

# **Inglewood Center Program Review 2008-09**

**El Camino College  
Student & Community Advancement**

**Inglewood Center Program Review  
2008-09**

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## **I. Overview**

### **A. Program Profile**

El Camino Community College District (ECCCD) includes two main campuses, El Camino College (ECC) in Torrance, CA, and the ECC Compton Educational Center in Compton, CA, along with the Inglewood Center in Inglewood, CA. Following a series of meetings in 2000/2001 with various constituent groups in the northern half of the College's service delivery area (including the cities of El Segundo, Hawthorne, Inglewood and Lennox) it was determined that the College could better serve these communities with a physical presence more conveniently located to them. The City of Inglewood was chosen as the home for this site, as the community's residents and officials had long been stating the need for a larger El Camino presence.

The ECC Inglewood Center is currently located in downtown Inglewood at 110 S. La Brea, across from the Inglewood City Hall and Police Station, and is in the same building as the Inglewood One Stop Career Center, part of the South Bay Workforce Investment Board (SBWIB). Within the facility there is a front lobby with a waiting room and clerical station, as well as two individual offices, three classrooms, and two computer labs containing 50 computers that make up the Inglewood Center presence. Additionally there is an Educational Resource Center where a counselor from the college can meet with students to formalize their educational goals.

#### Objectives

The Inglewood Center opened its doors in April 2002, to "provide access to computers and technology -- particularly educational technology -- to adults and children in low-income communities who otherwise would lack that access".

The El Camino College Inglewood Center strives to do just that by providing: public access to technology; basic skills classes; academic and career technical advising; on-site Math and English Assessment (by appointment); financial aid advising and application assistance; a KeyTrain and WorkKeys Career Readiness Certificate Program; as well as extended hours to help students acquire the basic skills necessary to transition into a career technical certificate program, an AA/AS degree program, or transfer to a four year university.

#### Funding Source(s)

In 2001, the college received initial start-up funding from the US Department of Education to create the Community Education and Technology Center in Inglewood. Since the end of that grant, the Inglewood Center was institutionalized as part of the Community Advancement Division, and is supported, in part, by the College's general fund, and in part, through various grant projects. For example, in 2008 the Inglewood Center was funded through the Technical Education Improvement Act of 2006 (Perkins IV) and CAHSEE grant for upgrades to the computer labs.

#### Student/Client Profile

ECCCD encompasses nine cities (including the cities of Compton, El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Lomita, Redondo Beach, and Torrance) with a combined population of over 1 million people. The area served is very diverse ethnically, as well as economically. To the south and west of the college are the 'Beach cities', some of the

wealthiest cities in Southern California, and to the north and east are the cities of Inglewood and Lennox, which are among the most socio-economically disadvantaged communities in Los Angeles County.

The contrast between these two extremes is daunting. Even if we compare Inglewood with more “middle-of-the-road” Torrance where the college’s campus is located, the differences speak for themselves.

**Table 1: Inglewood - Selected Educational and Socio-economic Indicators**

	<b>Per capita personal income<sup>1</sup></b>	<b>Students Per computer<sup>2</sup> (average for district)</b>	<b>Unemployment rate<sup>3</sup> (June 2009)</b>	<b>% population age 25+ below Baccalaureate<sup>4</sup></b>	<b>SAT-1 avg. verbal/math/writing Scores (07/08)</b>
<b>California</b>	\$ 22,711	4.11	11.6 %	73.4	1500
<b>LA County</b>	\$ 20,683	4.16	11.4 %	75.1	1437
<b>Inglewood</b>	<b>\$ 14,776</b>	5.31	<b>14.2 %</b>	<b>75.6</b>	<b>1163</b>
<b>Lennox CDP</b>	<b>\$ 8,499</b>	<b>3.16</b>	<b>14.4 %</b>	<b>75.6</b>	<b>1158</b>
<b>Torrance</b>	\$ 28,144	5.62	5.7 %	63.6	1580

The city of Inglewood covers an area of 9.2 square miles. The city population of 112,714 (YR 2008) is divided, for the most part, between African Americans and Hispanics. The northeastern part of the city (zip code 90305) tends to be predominantly African American (86.8%), while the southwestern corner (zip code 90304, Lennox) is almost exclusively Hispanic (89.8%).

<b>Table 2: Ethnic Breakdown of Target Area Residents<sup>5</sup></b>					
<b>Ethnicity (by %)</b>	<b>Asian</b>	<b>Black</b>	<b>Hispanic</b>	<b>White</b>	<b>Other</b>
<b>Inglewood</b>	1.1	47.1	46.0	19.1	1.1
<b>Lennox CDP</b>	0.6	4.1	89.8	31.7	2.4

Average household income in Inglewood is \$34,269 compared to the higher average household income in the 10-mile radius ECC service area. Per capita income is only \$14,776, approximately 35% below the state average. Unemployment rate for persons over the age of 16 is 14.2% in Inglewood and 14.4% in Lennox -- considerably higher than county or State rates. These high unemployment rates can be attributed to low educational levels of the population and the high-tech nature of the economy in the surrounding areas, which are rich in jobs requiring high-level skills.

Even though the distance between downtown Inglewood and the ECC campus is less than 10 miles, disproportionately low numbers of Inglewood residents access services provided by the college. This reluctance to travel outside of their own communities can be attributed to the

<sup>1</sup> U.S. Census Bureau, *State & County QuickFacts*, <http://quickfacts.census.gov/>

<sup>2</sup> California Department of Education, *Educational Demographics Office, District Profile Fiscal YR 2006-07*

<sup>3</sup> California Employment Development Department, *Labor Market Info*, <http://www.labormarketinfo.edd.ca.gov>

<sup>4</sup> U.S. Census Bureau, *State & County QuickFacts*, <http://quickfacts.census.gov/>

<sup>5</sup> *Ibid.*

cultural isolation of the two distinctly separate groups of city residents, their inability to seek out needed resources, as well as transportation issues.

A 2004 analysis of zip codes concluded that the majority of students attending the Inglewood Center reside in the cities of Inglewood, Hawthorne or Lennox. According to the ECC Institutional Research department, the student data from the Inglewood Center student is as follows:

Fall 05		
Received Financial Aid	Count	
Yes	68	41.2%
No	97	58.8%
	165	

Fall 06		
Received Financial Aid	Count	
Yes	44	36.1%
No	78	63.9%
	122	

**Independent Students**

Household Size	Count	
1	14	29.8%
2	11	23.4%
3	9	19.1%
4	7	14.9%
5	5	10.6%
6	0	0.0%
7	0	0.0%
8	1	2.1%

Household Size	Count	
1	14	38.9%
2	13	36.1%
3	5	13.9%
4	2	5.6%
5	1	2.8%
6	0	0.0%
7	1	2.8%
8	0	0.0%

**Dependent Students**

Household Size	Count	
2	6	28.6%
3	5	23.8%
4	4	19.0%
5	4	19.0%
8	1	4.8%
10	1	4.8%

Household Size	Count	
2	1	12.5%
3	3	37.5%
4	1	12.5%
5	2	25.0%
7	1	12.5%

**Parent Average**

AGI *
30616

**Average**

AGI *
25343

**Student Average**

AGI *
17997

**Average**

AGI *
15845

Fall 07		
Received Financial Aid	Count	
Yes	16	26.2%
No	45	73.8%
	61	

Household Size	Count	
1	3	23.1%
2	7	53.8%
3	1	7.7%
4	1	7.7%
5	0	0.0%
6	1	7.7%
7	0	0.0%
8	0	0.0%

Average	AGI *
	30917

Household Size	Count	
2	1	12.5%
3	1	12.5%
4	1	12.5%
6	1	12.5%
7	0	

Average	AGI *
	18932

Fall 05		
Full Time	24	15.2%
Part Time	134	84.8%

Fall 06		
Full Time	17	14.0%
Part Time	104	86.0%

Cumulative Units		
<=30	143	86.7%
>30	22	13.3%

Cumulative Units		
<=30	101	82.8%
>30	21	17.2%

Ed Goal		
Meaning	Total	
Obtain an AA degree and transfer to a 4-year institution	58	35.2%
Transfer to a 4-year institution without an AA degree	12	7.3%
Obtain a two year AA degree without transfer	10	6.1%
Obtain a two year vocational degree without transfer	8	4.8%
Earn a vocational certificate without transfer	1	0.6%
Discover/formulate career interests, plans, goals	6	3.6%
prepare for a new career (acquire job skills)	15	9.1%
Advance in current job/career (update job skills)	3	1.8%
Educational development (intellectual, cultural)	0	0.0%
Improve basic skills in English, reading or math	0	0.0%
Complete credits for high school diploma or GED	0	0.0%
Undecided on goal	27	16.4%
Not applicable	25	15.2%

Ed Goal		
Meaning	Total	
Obtain an AA degree and transfer to a 4-year institution	54	44.3%
Transfer to a 4-year institution without an AA degree	6	4.9%
Obtain a two year AA degree without transfer	1	0.8%
Obtain a two year vocational degree without transfer	2	1.6%
Earn a vocational certificate without transfer	2	1.6%
Discover/formulate career interests, plans, goals	2	1.6%
prepare for a new career (acquire job skills)	11	9.0%
Advance in current job/career (update job skills)	3	2.5%
Educational development (intellectual, cultural)	3	2.5%
Improve basic skills in English, reading or math	0	0.0%
Complete credits for high school diploma or GED	1	0.8%
Undecided on goal	17	13.9%
Not applicable	20	16.4%

Enrollment Status	Total	
First-Time Student	31	18.8%
First-Time Transfer	26	15.8%
Continuing Student	58	35.2%
Returning Student	49	29.7%
K-12 Special Admit	1	0.6%

Enrollment Status	Total	
First-Time Student	18	14.8%
First-Time Transfer	17	13.9%
Continuing Student	44	36.1%
Returning Student	41	33.6%
K-12 Special Admit	2	1.6%

Fall 07		
Full Time	5	
Part Time	56	

Cumulative Units		
<=30	47	
>30	14	

### Ed Goal

Meaning	Total	
Obtain an AA degree and transfer to a 4-year institution	18	29.5%
Transfer to a 4-year institution without an AA degree	3	4.9%
Obtain a two year AA degree without transfer	5	8.2%
Obtain a two year vocational degree without transfer	2	3.3%
Earn a vocational certificate without transfer	0	0.0%
Discover/formulate career interests, plans, goals	2	3.3%
Prepare for a new career (acquire job skills)	2	3.3%
Advance in current job/career (update job skills)	4	6.6%
Educational development (intellectual, cultural)	2	3.3%
Improve basic skills in English, reading or math	1	1.6%
Complete credits for high school diploma or GED	1	1.6%
Undecided on goal	21	34.4%
Not applicable	0	0.0%

Enrollment Status	Total	
First-Time Student	4	6.6%
First-Time Transfer	6	9.8%
Continuing Student	23	37.7%
Returning Student	25	41.0%
K-12 Special Admit	3	4.9%



**Demographic and Enrollment Characteristics  
Students Enrolled at the Inglewood Center  
Fall 2005 to Fall 2008**

Characteristic	Category	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2008 ECC		2000 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
<b>All Enrolled</b>	Total	153	100.0%	107	100.0%	61	100.0%	81	100.0%	27,258	100.0%	224,798	100.0%
<b>Gender</b>	Female	115	75.2%	82	76.6%	46	75.4%	60	74.1%	14,602	53.6%	108,508	48.3%
	Male	38	24.8%	25	23.4%	15	24.6%	21	25.9%	12,650	46.4%	116,290	51.7%
	Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	6	0.0%	0	0.0%
			100.0%										
<b>Ethnicity</b>	African-American	67	43.8%	51	47.7%	32	52.5%	41	50.6%	4,998	18.3%	76,979	34.2%
	Amer. Ind. or Alaskan	1	0.7%	0	0.0%	1	1.6%	0	0.0%	120	0.4%	1,250	0.6%
	Asian	5	3.3%	4	3.7%	2	3.3%	2	2.5%	3,664	13.4%	2,431	1.1%
	Filipino	6	3.9%	1	0.9%	1	1.6%	1	1.2%	1,124	4.1%		0.0%
	Latino	50	32.7%	36	33.6%	22	36.1%	25	30.9%	8,816	32.3%	119,626	53.2%
	Other	1	0.7%	2	1.9%	0	0.0%	0	0.0%	515	1.9%	14,908	6.6%
	Pacific Islander	1	0.7%	1	0.9%	1	1.6%	0	0.0%	262	1.0%	1,276	0.6%
	White	14	9.2%	9	8.4%	2	3.3%	2	2.5%	5,502	20.2%	52,746	23.5%
	Unknown or Decline	8	5.2%	3	2.8%	0	0.0%	10	12.3%	2,257	8.3%		
<b>Age/Age Group</b>	Under 17	0	0.0%	2	1.9%	0	0.0%	1	1.2%	772	2.8%		
	17	3	2.0%	2	1.9%	3	4.9%	1	1.2%	871	3.2%		
	18	13	8.5%	4	3.7%	4	6.6%	5	6.2%	3,271	12.0%		
	19	12	7.8%	4	3.7%	2	3.3%	4	4.9%	3,380	12.4%		
	20	6	3.9%	9	8.4%	2	3.3%	5	6.2%	2,997	11.0%		
	21	9	5.9%	5	4.7%	4	6.6%	4	4.9%	2,035	7.5%		
	22	8	5.2%	8	7.5%	1	1.6%	4	4.9%	1,592	5.8%		
	23	7	4.6%	4	3.7%	2	3.3%	5	6.2%	1,353	5.0%		
	24	13	8.5%	3	2.8%	2	3.3%	2	2.5%	1,093	4.0%		
	25-29	22	14.4%	19	17.8%	14	23.0%	12	14.8%	3,268	12.0%		

Characteristic	Category	Fall 2005		Fall 2006		Fall 2007		Fall 2008		Fall 2008 ECC		2000 Census ECC District	
		n	%	n	%	n	%	n	%	n	%	n	%
	30-39	29	19.0%	28	26.2%	17	27.9%	12	14.8%	3,053	11.2%		
	40-49	21	13.7%	10	9.3%	7	11.5%	13	16.0%	1,892	6.9%		
	50-64	9	5.9%	8	7.5%	2	3.3%	9	11.1%	1,268	4.7%		
	65+	1	0.7%	1	0.9%	1	1.6%	4	4.9%	413	1.5%		
<b>Class Load</b>	Full-time	20	13.1%	15	14.0%	5	8.2%	21	25.9%	7,993	29.3%		
	Part-time	126	82.4%	91	85.0%	56	91.8%	60	74.1%	18,221	66.8%		
	Not enrolled or N/A	7	4.6%	1	0.9%	0	0.0%	0	0.0%	1,026	3.8%		
<b>Time of Classes*</b>	Daytime	48	31.4%	29	27.1%	13	21.3%	25	30.9%	18,964	69.6%		
	Evening	98	64.1%	77	72.0%	48	78.7%	56	69.1%	5,886	21.6%		
	Unknown	7	4.6%	1	0.9%	0	0.0%	0	0.0%	1,382	5.1%		
<b>Academic Level</b>	College degree	22	14.4%	17	15.9%	6	9.8%	10	12.3%	3,922	14.4%		
	HS Graduate	117	76.5%	83	77.6%	49	80.3%	66	81.5%	20,737	76.1%		
	Not a HS Grad	5	3.3%	3	2.8%	1	1.6%	3	3.7%	664	2.4%		
	K-12 Special Admit	1	0.7%	2	1.9%	3	4.9%	1	1.2%	1,233	4.5%		
	Unknown	8	5.2%	2	1.9%	2	3.3%	1	1.2%	702	2.6%		
<b>Educational Goal</b>	Intend to Transfer	55	35.9%	45	42.1%	17	27.9%	30	37.0%	9,132	33.5%		
	Degree/Certif. Only	6	3.9%	3	2.8%	6	9.8%	7	8.6%	1,167	4.3%		
	Retrain/recertif.	25	16.3%	13	12.1%	4	6.6%	11	13.6%	2,025	7.4%		
	Basic Skills/GED	4	2.6%	4	3.7%	2	3.3%	3	3.7%	1,185	4.3%		
	Enrichment	11	7.2%	5	4.7%	3	4.9%	2	2.5%	1,950	7.2%		
	Undecided	35	22.9%	20	18.7%	15	24.6%	10	12.3%	6,207	22.8%		
	Unknown	17	11.1%	17	15.9%	14	23.0%	18	22.2%	5,592	20.5%		

### **B. Status of Previous Recommendation**

Not applicable since this is the first time a program review is being performed for the Inglewood Center.

### **C. Continuing Recommendation**

Not applicable since this is the first time a program review is being performed for the Inglewood Center.

## **II. Program Data**

### **A. Student/Client Satisfaction**

#### **TESTIMONIALS**

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#### ***Valerie Felix, Social Studies Teacher, City Honors High School, Inglewood California***

As a second year teacher at City Honors High School, I am able to bring my students to the ECC Inglewood Center on a regular basis to use the computer lab. For the past two years we have visited the computer lab each semester to perform research for term papers and civics projects, create PowerPoint presentations, and access an on-line simulation of the stock market. The computer lab is invaluable to my students because we do not have a computer lab or library on our campus. My students are able to use the computers and print their work at no cost to them. Many of them do not have access to a computer at home, so they rely on the computer lab at the El Camino College Inglewood Center. The staff works cooperatively to schedule time in the computer lab for my students. They are flexible in allowing me to schedule time in advance, or accommodate us on short notice. I teach U.S. History, Government, and Economics. Having access to the computer lab, allows me to apply a variety of instructional strategies that extend learning beyond the classroom and textbook, engage my students in learning through simulations, and help them to develop much needed technical skills for college and work. We at City Honors High School very much appreciate the staff and computer resources of the ECC Inglewood Center, and want to take this opportunity to say THANK YOU!

#### ***Charles Kato, Inglewood Center Client, Inglewood Senior Citizen / Resident***

I have been coming to the El Camino College Inglewood Center since its opening in May 2002. Since I do not have a car and I am not able to get to the campus, I walk to the center on a regular basis which provides a great source of exercise. It is easily accessible, convenient and available nearby. The Inglewood Center staff is courteous, polite and helpful. I truly appreciate the opportunity to have access to this technology.  
Thanks El Camino College!!!

#### ***Ruben Solis, Program Coordinator, UCLA GEAR UP***

I was a systems administrator/program coordinator for the Inglewood Center for a year and I personally taught computer workshops twice a week to any and all residents which covered the Microsoft Office Suite (Word, Excel, PowerPoint, and FrontPage). The workshops had waiting lists of people in a wide range of ages who wanted to learn to use the computer as a tool. This Center became a useful resource center with employees that would help with any search or help that was needed. On a daily basis, associates took the time to sit with clients and

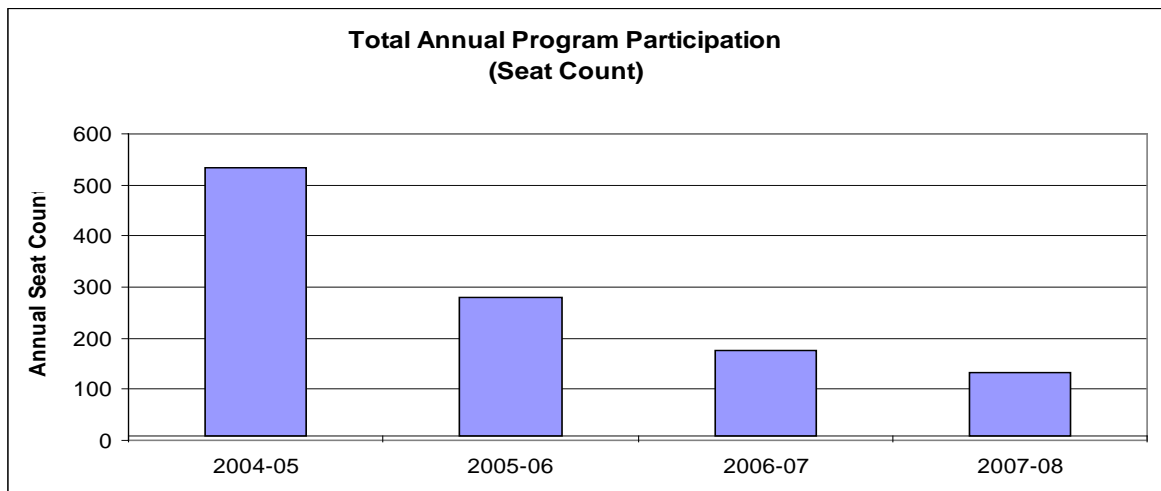
help them from beginning to end with a project. The human connection became the main resource for any person using the Inglewood Center.

I moved on and became a Program Coordinator with UCLA GEAR UP at Inglewood High School but my ties to the Inglewood Center remained. I designed a program to teach seventh and eighth grade students the basics of becoming a computer technician and build their own computer they could keep at the end of the program. The Inglewood Center gave UCLA GEAR UP the space to bring in 44 students as well as access to two computer labs, two class rooms, and gave us storage for over 50 computers and computer parts. Many other summer programs have been held there and the staff has been very supportive and helpful. The city has one of the best undiscovered resources in a key location. It would be a tragedy if this location were to close down.

### B. Student/Client Outcome Data

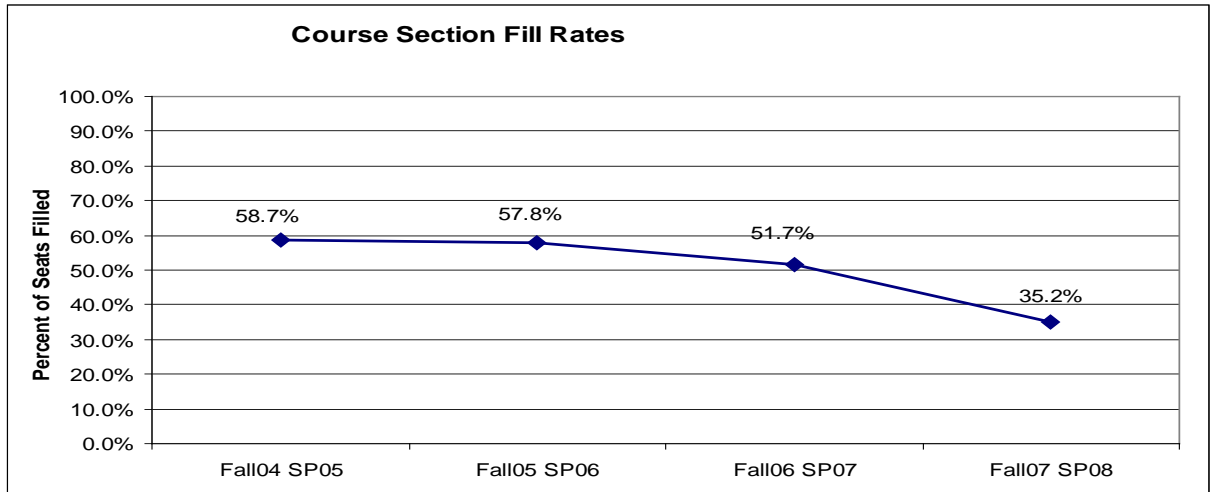
	2004-05	2005-06	2006-07	2007-08	4 Yr Avg.
Annual Seat Count	535	280	175	132	281

	2004-05	2005-06	2006-07	2007-08
Sections	22	14	11	8
Seats	535	280	175	132
Unduplicated Students	449	236	163	123
Seats/Unduplicated Students	1.2	1.2	1.1	1.1



### Course Fill Rates:

Fall04 - SP05	Fall05 - SP06	Fall06 - SP07	Fall07 - SP08
58.7%	57.8%	51.7%	35.2%



The data suggests that the move to a smaller facility with four parking spaces has affected sections offered and fill rates.

# Course Grade Distribution and Success/Retention Rates

Program: Inglewood Center

Fall 2004 to Fall 2007

Fall 2005 / Course	A	B	C	CR	D	F	I	NC	DR	W	Total Grades	Success Rate	Retention Rate
IC Total/Avg	33	30	19	7	14	19	1	6	0	49	178	50.0%	72.5%
	18.5%	16.9%	10.7%	3.9%	7.9%	10.7%	0.6%	3.4%	0.0%	27.5%			
College Total/Avg	15,776	11,805	8,899	4,397	2,819	4,977	310	1,248	0	14,375	64,606	63.3%	77.7%
	24.4%	18.3%	13.8%	6.8%	4.4%	7.7%	0.5%	1.9%	0.0%	22.3%			

## Fall 2006

IC Total/Avg	35	24	14	6	7	17	0	9	0	13	125	63.2%	89.6%
	28.0%	19.2%	11.2%	4.8%	5.6%	13.6%	0.0%	7.2%	0.0%	10.4%			
College Total/Avg	15,474	11,590	8,388	4,423	2,810	4,895	345	1,319	0	14,227	63,471	62.8%	77.6%
	24.4%	18.3%	13.2%	7.0%	4.4%	7.7%	0.5%	2.1%	0.0%	22.4%			

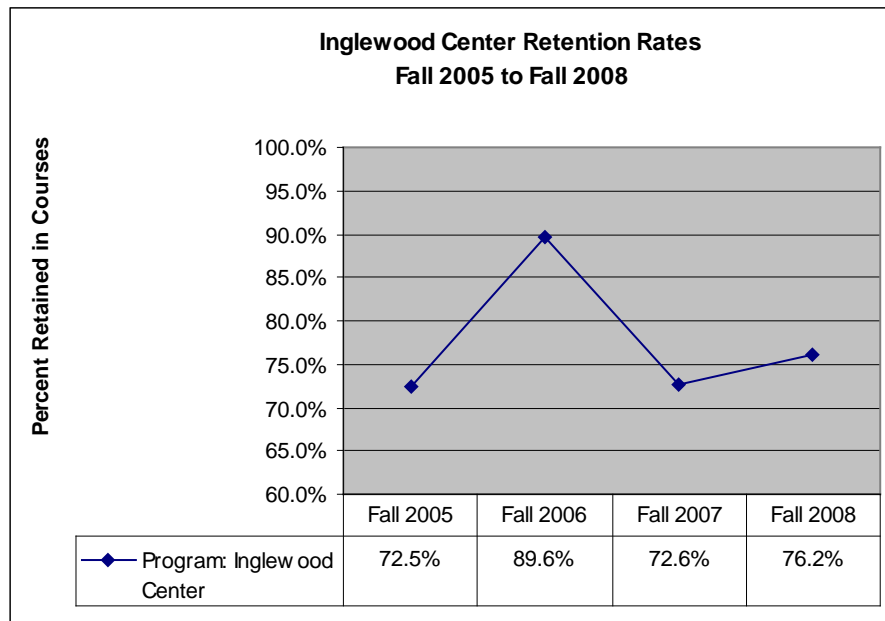
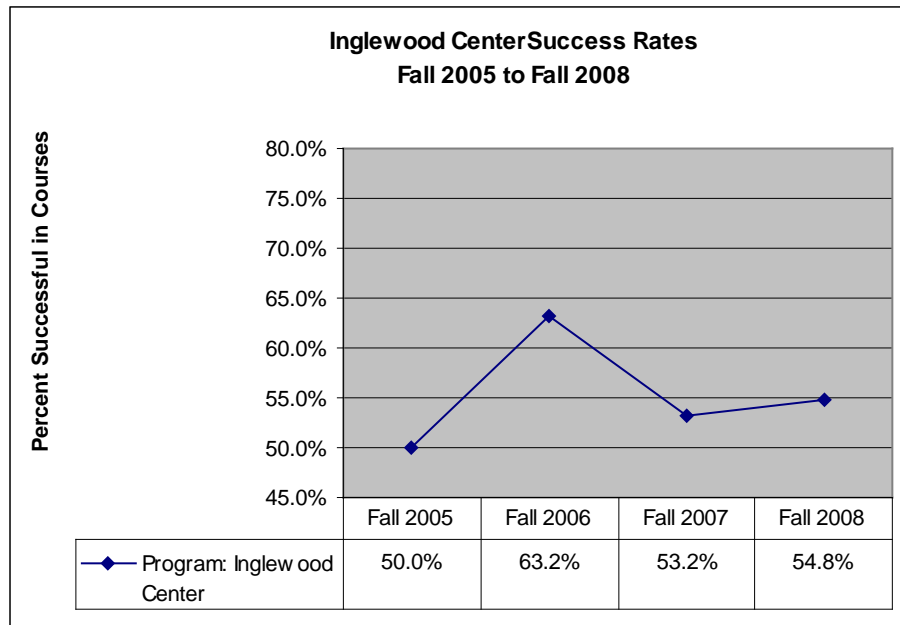
## Fall 2007

IC Total/Avg	15	9	9	0	4	8	0	0	3	14	62	53.2%	72.6%
	24.2%	14.5%	14.5%	0.0%	6.5%	12.9%	0.0%	0.0%	4.8%	22.6%			

College Total/Avg	16,244	11,674	8,356	4,788	2,743	5,030	360	1,322	2,566	12,270	65,353	62.8%	77.3%
	24.9%	17.9%	12.8%	7.3%	4.2%	7.7%	0.6%	2.0%	3.9%	18.8%			

## Fall 2008

IC Total/Avg	15	11	9	11	5	8	0	5	4	16	84	54.8%	76.2%
	17.9%	13.1%	10.7%	13.1%	6.0%	9.5%	0.0%	6.0%	4.8%	19.0%			
College Total/Avg	18,319	12,726	9,310	5,700	3,176	6,871	461	1,814	3,085	10,741	72,203	63.8%	80.9%
	25.4%	17.6%	12.9%	7.9%	4.4%	9.5%	0.6%	2.5%	4.3%	14.9%			



### **C. Program Data Recommendations**

#### Student/Client Satisfaction

Continue to offer access to computer labs and resources not available in the community.

#### Student/Client Outcome Data

Data suggest that we should increase classroom space and improve parking access to make it more convenient for students to take day time courses at the center.

### Campus/Community Collaboration

Collaborate more with programs like Small Business Center, Center for International Trade Development and Workplace Learning Resource Center to offer unique programs needed in the community.

## III. Program Requirements

### A. Program Support/Collaboration

#### Campus

All Academic and Student Services Divisions and Departments on campus support the Inglewood Center through referrals and by reminding students about programs and services available at the center. For example, Counseling provides support by promoting classes at the center to students during academic counseling sessions.

The **El Camino Workplace Learning Resource Center (WpLRC)** currently offers a **Career Readiness Certificate** program, to provide job seekers and employers with a standardized and reliable indicator of a job applicant's foundational skills in applied mathematics, reading, and the ability to locate information. The Certificate program was a response to requests from the aerospace manufacturing industry in the South Bay, and provided clear, concise, and objective data to aerospace manufacturing employers, individuals, educators, trainers, and job service providers on the readiness of individuals to successfully enter or re-enter the workforce. This employability certificate represents a standardized and reliable indicator of workplace skill levels that can be used in businesses throughout the region. It provides a "bridge" between job applicants, incumbent workers, educators, training organizations, and the wide range of area businesses.

The **Community & Contract Education Program** partnered with the El Camino WpLRC to provide non-credit instruction to prepare students from the Class of 2008 to pass the **California High School Exit Exam (CAHSEE)**. Contract Education had taken the lead on the project to prepare students to pass the CAHSEE, and improve non-credit instruction in the BTC's service area that could be replicated regionally or statewide. Partnerships with high schools in the Centinela Valley UHSD, Compton USD and Inglewood USD were enhanced to develop and deliver CAHSEE instruction to area individuals.

Organization	Contact	Resources
ECC Business Training Center	Jose Anaya Dean, Community Advancement & the BTC	Staff time (Administrators, Project Director, Marketing, Accounting and Faculty) Travel, Supplies and Other
ECC Marketing Department	Ann Garten Director	Issuing press releases regarding Center events Distribution of marketing materials
ECC Counseling Center		Promotion of classes during academic counseling sessions

The Inglewood Center contributes to the support of the College through FTES generated by students attending classes at its facilities. As mentioned previously, the population served by the Center has a general reluctance to travel outside of their own communities, or comfort zone.



This can be attributed to the cultural isolation of the two distinctly separate groups of city residents, their inability to seek out needed resources, and other issues such as transportation.

Since its inception, the number of visitors to the Center has remained high, with between 800-1200 per month (duplicate count), and the center has generated 245.76 FTES for the district for an average of 61.44 FTES or \$226,730 per year. In addition, there have been 1,032 new clients who have accessed the open computer lab with an average of 28 new clients per month. Our academic and career counselor held over 1,400 contact hours since May 2002, and counseled 1,042 students including clients for an average of 27 students / clients per month. Finally, the program manager and staff have represented the college at over 200+ outreach events since May 2002.

#### **Net FTES Generated**

<b>FY</b>	<b>2002/03</b>	<b>2003/04</b>	<b>2004/05</b>	<b>2005/06</b>	<b>2006/07</b>	<b>2007/08</b>	<b>2008/09</b>
<b>FTE</b>	75.72	69.86	57.31	42.87	Data not available	Data not available	Data not available
<b>\$ Equation</b>	\$276,350	\$259,488	\$214,153	\$156,932			

Prior experience shows that exterior signage coupled with additional space as well as increased and focused outreach and marketing activities will increase FTES for the district.

#### Off Campus

The Inglewood Center staff cultivates relationships and partners with local entities in order to better serve the area residents. Partners such as Inglewood Unified School District (IUSD), Inglewood One-Stop Career Center (part of SBWIB), and the City of Inglewood Public Library, all collaborate with the Center through various ways.

**African American Male Achievement Network (AMAN, Inc.)** utilizes the center on a semi-regular basis by bringing AMAN students to the center to access the Internet for homework and research.

**City of Inglewood Parks & Recreation** utilizes the center on a regular basis by providing the teacher and curriculum and holding free computer classes during the day which by coincidence consists of primarily senior citizens learning how to use the computer.

The **City of Inglewood Library** leadership shares resources and information regarding upcoming events.

**South Bay Youth Programs** coordinates with center staff to provide onsite links to programs and services to assist out of school and out of work youth by providing cross referrals.

As a post-secondary education partner in the One-Stop system, **South Bay One-Stop Career Center** and the Inglewood Center staff coordinate efforts to provide cross referrals to programs and services at the college and in the community. Currently, ECC sub-leases a classroom from the **South Bay Workforce Investment Board** and ought to consider redirecting these funds which could be used to pay for the center's signage.

Organization	Contact	Resources
African American Male Achievement Network (AMAN, Inc.)		Utilizes the Center for students to access the Internet for homework and research
City of Inglewood Parks & Recreation		Provides teacher and curriculum Holds free daytime computer classes
City of Inglewood Public Library	Miguel Alaniz	Staff time
Inglewood Unified School District	Jim Gilbert, Director of Technology	Staff time
Lennox Unified School District	S. P. Andrade	Staff time, Computer lab use, Computers
South Bay Workforce Investment Board (Inglewood One-Stop)	Cyd Spikes, Youth Programs Development Manager	Staff time, Building use
South Bay Youth Programs		Provides onsite links to programs and services Cross referrals

## B. Facilities and Equipment

### Facilities

The current facility (lease expires December 31<sup>st</sup>, 2010) is 3,750 square feet and represents a 32% reduction from the Center's previous location. The center includes a reception and lobby area, two storage rooms, one staff lounge, two offices, three computer labs, as well as one lecture room. In addition to the center, the college rents one room from the South Bay Workforce Investment Board-Inglewood One-Stop on the fifth floor. Prior to March 2003, the college rented three rooms from the South Bay Workforce Investment Board-Inglewood One-Stop. This represents a 33% reduction with an overall reduction of 65% reduction in total space. As a consequence of these and other reductions, the center's ability to offer classes and generate FTE for the district has been adversely affected and is directly correlated by the 56% decline in FTES.

<b>Inglewood Center</b>	<b>Square Footage</b>	<b>Commercial Lease Rate Per Sq. Ft.</b>	<b>CY Months</b>
Room 1: Training Room / Seminars		\$1.45	12
Front Desk/Lobby		\$1.45	12
Room 2: Director's Office		\$1.45	12
Room 3: Counselor/Faculty Ofc.		\$1.45	12
Room 4: Server Room		\$1.45	12
Room 5: Computer Lab		\$1.45	12
Room 6: Computer Lab		\$1.45	12
Room 7: Lecture Room		\$1.45	12
Staff Lounge/Kitchen		\$1.45	12
Fifth Floor – Rm #506		\$1.45	12
<b>GRAND TOTALS</b>	<b>3,800</b>		

### Equipment

As mentioned previously, last year the Center obtained funds through VTEA and CAHSEE grants to allow for computer lab upgrades and three new computers for staff. This addition includes computers that are connected to virtual servers. This allows for ease of software upgrades and reduced energy consumption.

### **C. Staffing / Personnel**

The current model is challenging on two levels. Initially, our casual employees were limited to 170 days per fiscal year, then in 2004-2005 180 days per year (and then back down to 170 days per fiscal year); while the center was open an average of 236 days per year during the last 4 years. Clearly, a deficit in staff coverage exists at the center. Second, the Financial Aid Department's federal work study students are a wonderful asset to the college and the center however, this model is not a permanent solution as federal work study students are limited: a) by the amount they are awarded for the academic year and in most instances to approximately \$1,500 to \$3,000 per academic year or approximately 333 hours at \$9.00 per hour, b) they do not begin until well into October of each year and c) there is a high rate of turnover due to normal attrition (i.e. want to work on campus to accommodate school schedule, they graduate, they transfer, they move to another district, their parents don't want them to work after 5pm, or they simply resign due to competing life priorities), and d) because for some this is their first job therefore we assist students with hands on training which is a time/staff consuming task. In order for the center to expand to meet the need outlined in the Educational Master Plan 2004-2005, funding for additional staff should be considered paramount so that the Center is better able to serve students at convenient times by offering additional hours of operation and support services.

The Inglewood Center staff is either temporary, contract, casual, or volunteer/interns. Currently, there is one paid staff member with support staff who are volunteers from the community obtained from either [www.volunteermatch.org](http://www.volunteermatch.org), or by leveraging resources via community partnerships with Los Angeles Urban League's WIA Summer Youth Program, the South Bay Youth Program (SBWIB) WIA Summer Youth Program, and the Southern

California Regional Occupational Center (SoCal ROC) Office Administration Intern program. To that end, the center's staff was cut 50% in spring 2003 and since then has experienced turnover due to the part-time status of these positions. For example, after 4 years, the part-time paraprofessional recently resigned to accept a full-time employment position that included medical benefits with a different employer. Given this opportunity, El Camino simply could not compete and retain her services.

The Director of the Inglewood Center, Michelle Arthur, reports directly to Mr. Jose Anaya, El Camino's Dean of Community Advancement and the Business Training Center. Ms. Arthur has the status of Special Services Professional at management Level VII and carries the title of "Director" at El Camino College. Ms. Arthur meets on a regular basis with the CA Dean, academic deans, and other directors, as well as community-based and local education agencies. Ms. Arthur is fully responsible for program operations, and all collaborative agreements with community agencies and partners.

**Michelle Arthur**

Director, ECC Inglewood Center

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Ms. Arthur was recruited to continue the seamless coordination, management, and supervision of the daily operations at the Inglewood Center. Her responsibilities include: hiring, monitoring, and evaluating employee performance for up to five staff members; supervision and scheduling of staff using a collaborative and accommodating approach; convening staff meetings to encourage communication of pertinent issues which result in a decrease of workplace miscommunication; liaison with key campus deans and departments to coordinate services based on focus group research and customer feedback;

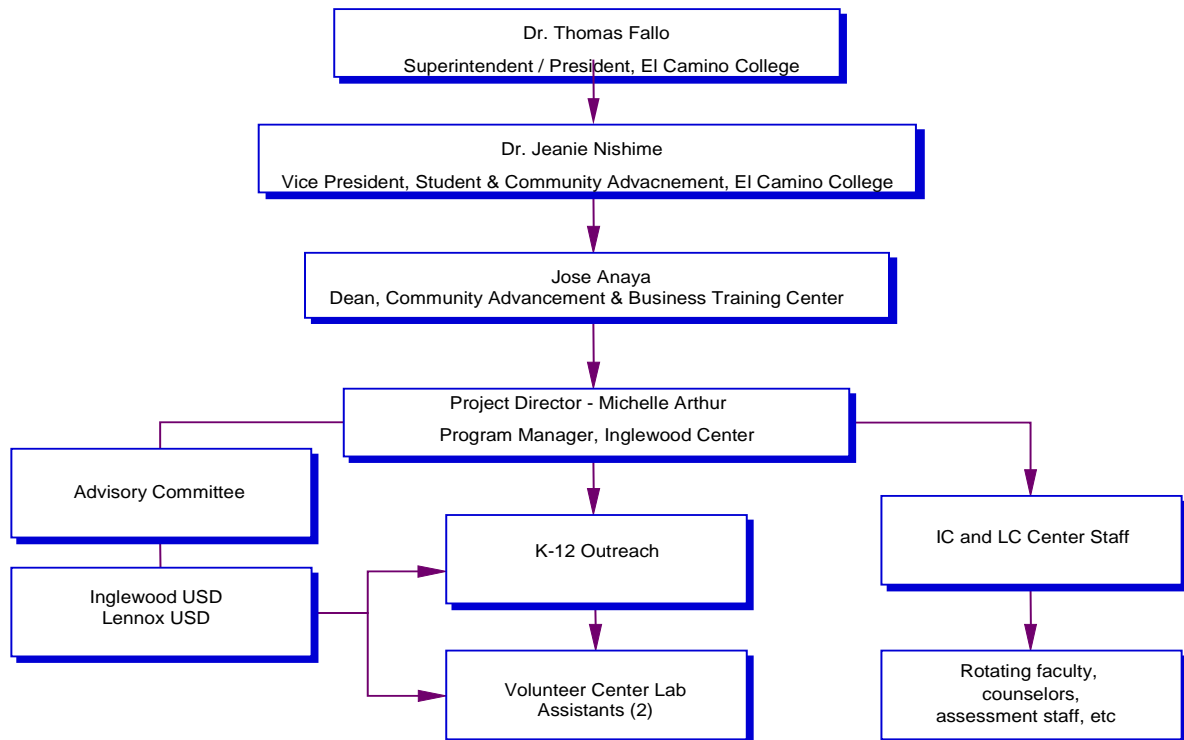
She has been recruited by campus and community organizations to serve on relevant committees and councils such as accreditation, community needs survey, mock employment panels, youth panels, ex-offender/prison re-entry panels, education panel discussions, scholarship, and grant review. Ms. Arthur has been recognized for leading successful outreach and recruiting initiatives in underrepresented communities which lead to an increase in knowledge and awareness about the college's programs and services. She works to connect community-based organizations to campus departments that will result in mutually beneficial partnerships based on informal client feedback.

Ms. Arthur routinely develops, manages and monitors a \$250,000 budget independently and competently, based on senior management feedback. She must regularly identify, develop, and maintain partnerships within multiple communities to provide access to the center and the college's programs and support services. Assistance to students with application, registration, financial aid, and transfer process; and the provision of meaningful and relevant academic, career, social and emotional advising and mentoring of staff, students, clients and the community at large, which resulted in informal and formal recognition from these constituencies, also fall under her purview.

Michelle Arthur has received a double Bachelor's degree in Art and Women's Studies from the University of California, Los Angeles; and a Master's degree in Counseling from California State University, Dominguez Hills. Ms. Arthur plans to pursue a doctorate degree in 2010.

## Personnel Trend

Personnel Type	Current Level			Adequate staffing in 3-5 years		
	# of Staff	PTE	FTE	# of Staff	PTE	FTE
Manager / Supervisor	1	0	0	1	0	0
Classified Staff	0	0	0	0	0	1
Casual Employees	0	0	0	0	0	0
Contract Trainers	0	0	0	0	0	0
Volunteers / Interns	0	0	0	0	2	0



## D. Planning

Southern California as well as the United States is in the midst of a recession. The economy's performance and its troubles spreading from the housing, financial and automotive related sectors to the rest of the U.S. economy and around the world, of course, has affected the South Bay as well. Problems were aggravated by a sudden, deep financial crisis in global capital markets, an inability to obtain bank financing due to the worsening credit crunch, and a collapse in global international trade flows.

This has presented a major challenge (and opportunity) for the El Camino Inglewood Center. Many individuals are looking to expand their skills to increase their eligibility for employment, which can be of benefit to the Inglewood Center. This in combination with the availability of financial aid will qualify many individuals to take short-term certificate programs. The Inglewood Center could be their gateway to a college education at El Camino College.

## **Marketing / Outreach**

Marketing is critical to attract students to the center. Marketing materials include a monthly calendar, program/class specific flyers and information which are updated monthly on the Inglewood Center website at: [www.elcamino.edu/commadv/inglewoodcenter](http://www.elcamino.edu/commadv/inglewoodcenter). In addition, the center maintains a web presence with active accounts on: Twitter at [www.twitter.com/ecc\\_inglewood](http://www.twitter.com/ecc_inglewood); and My Space at [www.myspace.com/eccinglewood](http://www.myspace.com/eccinglewood).

Outreach efforts include:

- Regular monthly and annual attendance at community events and fairs; and
- Presentations at high schools, middle schools, elementary schools, parent centers, businesses, community and local education agencies, rehabilitation agencies' monthly orientations, and other alternative living and educational centers.

In addition, staff conducts follow-up phone calls with client (past and current) to increase awareness and participation in college and community sponsored events and classes.

## **FACILITIES**

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### **Parking**

Parking is at a premium in downtown Inglewood. There are four spaces behind the building that are designated for Center staff. Currently, the center does not offer for-credit day classes as students struggle to access limited metered parking, pay for parking at the City Hall parking structure which is over-subscribed, or park at the local market parking lot on Regent and La Brea Avenue. Before the budget cuts of 2003, the center did not have adequate parking because the City Hall parking structure was and still is over obligated on its contract. Counterintuitive to this is the fact that validation stamps may be purchased but the reality is that it is highly unlikely they will ever be used due to the contract over obligation. Furthermore, preliminary parking validation projections in 2004 would cost the district \$15,000-\$36,000 per year. Therefore, the district decided not to validate parking for students. Fortunately, evening and weekend students may park behind the building after 4pm and on the weekends for free. Finally, due to the lack of ample parking, the center has not fully optimized the space with respect to daytime use, thereby affecting our ability to generate FTES for the district.

**Rationale for Off-Campus Centers:** As of 2006, there are 58 state sanctioned educational centers in California. While the district does not anticipate that either of its off-campus centers in Hawthorne (the BTC) and Inglewood will reach the status of a formal educational center, district administrators have intimated that maintaining as well as expanding these centers into other communities within our district is an important goal in order to meet the projected needs of enrollment growth outlined in the Educational Master Plan of 2004-2005.

**What is an Off-Campus Center?** According to the California Postsecondary Education Council's Guidelines for *Review of Proposed University Campuses, Community Colleges, and Educational Centers*, an off-campus center is considered an *Outreach Operation* and is defined as "...an enterprise, operated away from a community college or university campus, in leased or donated facilities, which offers credit courses supported by State funds, and which serves a student population of less than 500 full-time-equivalent students (FTES) at a single location".

**What are Other Districts Doing?** Surrounding community colleges have addressed the projected needs of enrollment growth by establishing off-campus centers as well. For example,

Santa Monica College offers instruction at 42 locations, including its single campus. Long Beach City College offers instruction at 14 locations, including its single campus, and the LACCD offers instruction at 24 locations, including its 9 campuses. According to the ECC Education Master Plan 2004-2005, by the year 2020, “El Camino College will face several challenges” in that “enrollment growth will prompt the development of more off-campus centers”. These off-campus centers such as, the Inglewood Center and the Business Training Center in Hawthorne “are necessary to support the programs and services at the college”.

**Where We Have Been:** In response to massive budget cuts in Spring 2003, the Inglewood Center moved from 101 N. La Brea Avenue to its current location of 110 S. La Brea Avenue. In addition, the budget cuts brought decreases in many areas: an approximate 40% reduction in space; 50% reduction in staffing; and hours of operation; while some services were completely eliminated.

**Where We Are Now:** The Inglewood Center, now entering its 5<sup>th</sup> year of operation, is at a crossroads. Since the budget cuts of 2003, the center has maintained a presence in Inglewood but has yet to expand back and beyond its original schedule of programs and services. Informing the community that El Camino College is committed to Inglewood is critical for diverse constituencies. Therefore, the center must have signage. Consequently, the center staff has relied on non-traditional community based marketing efforts which, by itself, is not as successful when not also coupled with conventional means of marketing.

**Where We Want To Be 2010:** Since Spring 2007, there have been multiple discussions exploring the possibility of moving the Inglewood Center to a high school campus, the Civic Center / Education Center part of the Hollywood Park / Bay Meadows project, as well as other various locations within Inglewood. In Fall 2007, the district approved and renewed its 3-year lease for 2008-2010 at 110 S. La Brea Avenue, #200, Inglewood, but as of yet, has failed to add the necessary and appropriate signage to this location.

And while the open computer lab at the Inglewood Center is, and has been, a great service to the communities of Inglewood, Lennox, and Los Angeles (see testimonials below), for fiscal reasons the district may want to consider offering selective access to these services for ECC students enrolled either at the main campus, Compton Center, Inglewood Center and/or any one of the proposed Centers as well as local education agencies such as UCLA GEAR UP, Inglewood Unified School District teachers and City of Inglewood entities such as the Parks & Recreation Department.

The student learning outcome for the Inglewood Center is:

Students will learn how to apply, enroll and complete a college course by attending the Inglewood Center orientation.

#### **IV. Recommendations**

For the center to grow and meet the needs of the community a number of recommendations are suggested.

**Recommendation 1:**

The current lease is set to expire in 15 months; it is recommended that that a space in either Inglewood or Lennox with ample parking, larger classrooms, and exterior signage be leased. This will allow the center to expand and meet the needs of the community by offering courses during the day. This will generate additional FTE for the district.

**Recommendation 2:**

It is difficult for the center to continue operate using the current model of volunteers, temporary and casual employees. The center is in constant flux and at the mercy of the ebb and flow of volunteers; temporary and casual employees. The center needs a full-time staff member in addition to the Director to allow it to grow and continually meet the needs of the community. If Recommendation 1 is completed then it becomes even more important that this recommendation be fulfilled.

**Recommendation 3:**

The center needs appropriate signage. If the center continues in its existing location then a permanent sign needs to be affixed to the building. Without adequate signage the center has to rely on non-traditional community based marketing efforts which are time consuming. However, with proper signage all marketing efforts are strengthened and create synergies with awareness of the center in the community.