describe the influences that external factors, such as state laws, changing demographics, and the characteristics of the students served have on the structure and services and how the unit addresses these factors.
3. Describe the interactions between this unit and other units/programs on campus and any particular influences these have on the ability of the unit to meet its goals.

Program Effectiveness

Describe how the program evaluates unit effectiveness and its impact on the institution.

Conclusions & Recommendations

Present any conclusions and recommendations resulting from the self-evaluation process, referencing the specific topics above. Include information on how the unit engages all unit members in the self-evaluation dialogue and how everyone participates in the program review process.

1. Summarize your areas of strength and areas that need improvement.
2. Identify strategies for the future. Discuss any projected changes and anticipate how the changes may affect staffing, facilities, equipment, and other operational areas.

Sources of Information

Administrative units may refer to the following sources of information in the self-evaluation process:

1. Program goals statements.
2. Reports from Institutional Research and state and federal sources.
3. Results of any research projects undertaken by the unit to examine any relevant area of interest.

Appendix 6 – SLO TIMELINE

<http://www.elcamino.edu/academics/slo/docs/SLOTimeline8-5-09.pdf>

I. Ongoing and Comprehensive Student Learning Outcome Assessment Program Established

	A. Create, align, update, assess, and report SLOs for all courses, programs. (faculty and administration)	B. Core competencies regularly assessed, with broad participation; results publicized and discussed. (faculty and administration)	C. Publish SLO assessment timelines, integrated with course review and program review cycles. (faculty and administration)
June 2009	Complete sets of program-level SLO statements published for every instructional and student services program.	Core Competency selected for first college-wide assessment .	SLO database designed and work plan developed.
December 2009	At least one course-level SLO assessment plan published for every course. Complete sets of program-level SLO assessment plans published for every instructional and student services program. Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.	Assessment plan published for first competency. Order established for rotation of college core competency assessments, one to take place each year on a six-year cycle.	A complete, integrated six-year model of a timeline is designed and published.
June 2010	Complete sets of course-level SLO assessment plans published for every course. At least one program-level SLO assessment report published for every instructional and student services program. Outcome alignment maps designed and a first model published.	Assessment data collected for first competency. A full assessment plan published for all competencies. Assessment plan published for second core competency.	Formalized scheduling completed. Model timeline entered and published.

December 2010	At least one course-level SLO assessment report published for every regularly offered course not taught solely by adjunct faculty. Other exemplary outcome alignment maps are published.	Data for first core competency shared/discussed at Assessment of Student Learning Week. Reflection completed.	A complete, integrated, six-year timeline published for every program.
June 2011	Outcome alignment maps published for every program.	Assessment report for first core competency completed and published. Assessment data for second core competency assessment collected.	A complete, integrated, six-year timeline for the entire college published.
Sustainability	<p>Assessment cycles at all levels repeat at a rate commensurate with resources.</p> <p>College-wide reports of compliance and progress published annually.</p> <p>Outcome alignment maps revised in program review.</p> <p>Each core competency assessment cycle lasts three to four semesters. Cycles overlap so that every core competency will be assessed once every six years.</p> <p>A college-wide schedule of assessments is maintained.</p>		

II. Assessments Widely Discussed and Results Considered in Decision-Making and Evaluation

	D. Discussions of SLO assessment results included in course review, program review, planning and budget decisions, and other collegial consultation committees. (faculty, staff, and administration)	E. Provide frequent professional development topics on assessment techniques and results. (faculty, administration, staff development office)	F. Faculty self-evaluations include SLOs and assessments. (faculty and administration)
June 2009	Program review and course review process instructions modified to include consideration of assessment results. Expectations and guidelines developed for including outcome assessments in committee work developed.	As in previous semesters, professional development events are offered throughout the year, and especially on Flex Days and during the Assessment of Student Learning Week (ongoing).	The ECCFT Faculty Agreement (effective July 1, 2007) includes consideration of SLOs and assessment results in the faculty self-evaluation.

December 2009	Assessment results indicating programmatic changes are systematically placed into the college planning software for tracking and evaluation.	Staff Development Office works with the SLO Committee to ascertain training needs in all aspects of outcome assessments. This process begins in December 2009 and will be ongoing.	Faculty survey created ascertaining student learning outcomes and assessment role in faculty self-evaluations.
June 2010	A reporting mechanism is developed to record how specific assessment results are used in decision-making.	SLO and assessment training integrated into new faculty orientation.	Faculty Evaluation Survey collected and discussed among various campus entities.
December 2010	Examples of reports which track assessment results are collected for review and analysis. Examples of committee minutes from committees across campus will be collected for review and analysis.		Further consultation to improve the integration of SLOs and assessment results into faculty self-evaluations.
June 2011	Assessment of Student Learning Week devoted to the analysis of how assessment results are discussed in committee work and how they are used in decision-making.		
Sustainability	<p>Every six years, an analysis of how assessment results are used in decision-making and how assessment results are considered in committee work will be conducted.</p> <p>Outcomes and assessments topics are a regular part of professional development, including new faculty orientation. College SLO Committee hosts the Assessment of Student Learning Week every semester.</p> <p>Participation in the assessment process is a regular feature of an instructor's self-evaluation.</p>		

III. Student and Public Awareness of Learning Outcome Assessments

	G. Outcome statements and assessment information for all courses, programs, and certificates available to all students and to the public through course information material and division, department, and program websites and offices. Where appropriate, assessment results will be published. (faculty, staff, and administration)		
June 2009	Program review process instructions modified to include consideration of how SLO statements and assessment methods are shared with students.		

December 2009	<p>All programs submit a plan for sharing course and program SLO statements and assessment methods with students. These plans include course information, website, and office materials.</p> <p>SLO statements and assessment methods are built into course outlines of record for all courses undergoing review after December, 2009.</p> <p>College SLO committee creates plans for sharing core competencies with students.</p> <p>College SLO committee develops standards for publicizing SLO statements, assessment proposals and results.</p> <p>Division SLO committees meet throughout the semester to discuss SLO progress and guide division faculty through the process.</p>
June 2010	<p>Plans for sharing course and program SLO statements and assessment methods reviewed and evaluated by the college SLO committee. Feedback is provided for each program.</p> <p>SLO database is accessible to the college community for submission of SLO assessment proposals and results after June, 2010.</p> <p>Standards for publicizing SLO statements, assessment proposals and results approved by Academic Senate and administration.</p>
December 2010	<p>Plans for sharing course and program SLO statements and assessment methods with students are implemented for every program.</p> <p>College SLO committee conducts survey of students measuring awareness of course and program student learning outcomes, core competencies and assessments.</p> <p>Standards for publicizing SLO statements, assessment proposals and results implemented by all programs.</p>
Sustainability	<p>Every six years, program review asks that each program analyze how SLO statements and assessment methods are shared with students. As program reviews are completed, the college SLO committee reviews the reports.</p> <p>Every two years, a survey of student awareness of student learning outcomes, assessments, and core competencies is conducted.</p>

IV. Resources Support Student Learning Outcome Assessment Infrastructure

<p>H. A coordinating team for outcomes and assessments is established and institutionalized. (faculty, staff, and administration)</p>	<p>I. Institutionalize adequate resources for faculty SLO assessment work at all levels. (faculty, staff, and administration)</p>	<p>J. Institutionalize fair processes for assigning adjunct faculty outcomes and assessments tasks. (faculty, staff, and administration)</p>
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June 2009	SLO assessment process designed and implemented: faculty coordinating team reduced to a one faculty coordinator to oversee implementation of timeline.	Assessment report section on staffing, equipment, and other resources updated. On-going consultation with program reviews for possible additional assessment support.	
December 2009	The SLO faculty coordinator coordinates implementation of timeline. The structure and responsibilities of the college, area, and division SLO committees are formalized by the college SLO committee.	Online suggestion box for assessment resources built into SLO website and CurricUNET SLO component.	SLO faculty coordinator facilitates meetings among administration, academic senate, college SLO committee, and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.
June 2010	The Academic Senate, the College Cabinet, and the Board ratify the structure and responsibilities of the college, area, and division SLO committees.	Online survey created to collect data on time and resource needs for assessments. Program review reports are consulted to assess needs in SLOs.	SLO faculty coordinator continues to facilitate meetings among administration, academic senate and the ECCFT to discuss issues related to adjunct work on course review, program review, and outcomes assessments.
December 2010		SLO Committee creates and submits an assessment staffing and resources report .	District and ECCFT, in consultation with the academic senate, negotiate appropriate compensation for adjunct faculty regarding course review, program review, and outcomes assessment work.
Sustainability	<p>The college, area, and division SLO committees continue to monitor and guide the ongoing process of assessing student learning.</p> <p>Every three years, the college SLO committee issues an assessment staffing and resources report to the college community for consideration.</p> <p>Adjuncts are assigned work on course and program review, and outcomes assessments and they are compensated fairly.</p>		

Appendix 7 – CORE COMPETENCY STATEMENTS and CORE COMPETENCY ASSESSMENT PLAN

Students completing a course of study at El Camino College will achieve the following core competencies:

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

In a process that started in the spring of 2010, ECC began assessing these core competencies. Every year, the college will assess one core competency in the following order:

1. Communication and Comprehension (Fall 2010)
2. Critical, Creative, and Analytical Thinking (Fall 2011)
3. Professional and Personal Growth (Fall 2012)
4. Community and Collaboration (Fall 2013)
5. Information and Technology Literacy (Fall 2014)
6. Content Knowledge (Fall 2015)

Then, the order will repeat starting in Fall 2016. Thus, core competency assessment will take place in a six-year cycle. Other core competencies may be added later on as needed; if this happens, the core competency assessment cycle will be lengthened.

Mapping Course- and Program-Level SLOs to the Core Competencies

In order to start the process of assessing core competencies, during spring flex 2010, the college will map their courses and programs to the core competencies. That is, for each course, the faculty will determine which core competencies match up with the outcomes for that course; at the program level, the faculty will determine which core competencies match up with the outcomes for their program. This will accomplish several things:

1. One of the ways that the college plans to assess these core competencies is by survey. Thus, the mapping will help the college determine which courses may be targeted for administering the survey.
2. An additional way that the college plans to assess the core competencies is by matching the survey results to student grades in the courses which align with the core competency being assessed. Thus, mapping will help the college determine which course grades should be included.
3. A third way that the college plans to assess these core competencies is by having the faculty rate their students in the various competencies. Thus, the mapping will help the college determine which courses should be targeted for this rating.
4. The mapping will help faculty determine whether or not they have a complete list of SLOs for their courses and programs and whether the SLOs they currently have match up with the college's core competencies.

Methods for Assessing the Core Competencies:

The college will collect data for each of the core competencies in three ways:

1. ***Student Survey:*** For each core competency, the Assessment of Learning committee will develop a survey to assess to what extent students feel they have met the core competencies. The survey will be administered in courses which rate a "4=very important" for the core competency being measured and which tend to be ones that students take at the end of their studies at ECC. Students particularly targeted for the survey will be ones who are about to graduate with a degree or certificate from the college; however, in the process of administering the survey, students at various stages of their studies will be surveyed. This will give the college a good means to compare achievement of core competencies between students at various stages.
2. ***Faculty Survey:*** The faculty whose courses were targeted for the student survey will then be asked to rate their students with respect to the core competency being assessed. They will be asked to rate student competence in general, not with respect to specific skills within the competency.
3. ***Course Grades:*** In the process of surveying students, the college will collect the identity numbers of these students and match them to their course grades. Then the college will pull out only the grades from courses where the core competency being assessed played a significant role (determined by mapping). The college will average these grades in order to compare them with the survey averages. The college will not look at grades of individual students nor will it disaggregate grades based on individual instructor. In this way, the college ensures the privacy of students and instructors.

Reporting the Results:

After the data is collected, a core competency summit will be planned to bring together faculty, staff, and managers from various parts of the college to reflect on the data. These summits will take place on the Friday of the Assessment of Student Learning Week. (the 10th week of the

semester). After reflection and input from summit participants, the Assessment of Learning Committee will be responsible for writing and disseminating a report.

The Summit:

1. Faculty and staff who have performed assessment in the core competency area being assessed will be asked to give a short presentation on their findings and conclusions. At the end of these presentations, a facilitator will ask summit participants to think about commonalities and differences in the presented assessment studies.
2. The Assessment of Learning Committee will present the data from the core competency assessment.
3. Summit participants will be broken into groups based on their general area of the campus (e.g. Basic Skills, GE, CTE, etc.). The groups will be asked to reflect on the data and its implications for their particular area.
4. The groups will report their findings and conclusions.

Timeline for the First Core Competency Assessment (Communication and Comprehension)

Spring Flex Day, 2010	Mapping of courses, programs to core competencies
Spring 2010	Survey instrument for “Communication and Comprehension” developed Survey planned and administered Faculty survey planned and administered.
Fall 2010	Core Competency Summit takes place
End of Fall 2010	Report written and disseminated

Appendix 8 – COMMUNICATION and COMPREHENSION CORE COMPETENCY ASSESSMENT

El Camino College and Compton Center SLO Assessment Results Core Competency III: Communication and Comprehension

In the spring of 2010, El Camino College's Core Competency III was assessed to determine how well exiting students² have mastered the following "Communication and Comprehension" competency.

III. Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

Methodology

El Camino College assessed the Communication and Comprehension core competency in courses that are typically taken as students exit the college (either through degree/certificate completion or transfer to a four-year institution) in order to create the greatest opportunity to gain such skills through interaction with the college. These included advanced career/technical courses, transfer-level courses, and transferrable English and math courses.

The assessment of this core competency was conducted in two ways:

1. Student self-assessment of aspects of the Communication and Comprehension core competency
2. Faculty assessment of students' overall competency of Communication and Comprehension
3. Academic performance of exiting students courses with an emphasis in communication and comprehension

Sample Selection

Student self-assessments and faculty assessments of students were carried out for a sampling of sections from courses that students typically take toward the end of their time at El Camino College. Two samples of sections were taken:

1. Random sample of sections: Both Student and Faculty Assessments
2. Purposeful sample of sections (aka "volunteers"): Student Self-Assessment Only

The intention of adding a second, purposeful sample was to gather more information and promote greater discussion of results by including sections of faculty participants who serve on the Assessment of Learning Committee or are active in Student Learning Outcomes assessment at El Camino College or Compton Center. This first assessment also serves as a pilot to determine how best the college should evaluate each core competency in the future. Therefore, active contribution from faculty on the design and results of the assessment was important.

² Exiting students are defined as those who appear to be in their last semester at El Camino College, enrolling in courses that students typically take during their last term.

Since the student self-assessment is the primary source of detailed competency feedback, only this piece of the assessment was distributed to the volunteers.

Final Sample Size

For the spring 2010 assessment, faculty from a total of 16 sections returned the student surveys. Eight faculty completed the faculty assessment of students. A total of 440 students submitted self-evaluations (margin of error: $\pm 4.6\%$). Faculty submitted evaluations on 287 students (margin of error: $\pm 5.7\%$).

Table 1: Sample Selection and Size

Surveyed Group – Section Count			Evaluations Received	
Location	Random	Volunteers	Student	Faculty
Compton	1	3		
Torrance	7	5		
Total	8	8	440	287

Student Self-Assessment Results

Students were asked to rate their own competence with respect to five skills or activities that reflect aspects of Communication and Comprehension. Students rated themselves using the following scale:

- 5 = very competent (easily able to do the activity at school or work)
- 4 = mostly competent
- 3 = somewhat competent
- 2 = slightly competent
- 1 = not competent

Mean scores were calculated from 412 valid responses for each activity (Table 2, “Mean” column). All mean scores rated well above 3 (“somewhat competent”), with all but one activity rating over 4 (“mostly competent”). The lowest scoring items were communicating a message through art and the highest by far was expressing your own ideas. Of note were the mean scores that were close to 4 which include delivering a presentation and communicating ideas to diverse audiences. No students believed that they were “not competent” in writing a paper and respectfully critiquing and discussing ideas of others (see Appendix).

It is very likely that all students exiting El Camino College would rating themselves above 3.5 on the art communication activity, above 3.8 on delivering a presentation and communicating to diverse audiences, and above 4.0 on all others (Table 2, “Population Means” columns).

Table 2: Mean Scores by Activity – Student Self-Assessment

Activity/Skill	Mean*	Population Means*	
Writing a paper	4.25	4.06	4.45
Delivering a presentation	4.01	3.82	4.19
Communicating a message through art	3.70	3.53	3.87
Expressing your own ideas	4.41	4.21	4.61
Respectfully critiquing and discussing the ideas of others	4.27	4.07	4.46
Communicating an idea to diverse audiences	4.06	3.87	4.25

* The “Mean” column represents the self-assessment rating from the sample. The mean rating of ALL students (had they all been surveyed) would likely fall inside the range of scores under “Population Means.” Additional descriptive statistics can be found in the appendix of this report.

In terms of raw percentage responses (see Appendix), over 74% of students indicated that they were “mostly” or “very competent,” except for communicating a message through art. Further, well over 80% of students assessed themselves in these categories in terms of writing a paper, expressing one’s own ideas, respectfully critiquing and discussing ideas of others.

Faculty Assessment of Students

Faculty from selected sections (described above) were asked to give a holistic rating of general competence of their students in the areas of communication and comprehension. A total of eight faculty submitted student assessments in eight sections (N=281 valid responses). Using the same scale as the student self-assessment, the average rating was **3.52** (If all students were assessed, the average rating would fall within the 3.32 – 3.72 range), placing El Camino College’s exiting students into the “somewhat” to “mostly competent” range of the scale as assessed by faculty. This overall rating is lower than most of the average scores for the activities associated with this competency on the self-assessment.

Course Grades

During the student self-assessment phase, ID numbers were collected so that historical enrollments and course grade performance could be collected from exiting students. Due to the fact that course enrollment and grade information are divided by instructional location, parallel course grade information is provided for both ECC and Compton Center—its purpose is to inform rather than compare. Overall, exiting students performed well in their courses where Communication and Comprehension were emphasized (courses that were rated with a maximum score of 4 in terms of coverage of this Core Competency were included in this analysis).

For El Camino College, success and retention rates were 81% and 90%, respectively, for these courses. At Compton Center, students achieved success and retention rates of 74% and 85%, respectively, in these courses. Although these rates are higher than overall college rates, comparison is inappropriate since this analysis does not include all courses that students take during their college careers. Overall GPAs in Communication and Comprehension courses were healthy for ECC and Compton Center at 3.20 and 2.83, respectively.

On average, exiting students at El Camino College enrolled in eight to nine courses that emphasized this core competency during their career. At Compton Center, students enrolled in between five and six Communication and Comprehension courses.

Table 3: Grades and Course Performance – Communication and Comprehension Courses

Grade	Count	% Tot
A	977	36%
B	694	26%
C	340	13%
P	176	7%
D	95	4%
F	118	4%
Inc.	12	<1%
NP	22	1%
DR	39	1%
W	220	8%
Total	2693	100%
Success Rate		81%
Retention Rate		90%
GPA*		3.20
Unduplicated students		313
Average courses taken		8.6

A	98	18%
B	111	20%
C	101	18%
P	92	17%
D	28	5%
F	25	5%
Inc.	0	0%
NP	10	2%
DR	20	4%
W	61	11%
Total	546	100%
Success Rate		74%
Retention Rate		85%
GPA*		2.83
Unduplicated students		97
Average courses taken		5.6

* GPA excludes P, NP, DR, & W notations

Grade	Count	% Tot
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Conclusion

This report summarized the assessment process for Core Competency III: Communication and Comprehension, the first in a series of assessments of El Camino College's core competencies. In general, the vast major of exiting ECC students rate themselves as mastering skills of communication and comprehension, except in areas such as the arts, a field of study in which perhaps fewer students have participated. Highest rated skills include writing, and the expression and discussion of ideas. Holistic competency ratings of respondents by their instructors yielded somewhat lower average assessments of competency, but with an average well above "somewhat" competent. Finally, analysis of course grades in this competency showed high performance in terms of course success, retention and GPA for exiting students in courses with greater emphasis on communication and comprehension, with students enrolled in numerous courses with this emphasis. Student comments were classified and summarized in the Appendix below. Individual (anonymous) student comments will be available at a later date.

One follow-up assessment is planned for this core competency, which involves a parallel assessment of "entering" students to help estimate the growth that students experience in this competency. That process is planned for Fall 2010. The remaining core competencies will be assessed in future years according to the *Core Competency Assessment Plan*.

Appendix – Additional Information

This appendix contains additional statistical information for each assessment along with comments that students shared on their self-assessment.

Descriptive Statistics – Student Self-Assessment

Activity/Skill	N	Min.	Max.	Mean	Std. Dev.
Writing a paper	436	2	5	4.25	0.774
Delivering a presentation	414	1	5	4.01	0.930
Communicating a message through art	405	1	5	3.70	1.056
Expressing your own ideas	426	1	5	4.41	0.762
Respectfully critiquing/discussing others' ideas	405	2	5	4.27	0.813
Communicating an idea to diverse audiences	436	1	5	4.06	0.874

Comments – Student Self-Assessment

Students were asked to list one to three experiences that *contributed most to their skills in communication and comprehension*. These experiences were combined into one list and categorized by theme and summarized. The table below shows 688 out of the 900 individual comments categorized (76%). Only categories with more than 10 responses were included. Some overlap occurred since in some cases multiple themes are found in a single response.

Category	Terms*	Count
English Class	8	156
Communication Studies Class	7	97
Other Classes	14	65
Library / Library Services	6	76
Counseling & Student Services	10	85
Good Teachers **	9	53
Clubs / Extracurricular Activities	12	52
Online Classes	3	31
Doing Presentations	2	27
Writing Center	2	27
Group Projects	6	25
Workshops	1	23
Fine Arts / Performances	2	22
HTP / Honors Classes	3	16

*Terms refer to the number of ways this category was referenced by students. For “Other Classes,” it reflects the number of unique course subjects cited by students.

**“Good teachers” include both general and specific references to professors at ECC and Compton Center.

**Appendix 9 – CCCD EVALUATION FORMS and EVALUATION PORTFOLIOS;
and ECC EVALUATION FORMS**

CCCD CLASS OBSERVATION

Faculty Member: _____

Observer: _____

Class/Section: _____ Date: _____

Scheduled Time: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance)

Number of Students Attending: _____

Time Class Began: _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session): _____

Method(s) of instruction (e.g., lecture, discussion, tutorial, seminar, demonstration, or a combination of methods):

Knowledge of subject matter (e.g., does the instructor show awareness of recent developments and research in the field; does the instructor show a sufficient understanding of the technical aspects of the field; does the instructor demonstrate a command of facts as well as interpretations of the material?):

Appropriateness of subject matter (i.e., does the subject matter relate to and contribute to the course objectives and achievement of the stated student learning outcomes?):

Appropriateness of assignments (i.e., is the work assigned during the observed class period commensurate with students' ability and the objectives of the course?):

Evidence of subject matter organization (e.g., has the instructor used the class period efficiently; has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):

Evidence of preparation (e.g., has the instructor provided necessary material for the class in an organized fashion; has the instructor anticipated students' questions about materials?):

Use of available resources (e.g., does the instructor appropriately and effectively use educational facilities — such as the board or seating arrangements — visual or audio aids, or other forms of technology; are teaching aids current?):

Instructional delivery (e.g., does the instructor speak clearly and modulate the pace of his or her speech appropriately; does the instructor show enthusiasm for the subject matter and the students through physical movement and speech?):

Evidence of creativity (e.g., has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Communication with students (e.g., does the instructor listen to the students; does the instructor answer questions clearly, pursuing discussion to ensure students' understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

CCCD OBSERVATION FOR ON-LINE TEACHING

Faculty Member: _____

Observer: _____

Course: _____

Date: _____

Subject Matter Covered: _____

Knowledge of subject matter (e.g., does the instructor show awareness of recent developments and research in the field; does the instructor show a sufficient understanding of the technical aspects of the field; does the instructor demonstrate a command of facts as well as interpretations of the material?):

Appropriateness of subject matter (i.e., does the subject matter relate to and contribute to the course objectives and achievement of the stated student learning outcomes?):

Appropriateness of assignments (i.e., is the work assigned commensurate with students' ability and the objectives of the course?):

Evidence of subject matter organization (e.g., has the instructor used the class period efficiently; has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):

Evidence of preparation (e.g., has the instructor provided necessary material for the class in an organized fashion; has the instructor anticipated students' questions about materials?):

Use of website resources (e.g., do site materials show clear signs of planning and organization; does the site contain multiple instructional elements — text, graphics, links, media, chat; is the site easy to navigate; is the content presented in an effective, understandable manner).

Evidence of creativity (e.g., has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Communication with students (e.g., does the instructor provide an adequate opportunity for communication with students; does the instructor answer questions clearly, pursuing communication among students to ensure understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

CCCD OBSERVATION FOR COUNSELING, LIBRARY AND OTHER NON-CLASSROOM ACTIVITY

(Note: 'Class Observation' form for Human Development and similar classes)

Faculty Member: _____

Observer: _____

Type of Session: _____

Date: _____

The Faculty member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Is approachable.	O	O	O	O	O
Comments:					
2. Treats student(s) equitably and with respect.	O	O	O	O	O
Comments:					
3. Discusses academic needs, goals, information, and ideas with student(s).	O	O	O	O	O
Comments:					
4. Presents information clearly and sees to it that transitions between topics are effective.	O	O	O	O	O
Comments:					
5. Uses language that is understandable and at an appropriate level for the student	O	O	O	O	O
Comments:					
6. Encourages questions.	O	O	O	O	O
Comments:					
7. Answers questions clearly.	O	O	O	O	O
Comments:					

The Faculty member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
8. Maintains a rate and tone of oral delivery that are effective.	O	O	O	O	O
Comments:					
9. Uses effective ways to communicate information to the student (e.g. discussion, handouts, technology).	O	O	O	O	O
Comments:					
10. Uses material that is appropriate for the setting and student level.	O	O	O	O	O
Comments:					
11. Uses time effectively.	O	O	O	O	O
Comments:					
12. Shows appropriate interest in the student's needs and enthusiasm for the task.	O	O	O	O	O
Comments:					
13. Demonstrates adequate, up-to-date knowledge of the topics discussed.	O	O	O	O	O
Comments:					

Additional comments, if any:

**COMPTON COMMUNITY COLLEGE DISTRICT
Basic Evaluation Summary**

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities			
4. Professional Development			

Formal Recommendations of the Evaluator (Attach additional sheets if necessary)		
Rating of Overall Performance		
___ Satisfactory	___ Needs Improvement	___ Unsatisfactory
Comments:		
Evaluator's Signature:		
Dean's Signature:		

Faculty Member's Acknowledgment of Receipt of Evaluation Summary	
<p>My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.</p>	
Signed:	Date:

**COMPTON COMMUNITY COLLEGE DISTRICT
Evaluation Summary**

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)	
Recommendation regarding overall performance rating [optional]: ___ Satisfactory ___ Needs Improvement ___ Unsatisfactory	

Team Members' Signatures		
Print	Sign	Date

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___ Satisfactory	___ Needs Improvement	___ Unsatisfactory

Signed:	Date:
Comments:	

Faculty Member's Acknowledgment of Receipt of Evaluation Summary
--

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed:	Date:
---------	-------

CCCD STUDENT SURVEY

Course Title:
Number:

Section

Instructor:

Directions:

- *Use a black number 2 pencil only*
- *Mark only one answer per question by completely filling in the appropriate circle.*
- *Erase completely any answer changes and stray marks*
- *Use the other side of the form for written comments.*

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
1. The instructor clearly defined the course requirements.	<input type="radio"/>				
2. The instructor distributed a syllabus by the second class meeting.	<input type="radio"/>				
3. The syllabus clearly outlined the course objectives and grading criteria.	<input type="radio"/>				
4. The instructor is well prepared and organized.	<input type="radio"/>				
5. The instruction relates to the course objectives.	<input type="radio"/>				
6. The class starts on time and meets for the entire time specified in the class schedule.	<input type="radio"/>				
7. The instructor regularly grades/evaluates or provides feedback on my performance.	<input type="radio"/>				
8. The instructor is available during posted office hours.	<input type="radio"/>				
9. The instructor interacts with students in ways that are free of discrimination.	<input type="radio"/>				
10. The instructor motivates me and encourages my interest in the subject.	<input type="radio"/>				
11. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of the faculty member.	<input type="radio"/>				
12. The instructor is knowledgeable in the subject area.	<input type="radio"/>				
13. The instructor treats students with respect.	<input type="radio"/>				
14. The instructor maintains good class control.	<input type="radio"/>				

Comments:

**COMPTON COMMUNITY COLLEGE DISTRICT
Faculty Service Survey**

To:	Leadership Position	
From: Faculty Evaluation Team	Date:	
Subject: Faculty Service Evaluation		
Committee/Task Force/Group:	Period Covered: Beginning _____ Ending _____	

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her contribution as a participant in the committee, task force or group listed above. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Attends meetings of the above group regularly.	<input type="radio"/>				
2. Contributes to the overall efficacy of the above group.	<input type="radio"/>				
3. Deals in a professional manner with colleagues.	<input type="radio"/>				

4. What positive contributions has this individual made?

5. What, if anything, could this person do to contribute more?

Comments (feel free to attach additional comments)

Signature	Date
Position	

Thank you for your participation in this survey.

CCCD
ARTICLE X — EVALUATION
Comprehensive Evaluation Plan Template, Time Table & Worksheet

Name of Evaluatee:	
Department:	
Evaluation Period:	

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
1	1		Start the process.	Dean informs faculty member and Division Chair as specified in Sec. B.2
2	4		Provost or designee appoints Faculty Evaluation Team as specified in Sec. B.4.a.	Division Chair or designee: _____ Two faculty from the discipline designated by the Dean and confirmed by the Faculty Council: _____ _____ Two faculty at large designated by the Faculty Council: _____ _____

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
3	5		<p>Faculty Eval Team convenes to:</p> <ol style="list-style-type: none"> 1. Elect a chair (Sec. 4.b). 2. Prepare a plan for the evaluation that specifies (Sec. 4.c): <ul style="list-style-type: none"> materials needed from the faculty member the data to be collected and the manner of collection nature of inquiry into faculty members response to recommendations in past evaluations who will perform class or worksite visits or complete other data collection activities a general schedule under which the Team will complete its work and protocols for giving the faculty member notice of visits or other data collection activities that require interaction with his or her students. 	<p>Name of chair: _____</p> <p>Materials requested from faculty member —</p> <ul style="list-style-type: none"> <input type="checkbox"/> self evaluation <input type="checkbox"/> syllabi – all classes <input type="checkbox"/> sample assignments <input type="checkbox"/> sample handouts <input type="checkbox"/> sample exams/quizzes <input type="checkbox"/> other items, if any (describe) <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Other data to be collected –</p> <ul style="list-style-type: none"> <input type="checkbox"/> student surveys <input type="checkbox"/> class or worksite observations <input type="checkbox"/> other, if any (describe) <p>_____</p> <p>_____</p> <p>_____</p> <ul style="list-style-type: none"> <input type="checkbox"/> who will collect data <input type="checkbox"/> how will data be collected/when

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
4	6		Share plan with faculty member and solicit comments (Sec. 4.d).	Plan shared with faculty member on :
5	7		Adopt final plan (Sec. 4.d). Send copy to faculty member and dean (Sec. 4.d).	Final plan adopted on: Copy sent to faculty member and dean on:
6	8		Data gathering begins.	
7	11		Data gathering complete. Review all data and past evaluations (Sec. 4.e). Complete evaluation summary form (Sec. 4.e).	Team meets to review data and prepare draft summary form on:
8	12		Send summary to faculty member for review and comment (4.i). Provide faculty member with opportunity to meet with Team (Sec. 4.i).	Draft summary sent to faculty member on:
9	13		After meeting, receipt of comments or expiration of five days, finalize evaluation summary (Sec. 4.j). Forward complete evaluation file to dean (Sec. 4.j).	Completed evaluation file sent to dean on:

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
10	14		Dean either: accepts evaluation summary and completes the evaluation (Sec. 4.k.i); or returns evaluation to Team with explanation and comments (Sec. 4.k.ii). <i>[If dean accepts evaluation, skip steps 11, 12, 13 and proceed to step 14.]</i>	Evaluation completed and file forwarded to H.R. on: -- OR -- Dean returns evaluation to Team on:
11			If dean returns evaluation, Team reviews explanation and comments, takes additional action, if necessary, and revises, corrects, or amends evaluation as appropriate (Sec. 4.f.i)	
12			Team again forwards the evaluation summary to faculty member for his or her comment. After receipt of comments or expiration of five days, finalize evaluation summary and forward to dean (Sec. 4.f.ii).	
Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
13	15		Dean completes evaluation (Sec. 4.m)	Evaluation completed and file forwarded to H.R. on:
14	15		Dean delivers completed evaluation summary to faculty member with notice that faculty member may submit a written comment regarding the evaluation, which will be appended to it.	Completed evaluation summary sent to faculty member on:

COMPTON COMMUNITY COLLEGE DISTRICT
Survey Regarding Fulfillment of Professional Responsibilities

To Dean:	
From: Faculty Evaluation Team	Date:
Subject: Comprehensive Evaluation of	
	Period Covered: Beginning _____ Ending _____

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her fulfillment of professional responsibilities. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

The Faculty Member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Adheres to applicable district policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Comments:</i>					
2. Submits grades no later than 8 business days following the last exam class date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Comments:</i>					
3. Submits census reports, adds, drops in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Comments:</i>					
4. Posts teaching/office hour schedule and submits a copy to Academic Affairs by the end of the second week of each semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Comments:</i>					
5. Attends and participates collegially in department/division meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Comments:</i>					

The Faculty Member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
6. Serves on committees (institutional, screening-selection, etc.)	○	○	○	○	○
<i>Comments:</i>					
7. Works collegially with division faculty and others	○	○	○	○	○
<i>Comments:</i>					
8. Attends workshops and conferences	○	○	○	○	○
<i>Comments:</i>					
9. Keeps current in the field (eg: professional/technical journals)	○	○	○	○	○
<i>Comments:</i>					

Additional comments, if any:

Signature:	Date:
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Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT

To:

From:

Subject: Evaluation

Date:

“To initiate a formal evaluation, the Dean shall send the tenured faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article and, if a comprehensive evaluation is not already required by Section 10.2.a, describing how the form of the evaluation will be determined.” (Article X, Section 10.2.b.

Article X of the Agreement between the District and AFT provides that all tenured faculty members will be evaluated every three academic years. It also specifies that the form of the evaluation will alternate between a basic evaluation and a comprehensive evaluation unless the faculty member elects to receive a comprehensive evaluation or the faculty member's Dean or Division Chair calls for a comprehensive evaluation.

The District’s records show that you are due for an evaluation this year and according to Section 10.2.a, the form of the evaluation will be a:

- Basic Evaluation to be conducted as prescribed in Section B.3
- Comprehensive Evaluation to be conducted as prescribed in Section B.4

If a Basic Evaluation is indicated, you have the right to elect to receive a Comprehensive Evaluation instead. If you wish to exercise that right, please complete the following and return this notice to me by [insert date] _____ .

I wish to receive a Comprehensive Evaluation

Signed: _____

If you have any questions about this notice or your evaluation this term, please see me.

PORTFOLIO INFORMATION

For each distinctly different course you are currently teaching, please provide *examples* of the following materials you have prepared:

1. Course syllabus, including description of grading policy, textbook (title, author, publisher and date) and description of any supplemental material used in the course.
2. Sample quizzes, mid-terms, and final examination.
3. Key information handouts.
4. Assignments (e.g., typical assignments, key projects).

In addition, please provide any other information you think should be included to adequately describe the instructional strategies you employ in the course. Please be concise.

Finally, include the following in your portfolio:

1. A brief statement of your instructional and/or service philosophy.
2. A summary of your service in the following areas and what you contributed or gained by the service:
 - Committee work (departmental, shared governance, screening, district and state)
 - Staff development activities
 - Curriculum development
 - Program review
3. A brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions

EL CAMINO COLLEGE
Faculty Observation Report

EVALUATEE: _____ SEMESTER: _____

EVALUATOR: _____ DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

	Satisfactory	Needs Improvement	Unsatisfactory
1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Organizes classroom activities effectively. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

3. Adapts appropriate methods and material of teaching to meet the needs of students consistent with the maintenance of quality education. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

4. Answers students' questions appropriately and respectfully. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

5. Material taught in class is appropriate to the course description. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

6. Provides information to students concerning course objectives, methods of evaluation and grading policies. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

OVERALL RATING: **Satisfactory** **Needs Improvement** **Unsatisfactory**

ANY "NEEDS IMPROVEMENT" OR "UNSATISFACTORY" RATINGS MUST INCLUDE COMMENTS TO IDENTIFY SPECIFIC PROBLEMS. (Attach additional sheet if necessary).

EL CAMINO COLLEGE
Conference Report For Faculty

DIVISION: _____

_____ has been evaluated in accordance with Article 22 of the Agreement between El Camino Community College District and the El Camino College Federation of Teachers and is considered to have an overall rating of:

_____satisfactory
_____in need of improvement
_____unsatisfactory

Summary of conference (to be completed by the evaluator) and to include

1. SELF EVALUATION
2. OBSERVATION REPORT
3. STUDENT SURVEY RESULTS
4. DEAN'S EVALUATION (when required)

Panel Member(s):(Please print.)	Signature(s):	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have reviewed the above **CONFERENCE REPORT FOR FACULTY**. My signature does not necessarily indicate my agreement with the evaluation. I understand that I may submit a written statement within a calendar week to be attached and forwarded with this report.

Signature of Evaluatee _____ Date: _____

Evaluator(s) please provide signed copies to the following:

- 1 - Evaluatee 2 - Dean 3 - Human Resources

EL CAMINO COLLEGE

Student Survey of Instructor Effectiveness
DIVISION OF _____

Directions: Please mark the response which is closest to your opinion. If you feel you cannot answer, or the question is not applicable, mark answer "E." Use a number 2 lead pencil only. **ANSWER THE QUESTIONS ONLY. DO NOT PUT ANY OTHER MARKS ON THE ANSWER SHEET.**

The response choices for each question are:

- A - Strongly Agree
- B - Agree
- C - Disagree
- D - Strongly Disagree
- E - No opinion or Not applicable

1. The objectives for the course have been made clear.
2. Agreement exists between stated course objectives and what is actually taught.
3. The instructor explains how student work is to be evaluated.
4. The instructor seems concerned about student progress and gives help when needed.
5. The instructor uses class time effectively.
6. The instructor is well-prepared for each class.
7. The instructor makes use of appropriate examples or illustrations to help clarify the material.
8. In this class I feel free to ask questions.
9. The instructor exhibits a personal interest in the subject matter of the course.
10. The instructor inspires my confidence in his knowledge of the subject matter of the course.
11. The instructor maintains reasonable availability to students, including scheduled office hours.
12. In my opinion, the instructor is accomplishing the objectives of the course.

[PLEASE NOTE: ADDITIONAL QUESTIONS MAY BE ADDED TO INCLUDE SPECIAL CIRCUMSTANCES IN DIFFERENT DIVISIONS.]

**Appendix 10 - CCCD 2006-07 ANNUAL FINANCIAL REPORT; CCCD 2008-09
ANNUAL FINANCIAL REPORT**

**COMPTON
COMMUNITY COLLEGE DISTRICT**

ANNUAL FINANCIAL REPORT

JUNE 30, 2007



INDEPENDENT AUDITORS' REPORT

Board of Trustees
Compton Community College District
Compton, California

We have audited the accompanying basic financial statements of the Compton Community College District (the District) as of and for the year ended June 30, 2007, as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as described in the following paragraphs, we conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As more fully described in Note 5 to the financial statements, the District has not taken a physical inventory of all District-owned capital assets and has not properly safeguarded their existence. Additionally, one building is the subject of possible structural impairment.

Grant award receipts and expenditures and the related accounts receivable and payable were not properly accounted for within the various individual programs. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial activity of the grant revenues and expenditures and related accounts receivable and payable.

Detailed accounting records and supporting data for the Associated Student Body Fund of the District were not maintained and available for our audit. Therefore, we were not able to satisfy ourselves about the amounts at which these balances are recorded within the accompanying financial statements. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial activity of the Associated Student Body Fund.

In our opinion, except for the effects of such adjustments, if any, as may be determined to be necessary when the physical inventory of capital assets is taken, and any adjustments to the grant awards as discussed in the preceding paragraphs, the basic financial statements referred to above present fairly, in all material respects, the financial position of the Compton Community College District as of June 30, 2007, and the respective changes in financial position and cash flows, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

The accompanying financial statements have been prepared assuming the Compton Community College District will continue as a going concern. As discussed in Note 1 and Note 14 to the financial statements, the District has lost its accreditation and no longer offers educational services directly to students. Additionally, the State of California has provided a \$30 million loan against future apportionments to assist with operating requirements during this transition period. Due to the ongoing operational and financial difficulties, substantial doubt has been raised about the District's ability to continue as a going concern. The financial statements do not include any adjustments that might result from the outcome of this uncertainty.

As more fully discussed in Note 12 to the financial statements, the District is a party to several Federal Agency audits and litigation claims. The outcome of these audits and claims is not known.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 27, 2008, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Management's Discussion and Analysis, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the accounting principles generally accepted in the United States of America. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the Schedule of Expenditures of State Awards, which is required by the California State System's Office, *Contracted District Audit Manual*, are presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements. We were unable to gather sufficient audit evidence related to individual grant and program activity, including revenues and expenditures, and the related accounts receivable and deferred revenue, to enable us to express an opinion on these schedules. Accordingly, we express no opinion on them.

Waurinck, Irine, Day & Co. LLP
Rancho Cucamonga, California
March 27, 2008



INDEPENDENT AUDITORS' REPORT

Board of Trustees
Compton Community College District
Compton, California

We have audited the accompanying basic financial statements of the business-type activities of the Compton Community College District (the District) as of and for the year ended June 30, 2008, as listed in the Table of Contents. These basic financial statements are the responsibility of the District's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Except as described in the following paragraph, we conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

Detailed accounting data supporting the accounts receivable related to the student enrollment fees were not maintained and available for our audit. We were unable to satisfy ourselves about the balance at which the accounts receivable were recorded within these financial statements. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial presentation of the student accounts receivable and the possible affect on the related enrollment fee revenue.

Detailed accounting records and supporting data for the Associated Student Body Fund of the District were not maintained and available for our audit. Therefore, we were not able to satisfy ourselves about the amounts at which these balances are recorded within the accompanying financial statements and the activity through the fund during the year. The scope of our work was not sufficient to enable us to express, and we do not express, an opinion on the financial activity of the Associated Student Body Fund.

In our opinion, except for the effects of such adjustments, if any, as may be determined to be necessary in relation to the student accounts receivable and associated revenue and the Associated Student Body Fund as discussed in the preceding paragraphs, in our opinion, the basic financial statements referred to above present fairly, in all material respects, the financial position of the business-type activities of the Compton Community College District as of June 30, 2008, and the respective changes in financial position and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

As more fully discussed in Note 15 to the financial statements, the District's current financial health and sustainability is dependent upon funding from the State System's Office at levels that are not currently being met through the enrollment of students and the reporting of the related full-time equivalent students (FTES). The District is also reliant on the continued ability to access a \$30 million line of credit from the State of California.

As more fully discussed in Note 16 to the financial statements, certain errors resulting in overstatement of previously reported asset and liability balances as of June 30, 2007, were discovered by management of the District during the current year. Accordingly, an adjustment has been made to the net assets as of July 1, 2007, to correct the errors.

In accordance with *Government Auditing Standards*, we have also issued our report dated January 30, 2009, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and is important for assessing the results of our audit.

The Management's Discussion and Analysis, as listed in the Table of Contents, is not a required part of the basic financial statements, but is supplementary information required by the Governmental Accounting Standards Board. This supplementary information is the responsibility of the District's management. We have applied certain limited procedures, consisting principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The supplementary information listed in the Table of Contents, including the Schedule of Expenditures of Federal Awards, which is required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Waurinek, Trine, Day & Co. LLP

Rancho Cucamonga, California
January 30, 2009

Appendix 11 – UPDATE of CEC FTES RECOVERY PLAN; CCCD THREE-YEAR BUDGET PROJECTIONS

Year	FTES	FTES Revised Projection April 9, 2009
06/07	Projected	Actual
Summer 06	343	348.28
Fall 06-Spring 07	<u>2,346</u>	<u>2,347.16</u>
Total	2,689	2,695.44
07/08	Projected	Actual
Summer 07	412	422.28
Fall 07 - Spring 08 (includes 20% inc over 6/07)	<u>2,807</u>	<u>2,924.77</u>
Total	3,219	3,347.05
08/09	Projected	New Projection
Summer 08	479	639.34
Fall 08 - Spring 09 (includes 18% inc over 7/08)	3,521	3,956.39
Summer 09 (Shifted to 08/09)	<u>0</u>	<u>419.73</u>
Total	4,000	5,015.46
09/10	Projected	
Summer 09	310	
Fall 09 - Spring 10 (includes 35% inc over 8/09)	<u>5,290</u>	
Total	5,600	
10/11	Projected	
Summer 10	899	
Fall 10 - Spring 11 (includes 4% inc over 09/10)	<u>5,501</u>	
Total	6,400	
11/12	Projected	
Summer 11	955	
Fall 11 - Spring 12 (includes 6% inc over 10/11)	<u>5,845</u>	
Total	6,800	

Fall - Spring numbers include Winter Intersession and 08/09 data is based on projections in March

Three-Year Budget Projection (in Millions)
 May, 2009
 Compton Community College District

Assumptions:

1. All FTES are credit FTES
2. No funded COLA
3. No draw down on loan from the Unrestricted General Fund operating costs
4. No compensation increases
5. Note: growth for first year via 50% increased class size; 50% new sections
6. No fee increases
7. FTES \$ calculated at \$3M base + \$4,558 per FTES

Year	2009-10 High	2009-10 Low*	2010-11 High	2010-11 Low	2011-12 High	2011-12 Low
FTES	5600	5200	6400	5000	6800	5300
FTES \$	28.8	26.9	32.3	26.1	34.3	27.3
Local	1.4	1.4	1.4	1.4	1.4	1.4
Revenue	30.2	28.3	33.7	27.5	35.7	28.7
Beginning Balance	2.2	2.2	1.2	1.2	0.0	0.0
Expenses	27.3	27.6	27.3	27.3	27.3	27.3
New Academic	1.0	0.0	2.4	0.0	3.6	0.0
Classified	0.0	0.0	1.0	0.0	1.3	0.0
Total Expenses	28.3	27.6	30.7	27.3	32.2	27.3
Annual Net (Does not include beginning or ending balances)	1.9	.7	3.0	0.2	3.5	1.4

* Modified August 28, 2009

**Appendix 12 – CCCD 2009-10 BUDGET; CCCD 2007-08 AUDIT FINDINGS
ACTION PLAN**

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
GENERAL FUND UNRESTRICTED - REVENUE

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	2,236,068
	ADJUSTMENT	
	ADJUSTED BEGINNING BALANCE JULY 1	<u>2,236,068</u>
<u>REVENUE</u>		
<u>STATE REVENUE</u>		
8606	Part-Time Faculty Allocation	73,365
8610	Principal Apportionment	23,384,930
8614	Enrollment Fee Administration	14,697
8680	Lottery Funds	<u>655,200</u>
	Total State Revenue	24,128,192
<u>LOCAL REVENUE</u>		
8811-13	Property Taxes	3,759,954
8850	Rentals and Leases	135,000
8860	Interest and Investment Income	90,000
8874	Student Enrollment Fees	531,355
8878	Transcript Fees	5,000
8880	Non-Resident Tuition	120,000
8885	Non-Resident Tuition-Foreign	375,000
8890	Other Local Revenue	<u>170,000</u>
	Total Local Revenue	5,186,309
<u>INCOMING TRANSFERS</u>		
8980	Transfer in from LOC Special Reserve	<u>0</u>
	Total Incoming Transfers	0
	TOTAL REVENUE - ALL SOURCES	<u>29,314,501</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>\$ 31,550,569</u></u>

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
GENERAL FUND UNRESTRICTED - EXPENDITURES

Account Number	Description	2009-2010 ADOPTED
<u>ACADEMIC SALARIES</u>		
1100	Regular Schedule, Teaching	5,968,999
1200	Regular Schedule, Non-Teaching	2,593,618
1300	Other Schedule, Teaching	2,855,895
1400	Other Schedule, Non-Teaching	184,078
Total Academic Salaries		11,602,590
<u>CLASSIFIED SALARIES</u>		
2100	Full Time	4,663,080
2200	Instructional Aides, Full time	549,546
2300	Student Help, Hourly and Overtime	676,424
Total Classified Salaries		5,889,050
<u>STAFF BENEFITS</u>		
3100	State Teachers' Retirement	828,305
3200	Public Employees' Retirement	471,710
3300	Social Security - OASDI, Medicare	522,789
3400	Health and Welfare - Medical	1,642,803
3500	Unemployment Insurance	45,679
3600	Workers' Compensation Insurance	448,244
3900	Retiree Benefits	619,289
Total Staff Benefits		4,578,819
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4300	Instructional Supplies	135,010
4400	Other Instructional Supplies	36,090
4500	Non-Instructional Supplies	285,612
4600	Gasoline	39,000
Total Books, Supplies and Materials		495,712
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	1,594,128
5200	Travel, Conference and In-Service Training	101,230
5300	Dues and Memberships	32,262
5400	Insurance	440,694

5500	Utilities and Housekeeping Services	1,032,163
5600	Contracts, Rentals, and Repairs	343,830
5700	Legal, Elections, and Audit Expense	920,111
5800	Other Services, Postage, Advertising	521,789
5900	Miscellaneous	15,000
Total Contract Services and Operating Expenses		5,001,207

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
GENERAL FUND UNRESTRICTED - EXPENDITURES

Account Number	Description	2009-2010 ADOPTED
<u>CAPITAL OUTLAY</u>		
6100	Site Improvements	6,000
6200	Construction	9,500
6300	Library Books	40,785
6410	Equipment	182,396
Total Capital Outlay		238,681
<u>OTHER OUTGO</u>		
7100	Debt Retirement	1,483,670
Total Other Outgo		1,483,670
TOTAL EXPENDITURES / APPROPRIATIONS		29,289,729
TOTAL ENDING BALANCE / RESERVES		2,260,840
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		31,550,569

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
GENERAL FUND RESTRICTED - REVENUE

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	728,959
<u>REVENUE</u>		
<u>FEDERAL REVENUE</u>		
8120	Federal Work Study	151,881
8120	Student Support Services (TRIO)	350,000
8120	Upward Bound	422,184
8120	Upward Bound Math/Science	330,140
8140	TANF	119,743
8170	VTEA (1102)	166,000
Total Federal Revenue		1,539,948
<u>STATE REVENUE</u>		
8620	Basic Skills	68,000
8620	Board Financial Assists Program Admin. Allowance	195,949
8620	Extended Opportunity Program & Services	819,760
8620	Extended Opportunity Program & Services CARE	482,130
8620	Disabled Student Program Services	199,921
8620	CalWORKs	432,147
8620	Matriculation - Credit	216,533
8620	Faculty & Staff Diversity AB1725	9,504
8620	Telecommunications Tech Infrastructure Prog (TTIP)	36,036
8620	Instructional Equipment/Library Materials	100,000
8620	Nursing Education	377,750
8620	Transfer and Articulation	4,000
Total State Revenue		2,941,730
<u>LOCAL REVENUE</u>		
8820	DPSS	136,000
8820	Model Approaches for Partnerships in Parenting	40,500
8820	Foster Care	134,200
8820	First Year Experience	18,000
8820	DHS Mentoring	120,000
8840	Auxiliary Services	101,693
8860	Interest	25,000
8881	Parking Services Fees	3,000
8890	Other Local Revenues	

Total Local Revenue	578,393
TOTAL REVENUE - ALL SOURCES	<u>5,060,071</u>
TOTAL BEGINNING BALANCE AND REVENUE	<u><u>5,789,030</u></u>

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
GENERAL FUND RESTRICTED - EXPENDITURES

Account Number	Description	2009-2010 ADOPTED
<u>ACADEMIC SALARIES</u>		
1200	Regular Schedule, Non-Teaching	553,571
1300	Part time, Teaching	249,555
1400	Part time, Non-Teaching	<u>177,752</u>
Total Academic Salaries		980,878
<u>CLASSIFIED SALARIES</u>		
2100	Full Time	1,022,453
2200	Instructional Aides, Full Time	57,372
2300	Student Help, Hourly and Overtime	<u>305,656</u>
Total Classified Salaries		1,385,481
<u>STAFF BENEFITS</u>		
3100	State Teachers' Retirement	87,974
3200	Public Employees' Retirement System	76,675
3300	Social Security - OASDI & Medicare	82,124
3400	Health and Welfare	127,200
3500	Unemployment Insurance	10,819
3600	Workers' Compensation Insurance	39,290
3800	Employee Benefits	<u>148,382</u>
Total Staff Benefits		572,464
<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4300	Instructional Supplies	147,469
4500	Non-Instructional Supplies	<u>111,261</u>
Total Books, Supplies, and Materials		258,730

	<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>	
5100	Personal Services/Indirect Costs	247,418
5200	Travel, Conference & In-Service Training	87,533
5300	Dues and Memberships	1,600
5600	Contracts, Rentals, and Repairs	40,865
5800	Other Services, Postage, Advertising	219,609
5900	Repro Services	<u>5,500</u>
	Total Contracts Services and Operating Expenses	602,525
	<u>CAPITAL OUTLAY</u>	
6410	Equipment	<u>268,564</u>
	Total Capital Outlay	268,564
	<u>OTHER OUTGO</u>	
7500	Other Payments to Students	73,060
7600	Other Payments for Students	<u>612,793</u>
	Total Other Outgo	685,853
	TOTAL EXPENDITURES / APPROPRIATIONS	<u>4,754,495</u>
	NET ENDING BALANCE / RESERVES	<u>1,034,535</u>
	GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES	<u><u>5,789,030</u></u>

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
LINE OF CREDIT - REVENUE

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	2,261,391
	ADJUSTMENT	5,000,000
	ADJUSTED BEGINNING BALANCE JULY 1	7,261,391
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest	<u>75,000</u>
	Total State Revenue	75,000
	TOTAL REVENUE - ALL SOURCES	<u>75,000</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>7,336,391</u></u>

EXPENDITURES /
APPROPRIATIONS

<u>BOOKS, SUPPLIES AND MATERIALS</u>		
4320	Instructional Supplies	
	Total Books, Supplies, and Materials	0
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	650,000
5200	Travel, Conference and In-Service Training	
5300	Dues and Memberships	
5400	Insurance	
5500	Utilities and Housekeeping Services	
5600	Contracts, Rentals, and Repairs	
5700	Legal, Elections, and Audit Expense	150,000
5800	Other Services, Postage, Advertising	
5900	Bad Debt Expense, Misc.	<u>960,990</u>
	Total Contract Services and Operating Expenses	1,760,990

	<u>CAPITAL OUTLAY</u>	
6200	Construction	
6300	Library Books	
6410	Equipment	<hr/>
Total Capital Outlay		0
	<u>OTHER OUTGO</u>	
7100	Debt Retirement	
7300	Interfund Transfer	<hr/>
Total Other Outgo		0
TOTAL EXPENDITURES / APPROPRIATIONS		<hr/> 1,760,990
TOTAL ENDING BALANCE / RESERVES		<hr/> 5,575,401
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<hr/> 7,336,391

EL CAMINO COLLEGE - COMPTON CENTER
 2009-2010 ADOPTED BUDGET
 CHILD DEVELOPMENT FUND - REVENUE
 COMBINED (30)

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	249,208
	<u>REVENUE</u>	
	<u>FEDERAL REVENUE</u>	
8199	Child Development Food Program	<u>45,000</u>
	Total Federal Revenue	45,000
	<u>STATE REVENUE</u>	
8621	State Revenue	700,000
8650	Reimbursable Categorical	12,500
8660	Interest	30,000
8699	Miscellaneous	<u>15,000</u>
	Total State Revenue	757,500
	<u>INCOMING TRANSFERS</u>	
8980	Transfer from General Fund	<u>0</u>
	Total Incoming Transfers	0
	TOTAL REVENUE - ALL SOURCES	<u>802,500</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>1,051,708</u></u>

EL CAMINO COLLEGE - COMPTON CENTER
 2009-2010 ADOPTED BUDGET
 CHILD DEVELOPMENT FUND -EXPENDITURES
 COMBINED (30)

Account Number	Description	2009-2010 ADOPTED
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	<u>ACADEMIC SALARIES</u>	
1200	Regular Schedule, Non-Teaching	32,952
1300	Regular Schedule, Teaching	0
1400	Counselors-Other	0
		<hr/>
	Total Academic Salaries	32,952
	<u>CLASSIFIED SALARIES</u>	
2100	Full Time	304,633
2200	Part Time - Instructional	134,660
2300	Part Time	46,464
		<hr/>
	Total Classified Salaries	485,757
	<u>STAFF BENEFITS</u>	
3100	State Teachers' Retirement	2,719
3200	PERS	30,273
3300	Social Security - OASDI/Medicare	35,055
3400	Health & Welfare	98,000
3500	Unemployment Insurance	248
3600	Workers' Compensation	13,556
		<hr/>
	Total Staff Benefits	179,851
	<u>BOOKS, SUPPLIES AND MATERIALS</u>	
4100	Text Books	1,000
4200	Books	5,000
4300	Instructional Supplies (Food & Kitchen Supplies)	300
4500	Non-Instruction Supplies	46,800
4700	Food Items/Catering	
		<hr/>
	Total Books, Supplies, and Materials	53,100
	<u>OTHER OPERATING EXPENSES</u>	
5133	PSA Contract Services	
5150	Consultant Services	
5180	Indirect Cost	
5200	Travel, Conference, In-Service Training	500
5620	Maintenance Contracts	
5800	Other Services, Postage, Advertising	2,340
5850	Postage	
5892	Licenses	
5912	Hospitality	
		<hr/>
	Total Other Operating Expenses	2,840

Account Number	Description	2009-2010 ADOPTED
	<u>CAPITAL OUTLAY</u>	
6400	Equipment	<u>0</u>
Total Capital Outlay		0
	<u>OTHER OUTGO</u>	
7600	Other Payments to/for Students	<u>3,000</u>
Total Other Outgo		3,000
TOTAL EXPENDITURES / APPROPRIATIONS		757,500
TOTAL ENDING BALANCE / RESERVES		<u>294,209</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>1,051,708</u></u>

EL CAMINO COLLEGE - COMPTON CENTER
2009-2010 ADOPTED BUDGET
CAPITAL OUTLAY PROJECTS FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,370,564
	ADJUSTMENTS	
	ADJUSTED BEGINNING BALANCE JULY 1	1,370,564
 <u>REVENUE</u>		
<u>STATE REVENUE</u>		
8690	Other State Revenues	<u>142,584</u>
	Total State Revenue	142,584
<u>LOCAL INCOME</u>		
8860	Interest	0
8980	Interfund Transfer-General Unrestricted District Match	<u>0</u>
	Total Local Income	0
	TOTAL REVENUE - ALL SOURCES	<u>142,584</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>1,513,148</u></u>
 <u>EXPENDITURES/APPROPRIATIONS</u>		
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5130	Contract Services	5,000
5660	Repairs	<u>0</u>
	Total Contract Services and Operating Expenses	5,000
<u>CAPITAL OUTLAY</u>		
6120	Site Improvement	170,000
6200	Buildings	30,000
6400	New Equipment	<u>142,584</u>
	Total Capital Outlay	342,584
	TOTAL EXPENDITURES / APPROPRIATIONS	347,584
	TOTAL ENDING BALANCE / RESERVES	<u>1,165,564</u>
	GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES	<u><u>1,513,148</u></u>

EL CAMINO COLLEGE - COMPTON CENTER
 2009-2010 ADOPTED BUDGET
 GENERAL OBLIGATION BOND FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,026,839
	ADJUSTMENT	0
	ADJUSTED BEGINNING BALANCE JULY 1	1,026,839
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest	150,000
8865	Bond Refinancing	0
8890	Proceeds from Insurance claim	
8940	Proceeds from Bonds	<u>15,000,000</u>
	Total Local Revenue	15,150,000
 <u>INCOMING TRANSFERS</u>		
8980	Interfund Transfer-Line of Credit	<u>0</u>
	Total Incoming Transfers	0
	TOTAL REVENUE - ALL SOURCES	<u>15,150,000</u>
	TOTAL BEGINNING BALANCE AND REVENUE	<u><u>16,176,839</u></u>
 <u>EXPENDITURES / APPROPRIATIONS</u>		
<u>CLASSIFIED SALARIES</u>		
2339	Overtime-Maintenance	<u>0</u>
	Total Classified Salaries	0
 <u>BENEFITS</u>		
3000	Statutory Benefits	<u>0</u>
	Total Benefits	0
 <u>OTHER OPERATING EXPENSES</u>		
5130	Contract Services	168,839
5132	Professional Services-Bond	
5139	Project Mgmt	

5150	Consultants Services	
5850	Postage	<u>0</u>
Other Operating Expenses		168,839
<u>CAPITAL OUTLAY</u>		
6200	Construction/Mgt	753,000
6204	Building Improvements/Upgrades	6,500,000
6211	Architect & Engineering	4,452,000
6212	Testing & Inspection	563,000
6254	Remodeling/Renovation	555,000
6413	New Equipment	880,000
6420	New Equipment	<u>0</u>
Total Capital Outlay		13,703,000
TOTAL EXPENDITURES / APPROPRIATIONS		13,871,839
NET ENDING BALANCE / RESERVES		<u>2,305,000</u>
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		<u><u>16,176,839</u></u>

2009-2010 ADOPTED BUDGET
WORKERS' COMPENSATION FUND

Account Number	Description	2009-2010 ADOPTED
	BEGINNING BALANCE JULY 1	1,517
	Adjustments	
	NET BEGINNING BALANCE JULY 1	1,517
 <u>REVENUE</u>		
<u>LOCAL REVENUE</u>		
8860	Interest Income	
8890	Other Local Revenues	
Total Local Revenue		0
 <u>INCOMING TRANSFERS</u>		
8980	Interfund Transfer from General Fund	510,000
Total Incoming Transfers		510,000
TOTAL REVENUE - ALL SOURCES		510,000
TOTAL BEGINNING BALANCE AND REVENUE		511,517
 <u>EXPENDITURES / APPROPRIATIONS</u>		
<u>CONTRACT SERVICES AND OPERATING EXPENSES</u>		
5100	Contract for Personal Services	4,400
5400	Insurance	495,600
5430	Liability	0
5454	Disability Insurance	0
5455	Insurance Deductible	0
5730	Self insurance Legal Fees	0
5730	Legal Fees	0
Total Contract Services and Operating Expenses		500,000
 <u>CAPITAL OUTLAY</u>		
6420	New Equipment	
Total Capital Outlay		0

	<u>OTHER OUTGO</u>	
7900	Reserve for Future Claims	<u>0</u>
	Total Other Outgo	0
	TOTAL EXPENDITURES / APPROPRIATIONS	<u>500,000</u>
	NET ENDING BALANCE / RESERVES	<u>11,517</u>
	GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES	<u><u>511,517</u></u>

EL CAMINO COLLEGE- COMPTON CENTER
 2009-2010 ADOPTED BUDGET
 STUDENT FINANCIAL AID FUND

Account Number	Description	2009-2010 ADOPTED
BEGINNING BALANCE JULY 1		0
<u>REVENUE</u>		
<u>FEDERAL REVENUE</u>		
8150	Student Financial Aid	4,500,000
Total Federal Revenue		4,500,000
<u>STATE REVENUE</u>		
8650	Cal Grants	140,000
Total State Revenue		140,000
<u>INCOMING TRANSFERS</u>		
8980	Transfer in from LOC Special Reserve	0
Total Incoming Transfers		0
TOTAL REVENUE - ALL SOURCES		4,640,000
TOTAL BEGINNING BALANCE AND REVENUE		4,640,000
<u>EXPENDITURES / APPROPRIATIONS</u>		
<u>OTHER OUTGO</u>		
7500	Student Financial Aid	4,500,000
7530	Cal Grants	140,000
Total Other Outgo		4,640,000
TOTAL EXPENDITURES / APPROPRIATIONS		4,640,000
TOTAL ENDING BALANCE / RESERVES		0
GRAND TOTAL - EXPENDITURES / ENDING BALANCE / RESERVES		4,640,000

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-01	Present Monthly budget summary to Trustee	CBO	Completed
2007-01	Review Over budget expenditures	CBO	Completed
2007-01	Expenditures Transfers approval, Category by Category	CBO	Completed
2007-01	Expenditures Transfers approval between Salary Accounts	Special Trustee	Completed
2007-02	Re-submit a corrected CCFS 311 Report to Chancellor's Office	Armstrong	Completed
2007-02	Month-end/Year-end Sign-off on Appropriate Check list as task is completed	Armstrong/ Connolly	Completed
2007-02	Month-End Closing and Reconciliation Checklist to be Prepared	Ely	Completed
2007-02	Log Completed Checklist to ensure monthly closeout procedures have completed.	Ely	Completed
2007-02	Use of completed checklist as part of on-going review process	Internal Auditor	Completed
2007-03	Create a reconciliation worksheet that brings the two systems into reconciling balance	Armstrong/ Connolly	Active
2007-04	Obtain Special Trustee Approval for Property Control Procedure	CBO	Completed
2007-04	Complete initial Equipment Inventory by Outside Company	CBO	Completed
2007-04	Initiate annual equipment physical inventory starting in Spring and ending in Fall each year	CBO	Active
2007-04	Implement ECC inventory control software system	Connolly/ Hoerning	Completed
2007-04	Implement ECC Fixed Asset Procedure at Compton Center	Connolly/CBO	Completed
2007-05	A catch-up transfer/ adjustment to payroll for remaining year to keep fund in balance	Armstrong	Completed
2007-05	Rectify negative fund balance in the Workers' Compensation Fund	Armstrong/ CBO	Completed
2007-05	Establish appropriate payroll deduction for 2008/2009	Armstrong/ Bonura	Completed
2007-05	Provide Actuarially determined amount for the Workers' Compensation Fund	Bonura	Active
2007-06	Develop a cash handling procedure and train staff on cash handling procedure	Ely	Completed

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-06	Maintain Transfer/Bank allocation log	Ely	Completed
2007-06	Validate Deposits are made regularly	Ely	Completed
2007-06	Perform quarterly review that deposits/transfers have been made	Internal Auditor	Completed
2007-07	Addressed by Cash Control Procedure in 2007-6	Ely	Completed
2007-08	Close account opened by staff and rollover funds	Armstrong/ CBO	Completed
2007-08	Recommendation to Special Trustee to authorize confirmation of existing bank accounts	CBO	Completed
2007-09	Sign-off on all financial adjustments, journal entries.	Armstrong	Completed
2007-09	Prepare Organizational Chart that assigns department/accounts to accounting staff	Armstrong/ CBO	Completed
2007-10	Year-end purchases cutoff May 1, 2008	CBO	Completed
2007-10	Receipt of Merchandise at year end	Bonura	Completed
2007-10	Cancel Requisitions/Purchase Orders not received by year end and reissue in the New Year	Bonura/CBO	Completed
2007-11	Reconciliation of Revolving Cash Fund and Petty Cash Fund (Monthly and June 30)	Armstrong/ CBO	Completed
2007-11	Existing Revolving Cash Fund to be used only for payroll purpose	CBO	Inactive
2007-11	Revolving Cash Fund Procedure review and revision	CBO/Business Manager	Completed
2007-11	Establish a Petty Cash Fund. Set Amount and Reimbursement Limit	CBO/Special Trustee	Completed
2007-12	Reconciliation of cash at County Treasury to District Records	Armstrong/ CBO	Completed
2007-12	Month-End Closing and Reconciliation Checklist to be Prepared (Monthly and June 30)	Armstrong/ CBO	Completed
2007-13	All Paid vouchers shall have supporting documentation attached and on file for review.	Armstrong and A/P Staff	Completed
2007-14	Signoff on all journal entries and financial adjustments	Armstrong	Completed
2007-14	Identify Due to/Due from accounts and write off invalid inter-fund balances	Armstrong/ CBO	Completed
2007-14	Provide checklist and training for year-end closing to Staff	Armstrong/ CBO	Inactive

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-14	File supporting documents for all journal entries and financial adjustments for review.	Armstrong/ CBO	Completed
2007-15	Prepare Monthly reconciliations of all accruals and have reconciliations signed-off	Armstrong	Completed
2007-15	Analyze and prepare ageing schedule for all receivables and write-off invalid receivables	Armstrong/ CBO	Active
2007-16	Prepare an analysis of items in payroll liability account and write-off invalid amounts	Armstrong/ CBO	Completed
2007-16	Ensure Monthly closeout procedures have been completed	Ely	Completed
2007-17	ECC/CCC HR managers put in place a comparable salary schedule (In-Progress)	H.R. Managers	Completed
2007-18	Review access control to HRS and Payroll system and identify incompatible Duties	Internal Auditor	Completed
2007-19	Prepare monthly vacation accrual report for review by CBO	Armstrong/ Payroll Staff	Active
2007-19	Managers to start drawing down on vacation balances and manage staff vacation	CBO	Completed
2007-19	Manager enforces pre-approval of overtime requests.	CBO	Completed
2007-19	Implement the same vacation accruing reporting system as in ECC Payroll Reporting	CBO/James	Completed
2007-19	Establish control over vacation request and approval	CBO/James	Completed
2007-19	Establish time sheet controls to track vacation balance and maximum accrued vacation	CBO/James	Completed
2007-20	Recommendation to Special Trustee to setup a fraud hotline	CBO	Active
2007-20	Review, revise or update policies and procedures	CBO/CCCD Management	Active
2007-20	Establish a code of ethics for College Administrators	CBO/Special Trustee	Completed
2007-20	Procedure and Guidelines for Internal Audit Function	Internal Auditor/Special Trustee	Completed
2007-20	Board Policy on Internal Audit	Internal Auditor/Special Trustee	Active

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-21	All Categorical Program financial reports to be reviewed by Accounting Director and Signed off by CBO	Armstrong/ CBO	Completed
2007-21	Assign all Categorical Program Accounting responsibilities to a trained and dedicated staff	CBO	Completed
2007-22	Retain all certified documents on file for 6 years after termination of funding	Armstrong/ CBO	Completed
2007-22	Payroll Staff shall provide monthly payroll reports to Program Managers	Armstrong/ Payroll Staff	Completed
2007-22	On-going review to ensure that Program Administrators are in compliant	Internal Auditor	Completed
2007-22	Program Managers monthly, review and certify payroll and other expenditures charged to program	Program Administrators	Completed
2007-22	Implement a payroll certification procedure	Program Director	Completed
2007-22	Ensure that all certifications are signed and dated	Program Director	Completed
2007-23	Implement use of form for draw-down of funds through the e-payment system for Federal grants	Armstrong	Completed
2007-23	Grant Accountant prepares final reports for closeout of grants and year-end closing	Armstrong	Completed
2007-23	Grant Accountant to input requisitions for draw-down of funds	Armstrong/ CBO	Completed
2007-23	Grant authorization to Director of Accounting to draw-down funds	CBO	Completed
2007-23	Approval of closeout and year-end schedules for Federal Grants	CBO/Program Administrator	Completed
2007-23	Program Administrator gives final approval of requisition	Program Administrators	Completed
2007-24	Use existing checklist to check eligibility and approval of individuals on programs	Program Director	Completed
2007-25	Implement attendance tracking system for teachers rosters	Director of Admissions	Active
2007-26	All grants financial reports shall be reviewed and signed off	Armstrong	Completed
2007-26	All expense transfer requests must be supported by appropriate documentation.	Armstrong/ Grant Accountant	Completed

FINDING	ACTION PLAN	ASSIGNED MGR	STATUS
2007-26	All program expenditures for Federal grants shall be pre-approved by program administrator	Program Director	Completed
2007-27	Provide an amended CCFS-323 Report with the correct student enrollment fees for 2006-2007	Bursar/Ely	Completed
2007-27	Setup procedure to properly code revenue as earned or deferred (Year-end adjustments)	Ely/CBO/ Armstrong	Completed
2007-28	All sub accounts including grants shall be reconciled to the general ledger	Armstrong/ CBO	Completed
2007-28	Provide an amended Matriculation accounting Report that is reconciled to the general ledger	Armstrong/ Ely	Completed
	Total indicators 82	82	100.00%
	Completed 71		87.00%
	Total indicators Active 9		11.00%
	Inactive 2		2.00%