Any individual with a disability who requires reasonable accommodation to participate in a Board meeting, may request assistance by contacting the President's Office, 16007 Crenshaw Blvd., Torrance, CA 90506; telephone, (310) 660-3111; fax, (310) 660-6067.

El Camino Community College District
Board of Trustees
Agenda, Tuesday, September 8, 2009
Board Room
4:00 p.m.

I. Roll Call, Pledge of Allegiance to the Flag

II. Approval of Minutes of the Regular Board Meeting of August 17, 2009, Pages 4-5

III. Presentation –El Camino College Foundation

IV. Public Hearing and Adoption – 2009-2010 El Camino Community College District Budget

V. Consent Agenda – Recommendation of Superintendent/President, Discussion and Adoption

A. Public Comment

1. Academic Affairs
   See Academic Affairs Agenda, Pages 7-35
2. Student and Community Advancement
   See Student Services Agenda, Pages 36-37
3. Administrative Services
   See Administrative Services Agenda, Pages 38-46
4. *See Measure "E" Bond Fund Agenda, Pages 47-49*
5. Human Resources
   See Human Resources Agenda, Pages 50-60

VI. Public Comment on Non-Agenda Items

VII. Oral Reports

A. Academic Senate Report
B. Compton Center Provost Report
C. Board of Trustees Report

D. President's Report

Board of Trustees Meeting Schedule for 2009
4:00 p.m. Board Room

Tuesday, September 8, 2009
Monday, October 19, 2009
Monday, November 16, 2009
Monday, December 21, 2009

EL CAMINO COLLEGE STRATEGIC PLAN 2007 THROUGH 2010

Vision Statement
El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

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

Statement of Philosophy
Everything El Camino College is or does must be centered on its community. The community saw the need and valued the reason for the creation of El Camino College. It is to our community that we must be responsible and responsive in all matters educational, fiscal and social.

Statement of Values
Our highest value is placed on our students and their educational goals. Interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

People – We strive to balance the needs of our students, employees and community.
Respect – We work in a spirit of cooperation and collaboration.
Integrity – We act ethically and honestly toward our students, colleagues and community.
Diversity – We recognize and appreciate our similarities and differences.
Excellence – We aspire to deliver quality and excellence in all we do.

Guiding Principles
The following guiding principles are used to direct the efforts of the District:

El Camino College must strive for distinction in everything the College does—in the classroom, in services and in human relations. Respect for our students, fellow employees, community and ourselves, must be our underlying goal.

Cooperation among our many partners including other schools and colleges, businesses and industries, and individuals is vital for our success.

Access and success must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities or background.

Strategic Initiatives
1. Offer excellent educational and student support services:
   a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
   b) Maximize growth opportunities and strengthen programs and services to enhance student success.
   c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.
2. Support self-assessment, renewal, and innovation:
   a) Use student learning outcomes and assessment to continually improve processes, programs and services.
   b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.

3. Modernize the infrastructure to support quality programs and services:
   a) Use technological advances to improve classroom instruction, services to students and employee productivity.
   b) Improve facilities to meet the needs of students and the community for the next fifty years.

DRAFT

EL CAMINO COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES
MINUTES OF THE REGULAR MEETING OF
Monday, August 17, 2009

The Board of Trustees of the El Camino Community College District met at 4 p.m. on Monday, August 17, 2009, in the Board Room at El Camino College.

The following Trustees were present: Trustee Nathaniel Jackson, President; Trustee Ray Gen, Vice-President; Trustee Maureen O'Donnell, Secretary; Trustee William Beverly, Member; Trustee Mary E. Combs, Member; and Mr. David Nordel, Student Member.

Also present were Dr. Thomas M. Fallo, Superintendent/President; Dr. Francisco Arce, Vice President, Academic Affairs; Ms. Jo Ann Higdon, Vice President, Administrative Services; Dr. Jeanie Nishime, Vice President, Student and Community Advancement; Ms. Barbara Perez, Vice President, Human Resources, and Dr. Lawrence Cox, Provost, El Camino College Compton Community Educational Center/Chief Executive Officer, Compton Community College District.

Minutes of the Regular Board Meeting of July 20, 2009
The Minutes of the Regular Board Meeting of July 20, 2009 were approved.

Consent Agenda
It was moved by Trustee O'Donnell, seconded by Trustee Combs, that the Board adopt the items presented on the agenda in the following areas.

Academic Affairs
Center for the Arts Presentations – 2009/2010

Student and Community Advancement
Community Education – Summer 2009

Administrative Services
AB 2910 – Quarterly Fiscal Status Reports
Notice of Public Hearing on the Adoption of the 2009-2010 Budget
Contracts Under $76,700
Contracts Over $76,700
*~~El Camino College Child Development Center~~
* Item pulled and no substitutions were made
Purchase Orders and Blanket Purchase Orders

Measure E Bond Fund
Category Budgets and Balances
Notice of Job Completion – Airemasters – ITS HVAC Upgrade
Notice of Job Completion – Solar Integrated – Facilities and Warehouse White Coating
Notice of Job Completion – Southland Industries – EMS Upgrade Phase 2
Notice of Job Completion – Valley Crest Landscape Development – Field Renovation Project
Purchase Orders and Blanket Purchase Orders

Human Resources
Employment and Personnel Changes
Temporary Non-Classified Service Employees

Motion carried. Student Trustee Nordel recorded an advisory yes vote.

Closed Session
Meeting adjourned to a Closed Session at 5:10 p.m.

Adjournment
Meeting adjourned at 5:52 p.m.

_____
Maureen O'Donnell, Secretary of the Board

_____
Thomas M. Fallo, Secretary to the Board

EL CAMINO COMMUNITY COLLEGE DISTRICT
AGENDA FOR THE REGULAR BOARD MEETING
TUESDAY, SEPTEMBER 8, 2009

OFFICE OF THE SUPERINTENDENT/PRESIDENT

FINAL BUDGET

It is recommended that the Board of Trustees adopt the budgets for 2009-2010 for the General Fund Unrestricted and Restricted; Student Financial Aid Fund; Workers' Compensation Fund; Child Development Fund; Capital Outlay Projects Fund; General Obligation Bond Fund; Property and Liability Self-Insurance Fund; Dental Self-Insurance Fund; Special Reserve Fund-Retiree Health Premiums; Bookstore Fund; Associated Students Funds; and Auxiliary Services Fund.

Board members, the general public and numerous college constituency groups have received this budget. A copy of the budget has been on file in the Office of the Vice President of Administrative Services since August 24, 2009, and it can also be viewed on the El Camino College Website at:
http://www.elcamino.edu/administration/board/agendas/2008/Budget%20Book%202009-2010.pdf

Agenda for the El Camino Community College District Board of Trustees
from
Academic Affairs
Francisco Arce, Vice President

Page No.

A. Accreditation Follow-Up Report – Information Item 8

A. ACCREDITATION FOLLOW-UP REPORT – INFORMATION ITEM

It is recommended that the Board review the Accreditation Follow-up Report dated October 15, 2009, as follows. The full report will be available to the Board at the October meeting.

EL CAMINO COLLEGE

Follow-Up Report

Submitted by

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

October 15, 2009

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STATEMENT OF REPORT PREPARATION
Follow-Up Report
October 15, 2009

This report is written in response to the February 3, 2009 request from Dr. Barbara Beno, President of the Accrediting Commission for Community and Junior Colleges (ACCJC), for a second Follow-Up Report due October 15, 2009. The report will demonstrate the steps the College has taken to resolve recommendations 1 and 3 by the October 15, 2009 due date, and to highlight efforts made to address recommendations 2, 4, 6, 7, 8, and 9.

The report was created by the Vice President of Academic Affairs (Accreditation Liaison Officer) in coordination with the Accreditation co-chairs and other contributors. A draft report was reviewed by the El Camino Community College District Board of Trustees at the September 8, 2009 Board of Trustees meeting and the final report will be reviewed at the October 19th Board meeting.

The Accreditation Task Force consists of the following members:

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

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

El Camino College (ECC) has fully implemented its process to track planning, program review, budgeting, and evaluation. The college assures that all departments and areas participate in the program review process. All program reviews have been completed and the results have been integrated into the planning process and clearly link to the allocation of resources. The ECC Compton Educational Center (Center) has implemented a planning, program review, budgeting, and evaluation process that mirrors the process on the College.

Since February 2009, the college has improved its oversight of the entire planning process in the following ways: 2008-2009 plans at all sites were finalized; 2009-2010 plans were created for all programs at all sites; each plan has undergone one or more rounds of evaluation; all scheduled program reviews have been completed, bringing the college completely up to date; and all recommendations from program reviews of the past 6 years have been integrated into program plans.

The Planning Process
The annual college planning process is used in all departments at all sites. At the College, plans are divided into four area plans, each managed by a Vice President. Each area consists of units, which are managed by deans or directors. The units are made up of various programs. At the Center, the overall direction is provided by the Provost, in coordination with El Camino College Vice Presidents and Superintendent/President. Because of the smaller scale of operations, the Center's plans consist only of unit and program plans.
Appendix 1: Planning Model

At El Camino College, the first step of the cycle is the collection and analysis of data, particularly program review recommendations, to form the basis of an annual program plan. Program plan recommendations are then prioritized to form the unit plan. Prioritized recommendations from the unit plans are forwarded to each area Vice President. The Vice Presidents, in consultation with their unit managers, determine the priorities for their area and identify sources of funding such as general fund, special contract funds, block grant, and other categorical funds to create a proposed budget that addresses the priorities that are being recommended.

The Vice Presidents collaboratively review each of the recommendations made by the units to determine college-wide priorities. These rankings are shared with Planning and Budgeting Committee (PBC), an advisory body to the president, and with Cabinet for endorsement and recommendation to the Board of Trustees. A final budget is developed by the Superintendent/President and adopted by the Board of Trustees at its September meeting.

The Compton Community College District is a separate fiscal entity; however, the Center planning process and budget are under the oversight of El Camino College. Program plans are prioritized by the deans to develop unit plans, which are then presented to the Provost's Cabinet and the senior management team. This management team consists of the President and Vice Presidents of ECC, the Provost, and the Compton District Special Trustee. These plans are also presented to the CEC Budget and Planning Committee (BPC) for consultation. As at College, funding sources are identified as part of the budget development process. Senior management recommends a final budget for the Special Trustee's approval.

The College currently has 296 plans, detailing current goals and objectives as well as a record of the outcomes of prior plans. The Center has 121 plans currently in progress. Over 400 recommendations from program reviews are integrated into these plans. Plans from all locations are tracked throughout the year by the ECC Chair of the PBC to ensure that current year plans are being consistently evaluated, and that the results are used to inform the upcoming year's plan. Plans are evaluated semi-annually in a process that is embedded within the plan itself, showing a chronology of entries, and a brief evaluation of the goal or objective. Area Vice Presidents and the Chair of the PBC monitor the plan evaluations to assess progress toward completion of goals.
Appendix 2: List of Plans

Participation in Program Review
The college is on a consistent 6-year cycle of program review for all departments with all completed program reviews from the past 6 years posted on the Academic Affairs and Student Services webpages. Because of the differing facilities and demographics, program reviews are conducted separately at the college and the center; however, both sites use the same format and are on the same schedule. Program reviews in Student Services at the Center began in 2007. In the Academic Affairs area, the Center began conducting program review using the El Camino College methodology during 2008-2009.

In 2008-2009, as scheduled, twenty academic affairs programs (twelve at the college and eight at the Center) conducted program reviews, and all completed reviews are posted online. Of the 64 academic programs at the college, eight conduct annual program review and all have either conducted program review between 2005 and 2009 or are conducting program review this year. There are no programs that are out of compliance with a six-year review schedule. Program reviews in all other areas of the College are current as scheduled. A program review timetable for all locations and all areas showing the last date of program review and the next scheduled date has been developed and published.
Appendix 3: Program Review Timetables

Recommendations from all new program reviews are included in program plans. Program reviews that were conducted in the last six years have been reassessed for currency, and all relevant recommendations are included in program plans.

Allocation of Resources

The college has used program plans as the basis for allocating resources since 2004. The PBC at the College and the BPC at the Center review funding requests annually and make recommendations for funding to the President and Provost respectively, followed by Board approval of funding. In 2008-2009, 141 program, unit, and area plans were developed and posted at ECC. Additionally, 72 plans were developed and posted at the Center. Approximately one-third of the plans created required no funding. Of the remaining two-thirds, a variety of sources were used to fund as many prioritized program plans as possible, including the General Fund, Block Grant, Basic Skills and CTE funds. As an example, approximately $500,000 of Instructional Block Grant funding was available for equipment this year. A detailed list of priorities by division was created, indicating specific plans being supported. These amounts were allocated in March 2009.
Appendix 4: Funded Plans

Additionally, in 2009-2010, the college committed $130,000 in new one-time funding based on unit plans that were developed through program review and the prioritization process. Also, $216,000 in additional on-going funding was budgeted based on needs identified in the planning process described above. $336,000 was allocated to address specific retention plans found in the Enrollment Management Plan and the program plans.

The most significant expenditure of general fund resources is salaries and benefits, constituting approximately 85% of the budget. For any new certificated or classified position to be considered, the request for the position must be a part of the program, unit, or area plans. In spring 2009, nine new classified positions were filled, and 11 are being recruited in fall 2009, all based on the planning process described above.

The hiring of fourteen new faculty members for academic year 2008-2009 and eleven new faculty members for 2009-2010 clearly shows the linkage between program review, planning, and allocation of resources. For example, in fall 2007, the accounting department in the business division completed their program review and noted the need to hire additional faculty members. This request is reflected in Plan 134, Objective 3.1, which requests replacement of three faculty members who retired. This information informed the collaborative faculty prioritization process and resulted in the hiring of a new faculty member starting in fall 2008. Similarly, the art department also noted in their 2008 program review that an additional faculty member was needed. This need is noted in Plan 121, Goal 2, and the faculty member was hired for fall 2008. The chemistry department included a request for additional faculty members in their 2008-2009 program review. This became Objective 1.1 in Plan 15, and two new chemistry instructors were hired to begin teaching in fall 2009. Nursing noted the need for two additional faculty members in their spring 2009 program review. This is Objective 3.1 in Plan 26, and resulted in the hiring of two new nursing instructors to begin in fall 2009.

Evidence of the effective planning and budgeting process at El Camino College is the fact that the college has avoided lay-offs or furloughs of any permanent employees, and that the college has been able to fund 25 new faculty positions in the past two years while maintaining a healthy reserve. Effective planning has also enabled the Compton Educational Center to experience significant enrollment growth over the past three years of its partnership with El Camino College, allowing the Center to achieve a balanced budget and a 10% reserve.

Conclusion

The college has fully implemented a process to track planning, program review, budgeting, and evaluation, and uses these processes throughout the institution. The college has reached the level of sustainability for program review and planning according to the Rubric for Evaluating Institutional Effectiveness published by the ACCJC. The college uses ongoing and systematic planning and evaluation. Program review is a key component of the planning process, and the linkage between program review, planning, and allocation of resources has been clearly demonstrated.

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

The college has created and published a timeline for the development and assessment of student learning outcomes at the course, program, and institutional levels. Furthermore, the college has established systems to use the results of the assessments to improve delivery of student learning. The college is communicating the expected student learning outcomes to students through several channels. As a result, the college is well-positioned to achieve Proficiency as defined by the ACCJC Rubrics no later than 2012.

Development and Assessment of Student Learning Outcomes

The college has been engaged in the process of developing student learning outcomes since 2004, when an SLO Task Force was created. Beginning in Fall 2006, the college created three faculty coordinator positions, two from instruction and one from student services, and an Assessment of Learning Committee (ALC) with representatives from instructional areas, student services and the Center. Members of the ALC serve as the liaison to their areas and exercise leadership to help faculty and staff develop SLOs. The co-chairs and the ALC led the initiative to train faculty members to develop and assess SLOs at the course and program levels. The college provided workshops, one-on-one training and assistance, several Assessment of Learning Weeks, SLO-related conference attendance, and SLO college web resources to teach faculty and staff skills needed to assess SLOs. As a result of these efforts, faculty and staff were trained to use SLO assessments to improve student learning in their courses and programs.

Furthermore, institutional or degree level student learning outcomes, known as Core Competencies, were developed by the ALC through campus-wide consultation and were approved in early 2007. As faculty members develop Student Learning Outcome statements and assessment plans, they align them to program and institutional level SLOs. As a result, the outcomes are clearly linked from the course to the program and institutional level.
Appendix 5: Core Competencies

Since August 2008, the campus has had a timeline for writing and assessing SLOs at the program and course levels. In December 2008, each faculty discipline developed a timeline for course and program level SLOs. As of spring 2009, each discipline created a complete set of program learning outcome statements. One unique feature of SLO development at El Camino College is that assessment plans are included in the development of the SLO statement. Assessment takes place on an ongoing basis. Depending on the size of the program (based on the number of faculty members) two to four course level SLO assessments per program are completed each academic year. To date, 505 courses have one or more SLOs. In student services, 27 programs have completed SLOs.

Appendix 6: SLO Timeline

Implementation of Timeline

The timeline created by the Assessment of Learning Committee reflects the faculty's commitment in reaching proficiency by June, 2011 in creating, aligning, updating, assessing, and reporting course-level and program-level SLOs. This is ahead of the ACCJC requirement that colleges meet the proficiency level by 2012. Faculty members are completing their SLO statements and assessment plans for each course and program. Staff have already assembled SLO statements and administered at least one assessment cycle. By December 2009, each faculty discipline will have created student learning outcome and assessment plans for all courses regularly taught at the College. Plans are being developed to create student learning outcomes for courses that are only taught by adjuncts. By June 2010, a complete set of assessment plans will be published for every course and at least one SLO assessment report will be published for every program. In addition, each instructional program continues to assess between 2 and 4 courses per year; programs will assess one program-level SLO per year beginning in academic year 2009-2010. A minimum of one course assessment report for regularly offered courses will be completed by December 2010.

Faculty groups will integrate this timeline into a six-year cycle for program learning outcome assessments in conjunction with curriculum review and program review cycles. At that point, the college will have achieved a sustainable cycle. Each December the focus will be on course SLO assessment reports, and each June the focus will be on program-level SLO assessment reports

The timeline also details a concurrent plan to assess the Core Competencies (degree-level SLOs.) A six-year core competency assessment rotation will be established by December 2009 and an assessment plan will be published. Data will be collected for this first assessment by June 2010, and a full assessment plan for all Core Competencies will be published. The report for the first assessment will be shared and discussed in Fall 2010 at the Assessment of Learning Week. The college will achieve sustainability by June 2011. Each core competency assessment cycle will involve a three-semester process: in the first semester, the assessment plan is developed; the second semester, data is collected; the third semester, the data is reviewed and reflected upon and a report written and published. These cycles will overlap so every college core competency will be assessed once every six years.

The timeline provides a formal plan for the campus community (students, public, faculty, and administration) to be provided with outcome statements and assessment information for all courses, programs, and certificates. Assessment results will be published as appropriate. A team of faculty, staff, and administrators is working toward institutionalizing all areas of the SLO faculty-driven process. The plan calls for continued and consistent SLO development that is institutionalized through adequate resources. Adjunct faculty will continue to be integrated into the campus SLO process through the academic senate, college SLO committee, the administration, and the ECCFT.

To support this work, the college has allocated funding for an SLO faculty coordinator position to provide leadership and continuity. The college is currently creating an SLO database, which will be published for access by the entire campus community. Discussions of SLO assessment

results with regards to course review, program review, planning and budget decisions, along with other collegial consolation committees, continue to occur with faculty, staff, and administration. Faculty and administration, with support from the Faculty Development Office, will provide ongoing professional development on assessment techniques and results. Faculty include SLO and assessment work within their self-evaluations.

Results of Assessment
The goal of the entire student learning outcome process is to analyze results and use them to improve student learning. Several examples can be provided that illustrate this objective.

The Chemistry Department completed a course-level SLO cycle for every course in the department by spring 2009. In addition, they wrote their first program-level SLO and assessed and analyzed the program-level SLO in fall 2008. The course-level SLO, "Equation Writing," is integral to every chemistry course. Four courses were assessed and analyzed: Chemistry 20, Chemistry 4, Chemistry 7A, and Chemistry 7B. The results indicated that students are adequately prepared in the topics of chemical nomenclature, identifying reaction types, and predicting the products of chemical reactions. To maintain this level of success, it was recommended that El Camino College and the Chemistry Department continue to provide an excellent array of support services for students, including Learning Resources Center tutoring and MESA program workshops and tutoring for appropriate courses. The first program-level SLO, "Laboratory Safety," gauged student compliance with the ECC chemistry safety policy. Sections of Chemistry 20 and Chemistry 4 were assessed twice during the semester to track changes in compliance over time. The Chemistry Department concluded that the SLO process is having a positive impact on the department.

The English department conducted a comprehensive assessment of SLOs for writing courses between Fall 2006 and Fall 2008. The assessment was conducted in five writing classes, English B, A, 1A, 1B, and 1C, and was inspired by instructors' impression that increasing numbers of students were not adequately prepared for English B, A, and 1A, and the possibility that English C (a lower level writing course) should be re-instituted and that an exit test should be established for English A. SLOs and rubrics for English A and AX (the ESL version of English A), and 1Aand 1AX (the ESL version of English 1A), were collaboratively written during a series of workshops held in Spring 2007. SLOs and rubrics for English B, 1B, and 1C were collaboratively written by instructors during breakout sessions on Flex Day in Spring 2008. A large number of essays were collected, using a randomized format to assure reliability: 64 essays from English B, 78 from English A, 24 from English AX, 124 from English 1A, 41 from English 1AX, 60 from English 1B, and 72 from English 1C, a total of 463 essays.

A total of 46 instructors, both full- and part-time, from the College and the Center, participated in the norming and assessment sessions. An analysis of the outcomes showed that in English B, 78.3% of students satisfied the current SLO criteria. In English A, 73.8% of students satisfied the criteria and English AX, 72.5% did so. In English 1A, 71.9% of students satisfied the criteria, with 76.8% doing so in English 1AX. English 1B showed satisfactory results for 74.1% of students, and in English 1C, 78.8% of students satisfied the criteria.

The writing assessment process itself led to considerable self-reflection and dialogue among those faculty members who participated in the evaluation process. The results of the assessment were presented to English and ESL faculty in Fall 2008, and have resulted in dialogue, reflection, and improvements in individual planning and instruction. These results have informed the revision of curriculum. The process was robust and generated both useful data on which to base future decisions and an opportunity for instructors to work collaboratively to improve learning and teaching. The rubric that was created for use in SLO evaluation has been included in the customized textbook that is used throughout the writing sequence. A second SLO assessment cycle is beginning in Fall 2009, with essays being collected at the end of Fall 2009 and scoring taking place in Spring 2010.

In the Fall 2007 semester, the Student Development Office chose to assess the SLO statement: "By participation in student government students will be able to facilitate a group meeting using parliamentary procedure." After analyzing pre and post tests, the Director of Student Development found that testing students' knowledge of important terms did not necessarily mean they understood the concepts. Assessing his SLO led to changes in the way he presented the information to his students. He incorporated role playing and distributed a parliamentary procedures glossary and found these practices aided in students' complete comprehension of key terms.

Throughout the college, the results of assessments are included in the planning process and program review. Each program review includes course SLOs and the results of assessment. Program review is used to develop recommendations that arise from assessing Student Learning Outcomes.

Communicating Student Learning Outcomes to the College Community
Course level student learning outcomes are posted on the college website and included in course syllabi. Faculty members are required to include SLOs on each syllabus and to send a copy of the syllabus to their Division office at the start of each semester. In addition, a database of all course level student learning outcomes is being created and posted on the Academic Affairs webpage. The institutional level SLOs, known as Core Competencies, are posted on the webpage of the Academic Affairs office. Student Services created large SLO statement posters for each program which are displayed in clear view for students to read. The SLO statements are also posted on department and SLO webpages.

Achieving Proficiency
The college has authentic assessments in place for courses and programs and is developing assessments for degrees based on the Core Competencies it has defined. The results of assessments are being used for improvement at the course and program level, and will affect institution-wide improvements as well. There has been and continues to be widespread dialogue in creating student learning outcomes, assessing them, and reflecting on the results, and decision-making in response to these assessments inform department planning when appropriate. Resources have been allocated to support the development of processes and support services to integrate learning outcomes into every aspect of the college. Reports are made available on the college portal. Course outcomes are aligned to program outcomes and to degree-level Core

Competencies. Finally, students are made aware of the expected outcomes of the courses and programs in which they enroll.

Conclusion

The college has made consistent progress in developing and assessing student learning outcomes at the course, program and institutional level and is using the results of such assessments to improve student learning. By continuing to implement the plans and processes currently in place, El Camino College will attain Proficiency in using student learning outcomes to improve its effectiveness as described by the ACCJC Rubric by 2012.

Recommendation 3. The college should revise its curriculum review processes and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review (the determination that program curriculum needs revision, addition or deletion to remain current) will be part of the actual program review process. (II.A.2; II.A.2.a; II.A.2.b; II.2.A.2.c; II.2.A.2.d; II.A.2.e)

El Camino College has met the recommendation to revise the curriculum review process to assure that all curriculum is reviewed consistently on a six year cycle linked to program review. Faculty, staff, and administration have worked together to implement an efficient and sustainable curriculum review and program review process.

Revising Curriculum Review Process and Cycle
In response to Recommendation 3, the Office of Academic Affairs analyzed the El Camino College curriculum database. This analysis showed that of the 1,322 courses in the curriculum, approximately half had not been reviewed within the previous 6 years. The college took immediate steps to bring all courses up to date by December 2009 and to create an efficient and sustainable curriculum review process that is integrated with program review.

The College Curriculum Committee (CCC), in cooperation with the Office of Academic Affairs, developed a two-track approach to curriculum review in order to increase efficiency. The format includes technical review by the Division Curriculum Committee (DCC) and either Standard review or Comprehensive review at the College level. The Standard Review Sub-committee reviews courses being inactivated and those with minor changes and then submits the courses as a consent agenda to the full CCC for review and approval. Comprehensive review by the full CCC is required for all new courses, distance education versions of courses, and courses with pre- or co-requisites, recommended preparation, or enrollment limitations, changes to discipline, unit, or faculty load, lecture or lab hours, degree applicability or transfer status, and changes in AA/AS degree requirements, majors, and certificates. This two-track approach has greatly facilitated the work of the College Curriculum Committee.

In addition, the Office of Academic Affairs and the CCC developed a plan to review course proposals during June, July, and August. The Standard Review Sub-committee scheduled four meetings during the summer. Courses reviewed over the summer were presented to the full CCC at a meeting held August 13, 2009. Deans and faculty responded with alacrity and prepared a large number of courses for review. One factor that contributed to the efficiency of course review is that six faculty workshops on the course review process were conducted this year by the CCC chair. Two of these workshops were held at the Compton Educational Center and four were on the College. The workshops were well-attended and assisted faculty in preparing their courses for review at the DCC and CCC level.

These improvements to the curriculum review process resulted in 237 courses being reviewed during Spring 2009. An additional 288 courses were reviewed and updated during the summer. Another 182 courses will be reviewed during Fall 2009. A total of 162 courses that have not been taught within a three-year period have been inactivated in consultation with discipline groups.

Thus the entire backlog of courses will be resolved by the end of Fall 2009 (see Table 1). An additional 60 courses that are due for review in the 2009-2010 academic year have also been included in the College Curriculum Committee calendar.

Table 1: Schedule of Course Review

Division	Spring Course Review	Summer Course Review	Fall Course Review	Inactivations	Currently Within Review Cycles	Out of Compliance	Total
Behavioral and Social Sciences	46	14	0	7	100	0	**167**
Business	24	11	22	15	31	0	**103**
Fine Arts	51	102	11	14	74	0	**252**
Health Sciences and Athletics	17	19	47	18	103	0	**204**
Humanities	23	63	6	18	41	0	**151**
Industry and Technology	41	47	93	83	52	0	**316**
Mathematical Sciences	15	8	2	6	12	0	**43**
Natural Sciences	20	24	1	1	40	0	**86**
TOTALS	**237**	**288**	**182**	**162**	**453**	**0**	**1,322**

Integration of Course Review in Program Review

Program review has been strengthened, and the linkage to course review has been fully integrated into all program reviews. During the 2008-09 school year, program review was completed in 12 instructional programs. These reviews include an analysis of all courses taught and recommendations for inactivations and additions. Each program review also includes a comprehensive review of student learning outcomes for the courses in the program. Program reviews are posted on the Academic Affairs webpage.

Programs that are part of the Career and Technical Education area will begin this year to conduct a program review every two years, using a format developed by the Los Angeles Orange County Workforce Development Leaders.

The Role of Program Review in Assessing Program Quality and Planning

An example of the role that program review is playing in planning and improvement can be seen in the Film/Video program. In response to program review, several courses were revised based on input from and adjunct faculty members regarding curricular needs. The major is being

revised, with the changes being presented to the CCC in Fall 2009. SLOs were developed for all Film/Video courses including those taught by part-time faculty. The first assessment of a course SLO was completed in December 2008 in Film/Video 22, and program level SLOs are currently being developed. Two new courses are being developed as a result of consultation with faculty at California State University Long Beach. These courses, History of Broadcasting and Media Aesthetic, will be transferable and degree applicable.

Program review was instrumental in allocating College resources to improve student learning in the Film/Video program. In response to program review and Advisory Committee recommendations to keep equipment current with industry standards, additional instructional equipment has been purchased using special contract funds. This purchase is in addition to the $98,000 VTEA grant 2 years ago that brought the program's editing facilities up to industry standards. In keeping with program review recommendations, faculty members are also applying for VTEA funds to further augment their program's production infrastructure.

Another example of the role that program review is playing in curriculum development can be seen in the Art department. As a result of program review, the art section of the college catalog was updated to include a clear statement of goals and student outcomes and to clarify department requirements for the various areas of specialization, including a recommended sequencing of courses for each certificate. A new course, Art 109, Contemporary Art in World Cultures, was created and approved, and Art 1, Art in Modern Life, was revised. Art 150 and Art 151ab were cross-referenced with Photography 150 and 151ab respectively, and digital arts course outlines were revised to eliminate equipment specific references since computer-related equipment changes frequently. Curriculum objectives and AA degree requirements were reviewed and updated for the digital arts. In response to a student survey, a scheduling grid for studio courses was adopted to minimize conflicting start and end times, providing students with greater enrollment options.

Changes that required the allocation of College resources were also made as a result of program review in the Art department. A Graphic Design instructor was hired and a vocational Graphic Design Certificate Program was created. A drawing instructor was hired to coordinate the multi-sectioned basic drawing course, Art 10ab, and to assure consistent student outcomes. A lab technician was hired to scan and oversee a digital archive of instructional resources. Substantial improvements in facilities have also resulted from program review. Renovations were made in the Art and Behavioral Science building to relocate the Photography program into the Art department facilities in fall 2009. Also beginning in fall 2009, the art department computer lab/work room will be equipped with automated printing equipment that will provide high quality printing service for students and faculty. The department has created a proposal to make the printmaking lab a non-toxic, user-friendly, and environmentally safe facility. Finally, due to increased enrollment and program growth, a fourth classroom for art appreciation and art history is being renovated.

Program review has also led to changes and improvements in curriculum in the Human Development department. Faculty noted that one of their courses was designed specifically for student athletes and recommended reviewing this course, in consultation with faculty at the Torrance and Compton sites, for possible deactivation. As an alternative, a dedicated section of

another course to meet the needs of athletes will be developed. A recommendation was made to develop a career planning course and a service learning course and to consider deactivating the Cooperative Career Education-General Work Experience. In addition, the possibility of developing linked courses with faculty in other disciplines in Behavioral and Social Sciences was explored. The recommendations developed through program review in Human Development are being used to improve student learning and to strengthen the program in notable ways.

The Reading discipline's program review is indicative of the way the program review has continued to be used to improve curriculum development. A recommendation was made to consider the feasibility of a reading course designed to meet the needs of those students with very low scores on the reading placement test. Based upon research data, the department determined that such a course would meet student needs, and as a result, they revised the curriculum, updating and re-numbering two existing courses and reactivating and revising a lower level class to provide more instruction and support for students with the greatest needs. The new curriculum has been successfully implemented, with 7 sections of the new English 80 reading class scheduled in Fall 2009, in addition to 33 sections of English 82 and 33 sections of English 84.

Other program reviews have led to similar analyses and recommendations as well. The Economics department proposed creating a new course in Global Economics, and the Psychology department recommended creating four new courses, including Psychology of Gender and Chicano Psychology, to meet the needs of the changing student population. The Foreign Language department recommended developing courses in Intermediate Chinese and Spanish for the Professions, and offering a 4-unit cinema course for each language taught in the Foreign Language department such as "Topics in Italian Cinema," "Social and Cultural French Cinema," and "Heritage of Hispanic Cinema." They also inactivated German 4, 5, and 24, and French 35 (Francophone Literature in Translation) in 2008-2009 due to insufficient enrollment. In the Administration of Justice program, a new course in Crime Scene Investigation was implemented and is being offered in fall 2009, and a second new course is being developed in response to program review recommendations. An online version of AJ 100 has been created and is being offered. A decline in enrollment in evening classes was noted, and in response, two Saturday classes were added to the schedule for fall.

At the Compton Education Center, the entire curriculum was reviewed and compared with offerings at the Torrance campus, and over the last three years the CCC has approved approximately twenty-four courses and two certificate programs: one in Commercial Music and one in Licensed Vocational Nursing. Courses in such disciplines as psychology, ethnic studies, fire technology, and child development have also been adopted by the CCC in response to curricular review at Compton. Plans are now under consideration to establish a Certificate of Competency for the non-credit ESL program, and Systems Office approval has been requested for a non-credit ESL course approved by the CCC to help students pass the citizenship exam. Career and Technical Education has re-established a Machine Technology program in response to industry demands.

The program review process is strong, enabling faculty and administration to integrate program review, curriculum development, student learning outcomes, and planning and budgeting. The

results of program review are used systematically across the College to improve the educational opportunities offered.

Conclusion

The college has revised its curriculum review process so that curriculum across the college is reviewed consistently. The college has created a system that enables it to sustain a six-year review cycle to maintain the currency of the curriculum. Curriculum review and program review processes are integrated, and an important element of program review is identifying courses that need to be revised, added, or deleted. Decisions about the allocation of college resources are based on recommendations made in program review.

Recommendation 4: The college needs to assure that online courses and programs are consistent in meeting the same level of rigor as on campus programs, that all services available on campus are available online, that student learning outcomes are incorporated into these offerings and that this information is clearly communicated to students taking these courses. (II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; II.A.7)

The College assures that online courses meet the same level of rigor as face-to-face courses that support services are available to online students, and that online courses adhere to the same learning outcomes as their face-to-face counterparts. The college communicates information to online students through several channels.

The Distance Education Program

Online courses, as part of the Distance Education (DE) program, are coordinated by the Learning Resources Division, one of nine academic divisions of the college. The Distance Education Office ensures that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations regarding this delivery method. The Distance Education Advisory Committee (DEAC) is an advisory body that works closely with the Academic Senate and the college and division curriculum committees to ensure continuous improvement of the online program. The committee includes faculty from all academic divisions, including the Center, the Director of Learning Resources, the Distance Education Coordinator, an Academic Dean, staff from the DE Office, and representatives from the College Curriculum Committee, Special Resource Center and Counseling.

Curriculum for Online Courses

Online courses use the same course outline and course objectives as on-campus courses. All courses taught online are also available in face-to-face versions. Before a course is taught online, the online delivery method must be approved by the College Curriculum Committee. Information is provided regarding (1) methods of regular effective contact between instructor and student, (2) methods of evaluation (3) how and where examinations are administered, and (4) whether the text and other materials are the same as those used in the on-campus delivery.

The Division Curriculum Committee (DCC), which includes at least one faculty member who teaches online, reviews the proposal to offer the course online. If approved by the DCC, the course outline with the distance education addendum is forwarded to the Campus Curriculum Committee for review. Upon approval, the course proposal is adopted by the Board of Trustees and then sent to the State Chancellor's Office. As student learning outcomes (SLOs) are developed for courses and programs, they also apply to courses taught online. Instructors of both face-to-face and distance education courses are required to include objectives and SLOs in their syllabi beginning no later than Fall 2009.

Faculty Training

Before instructors are scheduled to teach online, they must provide evidence of certification. Online teaching certification requires completion of an 18-hour hybrid course entitled *How To Teach Online: Building Content.* This training course includes concept mapping, designing online modules, preparing learning objects, online learning activities and course management system options.

Services to Online Students
El Camino College is committed to providing online services comparable to those offered to on-campus students. The following services are available online: application, orientation, counseling, financial aid, and the library catalog and databases including 2,500 e-books. Online students are able to order their online textbooks through the campus bookstore and have them delivered. Approximately two-thirds of ECC students who take online classes are also enrolled in on-campus classes. Online students can access tutoring services on campus, and some online courses include tutorial support through textbook publishers. Online office hours are also available to students taking online courses. The faculty contract for 2007 through 2010 encourages all faculty members to hold at least one office hour per week online, and the majority of instructors teaching online do so. Students communicate with instructors and fellow students through chat rooms, email, and private messages, providing ample opportunity for communication and support.

Student Orientation
To help prepare students for the unique challenges of online learning, on-campus orientation sessions for classes taught online are provided for most courses. For Fall 2009, required meetings are listed for all 36 courses at the Center and for 57 of the 69 courses at El Camino College. Other orientations are provided online. Students are informed of required or recommended orientation through the schedule of classes in printed or online form. The ECC and CEC websites offer a link to a *Student Handbook for Online Courses.* The handbook includes login information for Etudes (ECC's course management system), tips for success, FAQs, and information about required internet skills, computers on campus, and text materials on reserve. Finally, the distance education websites for ECC and CEC, provide a student self-assessment to determine preparedness (and recommendations to become prepared) for taking online courses.

Faculty Evaluation in Online Courses
Faculty evaluations for online teaching utilize the same survey as the on-campus course with the addition of three questions:

1. The instructor uses technology effectively as a teaching tool in the course.
2. The instructor's orientation made me feel well-prepared to use the technology needed to take the course
3. I am satisfied with the amount of interaction I have with the instructor.

Rigor of Online Courses
The academic rigor in online courses is equal to that of traditional on-campus courses. Syllabi of 23 courses offered online by the Compton Education Center and 18 offered online by ECC in 2008-2009 were collected and reviewed to analyze the quality and rigor. Of the 41 syllabi collected, 21 included formal student learning outcome statements, and of those that did not, 13 included course objectives. Beginning in academic year 2009-2010, syllabi for online courses as well as face-to-face courses will all include student learning outcomes. The requirements of academic integrity or the consequences for plagiarism or other forms of academic dishonesty were included in 24 of the syllabi collected. There was considerable evidence of demanding

assignments and high expectations, along with information about how to obtain the necessary support services.
Appendix 7: Analysis of Syllabi for Online Courses

Conclusion
The college assures that online courses and programs meet the same level of rigor as on-campus programs. A survey of syllabi for courses taught online was conducted by the Academic Affairs office and provided assurance that online courses offered through both locations are rigorous and convey high expectations. Support services are made available to students online. Student learning outcomes are incorporated into online courses in the same way they are included in on-campus courses, and this information is clearly communicated to students taking these courses. The online program is an important and effective part of fulfilling the college's mission.

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

El Camino Community College District (ECCCD) meets or exceeds the Commission's fiscal eligibility standards.

Improved Fiscal Soundness
The Center is reliant upon funding from the Compton Community College District (CCCD). At the time of the site visit, the 2006-07 audited financial statements were the most recent. Those audited statements contained an opinion letter with a "going concern" designation. Since the time of the site visit, CCCD's 2007-08 audit has been completed. The opinion letter no longer contains a "going concern" designation.
Appendix 8: CCCD 2006-07 Annual Financial Report
Appendix 9: CCCD 2007-08 Annual Financial Report

Enrollment growth at the Center has enabled the Center to post an annual net operating balance. The Center's budget projections for the next three years forecast ongoing annual net operating balances.
Appendix 10: Update of CEC FTES Recovery Plan
Appendix 11: CCCD Three Year Budget Projections

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

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

* Modified August 28, 2009

Assuring Fiscal Soundness
ECCCD and CCCD use an independent Certified Public Accounting (CPA) firm to assess the financial rigor of the annual basic financial statements for each applicable location. As with all

California Community College Districts, the auditing process is conducted late in the fall after the academic year ends on June 30th. The CPA firm typically issues the Independent Auditor's Report in December.

The team representing the Commission noted in their October visit that "the fiscal soundness of the ECC Center is of great concern" due to a current annual operating budget with a $3.2 million deficit, "an Unqualified Opinion with a Going Concern," and 28 findings in the 2006-07 Auditors' report. These concerns have since been addressed. The Center's 2009-10 annual operating budget now has a $2 million reserve; the "going concern" opinion has been removed; and lastly, 19 of the findings have been resolved, 7 are actively being addressed, and two were inactivated.
Appendix 8: CCCD 2006-07 Annual Financial Report
Appendix 9: CCCD 2007-08 Annual Financial Report
Appendix 10: Update of CEC FTES Recovery Plan
Appendix 11: CCCD Three Year Budget Projections
Appendix 12: CCCD 2009-10 Budget
Appendix 13: CCCD 2007-08 Audit Findings Action Plan

Fiscal Planning
The Compton District's budget is now balanced. The district has ended the 2008-09 fiscal year with a positive ending balance and has adopted a budget for 2009-10 that includes reserves and contingencies of approximately 7.4% of budgeted expenditures.

College and Center management have worked jointly since the beginning of the partnership to create an FTES recovery plan that will bring the Center back to serving a level of students the Center last experienced in 2004-05. During the first three years of the partnership, the Center met or exceeded its FTES goals and enrollment continues to increase at a very brisk pace. The Center grew from 2700 FTES in year one, to 3300 FTES in year two and 4600 FTES in year three. With the success of the first three year FTES projections, a new three-year projection has been designed to continue the Center's growth back to 2004-05 levels. With 2008-09 enrollment exceeding 4600 FTES, Compton will be funded on the basis of its actual FTES rather than under the guaranteed funding level specified in Assembly Bill 318.
Appendix 10: Update of CEC FTES Recovery Plan

Current annual growth has enabled the Center to build an annual net operating balance for this year. Projected annual growth is expected to maintain the annual net operating balance going forward. FTES growth projections are a driving component of the 2009 Educational, Facilities, and Staffing plans for the Center. The 2009 Staffing plan supports potential growth in certificated and classified staff at the Center.

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

Recommendation 7. El Camino College should develop a staffing plan for all sites which assures the effectiveness of human resources, includes written criteria for all personnel, and assigns individuals to duties appropriate to their expertise and the needs of the institution (III.A.1.a, III.A.1.b).

El Camino College employs a well-qualified staff dedicated to meeting the needs of our students and our community. There are currently 336 and 673 part-time faculty members. College management, office, technical, and grounds support functions are filled by 341 classified, 12 confidential, 19 police officers, 49 administrators, 22 supervisors, and 30 special services professionals. In Spring 2009, approximately 800 student, temporary classified, and casual employees provided additional office, classroom and lab assistance.

Staffing Plans
Staffing plans are developed in response to program reviews in which staffing needs are identified. Program managers submit justifications for filling a vacant or new position to the President's Cabinet for approval. Requests are prioritized at the program, unit, and area levels for inclusion in the budget.

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the college lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The college develops position announcements, in conjunction with the division, the President's Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Academic and classified employees' hiring processes are outlined in Board-approved policies and procedures and respective collective bargaining agreements.

Several staffing issues face the College as it prepares for the next 5 to 10 years. ECC will experience significant changes in mid and upper level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significant number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District's workforce is over 50 years of age.

The present ECC organizational structure is relatively lean at the top levels of administration, particularly when compared to the existing student enrollment base and the span of control required for academic and support services oversight when compared to other Southern California colleges of similar size. The partnership with Compton Community College District has introduced a complexity that did not exist previously.

At the Center, 85 faculty members and 111 adjuncts are employed by the Compton Community College District. The original staffing projections at the time the partnership began indicated that the FTES would decrease and level off between the years 2006-11, requiring "the partner districts to work aggressively to right size expenditures to reflect actual and projected FTES"

(Proposal for Partnership with the Compton Community College District for Educational Excellence and Student Success, pg. 22). This trend has not materialized. Instead, the Center has experienced steady growth. When compared to other campuses that generate approximately 5200 FTES (2008-2009), the FTEF at the Center is comparable in size.

Critical management positions at the Center have been filled with qualified, regular employees. The filled positions include the CEO/Provost, two academic deans, a dean of student services, a Chief Business Officer, and a Dean of Human Resources. Positions still filled by interim employees include the Director of Facilities, Planning and Development, and the Director of Maintenance and Operations. A total of 117 full time classified and 45 part time classified employees are employed at the center.

External agencies such as FCMAT have expressed concern about the status of employee job classifications. Initially, El Camino College and Compton Educational Center tried to update the job descriptions internally. However, due to the complexity of the task, Compton Community College District recently hired Koff & Associates to conduct a classification study. Koff & Associates will develop updated and objective classification descriptions that are legally compliant, internally aligned, reflective of contemporary standards, and that accurately reflect the current roles, responsibilities, duties and qualifications of each employee. The study will make specific recommendations for internal compensation equity for all studied positions. The study is to be completed by August, 2009. There is no plan to implement a reduction in force at this time.

The 2009 Staffing Plan includes a section explaining how the Center will address training needs that were identified to bridge the gap between the results of the study and incumbent employee skills.
Appendix 14: 2009 ECC Staffing Plan,
Appendix 15: 2009 CEC Staffing Plan

Conclusion
El Camino College has a staffing plan for all employees of the El Camino College District which assures the effectiveness of human resources, includes written criteria for all personnel hired, and assigns individuals to duties appropriate to their expertise and the needs of the institution El Camino College is ensuring the development of an effective and equitable human resources plan for employees of the Compton Community College District, including written criteria and appropriate assignment of duties to staff based on their expertise and the needs of the Center. Center staffing decisions are reviewed on a regular basis by the El Camino College Cabinet before positions are sent to the Compton Community College District Special Trustee for approval.

Recommendation 8: El Camino College must develop a facilities master plan for all sites, linked to educational planning, and integrate this plan with the institution's overall planning process (III.B.I.a, III.B.2.a, III.B.2.b).

By December 15, 2009, the updated Educational and Facilities Master Plans for the College and Center will be approved by both Boards of Trustees for continued implementation. As noted by the 2008 ACCJC site visit team, "comprehensive planning has been institutionalized at the College." The College Educational Master Plan was originally developed in 1998 and was updated in 2004.

Linked Educational and Facilities Master Plans

The development of the 2009 Educational Master Plan started in fall 2007, with the College updating the 2004 Educational Master Plan and the Center creating a new Educational Master Plan. The process began with all managers in Academic Affairs and Support Services updating their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline determined whether their area would be stable, expanding, or contracting in a 1-to-5 year and 5-to-10 year time frame, and the academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at the Center conducted a similar analysis, adapting the College's data to their unique circumstances.

In fall 2008, program summaries were created, and data on enrollment was gathered; this information informed space needs analysis and staffing plans. A consulting firm has been engaged to conduct a facilities space-use analysis for the College and the Center. This report will be used to guide the Educational Master Plan and Facilities Master Plan.

In 2008, out of the immediate need to obtain state funding for infrastructure projects at the Center, a draft Facilities Master Plan was created. This enabled the College to obtain $47.3 million in much-needed funding to install a new central plant at the Center to provide cooling and heating. New electrical trunk lines and data lines, water systems, and drainage systems will be built with these funds. When the Educational Master Plan is completed in Fall 2009, it will serve as the basis for revising the draft that was created in 2008.

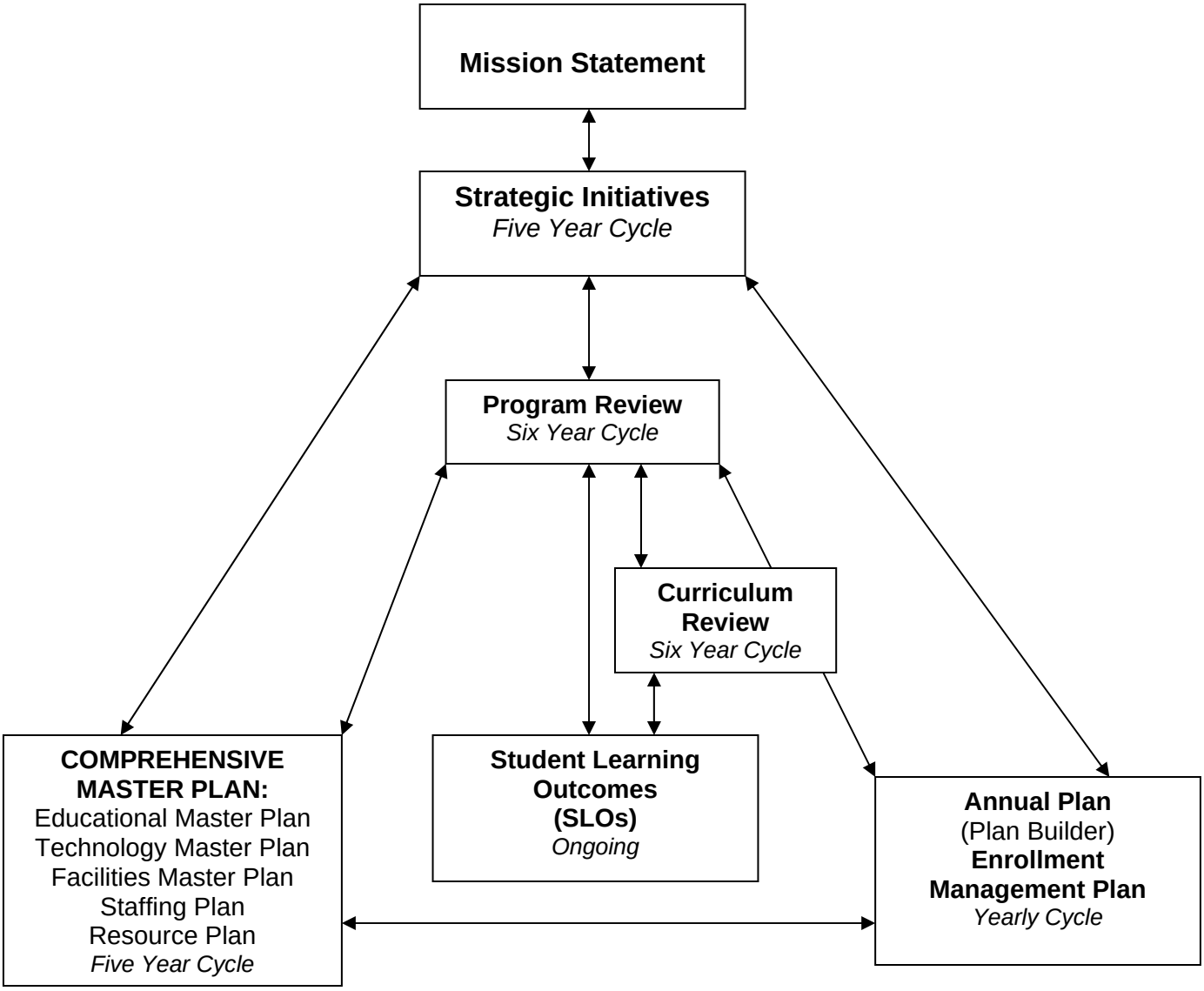
In May and June 2009, the dean in charge of planning and a principal from a consulting firm conducted interviews with all college and center managers to validate and update information submitted as Trends and Projections in fall 2008. By October, the dean will present a draft of the Educational, Technology, Facilities, and Staffing plans to College Council, Academic Senate, Planning and Budgeting, and Technology committees for review and comment. A revised draft will be presented to the Board of Trustees of both El Camino College and the Compton District for their first reading in November, with a final reading and approval expected in December, 2009.

The analysis is expected to show that the College will experience slow but steady growth and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered pedagogy. Accessibility of student services and increases in interventions to support under-prepared students will continue to be

emphasized. The Center projects more rapid enrollment growth, and needs an infusion of technology and new and modernized facilities. The Center's infrastructure will need considerable improvements. Staffing needs will also increase to support enrollment growth.

The Facilities Master Plan is an integral part of the College planning process and is directly correlated to the Strategic Initiatives.

El Camino College
Planning Model



Planning components include institutional effectiveness measures that drive resource allocation.

Recommendation 9: The Board of Trustees of El Camino Community College District must include in its code of ethics a clearly defined policy for dealing with behavior that violates this code. (Standard IV.B.h)

At its July 20, 2009 meeting, the Board of Trustees adopted a revision to Board Policy 2715, Code of Ethics/Standards of Practice which includes a clearly defined policy for dealing with behavior that violates this code. The Policy has been published on the College website. Appendix 16: Board Policy 2715.

Agenda for the El Camino Community College District Board of Trustees
From
Student and Community Advancement
Jeanie M. Nishime, Vice President

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A. Grant – Acceptance..... 37

STUDENT AND COMMUNITY ADVANCEMENT

A. GRANT – ACCEPTANCE

It is recommended that the Board accept the following grant:

Los Angeles Unified School District Local District 8 – El Camino College Local District 8 GEAR-UP Amendment. The amendment extends and increases the subcontract between the Los Angeles Unified School District and El Camino College from $97,313.60 to $217,313.60, which is an increase of $120,000 for the 2009/2010 academic year to provide funds to recruit, train and place El Camino College students as tutors at Carson High School.
Project Director: Janet Young, Behavioral & Social Sciences

Amount of Grant Funding from Granting Agency	$120,000
Amount of College Match (Cash)	-0-
Total Amount of Grant	$120,000

Indirect Rate: None
Performance Period: September 1, 2009 through August 31, 2010

Agenda for the El Camino Community College District Board of Trustees
from
Administrative Services
Jo Ann Higdon, Vice President

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A. Chancellor's Office Tax Offset Program 39

B. Contracts Under $76,700 39

C. El Camino Child Development Center 41

D. Purchase Orders and Blanket Purchase Orders 42

Administrative Services

A. CHANCELLOR'S OFFICE TAX OFFSET PROGRAM

It is recommended that the Board approve the participation of the District in the Chancellor's Office Tax Offset Program (COTOP). In this program, the unpaid fees of resident students and students paying out-of-state fees are submitted for collection under the contract with the COTOP.

B. CONTRACTS UNDER $76,700

It is recommended that the Board of Trustees, in accordance with Board Policy 6340, ratify the District entering into the following agreements. The Vice President of Administrative Services, or an authorized designee, has executed the necessary documents.

1. Contractor: **CITY OF LONG BEACH – PACIFIC GATEWAY WORKFORCE INVESTMENT NETWORK**
Services: Under the State's Workforce Investment Act (WIA) Eligible Training Provider List (ETPL) program, eligible participants will receive educational training.
Requesting Dept.: Community Advancement - Workplace Learning Resource Center (WpLRC)
Date(s): 7/1/09 – 6/30/10
Financial Terms: Projected Gross Income dependent upon number of traniees

2. Contractor: **FOUNDATION FOR CALIFORNIA COMMUNITY COLLEGES (FCCC)**
Services: The District will administer the child care program for participants enrolled in the State's Temporary Assistance for Needy Families – Child Development Careers (TANF-CDC) Program.
Requesting Dept.: Resource Development Office
Date(s): 7/1/09 – 6/30/10
Financial Terms: Projected Income $50,731 (State Grant)

3. Contractor: **GLOBAL COMMUNICATION SEMICONDUCTORS, INC.**
Services: The District will provide twenty-four hours of training in business skills, computer skills and continuous improvement.
Requesting Dept.: Community Advancement – Center for Applied Competitive Technology (CACT)
Dates(s): 9/9/09 – 6/30/10
Financial Terms: Projected Gross Income $5,541

4. Contractor: **INGLEWOOD UNIFIED SCHOOL DISTRICT –**

CITY HONORS HIGH SCHOOL

Services: Through the El Camino Community College District's Program Project Lead the Way Engineering Technology Program, students will receive instruction in pre-engineering.
Requesting Dept. Industry and Technology
Date(s): 7/1/09 – 6/30/10
Financial Terms: District will earn an estimated 27.8 FTES

5. Contractor: **MARFRED INDUSTRIES**
Services: The District will provide forty hours of training in business skills, computer skills and continuous improvement.
Requesting Dept.: Community Advancement - WpLRC
Date(s): 9/9/09 – 6/30/10
Financial Terms: Projected Gross Income $6,003

6. Contractor: **MARINA DEL REY HOSPITAL, CFHS HOLDINGS, INC.**
Services: Contractor will provide clinical experience for students enrolled in El Camino College's Radiologic Technology program.
Requesting Dept.: Health Sciences and Athletics – Radiologic Technology
Date(s): 7/1/09 – 6/30/12
Financial Terms: No Cost to the District

7. Contractor: **THE DISTANCE LEARNING COMPANY, INC. (TrafficSchoolOnline.com)**
Services: The contractor will provide community on-line traffic school services.
Requesting Dept.: Community Education
Date(s): 9/1/09 – 6/30/10
Financial Terms: Projected Gross Income $500 - $1,000 monthly

8. Contractor: **TOYOTA MOTOR SALES USA, INC. - UNIVERSITY OF TOYOTA**
Services: The District will provide twenty-four hours of training in business skills, computer skills and continuous improvement.
Requesting Dept.: Community Advancement – WpLRC
Date(s): 9/9/09 – 6/30/10
Financial Terms: Projected Gross Income $5,774

C. EL CAMINO COLLEGE CHILD DEVELOPMENT CENTER

It is recommended that the Board of Trustees approve the fee increase due to the need for additional revenue to cover the escalating costs in operating the Child Development Center. The last fee increase was in August 2005.

Proposed Fee (Effective 10/1/09)

AGE Two Years

Per Day	Tu/Th	M/W/F	M – F
Regular/Student	Regular/Student	Regular/Student	Regular/Student
$44 $39	$88 $78	$132 $117	$165 $150

AGES Three to Five Years

Per Day	Tu/Th	M/W/F	M - F
Regular/Student	Regular/Student	Regular/Student	Regular/Student
$40 $35	$80 $70	$120 $105	$165 $150

Part Time Fees: $7.00/hr.
ECC Students: Minimum 12 hr/wk
Community (Regular): Minimum16 hrs/wk
Registration: $50 (Fulltime Student); $60 (Regular)

Fees Effective 8/1/05

AGE Two Years

Per Day	Tu/Th	M/W/F	M – F
Regular/Student	Regular/Student	Regular/Student	Regular/Student
$40 $35	$80 $70	$120 $105	$150 $135

AGES Three to Five Years

Per Day	Tu/Th	M/W/F	M - F
Regular/Student	Regular/Student	Regular/Student	Regular/Student
$36 $32	$72 $64	$108 $96	$150 $135

Part Time Fees: $5.00/hr
ECC Students: Minimum 12/hrs/wk
Community (Regular): Minimum 16 hrs/wk
Registration: $40 (Fulltime Student); $50 (Regular)

D. PURCHASE ORDERS AND BLANKET PURCHASE ORDERS

It is recommended that all purchase orders and blanket purchase orders be ratified as shown.

P.O. Number	Vendor Name	Site Name	Description	P.O. Cost
Fund 11	**Unrestricted - El Camino**			
P0300207	Empire Cleaning	Operations	Non-Instruct Supplies	$38,509.25
P0300220	American Industrial	Plumbing Shop	Non-Instruct Supplies	$391.52
P0300296	LOMITA Chamber	Community	Dues And Memberships	$100.00
P0300298	NCMPR	Public Relations	Dues And Memberships	$175.00
P0300300	AACU	Resource	Publications-Magazines	$30.00
P0300303	Monterey Graphics	Fiscal Services	Non-Instruct Supplies	$681.82
P0300305	Monterey Graphics	Fiscal Services	Non-Instruct Supplies	$1,090.64
P0300309	Office Max	Warehouse	Inventories, Stores, Prepaid	$24,292.07
P0300317	Laundrybags4u.Com	Physical Education	Instructional Supplies	$415.41
P0300319	Grainger	Ctr for Arts Production	Repairs Parts And Supplies	$21.38
P0300321	Staples	Outreach and School	Non-Instruct Supplies	$219.49
P0300325	Association	Institutional Research	Dues And Memberships	$125.00
P0300326	Association	Institutional Research	Dues And Memberships	$125.00
P0300327	Dell Marketing L. P.	Inglewood One Stop	Non-Instruct Supplies	$230.44
P0300328	RP Group, the	Institutional Research	Dues And Memberships	$350.00
P0300341	Verizon Wireless	Health, Safety	Telephone	$131.95
P0300342	Accessory Geeks	President's Office	Non-Instruct Supplies	$27.43
P0300343	Best Buy Co., Inc.	President's Office	Non-Instruct Supplies	$42.33
P0300350	Harland Technology	Information Tech.	Maintenance Contracts	$1,339.00
P0300351	CSI Technology	Information Tech.	Software	$4,424.30
P0300354	American 3B Scientific	Physics	Instructional Supplies	$54.88
P0300355	VWR Scientific	Chemistry	Instructional Supplies	$2,571.61
P0300371	Dell Marketing L. P.	Technical Services	Repairs Parts And Supplies	$153.22
P0300374	California Dept.	Rad Tech	Dues And Memberships	$190.00
P0300375	California Dept.	Rad Tech	Dues And Memberships	$960.00
P0300377	California Dept.	Rad Tech	Dues And Memberships	$688.00
P0300378	Arts Council	Div Office Fine Arts	Dues And Memberships	$30.00
P0300379	Appa Publications	Facilities/Planning	Conferences Mgmt	$493.72
P0300380	Commission	Resp Therapy	Dues And Memberships	$225.00
P0300381	World Class Athletic	Grounds	Non-Instruct Supplies	$978.00
P0300385	Torrance Postmaster	Ctr for Arts Promo	Postage	$2,057.40
P0300386	Mid City Mailing	Ctr for Arts Promo	Multi Media Advertising	$1,254.00
P0300387	Stephen L. Odoi	Theatre/Dance	Contract Services	$200.00
P0300388	Roxanne Abilogu	Theatre/Dance	Contract Services	$200.00
P0300392	Xerox Corporation	Facilities/Planning	Non-Instruct Supplies	$240.48
P0300396	Full Compass	Theatre/Dance	Non-Instruct Supplies	$618.40
P0300397	L.A.C.O.E.	Human Resources	Dues And Memberships	$8,435.40
P0300398	Public Agency Law	Purchasing	Legal	$7,344.74
P0300401	Bank of America	President's Office	Non-Instruct Supplies	$137.73
P0300402	Buddy's All Stars Inc.	Physical Education	Instructional Supplies	$1,942.73
P0300405	Monterey Graphics	Warehouse	Inventories, Stores, Prepaid	$2,081.28
P0300445	Monterey Graphics	Counseling Office	Non-Instruct Supplies	$49.39
P0300446	Eco-House, Inc.	Art Department	Instructional Supplies	$2,550.00
P0300447	San Diego Printing	Copy Center	Non-Instruct Supplies	$706.25

P0300448	Innerspace Custom	Div Office Nat Science	Repairs - Instructional	$150.00
P0300450	Leonid Rachman	International Students	Conferences Mgmt	$2,320.33
P0300451	NAVPA	Veterans Education	Conferences Mgmt	$200.00
P0300457	Griswold Industries	Facilities/Planning	Repairs Noninstructional	$1,184.40
P0300460	National Council for	Community	Dues And Memberships	$295.00
P0300462	Shop PBS	Div Office BSSC	Other Instr Supplies	$37.82
P0300463	Flag Marketing	Ctr for Arts Promo	Multi Media Advertising	$3,000.00
P0300467	Creation Engine, Inc.	Public Relations	Instructional Supplies	$228.40
P0300470	ECC Public Info	VP-SCA	Printing	$28.19
P0300472	Head Penn Racquet	Physical Education	Instructional Supplies	$1,496.11
P0300473	Power Systems	Physical Education	Instructional Supplies	$324.44
P0300475	Datatel, Inc.	Information Tech.	Maintenance Contracts	$562.50
P0300476	Away We Go Travel	Information Tech.	Transportation/ Mileage	$376.35
P0300479	Office Max	Information Tech.	Non-Instruct Supplies	$88.13
P0300490	Data Blocks	Institutional Research	Non-Instruct Supplies	$546.25
P0300494	Community College	Div Office-Student	Non-Instruct Supplies	$21.00
		Fund 11 Total: 60		**$117,743.18**

Fund 12 Restricted - El Camino

P0300294	Cal Poly Pomona	CTE (grant	Conferences Other	$2,300.00
P0300295	Seattle University	CTE (grant	Conferences Other	$5,000.00
P0300297	Small Manufacturers	CTE (grant	Conferences Other	$1,620.00
P0300302	Concept Marketing	SBDC - City of Carson	Multi Media Advertising	$350.00
P0300304	National Assoc	SBDC Program Incom	Professional Growth	$249.00
P0300306	Monterey Graphics	Community	Printing	$2,258.55
P0300312	Action Warehouse	VATEA I&T	Instructional Supplies	$3,661.24
P0300318	Women in Internation	CITD - ECC Exp/Imp	Conferences Mgmt	$165.00
P0300331	Youssef S. Nassif	Egypt Initiative	Student Stipends	$600.00
P0300332	Khaled G. Abod	Egypt Initiative	Student Stipends	$600.00
P0300333	Safwat F. Elgendy	Egypt Initiative	Student Stipends	$600.00
P0300334	Mena S. Aziz	Egypt Initiative	Student Stipends	$600.00
P0300335	Mohamed A. Abdelna	Egypt Initiative	Student Stipends	$600.00
P0300336	Sirchie Fingerprint Lab	Parking-Student	Non-Instruct Supplies	$59.54
P0300337	123 Security Products	Parking-Student	New Equipment	$632.18
P0300339	American Int'l	El Camino Language	Multi Media Advertising	$500.00
P0300344	Pearson Assessment	DSPS	Instructional Supplies	$190.04
P0300356	CCS Presentation	STEM transfer-Hispan	Non Inst Comp Eq	$929.22
P0300357	Office Max	STEM transfer-Hispan	Non Inst Comp Eq	$477.41
P0300358	School Outfitters	STEM transfer-Hispan	Non Inst Comp Eq	$696.42
P0300359	Dell Computer	STEM transfer-Hispan	Instructional Supplies	$135.81
P0300360	Bob Lee's Automotive	Parking-Student	Repairs Non Instr	$191.61
P0300361	B & H Photo-Video	STEM transfer-Hispan	Non Inst Comp Eq	$1,359.82
P0300369	Lou's Golf	Health Sciences	New Equipment	$6,014.30
P0300370	Amazon.Com	(STCW) Standards	Non-Instruct Supplies	$29.19
P0300372	El Camino College	Centinela Freeman	Other Services And Expenses	$131.50
P0300373	ASBDC	SBA Contract Jan-Dec	Conferences Mgmt	$595.00
P0300376	American Express	SBA Contract Jan-Dec	Conferences Mgmt	$439.20
P0300383	NAFSA: Association	El Camino Language	Dues And Memberships	$360.00
P0300384	Destyn M. LaPorte	El Camino Language	Non-Instruct Supplies	$717.02
P0300389	Western Highway	Parking-Student	Site Improvements	$1,692.72
P0300390	Bob Lee's Automotive	Parking-Student	Repairs Non Instr	$272.31
P0300393	Pepperball	Parking-Student	New Equipment	$231.70
P0300394	Brothers Auto Service	Parking-Student	Repairs Non Instr	$245.83
P0300399	Ikon Southwest District	Contract Education	Non-Instruct Supplies	$72.08

P0300403	Promaxima Mfg., Ltd	Health Sciences	New Equip - Noninstr	$4,170.00
P0300406	C F Brand, Llc	Parking-Student	Non-Instruct Supplies	$1,448.71
P0300407	Zones, Inc.	Parking-Student	New Equipment	$269.01
P0300408	National Promotions	Sign Language	Instructional Supplies	$1,086.53
P0300453	Office Max	Title V ECC/SMC Act	Non-Instruct Supplies	$69.08
P0300454	Rosen Shingle Creek	SBA Contract Jan-Dec	Conferences Mgmt	$563.64
P0300458	LAPD, Leadership	Parking-Student	In-Service Training	$900.00
P0300459	Maneri Sign	Parking-Student	Site Improvements	$4,664.37
P0300465	Naylor Publications	El Camino Language	Multi Media Advertising	$650.00
P0300466	EEDEC Workshop	Faculty/Staff Diversity	Dues And Memberships	$250.00
P0300474	National Promotions	Career & Tech Ed	Printing	$2,100.62
P0300480	Computerland	VATEA Medial / TV	Computer Software Account	$9,181.13
P0300483	Specialty Coffee	WPLRC State	Dues And Memberships	$285.00
P0300495	National Promotions	Title V ECC/SMC Act	Reproduction	$1,640.76
		Fund 12 Total: 49		**$61,855.54**
Fund 15	**General Fund -Special Programs**			
P0300464	Destyn M. LaPorte	VP-SCA	Non-Instruct Supplies	$3,766.00
		Fund 15 Total: 1		**$3,766.00**
Fund 62	**Property & Liability**			
P0300310	El Camino Communit	Purchasing	Liability - Self Insurance	$19,878.00
P0300391	SWACC	Purchasing	Liability - Self Insurance	$7,480.00
P0300409	SWACC	Purchasing	Liability - Self Insurance	$11,483.00
		Fund 62 Total: 3		**$38,841.00**
Fund 79	**Auxiliary Services**			
P0300299	South Coast	Health Sciences	Non-Instruct Supplies	$5,200.00
P0300338	Competitive Aquatic	Health Sciences	Non-Instruct Supplies	$466.68
P0300477	Soccer Central	Resp Therapy	Non-Instruct Supplies	$1,086.53
P0300492	America Is Making It	Resp Therapy	Non-Instruct Supplies	$356.14
P0300493	Planet Offiside Inc.	Health Sciences	Non-Instruct Supplies	$460.95
		Fund 79 Total: 5		**$7,570.30**
Fund 82	**Scholarships & Trust/Agency**			
P0300301	Assessment	Nursing	Fundraising	$37.44
P0300322	Porta Phone Co.	Health Sciences	Fundraising	$468.40
P0300340	Tru West Inc	Health Sciences	Fundraising	$2,911.72
P0300404	Buddy's All Stars Inc.	Health Sciences	Fundraising	$571.12
P0300489	Robinhood Enterprise	Health Sciences	Fundraising	$809.95
P0300491	America Is Making It	Health Sciences	Fundraising	$109.13
		Fund 82 Total: 6		**$4,907.76**
			PO Funds Total: 124	**$234,683.78**

Fund 11 Unrestricted - El Camino

B0310405	Pauls Photo, Inc.	Public Relations	Non-Instruct Supplies	$5,000.00
B0310406	Manhattan Beach	Public Relations	Dues And Memberships	$250.00
B0310407	Redondo Beach	Public Relations	Dues And Memberships	$500.00
B0310408	Torrance Chamber	Public Relations	Dues And Memberships	$500.00
B0310422	E.C.C. Public	Division Office Math	Instructional Supplies	$250.00
B0310423	ECCD Petty Cash	Division Office Math	Instructional Supplies	$100.00
B0310424	E.C.C.C.D. Bookstore	Fiscal Services	Non-Instruct Supplies	$200.00
B0310425	ECCD Petty Cash	Fiscal Services	Non-Instruct Supplies	$500.00
B0310428	AT&T Mobility	Administrative Service	Telephone	$1,500.00
B0310431	E.C.C.C.D. Bookstore	Div Office Business	Non-Instruct Supplies	$400.00
B0310433	Ricoh Corp	Purchasing	Copiers	$0.20
B0310455	Sixten and Associates	Fiscal Services	Other Services And Expenses	$24,000.00
B0310462	E.C.C.C.D. Bookstore	I&T Div Ofc	Other Books	$1,000.00
B0310473	ECCD Petty Cash	Ctr for Arts Front	Non-Instruct Supplies	$400.00
B0310485	ECCD Petty Cash	Admissions/Records	Non-Instruct Supplies	$150.00
		Fund 11 Total: 15		**$34,750.20**

Fund 12 Restricted - El Camino

B0310409	Mid City Mailing	Contract Education	Non-Instruct Supplies	$15,000.00
B0310410	ECCD Petty Cash	model approaches	Other Services And Expenses	$200.00
B0310411	ECC Public Info	model approaches	Reproduction Instructional	$240.00
B0310412	Postmaster	Contract Education	Postage	$20,000.00
B0310413	SJM Industrial Radio	Contract Education	Other Rentals	$456.00
B0310429	ECCD Petty Cash	CalWORKs	Non-Instruct Supplies	$500.00
B0310430	ECC Public Info	CalWORKs	Printing	$500.00
B0310434	ECC Public Info	Teacher Preparation	Instructional Supplies	$1,000.00
B0310435	ECC Public Info	Title V ECC/SMC Act	Reproduction	$300.00
B0310436	Santa Monica College	Santa Monica College	Contract Services	$56,597.00
B0310449	Galls Long Beach	Parking-Student	Non-Instruct Supplies	$600.00
B0310450	Campus Food Service	EOPS CARE	Bus Passes and Food	$13,000.00
B0310451	SVM, lp	EOPS CARE	Transportation Repair	$12,535.00
B0310457	Jeg Cleaners	Parking-Student	Dry Cleaning	$3,700.00
B0310458	ECCD Petty Cash	Artes de El Camino	Non-Instruct Supplies	$7,000.00
B0310461	Kevin Farmer	SBA Contract Jan-Dec	PSA Contract Services	$2,400.00
B0310463	L.A.C.M.T.A.	EOPS CARE	Bus Passes and Food	$2,500.00
B0310464	ECCD Petty Cash	EOPS CARE	Non-Instruct Supplies	$500.00
B0310465	A T & T Wireless	Adv Aerospace Manuf	Pager Service Airtime	$300.00
B0310466	Bradley Harriger	Adv Aerospace Manuf	PSA Contract Services	$8,000.00
B0310467	John Anderson	Adv Aerospace Manuf	PSA Contract Services	$8,000.00
B0310468	E.C.C.C.D. Bookstore	TANF-CDC (FCCC)	Non-Instruct Supplies	$10,000.00
B0310469	El Camino College	TANF-CDC (FCCC)	Fingerprinting fee	$1,800.00
B0310470	ECC Public Info	Head Start Partnership	Instructional Supplies	$1,000.00
B0310471	Campus Food Service	Head Start Partnership	Instructional Supplies	$2,000.00
B0310472	Charles Lowe	SBDC - Non-Program	PSA Contract Services	$2,518.00
B0310484	ABS Academy	CTLI (COCCC)	Contract Services	$10,500.00
B0310486	ACT	WPLRC Industry Driv	Other Services And Expenses	$5,000.00
B0310492	Richard Nangle	Title V ECC/SMC	Contract Services	$17,500.00
B0310493	ECCD Petty Cash	El Camino Language	Other Instr Supplies	$600.00
B0310494	Educational Testing	El Camino Language	Other Instr Supplies	$2,000.00
		Fund 12 Total: 31		**$206,246.00**

Fund 71	**Associated Students**			
B0310453	ECC Public Info	Student Affairs	ASB Exp.	$350.00
B0310454	Six Flags Magic	Student Affairs	ASB Exp.	$12,000.00
		Fund 71 Total: 2		**$12,350.00**
Fund 79	**Auxiliary Services**			
B0310448	Certif-A-Gift	Student Affairs	Non-Instruct Supplies	$12,540.00
		Fund 79 Total: 1		**$12,540.00**
			BPO Funds Total: 49	**$265,886.20**
			Grand Total POs and BPOs: 173	**$500,569.98**

Agenda for the El Camino Community College District Board of Trustees
For
Measure E Bond Fund
Administrative Services

Page No.

A. Bid Award – Pierre Sprinkler & Landscape – Reclaimed Water Project 48

B. Contract Amendment – Flewelling & Moody Architects – Bookstore Modernization 48

C. Change Order – Best Roofing & Waterproofing – Marsee Auditorium Re-Roofing 48

D. Change Order – GDL Construction Inc. – Humanities Plaza Project 49

E. Purchase Orders and Blanket Purchase Orders 49

Administrative Services – Measure E Bond Fund

A. BID AWARD 2008-12 – PIERRE SPRINKLER & LANDSCAPE – RECLAIMED WATER PROJECT

It is recommended that Bid No. 2008-12 be awarded to the following contractor in accordance with the specifications, terms and conditions of the above-named bid.

RECOMMENDED BIDDER	**BASE BID**
Pierre Sprinkler & Landscape	$62,133
OTHER BIDDERS	
Belaire West Landscape, Inc	$88,000
Atlas – Allied Inc.	$118,000

B. CONTRACT AMENDMENT – FLEWELLING & MOODY ARCHITECTS – BOOKSTORE MODERNIZATION

It is recommended that the Board of Trustees approve the following additional design services.

Provide architectural and engineering services necessary to design and construction an elevator at the north side of the Bookstore Building.	$45,000

C. CHANGE ORDER – BEST ROOFING & WATERPROOFING – MARSEE AUDITORIUM RE-ROOFING

It is recommended that the Board of Trustees approve the following change order.

Remove old and install new downspout pipe. The existing pipe was deteriorated and leaked. This item was performed at the District's request.	$4,539
Furnish and install new taper crickets at the north and south canopy. This work was performed to improve the flow of runoff water to the drain catch basins. The work was performed at the District's request.	$4,414
Total Change Order Amount	$8,953

Original Contract Amount	$289,870
This Change Order Amount	8,953
Prior Changes	0
New Contract Amount	$298,823

D. CHANGE ORDER – GDL CONSTRUCTION INC.- HUMANITIES PLAZA PROJECT – 2008-6

It is recommended that the Board of Trustees approve the following change order.

1. Provide, backfill and compaction soil at the site where the abandoned underground tank was removed. This work was performed at the District's request.	$7,670.00
Total Change Order Amount	$7,670.00

Original Contract Amount	$1,895,000.00
Prior Changes	29,555.00
This Change Order Amount	7,670.00
New Contract Amount	$1,932,225.00

E. PURCHASE ORDERS (PO) AND BLANKET PURCHASE ORDERS (BPO)

The following purchase orders have been issued in accordance with the District's purchasing policy and authorization of the Board of Trustees. It is recommended that the following purchase orders for Measure "E" expenditures be ratified and payment be authorized upon delivery and acceptance of the items or services ordered.

P.O. #	VENDOR	SITE	DESCRIPTION	COST
P300279	Doja, Inc.	Infrastructure Phase III	Buildings	$2,450.00
P300311	Doja, Inc.	Humanities Complex	Site Improvements	12,463.54
P300315	Western Highway	Infrastructure Phase III	Construction Material	461.10
P300316	Action Sales Food	Bookstore Building	Group II Equipment	6,229.41
P300323	Heider Equipment	Lot H Parking & Athletics	Testing & Inspection	1,110.27
P300324	National Roofing	Humanities Complex	Contract Services	1,500.00
P300329	Climatec Building	Math & Computer	Buildings	6,271.00
P300345	Tomark Sports, Inc.	Lot H Parking & Athletics	Group II Equipment	1,499.18
P300346	Trusco Manufacturing	Lot H Parking & Athletics	Group II Equipment	1,668.81
P300348	Westwood Building	Lot H Parking & Athletics	Construction Material	3,106.02
P300395	Main Electric Supply	Bookstore Building	Construction Material	642.70
P300461	Western Illuminated	Bookstore Building	Construction Material	570.98
P300482	Hershey Systems, Inc.	Information Technology	Software	6,000.00
B310316	Cumming Corporation	Master Planning	Contract Services	100,000.00
B310437	West Coast Aerial	Signage and Wayfinding	Contract Services	2,000.00
B310456	PDI	Information Technology	Contract Services	6,000.00
B310474	ADT Security Systems	Administration/Special	Buildings	1,187.14
			TOTAL POs AND BPOs	**$153,160.15**

Agenda for the El Camino Community College District Board of Trustees
from Human Resources
Barbara Perez, Vice President

Page No.

A. Employment and Personnel Changes 51

B. Temporary Non-Classified Service Employees ……57

A. EMPLOYMENT AND PERSONNEL

It is recommended that the Board ratify/approve the employment and personnel changes for academic, classified, special service professionals and temporary classified service employees as shown in items 1-17 and 1-10.

Academic Personnel:

1. Retirement - Ms. Lutchminia Bilici, full-time instructor of Computer Systems, Business Division, last day worked June 12, 2009, first day of retirement June 26, 2009, and that a plaque be presented to her in recognition of her service to the District since June 1990.

2. Amend Employment - Dr. Bruce Letvin, full-time/temporary instructor of Life Sciences, Natural Sciences Division, Class V, Step 5, instead of Step 4, Academic Salary Schedule, effective August 27, 2009 through June 11, 2010.

3. Special Assignment - Mr. Edward Lugo, part-time instructor of Computer Aided Design/Drafting, Industry & Technology Division, to conduct aerospace research and develop training modules, to be paid $60.18 an hour, not to exceed 110 hours or $6,620, effective August 1 through December 18, 2009, in accordance with the Agreement, Article 10, Section 9(m).

4. Special Assignment - Mr. Eric Carlson, full-time instructor of Machine Tool Technology, Industry & Technology Division, to conduct aerospace industry research and develop training modules, to be paid $60.18 an hour, not to exceed 40 hours or $2,407, effective August 1 through December 18, 2009, in accordance with the Agreement, Article 10, Section 9(m).

5. Special Assignment - The following full-time instructors to conduct research on syllabi templates based on skills and student success models for campus-wide faculty distribution and use, to be paid $45.14 an hour, not to exceed 25 hours each or $1,128.50 each, effective September 1, 2009 through June 30, 2010, in accordance with the Agreement, Article 10, Section 14(a);

   Peter Marcoux
   Cynthia Mosqueda
   Kevin O'Brien
   Cynthia Silverman
   David Vakil
   Chelvi Subramaniam – Compton Education Center

6. Special Assignment - Mr. Michael Smith, part-time instructor of Industry & Technology, to perform Summer Curriculum Review as part of the Division Curriculum Committee to be paid $12 per course reviewed, effective July 6 through August 21, 2009, in accordance with the Agreement, Article 10, Section 14(a).

7. Stipend Assignment - The following full-time instructors of Reading and Basic Writing, Humanities Division, to participate in the Basic Skills Alliance Pilot Program to be paid $200 upon completion of semester-long partnership project, not to exceed a total of $5,200, effective August 27, 2009 through June 30, 2010, in accordance with the Agreement, Article 10, Section 14(a).

Marilyn Anderson
Jennifer Annick
Martha Ansite
Eugene Armao
Debra Breckheimer
Barbara Budrovich
Rose Ann Cerofeci
Matthew Cheung
Susan Corbin
Dana Crotwell
Elise Geraghty
Briita Halonen
Lyman Hong
Brent Isaacs
Rosemarie Kistler
Peter Marcoux
Victoria McCallum
Kate McLaughlin
Inna Newbury
Claudette Parks
Bruce Peppard
Stephanie Schwartz
Cynthia Silverman
Cynthia Somin
Darrell Thompson
Laura Welsh
Rachel Williams

8. Stipend Assignment - The following part-time instructors of Reading and Basic Writing, Humanities Division, to participate in the Basic Skills Alliance Pilot Program to be paid $200 upon completion of semester-long partnership project, not to exceed a total of $5,200, effective August 27, 2009 through June 30, 2010, in accordance with the Agreement, Article 10, Section 9(m).

Amanda Ackerman
Nancy Armstrong
Nancilyn Burruss
Karen Amano-Tompkins
Maria Bauer
Natasha Bauman
Jason Bostick
Shannon Bush
Kathleen Collins
Marcia Cree
Allison DeVaney
Kimiko Ego
Paula Fonseca-Bai
Ellen Griffin
Julia Hackner
Kathy Hall
Yvette Hawley
Greta Hendricks
Diana Hines
Jennifer Holt
Judy Houser
Nida Husain
Kristin Jones
Angie Kirk
Kim Krizan
Betty Littles
Karen Lugo
Susan Magabo
Clint Margrave
John Millea
Sumino Otsuji
Lana Phillips
Robert Puglisi
Loretta Ramirez
Natalie Ricard
Shannon Richardson

Catherine Schaeffer
Gary Smith
Jean Schoenberg
John Weitting
Wendy Wright
Lucy Yang

9. Stipend Assignment - Mr. James Mack and Ms. Maria Jacque, part-time instructors of Music, Fine Arts Division, to perform as summer resident artist at Music Ensemble of LA musicians, to be paid $250, effective July 12, 2009, in accordance with the Agreement, Article 10, Section 9(m).

10. Stipend Assignment - The following full-time instructors of Nursing, Health Sciences & Athletics Division, to attend Madden Oncology Conference, to be paid $50 an hour each, effective May 7, 2009, in accordance with the Agreement, Article 10, Section 14(a).

Instructor	Not to Exceed Hours	Not to Exceed Dollars
Margaret Kidwell-Udin	10	$500
Maria Teresa Martinez	10	$500
Yasna Ouwerkerk	10	$500

11. Stipend Assignment - Ms. Huibrie Pieters, part-time instructor of Nursing, Health Sciences & Athletics Division, to attend Madden Oncology Conference, to be paid $50 an hour, not to exceed 2 hours or $100, effective May 7, 2009, in accordance with the Agreement, Article 10, Section 14(a).

~~12. Stipend Assignment - Ms. Diane Simons, part-time instructor of Music, Fine Arts Division, to work as Artistic Director of South Bay Children's Choir, to be paid $3,200 per month, not to exceed 10 months or $32,000, effective August 29, 2009 through June 30, 2010, in accordance with the Agreement, Article 10, Section 14(b).~~ * Item pulled and no substitutions were made.

13. Stipend Assignment - Mr. Manon Robert-Shaw, part-time instructor of Music, Fine Arts Division, to be summer resident artist at musical recital, to be paid $200, effective August 5, 2009, in accordance with the Agreement, Article 10, Section 9(m).

14. Employment - Dr. Pieter Van Niel, full-time instructor at Compton Educational Center, to receive a stipend of $2,000 for coordinating/implementing Title V Mini-Grant Project, effective September 1, 2009 through June 30, 2009.

15. Employment - Ms. Genia Baker, part-time instructor of Athletics at Compton Educational Center, to receive a stipend of $1,000 for coordinating/implementing Title V Mini-Grant Project, effective July 1 through September 30, 2009.

16. Employment - The following part-time/temporary instructors to be hired as needed for the 2009 Summer session:

Mathematics
Mathew Robertson, Class II, Step 12

Natural Sciences
Bruce Letvin, Class V, Step 5

17. Employment - The following part-time/temporary instructors to be hired as needed for the 2009 Fall semester:

Behavioral & Social Science
Renee Decter
Maribel Hernandez

Business
Paula Koch
Cathy Margolin

Health Sciences & Athletics
Alma Demarco
Salomay Dyer
Shane Schumaker
Elva Sipin

Mathematical Sciences
Faridpak Farid
Binyam Gebremicael
Marguerite George

Natural Sciences
Changming Dong
Michel Van Biezen

Classified Personnel

1. Resignation – Ms. Cristallea Byun, Director of Contract & Community Education, Range 11, Step 4 (Administrative Salary Schedule), Community Advancement Division, Student and Community Advancement Area, effective September 15, 2009.

2. Personal Leave of Absence 9.4% - Ms. Kathleen Collins, 83.33% Secretary, Range 26 Step E, Humanities Division, Academic Affairs Area, effective August 29 through December 18, 2009.

3. Personal Leave of Absence from 15% - Ms. Wendy Kahan, Toolroom/Instructional Equipment Technician, (10 month) Range 31, Step E, Industry & Technology Division, Academic Affairs Area, to teach, effective August 31 through December 18, 2009.

4. Unpaid Leave of Absence 40% - Ms. Agapita Moura, Accounting Assistant III, Range 30, Step E, Fiscal Services Division, Administrative Services Area, effective August 1, 2009 through February 26, 2010.

5. Employment – Mr. Paul Edward, Director of Contract & Community Education, Range 11, Step 1 (Administrative Salary Schedule), Community Advancement Division, Student and Community Advancement Area, effective October 1, 2009.

Temporary Classified Services Employees

6. Amend Employment - Mr. Mark Nielson, Athletic & P.E. Attendant instead of Toolroom Instructional Equipment Attendant, Range 23, Step A, Health Sciences & Athletics Division, Academic Affairs Area, effective July 27, 2009.

7. Amend Employment - Ms. Quyen Nguyen, Accounting Assistant II, Range 30 instead of 28, Step A, Fiscal Services Division, Administrative Services Area, to process payroll, 40 hours per week, effective July 1 through October 31, 2009.

8. Employment - Mr. John Weitzel, Student Services Advisor, Range 35, Step A, Community Advancement Division, Student and Community Advancement Area, effective August 18, 2009 through June 30, 2010.

9. The following individuals to work as Custodian, Range 20, Step A, Facilities Planning and Services Division, Administrative Services Area, 40 hours per week, effective September 9, 2009 through June 30, 2010:

   Dolores Bernal

Damion Crawford
Maria Delgado
Julia Flores
Steve Marselle
Sharon Pointer

10. The following individuals to work as Program Coordinator, Range 36, Step A, Humanities Division, Academic Affairs Area, to oversee the foreign language lab, effective September 9, 2009 through June 12, 2010:

Sheryl Kunisaki
Silvia Ribeles de la Vega

B. TEMPORARY NON-CLASSIFIED SERVICE EMPLOYEES

It is recommended that the Board authorize employment of the following Temporary Non-Classified Service Employees, subject to funding, as shown in items 1-13.

The following temporary, non-classified service employees are to be hired for the 2009-2010 fiscal year, paid hourly, effective September 1, 2009 through June 30, 2010, days and hours vary as needed, unless otherwise stated.

Campus Police Aide Series

1. Campus Police Aide III

The following individual is to be responsible for non-hazardous police services to the students, staff, and faculty of El Camino College, and other departmental duties.

Stephanie Avila, $11.00

2. Campus Police Aide V

The following individual is to assist sworn and non-sworn personnel of the El Camino Police Department in performing general law enforcement duties.

Matthew Ryan, $13.00

Instructional Aide Series

3. Instructional Aide III

The following individual is to provide intermediate level tutoring, maintain records, and other specified accommodations for students, effective August 31, 2009 through June 30, 2010.

Michael Arzate, $11.00

4. Instructional Aide VI

The following individuals are to assist students with their writing assignments in all phases of the composing process – understanding and responding to the topic, generating ideas, outlining, drafting, revising, and other duties as needed, $15.00 per hour.

Stefan Bergman
Michelle Juergen
Karen Lugo
Ellen McCormack
Martha Middleton
Sara Pritzkat
Jeffrey Wilson
Terry Wright

Office Aide Series

5. Office Aide II

The following individual is to provide assistance to students, faculty, staff, and the public, payment processing, and daily operations and maintenance, effective August 17, 2009.

Anthony Jung, $9.50

Program Aide Series

6. Program Aide I

The following individual is to provide basic assistance with daily program operations.

Gregory Brannon, $8.00

Theater Aide Series

7. Theater Aide IV

The following individual is to assist the theater management and staff with technical theater duties for on-campus events and manage and organize the front of house staff for any given event, effective July 1, 2009 through June 30, 2010.

Amalia Moreno, $12.50

Professional Series

ASSISTIVE LINGUISTICS PROFESSIONAL SERIES

8. Assistive Linguistics Professional I

The following individuals are to be hired by the Special Resource Center to provide language interpreting support services between Deaf and Hard-of Hearing students, staff, and their hearing peers, the classroom instructor and other personnel, effective August 20, 2009 through June 30, 2010.

Jacob Henderson, $20.00
Anita Licea, $25.00
Jessica Lopez, $20.00

9. Assistive Linguistics Professional II

The following individuals are to be hired by the Special Resource Center to provide language interpreting support services between Deaf and Hard-of Hearing students, staff, and their hearing peers, the classroom instructor and other personnel, and must possess National Certification, effective August 20, 2009 through June 30, 2010 .

Martin Garcia, $45.00
Eduardo Huante, $35.00
Alejandro Perez, $35.00
Desiree Tanner, $42.50

EDUCATION PROFESSIONAL SERIES

10. Education Professional I

The following individual is to teach the summer kid's college for the Community Education program, effective July 1, 2009 through June 30, 2010.

Mohammad Rahnavard, $29.00

PROGRAM PROFESSIONAL SERIES

11. Program Professional I

The following individual is to coordinate, supervise, and maintain the Nursing Simulation Laboratories and the Simulation Mannequins.

Christian Cannady, $30.00

12. Program Professional IV

The following individual is to provide technical assistance by identifying inmate disabilities and developing individual educational plans for inmates of the Federal Correctional Institution at Terminal Island.

Debra McNamee, $115.00

Training Professional Series

13. Training Professional II

The following individuals are to facilitate groups with youth at risk or foster youth using experiential training strategies and strength-based practices, effective July 1, 2009 through June 30, 2010, $37.00 per hour.

Rebecca Alegria
Pamela Edwards
Karren Lane