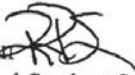




El Camino College  
Division of Counseling & Student Services  
January 29, 2007

TO: Dr. John Baker, Vice President  
Student Services

FROM: Dr. Regina R. Smith, Dean   
Division of Counseling and Student Services

SUBJECT: El Camino College and the Compton Center Categorical Program Review

I am attaching a copy of our Categorical Program Review for your approval to submit to the Chancellor's office. This review is an accountability project driven by the Chancellor's office and done as a prelude to our accreditation study. The review is set up to correlate or replicate our self-study accreditation report. In the future, this review is expected to replace our district's program review process. The Categorical Program Review was a collaborative effort of El Camino College and Compton Center. The programs under review are Matriculation, DSPS, EOPS and CalWORKs/CARE. The review also included reports from Institutional Research, Admissions, Enrollment Services, Financial Aid, Assessment office, and the Student and Staff Diversity office. The report is due to the Chancellor's office on February 15<sup>th</sup>.

Background:

El Camino College is one of the twenty-three colleges selected to do a Categorical Program Review. According to the Chancellor's office, they will not be able to do twenty-three site reviews, so they are taking volunteers. El Camino College declined to be a volunteer. The Chancellor's office estimates they will have three to five campus site reviews. This evaluation is expected to be completed the evaluation year prior to the accreditation self-study report.

According to Aiden Ely, from the Chancellor's office, the old model was not working; therefore, an oversight committee came up with a new model. Instead of a team for each categorical program group, they will have one team for all groups. There will be one representative for each group: Matriculation, DSPS, EOPS and CalWORKs/CARE. The team is expected to spend two days reviewing. Each team should be able to respond to the following questions: How are we working with the above groups? What are we doing? Do we do this? What can we improve? Is the data close to the general population? If not, why? If there is a discrepancy with the data, what is the problem and explain how it will be resolved.

This review process demonstrates the culture of evidence that El Camino College and the Compton Center partnership is working collaboratively to mirror and provide continuity among categorical student services programs.

RRS:mkm

**From:** Baker, John  
**Sent:** Monday, January 29, 2007 10:47 AM  
**To:** Smith, Regina; Curry, Keith; Reid, Dawn; Magee, Jeanette; Patel, Dipte;  
Castro, Griselda; Martinez, Dianne; Patricia Bonacic  
**Cc:** Arce, Francisco; Givens, Doris  
**Subject:** Chancellors Categorical Program Review Project

I want to take a moment to thank each of you for taking lead roles in completing this report well in advance of the due date so college leaders can review and any needed changes made.

This effort took hundreds of hours of time. This self evaluation will not visit us for another 6 years...assuming the El Camino College District Accreditation visit goes well.

Some have asked why get the report done before the deadline. The answer is that El Camino College and its' Compton Center do not operate in an environment of crisis management. El Camino College professionals get projects completed well in advance so the college community can have a chance to review, critique and make changes in a calm and thoughtful manner. That has and will continue to be the El Camino College District style and the expected leadership style of all managers.

Regina, thanks to you for managing this huge effort which reflects well on the professional staff, students and college district. The report goes next to cabinet for signatures.

Agape'  
JB



**El Camino College**  
**Division of Counseling & Student Services**

**Categorical Program Review Self Evaluation Committee Members**

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**Dr. Regina R. Smith, *Chair***

**Patricia Bonacic**

**Griselda Castro**

**Keith Curry**

**Irene Graff**

**Maribel Hernandez**

**Vicki Lockridge**

**Jeanette Magee**

**Dianne Martinez**

**Myrna Mendoza**

**Leo Middleton**

**Valerie O'Guynn**

**Dipte Patel**

**Dawn Reid**

**California Community Colleges**  
**Student Services and Special Programs Division**



**Categorical Programs Self-Evaluation for**  
**El Camino Community College District**

**February 7, 2007**

# SIGNATURE PAGE





## Signature Page

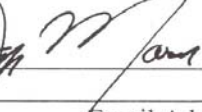
College: El Camino College

Address: 16007 Crenshaw Blvd. Torrance, CA 90506

President  
Signature:   
Printed Name: Dr. Thomas Fallo Date: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Email Address: tfallo@elcamino.edu

Chief Student Services Officer  
Signature:   
Printed Name: Dr. John Baker Date: \_\_\_\_\_  
Phone Number: 310-660-3471 Email Address: jbaker@elcamino.edu

Chief Instructional Officer  
Signature:   
Printed Name: Dr. Francisco Arce Date: \_\_\_\_\_  
Phone Number: 310-660-3119 Email Address: fmarce@elcamino.edu

Chief Business Officer  
Signature:   
Printed Name: Dr. Jeff Marsee Date: \_\_\_\_\_  
Phone Number: 310-660-3107 Email Address: jmarsee@elcamino.edu

Director/Coordinator – Matriculation  
Signature:   
Printed Name: Dr. Regina R. Smith Date: \_\_\_\_\_  
Phone Number: 310-660-3443 Email Address: rsmith@elcamino.edu % of Time: 100%

Director/Coordinator – EOPS  
Signature:   
Printed Name: Ms. Dawn Reid Date: \_\_\_\_\_  
Phone Number: 310-660-3470 Email Address: dreid@elcamino.edu % of Time: 100%

Coordinator – CARE  
Signature:   
Printed Name: Ms. Jeanette Magee/ Ms. Dawn Reid Date: \_\_\_\_\_  
Phone Number: 310-660-6052 Email Address: jmagee@elcamino.edu % of Time: 100%

Coordinator – DSP&S  
Signature:   
Printed Name: Ms. Dipte Patel Date: \_\_\_\_\_  
Phone Number: 310-660-3296 Email Address: dpatel@elcamino.edu % of Time: 100%

Coordinator – CalWORKs  
Signature:   
Printed Name: Ms. Jeanette Magee Date: \_\_\_\_\_  
Phone Number: 310-660-6052 Email Address: jmagee@elcamino.edu % of Time: 100%

College: El Camino College Compton Center

Address: 1111 East Artesia Blvd. Compton, CA 90221

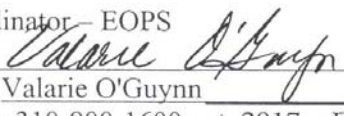
Provost/CEO  
Signature:   
Printed Name: Dr. Doris Givens Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2007 Email Address: givens\_d@compton.edu

Chief Student Services Officer  
Signature:   
Printed Name: Keith Curry Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2023 Email Address: curry\_k@compton.edu

Chief Instructional Officer  
Signature:   
Printed Name: Tom Jackson Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2781 Email Address: curry\_k@compton.edu

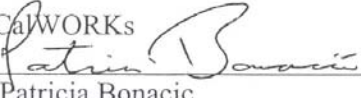
Chief Business Officer  
Signature:   
Printed Name: Reuben James Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2110 Email Address: james\_r@compton.edu

Director/Coordinator - Matriculation  
Signature:  % of Time: 30  
Printed Name: Keith Curry Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2023 Email Address: curry\_k@compton.edu

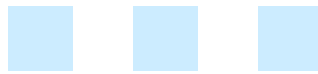
Director/Coordinator - EOPS  
Signature:  % of Time: \_\_\_\_\_  
Printed Name: Valarie O'Guynn Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2917 Email Address: oguynn\_v@compton.edu

Coordinator - CARE  
Signature:  % of Time: \_\_\_\_\_  
Printed Name: Valarie O'Guynn Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2917 Email Address: oguynn\_v@compton.edu

Coordinator - DSP&S  
Signature: \_\_\_\_\_ % of Time: \_\_\_\_\_  
Printed Name: Vacant Date: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Coordinator - CalWORKs  
Signature:  % of Time: 100  
Printed Name: Patricia Bonacic Date: 1/18/07  
Phone Number: 310-900-1600 ext. 2069 Email Address: bonacic\_p@compton.edu

# CONTACT SHEET



## Contact Sheet

College   El Camino College  

---

**Key Individuals (add additional pages as needed):**

Academic Senate President	Dr. Susan Dever
Phone Number	310-660-3514
Email Address	<a href="mailto:sdever@elcamino.edu">sdever@elcamino.edu</a>
Student Body Government President	Mr. David Nordel
Phone Number	310-977-0495
Email Address	<a href="mailto:overriding2001@gmail.com">overriding2001@gmail.com</a>
Chief Information Officer (MIS)	Mr. John Wagstaff
Phone Number	310-660-3261
Email Address	<a href="mailto:jwagstaff@elcamino.edu">jwagstaff@elcamino.edu</a>
Business Office Staff	Ms. Janice Ely
Phone Number	310-660-3160
Email Address	<a href="mailto:jely@elcamino.edu">jely@elcamino.edu</a>
Curriculum Committee Chair	Ms. Janet Young
Phone Number	310-660-3613
Email Address	<a href="mailto:jyoung@elcamino.edu">jyoung@elcamino.edu</a>
Institutional Researcher	Ms. Irene Graff
Phone Number	310-660-3515
Email Address	<a href="mailto:igraff@elcamino.edu">igraff@elcamino.edu</a>
Student Equity Coordinator	Mr. Leo Middleton
Phone Number	310-660-3813
Email Address	<a href="mailto:lmiddlet@elcamino.edu">lmiddlet@elcamino.edu</a>
Financial Aid Director	Ms. Hortense Cooper
Phone Number	310-660-3492
Email Address	<a href="mailto:hcooper@elcamino.edu">hcooper@elcamino.edu</a>
Matriculation Staff (all)	Dr. Regina Smith
Phone Number	310-660-3444
Email Address	<a href="mailto:rsmith@elcamino.edu">rsmith@elcamino.edu</a>
Matriculation Staff (all)	Ms. Tisa Casas
Phone Number	310-660-6037
Email Address	<a href="mailto:tcasas@elcamino.edu">tcasas@elcamino.edu</a>
Matriculation Staff (all)	Ms. Griselda Castro
Phone Number	310-660-3638
Email Address	<a href="mailto:gcastro@elcamino.edu">gcastro@elcamino.edu</a>
Matriculation Staff (all)	Ms. Maribel Hernandez
Phone Number	310-660-6033
Email Address	<a href="mailto:mhernandez@elcamino.edu">mhernandez@elcamino.edu</a>
Matriculation Staff (all)	Ms. Dianne Martinez
Phone Number	310-660-3481
Email Address	<a href="mailto:dmartinez@elcamino.edu">dmartinez@elcamino.edu</a>
Matriculation Staff (all)	Ms. Myrna Mendoza
Phone Number	310-660-3442
Email Address	<a href="mailto:mmendoza@elcamino.edu">mmendoza@elcamino.edu</a>

Matriculation Staff (all)	Ms. Lisa Perez
Phone Number	310-660-3640
Email Address	<a href="mailto:lperez@elcamino.edu">lperez@elcamino.edu</a>
Counseling Administrator	Dr. Regina Smith
Phone Number	310-660-3444
Email Address	<a href="mailto:rsmith@elcamino.edu">rsmith@elcamino.edu</a>
Director of Admissions and Records	Mr. Bill Mulrooney
Phone Number	310-660-3418
Email Address	<a href="mailto:bmulrooney@elcamino.edu">bmulrooney@elcamino.edu</a>
Assessment Coordinator	Ms. Vicki Lockridge
Phone Number	310-660-6536
Email Address	<a href="mailto:vlockrid@elcamino.edu">vlockrid@elcamino.edu</a>
EOPS Staff (all)	See attached
Phone Number	
Email Address	
CARE Staff (all)	See attached
Phone Number	
Email Address	
DSP&S Staff (all)	See attached
Phone Number	
Email Address	
Physical Education Department	Dr. Ian Haslam
Phone Number	310-660-3550
Email Address	<a href="mailto:ihaslam@elcamino.edu">ihaslam@elcamino.edu</a>
ADA/504/508 Coordinator	Mr. Rocky Bonura
Phone Number	310-660-3126
Email Address	<a href="mailto:rbonura@elcamino.edu">rbonura@elcamino.edu</a>
CalWORKs Staff (all)	See attached
Phone Number	
Email Address	
County Dept. of Soc. Services Rep.	See attached
Phone Number	
Email Address	

## Contact Sheet

College El Camino College Matriculation Staff

---

**Key Individuals (add additional pages as needed):**

Matriculation Staff (all)	Dr. Regina Smith
Phone Number	310-660-3444
Email Address	<a href="mailto:rsmith@elcamino.edu">rsmith@elcamino.edu</a>
	Ms. Griselda Castro
Phone Number	310-660-3638
Email Address	<a href="mailto:gcastro@elcamino.edu">gcastro@elcamino.edu</a>
	Ms. Maribel Hernandez
Phone Number	310-660-6033
Email Address	<a href="mailto:mhernandez@elcamino.edu">mhernandez@elcamino.edu</a>
	Ms. Dianne Martinez
Phone Number	310-660-3481
Email Address	<a href="mailto:dmartinez@elcamino.edu">dmartinez@elcamino.edu</a>
	Ms. Myrna Mendoza
Phone Number	310-660-3442
Email Address	<a href="mailto:mmendoza@elcamino.edu">mmendoza@elcamino.edu</a>
	Ms. Lisa Perez
Phone Number	310-660-3640
Email Address	<a href="mailto:lperez@elcamino.edu">lperez@elcamino.edu</a>

## Contact Sheet

College El Camino College EOPS/CARE Staff

---

### Key Individuals (add additional pages as needed):

EOPS/CARE Staff (all)	Ms. Dawn Reid
Phone Number	310-660-3470
Email Address	<a href="mailto:dreid@elcamino.edu">dreid@elcamino.edu</a>
	Ms. Brenda Jackson
Phone Number	310-660-3467
Email Address	<a href="mailto:bjackson@elcamino.edu">bjackson@elcamino.edu</a>
	Mr. Dan LaCoe
Phone Number	310-660-3468
Email Address	<a href="mailto:dlacoe@elcamino.edu">dlacoe@elcamino.edu</a>
	Ms. Kathryn Romero
Phone Number	310-660-3469
Email Address	<a href="mailto:kromero@elcamino.edu">kromero@elcamino.edu</a>
	Ms. Rosalva Amezcua
Phone Number	310-660-3464
Email Address	<a href="mailto:ramezcua@elcamino.edu">ramezcua@elcamino.edu</a>
	Mr. Nelson Espinola
Phone Number	310-660-3464
Email Address	<a href="mailto:nespinola@elcamino.edu">nespinola@elcamino.edu</a>
	Mr. Barry Gropp
Phone Number	310-660-3464
Email Address	<a href="mailto:bgropp@elcamino.edu">bgropp@elcamino.edu</a>
	Ms. Maribel Hernandez
Phone Number	310-660-3464
Email Address	<a href="mailto:mhernandez@elcamino.edu">mhernandez@elcamino.edu</a>
	Ms. Hatien Nguyen
Phone Number	310-660-3464
Email Address	<a href="mailto:hnguyen@elcamino.edu">hnguyen@elcamino.edu</a>
	Ms. Rebecca Nunez-Mason
Phone Number	310-660-3464
Email Address	<a href="mailto:rmason@elcamino.edu">rmason@elcamino.edu</a>
	Ms. Valerie Doby
Phone Number	310-660-6050
Email Address	<a href="mailto:vdoby@elcamino.edu">vdoby@elcamino.edu</a>
	Ms. Cece Fuentes
Phone Number	310-660-6195
Email Address	<a href="mailto:cfuentes@elcamino.edu">cfuentes@elcamino.edu</a>
	Ms. Peggy Ginocchio
Phone Number	310-660-3646
Email Address	<a href="mailto:pginocch@elcamino.edu">pginocch@elcamino.edu</a>
	Ms. Linda Massarotti
Phone Number	310-660-6162

Email Address	<a href="mailto:lmassaro@elcamino.edu">lmassaro@elcamino.edu</a>
EOPS/CARE Staff (all), continued	Ms. Regina Robinson
Phone Number	310-660-3465
Email Address	<a href="mailto:rrobinso@elcamino.edu">rrobinso@elcamino.edu</a>
	Ms. Claudia Velazquez
Phone Number	310-660-6356
Email Address	<a href="mailto:cvelazquez@elcamino.edu">cvelazquez@elcamino.edu</a>
	Ms. Karen Weber
Phone Number	310-660-6517
Email Address	<a href="mailto:kweber@elcamino.edu">kweber@elcamino.edu</a>
	Ms. Berenice Arredondo
Phone Number	310-660-3466
Email Address	NA
	Ms. May Mendez
Phone Number	310-660-3466
Email Address	<a href="mailto:mmendez@elcamino.edu">mmendez@elcamino.edu</a>
	Ms. Nancy Sanchez
Phone Number	310-660-3466
Email Address	<a href="mailto:nsanchez@elcamino.edu">nsanchez@elcamino.edu</a>
	Ms. Magdalena Tello
Phone Number	310-660-3466
Email Address	<a href="mailto:mtello@elcamino.edu">mtello@elcamino.edu</a>
	Ms. Brenda Alvarez
Phone Number	310-660-3466
Email Address	<a href="mailto:balvarez@elcamino.edu">balvarez@elcamino.edu</a>
	Ms. Wanda Holt
Phone Number	310-660-6055
Email Address	<a href="mailto:wholt@elcamino.edu">wholt@elcamino.edu</a>
	Mr. Michael Williams
Phone Number	310-660-3466
Email Address	<a href="mailto:mwilliams@elcamino.edu">mwilliams@elcamino.edu</a>
	Mr. David Brown
Phone Number	310-660-6088
Email Address	<a href="mailto:dmbrown@elcamino.edu">dmbrown@elcamino.edu</a>
	Ms. Kim Cameron
Phone Number	310-660-3466
Email Address	<a href="mailto:kcameron@elcamino.edu">kcameron@elcamino.edu</a>
	Ms. Lorena Perez
Phone Number	310-660-3395
Email Address	<a href="mailto:lrperez@elcamino.edu">lrperez@elcamino.edu</a>

## Contact Sheet

College El Camino College CalWORKs Staff

---

**Key Individuals (add additional pages as needed):**

CalWORKs Classified Staff (all)	Ms. Jeanette Magee
Phone Number	310-660-6052
Email Address	<a href="mailto:jmagee@elcamino.edu">jmagee@elcamino.edu</a>
	Ms. Valerie Doby
Phone Number	310-660-6050
Email Address	<a href="mailto:vdoby@elcamino.edu">vdoby@elcamino.edu</a>
	Ms. Avis Wilson
Phone Number	310-660-6708
Email Address	<a href="mailto:awilson@elcamino.edu">awilson@elcamino.edu</a>
	Ms. Margarita Gonzalez
Phone Number	310-660-6129
Email Address	<a href="mailto:mgonzalez@elcamino.edu">mgonzalez@elcamino.edu</a>
	Ms. Yolanda Dawson
Phone Number	310-660-6129
Email Address	<a href="mailto:ydawson@elcamino.edu">ydawson@elcamino.edu</a>
	Ms. Doris Gomez
Phone Number	310-660-6706
Email Address	<a href="mailto:dgomez@elcamino.edu">dgomez@elcamino.edu</a>
	Mr. Jonathan Harris
Phone Number	310-660-3463
Email Address	<a href="mailto:jjharris@elcamino.edu">jjharris@elcamino.edu</a>
	Ms. Lizet Corona Salazar
Phone Number	310-660-6057
Email Address	<a href="mailto:lsalazar@elcamino.edu">lsalazar@elcamino.edu</a>
	Ms. Nancy Quezada
Phone Number	310-660-6057
Email Address	<a href="mailto:mquezada@elcamino.edu">mquezada@elcamino.edu</a>
	Ms. LaTasha Short
Phone Number	310-660-6516
Email Address	<a href="mailto:lshort@elcamino.edu">lshort@elcamino.edu</a>
	Ms. Regina Lee
Phone Number	310-660-6058
Email Address	<a href="mailto:rlee@elcamino.edu">rlee@elcamino.edu</a>
	Ms. Desire Johnson
Phone Number	310-660-6060
Email Address	<a href="mailto:djohnson@elcamino.edu">djohnson@elcamino.edu</a>
County Dept. of Soc. Services Rep.	Mr. Randy Engly
Phone Number	310-665-7777
Email Address	<a href="mailto:ndyengly@dpss.lacounty.gov">ndyengly@dpss.lacounty.gov</a>
	Ms. Cathy Logan
Phone Number	310-665-7509

Email Address	
CalWORKs Classified Staff (all), continued	
County Dept. of Soc. Services Rep.	Ms. Martha Linero
Phone Number	310-603-8007
Email Address	<a href="mailto:marthalinero@dps.lacounty.gov">marthalinero@dps.lacounty.gov</a>
	Mr. Frank Mora
Phone Number	310-603-8300
Email Address	

## Contact Sheet

College El Camino College Special Resource Center (DSPS)

**Key Individuals (add additional pages as needed):**

Special Resource Center (DSPS) Staff (all)	Ms. Dipte Patel
Phone Number	310-660-3297
Email Address	<a href="mailto:dpatel@elcamino.edu">dpatel@elcamino.edu</a>
	Ms. Kate Beley
Phone Number	310-660-3251
Email Address	<a href="mailto:kbeley@elcamino.edu">kbeley@elcamino.edu</a>
	Ms. Cristina Pajo
Phone Number	310-660-6047
Email Address	<a href="mailto:cpajo@elcamino.edu">cpajo@elcamino.edu</a>
	Mr. Bill Hoanzl
Phone Number	310-660-3276
Email Address	<a href="mailto:bhoanzl@hotmail.edu">bhoanzl@hotmail.edu</a>
	Ms. Kathryn Holmes
Phone Number	310-660-3280
Email Address	<a href="mailto:kholmes@elcamino.edu">kholmes@elcamino.edu</a>
	Ms. Julia Land
Phone Number	310-660-3259
Email Address	<a href="mailto:jland@elcamino.edu">jland@elcamino.edu</a>
	Mr. Jeff Lenham
Phone Number	310-769-4599
Email Address	<a href="mailto:jlenham@elcamino.edu">jlenham@elcamino.edu</a>
	Mr. Mark Lipe
Phone Number	310-660-3662
Email Address	<a href="mailto:mlipe@elcamino.edu">mlipe@elcamino.edu</a>
	Mr. Ray Lovell
Phone Number	310-660-3252
Email Address	<a href="mailto:rlovell@elcamino.edu">rlovell@elcamino.edu</a>
	Mr. Russ Serr
Phone Number	310-660-3662
Email Address	<a href="mailto:rserr@elcamino.edu">rserr@elcamino.edu</a>
	Ms. Geralin Clark
Phone Number	310-660-3295
Email Address	<a href="mailto:gclark@elcamino.edu">gclark@elcamino.edu</a>
	Ms. Jaymie Collette
Phone Number	310-660-3295
Email Address	<a href="mailto:jcollette@verizon.net">jcollette@verizon.net</a>
	Ms. Stephanie Schleicher
Phone Number	310-660-3276
Email Address	<a href="mailto:sschleic@elcamino.edu">sschleic@elcamino.edu</a>
	Ms. Susan Brouillette
Phone Number	310-660-6144

Email Address	<a href="mailto:sbrouill@elcamino.edu">sbrouill@elcamino.edu</a>
EOPS/CARE Staff (all), continued	Ms. Lyn Clemons
Phone Number	310-660-3294/3315
Email Address	<a href="mailto:lclemons@elcamino.edu">lclemons@elcamino.edu</a>
	Ms. Astrid Hagen
Phone Number	310-660-6189
Email Address	<a href="mailto:ahagen@elcamino.edu">ahagen@elcamino.edu</a>
	Ms. Sharin Nakayama
Phone Number	310-660-6701
Email Address	<a href="mailto:snakayama@elcamino.edu">snakayama@elcamino.edu</a>
	Ms. Cheryl Peacock
Phone Number	310-660-6093/3293
Email Address	<a href="mailto:cpeacock@elcamino.edu">cpeacock@elcamino.edu</a>
	Ms. Mayra Perez
Phone Number	310-660-3295
Email Address	<a href="mailto:miperez@elcamino.edu">miperez@elcamino.edu</a>
	Ms. Leni Sequitin
Phone Number	310-660-3258
Email Address	<a href="mailto:lsequitin@elcamino.edu">lsequitin@elcamino.edu</a>
	Mr. Rob Sutton
Phone Number	310-660-6041
Email Address	<a href="mailto:rsutton@elcamino.edu">rsutton@elcamino.edu</a>
	Mr. James Cummins
Phone Number	310-660-6190
Email Address	<a href="mailto:jcummins@elcamino.edu">jcummins@elcamino.edu</a>
	Ms. Jill Dohy
Phone Number	310-660-6094
Email Address	<a href="mailto:jdohy@elcamino.edu">jdohy@elcamino.edu</a>
	Mr. Brian Krause
Phone Number	310-660-3923
Email Address	<a href="mailto:bkrause@elcamino.edu">bkrause@elcamino.edu</a>
	Ms. Jennell Allen
Phone Number	310-660-2406
Email Address	<a href="mailto:allen_j@compton.edu">allen_j@compton.edu</a>
	Mr. David McPatchell
Phone Number	310-660-2584
Email Address	<a href="mailto:mcpatchell_d@compton.edu">mcpatchell_d@compton.edu</a>
	Mr. Reginald Hall
Phone Number	310-660-2406
Email Address	<a href="mailto:hall_r@compton.edu">hall_r@compton.edu</a>
	Mr. Travis Martin
Phone Number	310-660-2402
Email Address	<a href="mailto:martin_t@compton.edu">martin_t@compton.edu</a>

## Contact Sheet

College   Compton Center  

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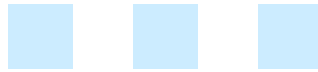
**Key Individuals (add additional pages as needed):**

Academic Senate President	Saul Panski
Phone Number	(310) 900-1600, Ext. 2560
Email Address	<a href="mailto:Panski_s@compton.edu">Panski_s@compton.edu</a>
Student Body Government President	Hilda Gaytan
Phone Number	(310) 900-1600, Ext. 2804
Email Address	<a href="mailto:Gaytan_H@compton.edu">Gaytan_H@compton.edu</a>
Chief Information Officer (MIS)	Arnel Pascua
Phone Number	(310) 900-1600, Ext. 2184
Email Address	<a href="mailto:Pascua_a@compton.edu">Pascua_a@compton.edu</a>
Business Office Staff	Reuben James
Phone Number	(310) 900-1600, Ext. 2110
Email Address	<a href="mailto:James_r@compton.edu">James_r@compton.edu</a>
Curriculum Committee Chair	Saul Panski
Phone Number	(310) 900-1600, Ext. 2560
Email Address	<a href="mailto:Panski_s@compton.edu">Panski_s@compton.edu</a>
Institutional Researcher	VACANT
Phone Number	
Email Address	
Student Equity Coordinator	Keith Curry
Phone Number	(310) 900-1600, Ext. 2023
Email Address	<a href="mailto:Curry_k@compton.edu">Curry_k@compton.edu</a>
Financial Aid Director	Tyler Robbins
Phone Number	(310) 900-1600, Ext. 2925
Email Address	<a href="mailto:Robbins_c@compton.edu">Robbins_c@compton.edu</a>
Matriculation Staff (all)	Keith Curry
Phone Number	(310) 900-1600, Ext. 2023
Email Address	<a href="mailto:Curry_k@compton.edu">Curry_k@compton.edu</a>
	Dorothy Bush
	(310) 900-1600, Ext. 2782
	<a href="mailto:Bush_d@compton.edu">Bush_d@compton.edu</a>
	Harold Bateman
	(310) 900-1600, Ext. 2046
	<a href="mailto:Bateman_H@compton.edu">Bateman_H@compton.edu</a>
	Vanessa Haynes
	(310) 900-1600, Ext. 2081
	<a href="mailto:Haynes_v@compton.edu">Haynes_v@compton.edu</a>
	Elizabeth Martinez
	(310) 900-1600, Ext. 2760
	<a href="mailto:Martinez_e@compton.edu">Martinez_e@compton.edu</a>
	Kevin Goolsby
	(310) 900-1600, Ext. 2763

	Goolsby_k@compton.edu
Counseling Administrator	Keith Curry
Phone Number	(310) 900-1600, Ext. 2023
Email Address	<a href="mailto:Curry_k@compton.edu">Curry_k@compton.edu</a>
Director of Admissions and Records	Harold Bateman
Phone Number	(310) 900-1600, Ext. 2046
Email Address	<a href="mailto:Bateman_h@compton.edu">Bateman_h@compton.edu</a>
Assessment Coordinator	Harold Bateman
Phone Number	(310) 900-1600, Ext. 2046
Email Address	<a href="mailto:Bateman_h@compton.edu">Bateman_h@compton.edu</a>
EOPS Staff (all) (SAME AS BELOW)	Valarie O'Guynn
Phone Number	(310) 900-1600, Ext. 2917
Email Address	<a href="mailto:O'Guynn_v@compton.edu">O'Guynn_v@compton.edu</a>
CARE Staff (all)	Valarie O'Guynn
Phone Number	(310) 900-1600, Ext. 2917
Email Address	<a href="mailto:OGuynn_v@compton.edu">OGuynn_v@compton.edu</a>
	Michael Odanaka
	(310) 900-1600, Ext. 2916
	<a href="mailto:Odanaka_m@compton.edu">Odanaka_m@compton.edu</a>
	Monica Macareno
	(310) 900-1600, Ext. 2911
	<a href="mailto:Macareno_m@compton.edu">Macareno_m@compton.edu</a>
	Lillian Garcia
	(310) 900-1600, Ext.
	<a href="mailto:Garcia_l@compton.edu">Garcia_l@compton.edu</a>
	Adrienne Hall
	(310) 900-1600, Ext. 2919
	<a href="mailto:Hall_a@compton.edu">Hall_a@compton.edu</a>
	Jose Lopez
	(310) 900-1600, Ext. 2912
	<a href="mailto:Lopez_j@compton.edu">Lopez_j@compton.edu</a>
	Gloria Martinez
	(310) 900-1600, Ext. 2914
	<a href="mailto:Martinez_g@compton.edu">Martinez_g@compton.edu</a>
	Joyce Duren
	(310) 900-1600, Ext. 2912
	<a href="mailto:Duren_j@compton.edu">Duren_j@compton.edu</a>
	Alexander My
	(310) 900-1600, Ext. 2915
	<a href="mailto:My_a@compton.edu">My_a@compton.edu</a>
	Carlos Mejia
	(310) 900-1600, Ext. 2915
	<a href="mailto:Mejia_c@compton.edu">Mejia_c@compton.edu</a>
DSP&S Staff (all)	See attached
Phone Number	
Email Address	
Physical Education Department	Dianne Collins

Phone Number	(310) 900-1600, Ext. 2946
Email Address	Collins_d@compton.edu
ADA/504/508 Coordinator	
Phone Number	VACANT
Email Address	
CalWORKs Staff (all)	Patricia Bonacic
Phone Number	(310) 900-1600, Ext. 2069
Email Address	<a href="mailto:Bonacic_p@compton.edu">Bonacic_p@compton.edu</a>
	Franceola Armstrong
	<a href="mailto:Armstrong_f@compton.edu">Armstrong_f@compton.edu</a>
	(310) 900-1600, Ext. 2072
	Elnora Washington
	(310) 900-1600, Ext. 2074
	<a href="mailto:Washington_e@compton.edu">Washington_e@compton.edu</a>
	Brenda Donaldson
	(310) 900-1600, Ext. 2067
	<a href="mailto:Donaldson_b@compton.edu">Donaldson_b@compton.edu</a>
	Trina Sanders
	(310) 900-1600, Ext. 2071
	<a href="mailto:Sanders_t@compton.edu">Sanders_t@compton.edu</a>
	Arroyo Sylvia
	(310) 900-1600, Ext. 2783
	<a href="mailto:Sylvia_a@compton.edu">Sylvia_a@compton.edu</a>
	Iris Fernandez
	(310) 900-1600, Ext. 2066
	<a href="mailto:Fernandez_r@compton.edu">Fernandez_r@compton.edu</a>
	Reynold Garcia
	(310) 900-1600, Ext. 2070
	<a href="mailto:Garcia_r@compton.edu">Garcia_r@compton.edu</a>
	John Rabun
	(310) 900-1600, Ext. 2073
	<a href="mailto:Rabun_j@compton.edu">Rabun_j@compton.edu</a>
County Dept. of Soc. Services Rep.	
Phone Number	
Email Address	

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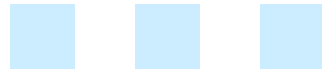


# Categorical Programs Self-Evaluation

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# I. INTRODUCTION



## **I. Introduction**

### **A. A brief overview of the college, to include the credit/non-credit enrollments, demographics and a description of the organization of the college with an organizational chart detailing the four categorical programs. (See attached Addendum)**

El Camino College (ECC) is a large metropolitan college providing a wide variety of programs and majors to a diverse population. One of California's top transfer colleges, El Camino College also has a variety of strong vocational and technical programs. Total unduplicated enrollment ranges between 35,000 and 37,000 annually. Annual credit FTES is about 15,000 and higher. Under Assembly Bill 318, approved on June 29, 2006, El Camino Community College District was authorized to continue to provide educational programs and services at the Compton Center campus to address financial hardships and accreditation challenges, i.e. categorical programs. On August 28, 2006, Compton College entered into a cooperative agreement with El Camino College to provide instructional services at the Compton campus and is now known as the El Camino Compton Community Educational Center. Through this partnership, El Camino Community College District and Compton Community College District are two separate districts working together under El Camino Community College District to provide continuity between student services and academic offerings.

Unless otherwise noted, this report applies to both El Camino College and El Camino College Compton Community Educational Center. The El Camino College Compton Community Educational Center will be referred to as Compton Center throughout this report.

## **DEMOGRAPHIC PROFILE**

### **Gender**

More women than men attend ECC (56% women versus 44% men). This difference is larger for Compton Center – 63% women and 37% men.

### **Ethnicity**

ECC is ethnically diverse with no majority ethnic population. The largest groups are Hispanics, Caucasians, African-Americans and Asian/Pacific Islanders. Compton Center has large proportions of African-Americans (49%) and Hispanics (44%).

### **Age**

Nearly two-thirds of ECC students and 54% of Compton Center students are under 25 years of age. Over one-third of Compton students and 28% of ECC students are under 20 years of age. Nearly half of the Compton Center student body (46%) is 25 years or older.

### **English Language Learners**

Nearly 6% of ECC students enrolled in English as a Second Language coursework in 2005-06 -- the highest rate in the past three years. ECC hosts a large percentage of students who speak a language other than English at home either exclusively (28%) or in combination with another language (23%). The most common other language is Spanish (25%), followed by Japanese, Korean and Chinese (10% total).

### **Educational Goal**

Approximately 42% of students have an entering educational goal of transfer to a 4-year institution. Following Matriculation, this percent rises to 55%, a 13-point jump. The rate of undecided students drops 9 points from 32% to 23% following Matriculation. Informed educational goal (following Matriculation) is not available for Compton Center; however, entering goal shows 20% of Compton Center students intending to transfer, 20% seeking degree/certificate, and 34% undecided.

### **Class Load and Class Times**

More than 68% of students are attending part-time each term (i.e., carrying <12.0 units). Similarly, over two-thirds of ECC students take at least one daytime class, while 25% attend only in the evenings.

### **Disability**

Over 4% of ECC students have a registered disability; the primary type is learning disability. Just over 1% of Compton Center students have a registered disability.

### **Financial Need**

Over 43% of ECC students are economically disadvantaged with 30% receiving some form of financial aid. Approximately sixty-five percent of Compton Center students are economically disadvantaged with the vast majority receiving financial aid.

**B. A brief overview of each of the four categorical programs to include number of staff, number of students served annually, facilities/location, and responses to or progress made towards recommendations from your last categorical program or fiscal review, as appropriate.**

## **MATRICULATION**

Matriculation is an on-going process which helps students attain success and achieve their educational goals. Starting at the moment students apply and continuing until conclusion of their studies at El Camino College and/or Compton Center, the Matriculation process is designed to help students match their interests, abilities, needs and goals with the college's courses, programs and services.

Matriculation services are intended to help students gain information about themselves, the college, educational and career options available to them, and to help them make informed decisions as they develop their educational plan.

### **Four Steps to Matriculation**

Step 1: File a college application for admission and declare one of the goals:

- Transfer to a university without an associate degree;
- Associate degree and transfer to a university;
- Associate degree in a vocational program;
- Associate degree in a general education program; or
- Certificate in a vocational program;

- Step 2: Participate in assessment for educational planning;
- Step 3: Participate in a new student orientation which is offered in conjunction with registration and assessment
- Step 4: Prepare an educational plan with a counselor

According to El Camino College Institutional Research, students who complete the matriculation process earn higher grades, take more units, and continue with college more than others.

The Matriculation permanent staff consists of a 50% advisor and 26 full-time counselors; temporary faculty and staff consist of two 50% advisors and 12 part-time counselors to conduct Matriculation orientations for approximately 3,000 new students annually. These workshops are conducted year-round offering morning, noon, and evening workshops to accommodate all new first-time college students. Currently, these workshops are offered in the Student Services Center's conference room which seats approximately 20 students. However, to accommodate a greater number of new students during peak periods, we reserve classrooms throughout the campus thereby competing with classes for space. We utilize an old laptop computer to project a PowerPoint orientation. Express counseling is provided to all students who need immediate answers. All full-time counselors are assigned two hours a week of express counseling to cover four days a week from 8:00 a.m. to 7:00 p.m. and Fridays from 8:00 a.m. to 12:00 p.m. Any gaps in express counseling are covered by adjunct counselors. Express counseling is done in the Counseling Center's lobby and/or in the Career and Transfer Center. Additionally, counseling appointments are held in the counselors' offices and provide students with in-depth counseling guidance and educational plans. This is the first categorical program review in which Matriculation has participated; therefore, previous recommendations are not available.

At the **Compton Center**, the Matriculation orientation program consists of six full-time counselors and two registration aides (limited-term employees). These workshops are conducted year-round by offering morning, noon, and evening workshops to accommodate all new first time Compton Center students. Currently, these workshops are offered in the Computer lab at the Compton Center which seats approximately 35 students. Similar to El Camino College, walk-in counseling is provided to all students who need immediate answers. All full-time counselors are assigned weekly drop-in counseling. According to our records, this is the first categorical program review in which Matriculation has participated, so previous recommendations are not available for this site visit.

### **EOPS/CARE**

The Extended Opportunity Program & Services/Cooperative Agencies Resources for Education (EOPS/CARE) continues to achieve the statewide mission and goals of addressing the needs and services of students whose educational and socio-economic backgrounds might prevent them from successfully attending college.

At El Camino College, the EOPS/CalWORKs/CARE programs are combined. The offices are located on the second floor of the Student Services Center. The EOPS office is adjacent to CalWORKs and CARE is located within CalWORKs.

Although the programs are combined and work collaboratively, the authenticity of each program remains, with the Director and Assistant Director enforcing the mandates that are attached to each program.

CARE students receive services beyond those provided by EOPS. These services include bus stickers, auto repair vouchers, Arco gas cards, TLC (Torrance Loves Children – a child care for sick children while parent goes to class), and the Tutorial Grant Project. In addition, the CARE students participate in the fall and spring mini-conferences and are invited to the CARE/CalWORKs Holiday Retention Event. The Compton Center provides all of the above-mentioned services with the exception of TLC and Tutorial Grant Project.

An EOPS/CARE staff of 67 full-time, part-time, and student staff provide services to approximately 1,900 financially and educationally disadvantaged students. The program receives its financial support through a grant from the Chancellor's office and is mandated by Title V. The mandate states that it is the responsibility of the EOPS program to provide services that are above and beyond the services provided by the college to the general population of students. These services are an attempt to make up for the deficit with which these students begin college. The services include but are not limited to counseling, tutoring, peer advising, progress reports, probation assistance, book vouchers and grants.

**The Compton Center EOPS/CARE Program** is comprised of nine full-time staff including Director, EOPS Coordinator, EOPS Specialist, Counselors, and Program Assistants. The program is located in building "U" and served approximately 1,425 financially and educationally disadvantaged students.

EOPS's last Chancellor's office categorical program review was conducted in 2001. The following lists the compliance issue and other recommendations noted and our progress toward these recommendations.

**Progress made towards recommendations from your last categorical program:**

- The team recommended that the EOPS Director, in cooperation and collaboration with the EOPS/CARE staff, develop procedures to streamline the eligibility determination process in order to maximize use of staff and counselor time to prevent duplication of services and to eliminate unnecessary collection of income and financial documentation. **Completed**
- The team recommended that the Dean of Student Services and the EOPS Director, in cooperation with ITS and the EOPS/CARE staff, develop systems and procedures to automate EOPS/CARE data collection functions. In addition, the team recommended that the Dean of Student Services in cooperation with the Director of ITS work together to ensure appropriate Datatel system training for all EOPS/CARE staff. **Completed**
- The team recommended that the EOPS Director and the EOPS/CARE recruitment staff explore ways of expanding their outreach and recruitment efforts to include community agencies and organizations. It is also recommended that they establish a process to follow-up and document the effectiveness of all recruitment contacts from the point of initial contact to acceptance into the EOPS program at El Camino College. **Partially Completed** Recruitment has been expanded to community agencies; however, there is still a challenge in following contacts from point of initial contact to acceptance. We are currently exploring the development and implementation of an EOPS student file management system database in order to track student contact from initial contact through the exit of the program.

- The team recommended that the EOPS Director and the Student Services Advisor responsible for book services establish a streamlined process for determining book services eligibility and eliminate inappropriate collection of documents. **Completed**
- The team recommended that the Dean of Student Services, the Dean of Counseling, the EOPS Director, the EOPS/CARE counselors, and the EOPS and CARE staff explore the needs and benefits of creating a full-time bilingual, bicultural counseling position for EOPS. **Completed**
- The team recommended that the Dean of Student Services, the EOPS Director, and the Financial Aid Director work together to establish a mechanism that allows appropriate procedural distinctions for each office to include financial aid determination for both Board of Governor's Grant (BOGG) eligibility for EOPS students before the start of the semester as well as EOPS and CARE grant awards and disbursements. **Completed**

**Compton Center's progress made towards recommendations from last categorical program review:**

Compton Center's last categorical program review was for the 2003-2004 fiscal year, and it was conducted in May of 2005.

- The team recommended that steps be implemented to ensure that all mandated documents including an EOPS Application, Education Plan, and Mutual Responsibility contract are properly completed for all EOPS/CARE students and retained in the student's file. **Completed**
- The team recommended that steps be implemented to ensure that student eligibility for the CARE program is verified and documented prior to the student receiving CARE services. **Completed**
- The team recommended that steps be implemented to ensure that the student files include documentation showing how the student meets the EOPS eligibility requirements and that students who do not meet the eligibility requirements be removed from the program. **Completed**
- The team recommended that steps be implemented to ensure that the three required counseling contacts occur as described in Title 5 and are properly documented in the student files. **Completed**
- The team recommended that steps be implemented to ensure that the accounting procedure requirements of Title 5 and the Community College Budget and Accounting Manual are followed. **Completed**
- Obtain written approval from the college district superintendent/president (or designee) and the Chancellor's Office prior to purchasing equipment and from the Chancellor's Office prior to purchasing furniture. **Completed**

**DSPS**

Disabled Students Programs and Services (DSPS) offices facilitate academic success for students with diverse needs by providing equal access to educational opportunities in an integrated campus setting. The overall function of DSPS is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery, equitable access to instructional medium, and advocate universal design and educational access to students with disabilities.

The DSPS program, known as the Special Resource Center (SRC) at ECC, includes courses, services, and accommodations including access technologies and equipment with the following component areas: Adapted Physical Education, Counseling, Deaf and Hard of Hearing, Learning Disabilities, Physically Disabled and Visually Impaired, High Tech Center, Low Vision Center, and Alternate Media services. SRC staff is comprised of 25 full-time and part-time permanent employees. According to the 2005-2006 Weighted Student count, El Camino College's DSPS program served over 1,100 students with disabilities in the following categories: ABI (85); Developmental Delayed (120); Deaf or Hard of Hearing (94), Learning (253), Mobility (216), Psychological (82), Speech (9), Vision (35) and other (223). The SRC is located in the southwest wing of the Student Services Center, a building central to the campus. Interpreter coordination is housed in the Math and Computer Science building in close proximity to the center. The center provides access to all DSPS staff and allows students to receive services at one location. Educational Development courses are taught in various buildings integrated in the campus as well as a classroom adjacent to the SRC. Specially funded programs include Western Region Interpreter Education Consortium, the Manhattan Beach Unified School District Transition program, and Project Reach: Service Inclusion for Community College students.

The SRC's last Chancellor's office categorical program review was conducted in February 2001. The following lists the compliance issue and other recommendations noted and our progress towards these recommendations.

#### **Administrative/Leadership**

- Develop and monitor system for tracking Facilities plant projects. **Completed**  
A Facilities Master Plan Report is published, usually monthly, that communicates the status of facilities projects.
- Consider assigning a new individual to the role of ADA coordinator. **Completed** Explored options, identified Leo Middleton, Director of Staff and Student Diversity, as ADA coordinator as of January 2004.
- Incorporate DSPS data in institutional reports/statistics. **Completed.**
- Consider implementing a Crisis Intervention Model to take a proactive step toward handling students in crisis. **Partially Completed**

#### **Programs/Services**

- Institution lacks Course Substitutions/Waiver Policy (only compliance issue identified). **Completed**  
Academic Accommodations for Students with Disabilities – Board Policy 4055 – policy, procedures, and corresponding forms completed and Board approved on October 2003.
- Evaluate SRC staffing needs to better meet the counseling needs of students. **Completed**  
Counselor position approved 2004; hired Fall 2004
- Explore alternative approaches to training faculty on disabilities. **Completed** Consistently offering training opportunities to faculty through various staff development and other avenues to include disability awareness workshops; new faculty orientations; assistive technology applications trainings (K3000, Inspiration); hosting open houses and tours; Disability Awareness Month workshops/activities; developed a faculty handbook and Accommodating Students with Disabilities CD-Rom (in conjunction with Utah State University), flex day workshops; department and division specific presentations; informative flyers on working with

students with Learning Disabilities and students who are Deaf and Hard of Hearing. Continuing to diversify methods of providing information including resources available on SRC website.

### **Facilities/Physical Plant**

- Design a clearly defined process for requesting building modifications for ADA compliance. **Completed**  
In 2003, all campus buildings were surveyed and the necessary ADA modifications were identified.
- Address the working and maintenance problems of elevators and lifts. **Completed**  
New specifications for the elevator service contract were developed in 2003 which included ongoing preventative maintenance. Facilities staff consistently notifies SRC and divisional staff and the Office of Safety and Health regarding the alternate elevator's location in the event an elevator is out of service for more than 24 hours. Moreover, new construction is allowing for replacement of several elevators.
- Address critical facilities access problems:  
There is a need for contrast striping to be painted onto the steps found across campus; **Completed**  
Non-skid striping or contrasting nosing has been applied to all campus steps.
- There is a need for additional electric doors for access to all buildings; and, in particular, to ensure front access to the Administration and Student Services buildings. **Completed**  
Both the Administration and Student Services buildings have automatic doors installed.
- The lift in the Natural Sciences building is not functional. **Completed**  
The lift was removed and replaced by a series of ramps.
- A campus accessibility map is needed for students. **Incomplete**  
This item has not been addressed.
- Braille is lacking on most buildings and in some elevators. **Partially Completed**  
All new and renovated buildings include Braille signage.
- There is no covered area available for students to wait for transit. **Partially Completed**  
A covered area is planned for the transit area when the adjacent parking lot is reconfigured.
- Though the college is considering remodeling some areas, the Admissions and Records counters need lowering; and the bookstore needs major consideration (inaccessible offices, dangerous hazard under stairs). **Partially Completed**  
Design work is under way to replace the Student Services Building and renovate the Bookstore. ADA requirements are being addressed in those plans.
- The police shuttle that is available to students in the evening does not provide wheelchair access. **Incomplete**  
This item has not been addressed.

**The Compton Center DSPS** program is comprised of three full-time staff including a Learning Disability Specialist, Counselor, and Adapted Computer Technology Specialist. Due to accreditation and fiscal challenges, the DSPS students have declined in the past three years parallel to overall Compton district enrollment. According to the 2005-2006 Weighted Student count, Compton College's DSPS program served 72 students with disabilities in the following categories (includes primary and secondary diagnosis): ABI (1); Developmental Delayed (14); Deaf or Hard of Hearing (2), Learning (26), Mobility (8), Psychological (13), Vision (3) and other (18). The DSPS office is

currently housed in building F10 with the High Tech Center further down the same corridor. Information from a previous categorical program review was neither available from the district nor the Chancellor's Office at the time of this report.

### **CalWORKs**

The CalWORKs department assists single parents as well as married couples where the principal wage earner is unemployed in order to achieve long-term self-sufficiency through coordinated student services. According to the Community College CalWORKs State Advisory Committee, the following mission statement was adopted:

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

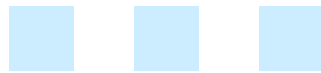
The El Camino College CalWORKs staff is comprised of 13 full-time and part-time employees. During the 2005-06 fiscal year, the program served 361 county-referred and self-initiated students. Self-initiated students are those enrolled in a Community College prior to county appraisal. County-referral students are referred to the community college by the county welfare office with an approved Welfare-to-Work plan. The office is located on the second floor of the Student Services Center where the reception, intake, advisement, project specialist, administrative support, and job developer are located. Due to space restrictions, a second job developer, and project specialist are located in the Division of Counseling and EOPS areas, respectively.

**The Compton Center CalWORKs** staff is comprised of five full-time staff which includes an interim director, supervisor, program technician, job developer and program assistant. The program served 245 county-referred and self-initiated students in 2005-2006. The office is located in the Compton Center Vocational Technical building.

This is the first program review for both the El Camino College and Compton Center CalWORKs programs; therefore, previous recommendations are not available.

Overall, the addition of staff as well as implementation of processes has resulted in progress made toward the retention of students and stabilization of our categorical programs. Additionally, strong on- and off-campus community partnerships have proven successful. It is important to note that CalWORKs and Matriculation have faced legislative and financial changes that have both negatively and positively affected program operations and staffing.

## II. COLLEGEWIDE STUDENT SERVICES INTEGRATION AND COORDINATION



## **II A. How these four categorical programs work with each other and with other student services programs.**

The response to this question is a collaboration of the Student Services Division Categorical Programs Site Review team.

Since ECC and the Compton Center student base often overlap, the categorical programs collaborate throughout the year in various ways including combined outreach, recruitment activities, workshops and/or trainings for staff, faculty, and students, and on institutional programs or events.

ECC and the Compton Center categorical program counseling faculty meet weekly and participate in counseling and planning meetings. However, Compton Center's counseling faculty meet biweekly.

The Compton Center has a Student Intervention Program that collaborates with all categorical programs. Students are referred to campus-wide academic advisement, study skills workshops, and tutoring services.

One of El Camino College's student intervention programs is Student Success Transfer Retention Services (SSTARS). Its membership includes representatives from all of the categorical programs at El Camino College, who meet regularly to promote the multitude of diverse student services, increase student retention, and improve communication among programs in the campus community.

The CalWORKs, EOPS and CARE programs are combined to establish the EOPS/CalWORKs/CARE department on the El Camino College campus. The CARE and CalWORKs offices are adjacently located. Their meetings, staff advances, counseling, events, newsletters, and case advisement activities are combined. Referrals are made and communications occur with the Special Resources Center (SRC) on a consistent basis regarding student assessments and potential learning disabilities. Students are also referred to the Assessment Center for testing. As the student matriculates, communications occur with the Matriculation staff through cross referrals. Students who are on academic or progress probation are provided support through cross-referrals from Admissions and Records to the Student Enhancement Program. Instructional faculty also receives Early Alert letters to encourage students to participate in our student retention services.

For the 2005-2006 academic year, some examples of SRC-facilitated workshops for students included a full-day training for EOPS peer advisors and tutors on Kurzweil 3000 (a text to speech software) and working with students with Learning Disabilities. EOPS counselors who teach Human Development courses encourage their students to become familiar with DSPS programs and services. EOPS counselors offer extra credit to their students for attending SRC workshops and Open House events. We often present in their courses upon request. Furthermore, one of our disability specialists presents to CARE program students each semester on topics related to young children, disability, and parental/family response or intervention. Trainings offered through staff development -- particularly on programs such as Inspiration and Kurzweil 3000 software -- have been consistently attended by EOPS staff members. We share a common form with the EOPS office to verify eligibility for DSPS services and the recommendation for unit limitation on an individual basis, when appropriate. Most recently, the SRC collaborated with EOPS and reading faculty to secure a grant to purchase and install Kurzweil 3000 with the hardware necessary for their respective labs to benefit students with reading

difficulties and English-as-a second language. All categorical programs serve on event committees such as High School Senior Day and New Student Welcome Day. Additionally, SRC has collaborated with Matriculation staff to present a part of the SRC orientation workshop series. We collaborate with other student service programs to familiarize students with DSPS programs and services, learning strategies, our educational offerings, academic counseling, or specific topics.

## **II B. How student services works with instruction, institutional research, and the management information systems (MIS).**

All categorical programs work with instruction, institutional research, and the management information systems (MIS) as follow:

### **Instruction:**

- Counseling faculty teach Human Development courses at ECC and Counseling courses at Compton Center, respectively.
- Faculty and staff attend and present during flex activities.
- Counseling faculty participate in academic division departmental and curriculum meetings.
- Students receive appropriate course recommendations based on their English and math placement scores and on their academic goal.
- All faculty receive Early Alert letters and requests to submit mid-semester progress reports.

### **Institutional Research:**

#### **El Camino College**

- Develops student surveys and statistics for Program Review.
- Data management coordination.
- Generate statistics necessary for grant applications and assist with generating statistics necessary for grant reporting.
- Assess accessibility and viability of survey materials and dissemination.

#### **Compton Center**

- Due to the accreditation status, the communication between the Institutional Research and categorical programs was very limited.

### **MIS:**

- ITS department extracts data from SARS and DATATEL at El Camino and Compton Center Protocol data system, respectively, and uploads it to the Chancellor's office.
- At ECC, student data management (SARS) addresses MIS.
- At ECC, establish a schedule with ITS to receive data reports throughout the semester and after the conclusion of instruction to monitor records.
- At ECC, SARS, an automated scheduling program, is linked to Datatel. This program captures data at the time the student schedules an appointment as well as during the counseling session.
- At the Compton Center, the categorical program managers work closely with MIS on submitting data to the Chancellor's office.

**DSPS:** The SRC is part of Academic Affairs and therefore participates collegially with all academic divisions including the Library and Learning Resources unit at El Camino College. We offer special courses in accordance with Title V regulations in Educational Development and Adapted PE course

disciplines within the Health Science and Athletics division, and sections specific for students with disabilities in Human Development courses through the Behavioral and Social Science division.

**II C. How these programs are integrated with student equity planning and other strategic planning initiatives of the college?**

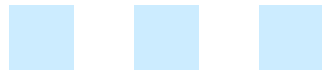
As an open access institution serving students of all ages, cultures and backgrounds, categorical program students are included in the college's goals and evaluation established for Access, Course Completion, ESL/Basic Skills Completion, Degree/Certificate Completion, and Transfer.

All categorical programs are integrated with El Camino College's Compton Center Student Equity Plan, Planning Summit, Master Planning, Tenure Hiring Procedures, and Q-Builder as the plan provides for coordination with these categorical programs to enhance student success.

**II D. How the program directors/coordinators and the business office work together to monitor allowable expenditures and reconcile fiscal reporting?**

The four categorical programs work closely with their respective Fiscal Services to monitor expenditures and to reconcile fiscal reports. Each program has a liaison who works directly with the fund accountant assigned by Fiscal Services at ECC and Compton Center, respectively. The costs/expenses are reviewed regularly during the year to assure accuracy for reconciling, and reports are available on a daily basis through El Camino College's financial accounting system. The program managers, department staff, and Fiscal Services department are all involved in the preparation and review of the annual reports and other financial documents. The reporting of the expenses and apportionments are included in the District's Restricted General Fund financial reporting which is now audited on an annual basis by an independent audit firm. This audit report is available in December of each academic year at both El Camino College and the Compton Center.

# III. PROGRAM- SPECIFIC SELF-EVALUATION



### **III. Program Specific Self-Evaluation**

#### **A. Management Information Systems Data Report**

##### **1. How are the categorical program directors involved in the review of MIS data before it is submitted to the State Chancellor's Office?**

#### **MATRICULATION**

During the past year, Matriculation information was converted into SARS codes and imported to the MIS data. Information and Technology Services (ITS) extracted the Matriculation data by codes (i.e., academic counseling, transfer, career, educational planning, and probation) from the SARS reporting so that it was compatible with the Datatel system. ITS informed the counseling department of any duplications or errors in student data. Upon receiving this information, counseling staff compared and corrected the MIS data.

During the last academic year, the Compton Center's MIS department forwarded the matriculation data to the Matriculation Coordinator, who in turn worked with the Matriculation departments (i.e. Counseling, Assessment, and Admissions and Records) to insure the accuracy of the data. This information was resubmitted to the MIS department and forwarded to the Chancellor's Office.

#### **EOPS/CARE**

The EOPS/CARE Student Services Technician, who is responsible for Information Management, inputs data into the Datatel System. The ITS employee responsible for EOPS/CARE data communicates with the EOPS/CARE Technician throughout the year via email, phone calls, and reports to verify the correct information. Prior to the information being sent to the Chancellor's Office, the ITS employee sends a report to the EOPS/CARE technician who reviews the report with the Director to verify the information. If there is no discrepancy in the report, it is forwarded to the Chancellor's office as is. If there are discrepancies found, they are discussed and corrected prior to the report being sent.

The Compton Center follows the same practice with the exception of who inputs the data. The EOPS/CARE coordinator is responsible for inputting the data into the Datatel System.

#### **DSPS**

The SRC has established set times and calendar with MIS to request data through the semester. Our administrative assistant and clerical staff check all contacts by disability code against our files and database records. The director is notified of any discrepancies. The SRC director monitors the progress of reports and discrepancies noted throughout the semester. If discrepancies are found, they are discussed and corrected with ITS. A final verification of the data is done before the report is forwarded to the Chancellor's office. Once the report has been submitted to the Chancellor's office, SRC requests a copy of the final report for our records.

During the last academic year, the Compton Center's MIS department forwarded the DSPS data to the coordinator of the program, who in turn worked with the DSPS staff to ensure the accuracy of the data. This information is resubmitted to the MIS department and forwarded to the Chancellor's Office.

#### **CalWORKs**

CalWORKs has an internal database that is used for data management and tracking. This information is used for comparison with MIS data. The program director oversees the CalWORKs staff involved with the development and reporting of MIS. This data may or may not be reviewed prior to its submission to the State Chancellor's Office.

The Compton Center CalWORKs interim director began reporting the data for the first year in 2005-2006. Per the direction and guidance of the CalWORKs director, MIS created a screen for reporting purposes. Final data was forwarded by MIS to the Chancellor's office.

**2. Do the data appear to be accurate? Do the numbers of students in the MIS report match your program records?**

**MATRICULATION**

Yes, the data provided by MIS is accurate; however, due to the transition of SARS coding, some MIS data is not reflective of the total Matriculation program data.

Yes, the data provided by the Compton Center MIS department for the last academic year appears to be accurate.

**EOPS**

Yes. For both ECC and the Compton Center, the majority of the data provided by MIS is accurate.

**DSPS**

For both ECC and the Compton Center, we have found discrepancies in the data report due to various factors; however, these are typically corrected prior to submission to the Chancellor's office. Overall, the data appear to be consistent with our records, necessitating only minimal changes in data in the past year. The accuracy of our data has improved over the past five years. There have been some inaccuracies reported in the Compton Center MIS reports which are being addressed. Coding errors and verification inconsistencies for students with disabilities at Compton Center adversely impact data in our categorical programs.

**CalWORKs**

The numbers for ECC do not match the MIS records.

For the Compton Center, the data for 2005-2006 does match the program records; however, there have been some inaccuracies in the program records which are being addressed.

### **3. If the data do not appear to be accurate, identify the problem.**

#### **MATRICULATION**

No, ECC had minimal problems with our data.

Compton Center had no problem with our data for the last academic year.

#### **EOPS**

Overall, ECC and Compton Center transfer numbers were incorrect for all categories. A better tracking system needs to be established.

#### **DSPS**

For both ECC and Compton Center discrepancies in data may be due to:

- Students who drop after census may not appear on the report.
- Inaccurate primary and secondary diagnosis may be due to data error or receiving additional documentation after initial input.
- We still find students who are not on the MIS report for some unknown reason and request MIS to manually add them (usually less than 10 for the academic year).
- Data error – wrong date input.
- If a verification of disability is received after a student has received initial services (within the same semester), the student is not included in the report.

We do not verify accuracy of demographics. This is conducted by our Admissions office for the entire student body.

#### **CalWORKs**

It is believed that the data reported by the ECC MIS department and the CalWORKs office differ because the MIS department reports the data to the Chancellor's office on a semester basis versus annually by the CalWORKs department. If the student is not enrolled for the semester that MIS is reporting, the student is counted as inactive instead of "not registered". CalWORKs department reports the data once a year, as required by the CalWORKs Year-End Accountability Report in August. Until this report is submitted to the Chancellor's office, there is no inactivation of the students that have left the program during the fiscal year. We expect to report the same numbers for the 2006-07 fiscal year since both departments are working together with the new Data Elements Reporting Systems required by the State Chancellor's Office.

Compton Center CalWORKs students were being served by two offices: GAIN and CalWORKs. These programs were not communicating and were unaware of each other's functions. Due to restructuring of the two programs, the problem was identified when they both began to report to one dean.

**IIIB. Access** - Identify how accessible the programs are by comparing demographic data from the college to each program. Data to be compared include gender, ethnicity, age, informed educational goal, Pell and Board of Governors Grant (BOGG) fee waiver recipients, English Language Learners (ELL) and students with disabilities.

### **Questions for Analysis:**

#### **1. How does each of the programs compare with the total college demographic data?**

According to the Institutional Research Data:

**Ethnicity:** ECC is ethnically diverse with no majority ethnic population. The largest groups are Hispanics, Caucasians, African-Americans and Asian/Pacific Islander. Hispanic students represent 30% of ECC college population of which Matriculation served 35%, EOPS/CARE 34%, DSPS 22%, and CalWORKs 22%. The second highest population, African-American, represent 20% of students of which Matriculation served 25%, EOPS/CARE 43%, DSPS 29%, and CalWORKs 61%. In general, these programs exceeded proportional access to services by ethnic group, compared to demographic data for the entire college. Two exceptions were DSPS and CalWORKs who served proportionally fewer Hispanic students.

**Compton Center** has large proportions of African-Americans (48%) and Hispanic (44%). African-American students represent 48% of Compton Center population of which Matriculation served 53%, EOPS/CARE 60%, DSPS 76%, and CalWORKs 71%. Hispanic students comprise the second highest population, representing 44% of students of which Matriculation served 37%, EOPS/CARE 37%, DSPS 20%, and CalWORKs 25%. The Compton Center reflects the diversity of the communities it serves. African-American and Hispanic students comprise the majority population.

**Gender:** At ECC, compared with a student body of 56% female and 44% male, Matriculation students were 66% female and 34% male, EOPS/CARE 73% female and 27% male, DSPS 56% female and 44% male, CalWORKs 96% female and 4% male. Other than the DSPS program, the categorical programs have a larger percentage of female participants. Although this is the case, the percentage of male students being served has steadily increased over the past three years for EOPS and DSPS. For CalWORKs, the students served are representative of the statewide CalWORKs client base.

At **Compton Center** compared with a student body of 63% female and 37% male, Matriculation students were 65% female and 35% male, EOPS/CARE 79% female and 21% male, DSPS 64% female and 36% male, CalWORKs 90% female and 10% male. The categorical programs have a larger percentage of female participants. This percentage has been consistent over the past three years, and it is representative of the statewide percentage for categorical programs whereby female students comprise a majority of participants.

**Age:** At ECC the largest age group ranged from 20-24 at 34% of the total college population. Matriculation served 39% of these students, EOPS/CARE 40%, DSPS 27%, CalWORKs 33%. The second largest age group ranged less than 20 years of age at 28% of the total college population. Matriculation served 32% of these students, EOPS/CARE 34%, DSPS 18%, CalWORKs 4%.

Compared to the college age data, Matriculation is well represented in the largest age group (20-24). DSPS typically serves a significant population of students aged 40 and over.

At **Compton Center**, the largest age group ranged less than 20 years of age at 34% of the total college population. Matriculation served 31% of these students, EOPS/CARE 11%, DSPS 13%, and CalWORKs 03%. The second largest age group ranged from 20-24 years of age at 20% of the total college population. Matriculation served 22% of these students, EOPS/CARE 30%, DSPS 16%, and CalWORKs 22%. These combined age groups represent 54% of the Compton Center student population.

***Informed Educational Goal:*** Of the total college population at ECC, the top two goals were “Intend to Transfer” at 46% and “Undecided” at 20%. Data for the informed goals, as represented in the categorical programs, was as follows: Matriculation 67% and 8%, EOPS/CARE 60% and 10%, DSPS 34% and 24%, CalWORKs 40% and 8%, respectively. The second highest category for EOPS/CARE and CalWORKs students was degree/certificate—19% and 27%, respectively. Overall, the difference between entering/informed and undecided educational goals dropped by 10 to 22 percentage points for students served by these programs.

At **Compton Center**, the data for Informed Educational Goal is not available.

***Financial Aid Recipients:*** Nearly 30% of all students received some form of financial aid. This compares to Matriculation with 68%, EOPS/CARE 99%, DSPS 52%, and CalWORKs 94%. Over 68% of students were classified as economically disadvantaged; therefore, some potentially eligible students are not applying for financial aid.

At **Compton Center**, 63% of all students received some form of financial aid. This compares to Matriculation with 69%; EOPS/CARE, 99%; DSPS, 89%, and CalWORKs, 98%. The majority of students receive some form of financial aid.

***English Language Learners:***

Figures for English Language Learners are suspected to be low and have not been verified for accuracy. The following percentages are based on data from institutional research and MIS. At ECC, nearly 5.9% of the students are English language learners of which 9.9% are Matriculation, 0.5% EOPS/CARE, 5.7% DSPS, and 4.7% CalWORKs.

At **Compton Center**, nearly 7.4% of the students are English language learners, 2.3% are Matriculation, 1.3% EOPS/CARE, and 5.8% CalWORKs. DSPS participation figures appear unnaturally low and are therefore being excluded from this report. Figures appear low especially given that 44% of the population is Hispanic.

***Students with Disabilities:*** Over 4% of the student body at ECC has a registered disability. Out of all students with disabilities, Matriculation serves 8%, EOPS/CARE 11%, and CalWORKs 10%. Categorical programs also served a much larger share of the disabled population.

At **Compton Center**, over 1% of the student body has a registered disability. Of the total students with disabilities, 4% are EOPS/CARE, and 5% are CalWORKs. No students were served by

Matriculation; however, this appears to be due to coding errors. Categorical programs served a larger portion of the disabled population.

## **DSPS**

### **El Camino College**

- Although we provide services to more females than males; over the three academic years our female student population's decline was greater than that of the general student population percentages while we increased in overall male students.
- Although we are increasing in services to Asian and Hispanic students in the reporting period, we serve a very low percentage in comparison to the general student population. This may be considered to be due to cultural factors that may impact disclosure of disability as well as disability members in these ethnic categories pursuing higher education.
- We provide services to a disproportionate number of age 50+ students -- most likely due to health changes and acquisition of medical conditions later in life and the appeal of our Adapted Physical Education program for seniors.
- Fewer students with disabilities identify transfer as their intended goal compared to the general population; inasmuch as the former disproportionately identify degree or certificate only, enrichment, undecided or basic skills.
- For the reporting period, the institution's total student population has declined while are steadily increasing.

### **2. Describe the areas where you have concerns about access.**

## **MATRICULATION**

According to the Spring 2006 Student Opinion Survey, our underserved population has less access to student services programs. The concern identified is the lack of accessibility for the undecided student population.

**At the Compton Center**, the concern identified is the overall reporting of students participating in Matriculation services; consequently, it limits availability to track student access.

## **EOPS/CARE**

There is concern that there are a number of male students on campus who are not taking advantage of the EOPS services available to them.

## **DSPS**

The limited availability of career counseling and planning services within the SRC may be impacting the intended educational goal. Additionally, some students may not consider transferring as an achievable academic goal.

## **CalWORKs**

The department is working toward increasing the number of students served including an emphasis on raising the percentage of Hispanic students being served. We believe both of these areas can be higher.

### **3. Please describe any plans in place for improving access.**

#### **MATRICULATION**

Currently, a proposal was put together in efforts to obtain funds to enlarge the Matriculation staff in order to provide additional services for underserved students and focus in areas such as transfer, undecided, vocational, and ESL students. In addition, Student ID Scanners will be implemented to capture accurate student data. To better serve the undecided student population, Matriculation will incorporate career resources and activities such as Student Success Career Conference, New Student Welcome Day, and Career Counseling.

At the **Compton Center**, the Center has purchased online CCCApply Application in Spanish to address non-English speaking students' interest in applying to the Compton Center. In addition, Compton Center students will be invited to participate in the New Student Welcome Day prior to the fall semester and the Compton Center will increase participation in the El Camino College Student Success Career Conference for students with undecided majors.

#### **EOPS/CARE**

With the support of the Dean of Counseling and Student Services, EOPS will hire a male mentor coordinator to assist in the retention of the male student population.

#### **DSPS**

Explore alternate forms of funding to once again provide career counseling within the SRC. Evaluate SRC students' use of Career/Transfer centers; provide training to Career Center counselors.

Long term: explore requesting a permanent counselor with career counseling as a portion of their workload.

#### **CalWORKs**

The CalWORKs department will increase recruiting efforts by attending more job fairs, visiting Women and Infant Children (WIC) offices, translating our recruitment flyers to target the Hispanic population, placing a recruitment table in front of the Admissions office during college registration, and by increasing outreach and recruitment at the local high schools.

### **4. What programs and services do you feel specifically contribute to student access at your college? Why?**

#### **MATRICULATION**

Admissions, Assessment, Financial Aid, and Counseling contribute to student access because they help the students transition to the college environment. Welcome Week, information kiosks, pre-registration groups, matriculation orientations, and New Student Welcome Day also contribute to student access because students are informed and provided with an orientation to the college. A High School Senior Day conference is offered in the spring semester to assist students in their transition from high school to college.

**EOPS/CARE**

These programs and services specifically contribute to student access: Financial Aid, Admissions, Counseling, CalWORKs, ITS, Women in Technology, First Year Experience, Enrollment Management, Outreach and Recruitment. There is a great collaboration between student services and enrollment services: Summer Bridge Program (Summer Readiness, Teen Parent Academy, Early Start Program); High School Conference; Outreach Team (early outreach, high school outreach, community outreach, on-campus outreach).

**DSPS**

Our Adapted Physical Education is well known in our community and many rehabilitation centers and occupational and physical therapists refer to it. Financial Aid provides the economic means for approximately 50% of our students to access education.

**CalWORKs**

The EOPS/CARE, Job Placement, Admissions, Financial Aid, Testing, Recruitment, Child Care Services, and Counseling areas all contribute to access because of their entrance requirements and services offered. Because there is a designated on campus CalWORKs office, students are much more apt to take advantage of services and comply with Department of Public Social Services (DPSS) requirements.

### **IIIC. Progress**

#### **1. How well do the students served by your program perform compared to the total college population?**

Based on Chancellor's Office data (2005-2006), comparisons of academic progress are provided below.

***Two-term Persistence:*** Sixty-four percent of the total college population at ECC enrolled in fall 2005 persisted in spring 2006; for participants in Matriculation, the persistence was 94%, EOPS/CARE, 82%, DSPS, 73%, and CalWORKs, 72%. Compared to the college population, a dramatically larger share of students served by these programs persisted from Fall to Spring.

At **Compton Center**, 48 percent of the total college population enrolled in fall 2005 persisted in Spring 2006; for participants in Matriculation, the persistence was 81%, EOPS/CARE, 70%, DSPS, 73%, and CalWORKs, 74%. The overall low persistence rate is in part due to accreditation challenges faced by the Compton Center. Moreover, despite these factors, the rate is also maintained due to the degree of success and effectiveness of categorical programs in encouraging persistence.

***Course Success – Degree applicable courses:*** The course success rate is the percentage of A, B, C or CR grades of all course attempts. The success rate for degree applicable courses for the total college student population at ECC was 64%. For Matriculation participants, the rate was 70%, EOPS/CARE, 57%, DSPS, 62%, and CalWORKs, 54%.

At **Compton Center**, the success rate for degree applicable courses for the total college student population was 62%. For Matriculation participants, the rate was 67%, EOPS/CARE, 62%, DSPS, 68%, and CalWORKs, 59%. Compared to the college population, students who participate in the Matriculation process were more successful in degree applicable courses. Smaller percentages were found among the other groups.

***Course Success – Basic skills courses:*** The success rates for the three categories of basic skills courses for the total college student population at ECC were 67% for ESL, 56% for English, and 54% for math. For Matriculation, these rates were 83% for ESL, 83% for English, and 61% for math; EOPS/CARE, 74%, 56%, 51%; DSPS, 33%, 38%, 45%; and CalWORKs, 64%, 59%, 48%. Compared to the college population, students who participate in the Matriculation process were more successful in basic skills courses. EOPS and CalWORKs students performed better than the entire student body in ESL and English, respectively. Similar or smaller percentages were found in other cases.

At **Compton Center**, the success rates for the three categories of basic skills courses for the total college student population were 67% for ESL, 53% for English and 55% for math. For Matriculation, these rates were 100% for ESL, 65% for English and 65% for math; EOPS/CARE, 67%, 61%, 56%; for DSPS, 0%, 69%, 45% (no student attempted an ESL course); and CalWORKs, 71%, 59%, 49%. Compared to the college population, students who participated in the Matriculation process were more successful in basic skills courses.

**Course Success – Vocational courses:** The overall college success rate for vocational courses was 74% and 68% for advanced and non-advanced courses, respectively. For Matriculation participants the rates were 76% and 72%; EOPS/CARE 66% and 61%; DSPS 67% and 64%; and CalWORKs 74% and 56%. Compared to the college population, students who participate in the Matriculation process were more successful in vocational courses. CalWORKs had a similar passing rate for all students among advanced courses. Lower passing levels were found in other cases. Apprenticeship courses are not offered at El Camino College.

At **Compton Center**, the overall college success rate for vocational courses was 74% and 68% for advanced and non-advanced courses, respectively. For Matriculation participants, the rates were 87% and 66%, EOPS/CARE 69% and 63%, DSPS 74% and 70%, and CalWORKs 65% and 64%. Additionally at Compton Center, six students (75%) successfully completed apprenticeship courses. This included two students in the EOPS program who both successfully completed the course (100%). No students in other categorical programs enrolled in apprenticeship courses during 2005-2006.

**Academic and Progress Dismissal:** El Camino College's policy states that a student is placed on academic probation after attempting 12 units; when, in the subsequent semester, the student's cumulative grade point average is less than 2.0. Academic dismissal will occur following each spring semester when the average recorded is less than 1.75. A student placed on progress probation will be dismissed in the subsequent semester when the percentage of units recorded in which the student enrolled with entries of W, I, and NC reaches or exceed 50 percent. Progress dismissal will occur following each spring semester. The overall college population in academic or progress probation is 6%; and comparatively, for Matriculation, 6%, EOPS/CARE, 8%, DSPS, 7%, and CalWORKs, 9%. The overall student population in good standing is 82%; comparatively, Matriculation, 80%, EOPS/CARE, 75%, DSPS, 85%, and CalWORKs, 76%.

The policy of **Compton Center** states that after a student has attempted 12 units, a student is placed on academic probation after any semester grading period when the cumulative grade point average (GPA) is below 2.0. A student is placed on progress probation after any semester grading period when the percentage of units in which the student has been enrolled, with recorded entries of W, I and NC, reaches or exceeds 50 percent. Dismissal occurs if a student earns a cumulative GPA of less than 2.0 or exceeds 50 percent in W, I and NC in all units attempted in each of two consecutive semesters of enrollment. This data was not collected by the institution for the reporting period.

### **1. Describe areas where you have concern about student progress**

Based on MIS data, students in categorical programs progress at a higher rate in course success than the general college population. Although most of the categorical programs had a higher rate of probation students and a lower rate of those in good standing, this data affirms the objectives of the programs to support students who are educationally disadvantaged.

At the **Compton Center**, the data regarding probation students and good-standing students is inaccurate. Many of the categorical programs are working towards addressing this problem in the future.

**1. What programs and services do you feel specifically contribute to the progress of students at your college? Why?**

**SSTARS (Student Success Transfer & Retention Services)**

• Adult Re-Entry	• Learning Resource Center
• CalWORKs	• Matriculation & Student Enhancement Programs
• Career Center	• MESA
• Career Placement Services	• Outreach & School Relations
• Career and Technical Education	• Project Success
• Careers in Child Care Programs	• Puente Project
• Counseling Services	• Special Resources Center
• EOPS/CARE	• Student Athlete Independent Learning (SAIL)
• Financial Aid	• Student Development Office
• First Year Experience	• Supplemental Instruction
• Honors Transfer Program	• Teacher Education Program
• International Student Program	• Transfer Center
• Learning Communities	• Women in Industry & Technology

Human Development 8 (Orientation to College) and Human Development 5 (Career Planning) courses also contribute to student progress because the student enrolls in an eight week course through which they explore educational and career options.

Student Enhancement Program workshops assist students who are on probation and/or on dismissal status.

Pre-Registration Group workshops are offered in person to all new students during peak registration periods.

Student Success Conferences:

Transfer Conference, Career Conference, New Student Welcome Day, Motivational Conferences, Pre-Health Conference, High School Senior Day.

Fairs, tours, workshops:

Majors Fair, University fairs, Internship Fair, University tours, Career tours, Transfer workshops, Career workshops, Majors workshops.

At the **Compton Center**, the Student Affairs Departments Managers meetings are a benefit to all of the categorical programs.

## Compton Center Student Affairs Departments

<ul style="list-style-type: none"> <li>• Athletics</li> </ul>	<ul style="list-style-type: none"> <li>• Matriculation</li> </ul>
<ul style="list-style-type: none"> <li>• CalWORKs</li> </ul>	<ul style="list-style-type: none"> <li>• Office of Relations with School and Community</li> </ul>
<ul style="list-style-type: none"> <li>• Career Center</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Transfer Collaborative</li> </ul>
<ul style="list-style-type: none"> <li>• Career Placement Services</li> </ul>	<ul style="list-style-type: none"> <li>• Student Life Office</li> </ul>
<ul style="list-style-type: none"> <li>• Counseling Services</li> </ul>	<ul style="list-style-type: none"> <li>• Student Intervention Program</li> </ul>
<ul style="list-style-type: none"> <li>• EOPS/CARE</li> </ul>	<ul style="list-style-type: none"> <li>• Student Support Services</li> </ul>
<ul style="list-style-type: none"> <li>• Financial Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer Center</li> </ul>
<ul style="list-style-type: none"> <li>• Learning Resource Center</li> </ul>	

Matriculation Orientation – Orientation workshop for new students

Fairs, tours, workshops:

University fairs, Internship fair, university tours, Transfer workshops, Career workshops, California State University, Dominguez Hills On-Site Admissions Day.

### **EOPS/CARE**

- SSTARS
- Financial Aid, book vouchers, tutoring, Supplemental Instruction (SI) and Counseling
- Students need financial assistance, educational support, and direction
- Progress Reports
- Workshops (Time Management, Stress, Bereavement, Single Parent Support, Transfer, Career, Probation, Money Management)
- Conferences (High School Conference, CARE Mini Conference)
- Co-sponsor University Tours with the Transfer Center

### **DSPS**

- Programs such as supplemental instruction and learning communities could be evaluated for their effectiveness and relevancy for students with disabilities. Programs that include tutoring services such as EOPS could also be very valuable.
- Staff development training on universal design of instruction and the re-evaluation of the basic reading and writing Educational Development course may benefit from curriculum review.

### **CalWORKs**

- Academic Strategies and Human Development courses are courses that increase success for CalWORKs students. These courses help guide academic development and strengthen underdeveloped skills.
- The Student Enhancement Program, on-campus tutoring, writing labs, and computer labs help CalWORKs students with academic progress and prevent academic probation or dismissal.
- EOPS and CARE programs help qualified students to persist by providing them with book vouchers, survival kits, gas cards, and meal tickets.

**IIID. Success** - Review how well your students are completing their educational goals. Data to be included are number of degrees and certificates awarded, number of transfer-prepared students, number of transfers, and achievement of non-credit educational goals.

**Questions for Analysis:**

**1. How well do the program students perform compared to the total college population?**

According to the Institutional Research data (2005-2006), academic success is indicated as follows:

***Degrees and Certificates Awarded:*** At ECC, 4% of the total college population were awarded a degree or certificate; for participants in Matriculation 5%, EOPS/CARE 4%, DSPS 5%, and CalWORKs 6%. Compared to the college population, a larger share of students served by these programs received degrees or certificates. The difference was largest among degrees earned.

At **Compton Center**, 2% of the total college population was awarded a degree or certificate; 1% of those who participated in Matriculation, 6% EOPS/CARE, 8% DSPS, and 7% CalWORKs earned degrees. Compared to the college population, students who participate in EOPS/CARE, DSPS, and CalWORKs programs far exceed the degrees earned by the general population.

***Transfer Prepared:*** Of the total college student population, 9.7% were transfer prepared, 12.9% of those who participated in Matriculation, 4.2% EOPS/CARE, 3.7% DSPS, and 1.2% CalWORKs completed 56 or more transferable units. Compared to the college population, students who participate in the Matriculation process are more transfer-prepared than the general population. EOPS/CARE, DSPS, and CalWORKs students fared below that of the general population.

At **Compton Center**, 7% of the total college student population was transfer prepared; 4% of those who participated in Matriculation, 12% EOPS/CARE, 15% DSPS, and 15% CalWORKs completed 56 or more transferable units.

***Transfer Directed:*** Of the total college student population, 14.2% were transfer directed; 15.4% of those who participated in Matriculation, 4.4% EOPS/CARE, 2.1% DSPS were transfer directed, and 0.6% CalWORKs. Compared to the college population, students who participate in the Matriculation process are more transfer directed than the general population. EOPS/CARE, DSPS, and CalWORKs students fared below that of the general population.

At **Compton Center**, 6% of the total college student population was transfer directed; 3% of those who participated in Matriculation, 7% EOPS/CARE, 3% DSPS and 8% of CalWORKs students completed a college level English or math course.

***Transfer to a Four-Year:*** Of the total college student population 6.6% transferred to a four-year; 8.2% of those who participated in Matriculation, 4.2% EOPS/CARE, 1.4% DSPS, and 0.59% CalWORKs. Compared to the college population, more students who participate in the Matriculation process transfer to a 4-year university. EOPS/CARE, DSPS, and CalWORKs students fared below that of the general population. This data is limited to the National Clearinghouse data report pulled by our Institutional Research office.

The MIS data received from the Chancellor's office for Compton Center listing the transfers to a 4-year institution is inaccurate for the reporting period. Other comparative data for this reporting period was not available at the time of this report.

## **2. Describe areas where you have concern about student success.**

- Currently, ECC does not have an accurate way of tracking transfer students; thus, the numbers reported for all categorical programs and the college is inaccurate. The data above reflects only the schools that participate in the National Clearinghouse.
- The recent changes in the math requirement for an Associate's degree may have a negative impact on success for students with disabilities in earning a degree as well as considering transfer to a 4-year institution.
- Learning disabilities, English-as-a-Second Language issues, and mental health challenges can cause barriers for our students' overall academic progress.
- Developmental English and math courses can impede on student's progress to obtain transfer level English and math courses.

### **CalWORKs**

- Program time limits often exceed the time necessary for CalWORKs students to complete degree requirements and prepare to transfer.
- Greater Avenues to Independence (GAIN) time limits, homelessness, substance abuse, domestic violence, and adverse criminal records also cause conditions which negatively affect student success.

## **3. What programs and services do you feel specifically contribute to the success of students at your college? Why?**

SSTARS is a committee composed of 27 programs that support collaboration, communication, and development of services for student success, transfer, and retention. Students from all categorical programs participate and benefit from this collaboration.

### **SSTARS (Student Success Transfer & Retention Services)**

• Adult Re-Entry	• Learning Resource Center
• CalWORKs	• Matriculation and Student Enhancement Programs
• Career Center	• MESA
• Career Placement Services	• Outreach and School Relations
• Career and Technical Education	• Project Success
• Careers in Child Care Programs	• Puente Project
• Counseling Services	• Special Resources Center
• EOPS/CARE	• Student Athlete Independent Learning (SAIL)
• Financial Aid	• Student Development Office
• First Year Experience	• Supplemental Instruction
• Honors Transfer Program	• Teacher Education Program
• International Student Program	• Transfer Center
• Learning Communities	• Women in Industry and Technology

At the **Compton Center**, several program benefit from the collaboration of various categorical programs and several other programs.

### **Student Affairs Departments**

• Athletics	• Regional Transfer Collaborative
• CalWORKs	• Student Life Office
• Counseling Services	• Office of Relations with School and Community
• EOPS/CARE	• Student Intervention Program
• Financial Aid	• Student Support Services
• Matriculation	• Transfer Center

Students from all categorical programs benefit from the following:

- Human Development 8 (Orientation to College) and Human Development 5 (Career Planning) courses also contribute to the student progress because the student enrolls in an eight week course through which they explore educational and career options.

## **MATRICULATION**

- Student Enhancement Program workshops assist students who are in probation and/or in dismissal status
- Pre-registration Groups workshops are offered in person to all new students during peak registration periods to provide course suggestions and an overview of online registration.
- Student Success Conferences:  
Transfer Conference, Career Conference, New Student Welcome Day, motivational conferences, Pre-Health Conference, High School Senior Day
- Fairs, Tours, Workshops:  
Majors Fair, university fairs, Internship Fair, university tours, Career tours, Transfer workshops, Career workshops, majors workshops

## **EOPS/CARE**

- Book vouchers, tutoring, survival kits, grants, and scholarships
- EOPS/CalWORKs/CARE progress reports
- Workshops (Time Management, Stress, Bereavement, Single Parent Support, Transfer, Career, Probation, Money Management)
- Conferences (High School Conference, CARE Mini Conference)
- Co-sponsor University Tours with the Transfer Center

## **DSPS**

- Academic Strategies and Human Development courses with sections specific for students with disabilities

## **CalWORKs**

- Academic Strategies and Human Development increase success for CalWORKs students. These classes help guide student academic development and strengthen underdeveloped skills.
- Student Enhancement Program workshops, tutoring, and the writing lab help CalWORKs students with academic progress, reducing dismissal and academic probation.
- EOPS and CARE programs help student persistence as they provide them book vouchers, survival kits, gas cards, and meal tickets.
- DSPS assists CalWORKs students with identification of and supportive services to address and accommodate learning disabilities.

**III E. Student Learning Outcomes** - Describe your progress in the development and implementation of Student Learning Outcomes (SLOs) for each categorical program at the college.

**1. What are the SLOs for each Categorical Program?**

The following SLOs have been adopted for El Camino College and Compton Center.

**MATRICULATION**

By participating in the Matriculation orientation and counseling process, students will be able to apply the procedures, policies, and resources toward successfully completing their academic and vocational goals, demonstrate a persistence rate of at least two semesters, and have an appropriate educational plan for their first semester.

**EOPS** - By participating in the educational planning process in EOPS, students will be able to create and follow a six-semester educational plan.

**DSPS** - By participating in the Special Resources Center, students will develop skills to effectively advocate for educational services to meet their specific needs.

**CalWORKs** - By participating in the Education-to-Work activities created by CalWORKs, students will be able to connect their educational training directly to job skills.

**2. What process was used (or plan to use) to develop these outcomes?**

Initial training on SLOs and assessments was provided to all Student Services managers on March 18, 2005. A secondary training was provided on October 27, 2005. After the training, each of the managers went back to their respective areas to develop the SLOs and assessment wording with faculty and staff. A final version of the Student Services Area SLOs were produced and made into mini posters that were posted throughout the Student Services building.

Initial training on SLOs and assessments was provided to all Compton Center Student Affairs managers on Monday, October 3, 2006 during their weekly meeting. The training was provided on SLOs and programs by the El Camino College staff. During the training, the Compton Center Student Affairs staff established timelines for submitting SLOs and for completing their program review. During the categorical program site review process, the Compton Center Student Affairs managers reviewed, adopted, and finalized the SLOs for their entire division.

### **3. What types of activities are you conducting in order to achieve these outcomes?**

#### **MATRICULATION**

We conduct Matriculation orientation workshops, develop counseling educational plans, provide individual follow-up counseling, provide referrals to student support services, recommend Human Development and Academic Strategies to students, invite all new students to El Camino's Welcome Day, and maintain rapport with high school counselors.

Similar to the El Camino College's main campus, **Compton Center** conducts Matriculation orientation workshops, and provides counseling, educational plans, individual follow-up counseling, referrals to other student support services, counseling courses, and study skills workshops.

#### **EOPS**

The EOPS educational planning process for ECC and Compton Center begins with the student's intake eligibility meeting with the counselor. Part of the student's educational eligibility process includes a contract signed by the counselor and the student which agree to the following:

The number of units that the student must enroll in, and the academic goal of AA/AS, transfer or certificate. Complete at least 50% of course work each semester with a minimal GPA of 2.0. Meet with an EOPS Counselor at least once a semester. Complete Human Development 8 (Educational Planning) the first year in the program. Complete educational workshops provided by EOPS or the Transfer Center when not enrolled in Human Development 8. Bring the educational plan completed in Human Development 8 or in a counseling session to all counseling appointments. Turn in academic progress reports signed by the instructor by posted deadlines. The student also agrees to follow the EOPS student educational plan and will notify an EOPS counselor of any changes to goals or intentions to add or drop a class. The student agrees to participate in three academic counseling and advisement services each semester.

#### **DSPS**

Critical to students advocating for educational services is their awareness of available services, disability management practices, prescriptive planning and a self awareness of their limitations and mitigating factors. Activities to achieve these outcomes include orientation, student handbook, various trainings, and utilization of our program's services and courses. Orientation consists of three workshops which detail institutional Matriculation (admissions, registration, financial aid, standards of satisfactory progress, assessment testing, and placement), SRC staff and their roles, potential services and accommodations, process for requesting support services, available equipment, training and basic skill development. Students receive a copy of the student handbook which includes the grievance procedure. Additionally, there is ongoing training and assistive technology support, workshops with our campus partners and community agencies on work incentives, social security, orientation and mobility, and other topics to assist students to develop these skills. Students garner this support in small group meetings, educational offerings, and individual appointments with counselors, disability specialists and service advisors.

**Compton Center** mirrors this process relative to the size and scope of their program.

#### **CalWORKs**

The activities offered by ECC and Compton Center include providing the following: counseling services, academic assessment, agency referrals, career assessment, life and study skills, supportive services, and child care. Education and training support are provided through short-term training, vocational certificates, Associate of Arts and Sciences degrees, transfer programs, and internships.

Another critical activity is preparing students for the workplace. This is done through employment services, career assessment, on-campus work study, off-campus work study, job retention activities, life skills and mentoring opportunities. Additional support services include temporary child care assistance, assessment/testing, Career Placement services, Child Development Center, Counseling, EOPS/CARE, Financial Aid, Special Resources Center, Library, Student Health Center, Tutoring and Writing Center. There is an on-going partnership with the Department of Public Social Services where collaborative efforts occur in the area of employment, retention, as well as co-location of a GAIN Services Worker. A county grant for coordination of services is received each year. Off campus referrals also include various community based organizations serving participants in the areas of domestic violence, housing, rehabilitation, and legal services.

The **Compton Center** also offers student disbursements for books, supplies, and transportation for unmet educational and employment needs.

#### **4. How are you assessing the achievement of the outcome?**

##### **MATRICULATION**

We distribute a survey after each Matriculation orientation and after each Student Enhancement workshop asking students to provide feedback on what was helpful and least helpful. Students are also asked to make recommendations of improvements. Other surveys used are the Student Opinion Survey, Applause Cards, Faculty Evaluation surveys and the counselor comment sheet. The Satisfaction survey from the last program review indicated a high satisfaction rate with counseling services.

##### **EOPS**

The course curriculum for Human Development 8 focuses on the information needed to complete a six-semester educational plan. In order to pass the class, each student is required to meet with an EOPS counselor to review the educational plan that the student has created. Peer advisors support the students in preparing for the meeting with the counselor. One measure of achievement in creating an educational plan is the passing of the Human Development 8 course. Currently, the assessment used in measuring students following their six-semester plan is graduation or transfer of the student. Furthermore, there are students who follow their six semester plan but are unable to graduate or transfer due to other variables. Consequently, implementation of a spring 2007 survey will be given to new and continuing students in order to assess their ability to follow their six semester plan.

##### **DSPS**

We are in the process of aligning our traditional method of gathering data with a formal process that can be used for long-term comparison based on SLOs.

##### **CalWORKs**

The assessment of El Camino College and Compton Center CalWORKs student learning outcomes were achieved by comparing the number of students served from year to year while considering significant variables, environment, and other pertinent conditions. Students were also assessed based on retention information including educational goals, academic achievement, and time clock status. The CalWORKs year end activity report completed each fiscal year also provides an opportunity to assess education-to-work activities by reviewing the following: assessing the number of work study assignments on- and off-campus; number and types of jobs obtained, hours worked, and salary ranges; number of students self-referred, county-referred, post employment referrals; and types of short-term training programs used.

## **5. How have you used the assessment information to improve the services?**

### **MATRICULATION**

We use the assessment information to improve the way we conduct the orientation workshop as well as to plan the sequence of information being presented

### **EOPS**

In the past we have increased the number of Human Development 8 courses offered to EOPS students to increase the opportunity for all new students to complete the course within the first semester.

### **DSPS**

Not applicable at this time; we are still in the process of defining and collecting assessment information.

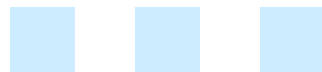
### **Compton Center - DSPS**

Via the partnership with Compton Center, the DSPS is transitioning to model program structure and will adopt SRC forms, policies, and procedures relative to the scale and scope of El Camino College's program and student needs. Certificated staff members of Compton Center were present during SLO development on Fall semester flex day and are integrating current SLO practices.

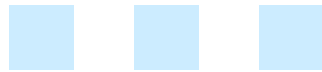
### **CalWORKs**

CalWORKs uses the assessment information to redirect the goals of job placement for CalWORKs students. Additional efforts were placed towards matching students' majors with job search activities, and finding off campus work study placement. Workshops were added to enhance job retention and life skills. Finally, coordination with Financial Aid for Federal Work Study placements was increased.

# COMPLIANCE



# MATRICULATION



### **III F. Compliance**

#### **Matriculation**

##### **Student Services**

###### **Admissions**

According to the ECC Student Opinion Survey (Spring 2006), over 50% of the students speak a language other than English in the home (12,000+) and 3,000 speak only Spanish in the home. The statewide committee for CCCApply (online application) is currently working on a Spanish version of the application.

According to the MIS data report, the **Compton Center** has an English-as-a-Second Language student population. No admissions materials in their native languages were provided during this reporting period.

###### **Orientation**

###### **1. What modes of orientation are available to students?**

The college offers a general orientation to new students. New students are not required to attend the orientation; however, it is strongly suggested that new students attend. New students are referred to attend an orientation after submitting their admissions application after they complete their testing/assessment or during drop-in counseling. The modes of orientation available to students include the following:

- PowerPoint Matriculation Orientation
- PowerPoint Registration Groups
- Online Orientation (in progress)

In addition, each support program provides an orientation to their students. These orientations include general information as well as an overview of the specific support program.

###### **2. What topics are covered in orientation?**

- Review of the college catalog and schedule of classes
- Review of the college academic calendar (important dates/deadlines, semester and intersession courses, attendance policies)
- Enrollment Fees
- Assessments (English, Math, ESL)
- Curriculum Guides (major articulation guide forms, private universities general education patterns, CSU-GE and IGETC general education patterns, AA/AS general education patterns)
- Human Development courses, Skill Building courses available
- Student Success Transfer and Retentions Services (SSTARS)
- Counseling session for a Student Educational Plan (SEP)

### **3. Is there a script, PowerPoint presentation or outline available?**

A script is available for the facilitator. New Student Orientations are presented on PowerPoint and an outline is provided to students.

### **4. Are modified modes of orientation available for ethnic or language minority groups?**

Advisors are able to translate in Spanish and/or Vietnamese.

## **Assessment**

### **1. Are all validation studies for the college's assessment instruments up to date?**

According to El Camino College Institutional Research, all placement instruments are up to date on their validation.

According to the State Chancellor's Office, the English and math placement exams at the **Compton Center** are validated and are up-to-date. The Compton Center has been in the process of validating the multiple assessment instruments used for the placement of non-English speaking students in ESL courses. The Compton Center is in the process of approval for the use of the Chancellor's Office-approved CELSA (for Non-Native Students ESL) assessment for ESL students.

### **2. Describe the multiple measures and how they are regularly used for placement.**

In addition to the math and English placement exams, the college also uses multiple measures in placement. These multiple measures include "previous courses completed and grades received in those courses, use of skills at work, and work-related training." (ECC Catalog 2006-07, p. 9)

### **3. Identify the test instruments used for placement.**

ACCUPLACER is a computerized assessment tool for placement of students in reading comprehension and math; LOEP (Levels of English Proficiency) is a computerized assessment to identify basic skills levels in three areas of English: listening, reading, and grammar/writing. The Chancellor's Office approved an ESL writing sample plus an oral interview conducted by ESL instructors for placement of ESL students into ESL courses. CELSA (for Non-Native Students ESL) is also available. Other assessment tools include the California Chemistry Diagnostic Test (1997) used for chemistry placement testing; ABT (Ability-to-Benefit Test); Contemporary Health Waiver Exam; Math Competency; C-NET (Computerized Nurse Entrance Test); RN Assessment Test; ERI On-Line Nursing Exam; and DRP (Degrees of Reading Power) a reading assessment required for entrance into the Nursing program.

## Counseling and Advising

### 1. How do you address the counseling needs of the following students?

- **Students who speak languages other than English?**

Major and vocational brochures, Financial Aid, and BOGG forms are available in Spanish. The advisors and counselors, who conduct the new student orientations, meet with probationary and undecided students, who are bilingual in Spanish or Vietnamese, and translate for students as needed.

- **Evening/weekend students?**

According to Institutional Research, 30% of the students are taking some combination of daytime, evening, weekend and online courses.

- The Counseling Office is open Monday through Thursday from 8:00 a.m. to 7:00 pm. New student orientations and Student Enhancement Program workshops for probationary students are available in the evenings from 4:00 p.m. to 6:00 p.m. Career counseling for undeclared students is available from 4:00 p.m. to 7:00 p.m. two to three times a week.

- At the **Compton Center**, the Counseling Office is open Monday through Thursday from 8:00 a.m. to 8:00 p.m. in the Administration Building. During peak registration period, the Counseling department staff is available at the computer lab which allows for students to utilize counseling services.

- **Students attending summer or inter-sessions?**

Counseling and advising hours for Winter session are Monday through Thursday from 8:00am to 7:00 p.m. and Fridays from 9:00 a.m. to 12:00 p.m. Hours for summer session are Monday through Thursday from 8:00 a.m. to 7:00 p.m., closed on Fridays.

- At the **Compton Center** counseling and advising hours for winter session are Monday through Thursday from 8:00 am to 6:00 p.m. and Fridays from 9:00 am to 3:00 p.m.. Hours for summer session are Monday through Thursday from 8:00 am to 8:00 p.m., closed on Fridays.

- **Students who are distance education students?**

In a recent survey provided by Institutional Research, only 2% of students surveyed are taking classes exclusively online, this number is expected to increase over the short term. In-person, phone, and online counseling are available Monday through Friday.

- At the **Compton Center**, limited services were provided during the reported period.

- **Other students who seek online counseling support?**

In a recent survey provided by ECC Institutional Research, 46% of students preferred to communicate with the college by way of the Internet and/or email. Online counseling is available Monday through Friday and advisors are available to answer questions via e-mail and by phone.

- During the reporting period the **Compton Center** did not offer online counseling services.

## **2. Describe how paraprofessionals are used in the provisions of counseling/advising services.**

One 50% advisor is available throughout the year to advise students who are on probation/dismissal, undeclared, or are taking pre-collegiate courses. Advisors are available Monday through Friday by phone, e-mail, appointment, and drop-in. Advisors conduct new student orientations and Student Enhancement Program workshops for probationary/dismissal students and assist the counselor to help develop educational plans. Advisors refer students to support services such as Transfer Center, Career Center, EOPS/CARE, Financial Aid, Learning Resources Center, Special Resource Center, and Writing Center.

The availability of permanent paraprofessionals is minimal. In our planning agenda we requested two additional paraprofessionals.

At the **Compton Center** two registration aides (limited term) provided services similar to the advisors from El Camino College.

## **3. Describe the activities associated with developing Student Educational Plans (SEPs)**

- **At what point in the counseling/advising process is the SEP initiated?**

SEPs are initiated at every counseling appointment.

- **How many SEPs are written by counselors or advisors each term?**

Based on ECC SARS reports, counselors generated approximately 4,930\* SEPs: 1,505 for Fall and 2,130 for Spring and 1,295 in the Summer session.

\*We have approximately 2,714 unmarked appointments due to our piloting the SARS automated scheduling and reporting system during the reporting period. There is a possibility that these could also be student educational plans; but, since they have not been identified, they have not been included. There is on-going training for SARS so that all of the counselors identify their appointments utilizing a method compatible with the SARS system.

**Compton Center** counselors generated approximately 2,202 SEPs: 1309 for Fall and 893 for Spring and 293 in the Summer session.

- **How often are SEPs reviewed and updated?**

Students are strongly advised to see a counselor once a semester to update their SEPs as needed.

- **Are SEPs available in an electronic format?**

SEPs are available in electronic format and Laserfiche.

- **At the Compton Center, SEPs are not done in electronic format.**

## Student Follow-Up

### 1. Describe the college's follow-up services provided for students who are in probation or dismissal status, basic skills, or undecided, provided.

- **How are students selected for follow-up?**

Probation/Dismissal Status:

Probationary students are identified by the Admissions office. A letter is sent in early Spring semester as a preventative measure to alert the students of their academic status. A second letter is mailed during the summer intersession notifying the students of their academic status. Based on the academic status, the student is directed to the Counseling Office to schedule a Student Enhancement workshop, schedule a counseling appointment, and/or to submit a petition for reinstatement.

Basic Skills:

Students are referred by instructors, counselors, Special Resource Center, and assessment/testing to enroll in an Academic Strategies course. Academic Strategy courses are available for students who need to strengthen their basic skills. These classes are offered for 8-weeks during fall and spring semesters.

Undecided Students:

Students are referred by counselors, instructors, and advisors to visit the Career Center and/or enroll in Human Development 5 (Career Planning course), Human Development 8 (Orientation to College Educational Planning and Guidance course), or Human Development 10 (Strategies for Success in College course). These classes are offered during the Fall and Spring semesters. A Student Success Conference is offered during the Fall semester for students who are undecided. Career class presentations are conducted by counselors and advisors for developmental English classes. During the new student orientations, students who are undecided are referred to the Career Center.

Please refer to **Compton Center** Planning Agenda.

- **How does instructional faculty participate in follow-up?**

ECC Probation/Dismissal Status: The retention committee is composed of faculty/counselors. The faculty reviews the student's petition and makes recommendations. The faculty also participates in the Student Enhancement Program workshop by developing Student Educational Plans.

Basic Skills: Instructional faculty teach the Academic Strategies courses. The faculty also refers students to student support services.

Undecided Students: The counseling faculty teach the Human Development courses and conducts career counseling sessions and orientations.

Please refer to **Compton Center** Planning Agenda.

- **Does the college utilize an Early Alert program?**

Yes. An Academic Early Alert bulletin, a supply of forms listing support services, and a schedule of Student Enhancement Program workshops is disseminated to all the division deans to distribute among

their faculty. The purpose is for faculty to identify and refer students who need these services to maintain or improve their academic success. The Dean of Counseling also meets with the adjunct faculty and the division deans to present on Early Alert, and SSTARS (Student Success Transfer & Retention Services) and provides brochures.

The student intervention Early Alert program is a collaborative effort among all the **Compton Center** Student Affairs departments. The Compton Center categorical programs are instrumental to the success of the student intervention program. The student intervention committee meets on a weekly basis to ensure students are provided with tutorial and study skills assistance.

## **Coordination and Training**

### **1. Identify who is responsible for each Matriculation component and the process used to keep staff up-to-date on Matriculation requirements.**

Faculty, staff, and administrators can refer to the website, catalog, student handbook, and guides for all update Matriculation information.

#### **Enrollment Services Division:**

##### **Admissions**

- Develops new printed application form that includes MIS Matriculation data elements.
- Refer students to appropriate departments for assessment and counseling.

##### **Testing**

Conducts assessment/testing to determine student's competency and preparedness in computational and language skills; to identify aptitudes, interests, and goals; and to assist in the review of motivation, study, and learning skills for all non-exempt students, and provide exempt students with the opportunity to participate in the assessment process.

#### **Counseling and Student Services Division:**

Conducts regularly scheduled in-person orientation sessions for all students throughout the academic year.

The college catalog, student handbook, and schedule of classes (both on-line and printed), includes the student rights and responsibilities, prerequisite appeals procedures, the matriculation procedures, and procedures for optional participation in orientation.

Counseling/Advisement: Conducts individual and group counseling/advising opportunities for non-exempt and exempt new and continuing students for the assessment of test results, transcripts, past history, work situation, personal background, and other measures to create SEPs, reviews student interests to make appropriate referrals, conducts registration groups, provides Express Counseling and follow-up.

### **2. What types of matriculation training are provided to faculty, staff, and administrators (e.g. Flex activities, etc.)?**

- Formal training is provided to managers and supervisors during management forums.
- Training is also provided to adjunct new hires by the Dean of Counseling and Student Services.

- Division faculty and staff provide on-going training to all faculty and classified staff new hires.
- In-service training is provided on an on-going basis. Flex activities are available twice a year conducted by the Counseling and Student Services Division faculty and staff. Saturday training is provided to all adjunct counselors. A registration timeline is developed by the counseling staff to inform the faculty of matriculation dates and deadlines.

## **Research and Evaluation**

### **1. Describe the resources available and committed for Matriculation research.**

Due to ECC's limited budget and staffing shortage, research was limited to a small study done on the orientation component of Matriculation for the period of 1999 to 2001. The results indicated that students who attended the Matriculation orientation and counseling session tended to persist at a higher percentage rate than those who did not attend the orientation.

During **Compton Center's** reporting period, only limited funds and staffing were available due to the instability of the accreditation status.

### **2. Describe the research agenda supporting Matriculation and what studies have been completed.**

Due to limited Institutional Research staffing, the research agenda was minimal for this reporting period. A student persistence study was conducted in May of 2002 comparing Matriculation orientation participants to the general college population. Students that participated in Matriculation orientation were more likely to enroll the semester following the orientation and had a high level of persistence.

During **Compton Center's** reporting period there was no research agenda or studies completed.

## **Prerequisites, Co-requisites and Advisories on Recommended Preparation**

### **1. Are there local Board-adopted policies governing prerequisites?**

Yes. According to Board Policy 4260.1, "the establishing, reviewing, and challenging of prerequisites, co-requisites, advisories, and on recommended preparation, and certain limitations on enrollment in a manner consistent with law and good practice."

At the **Compton Center**, there was a Board policy adopted regarding governing prerequisites.

### **2. Have all prerequisites been approved by the Curriculum Committee?**

Yes

### **3. Does the college follow the Model District Policy?**

Yes

## **Funding, Expenditures, and Accountability**

- 1. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocation(s)?** No

**Would you like technical assistance in the area?** Yes

- 2. How do you ensure that Matriculation funds are only used to pay for allowable Matriculation expenditures?**

According to Fiscal Services, all Matriculation funds are budgeted in a specific categorical account, designated for spending only on activities that support various components of Matriculation, and budgeted only with the Matriculation allocation for that fiscal year. The Matriculation Coordinator will utilize the Chancellor's approved matriculation expense list as a guide to monitor and approve expenditures. All expenditures are approved by the Matriculation Coordinator, and expenditures are monitored throughout the year by the coordinator and accounting staff. If an expense was determined to be non-allowable after it was incurred, it would be transferred to a district account.

- 3. Describe the process for developing and approving the Matriculation budget and expenditures.**

Staff meetings are used to access and determine the Matriculation needs of our student population. Budgets are formulated with the needs of the students, operating cost, and spending limitations in mind. Once the allocation is determined, the funds are budgeted by the Matriculation Coordinator -- with assistance from accounting staff -- to cover salaries and benefits of designated full-time counselors and classified staff in the Admissions and Counseling departments who work exclusively on activities that support Matriculation components. The cost expense is reviewed regularly during the year by the coordinator, staff, and fiscal services to assure accuracy and correctness. Any funds in excess of the budget are designated for testing supplies, research and other matriculation activities.

- 4. Identify the process for completing the Matriculation Year-End-Report and relationship to the district's year-end program accounting.**

- All spending ceases effective June 30, and any over-expenditure is transferred to district accounts to keep Matriculation expenditures equal to the allocation.
- The final Matriculation expenditures are totaled by object category (1000, 2000, etc.).
- The number of FTE positions paid for by the Matriculation allocation is determined.
- The district match is determined:  
A district expense from the general fund (unrestricted) is evaluated to determine if all or a portion of it is in support of Matriculation (i.e., 100% of a counselor's salary paid by the district will count as district match, while a much smaller portion of someone else's salary may be counted, based on the percentage of time it is determined that person spends in support of one or more Matriculation components). Non-salary district expenditures are evaluated the same way.
- The number of FTE positions paid for by the district general fund is determined.

- The Matriculation-related expenditures, both from district and from the allocation, are determined by object category, as well as the grand totals for both.
- The total number of FTE positions is determined, and the percentage of the Matriculation expenditures to the grand total is determined.

**Other**

**1. With which other departments or areas on campus do you coordinate to provide services to students?**

**SSTARS (Student Success Transfer & Retention Services)**

- |  |  |
|--|--|
| <input type="radio"/> Adult Re-Entry                 | <input type="radio"/> Matriculation & Student Enhancement Programs |
| <input type="radio"/> CalWORKs                       | <input type="radio"/> MESA   |
| <input type="radio"/> Career Center                  | <input type="radio"/> Outreach & School Relations                  |
| <input type="radio"/> Career Placement Services      | <input type="radio"/> Project Success                              |
| <input type="radio"/> Career and Technical Education | <input type="radio"/> Puente Project                               |
| <input type="radio"/> Careers in Child Care Programs | <input type="radio"/> Special Resources Center                     |
| <input type="radio"/> Counseling Services            | <input type="radio"/> Student Athlete Independent Learning (SAIL)  |
| <input type="radio"/> EOPS/CARE                      | <input type="radio"/> Student Development Office                   |
| <input type="radio"/> Financial Aid                  | <input type="radio"/> Supplemental Instruction                     |
| <input type="radio"/> First Year Experience          | <input type="radio"/> Teacher Education Program                    |
| <input type="radio"/> Honors Transfer Program        | <input type="radio"/> Transfer Center                              |
| <input type="radio"/> International Student Program  | <input type="radio"/> Women in Industry & Technology               |
| <input type="radio"/> Learning Communities           |  |
| <input type="radio"/> Learning Resource Center       |  |

**Compton Center Student Affairs**

- |   |   |
|---|---|
| <input type="radio"/> Athletics                       | <input type="radio"/> Matriculation                               |
| <input type="radio"/> CalWORKs                        | <input type="radio"/> Office of Relations w/ School and Community |
| <input type="radio"/> Career Center                   | <input type="radio"/> Student Life Office                         |
| <input type="radio"/> Career Placement Services       | <input type="radio"/> Student Intervention Program                |
| <input type="radio"/> Counseling Services             | <input type="radio"/> Student Support Services                    |
| <input type="radio"/> DSPS                            | <input type="radio"/> Transfer Center                             |
| <input type="radio"/> EOPS/CARE                       | <input type="radio"/> Learning Resources Center                   |
| <input type="radio"/> Financial Aid                   |   |
| <input type="radio"/> Regional Transfer Collaborative |   |

# EOP&S/CARE



## III F. Compliance

### *EOPS/CARE: Extended Opportunity Programs and Services/ Cooperative Care Agencies Resources for Education*

#### Student Eligibility

**1. Describe the factors your program uses to determine that students are educationally disadvantaged and how these factors are communicated in your program information/handouts?**

Students are identified as educationally disadvantaged through multiple factors. These include placement scores below English 1A or Math 40 levels, non-high school graduate, failure to pass the California Proficiency Exam or GED, high school graduate with a GPA below 2.5, or previous enrollment in remedial courses. Outreach advisors, the website, and handouts in English and Spanish clearly state the requirements for program eligibility.

**2. Describe the process used to monitor continued EOPS eligibility (70 units/6 semesters).**

- An MIS report is generated each semester that displays a student's term of acceptance into the program.
- Utilizing this report, an internal list is then created that identifies the following: 1) students that are currently enrolled in their 6th consecutive semester and 2) students that are about to exceed 70 degree applicable units.
- Towards the end of the semester, a letter is mailed to each student that was identified as being currently enrolled in their 6th semester or about to exceed 70 degree applicable units.
- The letter informs students that they are welcome to come in to meet with a counselor to have their file reviewed.
- Certain students may be able to have this requirement waived if a counselor determines that they meet special conditions. For example, students that are enrolled in a high-unit major such as nursing, pre-engineering, computer science, etc. may be approved to remain in the program for a maximum of 8 consecutive semesters or 94 degree applicable units. In addition, students that are currently being served by the Special Resource Center are allowed to remain in the program for a maximum of 8 consecutive semesters or 70 degree applicable units.
- Thus, every semester each student whose file indicates current enrollment in their 6th consecutive semester or about to exceed 70 degree applicable units will be reviewed to determine proper approval by a counselor to remain in the program for additional semesters.

**3. Describe the process for assisting students in completing their Student Educational Plan (SEP) and making necessary revisions.**

New Students: An educational plan is developed on line during their first counseling visit. Extended six-semester plans are developed in their mandatory Human Development 8 courses and a copy placed in their files. At follow up appointments, their electronic educational plans are updated.

EOPS students are required to have three contacts per semester. For continuing students the first contact is to review the Student Educational Plan (SEP) and verify the proper courses taken that semester and matriculate for the next semester. The second contact is to return progress reports. The third contact is to report the educational workshop attended and update or revise the SEP and verify courses planned to enroll in for the following semester.

**4. Describe the process and documentation used to verify eligibility for the CARE program.**

- Student must enroll to El Camino College
- Apply for EOPS and qualify
- Apply for CARE and qualify
- Take Agency Certification to Eligibility worker for verification of cash assistance
- Student attends a new student orientation session, where they turn in all necessary documents and receive an overview of the CARE services and responsibilities
- EOPS verifies the status of each student and a new CARE file is created

**Student Services**

**1. Does the EOPS program offer all the program services listed in Article 3 of Title V? If not, which ones are not offered in EOPS and why?**

All services from outreach, orientation, registration services, assessment, counseling, advisement, basic skills instruction, tutoring services, transfer and career services are offered by the EOPS program.

**2. How are the required counseling contacts documented?**

Counseling contacts are documented in student files or by using online educational plans. The SARS system is also used to record contacts for the EOPS program.

**3. Describe the process you have in place to ensure all eligible students meet their required counseling contacts.**

Students are contacted (postcards, newsletters, and phone calls) through out the semester in order to remind them of their obligation to fulfill their counseling contacts. It is a common practice to remind the students of their contacts whenever mail is sent or remind them in person when they step into the office.

**4. Describe the tutorial services for EOPS that are over and above those available to the general students.**

The EOPS tutorial center offers multiple services that exceed those available to the general ECC student population. Among these, the most notable are the eight computers with internet access and free printing service we offer to our students. Two of computer workstations are wheelchair accessible and all of the computers have software to aid students with a variety of courses from Spanish to mathematics. We hire a staff of no less than ten tutors in order to ensure adequate coverage in the

tutorial center at all times including Saturday. We also determine which subjects our students are requesting the most help and seek to hire tutors specifically for those subjects. Tutors that are hired, participate in ongoing training in coordination with SRC to meet the special needs of students that have learning disabilities. EOPS tutors are available on a drop in basis and there is no time limit on the use of this service.

During the reporting period the **Compton Center** did not offer tutorial services.

**5. What services are provided to CARE students and how are these over and above those provided to EOPS students?**

CARE students receive a supplemental grant every semester, meal tickets, and transportation assistance.

**Program Requirements**

- 1. Title V regulations require the program to have a full-time EOPS director. If the director is less than full-time in EOPS/ CARE, please identify the other program responsibilities and the percentage of time for each. In addition, if the position is less than full-time, attach a copy of the latter granting a waiver to this criteria.**

The Director of EOPS/CARE is full time.

- 2. Describe the role of the EOPS or EOPS/CARE advisory committee, identify the membership/ composition, list the frequency of the meetings and provide a copy of the last meetings minutes.**

The EOPS/CARE Advisory committee is combined with the CalWORKs Advisory Committee because the programs are merged on the El Camino College campus. Members of the committee include the Director, Assistant Director, CARE Advisor, EOPS/CARE counselor, CalWORKs counselor, former EOPS/CalWORKs/CARE student, current EOPS/CalWORKs/CARE student, university rep, high school counselor, business man from the community, and a GAIN caseworker. Meetings are scheduled once a semester. The fall meeting is scheduled in conjunction with the campus wide advisory dinner meeting. The Spring Semester meeting is scheduled separately (meeting minutes attached).

**Funding Expenditures and Accountability**

EOPS and CARE funds may only be used to fund over and above services to EOPS and CARE students. This also applies to district funds reported as district contribution.

**1. Understanding the EOPS and CARE funding formulas is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements. Would you like technical assistance in this area?**

Yes. This is crucial for the accuracy and detail of the budget. Currently, a temporary professional employee is largely responsible for completing the budget forms, maintaining the budget information, and programming the formulas that result in the budget reports.

**2. For staff reported in your EOPS program plan that are not assigned 100% to EOPS/CARE, please list the position and how the percentage of time was determined. How are these staff accountable to the EOPS Director for the services they provide to EOPS students? In addition, how are their duties for the assigned time above and beyond what they provide to non-EOPS or CARE students?**

- The Assistant Director of EOP&S/ CARE is responsible for the day to day operations of CARE students whom are all EOPS students. The non-EOPS time is spent directing the CalWORKs program.
- The Project Specialist provides technical assistance to the CARE program budget. The non-EOPS time is spent providing technical assistance to the CalWORKs budget.

**3. For CARE funded positions that provide services to CARE students, please list the positions and describe how the services provided are above and beyond those provided to EOPS students?**

The CARE Advisor provides services to CARE students only. Meal vouchers, transportation vouchers, CARE Grants, and CARE orientations. The advisor monitors CARE students for eligibility of services including the CARE Grants.

**4. How do you ensure that EOPS and CARE funds are only used to pay for allowable services for EOPS/CARE eligible students?**

All expenditures are reviewed by the Director of EOPS before they are approved and processed.

**5. Describe the process for developing and approving the EOPS and CARE budgets and expenditures?**

Staff meetings are used to assess and determine the most pressing needs of our student population. Budgets are formulated with the needs of the student, operating costs and spending limitations in mind. Once the budget for the fiscal year has been determined by the Chancellor's Office and sent, the program planning for the year begins. The EOPS Director projects the salaries and benefits of staff for the year in accounts 1000 through 3000 on the EOPS budget and accounting form. Supplies and Operating costs are projected in accounts 4000 through 6000 and Book services and grants are projected in the 7000 account. Any additional, leftover funds are used in the 7000 account to aid our new students.

**6. Identify the process for completing the EOPS and CARE Year-End Reports and relationship to the district's year-end program accounting.**

Data for the year-end reports is compiled year round to ensure accurate numbers for the report. Various contacts are recorded and tallied at the end of each month. The same information given to the district and Accounting for the year-end report, is also given to the Chancellor's Office.

**Other**

**1. What other areas or departments on campus do you coordinate with to provide services to EOPS and CARE students?**

EOPS/CARE works closely with many departments on campus: Counseling, Assessment, Admissions, Financial Aid, ITS, Fiscal Affairs, Bookstore, SRC, Transfer Center, Foundation, FYE, Puente, Project Success, all academic divisions and CalWORKs, with whom we are merged.

The **Compton Center** does not have Project Success, First Year Experience, or Puente.

**2. What other programs or agencies off-campus do you coordinate with to provide services to EOPS and CARE students?**

The CARE program coordinates with the automotive shop to provide CARE students with a voucher for auto repair. In addition, CARE has a contract with Torrance Memorial Hospital for the Torrance Loves Children (TLC) program which provides child care to sick children of CARE students while they attend class.

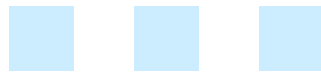
The **Compton Center** does not offer TLC for CARE students.

**3. Is there any training that you believe would improve performance in the EOPS program? Please describe training needs as you see them.**

Continued training is needed on customer service, computer technology, cross training of staff, Technical training, and updates from the Chancellor's office.

The **Compton Center** needs additional training on SARS, electronic educational plan, and virtual counseling.

# DSP&S



## III F. Compliance

### *DSP&S: Disabled Students Programs and Services*

These services assist California's Community Colleges in meeting the requirements that college programs and activities be accessible to and usable by students with disabilities contained in Section 504 of the federal Rehabilitation Act of 1973, the federal Americans with Disabilities Act (ADA) of 1990, State Government Code sections 11135-11139.5, and California Education Code 67310.

#### **Student Eligibility**

##### **1. Describe the process used to determine eligibility for the program and the services the student would need.**

Once a student identifies with our office, they complete a Student Educational Contract and discuss appropriate sources of medical verification with a counselor or disability specialist. The most common are an Individual Education Plan (IEP) from high school to identify further applicable resources of information, medical doctor, psychiatrist or psychologist, audiogram, and community agency such as Department of Rehabilitation or regional center. Students complete the consent form for release of medical verification including contact information for a medical provider if they agree to the Special Resource Center requesting documentation on their behalf. Otherwise, the student takes the medical verification form to submit to a potential provider of medical verification if appropriate documentation does not already exist.

A counselor or disability specialists reviews the medical verification or via direct observation will verify eligibility and meets with the student to identify reasonable actions/services to meet the needs based on educational limitations. Potential services and accommodations are noted on a Student Service Request form or Testing Accommodations form, as appropriate. At ECC, students are referred to the instructional services advisor to identify practical resources to implement the action/service recommended by the Disability Specialist. Advisors match the students' needs with resources for implementation of action. Deaf and Hard of Hearing students meet with the lead interpreter, sign a service contract, and complete a request form for services providing a schedule of classes. Additionally, the lead interpreter assesses the student for linguistic matching.

At **Compton Center**, due to the size of the program, all staff collaborates in implementing appropriate services and accommodations.

## Student Services

### 1. List and describe the DSP&S services available to students with disabilities.

The following DSPS services are listed parallel to their notation on the Student Educational Contract:

- **Access** – Adaptive equipment, furniture such as alternate chair or desk, Assisted Listening Device, electronic note-taking; CCTV.
- **Assessment** – to identify educational limitations or verification of learning disability. This may include but not limited to documentation review (IEP, Department of Rehabilitation report, neuropsychological evaluations, etc.), assessment batteries (reading level, cognitive, achievement), linguistic matching or assessing need for utilization of resources via student interviews.
- **Counseling** – Academic/Career/Personal counseling; educational planning; disability management
- **High Tech Center (HTC) services** - HTC provides educational support as an academic lab, auxiliary lab, and assistive technology training lab. Supplemental paperwork, and an individualized plan or SURF form are completed for appropriate utilization of the HTC.
- **In-Class Assistance** – Support provided within a classroom setting including manipulation of materials; verbal description of visuals, and physical access
- **Interpreting and Communication Services** – American Sign Language (ASL) interpretation, Real-Time Captioning (in person or remote)
- **Liaison** - Referral to access campus or community resources or support. This includes referral to other support service programs and instructional support.
- **Mobility Assistance** – Direct mobility assistance – routes, classroom layout orientation, etc. and loan of canes, wheelchairs, scooters, or other manual or motorized transportation to utilize while on campus.
- **Note-Taking Assistance** – Direct note-taking assistance or note-taking paper.
- **Orientation** – Individual or group settings discussion of DSPS program and services; review of documentation for completeness and provide student with service orientation and handbook. Orientation might also include instruction into other procedures for services on campus, oversee student understanding of using DSPS resources, etc.
- **Parking Assistance** – Explanation of parking procedures, DMV referral and applications. DSPS provides temporary disability parking placard until a student obtains either temporary or permanent disability placard from DMV to utilize staff parking lots without additional parking permits.
- **Reader Services** – coordination and provision of access to instructional materials to participate in academic courses. May be provided in or out of class.
- **Registration Assistance** – Assistance with registration via telephone, online Portal or directly into Datatel with appropriate follow-up with Cashier's office and/or admissions and registration. At ECC, registration assistance is offered individually or within SRC workshop. Also assistance is provided for creating a schedule, and time management of classes and needs to utilize resources or accommodations prescribed with student. Priority registration is offered to students who meet eligibility for DSPS services.
- **Testing Accommodations** – Provision of alternate testing protocols from classroom – alteration to test, environment or testing administration parameters. This includes proctoring and liaison with

- faculty to ensure testing accommodations prescribed by counselor or disability specialist are implemented.
- **Transcription Services** – Alternate media requests such as Braille and print materials and direct transcription from dictation.
- **Out of class Academic Access Assistance** – Learning facilitation or other assistance out of the classroom
- **Workshop/In Service** – Diverse workshops designed to assist students successfully utilize SRC and ECC resources.
- **Other** – Advocacy with on/off campus resources, letters of support, or other assistance provided to the student to enhance or support academic success.

**1. List and describe the DSPS support services and/or instruction that is provided above and beyond the regular services or instruction offered by the college.**

All the services listed in the above response are support services above and beyond the regular services offered by the college. Per guidelines and code for DSPS, priority registration is a service that is offered. The institution also offers priority registration to other select groups such as students of the EOPS program or athletes.

The instructional component of the program seeks to meet the varied educational needs of students with disabilities through fifteen (15) different Educational Development courses. These courses are open to all students, although some are specifically designated for Deaf and Hard of Hearing populations. Three of these fifteen courses are transferable. In terms of curriculum, the following courses are provided:

1. Six courses provide instruction in basic English and math skills; four of these courses are oriented toward Deaf and Hard of Hearing population while two are oriented toward students with learning disabilities
2. One course provides assessment/diagnosis of learning differences and two others assist students with analyzing and applying appropriate learning strategies.
3. One course gives students an opportunity for collaborative group learning related to math or writing assignments from regular classes.
4. Two courses are designed to assist students with computer access, terminology, and usage with emphasis on assistive technologies and adapted equipment.
5. One course provides functional sign language for students who are Deaf or Hard of Hearing
6. Three transferable courses give information on career preparation, personal assessment or using assistive computer technologies.
7. In addition to Educational Development courses, five Adapted Physical Education courses and sections of Human Development 10 “Strategies for College Success” with three units of transferable credit and Academic Strategies 1, “Individualized Academic Strategies”, are offered specifically designated to meet the needs of students with disabilities. At this time all courses are credit courses, not degree applicable with the exception of the four transferable and Adapted Physical Education courses.

8. Educational Development courses are in compliance with program objectives and Title V Standards. Additionally, at El Camino the SRC manages the curriculum for Sign Language/Interpreter Training (SL/IT) program.

**Compton Center** offers two courses in Educational Development curriculum: those designed for learning assessment and those designed for collaborative group learning in math.

2. **Describe how regulations, policies, legal opinions, U.S. Department of Education, Office for Civil Rights (OCR) decisions and administrative directives are incorporated into DSPS program operations and service delivery.**

The SRC typically discusses such topics as a group within a department meeting. Depending on the specific item within the group a cohort or sub committee to address the issue is identified. This group will make a recommendation to the department before approval and implementation. If the item requires utilization of shared governance process, representative members of our staff will address the item in Academic Senate, division and area councils and other committees for collegial consultation.

3. **Describe the procedures for preparing, monitoring, and revising the Student Educational Contract (SEC). What methods are being used to evaluate student's progress?**

The senior Clerical Assistant drafts a SEC annually, including any recommendations of the Director and SRC staff. The form is reviewed within a department meeting during the Spring semester and implemented for Summer session. For students enrolled in Adapted Physical Education and Educational Development courses, the instructor lists the course and semester on the SEC and indicates if the student is making measurable progress or needs improvement. Additionally SURF and IEP forms for High Tech Center usage are included in the file indicating any assessment, training, and recommendations for assistive technology or additional courses. As needed, staff will convene to discuss student's progress and determine appropriate actions or supports needed.

Prior to Fall 2006, **Compton Center** utilized a sample SEC provided by the Chancellor's Office.

### **Program Requirements**

1. **Describe the role of the advisory committee, identify the composition of the advisory committee representatives, and list the frequency of the meetings.**

The SRC advisory committee is designed to advise, support, challenge, facilitate, and assist in integrating laws, regulations, codes, and legal precedence into the provision of services, as well as remain current in trends. The advisory committee meets annually during the Spring semester. Representatives include various members of the community including representative(s) from Department of Rehabilitation, area high schools, Disability Rights Legal Center, Greater Los Angeles Agency on Deafness, Manhattan Beach Unified School Transition Program, student representatives, and SRC staff members.

At **Compton Center** regular advisory meetings were not held during the reporting period.

**2. Identify the individual designated to be the DSP&S Coordinator and how the individual serving in this position meets the minimum qualifications.**

SRC Director – Dipte Patel, MA, CRC  
Interim Assignment, August 22, 2006 - Present  
M.A. in Rehabilitation Counseling  
Certified Rehabilitation Counselor (#15216)

Worked in non-profit and higher education for 13 years in programs providing services to people with disabilities. Experience in teaching and counseling students with disabilities for 6 years within California higher education system and additional 6 years in non-profit sector; program planning and management experience, and fiscal and staffing management within non-profit for individuals with disabilities; grant application and management experience. Knowledge of federal and state laws and regulations.

The director meets minimum qualifications for a DSPS counselor and instructor.

At **Compton Center** due to the size and scope of the program, a full-time coordinator has not been permanently filled. For the 2005-2006, the DSPS Learning Disability Specialist assumed the responsibilities as needed.

Compton Coordinator – David McPatchell, M.A.  
Acting Coordinator Assignment – 2005-2006  
M.A. in Secondary Education and MA in Psychology  
Completion of CCC Chancellor's Office Learning Disabilities Eligibility Model Training

The coordinator meets the minimum qualifications for a DSPS counselor and instructor.

**3. List and describe each of the positions funded by or supporting DSPS and how the individuals serving in these positions meet the minimum qualifications.**

- ECC SRC staff is comprised of ten full-time certificated, three part-time certificated, nine full-time Classified and three part-time Classified. These staff meet the educational and work experience requirements as set forth in section 53414.
- **Compton Center** staff is comprised of two full-time certificated, one full-time Classified and one part-time Classified, temporary. Please see addendum for details of each position and the qualifications of its incumbent.

**Funding, Expenditures and Accountability**

**1. Describe how DSPS funding is being used to provide support services and/or instruction to students with disabilities.**

DSPS funding supports the salaries and benefits for all DSPS staff with the exception of the part-time instructors/disability specialists, Assistive Technology Specialist, and a portion of counselor salaries which are allocated by the district. Thus, the provision of most support services, including but not

limited to in-class assistance, reader, transcription, interpreting, Real Time Captioning (RTC), electronic note-taking and Assisted Listening Devices (ALD's) are covered by DSPS funding. Upon annual request for hourly/casual augmentation of funding, the district allocates funds to assist with the high cost of hourly/casual staff -- of which the majority is due to the cost of interpreting services.

## **2. How is the DSPS Coordinator's salary funded?**

The DSPS director position is funded 78% via the state's DSP&S allocation to the college and 22% match from district apportionment at El Camino College.

**Compton Center** does not have a full-time coordinator position allocated. Within the reporting period, this position was filled by a certificated staff member and compensated via additional stipend from DSPS allocation.

## **3. How is revenue from DSPS Special Classes being accounted?**

Revenue from Special Classes designated as Educational Development is part of DSPS restricted funds to assist with the provision of support services.

## **4. Describe the process for developing and approving the DSPS Budget and Expenditures.**

El Camino College fiscal office has a breakdown of which are for designated line items salaries are allocated based on permanent positions and Board agenda items. At the beginning of each fiscal year, our Fiscal Services Business Office rolls over 95% of our budget. Once the college receives allocation from the state, the SRC director and operations officer work together to identify the breakdown within DSPS restricted funds line items. Once decided, we inform our fund accountant of the budgeting details.

The operations officer pulls payroll journals and actual expenditures for other expenses such as travel, supplies, etc. on a monthly basis. The operations officer and director meet to review budget, expenditures, and projections on a regular basis. All contracts at El Camino College require approval by the Vice President of Administrative Services and Board of Trustees.

## **5. Identify the process for completing the DSPS Year-End Report and relationship to the district's year-end program accounting.**

The district's Accounting department has established accounts that reflect activity specifically related to serving the college's disabled student population. These accounts include, but are not limited to, DSP&S state allocation funds (Fund 12-3101), El Camino Community College's district contribution of DSP&S funds (Fund 11-3100), miscellaneous grants, and donations.

On a regular basis throughout the fiscal year, the Special Resource Center's operations officer tracks the actual budget expenses directly related to serving disabled students and compares the data with the accounting records. Discrepancies are noted and resolved by the operations officer and Accounting department staff.

At the close of the fiscal year, the operations office and fund accountant work collaboratively to reconcile all expenditures within appropriate line items to balance the budget. Diligence is taken to ensure no indirect administrative costs such as cost of dues and memberships for DSPTS staff are included in the DSPTS restricted funds. Thereafter, the above mentioned accounts totals are compiled and the data is transferred to the final year-end report.

Our data for FTES generated by special classes is collected by the district's Academic Affairs Analyst and confirmed by our Administrative Assistant from the 320 reports.

**6. Understanding the DSPTS funding formula is essential in effectively administering and advocating for your program. The funding formula is complex and comprised of different elements with different weights. Would you like technical assistance in this area?**

Due to the complex nature of the DSPTS funding formula, changes in FTE allocations, MIS reporting procedures, and recent BCP for Deaf and Hard of Hearing, technical assistance is always welcomed. Specific assistance with projecting for subsequent years is requested.

**Other**

**1. What other areas or departments on campus do you coordinate with to provide services to DSPTS students?**

EOP&S, CalWorks, Matriculation, Outreach, Job Placement, Career/Transfer Center, Adult Re-entry; Admissions, Financial Aid, Writing center, Learning Resource Center; Library, Counseling, Health Center, SSTARS programs, and all academic departments and divisions due to the provision of in-class and testing accommodations.

**2. Is there any training that you believe would improve performance in the DSP&S program? Please describe training needs as you see them.**

The following is a compilation of training recommended by DSPTS staff in preparation for this report:

- Computer skill base analysis and evaluation of all staff on an annual basis promoting effective utilization of software applications.
- Cross training on different disability categories and assistive technology applications..
- Interpreting related workshops such as subject specific training – Chemistry, mathematics, history, biology, anatomy, astronomy, etc., sign to voice training, how to pass NIC certification test, mental processing for interpreting, mind mapping, educational interpreting, finger spelling tricks, professionalism, and gender based language differences
- Mentorship program for interpreters
- Disaster management training and drills campus wide, address wheelchair evacuation; and address needs specific to students with disabilities.
- Crisis intervention team and plan to ensure safety and support for students with disabilities.

**Compton** Center is requesting Technology training in order to streamline the process of accepting students in the program and tracking the students through completion.

At the **Compton Center**, limited services were provided during the reported period.

# CalWORKs



## III F. Compliance

### CalWORKs/TANF: California Work Opportunities and Responsibility to Kids/Temporary Assistance to Needy Families

#### Student Eligibility

- 1. Describe your college's coordination with the local county department of social services to determine student eligibility for services and coordinate services to be consistent with and in support of the student's welfare-to-work plan.**

Each semester, a student's eligibility is determined by monitoring each student's academic progress. A written notification is sent to all CalWORKs participants asking that students do the following: 1. Meet with a counselor for revision of their educational plan; 2. Check status of class enrollment of classes for the following academic term; 3. Verify their grade point average (GPA) and the progress toward their program of study. During mid-semester, the students are asked to request a progress report from their instructors to verify their attendance and grades in their classes. This process facilitates the completion of the quarterly Progress Report (GN6070) requirement to be submitted by each student to the GAIN Services Worker. With the collaboration of Admissions and Records, tracking of the students' performance and eligibility to enroll for the next academic term helps to identify the students who are in need of counseling.

On-going communication with the GAIN Services Workers (GSW) is maintained for verification of student enrollment, academic progress, and compliance with the 32 hours GAIN eligibility.

- 2. What documentation is used for eligibility for CalWORKs funded services? Do the student files contain this eligibility documentation?**

A verification of D.P.S.S. Benefits form was designed so that students will need to submit to the CalWORKs office each semester in order to verify their continuing eligibility with the county. A mailing list is compiled at the end of each semester after cross-referencing with the CARE program, Job Developer and Case Advisor overseeing child care payments so as not to duplicate the distribution of this form to students. This documentation is added to the student's file each semester along with the GN6005/06 forms as part of the initial contract with the GAIN office verifying their 32 hours of participation each week in approved activities, approved program of study, and anticipated date of graduation.

At the **Compton Center** a "Notice of Action" form from the CalWORKs Eligibility Worker is also used to verify that a prospective student and family have been awarded cash aid, food stamps, and medical coverage.

**3. If provided, describe how student eligibility for on-campus child care is determined and how is this service coordinated between the college's Child Development Center and the CalWORKs program.**

The provision of child care services to CalWORKs students with children 12 years old and younger is facilitated through the CalWORKs Advisor.

Child care referrals cannot begin until the appropriate verification of college enrollment and County eligibility forms are submitted. This ensures eligibility for all three parties: the College, DPSS and the R&R's. The ECC Business Office uses a voucher system to track payments to child care providers while the services are being initiated and for direct payments to providers. Payments are made to three types of providers: exempt (immediate family members), licensed family providers, and licensed agencies.

Students with children between the ages of two to five years old are eligible for services at the on-campus Child Development Center. As the Center does not accept payments from R&R's for these students, payments are made to support our campus child care facility for the duration of their children's enrollment.

A directory of local child care services and programs is maintained as a resource for students. Payments by the college are tracked through the Business Office's fiscal reports and are compared to the Advisor's online student database payment tracking for reconciliation. A spreadsheet is also maintained to more easily track day-to-day activity.

At the **Compton Center**, the Child Development Center receives grant funding that can be used to pay for the children of CalWORKs students and provides an Infant/Toddler Program, Preschool, and After School Program for school age children. Once the programs are capped, CalWORKs funds are used for reimbursement.

## **Student Services**

**1. Describe each of the program component services that are provided using CalWORKs and TANF funds and how these services are documented.**

### **Program Component Services**

- **Case Management/Coordination** - Case management services to students are closely coordinated with the Los Angeles Department of Public Social Services (DPSS) throughout every phase of the student's enrollment and program of study. GAIN Services Workers (GSW's) contact the office for the student's initial appointment as a vocational referral. There are various steps which apply to self-initiated participants (SIP's), county referrals, self-referrals and post-employment students:
- **Work Study** - A student is typically referred to the work study component through the case management process. Students are then referred to on- and off-campus work sites where a 50% reimbursement rate is paid to all employers. We have established new procedures for continuing CalWORKs work-study students.

Continuing students are given a Verification of DPSS Benefits form to be completed by their County worker.

At the **Compton Center**, the reimbursement rate to employers varies from 50% to 75%.

- **Job Development and Job Placement** – ECC’s Placement Advisor/Job Developer develops and identifies jobs by sending flyers, faxes, emails, cold calling, attending job fairs, conventions, business association meetings, preparing job proposals and networking with other job developers. Employment preparation begins with a student assessment. Assistance is also provided with the art of interviewing, resume-writing, and other job retention and success skills.
- **Student Services** – Counseling/Advising, advocacy, book voucher services, outreach and recruitment, career ladder educational planning, mentoring opportunities, vocational/career assessment services, careers in childcare, and women-in-technology are all a part of additional services offered.
- **Coordination and Collaboration** – ECC works primarily with DPSS Regions I and V. Strong relationships have been further strengthened by GSW’s on site. ECC-CalWORKs continues as an active participant of the (LAC-5) and attendance at the quarterly GAIN Regional Education and (GRET) meetings.

At the **Compton Center**, the primary collaboration with DPSS is with Region V. Referrals are also received from Regions IV and VI.

## **2. Describe your college’s process for providing case management services.**

Case management services to students are closely coordinated with the Los Angeles Department of Public Social Services (DPSS) throughout every phase of the student’s enrollment and program of study. GAIN Services Workers (GSW’s) contact the office for the student’s initial appointment as a vocational referral. The following steps are applicable to self-initiated participants (SIP’s), county referrals, and self-referral students:

- The admissions process is outlined and all CalWORKs students are mainstreamed into the required college assessment and orientation processes. Two back-to-back appointments are scheduled to see a CalWORKs counselor for career advisement, review of assessment scores and the extended educational plan. They also see a case advisor for the initial intake including completion of the program application, GN6006/05 County Verification of Enrollment form. CalWORKs New Student Orientations are scheduled every semester.
- GAIN Services Workers are consulted regarding any proposed contract changes, such as program of study. Two GSW’s are available on site each week through an agreement with Los Angeles DPSS to meet with students regarding eligibility, troubleshooting, and questions on general county program and service issues.
- The Job Developer meets with students to arrange work study positions on and off- campus, coordinates with Financial Aid advisors regarding Federal Work Study, and signs off on County forms verifying employment. Verification of CalWORKs eligibility is determined each semester through the use of a Verification of DPSS Benefits form provided through the ECC CalWORKs

office, which is given to the student to be signed by their Eligibility Worker and placed in their student file.

A Case Advisor facilitates the provision of child care based on student's transitional need.

CalWORKs staff attends quarterly DPSS educational meetings and monthly LAC-5 consortium meetings. Case management meetings occur with the CalWORKs counselors, case advisors, job developer and CARE advisor every other week.

Tracking of student outcomes, CalWORKs eligibility for services, academic progress and program completion occurs through records maintained in the student files and database as well as reports submitted to the college's Counseling and Student Services Division, L.A. County DPSS, and Chancellor's Office.

### **Program Requirements**

#### **1. Do you have a program coordinator or director? What percentage of time does this position have assigned to CalWORKs and how was it calculated?**

Yes, the CalWORKs program has an Assistant Director and a Coordinator. The Assistant Director works approximately 90% of her time with CalWORKs and she is also responsible for the day-to-day operations of the CARE program. The director's salary is paid 75% CalWORKs and 25% by ECC district. The Coordinator's position is 100% designated to CalWORKs related duties and her position is paid by both state CalWORKs funds and the local DPSS county grant.

Currently, at the **Compton Center**, there is an Interim Director assigned to the CalWORKs program for six and a half months. Previously, this position was held by a different Interim Director who has now returned to his previous position as Compton CalWORKs Supervisor. The CalWORKs Interim Director is funded 100% by CalWORKs funds. A search for a permanent Director is currently underway.

#### **2. Describe how the CalWORKs program coordinator and staff coordinate with the local country welfare department to provide services to eligible CalWORKs students.**

Within Los Angeles County DPSS, are five GAIN Regions who refer participants separately for educational services and for contract with different Resource and Referral agencies in the provision of child care services. ECC works primarily with Regions I and V, although participants are referred from all five regions for specific academic programs.

Over the years, there has been continuity in the administration of both Regions I and V and in the ECC CalWORKs program. Each has hosted one another for various informational meetings and events since the inception of CalWORKs. This partnership has been further strengthened by GWSs on site and/or contact person representation at ECC, from one or both regions mentioned above. This has streamlined the flow of information to students greatly enhancing case management services.

The CalWORKs counselors, case advisors and coordinator communicate regularly with GSW's and their supervisors concerning student appointments. Additionally, ECC CalWORKs has been an active participant (and co-founder) of the LAC-5 Consortium of Community Colleges who meet monthly on CalWORKs issues and student advocacy. Attendance at these meetings includes high-level representation and involvement from the L.A. DPSS Administration. Various representatives from DPSS have participated in the two LAC-5 Mini Conferences (and prior staff development workshops) and at the local CalWORKs Association Conferences.

ECC CalWORKs staff attends the quarterly GAIN Regional Education and Training (GRET) meetings, held by Region I. Other meetings are held as needed, for example in conjunction with Legal Aid agency staff to address such issues as sanctions and student eligibility for better understanding and resolution of potential problems.

ECC also receives a DPSS funded grant through the LA County Board of Supervisors. This supports coordination efforts, educational planning and employment while also complying with required monthly reports and a periodic audit.

### **Funding, Expenditures and Accountability**

#### **1. How do you ensure that CalWORKs funds are only used to pay for allowable services for CalWORKs eligible students?**

The tracking of expenditures for CalWORKs funds to ensure that they comply with legal requirement is accomplished by direct involvement with the Assistant Director and Fiscal Services. The ECC-CalWORKs program plan is approved by the State Chancellor's Office. In accordance with the CalWORKs Program Handbook – Essential Program Elements Section, there are as follows: a) essential program elements in place, b) participation with the county welfare departments, c) evidence of collaboration with local partners, d) procedures to monitor CalWORKs recipients who complete curriculum and transition in to employment and e) other approved services.

Additionally, special services are provided to CalWORKs students and documented with the appropriate reports as well as coordination occurring with the local county Welfare Department when determining eligibility. The CalWORKs program is recognizable on campus and a system/process is in place for case management activities including collecting data on each student and child care services offered (as previously noted). The program coordinator and Assistant Director ensure that services are provided to students, report and/or forms are completed and that the program plan is submitted for approval to the State Chancellor's Office.

The 2006-07 El Camino College **Compton Center** CalWORKs Program plan has been revised to reflect program changes and additions under the current Interim Director, reflecting both the partnership with El Camino College (for accreditation purposes) as well as recommended revisions suggested by the Chancellor's Office CalWORKs program peer review process. The current budget was also updated accordingly -- a revised Program Plan is attached.

**2. How do you ensure the declared match are from allowable sources and are for direct services provided to CalWORKs students?**

As per the CalWORKs District Match Guidelines, the chosen matching funds must directly benefit the CalWORKs program and constitute a direct program cost and are outlined in the approved program plan and end of the year expenditure report. ECC's designated matches include funds from Federal Work Study, VTEA and the DPSS County Grant.

At the **Compton Center** approved match sources also include BOGG fee waivers, Careers in Child Care Grant, Employer's Matching Revenue (25%), and District Funds.

**3. Describe the process for developing and approving the CalWORKs Budget and Expenditures.**

As per the CalWORKs program handbook, the expenses are identified by the funding sources of TANF, CalWORKs Child Care, and CalWORKs program funds. These are categorized in the areas of work-study, child care, job development/placement, and coordination. Only directly related CalWORKs expenditures are budgeted and expended. The budget is developed by ECC's CalWORKs management and reviewed by ECC's fiscal services department prior to submission to the state Chancellor's Office where final approval is obtained.

**4. Identify the process for the CalWORKs Year-End Report and relationship to the district's year-end program accounting.**

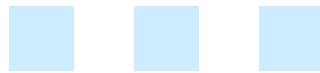
As per the CalWORKs handbook, the annual CalWORKs report is completed by categorizing expenses associated with the CalWORKs program. The costs/expenses are reviewed regularly during the year by the Director, staff and Fiscal Services to assure accuracy and correctness. The CalWORKs Assistant Director, staff, and Fiscal Services department are all involved in the preparation of the report. Upon completion of the report, it is reviewed and approved by the CalWORKs Assistant Director and Director of Accounting. The reporting of the CalWORKs expenses and apportionments are included in the District's Restricted General Fund financial reporting, which is audited on an annual basis by an independent audit firm.

**Other**

**1. What other areas or departments on campus do you coordinate with to provide services to CalWORKs students?**

Campus Coordination for other areas or departments on campus include Assessment/Testing, Career Placement Services, Child Development Center, Counseling, EOPS/CARE, Financial Aid, Special Resource Center, Library, Student Health Center, Tutoring and Writing Center and SSTARS – Student Success Transfer and Retention Services.

# IV. EFFECTIVE PRACTICES AND OPPORTUNITIES FOR IMPROVEMENT



## IV. Effective Practices and Opportunities for Improvement

### MATRICULATION

#### A. What is working well?

##### El Camino College

- **Student Enhancement Workshops** – Workshops are designed to inform probationary/dismissal students about the consequences of being on probation and how to return to good academic standing. Students are also provided with time management, goal setting, and various other strategies to assist them in accomplishing their academic goals.
- **Matriculation Orientation** – Workshops provide detailed information to new students regarding policies, procedures, services, and programs. Students need to schedule an appointment and complete their assessments before attending the orientation. During these workshops students are also prepared to meet with a counselor immediately after the orientation to develop an educational plan for their first semester.
- **Pre-Registration Groups** – Workshops are offered in person to all new students during peak periods. In these workshops, students are prepared for registration by an academic counselor who will provide course suggestions and also provide any prerequisite clearances as needed. In these workshops, students also learn about policies, procedures, services and programs; however, at the end of these workshops students do not meet with a counselor to develop an educational plan.
- **New Student Welcome Day (Pilot)** – One day event composed of a variety of workshops. The first half of the event provided nine instructional division sessions for students to learn more about the area related to their major. During these sessions, students had an opportunity to meet instructors and the counselor for that discipline. They asked questions and saw the type of equipment utilized in those fields. The second half of this event provided student support services workshops (Financial Aid, EOP&S, Navigating the ECC web services, Parent Workshop) and a tour of El Camino College.
- **Human Development 8 (Orientation to College) course** – Several course sections are offered in both eight-week sessions during the semester. They are worth one unit which transfers to CSU system and also counts toward the associate degree. This course offers information regarding policies, procedures, services and programs. Students develop a six-semester educational plan. They also visit the Career and Transfer Center to research their major and career.
- **Online Orientation** – This orientation is still in progress and will provide all new students information regarding policies, procedures, services, and programs. Students will be able to access this orientation online at any time. Once the online orientation is complete, this will be stored in the college system. The student will then be able to print a confirmation page which verifies completion of the orientation in order to schedule an appointment for counseling and to develop an educational plan.
- **Express Counseling** – Counselors are available to assist students requiring immediate attention from 8:00 a.m. to 7:00 p.m., Monday thru Thursday, and on Friday from 8:00 a.m. to 12:00 p.m. These counselors provide prerequisite clearances and answer all types of academic questions with the exception of educational plans and detailed transcript evaluations.

- **Individual Counseling Appointments** – Students receive information about their major, obtain a transcript evaluation and an educational plan. Students are also given referrals to other campus and community resources or student services.
- **Online Counseling** – Students can access the El Camino College web page at any time and email questions to counselors who will reply with an answer as soon as possible.
- **Career Counseling** – This service is available for students who are undecided. Appointments consist of two to three one-hour individual counseling sessions where the student explores his/her interests, abilities, and personality to determine a possible major or career goal.
- **Career Classroom Presentations** – Class presentations are conducted by advisors and counselors during the semester. Counselors and advisors visit developmental English classes to inform students of the services offered by the Career Center.
- **Human Development 5 (Career Planning) course** – Several course sections are offered in both eight-week sessions during the Fall and Spring semester as well as Winter intersession. It is a one-unit CSU transferable course and degree applicable. These courses assist undecided students to explore majors by helping them identify their interests, abilities, and personality through a variety of class activities and assignments.
- **Student Success Conference (Pilot)** – During Fall 2006, the Career Center piloted its first Student Success Conference geared to undecided students. The event featured True Colors as a way for students to develop self awareness and understanding of career environments. This conference allowed students to take the True Colors personality assessment and break into small groups based on their personality type to explore careers.

#### **Compton Center**

- **Early Alert/Student Intervention Program**  
The Student Intervention Program is a collaborative effort among all of Compton Center Student Affairs departments. The Compton Center's categorical programs are an instrument to the success of the Student Intervention Program. The Student Intervention Committee meets on a weekly basis to ensure students are provided with tutorial and study skills assistance.

#### **B. What areas need to be addressed more effectively?**

##### **El Camino College**

- **Matriculation Staff** -- Matriculation staffing needs should be addressed so that this program can coordinate and deliver matriculation services more effectively to all students. New positions include a full-time coordinator to supervise, plan, and coordinate matriculation activities; full-time counselor; and, four adjunct counselors to assist the students in developing educational plans. In addition, a full time advisor is needed to conduct the Matriculation orientations. A Clerical Assistant is also needed to assist with classroom reservations and data collection. There is a need for a budget technician to monitor the matriculation budget and generate reports throughout the year.
- **Online Orientation** -- The area that needs to be addressed more effectively is the online orientation so that this project can be completed and implemented soon. Time needs to be reassigned so that those working in this project can only focus on this assignment.
- **Online Counseling** – Currently, this service requires additional counseling staff to answer all students' online concerns. In addition, online faculty specializations need to be developed so that specific questions can be addressed without leaving the email unanswered for a while.

Currently, online counseling cannot be disabled; hence, there is a wait for online counseling responses.

- **Matriculation Orientation** -- This area also needs to be addressed so that we can identify possible ways of engaging students who are waiting to meet with the counselor after they have completed the Matriculation orientation.

#### **Compton Center**

- **Online Student Matriculation Services** – Develop website and online capabilities for students to complete orientation, campus tour, and pre-requisite clearances.
- **Develop Orientation Programs** – Matriculation workshops, New Student Welcome Day, and Student Enhancement Program workshops.
- **Data Collection** – Capture accurate Matriculation data via SPSS and SARS and follow-up survey to former Compton Center students.
- **Student Access to Matriculation Materials and Services** – Student planners, survival kits, student kiosks, brochures in Spanish, Student Learning Outcomes (SLOs) mini-posters, and online Spanish application.
- **Staffing** – Student Affairs advisors to assist with the implementation of all Matriculation programs and distribution of materials, and an Assessment Center supervisors needs to be hired.

#### **C. Any exemplary practices and services that may be replicated by other colleges.**

##### **El Camino College**

- Student Enhancement Program
- Student Success Conference (Career Conference)
- New Student Welcome Day
- Career Center class presentations
- Pre-registration groups

#### **D. Any successful pilot projects implemented by your program.**

- **Matriculation Orientation** – Based on student surveys from students, the orientation was successfully reduced from one hour and a half to one hour.
- **Pre-Registration Groups** – In an effort to assist more students during peak periods, counseling successfully piloted one hour registration groups. Counselors delivered the presentations and provided suggestions of classes for students to enroll. These group sessions continue to be offered during peak periods and are conducted by all counselors.
- **Student Enhancement Workshops** – These workshops were delivered in three weekly sessions for three hours each. They were reduced to two weekly sessions at three hours and added a tour of the Career and Transfer Center. These workshops are currently a three hour session including the Career and Transfer Center tour. In Summer 2006, a counseling component was added at the end of the workshop. During the counseling session, the counselor prepared an educational plan for each student in addition to stressing the importance of following the strategies provided during the information session.
- **New Student Welcome Day** –El Camino College piloted its first New Student Welcome Day mega orientation in Summer 2006. This half day event included a variety of workshops. The first half of the event provided nine division sessions for students to learn more about the area related to their major. The second half of this event provided additional workshops which focused on

Financial Aid, EOP&S, navigating the ECC web services, parent information session, and a tour of El Camino College. Many instructional faculty as well as counselors participated in this mega orientation which was offered to approximately 3,000 new students. This resulted in a 10% participation rate (300 students) thus making this event a success for its first time.

- **Student Success Conference** – The Career Center piloted its first Student Success Conference geared to undecided students in Fall 2006. The event featured True Colors as a way for students to develop self awareness and understanding of career opportunities.

### **Compton Center**

- **Early Alert/Student Intervention Program**

The Student Intervention Program is a collaborative effort among all of Compton Center Student Affairs departments. The Compton Center's categorical programs are an instrument to the success of the Student Intervention Program. The Student Intervention Committee meets on a weekly basis to ensure students are provided with tutorial and study skills assistance.

### **EOPS/CARE**

#### **A. What is working well?**

##### **El Camino College**

- **Outreach and Eligibility** (Early Outreach, High School, Community, Teen Parent Academy, Summer Readiness) - The EOPS/CARE Outreach and Eligibility staff work well with Financial Aid, Admissions, and ECC outreach and recruitment. This component brings in approximately 600 new students each semester.
- **Counseling** - The EOPS/CARE counseling component provides continuous drop-in counseling throughout the year. The Counselors provide over 3,254 contacts per year.
- **Peer Advising** (Individual Orientation) - The peer advisors provide one-on-one orientations for all prospective students and progress reports for all continuing students resulting in approximately 2,168 contacts per year. In addition, the peer advisors provide support for all program activities.
- **Direct Aid** (book vouchers and grants) - EOPS and CARE distribute approximately \$290,457 a year in grants and EOPS distributes 1,297 book vouchers by working in collaboration with the Financial Aid, ITS, Accounting, and the Bookstore.
- **Survival Kits** - Each Semester, first-time EOPS students receive a backpack with school supplies such as paper, pencils, pens, calculator, etc. This is done in conjunction with the Bookstore staff that assembles and distributes the kits to the students according to a list provided by our department. Approximately 400 students a semester take advantage of this offer.
- **Tutors** (computer lab, drop in, book exchange) - The EOPS Tutorial lab, which is located inside the EOPS office, offers a non-threatening environment for EOPS students to receive tutoring or use computers to complete school assignments. Assistance is given on a drop-in basis, and there is no time limit on their service. Tutors are given special training to work with students with learning disabilities and those with physical disabilities are accommodated with special work stations. The tutors provide approximately 10,190 contacts per year.
- **Probation Advisors** - (Probation Conference) Probation Advisors are a new component to the program. These senior Peer Advisors have the special assignment of giving EOPS/CARE probation students more personalized attention. They meet with each probation student individually and team up with a counselor to track their progress weekly or monthly as needed. Approximately 262 probation students received this service last year.

- **Information Management** - Working in collaboration with ITS, the Student Services Technician inputs and maintains all student data information. All new student information is input and reviewed each semester to monitor eligibility. Each semester, students are entered or exited based on information put in the files. In addition, warning letters are sent out to students who are approaching ineligibility. Data is confirmed with ITS each semester to ensure the reporting of proper information. All eligible and ineligible files go through this component several times during each semester.
- **Budget Technician** - Currently, EOPS has a casual employee that works very closely with the Director and the Administrative Assistant to monitor the budget throughout the year. This employee is responsible for monthly reports as well as completing the final budget reports for the Director to review prior to signatures and forwarding to the Chancellor's office. This position is vital to the program and is largely responsible for a balanced budget and excellent financial reporting.
- **Recognition Banquet** - In conjunction with CalWORKs, EOPS/CARE provides the students with an annual awards banquet at the end of the year. The banquet honors academic achievements (3.0 GPA's and 4.0 GPA's), progress (graduates and transfers), and retention (those who have overcome tremendous obstacles and continued to stay in school). Those who are eligible may also receive grants and/or awards. The event has become a retention tool as well as a recruitment tool because students want to attend, but attendance is exclusive to those invited. The event is usually held at a major hotel banquet hall. The college President, Vice Presidents, Deans, and guest speakers make presentations and comments prior to award presentations and dinner. Over 300 students are in attendance.
- **Instructors Appreciation Day** - EOPS/CARE students are asked to nominate their professors whom they feel go above and beyond in the classroom. Each instructor that is nominated is invited to an Open House in the EOPS tutorial lab where they are honored with a certificate, lunch and a photo for the Wall of Fame. Their names are also forwarded to the Deans of their department. Instructor Appreciation Day is usually scheduled right before Thanksgiving -- offering our thanks for supporting EOPS/CARE students. Approximately 100 instructors are nominated and receive certificates.
- **Staff Advances** (EOPS/CalWORKs/CARE bi-yearly staff development day) – At the beginning of each semester the EOPS/CalWORKs/CARE staff take a day to be reminded of the purpose of the programs collectively and individually. They also work on healthy working relationships, get updated on new policies and procedures, meet new staff, exchange ideas on how to improve the programs and are reminded of the importance of our customers and customer service. For the past three years, the theme has been “One Band One Sound.”
- **Foundation Fundraisers** - Working with the El Camino College Foundation office, the EOPS/CalWORKs/CARE staff hosts an annual fundraiser. The funds raised from the fundraiser provide money for the EOPS/CalWORKs/CARE Foundation account. The account was set up to assist students with emergency needs that the state funds do not allow, such as relocation costs, utility re-activation, testing fees, and Christmas gifts for children of CARE/CalWORKs students, etc.
- **CARE Mini Conference** - Each semester, CARE students are required to attend the CARE Mini Conference scheduled prior to the beginning of the Fall and Spring semesters. The conference provides legal update information as well as program eligibility and requirements.
- **CARE/CalWORKs Holiday Retention Event** - Each year, the El Camino College Faculty and Staff adopt the CARE/CalWORKs families and provide Christmas gifts for the Children of the

CARE/CalWORKs students. In addition to Santa distributing the gifts, the parents are given up-to-date information about the Winter session and what to expect for the Spring semester.

- **Torrance Loves Children (TLC)** - The CARE Program has an agreement with Torrance Memorial Hospital. If a CARE student has a sick child and has to go to class, Torrance Memorial will provide child care for the sick child and charge the service to the CARE program. There are usually ten students a year that utilize this service.
- **Transportation Vouchers** - CARE students who request assistance are eligible to get bus tokens, gas cards, or a voucher for automotive repair not to exceed \$200 a year.
- **Meal Vouchers** - CARE students are given meal tickets so that they can eat on campus.
- **CARE Grant** - CARE students are given supplemental CARE grants each semester to help pay for child care and school expenses. The amount varies depending on the CARE budget and eligible students.
- **CARE Tutorial Grant** - Care Tutorial Grants are given to those students who apply, are selected, and complete the CARE tutorial program. The CARE student must complete 32 tutorial hours a semester in the EOPS tutorial lab.
- **CARE Legal Assistance** - Cheryl Segal, family law attorney from Harriet Buhai visits the CARE Program once a month to offer services with restraining orders, divorce, paternity, custody, visitation, child support or alimony. The services are free for all CARE/CalWORKs students.

## **EOPS/CARE**

### **Compton Center**

- **Direct Aid** (book vouchers and grants) - EOPS and CARE distributes approximately \$680,000 a year in book vouchers during Fall, Winter, Spring, and Summer semesters to 1,425 students. The CARE program also provides direct grants for students who have unmet needs.
- **Survival Kits** - Each semester, EOPS/CARE students receive school supplies such as pens, pencils, pens, calculator, notebooks, and paper.
- **Recognition Banquet** - The EOPS/CARE program provide the students with an Awards Banquet at the end of the year. The banquet honors graduating students and students who have completed their requirements for Certificate of Achievement or Certificate of Completion. Scholarships are also given to honor high academic achievement and perseverance when faced with obstacles.
- **CARE Mini Conference and Workshops** - Each semester, CARE students are required to attend the CARE Mini Conference. The conference provides training and updates on student rights and responsibilities with CalWORKs. Single parenting workshops are also provided during the semester.
- **Transportation assistance** - CARE students who request assistance and are eligible to receive gas cards are provided up to \$200 per semester.
- **Meal Vouchers** - CARE students are given weekly meal tickets to purchase a meal while on campus.
- **CARE Grants** - CARE students are given supplemental CARE grants to assist with educational expenses. The amount may vary depending on the student's unmet needs.

## **B. What areas need to be addressed more effectively?**

### **El Camino College**

- **Transfer and Career Services** - Although the EOPS transfer and graduation rate is higher than the general population, additional services should be provided to EOPS students in the program.
- **Advisory Board** - There has not been enough meetings attended by the majority of the members.

- **Space** - The growing program has run out of space for the employees needed to service the students.
- **Full-time Budget Technician** - A full-time budget technician is needed to maintain the budget and keep up with all of the regulations attached to the EOPS/CARE Budgets.
- **Advanced Technology equipment** - There is a need for a server dedicated to EOPS in order for the program to move to a paperless student file management process
- **Dedicated full time IT technician** - A full time Information Technology (IT) technician will be needed to maintain the database

### **Compton Center**

- **Transfer and Career Services** - Additional services should be provided to EOPS/CARE students in the areas of transfer and career services.
- **Advisory Board** – The Board needs to meet earlier in the fiscal year.
- **Staffing** - Establish an EOPS tutorial program.
- **Facilities** - A permanent location is needed to provide tutorial services to EOPS/CARE students.
- **Budget Technician** - A full-time budget technician is needed to maintain the budget in compliance with EOPS regulations.
- **Information Management** - Increase monitoring, tracking eligibility, confirm data prior to submission to Chancellor's Office.
- **Advanced Technology equipment** – A server dedicated to the EOPS program is needed to create a paperless student file management process.
- **Dedicated full-time IT technician** - A full-time Information Technology (IT) technician will be needed to maintain the database.

### **C. Any exemplary practices and services that may be replicated by other colleges?**

#### **El Camino College**

- **Teen Parent Academy** – This Transitional Summer Program is for graduating non-traditional high school students who are teen parents pursuing higher education. Those who complete the English Course and the Educational Planning courses in the summer receive a grant.
- **Fall Conference** - High School Seniors from local feeder schools are bused to El Camino College and provided a day of information and orientation. This event is organized by the EOPS outreach staff, and several workshops are offered by all student services programs.
- **Human Development 8** - Educational planning course required by all new EOPS students. It is a eight-week orientation course. This course has been adopted by the district and is now offered to the general campus.
- **Book Exchange Program** - Tutors organize a book exchange at the beginning of each semester to assist students who have needs beyond the book voucher.
- **Saturday Schedule** - The EOPS office is open on Saturday for counseling and tutorial services.
- **Information Management** - The Information Management Department has been given exemplary recognition for our consistent zero error rate.
- **Foundation Account** - SMILE (Student Motivated to Inspire to Lead with Excellence) allows the EOPS program to provide services beyond the scope of categorical funding.
- **Graduation Sashes** - Graduation sashes are given to current and former EOPS/CARE students to wear at graduation. The sashes stand out at the graduation ceremony highlighting the students that are graduating with the assistance of EOPS/CARE.

### **Compton Center**

- **Book Loan Program** - EOPS maintains a small library of high demand text books which may be loaned to students who have needs beyond the book voucher.
- **Graduation Sashes** - Graduation sashes are given to current EOPS/CARE students to wear at graduation. The sashes stand out at the graduation ceremony highlighting the students that benefited from the EOPS program.

### **D. Any exemplary pilot projects implemented by your Program**

#### **El Camino College**

- **Probation Conference** - The probation advisors facilitated a conference for the EOPS/CARE probation students to encourage their success in the year to come. The conference was very well attended.
- **Kurzweil 3000** - EOPS was awarded a grant to fund the Kurzweil 3000 software. This software will be installed in the EOPS tutorial center to support students with learning disabilities
- **PACT (Police and Corrections Team)** - EOPS outreach recruiters interact with and provide parolees program information and assistance in the El Camino College enrollment process.

The **Compton Center** looks forward to addressing this topic in the future.

### **DSPS**

#### **A. What is working well?**

#### **El Camino College**

- **Campus Involvement** - SRC/DSPS representation at all levels of the institutional hierarchy.
- **Human Resources** - Effective working relationship with Human Resources in the integration of new federal guidelines, equal opportunity for employment criteria, and disability rights in the advertising, applying, and selection process for positions on campus.
- **Campus Resource** - Regarded by the institution as a valuable resource and/or link with appropriate referrals in a variety of areas (building, technology, equipment, and legal guidelines).
- **Program relations** - Excellent working relationship with statewide support systems (Chancellor's Office, DSPS Statewide Centers, consumer organizations, other postsecondary institutions, etc).
- **Collaborative efforts** - Via collaborative efforts with other offices for providing access to a broader group of students while at the same time allow DSPS students more choice (Learning Resource Center, Scholarship Office, EOPS, etc).
- **Instruction** - Organized positive working relationships with instructors and other departments on campus which provide services for students with disabilities.
- **Educational Development Courses** - Variety of courses offered to address specific learning strategies, access technologies, and basic skills in educational development offerings.
- **Staffing** - Three new full-time faculty, one counselor, and two disability specialists were hired in the past two years to address programmatic needs and replace retiring staff members.
- **Intake and Outreach** - Effective intake process for acquiring medical verification documentation; high school outreach efforts.
- **Professional development** - Cross-training of classified employees has led to collaborative calendaring as a method to support each other and not overburden any one area.

### **Compton Center**

- **Forms** - The following new forms that were recently implemented are working well: SEC, testing accommodations, anecdotal record.

### **B. What areas need to be addressed more effectively?**

#### **El Camino College**

##### **Evaluation and Customer Satisfaction**

- Verify and implement SLO assessment protocols.
- Develop more data collection points at time of service delivery or given instruction.
- Evaluate program integrity, goals and objectives consistently and continually based on student needs, populations, and program resources.
- Revise student service survey to illicit feedback from students in regards to effectiveness of services received in areas of accessibility/availability, use and satisfaction.
- Develop method or procedure that would allow for timely delivery of services particularly when a student fails to request accommodations in a timely manner.

##### **Academic Planning and Success**

- Develop educational timeline detailing steps to obtaining a goal to allow students to actualize their own progress.
- To minimize low enrollment of DHH students - exploring effective methods of counseling DHH students. Evaluate community needs and improve recruitment of non-traditional, re-entry, older adult.
- Evaluate retention and successful completion of academic courses by SRC students – specifically DHH.
- Allocate and utilize classroom space – match instructional needs with classroom availability for accessibility, in particular audio/visual equipment and sufficient options for students using wheelchairs or requiring seating accommodations.
- Individualized career counseling services.

##### **Institutional Integration**

- Need to have more access technology across campus in established classrooms/student labs and student service areas with institutional support for maintaining and upgrading in a timely and connective manner.
- Need to heed concern of students becoming more litigious.
- Address disaster management plan to meet needs of students with disabilities; provide institutional training.
- Centralize information/calendaring of community outreach and campus networking. Maximizing individual effort to develop a more cohesive format that can be utilized for statistics, follow-up, and networking via agency consistency not reliant on personal contacts (allowing for a more interactive community referral system AND knowledge and accountability of all staff members).

### **Compton Center**

- **Marketing** - Dissemination of information about program to students, community, faculty and staff.
- **Program Operations** - Implementation of new protocols, policies and procedures, and forms adopted from ECC.
- **Information Technology** - Technology use in the office i.e. SARS, Datatel.

- **Training** - Cross training for effective delivery of student services and accommodations.
- **Verification** - Disability verification practices in compliance with Title V Implementing Guidelines.
- **High Tech Center** - Assistive technology needs assessment, purchase, and installation.
- **Staffing** - Staffing strategy protocol.

**C. Any exemplary practices and services that may be replicated by other colleges.**

**El Camino College**

- **Assistive Technology Prescriptive Planning** – In Educational Development 41, the skill base of students are matched with assistive technology and monitored by Disability Specialist for effectiveness in regards to functional limitations.
- **Campus linkage** - APE courses and linkage with Nursing Program for “in-class” assistance as part of the course requirement.
- **Evaluations** - Our continuous method of professional evaluation of ASL interpreters.

**Compton Center**

- **Student Progress Reports** - The Early Alert/Student Intervention Program

**D. Any successful pilot projects implemented by your program.**

**El Camino College**

- **Service Learning** - Project Reach - Service Learning project is funded through the American Association of Community Colleges.
- **Assistive Technology Training** - Utilizing our training program coordinator to facilitate assistive technology training in conjunction with the Staff Development office has been very well received leading to integration of assistive technology in mainstream labs and use by other faculty and student services programs.
- **Scheduling Program** – We project that by Spring, 2007, the schedule management software will be used for testing accommodations area. All staff involved foresee positive and improved outcomes.

**Compton Center**

- **Student Progress Reports** - The Early Alert/Student Intervention Program collaboration among several student affairs programs and departments to support and encourage success and retention.

**CalWORKs**

**A. What is working well?**

**El Camino College**

- **Collaboration – College and Community** - Through internal case management meetings, and L.A. County Community Colleges Consortium (LAC-5) meetings, DPSS partnerships and also with other community service agencies, improved communications and service to students occur.
- **Case Management** - In-house Case Management meetings have made a positive impact regarding the effectiveness of serving students and overall performances of the staff.
- **Reporting and Tracking** - Collecting information on the number of students served and other areas of the CalWORKs program such as work study, number of job types obtained, child care, coordination, job development, placement, and curriculum development and redesign provides a

benchmark regarding program outcomes and objectives for the future. This data is used in completing the year end CalWORKs accountability reports.

- **Academic Tracking and Surveys** - Students are notified in writing each semester to meet with a CalWORKs counselor to track their academic progress and to ensure they are meeting their academic and career goals. An on-going semester survey is administered to students that collects valuable feedback regarding office operations, counseling, case advisement, child care support services, job placement, and workshops offered.
- **Workshops/Training** - This occurs in coordination with Job Placement, EOP&S, CARE, Matriculation, Financial Aid, and Career Services DPSS offices. A variety of topics offered include Student's Conduct and Diversity, Financial Fitness, Parenting Skills, Job Retention, Self Development, and others. It is estimated that 60% of the students participate in the Orientation for new CalWORKs Students and in workshops provided during the Winter and Summer sessions.
- **Newsletter/Communication** - A CalWORKs newsletter is published twice a year, and it incorporates student success stories, program events, as well as feedback from students and the college community. Additional communication occurs via letters, flyers, and event representation.
- **Job Retention Workshops** - Students, who are referred to the work study and/or internships, learn the art of interviewing and work ethics as defined by business and industry. Students are exposed to experiential learning opportunities which could include the following: positive verbal and non-verbal communication, resume writing, cover letter and work applications, interview preparation, basic workplace etiquette, and dressing for success.
- **SARS** - This scheduling system was fully implemented during December 2005. Using the SARS-GRID makes it easy to find an available appointment slot, schedule the student's appointment, and generate various reports.
- **CARE/CalWORKs Holiday Celebration** - Each year, the CARE/CalWORKs department hosts an event that is designed to assist single parents during the holidays. Toys, games, and gift cards are donated by the El Camino College faculty and staff for children of the CARE/CalWORKs participants. This event is done via the El Camino College Alumni Association-EOPS Chapter.
- **Recognition Banquet** - At the end of each semester, students from the EOPS/CalWORKs/CARE Department are recognized for academic achievement, progress, and transfers. Eligible students (approximately 300) are invited to this evening event to receive awards, scholarships, and celebrate their success.
- **Staff Advance** - Each semester, the EOPS/CalWORKs/CARE department hosts an advance (retreat) for all staff members where training, workshops, and presentations are provided. This event encompasses teambuilding, time management, cross training, and staff development.

### **Compton Center**

During this reporting period, the Compton Center CalWORKs program has limited data to report. As a result of AB 318 and MOU between El Camino College and the Compton Center, the following has occurred, using the El Camino College model, since August 2006:

- **Partnerships** - To support the accreditation needs of the Compton Center, a new Interim Director was assigned to the Compton CalWORKs Program to address a number of areas needing improvement. As a result, a series of staff development activities were initiated between the El Camino College CalWORKs staff and Compton Center staff allowing several cross-training opportunities on both campuses from September to December 2006.

- **MIS Reporting** - To capture MIS data for the new data elements being implemented state-wide in 2006-07, the following activities occurred: student intake forms were modified; criteria and procedures were established to verify student eligibility each semester; child care assistance documents were created and child care provider reimbursement processes were set up with the Compton Center Business Office; and the CalWORKs work study intake and placement procedures were revised to include: employer contracts, Memorandums of Understanding (MOU) with public agencies, Individual Employment Plans (IEP) including meaningful student learning objectives tied to career and workplace goals, and job development practices to enhance off-campus placements tied to the student's field of study.
- **Evaluation** - Evaluation of the Compton CalWORKs Program, gleaned from the first Peer Review process established by the Chancellor's Office for program plans submitted in 2006-07, indicated that basic program policies as well as new legislation were not fully understood and therefore impacted accountability in the areas of budget expenditures, provision of student support services and student tracking. Consequently, the Interim Director has made significant revisions to the current budget, has updated and expanded staff duties to bring the program into alignment with approved statewide practices and has implemented an online student database. Staff meetings have been used as staff development opportunities for review of the CalWORKs program handbook, to share exemplary practices, to strengthen case management activities, and to brainstorm strategies to improve on- and off-campus partnerships.

## **B. What areas need to be addressed more effectively?**

### **El Camino College**

- **Child Care Directory** - A community Child Care Directory needs to be published. It will include contact, location, and working information. Currently, a working draft is located in office binders, and it is heavily used as a resource for students.
- **Drop In Scheduling** - The students will have better access to counselors and case advisors for receiving services such as revision of educational plans, adding or dropping classes, completion of training verification forms, progress reports, and concerns related to the GAIN program.
- **Employment** - A broader base employment opportunity such as internships that match educational goals with practical work experience should be provided.
- **Marketing/Recruitment** - A Recruitment/Marketing/Job Development Committee whose goal is to strategically implement efforts that will result in new CalWORKs students as well as employers that lead to work experience and sustainable employment should be coordinated. Employers benefit financially while receiving prescreened employees that are motivated to support them with their objectives.
- **Staffing** - Since the majority of the staff is part-time, there is a need for a full-time Administrative Assistant, Student Services Advisor, Clerical Assistant and a Student Services Technician which will add stability to program operations and support to students.

### **Compton Center**

All attempts to improve program effectiveness take place within a larger campus community that has been severely impacted by prior mismanagement resulting in the Compton institution's loss of accreditation. Recovery efforts are hampered by staff turnover, lack of familiarity with newly acquired systems, procedures, and community perceptions resulting in loss of enrollment. Needed change is often slow to implement; thus, on- and off-campus support and resources may be negatively impacted.

Areas of concern regarding program effectiveness include:

- **Insufficient funding to maintain the program at its current level** - The CalWORKs funding allocation formula from the State Chancellor's Office is changing next year and will be based on numbers of students served. The Los Angeles County Department of Public Social Services has not yet decided to continue a three-year grant contract supporting Compton CalWORKs student support services and coordination activities based on Compton's lack of accreditation, program effectiveness, and legal contract status regarding its relationship with El Camino College.
- **Recruitment activities and CalWORKs program enrollment** - Finding the staff time and resources to implement needed outreach and recruitment.
- **Counseling support/academic and career advisement/tracking** - The current ten month counselor contract leaves CalWORKs students without specialized assistance during crucial times of the year. Student academic progress and completion rates indicate a need for a second CalWORKs counselor position to enhance these services.
- **Employable skills training for students** - Lack of employable skills hampers job placement opportunities and retention of CalWORKs students. More Human Development classes are needed for career exploration and to build employability skills.
- **Open Entry/Open Exit Bridge Activities and Vocational Programs with VESL** - CalWORKs referrals would dramatically increase with more flexible and versatile vocational training opportunities.
- **Partnership with Los Angeles County Department of Public Social Services (DPSS)** - Outreach efforts need to be increased to promote referrals. An on-site DPSS GAIN County Services Worker would enhance services to students and staff effectiveness.

**C. Any exemplary practices and services that may be replicated by other colleges.  
El Camino College**

- **Case Management** - The ECC CalWORKs Program has been particularly effective in providing comprehensive case management services through strong DPSS and community partnerships. On-site GAIN Service Worker representation, on-going case management meetings for Counseling staff with student appointments, and cross-training with EOP&S/CARE have also been positive strategies for enhancing services to students.
- **LAC5 Collaboration** - Strong collaborative efforts of the Los Angeles County Community Colleges CalWORKs Consortium (LAC-5) have been successful in student and program advocacy as well as strengthening DPSS and community agency support. New state university partners joining this forum have also had a very positive impact. El Camino College's Assistant Director of EOPS/CalWORKs/CARE serves as the Chairperson for this consortium which is representative of twenty-two Los Angeles county schools including the LA District Office.

**Compton Center**

The Compton CalWORKs Program looks forward to addressing this topic in the future.

**D. Any successful pilot projects implemented by your program.**

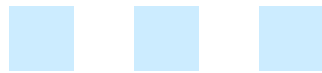
**El Camino College**

- **On-Site GSW Representation** - ECC CalWORKs has maintained a strong partnership with Los Angeles County Department of Public Social Services. Consistent GSW representation on campus has aided in improved communications and problem-solving for students and staff.
- **LAC-5 Mini-Conferences** - ECC chaired and hosted a successful LAC5 mini-conference series where representatives from 19 colleges, DPSS, and legal advocacy organizations have come together to host information and educational conferences for community college CalWORKs staff.

**Compton Center**

The Compton CalWORKs Program looks forward to addressing this topic in the future.

# V. PLANNING AGENDA



## Planning Agenda

As you evaluate your program with respect to the data provided and topics reviewed, identify areas where you may need to make adjustments. The Planning Agenda will provide the opportunity for the programs to list changes needed in order to improve their services to students. The planning agenda should include new plans, timelines, resources needed, and who is responsible for implementing the plans.

### Matriculation

#### El Camino College

The Dean of Counseling and Student Services is responsible for all new plans.

New Plans	Timeline	Needed Resources
Develop a Matriculation Team	Fall 2007	<b>Matriculation Faculty Coordinator (100%)</b> The full time counselor will coordinate Matriculation program and activities.
	Fall 2007	<b>Full-Time Counselor (100%)</b> The full time counselor will develop educational plans and participate in Division planning and other committees.
	Fall 2007	<b>Adjunct Counselors (4) (50%)</b> The Adjunct Counselors will provide counseling and develop educational plans as well as participate in orientation.
	Fall 2007	<b>Advisors (2) (100%)</b> The advisors will conduct orientations, organize workshop materials, and conduct classroom presentations to promote follow-up counseling.
	Fall 2007	<b>Clerical Assistant (100%)</b> The Clerical Assistant will provide clerical support, schedule appointments, assist with Matriculation reports, and maintain Matriculation workshop schedules for counselors.
	Fall 2007	<b>Paraprofessionals</b> The paraprofessionals will provide assistance with the daily, on-going activities for matriculation.

**Matriculation  
El Camino College (continued)**

New Plans	Timeline	Needed Resources
Develop a Matriculation Team (continued)	Fall 2007  Fall 2007  Fall 2007  Fall 2007	<p><b>Research Analyst (100%)</b> The Research Analyst will research and compile data for comparison with Matriculated student data in areas such as retention, access, persistence rate, and progress.</p> <p><b>Student Workers</b> The student workers schedule walk-in and phone appointments for academic counseling, including all matriculation orientations and Student Enhancement Program workshops.</p> <p><b>Non-instructional Temporary/Part-time</b> The temporary staff acts as our information center referral for all students and visitors to the Counseling office and to the campus. They perform receptionist duties by greeting visitors, directing them to the appropriate offices, and act as student ambassadors during peak periods.</p> <p><b>Budget Technician (100%)</b> A technician will monitor the Matriculation budget throughout the year and will generate monthly reports.</p>
Online Student Matriculation Services	Fall 2007	A consultant is needed to help develop online services: student orientation, campus tours, and clear pre-requisites.
Laptop Computers for Matriculation Orientations	Fall 2007	Purchase two laptops to conduct new student orientations and class presentations.
SPSS Software for Matriculation Institutional Research	Fall 2007	SPSS software is needed to capture accurate Matriculation data within its various components.
Student Planners	Fall 2007	Annual student planners are needed to serve as guides and resources for new and continuing students.
Orientation Survival Kits	Fall 2007	Kits should include a Student Handbook/Planner, Class Schedule, and other orientation materials.
Translate Brochures	Fall 2007	Matriculation brochures will be available in Spanish, Vietnamese, Chinese, and Japanese.
New Student Welcome Day	Spring 2008	Funding is needed for supplies (notepads, pens, pencils), brochures, marketing, food, and registration packets.

**Compton Center  
Matriculation**

The Dean of Student Affairs at Compton Center, who also serves as the Matriculation Coordinator, is responsible for all new plans.

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>
Online Student Matriculation Website	Fall 2007	A consultant is needed to help develop a Compton Center website, where new and returning students can complete student orientation, a campus tour and clear pre-requisites online.
SPSS Software for Matriculation Institutional Research	Fall 2007	SPSS software is needed to capture accurate Matriculation data within its various components.
Student Planners	Fall 2007	Annual student planners are needed to serve as guides and resources for new and continuing students.
Orientation Survival Kits	Fall 2007	Kits will include a Student Handbook and Planner, Class Schedule, and other orientation materials.
Implement a New Student Welcome Day	Fall 2007	Funding is needed for supplies (notepads, pens, and pencils), brochures, marketing, food, and registration packets.
Develop Student Matriculation Presentation Outline	Spring 2007	Matriculation, Student Affairs, and Counseling Staff.
Follow-Up Survey to Former Compton Community College District Students	Spring 2007	The ECC Intuitional Research Department will develop and analyze student surveys.
Laptop Computers and LCD Projectors for Matriculation Orientations	Spring 2007	Three laptops and two LCD projectors will be purchased to conduct Matriculation orientations, class presentations, and orientations at the local high schools.
Student Kiosks available to Students at the Compton Center	Spring 2007	Seven information Kiosks will be purchased for Compton Center students. Kiosk will be available for students to apply and register for classes online.
Translate Brochures	Spring 2007	Matriculation brochures will be available in Spanish at the Compton Center
Produce Mini-posters of Compton Center Student Affairs Student Learning Outcomes.	Spring 2007	Posters will be displayed in each Student Affairs Department.

**Compton Center  
Matriculation (continued)**

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>
Implementation of the Student Enhancement workshops	Spring 2007	Student Enhancement Program workshops will be provided to students on academic and progress probation at the Compton Center.
Hire two Student Affairs Advisors to assist with the implementation of the New Student Welcome Day and Matriculation workshops	Spring 2008	State Matriculation allocation.
Implementation of the CCCapply Spanish	Fall 2007	State Matriculation allocation.
Hire an Assessment Center supervisor	Spring 2007	State Matriculation allocation

**EOPS/CARE**  
**El Camino College**

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>	<b>Lead Person(s)</b>
Electronic Book Voucher Process	Fall 2007	Collaborate with Bookstore and ITS to implement process.	P. Ginocchio
EOPS/CARE Student Data Base	Fall 2008	Research and collaborate with other community colleges that have developed and implemented a paperless student file management system.	C. Fuentes C. Velasquez
EOPS/CARE Network Drive	Fall 2007	Collaborate with ITS to create a network drive for EOPS/CARE.	C. Fuentes
Transfer & Career Services	Spring 2007	Incorporate Transfer and Career Services in EOPS Workshops.	K. Romero
Increase on campus recruitment activities to target male students	Summer 2007	Coordinate with Dean of Counseling and Student Services to hire male mentor coordinator for retention of male students.	D. Reid
Increase early outreach activities to target Hispanic families	Spring 2007	Coordinate and schedule bilingual "Unlock the Future" parent presentations with selected middle school districts.	C. Fuentes
Strengthen Advisory Board Membership and Partnerships	Spring 2007	Personally contact Advisory Board members and seek out additional members to actively participate in program events.	D. Reid
EOPS/CARE Office Space	Summer 2007	Collaborate with Dean of Counseling and Student Services to obtain office space.	D. Reid

**EOPS/CARE  
Compton Center**

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>	<b>Lead Person(s)</b>
Electronic Book Voucher Process	Summer 2007	Collaborate with Bookstore and ITS	M. Macareno V. O'Guynn
EOPS/CARE Student Data Base	Summer 2008	Research and collaborate with other community colleges that have developed and implemented a paperless student file management system	A. Hall L. Garcia
EOPS/CARE Network Drive	Summer 2007	Collaborate with ITS to create a network drive for EOPS/CARE	M. Macareno
Transfer and Career Services	Summer 2007	Incorporate Transfer and Career services in EOPS/CARE workshops	V. O'Guynn
Increase on-campus recruitment activities to target Hispanic students	Summer 2007	Coordinate with Hispanic student support programs/organizations	J. Lopez J. Duren
EOPS/CARE Office Space	Summer 2007	Collaborate with Dean of Student Affairs to obtain permanent location for EOPS tutorial services	V. O'Guynn
Hire permanent EOPS/CARE Director	Spring 2007	Work with Human Resources to recruit qualified applicant	K. Curry
Strengthen Advisory Board memberships and partnerships	Spring 2007	Personally contact Advisory Board	M. Odanaka V. O'Guynn

**DSPS****El Camino College**

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>	<b>Lead Person(s)</b>
<p><b>Evaluation and Customer Service</b> Develop a pool of skilled support staff to meet student requests for approved services.</p> <p>Develop and implement SLO assessment measures.</p>	<p>Spring 2007</p> <p>Spring 2007</p> <p>Spring 2007</p> <p>Spring 2008</p>	<p>Align skill bank needs, job titles, pay rate, and evaluative criteria for all support staff titles utilized for providing services.</p> <p>Implement recruiting plan.</p> <p>Collaborate with California DSPS programs and Institutional Research.</p> <p>Revise Student Service Survey and establish more data collection points.</p>	<p>D. Patel S. Nakayama L. Clemons SRC Staff</p> <p>D. Patel L. Clemons S. Nakayama B. Hoanzl</p>
<p><b>Academic Planning and Success</b> Determine direction of curriculum load choices as faculty reach retirement and as curriculum is evaluated as part of review process. Evaluate classroom allocation and utilization.</p> <p>Systematic training schedule for faculty (examples – universal design, access technologies, accommodations and instruction, etc).</p> <p>Evaluate outreach methods, enrollment, retention and success of DHH students</p>	<p>Fall 2007</p> <p>Spring 2007</p> <p>Summer 2007</p> <p>Fall 2008</p>	<p>Determining relevancy, distribution, and documentation/timeline to minimize interruption to the delivery of the course offerings within room booking limitations.</p> <p>Spring 2007 Flex Day training on working with deaf students in your class and ASL interpreters.</p> <p>Compile trainings/workshop topics to be offered next academic year for all SRC/ECC community.</p> <p>Collaborate with DHH advisory members and institutional research to identify and evaluate areas of concern; develop planning agenda.</p>	<p>D. Patel Certificated Staff S. Brouillette</p> <p>S, Nakayama SRC students</p> <p>All staff Staff Development</p> <p>J. Lenham; DHH advisory committee; I. Graff</p>

New Plans	Timeline	Needed Resources	Lead Person(s)
<p><b>Academic Planning and Success, continued</b> Career counseling services for students with disabilities</p>	Spring 2007	Collaborate with Career Center staff; seek opportunities for additional funding.	K. Beley C. Pajo Career Center
<p><b>Institutional Integration</b> Consistency of language and program information in college catalog, schedule of classes, other institutional publications including accommodations; request statement for events/activities flyers, non-disclosure statement</p>	Spring 2007	Review the DSPS information in the class schedules and college catalogs for the past four years.	D. Patel L. Clemons A. Garten
<p>Comprehensive campus-wide technology/equipment support tracking/inventory system. Method that allows easy access of AT from any point across campus (no/low/high tech, etc.)</p>	Spring 2007	Move agreed upon information statement forward for Public Relations approval and utilization	D. Patel A. Garten
<p>Linkage via a centralized purchasing for AT (minimizing duplication of resources)</p>	Summer 2007	SRC current inventory in comprehensive system for access.	R. Sutton
<p>Develop disaster management plan with emphasis on people with disabilities and crisis intervention; teach planning and training</p>	Summer 2007	Academic Technology and Institutional Technology adopt statements of direction requesting a linking system of better utilization of campus wide technologies via a connected inventory system that is centralized and usable across the areas.	L. Clemons J. Wagstaff
<p>Develop disaster management plan with emphasis on people with disabilities and crisis intervention; teach planning and training</p>	Fall 2007	Consolidation of AT licenses	L. Clemons
<p>Develop disaster management plan with emphasis on people with disabilities and crisis intervention; teach planning and training</p>	Spring 2008	Projection of costs and needs including licensing, maintenance, and recommendation for future purchase.	R. Sutton L. Clemons
<p>Develop disaster management plan with emphasis on people with disabilities and crisis intervention; teach planning and training</p>	Spring 2008	Collaborate with Office of Health and Safety, Police Department, and Administration. Explore option of consultation evaluation and recommendations.	R. Bonura; M. D'Amico; Police Advisory Committee; SRC Staff

**DSPS**

**Compton Center**

New Plans	Timeline	Needed Resources	Lead Person(s)
<p><b>Staffing</b></p> <p>Hire permanent coordinator</p> <p>Hire part-time instructor/Learning Disability Specialist</p> <p>Hire categorically funded program assistant</p> <p>Hire support staff to meet student requests for approved services. (note taker, transcriber, etc.)</p> <p>Hire 2 part-time counselors</p>	<p>Fall 2007</p> <p>Fall 2007</p> <p>Spring 2007</p> <p>Spring 2007 (ongoing)</p> <p>Spring 2008</p>	<p>Human Resources Implement recruiting plan</p> <p>Human Resources</p> <p>Human Resources; draft job description for Board approval</p> <p>CalWORKs, EOPS/CARE, Learning Resource Center, Human Resources</p> <p>Human Resources</p>	<p>K. Curry Human Resources</p> <p>K. Curry Human Resources</p> <p>K. Curry D. Patel Human Resources</p> <p>K. Curry K. Holmes D. Patel DSPS staff</p> <p>K. Curry Human Resources</p>
<p><b>Program/Facilities</b></p> <p>Relocate to Building G</p> <p>High Tech Center – Student Assistive Technology and alternate media needs assessment; purchase and install AT; track student usage</p> <p>Comprehensive technology/equipment support tracking/ inventory system. Method that allows easy access of AT from any point across campus (no/low/high tech, etc.)</p>	<p>Spring 2007</p> <p>Summer 2007</p> <p>Fall 2007</p>	<p>Vendor for building modifications/renovations; facilities</p> <p>AT vendors; SRC HTC and alternate media services staff; facilities</p> <p>Compton Center needs current inventory in comprehensive system for access. ITS/MIS, campus labs, Library, Learning Resources Center</p>	<p>K. Curry D. Patel K. Holmes DSPS staff</p> <p>R. Hall K. Curry SRC Assistive Technology Specialist SRC Alternate Media Specialist Facilities</p> <p>R. Hall ITS Campus Lab Technicians</p>

New Plans	Timeline	Needed Resources	Lead Person(s)
<p><b>Program/Facilities, continued</b> Update student handbook</p> <p>Develop 504/508 transition plan</p> <p>Campus accessibility; needs assessment; building modifications recommendations</p> <p>Advisory Committee; identify potential members and host committee meeting</p>	<p>Spring 2007</p> <p>Spring 2008</p> <p>Spring 2008</p> <p>Spring 2007</p>	<p>SRC handbook; Student Affairs</p> <p>Facilities, contract with ADA consultant</p> <p>Facilities, consultant</p> <p>Dept. of Rehabilitation, area high schools, Regional Center, campus and community contacts</p>	<p>J. Allen D. McPatchell R. Hall K. Holmes</p> <p>K. Curry Facilities ADA consultant SRC director SRC Alternate Media Specialist</p> <p>Facilities DSPS staff SRC director</p> <p>K. Curry DSPS staff K. Holmes</p>
<p><b>Training</b> SARS training and implementation in DSPS</p> <p>Compliant verification of disability; implementation of file management practices</p> <p>Systematic training schedule for Compton faculty (disability awareness; Learning Disability assessment for athletes; understanding accommodations; universal design of instruction).</p>	<p>Winter 2007</p> <p>Spring 2007</p> <p>Spring 2007</p>	<p>Staff development, SRC Administrative Assistant</p> <p>DSPS staff to master file management documentation</p> <p>Compile trainings/workshop topics to be offered next academic year for all DSPS/Compton Center community</p>	<p>All DSPS staff Staff Development SRC Administrative Assistant</p> <p>J. Allen D. McPatchell R. Hall T. Martin K. Holmes</p> <p>DSPS staff Student services programs Compton Academic Affairs</p>

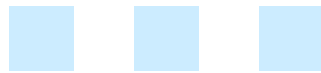
**CalWORKs****El Camino**

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>	<b>Lead Person(s)</b>
CalWORKs Recruiter	Fall 2006	Collaborate with campus services; create brochure and materials; target Hispanic community. Hiring of a recruiter will be based upon the ability to secure funding.	J. Magee
Additional support for job development and placement activities	Fall 2006	Office space; plans to build a new Student Services Building are in progress.	J. Magee A. Wilson T. Bonacic
Additional implementation of short term training programs along with open entry/exit programs	Spring 2007	Plans are in progress to hire a part-time counselor to develop programs.	J. Magee
An additional onsite GAIN Services Worker	Fall 2006	Coordinate activities with GAIN, Region I and/or surrounding regions.	T. Bonacic, M. Gonzalez J. Magee
Implementation and maintenance of the new data elements collection	Spring 2007	Increase and Enhance Coordination between CalWORKs and MIS staff.	L. Dao D. Gomez
Convert non-certificated Administrative Assistant, Clerical Assistant, and advisor positions to full-time	Fall 2007	Support from Upper Levels.	J. Magee D. Reid, R. Smith
Develop student handbook	Fall 2007		T. Bonacic D. Gomez
Develop child care directory	Summer 2007		T. Bonacic W. Holt

**CalWORKs  
Compton Center**

<b>New Plans</b>	<b>Timeline</b>	<b>Needed Resources</b>	<b>Lead Person(s)</b>
Improve accuracy of MIS data	Summer 2007	Support of Compton/ECC MIS departments; new Datatel screens.	T. Bonacic R. Garcia
Relocation of CalWORKs Office	Spring 2007	New space to be vacated, assistance and funds to refurbish space.	T. Bonacic K. Curry
Hire Administrative Assistant	Fall 2006	Approval of Dean and Human Resources	T. Bonacic K. Curry
Hire Front Desk Assistant	Fall 2006	Approval of Dean and Human Resources	T. Bonacic K. Curry
Co-locate GAIN and CalWORKs offices	Fall 2006	Approval of Dean and Human Resources	T. Bonacic K. Curry
Research additional program funding	Summer 2007	Contact Institutional Development; grant on-line resources.	T. Bonacic
Recruitment activities/resource development	Summer 2007	Collaborate with campus services; create brochure and materials; target Hispanic community and high schools.	T. Bonacic T. Sanders I. Fernandez
Hire permanent CalWORKs Director	Spring 2007	Human Resources	K. Curry
Hire second CalWORKs Counselor	Spring 2007	Work with Dean, Human Resources and Counseling Services to recruit candidates.	T. Bonacic K. Curry
Human Development classes (Career Development)	Fall 2007	Design syllabus and course outline; coordinate with V. Haynes; include overview of Financial Aid.	T. Bonacic S. Arroyo
Open Entry/Open Exit classes/programs	Spring 2008	Work with faculty, Curriculum Development Committee, vocational deans.	T. Bonacic S. Arroyo
Strengthen partnership with DPSS GAIN	Fall 2007	Coordinate activities with GAIN Regions IV, V, VI, co-locate GSW; coordinate with Cal-Learn Program	T. Bonacic B. Donaldson

# VI. IMPLEMENTATION AND TECHNICAL ASSISTANCE



## **VI. Implementation and Technical Assistance**

- A. Is there any training or technical assistance that you believe would improve the effectiveness of your programs? Yes.**

### **MATRICULATION**

**ITS Technician** - A full-time ITS technician at El Camino College and the Compton Center will provide the technical assistance and training in Matriculation services. This will allow counselors and advisors to receive appropriate technical support in the following areas:

#### **SARS**

- Implement SARS-Call to remind students of appointments.
- Implement a check-in process with a computer so that attendance to counseling appointments, drop in, career, transfer, and workshops can be recorded more efficiently.

#### **Datatel/MyECC**

- Training for all counselors so they can complete clearances as needed.
- Training for all counselors to develop online educational plans.

#### **Counseling Technologies**

- Continue to provide in-service training to all counseling staff on latest counseling technologies.
- Continue to provide technical training to the Compton Center counselors on the El Camino swipe card process.

#### **Swipe Card process**

- Implement a swipe card process so that student data can be collected.

#### **EOPS/CARE**

- The program needs Colleague Datatel Communications Module Training for selected staff that work with the student file management process.
- The program needs to hire a consultant to design and create a student database model to work in collaboration with the current Datatel software.

#### **DSPS**

- Regularly scheduled opportunities to review process and impact of current practice/legal opinions to ensure consistency among staff on application of DSPS guidelines.
- Technical assistance with institutional student record application, Datatel, and training on Portal options.

#### **CalWORKs**

- Recommend technical assistance for the development and implementation of CalWORKs Data Elements to assist with the quality and accuracy of information that is reported to the Chancellor's Office.

**B. Are there any laws, regulations or other requirements that you find problematic in implementing any of these categorical programs to your college? (Optional)**

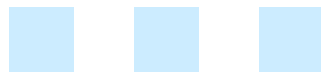
**DSPS**

Limitations of AB500, particularly in the employment of hourly/casual interpreters, since the 180-day limit can easily be reached if assigned for all four academic terms: Fall, Winter, Spring, and Summer.

**CalWORKS**

DSPS and CalWORKs are concerned about the upcoming new State Chancellor's Office reallocation formula which will affect the amount of funds received each year. It would be beneficial if there were an opportunity for direct input and involvement prior to the implementation of the new funding formula.

# ADDENDUM

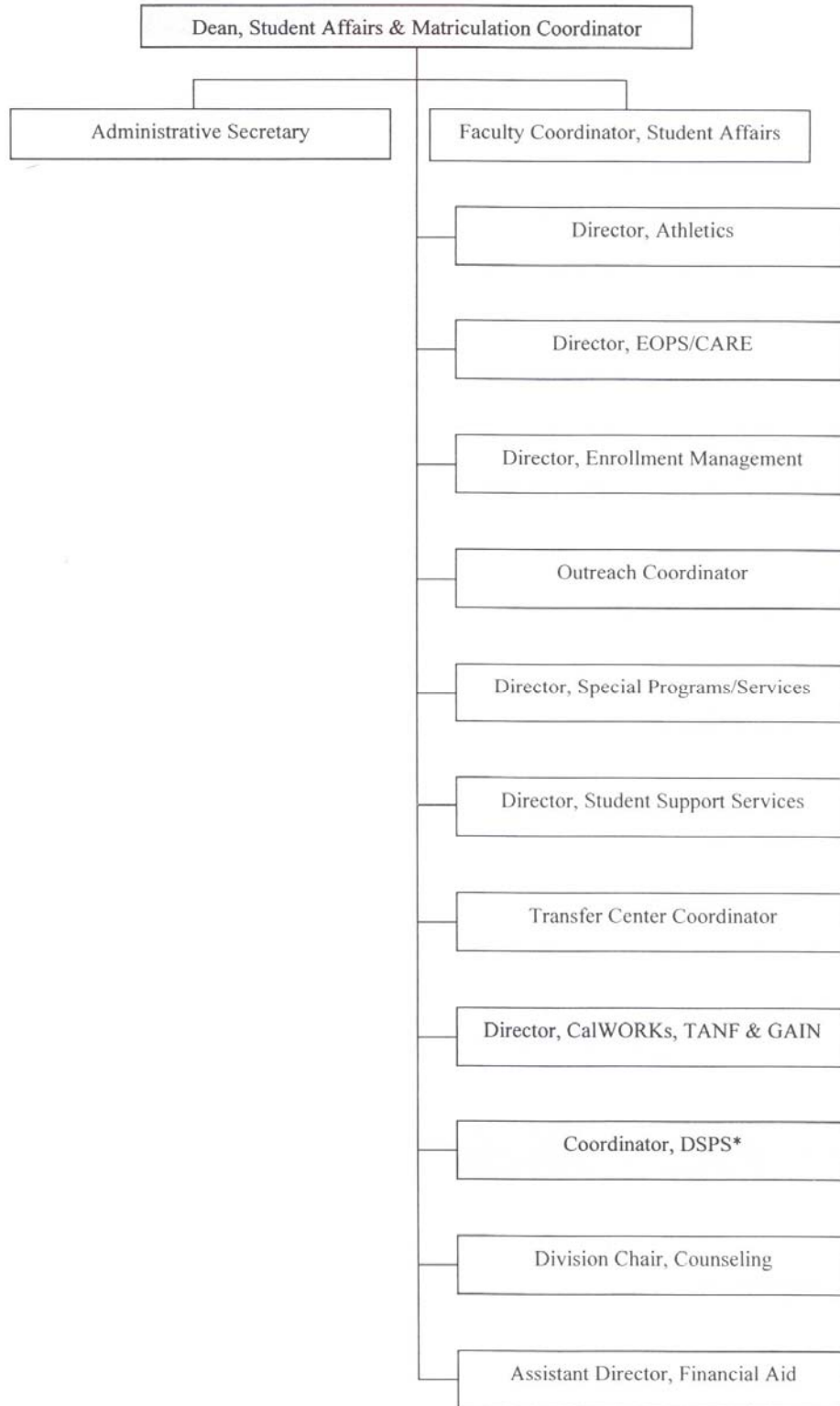


# EL CAMINO COLLEGE ORGANIZATIONAL CHART



\*Special Services Professional

# EL CAMINO COLLEGE - COMPTON CENTER STUDENT AFFAIRS



\*Special Services Professional

Revised 2/6/07

# Assembly Bill No. 318

## CHAPTER 50

An act to amend Sections 41329.50, 41329.51, 41329.52, 41329.55, and 71093 of, to add Sections 41329.58 and 41329.59 to, and to add Article 5 (commencing with Section 74292) to Chapter 5 of Part 46 of, the Education Code, and to amend Section 63049.67 of the Government Code, relating to community colleges, making an appropriation therefor, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor June 30, 2006. Filed with  
Secretary of State June 30, 2006.]

### LEGISLATIVE COUNSEL'S DIGEST

AB 318, Dymally. Community colleges: Compton Community College District.

(1) Existing law establishes the California Community Colleges under the administration of the Board of Governors of the California Community Colleges. Existing law requires the board of governors to appoint a chief executive officer, known as the Chancellor of the California Community Colleges. Existing law provides for the establishment of community college districts throughout the state, including the Compton Community College District. Existing law authorizes these districts to provide instruction to students at the campuses operated by these districts.

This bill would express various findings and declarations of the Legislature with respect to the withdrawal of accreditation from the Compton Community College District and the impact the withdrawal would have on the students and residents of the Compton Community College District.

(2) Existing law authorizes emergency advance apportionments to be provided to a school district that complies with prescribed requirements, including the submission of a report issued by an independent auditor with respect to the financial conditions and budgetary controls of the district, a written management review conducted by a qualified management consultant approved by the county superintendent of schools, and a fiscal plan adopted by the governing board to resolve the financial problems of the district.

This bill would authorize a community college district that has had a trustee appointed pursuant to specified provisions to request, and receive an emergency apportionment. The bill would appropriate \$30,000,000 from the General Fund to the Board of Governors of the California Community Colleges for apportionment to the Compton Community College District as an emergency apportionment, as specified.

To the extent the funds appropriated by this bill are allocated to a community college district, as defined by existing law for purposes of Section 8 of Article XVI of the California Constitution, those funds may be applied toward the minimum funding requirements for school districts and community college districts imposed by Section 8 of Article XVI of the California Constitution.

(3) Existing law establishes the County Office Fiscal Crisis and Management Assistance Team (FCMAT), which consists of persons having extensive experience in school district budgeting, accounting, data processing, telecommunications, risk management, food services, pupil transportation, purchasing and warehousing, facilities maintenance and operation, and personnel administration, organization, and staffing. Existing law authorizes community college districts to request the FCMAT to provide specified services, at that district's expense, as specified.

This bill would require the FCMAT to conduct an extraordinary audit of the Compton Community College District on or before October 30, 2006. The bill would require the FCMAT to conduct a comprehensive assessment and prepare a recovery plan, to be delivered to the Chancellor's Office of the California Community Colleges and the Department of Finance, for the Compton Community College District addressing 5 specified operational areas, on or before January 31, 2007. The bill would require the FCMAT to file a written status report at regular intervals with the appropriate fiscal and policy committees of the Legislature, the advisory committee to the special trustee, the Chancellor of the California Community Colleges, the Director of Finance, and the Secretary for Education. The bill would require these status reports to include the progress that the Compton Community College District is making in meeting the recommendations of the FCMAT comprehensive assessment and addressing the deficiencies identified by the Accrediting Commission for Community and Junior Colleges. The bill would require that up to \$500,000 be provided to the Compton Community College District from a specified item of the annual Budget Act to fund this audit.

(4) Existing law, until January 1, 2008, authorizes the board of governors to authorize the chancellor to suspend, for a period of up to one year, in accordance with a prescribed procedure, the authority of the Board of Trustees of the Compton Community College District, or of any of the members of the board, to exercise any powers or responsibilities or to take any official actions with respect to the management of the district. Existing law authorizes the chancellor to renew a suspension under this provision as many times, and as often, as he or she finds it necessary during the period of the operation of the provision. Existing law authorizes the chancellor to appoint a special trustee, at district expense, to manage the district, in accordance with a prescribed procedure.

This bill would instead authorize the board of governors to suspend the authority of the Board of Trustees of the Compton Community College District under this provision for a period of up to 5 years from the effective date of this bill, plus a period lasting until the chancellor, the FCMAT, the

Director of Finance, and the Secretary for Education concur with the special trustee that the district has, for 2 consecutive academic years, met the requirements of the comprehensive assessment conducted, and the recovery plan prepared, pursuant to the bill. The bill would delete the authority of the chancellor to renew a suspension under this provision as many times, and as often, as he or she finds it necessary during the period of the operation of the provision. The bill would exempt the chancellor from complying with specified requirements relating to preferences for disabled veterans, and from complying with the State Contract Act, in appointing the special trustee. The bill would authorize the chancellor to assume, and delegate to the special trustee, powers and duties of the Compton Community College District Personnel Commission that the chancellor determines are necessary for the management of the personnel functions of the district. The bill would authorize the special trustee to be a member of the State Teachers' Retirement System or the Public Employees' Retirement System for the period of service as a special trustee, if that person has been a member of either of those systems, unless the special trustee elects, in writing, not to be a member.

The bill would authorize the special trustee to do all of the following: implement substantial changes in the fiscal policies and practices of the Compton Community College District; revise the academic program of the Compton Community College District to reflect realistic income projections in response to the dramatic effect of the changes in fiscal policies and practices upon program quality; encourage all members of the college community to accept a fair share of the burden of the full recovery of the Compton Community College District in 5 specified operational areas; enter into agreements on behalf of the Compton Community College District and, subject to any contractual and statutory obligation of the Compton Community College District, change any existing district rules, regulations, policies, or practices as necessary for the effective implementation of the recovery plan, as specified; and appoint an advisory committee, as specified.

The bill would extend the operation of this provision indefinitely.

(5) Existing law sets forth procedures to be followed in the event of the formation of a new community college district or the reorganization of an existing community college district.

This bill would set forth procedures to be followed in the event that the Compton Community College's accreditation is terminated by the regional accrediting body recognized by the board of governors.

The bill would authorize the chancellor to oversee all actions at the Compton Community College District related to the loss of the college's accreditation. The bill would require the district to complete the provision of instruction in all classes for which it intends to claim apportionment prior to the date of the loss of accreditation. The bill would provide that, notwithstanding any other provision of law, the Compton Community College District would continue to be eligible to receive state funding as provided under the bill even if the accreditation is terminated.

The bill would require the Compton Community College District to identify a partner district that would agree to provide accredited instructional programs to students residing in the Compton Community College District. The bill would authorize the special trustee and the partner district to enter into one or more agreements for the provision of instructional services or other services. The bill would specify the educational services that the partner district would agree to provide to Compton Community College District students.

The bill would require that the Compton Community College District receive an apportionment, as specified, for courses provided at the Compton Community Educational Center by the partner district. The bill would provide that a statute requiring that 50% of the current expense of education, as defined, be expended on the salaries of classroom instructors would not apply to the Compton Community College District from the 2003–04 fiscal year to the 2008–09 fiscal year, inclusive.

Because the bill would impose new duties on the Compton Community College District, it would constitute a state-mandated local program.

(6) A provision of the California Constitution requires that a local or a special statute is invalid in any case if a general statute can be made applicable.

This bill would express the finding and declaration of the Legislature that, due to the unique circumstances relating to the accreditation status of Compton Community College, a general statute cannot be made applicable, and the enactment of specified provisions of the bill as a special statute is therefore necessary.

(7) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

(8) The bill would declare that it is to take effect immediately as an urgency statute.

Appropriation: yes.

*The people of the State of California do enact as follows:*

SECTION 1. With respect to the general background and intent of the act that adds this section, the Legislature finds and declares all of the following:

(a) Accreditation is a means for ensuring the academic quality and accountability for the colleges in the California Community College system. Additionally, students of the California Community Colleges must attend an accredited community college in order to participate in federal financial assistance programs.

(b) All colleges within the California Community Colleges system should be accredited by the recognized regional accrediting association serving California.

(c) The loss of accreditation by a college of the California Community Colleges presents a severe burden for the students of that college and for the residents of the community served by that college. Neither the students nor the residents should be deprived of educational opportunities due to the loss of accreditation by a community college.

(d) The Legislature finds that a California community college district whose colleges have lost accreditation presents the state with financial and educational emergencies and that extraordinary measures are required to address those emergencies.

(e) The Accrediting Commission for Community and Junior Colleges has found that Compton Community College does not meet accreditation standards, and has decided to withdraw accreditation. That decision may become effective on or before June 30, 2006. It is in the public interest to provide services through an accredited college to the persons adversely affected by the loss of accreditation by Compton Community College. Accordingly, it is the intent of the Legislature to provide for uninterrupted educational opportunities through another accredited community college for the students who currently attend the Compton Community College District and to provide continued meaningful access to that educational opportunity within the California Community College system to the residents of the Compton Community College District.

(f) In order to provide for continuing educational opportunities through an accredited college for the residents of the Compton Community College District and for the preservation of federal funding for students of the Compton Community College District, extraordinary legislative measures are required.

SEC. 2. With respect to meeting the needs of current students and residents of the Compton Community College District, the Legislature finds and declares all of the following:

(a) The appropriate way to provide for immediate continuing educational opportunities to the students and residents of the Compton Community College District is for the Compton Community College District to identify another community college district that is willing to serve as a partner and provide accredited educational and related administrative and support services using the facilities of the Compton Community College District as an educational center in that area. Those educational and support services should include offering a full range of credit courses leading to an associate degree for Compton students, making provisions for continuing or accelerating educational offerings for current Compton Community College students who are close to graduating, providing special counseling services to assist Compton Community College students who are considering transferring to other community colleges or baccalaureate institutions, and meeting the

transitional needs of significant numbers of students who previously attended the Compton Community College District.

(b) Although uninterrupted service to existing students is the highest priority, a critically important measure of ongoing educational success in the Compton area will be the extent to which the community college system is able to identify problems that lead to the loss of accreditation and to construct a recovery plan to address those problems. In the near future, significant efforts must be made to determine the needs and desires of students served by the elementary and secondary schools within the Compton Community College District and to formulate long-term success strategies for them within the California Community College system.

(c) The Compton Community College District will require enhanced state assistance and resources in order to address the issues that led to loss of accreditation and to contract for continued educational and support services for the students and residents of the Compton Community College District. The Board of Governors of the California Community Colleges will also require additional resources to oversee federally required actions resulting from the loss of accreditation and to support the educational recovery efforts.

(d) The Compton Community College District will also have responsibilities related to its loss of accreditation, including, but not limited to, actions mandated by federal authorities for reconciling student financial assistance programs. The Compton Community College District must also continue to support the efforts of the partner district to provide the services described in this act. The Board of Governors of the California Community Colleges must be authorized to continue its oversight role of the Compton Community College District to ensure that these transitional responsibilities are met.

(e) Because of circumstances beyond the control of the state, there may be a period of time before the partner district is authorized to distribute federal financial assistance to Compton students. Should this occur, state resources should be available to replace federal funding so as to allow affected students to complete the academic term they began before federal funding became unavailable.

SEC. 3. With respect to financing the activities described in this act, the Legislature finds and declares all of the following:

(a) The Legislature must provide fiscal support to the Compton Community College District to maximize its efforts to contract for educational services and to provide stability for the students and residents of the Compton Community College District.

(b) It is not possible to identify all actions that may be required to give effect to this bill or the expenses related to those actions.

(c) The Compton Community College District should also have access to existing emergency funding resources.

SEC. 4. Section 41329.50 of the Education Code is amended to read:

41329.50. The following definitions apply to this article, and, except as provided in subdivision (d), apply to Article 2 (commencing with Section

41320) and Article 2.5 (commencing with Section 41325), unless the context clearly indicates or requires another or different meaning:

(a) "Bank" means the California Infrastructure and Economic Development Bank.

(b) "Bonds" has the same meaning specified in Section 63010 of the Government Code.

(c) "Loan" and "emergency apportionments" means the financing described in Sections 41329.51, 41329.52, and 41329.53. The financing does not constitute a borrowing, but, instead, constitutes an advance payment of apportionments subject to repayment with interest as described in the article.

(d) "School district" means a school district that requests an emergency apportionment pursuant to Section 41320, including an administrator appointed pursuant to Article 2 (commencing with Section 41320) and a trustee appointed pursuant to Article 2.5 (commencing with Section 41325), or, for the purposes of this article only, a community college district, including a special trustee appointed pursuant to Section 71093 or 84040.

SEC. 5. Section 41329.51 of the Education Code is amended to read:

41329.51. Notwithstanding any other law, an emergency apportionment is a financing provided to a community college district as authorized by the Legislature or to a school district, other than a community college district, complying with the requirements contained in Article 2 (commencing with Section 41320) and Article 2.5 (commencing with Section 41325). The emergency apportionment shall be made pursuant to either Section 41329.52 or Section 41329.53, as determined by statute. The school district, the bank, and the Superintendent of Public Instruction, or the Board of Governors of the California Community Colleges, as appropriate, shall promptly perform the duties specified in the statute making the emergency apportionment.

SEC. 6. Section 41329.52 of the Education Code is amended to read:

41329.52. (a) A school district may receive a two-part financing designed to provide an advance of apportionments owed to the district from the State School Fund.

(b) The initial emergency apportionment shall be an interim loan from the General Fund to the school district. General Fund money shall not be advanced to a school district until that district agrees to obtain a lease financing as described in subdivision (c) and the bank adopts a reimbursement resolution governing the lease financing. The interim loan shall be repaid in full, with interest, from the proceeds of the lease financing pursuant to subdivision (c) at a time mutually agreed upon between the Department of Finance and the bank. The interest rate on the interim loan shall be the rate earned by moneys in the Pooled Money Investment Account as of the date of the initial disbursement of emergency apportionments to the school district.

(c) The school district shall enter into a lease financing with the bank for the purpose of financing the emergency apportionment, including a

repayment to the General Fund of the amount advanced pursuant to subdivision (b). In addition to the emergency apportionment, the lease financing may include funds necessary for reserves, capitalized interest, credit enhancements and costs of issuance. The bank shall issue bonds for that purpose pursuant to the powers granted pursuant to the Bergeson-Peace Infrastructure and Economic Development Bank Act as set forth in Division 1 (commencing with Section 63000) of Part 6.7 of the Government Code. The term of the lease shall not exceed 20 years, except that if at the end of the lease term any rent payable is not fully paid, or if the rent payable has been abated, the term of the lease shall be extended for a period not to exceed 10 years.

SEC. 7. Section 41329.55 of the Education Code is amended to read:

41329.55. (a) Simultaneous with the execution of the lease financing authorized pursuant to Section 41329.52, the bank shall provide to the Controller and the school district a notification of its lease financing. The notice shall include a schedule of rent payments to become due to the bank from the school district and the bond trustee. The Controller shall make the apportionment to the bond trustee of those amounts on the dates shown on the schedule. The bank may further authorize the apportionments to be used to pay or reimburse the provider of any credit enhancement of bonds and other ongoing or periodic ancillary costs of the bond financing issued by the bank in connection with this article. If the amount of rent payments vary from the schedule as a result of variable interest rates on the bonds, early redemptions, or changes in expenses, the bank shall amend or supplement the schedule accordingly.

(b) Except where financing is for a community college district, the Controller shall make the apportionment only from moneys in Section A of the State School Fund designated for apportionment to the district and any apportionment authorized pursuant to this subdivision shall constitute a lien senior to any other apportionment or payment of State School Fund moneys to or for that district not made pursuant to this subdivision.

(c) If financing is for the Compton Community College District, the Controller shall make the apportionment only from moneys in Section B of the State School Fund. Any apportionment authorized pursuant to this subdivision shall constitute a lien senior to any other apportionment or payment of Section B State School Fund moneys.

(d) The amount apportioned for a school district pursuant to this section is an allocation to the district for purposes of subdivision (b) of Section 8 of Article XVI of the California Constitution. For purposes of computing revenue limits pursuant to Section 42238 for any school district, the revenue limit for any fiscal year in which funds are apportioned for the district pursuant to this section shall include any amounts apportioned by the Controller pursuant to subdivisions (a), (b), and (c), as well as Section 41329.57.

(e) No party, including the school district or any of its creditors, shall have any claim to the money apportioned or to be apportioned to the bond trustee by the Controller pursuant to this section.

SEC. 8. Section 41329.58 is added to the Education Code, to read:

41329.58. The sum of thirty million dollars (\$30,000,000) is hereby appropriated, without regard to fiscal year, from the General Fund to the Board of Governors of the California Community Colleges for apportionment to the Compton Community College District as an emergency apportionment to finance, among other things, the activities described in Article 5 (commencing with Section 74292) of Chapter 5 of Part 46.

SEC. 9. Section 41329.59 is added to the Education Code, to read:

41329.59. (a) On or before October 30, 2006, the Fiscal Crisis and Management Assistance Team (FCMAT) shall conduct an extraordinary audit of the Compton Community College District, to be delivered to the Board of Governors of the California Community Colleges and the Director of Finance, focused upon an examination of alleged fraud, misappropriation of funds, or other illegal fiscal practices. The audit shall be conducted in a timely and efficient manner.

(b) On or before January 31, 2007, the FCMAT shall conduct a comprehensive assessment and prepare a recovery plan, to be delivered to the Board of Governors of the California Community Colleges and the Department of Finance, for the Compton Community College District addressing the five operational areas: financial management, academic achievement, personnel management, facilities management, and governance/community relations.

(c) The FCMAT shall file a written status report at regular intervals with the appropriate fiscal and policy committees of the Legislature, the advisory committee to the special trustee, the Board of Governors of the California Community Colleges, the Director of Finance, and the Secretary for Education. The status reports shall include the progress that the Compton Community College District is making in meeting the recommendations of the FCMAT comprehensive assessment and addressing the deficiencies identified by the Accrediting Commission for Community and Junior Colleges.

(d) Notwithstanding any other provision of law, an amount of up to five hundred thousand dollars (\$500,000) shall be provided to the Compton Community College District from any funds budgeted for FCMAT in Item 6110-107-0001 of Section 2.00 of the annual Budget Act or any other funds available from prior budget years for FCMAT for the purpose of funding the audit described in subdivision (a) of this section.

SEC. 10. Section 71093 of the Education Code is amended to read:

71093. Notwithstanding any other provision of law:

(a) The board of governors may authorize the chancellor to suspend the authority of the Board of Trustees of the Compton Community College District, or of any of the members of that board, to exercise any powers or responsibilities or to take any official actions with respect to the management of the district, including any of the district's assets, contracts, expenditures, facilities, funds, personnel, or property. The board of governors may authorize suspension for a period up to five years from the

effective date of Assembly Bill 318 of the 2005–06 Regular Session, plus a period lasting until the chancellor, the Fiscal Crisis and Management Assistance Team, the Director of Finance, and the Secretary for Education concur with the special trustee that the district has, for two consecutive academic years, met the requirements of the comprehensive assessment conducted, and the recovery plan prepared, pursuant to Section 41329.59.

(b) A suspension authorized by this section becomes effective immediately upon the delivery of a document to the administrative offices of the Compton Community College District that sets forth the finding of the chancellor that a suspension pursuant to this section is necessary for the establishment of fiscal integrity and security in that district.

(c) (1) If and when the chancellor suspends the authority of the Board of Trustees of the Compton Community College District or any of its members pursuant to this section, the chancellor may appoint a special trustee as provided in paragraph (3) of subdivision (c) of Section 84040, at district expense, to manage the district. The chancellor is authorized to assume, and delegate to the special trustee, those powers and duties of the Board of Trustees of the Compton Community College District that the chancellor determines, with the approval of the board of governors, are necessary for the management of that district. The Board of Trustees of the Compton Community College District may not exercise any of the duties or powers assumed by the chancellor under this section.

(2) The chancellor may appoint as a special trustee under this section a person who has served in a similar capacity prior to the enactment of the act that adds this section. A special trustee appointed under this section shall serve at the pleasure of the chancellor.

(3) Notwithstanding any other provision of law, in order to facilitate the appointment of the special trustee, the chancellor is exempt, for the purposes of this section, from the requirements of Article 6 (commencing with Section 999) of Chapter 6 of Division 4 of the Military and Veterans Code and Part 2 (commencing with Section 10100) of the Public Contract Code.

(d) Notwithstanding any other provision of law, at any time that this section is in effect, the chancellor is authorized to assume, and delegate to the special trustee, those powers and duties of the Compton Community College District Personnel Commission that the chancellor determines are necessary for the management of the personnel functions of the Compton Community College District. The personnel commission may not exercise any of the powers or duties assumed by the chancellor.

(e) Notwithstanding any other provision of law, if the special trustee has been a member of the State Teachers' Retirement System or the Public Employees' Retirement System at any time prior to appointment, he or she shall, for the period of service as special trustee, be a member of the system to which he or she belonged, unless the special trustee elects, in writing, not to be a member. If the special trustee chooses to be a member, the special trustee shall be placed on the payroll of the district, or the payroll of another local education agency or other entity with which the

district has an exchange agreement pursuant to Section 87422 or other applicable provisions of law, for the purpose of providing appropriate contributions to the applicable retirement system.

(f) The special trustee appointed pursuant to this section is authorized to do all of the following:

(1) Implement substantial changes in the fiscal policies and practices of the Compton Community College District.

(2) Revise the academic program of the Compton Community College District to reflect realistic income projections in response to the dramatic effect of the changes in fiscal policies and practices upon program quality.

(3) Encourage all members of the college community to accept a fair share of the burden of the full recovery of the Compton Community College District in the five operational areas of finance, academics, personnel facilities, and governance.

(4) Enter into agreements on behalf of the Compton Community College District and, subject to any contractual and statutory obligation of the Compton Community College District, change any existing district rules, regulations, policies, or practices as necessary for the effective implementation of the recovery plan. Any agreement authorized by this section shall be binding upon the district for the term of the agreement, notwithstanding the removal of the special trustee for any reason or the reinstatement of any powers or responsibilities of the board of trustees. No agreement authorized by this paragraph shall materially impair the security and other interests of the holders of any bonds issued pursuant to Article 9 (commencing with Section 63049.67) of Chapter 2 of Division 1 of Title 6.7 of the Government Code.

(5) Appoint an advisory committee to advise the special trustee with respect to the management of the Compton Community College District and the establishment and implementation of the arrangements for provision of services by a partner district pursuant to Article 5 (commencing with Section 74292) of Chapter 5 of Part 46. This advisory committee may include residents of the communities served by the Compton Community College District, and any outside experts deemed appropriate by the special trustee. No member of the advisory committee shall receive any compensation or benefits for his or her services as a member of the advisory committee.

(g) In the event of a vacancy in the special trustee position, the chancellor shall temporarily assume all of the powers and duties of the special trustee until another special trustee can be appointed pursuant to this section.

SEC. 11. Article 5 (commencing with Section 74292) is added to Chapter 5 of Part 46 of the Education Code, to read:

Article 5. Continuing Services If Compton Community College Loses Accreditation

74292. Notwithstanding any other provision of law, the following steps shall be taken to address the imminent risk that Compton Community College's accreditation will be terminated by the regional accrediting body recognized by the Board of Governors of the California Community Colleges:

(a) The Chancellor of the California Community Colleges is authorized to oversee all actions at the Compton Community College District related to the loss of the college's accreditation and efforts described in this article to address that situation. The Compton Community College District shall reimburse the Board of Governors of the California Community Colleges for any expenses incurred by the chancellor or his or her staff in carrying out this oversight responsibility.

(b) The Compton Community College District shall complete the provision of instruction for all classes for which it intends to claim apportionment prior to the date of its loss of accreditation.

(c) Notwithstanding any other provision of law, the Compton Community College District shall continue to be eligible to receive state funding as provided in this article even if its accreditation is terminated.

(d) (1) The Compton Community College District shall identify a partner district that will agree to provide accredited instructional programs to students residing in the Compton Community College District. The special trustee assigned to the Compton Community College District pursuant to Section 71093 and the partner district are authorized to enter into one or more agreements to provide instructional services or other services, and to make any other necessary preparations to implement the educational programs described in this article, as well as any related necessary administrative or support services, in a timely manner so as to ensure that services to Compton Community College students will not be interrupted and that those students will remain eligible for federal financial assistance. The agreement or agreements shall provide that the partner district is entitled to receive a reasonable administrative fee to be fixed by the mutual agreement of the parties.

(2) The partner district shall be a district in good standing with the Accrediting Commission for Community and Junior Colleges (ACCJC), and shall have successfully completed the accreditation cycle and secured accreditation for its colleges. A district with a college that is on warning, probation, or show-cause status with the ACCJC, or that is being monitored for fiscal stability by the chancellor's office is not considered a district in good standing for the purposes of this article.

(e) The partner district may offer any programs or courses for which it has secured applicable approvals. In addition, any programs and courses that were previously approved by the board of governors to be offered by the Compton Community College District may continue to be offered by

the partner district in the territory of the Compton Community College District without additional state approval until June 30, 2011.

(f) No later than 30 days after Compton Community College's loss of accreditation, the board of governors shall approve the facilities of Compton Community College as an off-campus educational center of the partner district. The center shall be known as the Compton Community Educational Center. The board of governors shall give notice of its approval to the county committee and county superintendent having jurisdiction over any territory affected by the action.

(g) The board of governors may permanently or temporarily waive any of its regulatory requirements necessary to effectuate this article, including, but not necessarily limited to, its regulations regarding educational centers.

(h) The partner district is eligible to provide instruction at the center without the recommendation of the California Postsecondary Education Commission under Section 66904 until the district secures the commission's recommendation for the facility to operate as an off-campus educational center or until June 30, 2011, whichever occurs first.

(i) The partner district shall comply with all federal requirements to ensure that students taking classes offered by the partner district at the Compton Community Educational Center remain eligible for federal financial assistance.

(j) Students enrolled in the Compton Community College District as of January 31, 2006, shall be subject to the following conditions:

(1) The partner district shall ensure that any student who, by the end of the Spring 2006 term, has completed at least 75 percent of the courses required for the degree or certificate he or she is pursuing will be able to complete that program. Every reasonable effort shall be made to allow other students who have begun work toward a certificate or degree, but who have not completed 75 percent of the required coursework, to continue and complete their programs.

(2) Students enrolling in classes provided by the partner district pursuant to this section shall be considered students of the partner district, shall receive credit from the partner district for classes they successfully complete, shall receive certificates or degrees they earn from the partner district, and shall receive financial aid through the partner district if they meet all applicable eligibility requirements.

(3) The partner district shall maintain student records related to the attendance of students in classes it offers pursuant to this section in accordance with all applicable state and federal laws.

(4) The partner district shall consider each student who enrolls for classes no later than the Spring 2007 term to be a continuing student for purposes of enrollment priorities.

(5) Any regulations of the board of governors relating to minimum residence at the college granting a degree shall not be applicable.

(k) The board of governors shall adopt any regulations necessary to implement this article. These regulations may be adopted as emergency

regulations that may remain in effect for up to one year from the date of adoption, and shall not be subject to paragraph (5) or (6) of subdivision (a) of Section 70901.5 or to Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code.

(l) (1) The partner district shall provide the services described in this article for a minimum of five years from the date those services commence pursuant to subdivision (d), and shall thereafter provide the services for any additional period determined necessary by the board of governors. In addition, the board of governors may require, in its sole discretion, that the services described herein be modified or terminated at an earlier date based on the best interests of the California Community Colleges system and its students.

(2) Notwithstanding paragraph (1), either the partner district or the special trustee appointed pursuant to Section 71093 may initiate termination of the agreements described in subdivision (d) by giving 180 days' written notice to the other party and to the board of governors. No termination pursuant to this subdivision may take effect until the end of the semester following the notice provided under this paragraph, so as to protect students from a mid-term interruption of educational services. Should the partner district provide notice of a desire to terminate any agreements at a time when the trustee determines that services provided under those agreements are still necessary to serve the interests of Compton students and residents or at a time when the Compton Community College District is not fully accredited and bonds issued pursuant to Section 41329.52 are outstanding, the partner district shall continue the services until it can secure a district to provide uninterrupted comparable services to the satisfaction of the special trustee.

(m) (1) The Compton Community College District shall continue to be responsible for ensuring that all of its permanent records are retained and stored as required by state law and that all records related to its administration of programs under Title IV of the federal Higher Education Act are retained for a minimum of three years after the conclusion of its participation in those programs.

(2) The Compton Community College District shall be responsible for institutional actions related to the loss of accreditation, including actions that are required under Section 688.26 of Title 34 of the Code of Federal Regulations, related to the ending of the participation of the Compton Community College District in programs under Title IV of the federal Higher Education Act, refunding any students' unearned tuition and fees, refunding to the federal government any unexpended federal student financial aid funds, returning to lenders any loan proceeds not distributed to students, or the collection of outstanding student debts to the Compton Community College District.

(n) In addition to addressing the ongoing educational needs of the students of the Compton Community College District, the partner district and the special trustee appointed pursuant to Section 71093 shall take steps aimed at achieving the goal of seeking renewed accreditation for Compton

Community College at the earliest feasible date. Progress toward achieving this goal shall be periodically reported to the board of governors.

(o) No person, firm or organization shall, without the permission of the Compton Community College District, use the name "Compton Community College," or any name of which these words are a part, or any abbreviation thereof.

74292.5. Notwithstanding any other provision of law, so long as any bond issued pursuant to Section 63049.67 of the Government Code for the Compton Community College District is outstanding, all real property leases securing those bonds shall be leased by the Compton Community College District, and not the Compton Community Educational Center or any partner district.

74292.7. Cal Grant awards to students of the Compton Community College District shall not be adversely affected by this article.

74293. Notwithstanding any other provision of law:

(a) The partner district shall provide educational programs, as described in Section 74292, at the Compton Community Educational Center on the following terms:

(1) To the extent determined necessary by agreement between the Compton Community College District and the partner district, the Compton Community College District shall assign its current employees, or reemploy former employees, to provide educational or support services to students under the instructional services or other agreements described in Section 74292. The Compton Community College District has no obligation to assign or to reemploy persons who occupy or previously occupied administrative or supervisory positions to those positions. Notwithstanding any other provision of law, a person who provides services pursuant to this paragraph shall not be deemed to be an employee of the partner district or gain any status with the partner district for any purpose.

(2) Individuals providing educational or support services pursuant to paragraph (1) who serve as academic employees or educational administrators shall meet applicable minimum qualifications established by the Board of Governors of the California Community Colleges as well as any other job-related qualifications for service that are established by the partner district.

(3) The partner district shall have the primary right to direct activities under the contract or contracts in a manner that is consistent with the role of Compton Community College District as the employer of the individuals who are assigned duties under the agreements by the partner district. The partner district shall provide performance assessments to the special trustee appointed pursuant to Section 71093 regarding the services provided by employees of the Compton Community College District.

(b) Nothing in this section shall be construed to limit the ability of the Compton Community College District to employ employees of any type or

class as otherwise authorized by law as needed to provide necessary services.

(c) The Compton Community College District shall continue to be responsible for all retiree benefits that it offered its employees prior to the date of its loss of accreditation and for retirement and other benefits for its employees assigned to provide services pursuant to subdivision (a). The partner district shall have no responsibility for any retiree or other benefits for persons provided by the Compton Community College District to serve under instructional services or other agreements described in this article.

(d) Nothing in this section shall be construed to limit the ability of the partner district to assign its existing personnel to oversee or manage services provided under instructional services or other agreements described in Section 74292 or to employ employees of any type or class as otherwise authorized by law as needed to provide oversight and management of those services. Any person who provides services pursuant to this subdivision shall not be deemed to be an employee of the Compton Community College District or gain any status with that district for any purpose, and that person shall not lose any rights, benefits, or status that he or she had previously acquired with the partner district.

(e) Nothing in this article shall be construed to interfere with, or require any change in, the existing bargaining units and collective bargaining agreements of the Compton Community College District.

(f) All existing statutory due process protections for employees of the Compton Community College District shall remain in effect including, but not necessarily limited to, the provisions governing layoff or dismissal, acquisition of tenure, and all other provisions of the Education Code except as expressly provided in this article.

(g) Nothing in this article shall be construed to interfere with or preclude negotiations with employee organizations in either of the districts over the effects, if any, of the partner district's operation of the Compton Community College District.

74295. Notwithstanding any other provision of law:

(a) The Compton Community College District shall receive apportionment for courses provided at the Compton Community Educational Center by the partner district pursuant to Section 74292, subject to the transfer of moneys described in Sections 41329.53 and 41329.55 and in accordance with the following schedule:

(1) For the 2005–06 fiscal year, an amount not less than the amount that was received by the Compton Community College District for the attendance of full-time equivalent students for the 2004–05 fiscal year.

(2) For the 2006–07 fiscal year, an amount not less than 90 percent of the amount that was received by the Compton Community College District for the attendance of full-time equivalent students for the 2004–05 fiscal year.

(3) For the 2007–08 fiscal year, an amount not less than 80 percent of the amount that was received by the Compton Community College District

for the attendance of full-time equivalent students for the 2004–05 fiscal year.

(4) For the 2008–09 fiscal year, an amount not less than 70 percent of the amount that was received by the Compton Community College District for the attendance of full-time equivalent students for the 2004–05 fiscal year.

(b) In allocating funds for categorical aid to the Compton Community College District, the Chancellor of the California Community Colleges shall treat the Compton Community Educational Center as a separate college.

(c) The Compton Community College District shall not be subject to Section 84362 for the 2003–04 fiscal year to the 2008–09 fiscal year, inclusive.

(d) Should the loss of accreditation by the Compton Community College result in a lapse of federal financial assistance to otherwise eligible students before their eligibility is recognized through the partner district, the Compton Community College District may use a portion of the proceeds from the loan described in Section 41329.58 to provide comparable amounts of assistance to eligible students. This replacement funding shall not extend beyond the end of the term during which the lapse of federal funding occurred.

(e) The provisions of subdivision (a) shall be used solely to determine the apportionment funding to be allocated to the Compton Community College District. In computing statewide entitlements to funding based upon the attendance of full-time equivalent students, neither the Compton Community College District nor its partner district shall be credited with more full-time equivalent students for the Compton Community College District than were actually enrolled in attendance. It is the intent of the Legislature that any amounts necessary to make the apportionments required pursuant to subdivision (a) shall be drawn from the total statewide funding available for community college apportionments.

74296. Notwithstanding any other provision of law:

(a) In any action in which a court finds that any provision of this article is unlawful, or in any action challenging the implementation of this article, the Board of Governors of the California Community Colleges, the partner district, the Compton Community College District, and their respective officers, employees, and agents, are immune from the imposition of any award of money damages, including the award of attorney's fees, except to the extent that any liability for those claims arises from the gross negligence or willful misconduct of the party claiming the immunity.

(b) The state shall, from funds specifically appropriated for that purpose, indemnify and defend the partner district from and against any claims, other than claims based upon gross negligence or willful misconduct, arising out of its participation in the activities specified in this article.

SEC. 12. Section 63049.67 of the Government Code is amended to read:

63049.67. (a) Notwithstanding any other provision of this division, a financing of emergency apportionments upon the request of a school district pursuant to Article 2.7 (commencing with Section 41329.50) of Chapter 3 of Part 24 of the Education Code, is deemed to be in the public interest and eligible for financing by the bank. Article 3 (commencing with Section 63041), Article 4 (commencing with Section 63042) and Article 5 (commencing with Section 63043) do not apply to the financing provided by the bank in connection with an emergency apportionment.

(b) The bank may issue bonds pursuant to Chapter 5 (commencing with Section 63070) and provide the proceeds to a school district pursuant to a lease agreement. The proceeds may be used as an emergency apportionment, to reimburse the interim emergency apportionment from the General Fund authorized pursuant to subdivision (b) of Section 41329.52 of the Education Code, or to refund bonds previously issued under this section. Bond proceeds may also be used to fund necessary reserves, capitalized interest, credit enhancement costs, and costs of issuance.

(c) Bonds issued under this article are not deemed to constitute a debt or liability of the state or of any political subdivision of the state, other than a limited obligation of the bank, or a pledge of the faith and credit of the state or of any political subdivision. All bonds issued under this article shall contain on the face of the bonds a statement to the same effect.

(d) Any fund or account established in connection with the bonds shall be established outside of the centralized treasury system. Notwithstanding any other law, the bank shall select the financing team and the trustee for the bonds, and the trustee shall be a corporation or banking association authorized to exercise corporate trust powers.

(e) Pursuant to Section 41329.55 of the Education Code, a school district other than the Compton Community College District shall instruct the Controller to repay the lease from moneys in the State School Fund designated for apportionment to the school district. Pursuant to Section 41329.55, if the school district is the Compton Community College District, the Controller shall be instructed to repay the lease from moneys in Section B of the State School Fund. Any amounts necessary to make this repayment shall be drawn from the total statewide funding available for community college apportionment consisting of funds in Section B of the State School Fund. Thereafter the Controller shall transfer to Section B of the State School Fund, either in a single or multiple transfers, an amount equal to the total repayment, which amount shall be transferred from the amount designated for apportionment to the Compton Community College District from the State School Fund. If these transfers from the district prove inadequate to repay any repayments for any reason, the Compton Community College District is required to use any revenue sources available to it for transfer and repayment purposes.

(f) Notwithstanding any other law, as long as any bonds issued pursuant to this section are outstanding, the following requirements apply:

(1) The school district for which the bonds were issued is not eligible to be a debtor in a case under Chapter 9 of the United States Bankruptcy Code, as it may be amended from time to time, and no governmental officer or organization is or may be empowered to authorize the school district to be a debtor under that chapter.

(2) It is the intent of the Legislature that the Legislature should not in the future abolish the Compton Community College District or take any action that would prevent the Compton Community College from entering into or performing binding agreements or invalidate any prior binding agreements of the Compton Community College District, where invalidation may have a material adverse effect on the bonds issued pursuant to this section.

(3) The Compton Community College District shall not be reorganized or merged with another community college district unless all of the following apply:

(A) The successor district becomes by operation of law the owner of all property previously owned by the Compton Community College District.

(B) Any agreement entered into by the Compton Community College District in connection with bonds issued pursuant to this section are assumed by the successor district.

(C) The apportionment authorized by subdivision (e) remains in effect.

(D) Receipt by the bank of an opinion of bond counsel that the bonds issued for the Compton Community College District will remain tax exempt following the reorganization or merger.

(g) Nothing in this section limits the authority of the Legislature to abolish the Compton Community College District when bonds issued for that district are no longer outstanding. Further, the Legislature may provide for the redemption or defeasance of the bonds at any time so that no bonds are outstanding. If the Legislature provides for the redemption or defeasance of the bonds issued for the Compton Community College District in order to abolish that district, it is the intent of the Legislature that the funds required for the redemption or defeasance should be appropriated from Section B of the State School Fund.

(h) The bank may enter into contracts or agreements with banks, insurers, or other financial institutions or parties that it determines are necessary or desirable to improve the security and marketability of, or to manage interest rates or other risks associated with, the bonds issued pursuant to this section. The bank may pledge apportionments made by the Controller directly to the bond trustee pursuant to Section 41329.55 of the Education Code as security for repayment of any obligation owed to a bank, insurer, or other financial institution pursuant to this subdivision.

SEC. 13. It is the intent of the Legislature that the funds provided in Item 6110-107-0001 of Section 2.00 of the annual Budget Act for the County Office Fiscal Crisis and Management Assistance Team (FCMAT) be available for FCMAT to undertake activities related to community colleges as authorized pursuant to Sections 84040 and 84041 of the Education Code.

SEC. 14. The Legislature finds and declares that, due to the unique circumstances relating to the accreditation status of Compton Community College, a general statute cannot be made applicable, and the enactment of Sections 7, 8, 9, and 11 of this act as a special statute is therefore necessary.

SEC. 15. No reimbursement is required by this act pursuant to Section 6 of Article XIII B of the California Constitution because this act provides for offsetting savings to local agencies or school districts that result in no net costs to the local agencies or school districts, within the meaning of Section 17556 of the Government Code.

SEC. 16. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order for educational programs and services to continue in the Compton Community College District to address financial hardships and accreditation challenges in time for the commencement of the 2006–07 academic year, it is necessary that this act take effect immediately.

## Qualifications of Staff

### El Camino College – Special Resource Center

#### Certificated – Full-Time

**Director** – currently interim      78% DSPTS / 22% District      1.0 FTE  
Dipte Patel  
MA Rehabilitation Counseling  
Oversight and management of the DSPTS program and services including budget, staffing, and Educational Development and Sign Language Interpreter training course offerings and curriculum standards in accordance with laws and regulations. Collaborate with campus and community members for outreach, disability awareness and legal mandates.

**Learning Disability Specialist**      100% District      1.0 FTE, each  
William Hoanzl  
Kathryn Holmes  
MA Special Education with minor in LD and SH; MS Education  
MS Counseling – Marriage, Family Child option; BA  
Psychology; LD and non-LD self concept assessment.  
Disability verification; educational planning; authorizes educational accommodations, administer learning assessment protocol; and instruct courses for students with learning disabilities. Conducts campus and community liaison activities; advocates for students with on/off campus services.

**Deaf and Hard of Hearing Specialist**      100% District      1.0 FTE  
Jeff Lenham  
MA, Special Education, emphasis on Deaf  
Disability verification; educational planning; authorizes educational accommodations; and instructs courses for students who are Deaf or Hard of Hearing. Conduct campus and community liaison activities; advocates for students with on/off campus services.

**Physical Disability / Visual Impairment Specialist**      100% District      1.0 FTE  
**Disability Specialist**      100% District      1.0 FTE  
Ray Lovell (P/T retirement – 66.6%)      MA Special Education, emphasis on PD/VI  
Julia Land      MA Educ. Admin; MS Counseling/Guidance, Spec. Ed (20 units)  
Disability verification; educational planning; authorizes educational accommodations; and instructs courses for students with disabilities. Conduct campus and community liaison activities; advocate for students with on/off campus services.

**Adapted Physical Education Specialists**      100% District      1.0 FTE, each  
Mark Lipe      BA and MS in PE; Credentials in DSPTS instructor and CCC PE instructor; Physical Therapy assistant certificate  
Russell Serr      BA PE; MS PE with emphasis on Adapted PE

Disability verification, instructs Adapted PE courses for students with disabilities. Conducts campus and community liaison activities; advocates for students with on/off campus services.

<b>Counselor</b>	Beley– 60% DSPS/40% /District Pajo – 100% district	1.0 FTE, each
Kate Beley	MS Clinical Community Psychology; AA SL/IT; 14 years experience counseling students with disabilities	
Cristina Pajo	MS Counseling; 4 years experience counseling students with disabilities	

Disability verification; educational planning; authorizes educational accommodations; conducts outreach, recruitment and orientation for students with disabilities. Conducts campus and community liaison activities; advocates and refers students to on/off campus services/agencies.

### **Certificated Part- time**

<b>Instructors, Educational Development</b>	100% District	Upto 0.6 FTE, each
Geralin Clark	MS Rehabilitation Counseling	
Jaymie Collette	MA Special Ed, California credential – Deaf / Hard of Hearing	
Stephanie Schleicher	MA Special Education; MBA	

Teaches courses designed for student with disabilities; in accordance with qualifications may verify disability, conduct educational or career planning; administer learning disability assessment protocol. Conducts campus and community liaison activities; advocates for students with on/off campus services.

### **Classified Full-Time**

<b>Instructional Services Advisor</b>	100% DSPS	1.0 FTE, each
Cheryl Peacock	AS SL/IT, working in the SRC for 9 years	
Leni Sequitin	AA Liberal Studies; Bachelor’s Human Services, in progress	

Educational support services to students with disabilities including oversight of testing accommodations, in class support services, and other educational accommodations in accordance with prescriptive planning. Conduct campus and community liaison activities; advocate for students with on/off campus services.

<b>Senior Clerical Assistant</b>	100% DSPS	1.0 FTE
Mayra Perez	AS Degree; SL/IT certificate	

Customer service; schedule appointments and drop-in; file and records system management and input disability verification and contact data. Refer students to on/off campus services.

<b>Administrative Assistant II</b>	100% DSPS	1.0 FTE
Susan Brouilliette	24 years progressive experience in clerical and office management	

Secretarial and administrative support for DSPS staff and faculty; manage and oversight of clerical staff and intake services; input and review MIS data for accuracy; build course schedules;

draft and input requisitions and board agenda items. Refer students to on/off campus services.

**Lead Interpreter** 100% DSPS 1.0 FTE  
Vacant currently working out of class as DSPS Support Services supervisor

Coordination of Deaf and Hard of Hearing communication accommodations including assessment for linguistic matching, scheduling interpreting and captioning services, evaluate interpreters, and interpret for DHH students attending the college. Conduct campus and community liaison activities; advocate for students with on/off campus services.

**DSP&S Support Services Supervisor** 100% DSPS 1.0 FTE

Sharin Nakayama (interim) MA Interpreting; BA Deaf Studies RID certified CICT  
Plan, oversee, and conduct student support services predominantly for students who are Deaf or Hard of Hearing. Supervise staff, in-service training; budget management; conduct campus and community liaison activities; advocate for students with on/off campus services; provide managerial support for Director.

**Alternate Media Services Supervisor** 100% DSPS 1.0 FTE

Lyn Clemons BA, Recreation and Leisure Studies; 25 years experience in CCC DSPS setting.

Supervise the production of alternate media; consult and inform campus on access issues, protocols, and regulations. Plan, oversee, and conduct student support services; supervise staff, in-service training; budget management; conduct campus and community liaison activities; advocate for students with on/off campus services; provide managerial support for Director.

**Assistive Computer Technology Specialist** 100% District 1.0 FTE

Rob Sutton BS Information Systems

Oversee, install and provide ongoing support for access technology within the High Tech Center and throughout campus. Supervise support staff in High Tech Center. Conduct campus and community liaison activities; advocate for students with on/off campus services.

**Staff Interpreters** 100% DSPS 1.75 FTE

Astrid Hagan BS Management; SL/IT certificate; RID certified- CT

James Cummins (P/T - 75%) AS SL/IT; NAD 5, RID certified CICT

Educational interpreting for students who are Deaf or Hard of Hearing. Assist with interpreter coordination, scheduling and evaluations. Conduct campus and community liaison activities; advocate for students with on/off campus services.

### **Classified – Part-time**

**Program Coordinator** 100% DSPS 0.6 FTE

Brian Krause AS – CIS, minor ASL; Assistive Technology Applications certificate

Provide support and training to students with disabilities on access technology within the High



**Classified Full-Time**

**Adapted Computer**

50% DSPTS / 50% District

1.0 FTE

**Technology Specialist**

Reginald Hall

MA Education, Option Computer Based Technology

Oversee, install and provide ongoing support for access technology within the High Tech Center and throughout campus. Conduct campus and community liaison activities; advocate for students with on/off campus services. Provide support and training to students with disabilities on access technology within the High Tech Center. Provide guidance and training to support staff on access technology training protocols and materials.

**Classified – Part-time**

**Administrative Assistant**

100% DSPTS

**(temporary)**

Travis Martin

Customer service; file and records system management; and input disability verification and contact data. Refer students to on/off campus services.

### Attendance by Non-registered Students

Only those students registered in a class may attend the class. Students who have completed the proper auditing procedure are allowed to attend without receiving grades or unit credit. No others may attend, including children of students.

## Matriculation

Matriculation is an on-going process which will help you attain success and achieve your educational goals. The matriculation process is designed to help you match your interests, abilities, needs, and goals with the college's courses, programs, and services.

Matriculation services are intended to help you make informed decisions as you develop your educational plan. You are expected to participate in the matriculation process. Participation provides you with information about and referrals to programs and services that will contribute to your success.

### Four Steps to Matriculation

**Step 1.** File your college application for admission and declare one of these goals:

- Transfer to a university without an associate degree
- Associate degree and transfer to a university
- Associate degree in a vocational program
- Associate degree in a general education program
- Certificate in a vocational program

**Step 2.** Participate in assessment for educational planning.

Assessment is based on multiple measures, including placement tests. Take appropriate placement tests and consult with an academic counselor about your educational needs, career interests, aptitudes, and other pertinent information to complete your initial assessment. Placement testing is available in the Assessment/Testing Office located in SSV 217. English, ESL, and mathematics assessment should be completed before you attempt to register in classes.

You must have transcripts or grade slips from all colleges attended before you make a counseling appointment. Courses completed with a grade of "C" or better at an accredited college may be used to meet prerequisites or corequisites if the completed courses are equivalent to El Camino College courses. High school transcripts may be used for assessment. Official transcripts must be mailed from your high school, college, or university to the Records Office.

**Step 3:** Participate in the new student orientation to El Camino College which is offered in conjunction with registration and assessment. A new student must attend an educational planning orientation which is part of the matriculation counseling appointment. The new student orientation will advise you about your educational options and provide important guidance for achieving your goals.

**Step 4:** Prepare an educational plan with a counselor.

You must meet with your counselor at least once a year as part of your matriculation process. During this meeting, you will complete a written educational plan which is a list of recommended courses to take to reach your educational goal. Any concerns regarding the matriculation process may be addressed with the Dean of Enrollment Services. A formal grievance must follow the policy and procedures outlined in this catalog.

For the non-matriculant student:

All services and classes are open to general admission students. If you do not wish to matriculate, you will nonetheless be provided full access to services and classes at El Camino College. As a general admission student, you will not be required to complete the matriculation process.

## Assessment/Testing

### Assessment Procedures

Placement in English, English as a Second Language (ESL), mathematics, and chemistry courses is based upon assessment which includes placement test scores and other multiple measures such as previous courses completed and grades received in those courses, use of skills at work, and work-related training. Refer to course descriptions in the El Camino College Catalog to find out which placement tests are required or recommended for the courses you wish to take. After you receive your testing results, you should arrange to see a counselor for help in planning your program.

In order to begin this process, you must first have an El Camino College application on file. This can be done online or in person in the Admissions Office. Next, complete your placement tests at the Assessment/Testing Office, located in Room 217 of the Student Services Center. A photo I.D. plus your El Camino College I.D. number (This is the number received at the time of application.) is required to test or obtain copies of past test results.

Most of the placement tests are computerized and must be completed before you register for courses. Re-testing is limited and may not be done after you have enrolled in any course related to the test.

### English Placement Test

The computerized English Placement Test should be completed before you register and may not be repeated once you have enrolled in English courses at El Camino College. You should complete this test for any course which has an English course as a prerequisite, corequisite, or recommended preparation. If you have satisfactory grades in English courses from an accredited college or university, you should present a grade slip or transcript of those courses to your counselor for placement evaluation. SAT verbal scores may not take the place of the English Placement Test, but may be used as part of your overall assessment.

In order to begin the process, you will first need to file your El Camino College application in Admissions or online. For testing, you will need a photo I.D. plus your El Camino College I.D. number.

After you receive your test results, a further review of your placement recommendation may be requested. Information and appropriate petition forms are available from the Assessment/Testing Office.

### English as a Second Language (ESL) Test

A student who has no knowledge of English may participate in the assessment process and may enroll in courses as recommended. However, prospective students should be aware that the lowest level ESL courses at El Camino College do not start at the very beginning, and all ESL courses are taught in English.

The computerized ESL Placement Test should be completed before you register and may not be repeated once you have enrolled in ESL courses at the College. You must complete this test for any course which has an ESL course as a prerequisite. Because of the variability in curriculum, ESL classes taken at another institution cannot be used alone to determine placement.

In order to begin the process, you will first need to file your El Camino College application in Admissions or online. For testing, you will need a photo I.D. plus your El Camino College I.D. number. (This is the number received at the time of application.)

The ESL test is in two parts and will require two visits to campus. The first part is on a drop-in basis and should be completed at least one week before you register. The second part is by appointment and should be completed anytime before you register.

After you receive your test results, a further review of your placement recommendation may be requested. Information is available from the Assessment/Testing Office.

### Mathematics Placement Test

The computerized Mathematics Placement Test should be completed before you register in any mathematics course and may not be repeated once you have enrolled in the mathematics sequence at El Camino College. If you have satisfactory grades in mathematics courses from an accredited college or university, you should present a grade slip or transcript of those courses to your counselor for placement evaluation. High school courses completed or SAT mathematics scores may not take the place of the Mathematics Placement Test, but may be used as part of your overall assessment. Assessment/placement results are valid for two years.

In order to begin the process, you will first need to file your El Camino College application in Admissions or online. For testing, you will need a photo I.D. plus your El Camino College I.D. number. After you receive your test results, a further review of your placement recommendation may be requested. Information and appropriate petition forms are available from the Assessment/Testing Office.

### Chemistry Placement Test

The Chemistry Placement Test should be completed before you register and may be taken only once. The test places a student either in Chemistry 1A or Chemistry 4. Note: The test may not be taken if a student has ever enrolled in Chemistry 4. Previous high school or college chemistry courses do not in themselves qualify a student for Chemistry 1A. Students who have never taken a Chemistry course or who want a beginning level course, should not test, but may enroll in Chemistry 4, 20, or 21A, depending upon their majors and completion of mathematics prerequisites.

In order to begin the testing process, you will first need to file your El Camino College application in Admissions or online. For testing, you will need a photo I.D. plus your El Camino College I.D. number.

After you receive your results, a further review of your placement recommendation may be requested. Information and appropriate petition forms are available from the Assessment/Testing Office.

### Mathematics Competency Test

If passed, this test may be used to satisfy the El Camino College mathematics competency graduation requirement (item #6 of Section A of the A.A./A.S. graduation requirements).

In order to test, you will first need to file your El Camino College application in Admissions or online. For testing, you will need a photo I.D. plus your El Camino College I.D. number. (This is the number received at the time of application.)

Information and appropriate petition forms for limited re-testing are available in the Assessment/Testing Office.

### Waiver Exams for the Associate Degree

A waiver exam is available for Contemporary Health. Contact the Assessment/Testing Office for further information.

### Orientation

All students are encouraged to participate in orientation so as to become familiar with the college and its resources. Orientation is offered in different locations: online, the Testing Center and matriculation counseling groups for new students. Special orientation sessions are arranged for high school students through their high schools and for special program students such as Honors; EOP&S, Financial Aid, students with a disability, athletes and international students.

### Advanced Placement Tests

High school students who enroll in El Camino College may petition for college credit based on high school Advanced Placement courses. Credit will be given for the following courses if the student has taken the appropriate Advanced Placement Test and received a score of 3, 4 or 5. (No credit will be given for a score of 1 or 2.) The maximum number of units granted will be 15.

Students who plan to transfer are advised that the specific transfer institution will determine unit and course credit for AP exams. Please refer to the College Catalog or the Web site of the appropriate transfer institution for specific information.

**Art (History of Art) Examination:** Art 2 (History of Art) 3 units; Art 3 (History of Art) 3 units

**Art (Studio Art) Examination:** Art 10ab or 31abcd or 37ab 3 units. Note: Credit will be assigned upon El Camino College Art Department review.

**Biology Examination:** Biology 10 (Fundamentals) 4 units

**Chemistry Examination:** For Chemistry 1A, the student must have a score of 4 or 5 and provide a laboratory portfolio to the Dean of Natural Sciences for evaluation for credit.

**Computer Science:** Computer Science 1 (4 units) - Score 4 or 5 on Computer Science A exam, or 3 or 4 on AB exam

**Computer Science 1 and 2 (9 units) - Score of 3 on AB exam**

**English (Language and Composition) Test:**

1. Score of 3 or 4 - English 1A

(Reading and Composition) 4 units

2. Score of 5 - English 1A and 1B (Reading and

Composition and Composition and Literature) 7 units

**English (Literature and Composition) Test:**

1. Score of 3 or 4 - English 1A (Reading and Composition)

4 units or English 1B (Composition and Literature) 3 units

2. Score of 5 - English 1A and 1B (Reading and Composition and Composition and Literature) 7 units

**Economics (Microeconomics):** Economics 2 (3 units)

**Economics (Macroeconomics):** Economics 1 (3 units)

**Foreign Language:** Two consecutive courses for a total of 8 units

**Government and Politics (American):** Political Science 1 (Government of U.S. and California) 3 units

**Government and Politics (Comparative):** Political Science 2 (Comparative Government) 3 units

**History:** History 1A-1B (American) 6 units; History 4 (European) 3 units

**Math:** For Mathematics 150 - Score 4 or 5 on Statistics exam (4 units). (Students are advised that some universities may not accept an AP score in lieu of Mathematics 150. Please see a counselor for further information.)

For Mathematics 190 - Score 3 or 4 on Calculus A-B exam. Students placed in Mathematics 191 and upon completion of that course with grade of C or better will be granted credit for Mathematics 190 (5 units).

For Mathematics 190-191 - Score 5 on Calculus A-B exam or 3, 4, or 5 on Calculus B-C exam. Students placed in Mathematics 220 and upon completion of that course with grade of C or better will be granted credit for Mathematics 190 and 191 (9 units).

**Physics B Examination:** Score of 5 equals Physics 2A

**Physics C Examination:** Score of 5 equals Physics 1A

**Psychology:** Psychology 5 (3 units)

For further information and petitions, contact an evaluations clerk in the Admissions Office.



**El Camino College District  
Addendum  
February 7, 2007**

El Camino College Institutional Research revised the following data to reflect the demographics more accurately:

1. El Camino College Student Services Program Review Technical Assistance Site  
Visit – Data Elements
2. Compton Center Student Services Program Review Technical Assistance Site  
Visit – Data Elements

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>El Camino - REVISED</i>														
	All Students	% of tot	EOPS (Non-CARE)	% of tot	CARE	% of tot	EOP S + CARE	% of all	DSP&S	% of tot	CalWORKs	% of tot	Matriculation	% of tot
GENERAL DATA														
Total Students	35,575	100	1,715	4.8	177	0.5	1892	5.3	1,479	4.2	425	1.2	4,030	11.3
Enrolled in CREDIT	35,155		1,680		176		1856		1,453		392		4,028	
Credit FTES	15,307		1,257		127		1384		686		235		3,053	
Enrolled in NONCREDIT	374	1	2	1	0	0	2	0	4	1	0	0	8	2
ESL	0		0		0		0	0	0		0		0	
Citizenship	0		0		0		0	0	0		0		0	
Basic Skills	34	0	1	3	0	0	1	0	1	3	0	0	7	21
Health & Safety	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Disabled Students	0		0		0		0	0	0		0		0	0
Parenting	0		0		0		0	0	0		0		0	
Home Economics	0		0		0		0	0	0		0		0	
Older Adults	339	1	1	0	0	0	1	0	3	1	0	0	1	0
Vocational	0		0		0		0	0	0		0		0	
Noncredit FTES	14	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in more than 1 program	1,564	4	1,179	75	163	10	1342	71	384	25	267	17	1,454	93

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>El Camino - REVISED</i>	All Students	% of tot	EOPS (Non-CARE)	% of tot	CARE	% of tot	EOP S + CARE	% of all	DSP&S	% of tot	CalWORKs	% of tot	Matriculation	% of tot
<b>ACCESS</b>														
<b>GENDER</b>														
Female	20,084	56	1,206	70	175	99	1381	73	826	56	407	96	2,656	66
Male	15,466	43	509	30	2	1	511	27	652	44	18	4	1,373	34
Unknown	25	0	0	0	0	0	0	0	1	0	0	0	1	0
<b>AGE GROUP</b>														
< 20	9,982	28	591	34	11	6	602	32	259	18	18	4	1,286	32
20 - 24	12,120	34	704	41	61	34	765	40	402	27	139	33	1,559	39
25 - 29	4,542	13	177	10	36	20	213	11	178	12	107	25	468	12
30 - 34	2,485	7	78	5	29	16	107	6	103	7	59	14	233	6
35 - 39	1,829	5	51	3	19	11	70	4	92	6	50	12	178	4
40 - 49	2,529	7	82	5	21	12	103	5	200	14	46	11	227	6
50 +	2,088	6	32	2	0	0	32	2	245	17	6	1	77	2
Unknown	0		0	0	0	0	0	0	0	0	0	0	0	
<b>RACE/ETHNICITY</b>														
African-American	7,207	20	702	41	111	63	813	43	431	29	261	61	1,018	25
Asian	5,308	15	148	9	0	0	148	8	101	7	8	2	581	14
Filipino	1,345	4	45	3	2	1	47	2	27	2	5	1	139	3
Hispanic	10,570	30	613	36	36	20	649	34	322	22	92	22	1,396	35
Native American	162	0	3	0	1	1	4	0	10	1	1	0	14	0
Other Non-White	656	2	25	1	3	2	28	1	36	2	3	1	77	2
Pacific Islander	307	1	10	1	0	0	10	1	3	0	2	0	31	1
White	6,975	20	88	5	12	7	100	5	414	28	30	7	506	13
Unknown	3,045	9	81	5	12	7	93	5	135	9	23	5	268	7
<b>DISABILITY</b>														
Primary Disability	1,479	4	188	11	18	10	206	11	1,479	100	35	8	315	8
Secondary Disability	179	1	18	1	3	2	21	1	179	12	1	0	35	1
Dept. of Rehabilitation	0		0	0	0	0	0	0	0	0	0	0	0	

2005-06 Year

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>El Camino - REVISED</i>	All Students	% of tot	EOPS (Non-CARE)	% of tot	CARE	% of tot	EOP S + CARE	% of all	DSP&S	% of tot	CalWORKs	% of tot	Matriculation	% of tot
<b>PROGRESS</b>														
<b>PERSISTENCE</b>														
Enrolled in Fall	24,153		1,514		150		1664		1,206		319		3,407	
Persisted to Spring	15,457	64	1,245	82	123	82	1368	82	879	73	229	72	3,206	94
<b>COURSE COMPLETION</b>														
<b>DEGREE APPLICABLE</b>														
Attempted	117,909		10,319		988		11307		4,696		1,890		23,873	
Successful	74,932	64	6,280	61	563	57	6843	61	2,898	62	1,027	54	16,767	70
<b>BASIC SKILLS</b>														
<b>ESL</b>														
Attempted	604		48		6		54		12		11		122	
Successful	406	67	37	77	3	50	40	74	4	33	7	64	101	83
<b>ENGLISH</b>														
Attempted	3,335		578		65		643		277		93		902	
Successful	1,870	56	323	56	36	55	359	56	104	38	55	59	614	68
<b>MATH</b>														
Attempted	5,323		887		133		1020		309		194		1,528	
Successful	2,871	54	451	51	66	50	517	51	139	45	94	48	932	61
<b>WORKFORCE DEVELOPM</b>														
<b>Apprenticeship (SAM = A)</b>														
Attempted	0		0		0		0		0		0		0	
Successful	0		0		0		0		0		0		0	
<b>ADV. Occupational (SAM = B)</b>														
Attempted	2,495		91		19		110		89		46		199	
Successful	1,834	74	58	64	13	68	71	65	60	67	34	74	152	76
<b>Clearly Occupational (SAM = C)</b>														
Attempted	13,706		817		131		948		601		279		2,032	
Successful	9,357	68	504	62	72	55	576	61	383	64	157	56	1,471	72

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>El Camino - REVISED</i>	All Students	% of tot	EOPS (Non-CARE)	% of tot	CARE	% of tot	EOPS + CARE	% of all	DSP&S	% of tot	CalWORKs	% of tot	Matriculation	% of tot
<b>ACADEMIC SUCCESS</b>														
Degree	1,053	3	59	3	9	5	68	4	53	4	26	6	192	5
Certificate	183	1	7	0	1	1	8	0	8	1	6	1	12	0
Transfer Prepared	3,459	10	135	8	11	6	146	8	127	9	42	10	446	11
Transfer Directed	5,056	14	208	12	13	7	221	12	105	7	31	7	780	19
Transferred to 4-Year	2,354	7	93	5	6	3	99	5	34	2	14	3	193	5
<b>MATRICULATION</b>														
Orientation Services														
Received	27,282		1,662		175		1837	97	1,383		378		4,030	
Not Received	1,408		11		1		12	1	31		10		0	
Exempt	0		0		0		0	0	0		0		0	
Assessment Services, Plac														
Received	25,231		1,659		175		1834	97	1,304		367		4,030	
Not Received	3,459		14		1		15	1	110		21		0	
Exempt	0		0		0		0	0	0		0		0	
Assessment Services, Oth														
Received	16,128		1,104		121		1225	65	872		269		2,724	
Not Received	12,562		569		55		624	33	542		119		1,306	
Advisement/Counseling														
Received	4,227		1,143		152		1295	68	328		223		4,030	
Not Received	24,463		530		24		554	29	1,086		165		0	
Exempt	0		0		0		0	0	0		0		0	
Academic Follow-Up Servi														
Received	3,486		329		82		411	22	1,047		109		1,117	
Not Received	25,204		1,344		94		1438	76	367		279		2,913	
<b>FINANCIAL AID</b>														
Not Received	24,965	70	12	1	0	0	12	1	715	48	24	6	1,282	32
Received	10,610	30	1,703	99	177	100	1880	99	764	52	401	94	2,748	68
BOG Waiver	10,902	31	1,693	99	177	100	1870	99	759	51	393	92	2,715	67
PELL Grant	3,404	10	1,022	60	127	72	1149	61	259	18	216	51	1,621	40
Other	2,623	7	1,026	60	157	89	1183	63	222	15	235	55	1,241	31

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>Compton - Revised</i>															
	All Students	% of all	EOPS (Non-CARE)	% of all	CARE	% of all	EOPS + CARE	% of all	DSP&S	% of all	CalWORKs	% of all	Matriculation	% of all	
GENERAL DATA															
Total Students	10,511	100	1,062	10	378	4	1440	14	87	1	291	3	216	2	
Enrolled in CREDIT	10,092	96	1,055	99	378	100	1433	100	85	98	291	100	213	99	
Credit FTES	4,653		989		386		1375		64		316		185		
Enrolled in NONCREDIT	2,906	28	617	58	214	57	831	58	47	54	176	60	112	52	
ESL	440	4	33	3	3	1	36	3	0	0	4	1	4	2	
Citizenship	42	0	6	1	0	0	6	0	0	0	0	0	1	0	
Basic Skills	2,505	24	602	57	213	56	815	57	47	54	174	60	110	51	
Health & Safety	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Disabled Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Parenting	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Home Economics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Older Adults	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Vocational	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Noncredit FTES	178	2	27	3	6	2	33	2	1	1	5	2	4	2	
Students in more than 1 program	326	3	154	15	162	43	316	22	56	64	227	78	76	35	

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>Compton - Revised</i>		All Students	% of all	EOPS (Non-CARE)	% of all	CARE	% of all	EOPS + CARE	% of all	DSP&S	% of all	CalWORKs	% of all	Matriculation	% of all
<b>ACCESS</b>															
<b>GENDER</b>															
	Female	6,592	63	768	72	367	97	1135	79	56	64	263	90	141	65
	Male	3,844	37	293	28	9	2	302	21	31	36	27	9	72	33
	Unknown	75	1	1		2	1	3	0	0	0	1	0	3	1
<b>AGE GROUP</b>															
	< 20	3,582	34	153	14	3	1	156	11	11	13	10	3	68	31
	20 - 24	2,145	20	336	32	93	25	429	30	14	16	64	22	47	22
	25 - 29	1,251	12	168	16	96	25	264	18	13	15	75	26	24	11
	30 - 34	929	9	93	9	72	19	165	11	5	6	32	11	19	9
	35 - 39	884	8	94	9	52	14	146	10	8	9	41	14	24	11
	40 - 49	1,118	11	145	14	58	15	203	14	22	25	58	20	25	12
	50 +	591	6	73	7	4	1	77	5	14	16	11	4	9	4
	Unknown	11	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>RACE/ETHNICITY</b>															
	African-American	5,064	48	570	54	296	78	866	60	66	76	207	71	114	53
	Asian	240	2	15	1	0	0	15	1	2	2	3	1	6	3
	Filipino	61	1	2	0	0	0	2	0	0	0	0	0	2	1
	Hispanic	4,658	44	455	43	76	20	531	37	17	20	73	25	80	37
	Native American	16	0	1	0	0	0	1	0	1	1	0	0	0	0
	Other Non-White	139	1	7	1	2	1	9	1	0	0	2	1	5	2
	Pacific Islander	56	1	2	0	0	0	2	0	0	0	0	0	2	1
	White	103	1	7	1	2	1	9	1	1	1	4	1	4	2
	Unknown	174	2	3	0	2	1	5	0	0	0	2	1	3	1
<b>DISABILITY</b>															
	Primary Disability	87	1	41	4	10	3	51	4	87	100	14	5	0	0
	Secondary Disability	13	0	6	1	0	0	6	0	13	15	1	0	0	0
	Dept. of Rehabilitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>Compton - Revised</i>														
	All Students	% of all	EOPS (Non-CARE)	% of all	CARE	% of all	EOPS + CARE	% of all	DSP&S	% of all	CalWORKs	% of all	Matriculation	% of all
<b>PROGRESS</b>														
<b>PERSISTENCE</b>														
Enrolled in Fall	5,289		891		350		1241		79		257		166	
Persisted to Spring	2,528	48	617	69	255	73	872	70	58	73	190	74	135	81
<b>COURSE COMPLETION DEGREE APPLICABLE</b>														
Attempted	23,720		5,067		2266		7333		336		1672		996	
Successful	14,721	62	3,235	64	1293	57	4528	62	228	68	992	59	669	67
<b>BASIC SKILLS</b>														
<b>ESL</b>														
Attempted	530		129		21		150		1		14		4	
Successful	357	67	86	67	14	67	100	67	0	0	10	71	4	100
<b>ENGLISH</b>														
Attempted	1,858		406		143		549		35		140		133	
Successful	992	53	260	64	76	53	336	61	24	69	82	59	87	65
<b>MATH</b>														
Attempted	979		263		116		379		33		100		63	
Successful	543	55	161	61	52	45	213	56	15	45	49	49	41	65
<b>WORKFORCE DEVELOPMENT</b>														
<b>Apprenticeship (SAM = A)</b>														
Attempted	8		2		0		2		0		0		0	
Successful	6	75	2	100	0	0	2	100	0	0	0	0	0	0
<b>ADV. Occupational (SAM = B)</b>														
Attempted	2,108		367		185		552		38		159		71	
Successful	1,514	72	263	72	116	63	379	69	28	74	103	65	62	87
<b>Clearly Occupational (SAM = C)</b>														
Attempted	3,346		739		288		1027		63		286		116	
Successful	2,123	63	478	65	171	59	649	63	44	70	183	64	77	66

Student Services Program Review Technical Assistance Site Visit - Data Elements

<i>Compton - Revised</i>														
	All Students	% of all	EOPS (Non-CARE)	% of all	CARE	% of all	EOPS + CARE	% of all	DSP&S	% of all	CalWORKs	% of all	Matriculation	% of all
<b>ACADEMIC SUCCESS</b>														
Degree	252	2	65	6	26	7	91	6	7	8	20	7	3	1
Certificate	51	0	11	1	16	4	27	2	3	3	8	3	0	0
Transfer Prepared	734	7	106	10	70	19	176	12	13	15	45	15	8	4
Transfer Directed	648	6	71	7	33	9	104	7	3	3	23	8	6	3
Transferred to 4-Year	4	0	3	0	0	0	3	0	0	0	0	0	0	0
<b>MATRICULATION</b>														
Orientation Services														
Received	2,631	25	463	44	244	65	707	49	51	59	176	60	216	100
Not Received	6,011	57	548	52	122	32	670	47	35	40	111	38	0	0
Exempt	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assessment Services, Placement														
Received	3,322	32	569	54	209	55	778	54	48	55	174	60	216	100
Not Received	5,320	51	442	42	157	42	599	42	38	44	113	39	0	0
Exempt	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assessment Services, Other														
Received	1,146	11	174	16	62	16	236	16	12	14	63	22	94	44
Not Received	7,496	71	837	79	304	80	1141	79	74	85	224	77	122	56
Advisement/Counseling														
Received	4,801	46	352	33	75	20	427	30	21	24	78	27	216	100
Not Received	3,841	37	659	62	291	77	950	66	65	75	209	72	0	0
Exempt	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Academic Follow-Up Services														
Received	4,155	40	848	80	329	87	1177	82	79	91	267	92	192	89
Not Received	4,487	43	163	15	37	10	200	14	7	8	20	7	24	11
<b>FINANCIAL AID</b>														
Not Received	3,925	37	16	2	2	1	18	1	10	11	6	2	66	31
Received	6,586	63	1,046	98	376	99	1422	99	77	89	285	98	150	69
BOG Waiver	6,649	63	1,045	98	376	99	1421	99	77	89	285	98	150	69
PELL Grant	1,031	10	479	45	247	65	726	50	33	38	161	55	63	29
Other	657	6	296	28	219	58	515	36	20	23	132	45	37	17