



EL CAMINO COMMUNITY COLLEGE DISTRICT
16007 Crenshaw Boulevard, Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO
www.elcamino.edu

March 16, 2011

Board of Trustees
El Camino Community
College District

Dear Members of the Board:

Welcome to the first meeting in spring of the spring semester. Please, no excuses for not turning your clocks forward. The Board meeting starts promptly at 4 p.m.

The March 21, 2011, Board meeting begins with a presentation on the Title V Graduation Initiative by Dr. Jeanie Nishime. The remainder of the consent agenda is routine, however, your attention is drawn to two items. The first is the Budget Reduction Proposal under Administrative Services, page 31, Item H. I will be happy to provide comments on this very important planning document. The California budget situation is going to have a significant effect on services throughout the state and, specifically, here at El Camino College and our Compton Center. Under the Superintendent/President's section, please note item A, where you are required to develop a process for appointees to a Boundary Review Committee as set forth in the Redistricting Action Plan.

The Non-Consent agenda authorizes an Interfund Transfer for the Blackburn Settlement Agreement. In the Board packet, attachment A, is a statement to be read by the Board President announcing the settlement agreement in the Blackburn case.

Spring brings the season of recognitions, celebrations and Commencement. Onizuka Space Science Day will be held on Saturday, April 30th and your special invitation to the Space Science dinner on Friday, April 29th, 6 p.m., at the Depot in Torrance, will be mailed to you next week. You might want to note the dates.

Additionally, in a separate envelope, attachment B, is an invitation to the Compton Community College District 2011 State of the District Address by Dr. Genethia Hudley-Hayes, Special Trustee on April 8, 2011, 10 a.m.

As you know, you are invited to all campus events throughout the year.

The following items are enclosed for your perusal:

1. Memo from Ann Garten to me, March 9, 2011, regarding Board Redistricting;

2. 2011 Benefits at a Glance;
3. Despite Pleas, YCCD Trustees Bring Down Ax;
4. Memo from Los Angeles County School Trustees Association, March 7, 2011, calling for nominees to serve on the Executive Board of Directors for the Association for the 2011-2012 year;
5. California Community Colleges, Federal Relations Division, 2011 Federal Legislative Priorities;
6. The Process to Accreditation (v. 2), An Internal Planning Document, September 30, 2010;
7. Division of Counseling and Student Services Newsletter;
8. El Camino College Community News.

On March 16, 2011, Dr. Keith Curry, the current Compton Center Dean of Student Services, was appointed the Compton Community College District Interim CEO. His appointment is a significant achievement for the Compton Community College District and the El Camino College Compton Community Educational Center's leadership team.

I look forward to greeting you on Monday, March 21, 2011, and will be in my office at 3 p.m. for those who wish to visit. In the meantime, please contact Kathy or me with any questions, comments or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom Fallo", with a large, sweeping flourish above the name.

Thomas M. Fallo
Superintendent/President

TMF/kao

Cc: Vice Presidents, Director of Community Relations.

STATEMENT OF BOARD PRESIDENT

On February 22, 2011, the Board acted in closed session unanimously with all members present to authorize settlement of the case of Kristi Blackburn v. El Camino Community College District, et al. The settlement was subsequently approved by Ms. Blackburn and her attorney.

The Settlement Agreement provides for each party to accept the verdict of the Superior Court and not appeal that verdict. The verdict was in favor of the District on all sexual harassment, gender discrimination, race discrimination, and retaliation claims made by Ms. Blackburn. Ms. Blackburn recovered back pay on a contractual theory of \$45,184.00, with prejudgment interest of \$6,796.00. She also recovered costs that she had paid of \$18,580.47.



Compton Community College District

Please join us for the
2011 State of the District Address

by
Dr. Genethia Hudley-Hayes
Special Trustee

with
Dr. Jack Scott
Chancellor, California Community Colleges
and
Honorable Mark Ridley-Thomas
Supervisor, 2nd District County of Los Angeles

Friday, April 8, 2011 at 10:00 a.m.

Tartar Quad

Compton Community College District
1111 East Artesia Boulevard ♦ Compton, CA 90221

RSVP Required
310-900-1600, ext. 2005

Reception Following ♦ Student Lounge



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard Torrance, California 90506-0001
Telephone (310) 532-3670 or 1-866-ELCAMINO

Date: March 9, 2011

To: President Fallo

From: Ann M. Garten 
Community Relations Director

Re: Board Redistricting

As you recall, the Board of Trustees gave authorization last month for College staff to begin a process to review the El Camino Community College District Trustee Areas. The first step in the Redistricting Action Plan is for the Board to discuss and determine the process for establishing and appointing members to the Boundary Review Committee (BRC).

In discussions with the LA County Office of Education and from the redistricting workshop held in February, recommendations relative to establishing a BRC include: selecting the right individuals to serve on the BRC is key to a successful process; the committee should be comprised of representatives from each of the current Trustee Areas and two members at-large; total number of members should not exceed seven or at most nine individuals; keep in mind an individual who can serve as chair and lead the BRC through the process in a fair and timely manner; consider individuals who are capable of participating in community outreach via briefings and informational meetings throughout the district; and appointees should be prepared to meet on a regular – most likely monthly – basis from the start of the process through the end.

The Redistricting Action Plan calls for the Board to determine the process to appoint members to the BRC at the March meeting, and to make the appointments at the May Board meeting, following outreach and publicity to recruit potential members. Therefore, the March Board agenda will include an item under the "Office of the President and Board of Trustees" section to allow the Board to discuss and determine the process for appointing members to the BRC.

Despite pleas, YCCD trustees bring down ax

By Nan Austin - naustin@modbee.com

A capacity crowd filled the Modesto Junior College auditorium Wednesday night to speak against deep cuts to programs or cheer on those who did.

After more than four hours of speeches, visibly weary Yosemite Community College District trustees took up the resolution to send layoff warnings to a dozen faculty and eliminate four administrative posts and a dean.

The twin motions passed unanimously, 7-0. Board members said they saw the pain the plan caused, but had to face the reality of \$8 million in budget cuts for MJC.

Trustee Abe Rojas said he faced discussions of budget reductions "with a heavy heart," and said his vote "will not be popular with you, but necessary."

Trustee Anne DeMartini said the recession had put the district in a very difficult situation, as it had many in the community who had lost jobs.

"They're hurting and we're going to be hurting too. Bottom line, nobody's going to win tonight," DeMartini said.

"If we could change this terrible budget crisis, we would," said board member Lynn Martin.

Speaker after speaker spoke against passing elements of the plan, or asked for more time to come up with something better. Time, however, was running out against a Tuesday deadline to send layoff warnings to faculty and managers.

Support staff, who asked that deeper cuts to faculty be considered to spare classified positions, will lose 43 positions under the plan, said Debbi Partridge, president of the Yosemite chapter of the California School Employees Association.

Speakers focused on programs being eliminated, for the most part, with outpourings of support for industrial technology, mass communications, foreign languages, architecture and engineering.

Board chairwoman Linda Flores repeatedly bowed to calls for more time for speakers, finally opening the door to every person who wished to speak with a one-minute time limit. **A man in a military uniform** challenged that limit, shouting into the microphone until being escorted out by two Modesto police officers.

An increasingly unruly crowd shouted down board efforts to keep speakers moving. Many speakers told of hard lives that depended on low-cost education and child care. Others spoke of personal success realized after taking classes at MJC.

Emotional pleas were given for services for disabled students and child care for the 88 toddlers at the Wawona center.

Professor Alan Layne, whose communications and graphics program was discontinued, said his was the last collegiate printing program in Northern California.

The meeting was broadcast, ironically, by the television and film program that's being eliminated, Professor Carol Lancaster Mingus said.

"My cameras are here, let's not make this the last time they're here," Lancaster Mingus said.

Staff, students and the community learned of MJC President Gaither Loewenstein's cuts Feb. 28 in an e-mail he sent to the campus.

In addition to the job losses — 13 full-time and dozens of part-time teaching positions, 37 full-time classified jobs and five management positions — he proposed ending entire programs to close an \$8 million budget gap.

Some programs will end midmajor for many students — culinary arts, communications and graphics, architecture, engineering, industrial technology, dental assisting and all foreign languages, except Spanish and sign language, according to the document.

The MJC West Campus library would close and be used as a learning resource center. Coach stipends would end, but competitive sports would continue. Loewenstein defended that decision by saying athletes transfer in higher rates and take more classes than the student body at large.

The mass communications department will be shut down, ending majors in journalism, radio, film and TV. The arts, humanities and communications division will be broken up, with remaining majors moved under other deans.

Academic Senate President Mike Adams warned the board that the methods used to select the cuts were flawed and open to legal challenge.

"I think you're going to make a very, very expensive mistake," Adams said.

His group proposed one of the few alternative approaches, including taking more time to ponder alternatives and not opening new buildings that recently have been constructed.

After the vote, English Professor Sam Pierstoff said he felt "marginalized and dismissed" by what he said were preplanned comments made by the board.

The meeting originally was scheduled to be held at the district's other campus in Columbia, but was moved to the MJC auditorium last week when it became clear many faculty, student and residents would want to speak.



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Executive Staff

Frank Kwan
Executive Director

Estela Marroquin
Association Assistant

March 7, 2011

TO: LACSTA Members
FROM: Gilbert G. Garcia, President
SUBJECT: CALL FOR NOMINEES

The Los Angeles County School Trustees Association is seeking interested members who wish to serve on the **Executive Board of Directors for the Association for the 2011-2012 year**. The Executive Board provides the leadership, information, workshops, and programs to the membership. The Board holds three to four meetings a year in addition to the three general association meetings.

The Executive Board is composed of president, vice-president, secretary-treasurer, and ten directors. Each director serves at-large and is elected for a two-year term, from the Annual May Meeting to the Annual May Meeting of the second succeeding year. Directors may serve two consecutive terms. **All of the officer positions and five director positions are open and the entire membership may apply for any of the positions.** Please designate on the application whether you are applying for an executive officer position or for one of the director positions.

An application has been sent to each member of your Board via e-mail. Applications will be reviewed in April by the 2010-2011 Nominating Committee. Nominees will be presented to the Association in April. Elections will occur at the *Annual May 19, 2011 Meeting* of the Association.

The application procedure is to submit a biographical sketch and statement of interest (form attached) to the LACSTA Nominating Committee, Education Center--Room 109, 9300 Imperial Highway, Downey, CA 90242-2890, by FAX (562) 922-6678, or by email to marroquin_estela@lacoe.edu. Should you have any questions, contact Estela Marroquin, Association Assistant, at (562) 922-6876.

PLEASE SUBMIT BY: March 25, 2011

GGG:em
Attachment



Los Angeles County Office of Education

9300 Imperial Highway, Downey CA, 90242 - lacsta@lws.lacoe.edu



PLEASE RETURN BY Friday March 25, 2011

APPLICATION
2011-2012 Elections

- ☐ **Officer of the Executive Board of Directors for the Association**
☐ **Director for the Association**

Name _____ District _____

Mailing Address _____

Phone Numbers: Residence (_____) _____ Business (_____) _____

Please write a short biographic sketch of 100 words or less. You might wish to include your background in education or related public service.

Also, please state your reasons for wishing to serve.

Please use additional pages if needed, and
return (via U.S. mail, JET, email, or FAX) to:

LACSTA - Nominating Committee – Estela Marroquin
Los Angeles County Office of Education - Room 109
9300 Imperial Highway, Downey, CA 90242-2890
Marroquin_estela@laoe.edu FAX (562) 922-6678



California Community Colleges 2011 Federal Legislative Priorities

February 14, 2011

California's unemployment rate remains a staggering 12.3 percent. This economic reality has sent hundreds of thousands of dislocated workers to community colleges to obtain additional skills to reenter the workforce. The California Community Colleges have an unprecedented opportunity to work in partnership with the federal government to help jump-start the economy by preparing a skilled workforce that meets the needs of a changing job market.

The California Community Colleges are the largest and most diverse postsecondary system in the country, serving 2.7 million students at 112 colleges throughout the state. One out of every three Californians age 18 to 24 is currently enrolled in a community college and one-quarter of all community college students nationwide are enrolled in a California Community College.

California, like most states in the Union, has experienced severe budget reductions in recent years that have deeply affected the community colleges' ability to provide access and support to a growing number of students seeking a community college education.

This year the California Community Colleges have identified several major federal priorities. They include:

1) Support full Pell Grant funding; 2) Reauthorize the Workforce Investment Act with recommended changes; 3) Support Carl Perkins Act funding; and 4) Support Veterans on Community College Campuses.

I. Keeping the Promise: Support Funding for the Pell Grant Program

The Pell Grant program is the largest and most important federal higher education program, providing essential access to higher education for low-income students. Not surprising, during these difficult economic times the demand for financial aid in California is growing. For the 2009-10 school year, more than 418,000 California Community College students received a Pell Grant, a 30 percent increase from 2008-09. The average income of Pell Grant recipients classified as independent students is \$13,413; while the average income of dependent students is \$25,685. The Pell Grant award dollars directed to community college students in California total more than \$1 billion annually. There is no doubt that these need-based grants provide essential support for students who come from the lowest -income households.

Currently, there are several proposals being considered at the federal level that threaten the availability of Pell Grants to California's lowest income students.

- The House Leadership has proposed an \$845 (15%) cut in the maximum Pell Grant. This will hurt 418,000 California Community College Pell grant recipients, eliminating approximately \$200 million in federal grants for California students beginning this fall. The Congress has until March 4th to approve a Continuing Resolution to continue funding the federal government. There is deep concern over the magnitude of these cuts. The cuts would directly hit the pocketbooks of the neediest college students in the state.

- ✓ *California Community Colleges urge you to maintain the Pell Grant maximum award at \$5,550. California Community College students are some of the neediest students in the state and would be tremendously harmed by a \$845 reduction to their Pell Grant award.*

- Under the Higher Education Act of 1965, all higher education institutions receive an Administrative Cost Allowance (ACA) of \$5 for each student who receives federal financial assistance to offset administrative costs. Recently, Congressman Kevin Brady introduced House Resolution 235, the *Cut Unsustainable and Top-Heavy Spending Act*. This measure would eliminate the Administrative Cost Allowance provided to colleges. Elimination of this cost allowance would, at a minimum, cut \$2 million out of California Community Colleges financial aid offices, placing further strain on already under-resourced operations.

- ✓ *The California Community Colleges urge your opposition to H.R. 235 by Rep. Kevin Brady, a measure that would repeal the Administrative Cost Allowance (ACA) and eliminate the \$5 compensation provided to colleges for each student who applies for financial aid. Elimination of this program would, at a minimum, cut \$2 million out of California Community Colleges financial aid offices, placing further strain on already under-funded operations.*

- Just this past year, Congress passed new auditing regulations that increase the verification process for FAFSA applications. This new regulation has placed tremendous new workload on financial aid officers without providing any new compensation. The new verification process requires colleges to increase the number of Pell Grant recipients they are required to audit. The more students' eligible for a Pell Grant at an institution, the more audits financial aid staff will be expected to conduct. This change has huge ramifications for California Community Colleges given the sheer number of Pell Grant recipients served in the state.

- ✓ *The California Community Colleges urge the federal government to provide additional resources to colleges to support the increase in workload required to meet the new verification regulations. The combination of creating the verification process, while eliminating ACA, results in a double-burden to our colleges.*

II. Training for Jobs of the Future: Support Reauthorization of the Workforce Investment Act

Community Colleges play a critical role in educating and training workers to move quickly into new jobs emerging within their local communities. The Workforce Investment Act (WIA) is the centerpiece of the federal government's workforce delivery structure. A strong partnership between community colleges and WIA maximizes workforce training and economic development opportunities for Californians. Reauthorization of WIA has been pending since FY 2004. Although there is broad bipartisan support to reauthorize WIA, negotiations have started and stalled numerous times.

California Community Colleges are the state's largest workforce training provider. The colleges offer more than 175 degree and certificate programs in hundreds of vocational fields such as nursing, business, and computer science. Approximately 25,000 apprentices are also educated each year by community colleges. Community colleges train 80 percent of all California firefighters, law enforcement officers, and emergency medical technicians. Seventy percent of California nurses received their training at a California Community College.

The Bureau of Labor Statistics projects that occupations which require an associate degree will grow the fastest of any occupations from 2008-2018, at about 19 percent. This is twice the national average. Middle-skill jobs represent 49 percent of jobs in California. These jobs include health care workers, truckers, police and firefighters. Middle-skilled jobs are central to the energy efficiency, wind, solar, bio-fuels and other green tech industries.

Currently, there are several WIA issues pending that have a significant impact on the California Community Colleges' ability to deliver the most effective workforce training and career technical education programs.

- The WIA system remains terribly underfunded at a time when the nation needs more skilled workers to fill the emerging jobs that are replacing outdated occupations. In FY 2002, the budget for Training and Employment Service Programs was \$4.34 billion. In FY 2010, the funding for equivalent programs was \$3.95 billion. Adjusted for inflation, this is a 23 percent reduction. At its current level of resources, WIA cannot meet the needs of the U.S. economy.

✓ ***The California Community Colleges urge Congress to Reauthorize the Workforce Investment Act prioritizing the role community colleges play in delivering education and training to America's workers and businesses.***

- California Community Colleges rely heavily on partnering with WIA funded local Workforce Investment Boards (WIBs) to continue developing new and innovative workforce training programs reflective of local industry sector needs. However, the strength of this relationship is inconsistent throughout the state. Currently, California Community Colleges do not assume a primary place within the WIA framework and are left to compete with other less established educational outlets for partnerships with local Workforce Investment Boards. A key to addressing this issue is to establish in statute that community colleges be defined as a "preferred partner" in working with local WIBs.

✓ ***The California Community Colleges urge you to recognize community colleges as "preferred partners" in working with the local Workforce Investment Boards.***

- Under the current framework, local WIBs have broad discretion in determining which organizations are awarded workforce training contracts. WIBs are permitted to include "educational representatives" on their board, but are not required to do so. Currently, the California Community Colleges are not represented on all of the local WIBs in our state. Representation on the WIBs is critical to securing funding and support for workforce development programs at community colleges.

✓ ***The California Community Colleges urge you to require community college representation on all local Workforce Investment Boards as preferred partners in delivering workforce training programs as part of the Reauthorization of the Workforce Investment Act.***

- The Career Pathways Innovation Fund, a Department of Labor grant program funded at \$125 million for the last six years, expands capacity of community colleges to train workers for jobs in high-demand, high-growth industries. Currently, California receives slightly less than \$3 million (an amount that California Community Colleges would like to see increased given the size of its population). The Fund has brought together community colleges, local businesses, and the federal workforce investment systems and has been highly effective in preparing workers in the health care, energy, advanced manufacturing, technology and other critical industries. Even though this program has provided critical funding for workforce development programs, it is being targeted for elimination.

✓ ***California Community Colleges urge Congressional support for preserving the Career Pathway Innovation Fund to encourage innovation and help reinvigorate the economy.***

III. Support Funding for the Carl Perkins Act

The Carl Perkin's Act is one of the largest and most established sources of federal institutional support for community colleges, helping improve all aspects of cutting-edge career and technical education programs. The Perkins Basic State Grants gives postsecondary institutions the opportunity to identify local priorities and to fund innovation in occupational education programs. The Tech Prep program is one of the longest, running and effective career technical education programs funded by the Perkins Act. This program is proposed for elimination, a \$103 million cut, in the President's proposed FY 2011-12 and the House budget proposal for the remainder of 2011. California's share of this cut would be \$12 million.

✓ ***California Community Colleges urge the Administration and the Congress to support Perkins Act funding, including preservation of the Tech Prep program.***

IV. Support Veterans on Community Colleges Campuses

California leads the nation in the number of veterans who return to our state. Current figures estimate that approximately 2.2 million veterans call California home; that number is expected to increase dramatically as more military personnel serving in Iraq and Afghanistan end their service. Community Colleges need additional support in their essential and traditional role of providing support to veterans as well as active duty service members.

✓ ***California Community Colleges urge Congressional support to ensure that veterans receive comprehensive counseling and related services about all educational options and fund the Centers of Excellence for Veterans Success in the Higher Education Act.***



EL CAMINO COLLEGE

September 30, 2010

The Process to Accreditation (v.2)

An Internal Planning Document

The El Camino Community College District and the Compton Community College District are committed to obtaining independent accreditation for El Camino College Compton Educational Center in accordance with the goals set forth in A.B. 318 and the Partnership Agreement between the two parties.

The objective of this document is to present certain facts, assumptions, and principles that will guide the future plans and activities of the parties to achieve that goal. Among the principles to which the El Camino and Compton districts will adhere in pursuing accreditation for the El Camino College Compton Center (ECC Compton Center or Center) are the following:

Principle: The El Camino and Compton districts will work cooperatively to obtain the independent accreditation of ECC Compton Center.

Principle: ECC Compton Center's readiness to enter into the accreditation process and achieve independent accreditation is evaluated solely by the Accrediting Commission for Community and Junior Colleges (Accrediting Commission), and according to the Accrediting Commission performance criteria applicable to each stage of the accreditation process. The evaluation standards are those published by the Accrediting Commission.

Principle: To achieve accreditation eligibility and move through all subsequent phases of the accreditation process, all planning and work toward accreditation must be done cooperatively by El Camino College and the Center, with the working committees including representation from both entities, but primarily populated by faculty, students, staff and administrators from the ECC Compton Center.

Principle: To achieve candidacy and eventual accreditation, ECC Compton Center must demonstrate that it is fully qualified to meet the accreditation standards. Therefore, as the Center progresses through the phases of accreditation, it will need to become more of an independently functioning institution within the El Camino Community College District, with El Camino College exercising its Accrediting Commission-mandated oversight role in new and different ways.

The balance of this document is devoted to an overview of accreditation, the accreditation process, the anticipated timeline for accreditation and related matters.

Accreditation Eligibility

To qualify for eligibility, El Camino College must identify and illustrate how the ECC Compton Center meets the twenty-one criteria for eligibility (accjc.org/pdf/Eligibility_Requirements.pdf). The initial phase for accreditation of the Center requires El Camino College to establish goals and benchmarks for review and implementation throughout the accreditation eligibility process.

Once El Camino College has concluded that the ECC Compton Center has met the twenty-one criteria for eligibility for accreditation and the Standards for Accreditation, El Camino College will submit an application for eligibility to the Accrediting Commission. At this point, no firm timeline can be imposed on the process, as all timelines are determined solely by the activities and schedules of the Accrediting Commission.

Upon Accrediting Commission approval of accreditation eligibility for ECC Compton Center, the Accrediting Commission determines the course of action and timeline the Center must follow in preparation for candidacy. If the Accrediting Commission denies accreditation eligibility, El Camino College will receive input from the Accrediting Commission regarding which deficiencies the ECC Compton Center must correct before El Camino College may again apply for accreditation eligibility of the Center.

Currently, ECC Compton Center is in the process of working toward meeting all of the twenty-one eligibility requirements. This includes providing evidence of sustainability in the areas of planning and program review, and evidence of proficiency in student learning outcomes and assessment.

Applying for Candidacy

Once accreditation eligibility is granted by the Accrediting Commission, El Camino College will prepare to apply for candidacy status of the ECC Compton Center. The Accrediting Commission will establish timelines for El Camino College in preparation of the candidacy review. An initial Self Study Report documenting how the Center meets the Standards of Accreditation and other Accrediting Commission policies will be prepared and submitted – this process usually takes 18-24 months. (accjc.org/pdf/ACCJC_WASC_Accreditation_Standards.pdf).

After the ECC Compton Center progresses to the point of a site visit, a team selected by the Accrediting Commission will visit the Center to validate the information presented in the self study report and to determine whether their standards, policies and eligibility criteria have been met. Following the site visit, the team prepares an evaluation report to the Accrediting Commission. During the candidacy stage, the Center must follow all Accrediting Commission guidelines, including completion of Accrediting Commission required annual reports and midterm progress reports. Based on the recommendations of the site visit team report and the overall assessment of the Accrediting Commission, El Camino College will receive a report with commendations and recommendations for areas of required improvement for the Center to be in compliance with the Standards for Accreditation.

The Accrediting Commission may grant, defer, or deny candidacy to the ECC Compton Center. If candidacy is granted, the Center must remain in compliance with the standards of accreditation throughout the entire candidacy period, which is at least two years. If denial occurs, the institution may reapply for candidacy by completing another Self Study Report after two years.

While in the candidacy stage, the ECC Compton Center remains an educational center of El Camino College.

Completing Candidacy and Applying for Initial Accreditation

Once the ECC Compton Center effectively completes all progress reports to the Accrediting Commission during the candidacy stage, the Accrediting Commission may recommend commencing the final phase to accreditation. Provided the Center is successful during the candidacy period, a second Self Study Report, followed by another site visit is required. The site visit team is again validating the evidence in order to determine whether the Standards for Accreditation have been met. The team report is sent to the Accrediting Commission, where another overall assessment is completed by the Accrediting Commission at which time initial accreditation as a college is granted, or if full accreditation is not given, El Camino College must wait two years before submitting a new eligibility application to the Accrediting Commission and begin the entire process anew.

Accreditation Plan and Projected Timelines

The projected timelines and required activities for accreditation eligibility and candidacy are included in Appendix B, beginning on page 5. They are intended to serve as a guide for eligibility and candidacy, through accreditation of the ECC Compton Center to a college.

The process to obtain accreditation of the ECC Compton Center as an independent college will be completed in phases and organized as follows:

Compton District's Chief Executive Officer (CEO) and El Camino College's Vice President of Compton Center (VPCC) will jointly lead the process to accreditation. They will be responsible for continuously monitoring the process and making the operational decisions necessary to ensure that work is complete, on time and of high quality. The CEO and VPCC will be accountable to the Superintendent/President and the Special Trustee, and through them to the El Camino and Compton Boards of Trustees. El Camino College's Vice President of Academic Affairs (VPAA) will serve as the Center's Accreditation Liaison Officer.

To assist the CEO and the VPCC in guiding the process, the Superintendent/President will appoint an Accreditation Steering Committee (ASC). The membership of the ASC will include:

- The President of the Faculty Council and two additional faculty members nominated by the Council;
- Two classified employees, one nominated by the classified unit of the Federation, and one unrepresented classified employee nominated by his/her peers;
- A student nominated by the Associated Student Body;
- An ECC Compton Center manager; and
- El Camino College's Vice Presidents of Academic Affairs, Student and Community Advancement, and Administrative Services.

The ASC will be co-chaired by the CEO, VPCC and the President of the Faculty Council (FC).

Throughout the year, appropriate faculty, staff and administrators, including the CEO, VPCC, ECC Compton Center Deans and others, will immerse themselves in the accreditation process, and participate in Accrediting Commission workshops and training to more fully understand Accrediting Commission policies and procedures. This will also afford them the opportunity to meet Accrediting Commission staff and to better understand the culture of accreditation.

The first phase of the process to accreditation will be to prepare an eligibility application and supporting documentation for submission to the Accrediting Commission. Presuming the Accrediting Commission grants accreditation eligibility, the second and third phases of the process will be preparation for candidacy, followed by application for initial accreditation.

During the entire process, the direction, guidelines and timelines, from candidacy through full accreditation, are determined by the Accrediting Commission and not El Camino College, ECC Compton Center, the Compton Community College District, or any other entity.

The anticipated timeline and target dates for each phase of the process will need to be updated periodically as the process evolves and conditions change. Responsibility for revising the timelines and targets rests with the ECC VPAA with input from the CEO and VPCC after consultation with the ASC.

“Accreditation serves the public interest by certifying that the institution meets or exceeds specific standards of quality. This certification is also used by the federal government and other entities to determine whether an institution and its students are eligible for participation in federal financial aid programs or other forms of financial assistance to institutions. The peer-based nature of accreditation helps to maintain the values of higher education, particularly the values associated with academic freedom. Finally, the process of periodic self-examination and external peer review is a positive force in sustaining the quality of higher education and improving the effectiveness of accredited institutions.”¹

¹ Source: Eligibility, Candidacy and Initial Accreditation Manual, A Publication of the Accrediting Commission for Community and Junior Colleges, Summer 2009

APPENDIX A

Key to Abbreviations

Accrediting Commission Accrediting Commission for Community and Junior Colleges

ALO Accreditation Liaison Officer

ASC Accreditation Steering Committee

CBO Chief Business Officer

CCCD Compton Community College District

CEO Chief Executive Officer

ECC El Camino College

ECCCD El Camino Community College District

FC Faculty Council

FCMAT Fiscal Crisis Management Assistance Team

VPAA Vice President of Academic Affairs

VPAS Vice President of Administrative Services

VPCC Vice President of ECC Compton Center

VPSCA Vice President of Student and Community Advancement

APPENDIX B

Anticipated Timelines and Projected Dates

Accreditation Eligibility

Fall 2010

1. In consultation with the CEO and the VPCC, the ECC Compton Center ALO, will schedule training for all participants through the Accrediting Commission.
2. The twenty-one Eligibility Criteria will be reviewed for objective assessment of tasks, and the ECC Compton Center's readiness for eligibility.
3. If the task assessment determines the Center is not ready, the ASC may recommend a revision of the plan and timeline to the Superintendent/President.
4. Assessment and response to the twenty-one Eligibility Criteria will be divided into the following areas: Organization (1,2,3,4,5,6), Instruction (7,8,9,10,11,), Faculty (12,13), Student Services (14,15, 16), Financial Integrity (17,18), Planning and Evaluation (19), Public Information (20) and Relations with the Accrediting Commission (21). There are five area groupings for the criteria; therefore, five subcommittees will be established for developing responses.

5. Five subcommittees and chairs:
 - i. Organization CEO, chair
 - ii. Instruction/Faculty FC President, chair
 - iii. Student Services/Public Information VPSCA and Dean Student Services, co-chairs
 - iv. Financial Integrity VPAS and CBO, co-chairs
 - v. Planning and Evaluation VPCC, chair
6. All appointed members will be required to participate in the committees on a regular basis; accurate agendas and minutes will be published on the compton.edu and elcamino.edu websites in a timely manner.
7. A writing team will be selected.
8. First subcommittee reports with electronic copies of documents and rationale will be completed. Subcommittees will continue assessing eligibility in respectively assigned areas. Subcommittees will develop recommendations for improvement actions if necessary.
9. ASC begins review of drafts and progress.
10. ASC co-chairs advise subcommittee chairs on next steps.
11. Continue scheduling training for participants to enhance knowledge of accreditation standards.

Winter/Spring 2011

1. Develop a Communications Plan in coordination with the Director of Community Relations.
 - a. Hold open forum at the ECC Compton Center for progress update and to answer questions relative to accreditation. ASC reviews comments and feedback from the forum.
 - b. Publish an accreditation newsletter each semester for internal and external communities.
 - c. Prepare information reports for the ECCCD and CCCD Boards of Trustees.
 - d. Establish an accreditation web page on the El Camino College and Center websites.
2. ASC co-chairs meet with Senior Management to report status of progress.
 - a. Identify gaps or missing information, regroup teams if necessary.
 - b. Reset timeline if necessary.
3. Develop draft document for response to the Eligibility Criteria.
 - a. Draft posted on El Camino College and Center websites with documentation.
 - b. Senior Management reviews and recommends revisions.
4. First draft of the Eligibility Proposal posted on the El Camino and Center websites.
5. Communications update.
 - a. Hold open forum to discuss the proposal.
 - b. ASC review comments and feedback from the forum.
 - c. Continue publishing accreditation newsletter with updates.
 - d. Update accreditation process on El Camino and Center websites.
 - e. Presentation to ECCCD and CCCD Boards of Trustees.

Fall 2011

Finalize the proposal for review by El Camino College Cabinet, Senior Management and other constituencies.

1. Continue the final editing under direction of the ASC co-chairs.
2. Publish information on El Camino and Center websites.
3. ECC Compton Center ALO initiates contact with the chair of the Accreditation Eligibility Committee to review the final draft and discuss areas that need to be rewritten and/or need additional documentation.
4. Present a copy of the draft Eligibility Proposal to the El Camino and Compton Boards of Trustees for review and comment.
5. Determine if the Eligibility Proposal will be submitted to the Accrediting Commission Eligibility Committee for review at its January 2012 meeting, or if submission will be postponed for six months for review by the Committee at its June 2012 meeting.

Spring 2012 or Fall 2012

The Accrediting Commission informs the El Camino College President whether the Eligibility Proposal for the ECC Compton Center is approved.

1. If yes – the Center prepares for the initial Self Study for candidacy.
2. If no - The process for eligibility begins again.

Accreditation Candidacy

Fall 2012 or Spring 2013

1. Accrediting Commission informs El Camino College of the timeframe for the Self Study for candidacy.
2. Candidacy includes a Self Study Report which usually takes two years to prepare for submission to the Accrediting Commission.
3. Once candidacy is granted, the ECC Compton Center must remain in compliance with the Standards of Accreditation throughout the entire candidacy period, which is granted for two years, but may not exceed four years.