



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

Telephone (310) 532-3670 or 1-866-ELCAMINO

November 15, 2012

Board of Trustees
El Camino Community College District

Dear Members of the Board:

Just one week from receipt of this note, I trust we will all be celebrating a joyful and healthy Thanksgiving Day. Please know how much I appreciate all the work you do for the community in your Trustee responsibilities for El Camino College.

The Monday, November 19, 2012, Board agenda is relatively routine and brief. It is highlighted by an annual celebration of the Board of Trustees 2012 Evaluation and 2013 Goals.

Your reading includes:

1. Memo from Vice President Higdon summarizing pending status of legal issues relating to the Bookstore Renovations and the MBA Projects, November 15 2012;
2. Memo from Vice President Arce to me regarding AA/AS Transfer Degrees, November 15, 2012;
3. Excerpt from School Services of California publication regarding Statewide ending Balances and Pension Reform, October 26, 2012;
4. "CCSF Trustees to Consider Major Cuts, *SFGate*, October 24, 2012;
5. El Camino College Annual Plan Newsletter, Fall 2012;
6. El Camino College, Compton Center, Annual Plan Newsletter, Fall, 2012;
7. Letter from the California Community College Early Childhood Education Curriculum Alignment Project, October 29, 2012, acknowledging El Camino College's participation.

If you have any questions, comments or concerns, please feel free to contact Kathy or me. I will be in my office from 3 p.m. on Monday and look forward to greeting you then.

Sincerely,

Thomas M. Fallo
Superintendent/President



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November 15, 2012

TO: President Thomas Fallo

From: Jo Ann Higdon, M.P.A

The following are brief summaries of the pending status of legal issues relating to the Bookstore Renovations and MBA Projects.

Bookstore Renovations:

Non-binding mediation proceedings did not result in settlement of Mackone claims or back charges asserted by the District for delayed project completion by Mackone. Resolution of contractor claims and District back charges will be through binding American Arbitration Association arbitration. An arbitrator has been appointed, but date(s) for arbitration proceedings are not yet established. We anticipate completion of arbitration proceedings in early 2013.

MBA:

Completion: Contractor is in the process of completing remaining scope and corrective work.

LPA: District has completed a mediation session with LPA concerning LPA errors and omissions. Resolution was not reached during mediation and an additional mediation session is scheduled for late November, 2012. Resolution of all costs asserted by District for LPA errors and omissions is not anticipated through the mediation process and District anticipates additional LPA exposure issues (based on "pass-through" liability of LPA for contractor claims) will be subject to further mediation proceedings in 2013. All issues unresolved through the mediation process are subject to resolution by binding arbitration proceedings.

Contractor: The District is awaiting contractor submittal of claims for additional construction costs and delay related costs. District also anticipates establishment of contractor Liquidated Damages for contractor caused delays. District intends to pursue LPA for cost claims (both additional construction costs and delay related costs) submitted by contractor which flow from LPA design errors or omissions. We anticipate engaging in dispute resolution proceedings to address contractor cost claims and District Liquidated Damages claims with both contractor and LPA. The timing for initiating these proceedings is estimated to be Spring of 2013.

Jo Ann Higdon, M.P.A
Vice President, Administrative Services



EL CAMINO COLLEGE
Vice President – Academic Affairs
November 15, 2012

TO: President Thomas Fallo
FROM: Dr. Francisco Arce
SUBJECT: AA/AS Transfer Degrees

Below is the list of AA/AS transfer degrees that are in various stages of approval. The Chancellor's Office approved the Communication Studies and Sociology AAT Degrees in Spring 2012. Six more degrees are ready for the Chancellor's Office approval:

1. Administration of Justice
2. Geology
3. Kinesiology
4. Mathematics
5. Physics
6. Psychology

There are 11 AAT Degrees in progress for submission to the Chancellor's Office in Spring 2013:

1. Art History
2. Business Administration
3. Early Childhood Education
4. Elementary Education
5. English
6. Geography
7. History
8. Music
9. Political Science
10. Studio Art
11. Theatre Arts

To date, 22 AAT degrees are approved for the California Community Colleges to develop. By Fall 2013, ECC anticipates 17 AAT degrees will be approved by the Chancellor's Office. The AAT degrees will improve transfer to the California State University because they are emphasizing preference for students that prepared for the major.

What Are the Most Recent Statewide Average Ending Balances?

- Q.* In the past, you have published the statewide average ending balances for all community college districts. Do you have some more recent information?
- A.* Since the deadline for submission of the 2011-12 CCFS-311 was earlier this month, the data for that year is not yet available. However, here is the latest information, based upon the Annual Financial & Budget Reports (CCFS-311) submitted to the Chancellor's Office:

Unrestricted General Fund Net Ending Balance as a Percentage of Unrestricted General Fund Expenditures		
	2009-10	2010-11
Average Statewide	16.20%	18.80%
Lowest	5.60%	2.60%
Highest	36.80%	38.90%

We always focus on the Unrestricted General Fund because it is the best indicator of fiscal solvency. As can be seen here, the statewide average ending balance increased from 2009-10 to 2010-11, indicating that districts on average are prudently maintaining their reserves to hedge against the cash deferrals and future cuts in funding. Since there was a significant midyear cut in 2011-12 along with system shortfalls, we would expect that the 2011-12 ending balances would decline unless districts took measures to reduce expenditures significantly. As soon as the 2011-12 data is available, we will report on it.

[Posted to the Internet 10/26/12]

—Sheila G. Vickers

How Does Pension Reform Affect Employees Whose Contributions are Paid by the District?

- Q.* Our district pays the employee's portion of their contribution to the California Public Employees' Retirement System. How will these employees be affected by the new pension reform legislation?
- A.* Assembly Bill 340 (Chapter 296/2012), the California Public Employees' Pension Reform Act of 2013, specifies that, for any new employee to the system after January 1, 2013, the employer cannot pay any portion of the employee's contribution. While this provision does not impact current employees, the bill provides the employer with the ability to negotiate an increase in employee contributions of up to 8% through the collective bargaining process. Impasse procedures cannot be used to impose this until on or after January 1, 2018.

[Posted to the Internet 10/26/12]

—Sheila G. Vickers

A showdown is expected at City College of San Francisco on Thursday evening as trustees at the troubled school vote on whether to slash favored but costly ways of doing business.

Their decisions could transform how the college does business. In consideration:

-- Drastically reducing the number of department chairs released from teaching to do administrative work.

-- Closing college-run child care centers.

-- Forcing students to pay the required fees upon enrolling for classes - the practice of allowing them not to pay has cost the college a colossal \$8.5 million over decades.

The trustees will also decide on Thursday whether to approve an eight-month, \$1,000-a-day contract for Bob Agrella, the retired head of the Sonoma County Junior College District, to serve as "special trustee" overseeing the fight to remain accredited.

The trustees will consider these permanent cuts as they hear from administrators that the college of 86,000 students is near bankruptcy and that their past practice of making timid, one-time budget cuts no longer works. City College is trying to avoid a \$15 million shortfall projected for next year. Additionally, if state voters reject Proposition 30, a tax measure on the Nov. 6 ballot, trustees will have to cut \$11.4 million from this year's budget.

But the trustees will also hear from frustrated, sometimes angry people. These include department chairs who oppose the proposal to greatly reduce their "release time" for administrative duties, end the stipends they receive on top of salary, and send dozens of faculty members back to the classroom. Administrators say that getting most teachers back to the classroom would save City College more than \$2 million a year.

The proposal "is an alarming example of an extreme and foolhardy swing of the pendulum," Alisa Messer, president of the faculty union, wrote in a letter to the trustees, urging them to reject the shakeup.

"This meeting is pivotal. I really consider it a tipping point," said interim Chancellor Pamila Fisher, who has led the college's efforts to remain accredited since the summer, when an accrediting commission dropped the bombshell that City College will lose its right to operate unless it repairs 14 major deficiencies.

The accreditation commission "is very concerned that what's on this Thursday night agenda gets passed," Fisher said.

The commission set a March 15 deadline for the college to transform from an institution so generous that it lets students take classes without paying.

The trustees will hear for the first time that by looking the other way, the school lost \$8.5 million - more half of next year's budget gap.

"Wow," said John Rizzo, the board president. "We have to get that money back."

Free classes. For years, City College has let students take a semester's worth of classes without paying. They are charged only if they try to re-register. Savvy students long ago realized that they could pay only every other semester.

The board is expected to "clarify its position" on the issue. Administrators will also talk about options for pursuing students who owe money, many of whom are long gone from the school.

Trustee Chris Jackson, who had opposed sending a collection agency after the students, said the new figure on missing cash is enough to change his mind.

"I'm happy to support it now that we have the actual number," Jackson said, but cautioned that the college should not spend more to go after students than it can hope to collect.

One item on the agenda is whether to close down the Bernal Heights State Preschool to save \$84,000 a year, and to eliminate summer hours at three other child care centers. The college pays \$700,000 a year for the four sites, which are intended as laboratories for child-development majors, although some offer no college credit. A fifth, at Hunter's Point, closed last year.

College officials could not say how many children are served overall, but the tiny Bernal program at 601 Tompkins Ave. serves 18 children ages 3 to 5 this year.

"Each of their parents is invited to come one day a week to participate as a teacher," said Lynn Yagle-Snead, the director. "They learn how to discipline without using corporal punishment, and to use positive reinforcement. This school offers a beautiful, non-judgmental (parenting) lab."

The problem with all the centers, Fisher said, is that "employees were there last summer and had nothing to do - but they were being paid. We can't do that anymore."

The program has been in Bernal Heights for 25 years, said Kathleen White, chair of the Child Development and Family Studies Department. White is expected to ask the trustees to delay closure from December until May so that families can find other placements.

"I am very sorry to see the program on the agenda, and also understand the fiscal situation at the college and the difficult decisions that must be made," White said.

Perhaps the most contentious items on the agenda are the changes to the administrative structure, in place for many years.

Plan criticized. The plan to eliminate 85 percent of the department chairs was not revealed to the college community until two days ago," said Karen Saginor, chair of the Faculty Senate, who said it is seriously flawed. One apparent flaw is that health departments - radiology, nursing, dental and others - could lose their individual accreditations unless a faculty member performs the specialized administrative functions, said Kyle Thornton, chair of Radiologic Sciences, which graduates nine of every 10 radiologists in San Francisco. "I'll bring this up to the trustees and simply say the model needs to be revisited" for these programs, he said.

Meanwhile, if the trustees approve the appointment of Agrella as expected, the special trustee would have veto power over any action he deemed inconsistent with the college's recovery plan. When and where. The public meeting will be at 6:30 p.m. Thursday in City College's Multi-Use Building, 50 Phelan Ave., San Francisco.



Annual Plan NEWSLETTER

El Camino College: Mission

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

El Camino College: Strategic Initiatives

The Strategic Initiatives stem from the college's mission statement and values. They guide decision-making and planning at all levels and help the college achieve its goals in serving the community.

Strategic Initiative A

Enhance teaching to support student learning using a variety of instructional methods and services.

Strategic Initiative B

Strengthen quality educational and support services to promote student success.

Strategic Initiative C

Foster a positive learning environment and sense of community and cooperation through an effective process of collaboration and collegial consultation.

Strategic Initiative D

Develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the workforce training and economic development needs of the community.

Strategic Initiative E

Improve processes, programs, and services through the effective use of assessment, program review, planning, and resource allocation.

Strategic Initiative F

Support facility and technology improvements to meet the needs of students, employees, and the community.

Strategic Initiative G

Promote processes and policies that move the College toward sustainable, environmentally sensitive practices.

Fall 2012

Each of the 142 plans submitted for review this year addressed one, if not multiple, strategic initiatives. In 2011-12, \$35 million dollars in plans were requested by college faculty and managers. Even in a time of declining revenues and shrinking budgets, the college was able to fund approximately \$3 million dollars of those plans.

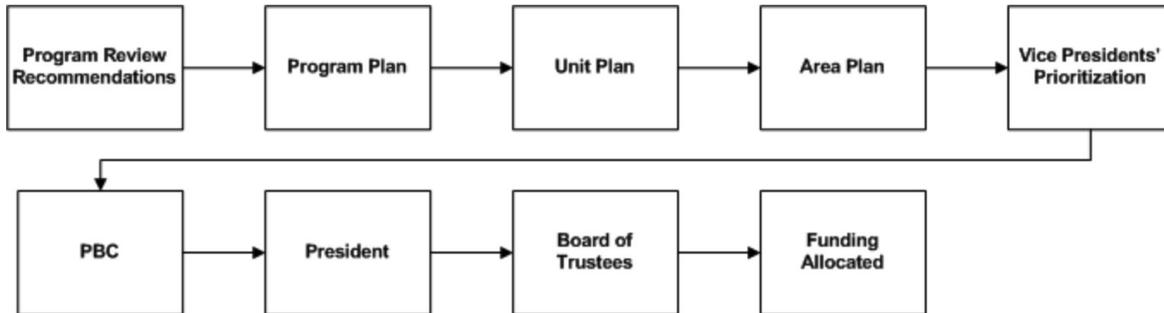
2011-12 El Camino College Plan Builder

SI	# Used in Plan	\$ Amount Requested
A	74	\$5,930,085
B	152	\$12,951,865
C	40	\$680,107
D	43	\$5,209,234
E	75	\$2,316,637
F	116	\$10,461,183
G	19	\$502,401



ECC's Annual Planning Process

The chart below illustrates the process it takes for a plan to become reality. El Camino College uses software called Plan Builder to record plans and track their progress. These plans are updated with status reports twice a year. The Plan Development Cycle begins in September as departments begin developing their program plans and updating their planning goals. The process concludes in June when the Planning and Budgeting Committee submits their endorsements for the President to consider.



Plan Development Cycle

- Departments review and update recommendations to create a Program Plan.
- Division Deans review prioritized goals from Program Plans and with their Division Councils to decide what to incorporate into a Unit Plan.
- Vice Presidents review the prioritized goals from their Unit Plans to create Area Plans.
- All of the Vice Presidents review priorities arising from their areas and collaborate to determine the institution's top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee.
- Planning and Budgeting Committee reviews funding requests submitted by the Vice Presidents for alignment with the College mission and strategic initiatives and forwards its endorsements to the President.
- Plans meeting presidential approval are forwarded to the Board of Trustees for final budget approval.

Student Ambassadors

Ambassadors: Reaching In and Reaching Out

The Student Ambassadors Program has been a growing presence on and off-campus since its inception in the fall of 2007. They help realize El Camino College's Strategic Initiative D, which seeks to develop relationships with other schools, colleges, and other community organizations. On campus, they act as tour guides for prospective students and answer questions at various information desks. Off campus, they represent ECC at high schools, college fairs, and community events. According to the Office of Outreach and School Relations, through these events the Ambassadors have met with nearly 50% of the prospective El Camino students in the area— that's over 4,000 students. This is quite impressive considering that there are only 32 ambassadors on staff.

The 32 Ambassadors are a very special group of students, and working in the program has a transformative effect on them as well. Coordinator Julieta Ortiz enjoys watching the students "grow and truly become leaders" on campus. Janelle Miller, a recent graduate and an ambassador for two years, said that the program was more than just a job but an opportunity to learn "organizational skills and responsibility, how to better manage my time, and how to be a good employee." Ambassadors like Janelle develop practical skills such as public speaking, networking, and interpersonal skills during their tenure in the program and many become leaders in clubs and in ASO. In fact, the last three ASO presidents and the current and former Student Trustee have been Ambassadors.

The Ambassadors have had many sources of funding over the last five years. The program was originally



funded through Enrollment Management and the Office of Outreach and School Relations. Both offices deemed the program a priority in their 2009-2010 program plans. That year also saw the ambassadors increase their numbers from five ambassadors to thirty-two. When Enrollment Management and Outreach and School Relations could not fund them anymore, the El Camino College Foundation provided \$25,000 to sustain the program. The Foundation's support has allowed the program to continue over the last two years. Finally, federal work study money helps too. Ortiz maximizes the federal work study grants of her Ambassadors, which further augments and stretches the Foundation's funding. These efforts by so many areas of the college clearly show how beneficial this program is. A program that facilitates entry into the college and helps prepare ECC students to be future leaders is certainly worth the investment.

Compressed Courses

Experimental Courses Speed Students to English 1A

This fall the English department and the First Year Experience Program are piloting two experimental courses – English 50WW and English 50RR. English 50WW combines English A and B into one class while 50RR combines English 82 and 84 together. The two classes are being offered as a learning community, so students are enrolled simultaneously in both classes and attend class everyday for four hours. The professors of the two classes collaborate on assignments to create a learning community that reinforces content from both classes. This gives students the exciting prospect of finishing all of their English prerequisites in one semester, a process that can normally take a student two to four semesters to complete.

This bold experiment began two years ago when Professor Pete Marcoux piloted an accelerated learning community in the First Year Experience program. His efforts yielded a 100% retention rate. The successful students went on to complete English 1A with a 71% success rate, a rate almost 10% higher than the control group. There were two more accelerated cohorts that followed and all yielded promising results. Because of this potential, FYE made increasing the number of compressed learning communities one of their goals in their 2011-2012 Annual Plan. They intend to gather data on success, retention and persistence from six or seven more accelerated learning communities to determine the effectiveness of these classes.

Funding for projects noted in Annual Plans come from a variety of sources. In this case, the compressed learning communities are being supported and funded by the

Title V, Graduation Initiative grant. Money from the grant is helping both faculty and students. The grant compensates faculty members for their collaboration with their link partners to create new lesson plans. For the students, the grant has provided money for their textbooks. The Graduation Initiative is also providing funding to take the students on field trips to build camaraderie and team-building within the learning community.

The next three semesters will determine if more courses like these will be offered in the future. With willing faculty, innovative ideas, and Title V funding, it appears that many factors are in place for success, and ECC will have one more way to fulfill Strategic Initiative A's directive of using a variety of instructional methods to serve students. Hopefully, compressed courses will be adopted into the curriculum so students will have a fast and innovative way to complete the developmental track.



Strategic Initiative Green

Industry and Technology is moving forward on exciting new plans to fulfill Strategic Initiative G – making college processes and policies sustainable and environmentally sensitive. The division is moving in three areas that will culminate in a new Environmental Technology Program and a Sustainable Learning Resource Center (SLRC). Currently in process in Plan Builder is to purchase resources related to solar energy and sustainable building materials. These will augment the solar cells and the Skystream wind turbine that were donated and bought with a grant, respectively, to be used in the Resource Center. All of these new materials allow for the expansion of the green technology curriculum. The first course to teach students about green technologies and sustainable building, Environmental Technology 101, is making its way through the curriculum committee. ET 101 is the first in a sequence of classes designed to teach students about the history of environmentalism and how to apply materials and technology to create sustainable buildings and structures. By the time students learn about materials and technology, they won't just read about it in a textbook. They can go to the Sustainable Learning Resource Center to see and experience it.

The SLRC is still in the design stages, but when completed, will be a remarkable example of environmental sustainability. The SLRC will not be like an average classroom in either construction or purpose. Mike Stallings, Architecture professor, explains that the "building will showcase green technology and alternative energy systems." The construction materials, the design, every-

thing about it is "meant to be a visual aid for horticulture, construction technology, and architecture students."

This "temporary evolving lab," as Professor Stallings calls it, will be a place where students can see green technology integrated and applied into an existing but modifiable structure. The SLRC hopes to feature a bamboo trellis that can hold lectures and receptions for the different divisions on campus and be built with sustainable materials. Permeable paving materials will help reduce runoff and the structure will be adorned with native and drought resistant plants. Architecture professor Greg George also noted that since the SLRC will produce its own power through the previously mentioned solar cells and Skystream wind turbine, it will help take El Camino College "off the grid" and be a "model for a building typology that's energy efficient."

The Environmental Technology students won't be the only ones to learn from or contribute to this structure. Professor Stallings intends for the structure to be "student designed and student built" and to utilize students in disciplines including Horticulture, Architecture, and Construction. Also contributing will be El Camino College's Developing Energy Efficient Professionals (DEEP) interns. The DEEP interns are on the forefront for sustainability awareness not just on campus but in the state. DEEP intern Neal Ryke summed up the purpose of the SLRC quite succinctly. The SLRC isn't just for students to gain skills for jobs, but it's also a way for them and the community to adopt a greener lifestyle. According to Ryke, with a visit to the SLRC "the common person can walk up, and take some of it home, and apply it to everyday life."



El Camino College Administration

Thomas M. Fallo – President

Francisco Arce – Vice President, Academic Affairs

Jo Ann Higdon – Vice President, Administrative Affairs

Linda Beam – Vice President, Human Resources

Jeanie Nishime – Vice President, Student and Community Advancement

2011/2012 Annual Report: Editor/Editorial Writer - Matt Cheung



Annual Plan NEWSLETTER

Fall 2012

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Financial Planning Highlights and New Hires

"In 2011-2012 school year, most of Compton Center's funding came from redistribution of existing money," according to Vice President, Barbara Perez. "The Center's master plan and 2011-2012 annual plans both included a strong need to improve facilities and equipment. As a result, several annual plans related to facilities and instructional equipment were funded in 2011-2012." Perez estimates that "\$194,000 was put into the budget to address facilities needs."

2011-12 Compton Plan Builder

Strategic Initiative	Number used in Plan	Dollar Amount Requested
A	40	\$2,418,913
B	60	\$6,588,818
C	26	\$453,470
D	30	\$1,587,870
E	26	\$147,800
F	54	\$3,412,742

Approximately \$14,600,000 was requested for Strategic Initiative driven plans at the Compton Center for the 2011-2012 school year. \$50,000 was initially identified to fund requests, but when the state cut funding not once but twice, Compton Center did not use the funds.



Some focus was also placed on personnel to ensure that Compton Center had the people necessary to support the institution. The faculty hires listed below were identified through the planning process.

In the Fall of 2011, El Camino College Compton Center welcomed four new faculty:

1. **Karla Coti** – Chemistry
2. **Brent Koolman** – Auto Collision and Repair
3. **Dale Ueda** – Heating, Ventilation and Air Conditioning (HVAC)
4. **Cassandra Washington** – Child Development

In the Spring of 2012, El Camino College Compton Center welcomed seven new faculty:

1. **Maria Estrada** – Counseling
2. **Amber Gillis** – English
3. **Charles Hobbs** - Librarian
4. **Albert Jimenez** – Instructional Specialist
5. **Hoa Pham** – Child Development
6. **Kendahl Radcliffe** – History
7. **Nikki Williams** – English



Student Services Highlight

Learning Communities Expand at Compton Center!

The First Year Experience (F.Y.E.) program is designed to prepare freshman students for academic success, as well as assist them in choosing a career path. The program has grown in the past few semesters, according to the new full-time F.Y.E. Coordinator, Maria Estrada. “We have gone from 3 cohorts, serving 90 students in fall 2011, to 4 cohorts in spring 2012, now working with about 120 students.”

Students in F.Y.E. complete a cluster of courses taught by a team of teachers over a two-semester period. In their first semester, students will enroll in remedial English, American history and a human development course. During their second semester, students will complete freshman composition, communication and two human development courses. Estrada is planning on partnering with the mathematics department in the near future so that graduates from F.Y.E. will have college level English and mathematics completed, which will put them in excellent position for transfer to a four-year institution.

“I am passionate about F.Y.E.,” says Estrada. “This program helps students navigate the process of attending college, teaches them to seek appropriate resources and aids in developing lasting relationships.” Those who qualify for F.Y.E. will not only benefit from priority registration and educational planning by two experienced bilingual counselors, but will also glean much from the learning community classes and numerous activities and field trips (including visits to local Cal State schools, University of California schools and private universities).

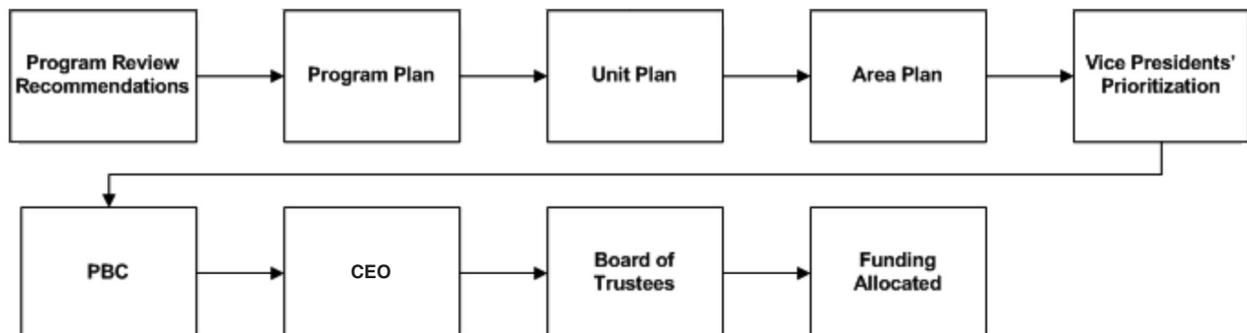
“Ultimately,” Estrada concludes, “my vision for F.Y.E. is for each and every student to successfully finish the program and to transfer to the university of their dreams.” Estrada desires to see the number of cohorts double over time. In order to accomplish this goal, hiring more faculty to facilitate the learning communities may be necessary. In the 2011-2012 school year, it was assessed and determined by student services that F.Y.E. had insufficient counseling resources and would greatly benefit from the leadership and advisement provided by a full-time faculty coordinator/counselor. The number one objective mentioned in the 2011-2012 plan builder document for F.Y.E. was to hire a full-time tenure track faculty member for the program. After securing hiring priority, F.Y.E. took a huge step forward in expanding their program by hiring Maria Estrada in the summer of 2012. Her position is a perfect example of how successful planning can lead to the acquisition of much needed faculty support required to make a program thrive. Now that there are more opportunities for students to participate, graduation and transfer rates should certainly rise for Compton Center!



Annual Planning 101:

Every year, programs, areas and units create or revise goals and objectives using a software system called Plan Builder. In order to justify funding, the plans are tied to the college's Strategic Initiatives. Below is a description of the steps to the planning cycle.

- **Program Review Recommendations/Program Plan:** Each department reviews, updates, and inputs recommendations for the next fiscal year. The division chairs review and prioritize goals and objectives, making a top priority list for the Unit Plan.
- **Unit Plan:** Deans then determine which goals and objectives will move forward for the Vice President's review.
- **Area Plan:** The Vice President reviews the recommendations from the deans.
- **Vice Presidents' Prioritization:** Vice President uses a ranking voting system to decide which goals will move forward.
- **Planning and Budgeting Committee (PBC):** The Vice President presents a list of prioritized goals and objectives for the PBC to discuss for funding endorsement.
- **CEO and Board of Trustees (Special Trustee):** The PBC submits a list of endorsed funding requests to the CEO for consideration. After the CEO approves, the goals and objectives are reviewed by the Special Trustee.
- **Funding Allocated:** Funding is dispersed for goals and objectives approved via the planning process.



Instructional Highlight

Exciting Opportunities in Basic Skills Happening at Compton Center!

In the spring of 2012, Compton Center took a nod from the Torrance Campus and created an accelerated English cohort (English 50RR and English 50WW). The First Year Experience (F.Y.E.) program at ECC spearheaded this cohort in fall 2010 and had exceptional student success pass rates. Consequently, the English department was able to expand the learning community offerings by requesting additional faculty hires via Plan Builder in the 2011-2012 school year. The prioritized hires made it possible to expand the accelerated program at ECC, as well as serve as a model to mirror the success of the program at Compton Center. Two full-time tenure track reading and writing professors were requested in the English department 2011-2012 Plan Builder at Compton Center. The hires were approved and the new faculty (Lauren Gras and Dalia Juarez) happily took on the task of creating an accelerated English cohort at Compton Center.

The accelerated English learning community is designed for students who assess into remedial composition and reading (English B and English 82, respectively). They can now take the fast track and be prepared for college level English all in one semester! The cohort consists of two semesters of reading and writing and earns students 12 units (full-time status) in one term. "It's intensive," insists Dalia Juarez, the writing professor for the accelerated cohort. "Students must come to class with books in hand and be prepared to really work."

In fall 2012, the cohort has increased two fold. Juarez hopes to see a rise in success rates for those who finish the English sequence this time around. "Many students were successful with the first half of the semester, completing the equivalent to English 82 and B work," according to Lauren Gras, the reading professor for the accelerated English cohort, "It was when we moved into the second half that we saw students struggle [working on English 84 and A material]." Gras notes that the best candidates for English 50RR and English 50WW are those who have been out of school for a while and just need a refresher before diving into college level composition. "My vision for the cohort," Juarez concludes, "is for students to complete the 16 week experience having become a better student, as well as having a vision for their future both professionally and academically."

Additionally this fall, Compton Center will be offering for the first time an accelerated mathematics cohort called BAM (Basic Accelerated Mathematics). Listed as Math 50D in the schedule of classes, the course is worth five units and covers the material from Math 12 (Basic Arithmetic Skills), Math 23 (Pre-Algebra) and Math 40 (Elementary Algebra). Upon successful completion of Math 50D, students can then enroll in Math 73 (Intermediate Algebra for General Education) or Math 80 (Intermediate Algebra for Science, Technology, Engineering, and Mathematics). This cohort makes it possible for student to prepare for transfer level mathematics in just two semesters time.

With all the exciting opportunities cropping up, Compton Center is still the place to be!

El Camino College Compton Center Leadership and Administration

Senior Management

Keith Curry - Interim Chief Executive Officer,
Compton Community College District

Barbara Perez - Vice President,
El Camino College Compton Center

Academic & Administrative Deans

Susan Dever - Dean, Academic Programs

Wanda Morris - Dean, Health and Human Services

Rodney Murray - Dean, Career & Technical Education,
and Mathematics and Science

Ricky Shabazz - Dean, Student Services

Rachelle Sasser - Dean, Human Resources

David Vakil - Interim Associate Dean, Academic Affairs

Felipe Lopez - Chief Business Officer

Academic & Administrative Directors

Patricia Bonacic - Director, CalWORKs, TANF, SRC

Robert Butler - Director, Special Programs and Services

Shirley Edwards - Director, Child Development Center

Reuben James III - Director, Fiscal Affairs

Elizabeth Martinez - Director, Outreach and
School Relations (Transfer Center)

Valerie O'Guynn - Director, EOP&S/CARE

Albert Olguin - Director, Athletics

Mytha Pascual - Director, Financial Aid

Rudy Ramos - Supervisor, Information Services

Vacant - Director, Admissions and Records

Wayne Ward - Director, Maintenance and Operations

2011/2012 Annual Report: Editor/Editorial Writer - **Holly Schumacher**

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California Community College
Early Childhood Education
Curriculum Alignment Project



October 29, 2012

Thomas Fallo, President
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

Dear President Fallo:

The Curriculum Alignment Project Executive Committee and Director are pleased to announce that the early care and education/child development program at El Camino College has completed curriculum alignment with the California Community College Curriculum Alignment Project (www.childdevelopment.org) and the EC/CD Lower-Division 8.

We congratulate you for participating in the multiple ways that administrators support the campus EC/CD department and their achievements. The department's submission documents were reviewed and approved as provisionally aligned September 28, 2012. Please note that the campus needs to provide copies of the official course outlines, once these are finally approved on your campus, to be approved as officially aligned. We anticipate that the campus will be able to send these approved outlines no later than one year from today.

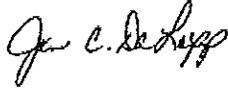
The California Community Colleges EC/CD Curriculum Alignment Project 2007-2008 Recommendation was distributed in February of 2008 and to date has 103 colleges working toward alignment. As of October, 2012, over 60% of the CA Community Colleges have been approved for alignment.

The Project Director, Manager and Technical Assistance Leads acknowledge this monumental accomplishment and appreciate the efforts of your college community to support this important and change-making endeavor. Your faculty has accomplished a major step toward consolidating and clarifying the requirements for teachers of young children in the state of California. These faculty champions held onto the vision needed to achieve the statewide goal of offering a shared set of competency-based EC/CD courses for all students entering the ECE workforce.

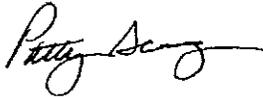
CC: Board, Dr. Arce.

El Camino College; thank you for supporting the alignment process on behalf of your students, students across the state, your college, and colleges within the system. Together, we are making California better for teachers, ECE professionals and young children.

Sincerely,



Jan DeLapp, Faculty Director, CA Curriculum Alignment Project
delappj@arc.losrios.edu, (916) 484-8961



Patty Scroggins, Administrative Director, CA Curriculum Alignment Project
scrogginsp@yosemite.cc.ca.us, (209) 548-5732