



EL CAMINO COMMUNITY COLLEGE DISTRICT

16007 Crenshaw Boulevard, Torrance, California 90506-0001

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

www.elcamino.edu

April 13, 2015

Board of Trustees
El Camino College

Dear Members of the Board:

Bonjourno!

Thank you all for a great holiday. In reviewing the minutes of the previous meeting, I am thankful that the District did not miss a beat.

We are preparing ourselves for our 68th annual commencement at El Camino College on May 15 and for our Compton Center celebration on May 14. I trust you will share as many of the celebrations as possible. Please refer to Attachment A, Spring 2015 End-of-Year Events.

The April 13 Board agenda will probably not require as much time as your March meeting but continues the important work of the Board for the District. The meeting will start with two presentations, one from Mr. Kirk Retz on behalf of the Citizens Bond Oversight Committee on the annual report, and a presentation from Mr. Mark Berg on our PlanNet report. Both reports are available online for the public's review. You will also note many Board policy actions throughout each of the areas as we continue to update our Board policies and administrative procedures in concert with the response to our accreditation recommendations.

While the closed session agenda may appear onerous, some of the listed items may be handled in the public section by reviewing the enclosed confidential information to the Board and other items may just be placeholders in anticipation of potential resolve of legal matters.

The consent agenda is highlighted as follows:

1. Academic Affairs includes routine proposed curriculum changes.
2. Student and Community Advancement includes a number of relatively routine items. The student expulsion, item G, may be voted on in open session if you have no questions about attachment B, details of which are confidential and placed in a sealed envelope in your packet.

Letter to the Board
April 13, 2015

3. Administrative Services presents a number of relatively routine actions and Attachment C responds to a request for a different format of Quarterly Fiscal Status Report. Item D.b.10 is a contract with an audit firm to help resolve faculty retroactive salary calculations based upon our agreements. We are only able to provide an hourly cost and not a total cost of the contract until the audit firm initiates the project.
4. Measure E presents a number of routine reports; however, item F presents a change order for our Industry and Technology renovation project which although complete, we are still closing the books on a complicated renovation project. Item G is also a change order for the Athletic Education and Fitness Complex. Attachment D provides more information on both these change orders. Item H is a bid rejection for the structural upgrade of our channel parking lots E and F. The enclosed confidential letter, Attachment E, provides background for your consideration of this proposal.
5. Human Resources includes item C, Declaration of Indefinite Salaries for Retroactive Pay, and Attachment F explains this annual Board item.
6. The Superintendent/President and Board of Trustees agenda includes item A, the Board's Resolution to Order the Biennial Governing Board Election for the Tuesday, November 3, 2015 Board seats for Areas 1, 3 and 4, as noted on Attachment G. This will require a separate roll call vote.

Item B is in response to the previous Board meeting direction for Superintendent/Presidential search issues and includes the contract engaging Community College Search Services (CCSS).

Item C presents the Superintendent/President Search Committee representation and composition.

Items G-P are recommendations for eight Second Readings of Board policies and administrative procedures; items Q-U are for five Board policies for First Reading; items V-X are for three Board policies for review only; and items Y and Z are for deletion. Additional information has been provided on Attachment H for item M, Board Policy 2410 (Board Policy and Administrative Procedures).

Letter to the Board
April 13, 2015

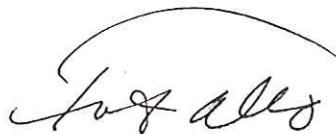
Supplemental Reading includes the following:

1. Correspondence from Dr. Jeanie Nishime regarding the Fact Book and 2014 Annual Fact Book for El Camino College and Compton Education Center
2. Correspondence from Ms. Jo Ann Higdon regarding California College and University Police Chiefs Association Awards Recognition
3. Accrediting Commission for Community and Junior Colleges 2015 Annual Report Final Submission
4. ECC Compton Center Annual Academic Awards Tea on April 19, 2015
5. Invitation to First Year Experience Annual End-of-Year Luncheon on April 28, 2015
6. Invitation to EOPS, CalWORKs, & CARE 18th Annual Recognition Awards Ceremony on May 1, 2015
7. Voices of Compton – Compton Literary / Arts Journal
8. Survey of Entering Student Engagement (SENSE) for El Camino College
9. Engagement Rising: A Decade of CCSSE Data Shows Improvements Across the Board
10. Vicinti Lloyd & Stutzman Audit – El Camino Community College District, Required Communications to the Board for the Year Ended June 30, 2014
11. Correspondence from Rachael Spencer, Trustee at Cabrillo College, regarding Differential Funding Resolution

If you have any questions, comments or concerns about the agenda, please feel free to call Ms. Cindy Constantino or me prior to the Board meeting so we can provide an informed response. As always, I will be available in my office at 3:00 p.m. to meet with you prior to the Board meeting at 4:00 p.m. on Monday, April 13.

Ciao.

Sincerely,



Thomas M. Fallo
Superintendent/President

**EL CAMINO COLLEGE****Office of the Vice President-Student & Community Advancement****Jeanie Nishime – Vice President*****SPRING 2015 YEAR-END EVENTS******El Camino College and El Camino College Compton Center***

Date	Activity	Location	Time
(Wed) February 11, 2015	"Coaches vs. Cancer" Night Sponsored by the Athletic Department (Basketball Game)	Gymnasium	(M) 5 pm (W) 7 pm
(Thurs) February 26, 2015	Taste of Soul Luncheon	East Dining	11:30am
(Fri) February 27, 2015	Breakfast with the President	Alondra Room	7:30am-9:00am
(Fri) March 6, 2015	Onizuka Space Science Dinner	Hacienda Hotel El Segundo	6:00pm
(Sat) March 7, 2015	Onizuka Space Science Day	ECC Campus	9:00am
(Mon) March 30, 2015	Women's History Month Luncheon	East Dining	12:30pm-2:00pm
(Fri) April 10, 2015	Fire Academy Graduation (Full-time)	Fire Academy Inglewood	10:00am
(Wed) April 15, 2015	Scholarship Awards Ceremony	Tent	11:30am
(Wed) April 15, 2015	Academic Awards and Presidential Scholars Presentation & Reception Ceremony	East Dining	5:30pm
(Thursday) April 16, 2015	Library Read Poster Unveiling	Library Lobby	1:00pm – 2:00pm
(Thurs) April 16, 2015	Scholarship Awards Ceremony & Reception	Tent & Marsee Auditorium	4:30pm
(Sun) April 19, 2015	Academic Awards Tea (Compton Center)	Student Lounge	3:00pm
(Thurs) April 23, 2015	CalWORKs Student and Employer Recognition Breakfast (Compton Center)	Student Lounge	8:30am-10:30am
(Thurs) April 23, 2015	Industry & Technology Annual Advisory Dinner	East Dining	5:00-7:30pm
(Thurs) April 23 – (Thurs) May 7, 2015	A Celebration of Chicano Culture Events	Various locations on campus	Various times (see flyers)



EL CAMINO COLLEGE

Office of the Vice President-Student & Community Advancement

Jeanie Nishime – Vice President

Date	Activity	Location	Time
(Fri) April 24, 2015	Fine Arts Division Open House	Music/Art Buildings	5:00-8:00pm
(Tues) April 28, 2015	First Year Experience Year-End Event	East Dining	12:45 - 2:00pm
(Wed) April 28, 2015	Distinguished Faculty & Staff Appreciation Day	Alondra Room	1:00pm – 2:00pm
(Wed) April 29, 2015	Paramedic Training Institute Graduation	Marsee Auditorium	2:00pm
(Thurs) April 30, 2015	Project Success 28th Annual Awards Luncheon	Alondra Room	12:00pm-2:00pm
(Thurs) April 30, 2015	Athletics Awards (Compton Center)	Student Lounge	6:00pm
(Fri) May 1, 2015	EOPS&/CalWORKs/CARE Recognition Awards Ceremony	Torrance Marriott Hotel	6:00pm
(Tues) May 5, 2015	Women's Wall of Fame Reception	East Dining	1:00pm – 2:00pm
(Tues) May 5, 2015	Honors Transfer Program Awards	East Dining	4:30-6:30pm
(Thurs) May 7, 2015	First Year Experience Program Year-End Celebration (Compton Center)	Student Lounge	12:30pm-2:30pm
(Thurs) May 7, 2015	MESA/SSS-STEM Award Ceremony	MESA/STEM Center	4:00-6:00pm
(Thurs) May 7, 2015	Puente End-of-Year Celebration	Alondra Room	(T)5:30pm
(Thurs) May 7, 2015	EOPS/CARE Spring Banquet (Compton Center)	Student Lounge	6:00pm
(Fri) May 8, 2015	Mathematics & Natural Science Division Awards	Student Activities Center	12:00 - 2:00pm
(Fri) May 8, 2015	Transfer Student Admit Celebration (Compton Center)	Student Lounge	12pm-2pm



EL CAMINO COLLEGE

Office of the Vice President-Student & Community Advancement

Jeanie Nishime – Vice President

Date	Activity	Location	Time
(Fri) May 8, 2015	Athletics Annual Golf Classic	Los Verdes Country Club	1:00pm
(Tues) May 12, 2015	Nursing Pinning Ceremony (Compton Center)	Gymnasium	6:00pm
(Thurs) May 14, 2015	Commencement Ceremony (Compton Center)	Soccer/Football Stadium	5:30pm
(Fri) May 15, 2015	Commencement Reception	Library Lawn	1:00-3:00pm
(Fri) May 15, 2015	Commencement Ceremony	Softball Field	4:00pm
(Fri) May 15, 2015	Nursing Pinning Ceremony	Marsee Auditorium	6:30pm
(Sat) May 16, 2015	Fire Academy Graduation (Part-time)	Fire Academy Inglewood	10:00am
(Tues) May 19, 2015	UC/CSU Admit Reception	East Dining	2:00-4:30pm
(Thurs) May 28, 2015	ASB Awards Banquet (Compton Center)	Student Lounge	6:30pm
(Fri) June 5, 2015	Classified Professional Development Week (Team Building Extravaganza)	ECC Campus	1:00-4:00pm
(Fri) June 26, 2015	Child Development Graduation (Compton Center)	Student Lounge	10:00am

March 10, 2015,
Rev. April 8, 2015

(Note: Blue print designates events for El Camino College.)



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April 7, 2015

To: President Thomas Fallo

From: Jo Ann Higdon, M.P.A.

Subject: Item A, Page AS 2 - Quarterly Fiscal Status Report, 311 Q

Per the Board's request, the College's mandatory quarterly fiscal reporting to the State is presented in more detail in the attachment to this letter.

On the attachment, the first three dollar columns are year-to-date amounts for the current FY 2014-15. The last three dollar columns are the corresponding year-to-date amounts for the previous FY 2013-14.

This format of accounting presentation allows comparisons and analysis of differences between comparable time periods and can result in more timely identification of fiscal issues. That said, the 311Qs are prepared on a cash rather than an accrual basis and often material differences are due to timing and cut-off differences. For this particular 311Q, the significant variances are listed below:

Note A: The differences in State and Local Income reflect the State's and County's commitments to more timely payments of apportionment and property tax revenue.

Note B: The difference in Staff Benefits will be nullified with the upcoming transfer of expenditures for retiree health benefits from Fund 11 (operating fund) to Fund 69 (OPEB retiree health fund).

Please note the College accounting staff focus on detailed cash flow analysis which also accomplishes comparisons on a frequent basis (sometimes as frequent as weekly or even daily during particularly difficult fiscal years).

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

FISCAL YEAR 2014-15
Quarter Ended (Q3) March 31, 2015

<u>General Fund</u> <u>Unrestricted</u>	<u>2014-15 Budget</u>	<u>2014-15</u> <u>Year-to-Date</u> <u>Actuals</u>	<u>2014-15</u> <u>Percentage</u>	<u>2013-14 Budget</u>	<u>2013-14</u> <u>Year-to-Date</u> <u>Actuals</u>	<u>2013-14</u> <u>Percentage</u>	<u>Notes</u>
	Fund 11	Fund 11		Fund 11	Fund 11		
INCOME							
Federal	\$ 145,000	\$ 66,136	45.61%	\$ 140,000	\$ 109,095	77.93%	
State	67,915,429	50,220,648	73.95%	62,839,980	42,846,212	68.18%	A
Local	41,688,878	31,305,564	75.09%	40,757,190	28,451,068	69.81%	A
Interfund Transfers	0	0		0	0		
Total Income	\$ 109,749,307	\$ 81,592,348		\$ 103,737,170	\$ 71,406,375		
APPROPRIATIONS							
Academic Salaries	\$ 48,843,963	\$ 37,662,955	77.11%	\$ 45,697,683	\$ 34,500,208	75.50%	
Classified Salaries	28,047,438	16,738,042	59.68%	26,277,227	15,710,759	59.79%	
Staff Benefits	18,554,940	15,292,040	82.41%	18,506,815	14,104,999	76.22%	B
Supplies/Books	1,863,408	855,148	45.89%	1,356,000	891,926	65.78%	
Operating Expenses	7,934,117 *	6,091,283	76.77%	9,160,319	7,621,534	83.20%	
Capital Outlay	1,855,710	201,421	10.85%	1,115,000	240,217	21.54%	
Other Outgo	6,260,876	5,453,727	87.11%	6,515,597	5,446,870	83.60%	
Total Appropriations	\$ 113,360,452	\$ 82,294,616		\$ 108,628,641	\$ 78,516,513		
Net Revenues	<u>\$ (3,611,145)</u>	<u>\$ (702,268)</u>		<u>\$ (4,891,471)</u>	<u>\$ (7,110,138)</u>		

* Other operating expenses net of estimated expenditure savings - \$4,000,000.



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January 7, 2015

To: President Thomas Fallo

From: Jo Ann Higdon, M.P.A.

Subject: Item F & G, Page E 7 & 10: Change Order for S.J. Amoroso & Sinanian Development, Inc.

SJ Amoroso

This change order represents both unforeseen conditions and architectural changes. There will be one additional change order forthcoming at a future board meeting.

The majority of the unforeseen conditions are due to new elevator cabs being installed in existing shafts. The total dollar value of items pertaining to unknown conditions is \$255,067.

The remaining \$66,400 of changes pertain to architectural requirements and consist of the following major items:

Item 22 was due to the extent of the mechanical duct work installed in the corridors. We found it impossible to install the ceiling per plans. Instead, the corridor had to be framed in order to attach the ceiling.

Item 28 was due to the shallow depth of the existing utilities.

Note items 2 and 3 are credits.

Sinianian

Item 1 was due to the extent of electrical and sewer utilities existing on the east side of the new central plant. The contractor had to go deeper and change elevations for the hydronic pipe due to existing utilities.

Item 2 was required by the pipe manufacturer to facilitate the expansion and contraction of the hot water hydronic pipe.

Item 3 was due to the additional depths of installing the hydronic pipe.

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



EL CAMINO COLLEGE
HUMAN RESOURCES OFFICE

DATE: April 9, 2015

TO: Thomas M. Fallo, Superintendent/President

FROM: Linda Beam, Vice President of Human Resources

SUBJECT: Declaration of Indefinite Salaries for Retroactive Pay

Per the Los Angeles County Office of Education, every district within its jurisdiction is required to adopt a "*Declaration of Indefinite Salaries for Retroactive Pay*" action in accordance with California Constitution, Article 11, Section 10, prior to June 30th of every fiscal year. The Constitution prohibits public officers or employees from receiving additional compensation for services already rendered. Courts have generally allowed retroactive pay within the constitution, if salaries were legally "indefinite."

This recommended Board of Trustees action provides authorization and flexibility regarding retroactive salary increases for bargaining unit represented employees and unrepresented, management, and confidential employees. This Board item appears annually.



**Los Angeles County
Office of Education**

**INFORMATIONAL
BULLETIN # 4075**

9300 Imperial Highway, Downey, California 90242-2890 • (562) 922-6111

Arturo Delgado, Ed.D., *Superintendent*

March 27, 2015

TO: Superintendents and Presidents
Los Angeles County School and Community College Districts

FROM: Arturo Delgado, Ed. D.
Superintendent

SUBJECT: Biennial Governing Board Member Elections-November 3, 2015

Pursuant to Education Code (EC) §5000, elections will be held on November 3, 2015, to elect members to the governing boards in some school and community college districts in Los Angeles County. A blanket "Order of Election," which will cover all governing board elections held on this date, will be issued by this office and transmitted to the Los Angeles County Registrar-Recorder/County Clerk (Registrar-Recorder). **Governing boards of districts scheduled to hold elections on this date are required to take action to initiate the regular biennial governing board election by adopting the attached resolution (Attachment 1).** In accordance with EC §5340, such governing board elections are required to be consolidated.

Some districts with board elections that are governed by city charters that call for elections on dates other than November 3, 2015, will be working directly with their City Clerks. In turn, many of the City Clerks will request the Registrar-Recorder to perform some of the required procedures. Therefore, early contact with the appropriate City Clerk is essential.

Those districts with elections set by city charters and handled by the Registrar-Recorder are asked to have their governing boards order their election for the date set forth in their charters. These orders are to be sent directly to the Los Angeles County Office of Education (LACOE) at least 130 days before the election; LACOE staff will transmit a copy to the Registrar-Recorder. Please refer to the attachment titled "Governing Board Member Elections - Districts Under City Charters" (Attachment 2) for the prescribed election date for your district.

For your information, we have also included a copy of the most recent (as of the date of this bulletin) "2015 Scheduled Elections," from the Registrar-Recorder's office (Attachment 3).

Please review the membership of your district's governing board carefully and construct the election resolutions accordingly, paying attention to the number of seats up for election and the terms of current board members.

LACOE will forward the information concerning your district's governing board to the Registrar-Recorder based on the 2014-15 Governing Board Information submitted to this office by districts.

Please return the adopted resolution and information indicating two newspapers in your area that can be used by the Registrar-Recorder to print a Notice of Election by **June 5, 2015.**

Mail the completed form, or send via JET mail to:

**Los Angeles County Office of Education
Division of Business Advisory Services
Attention: Ms. Anna Heredia
9300 Imperial Highway
Downey, CA 90242-2890**

In addition, please send a copy of your districts adopted resolution to the Registrar-Recorder's office at:

**Los Angeles County Registrar-Recorder/County Clerk
12400 Imperial Highway, 7th Floor
Norwalk, CA 90650**

In April 2015, the Registrar-Recorder will send information to you related to candidates' statements. Board action will be required regarding the information contained in that letter. A calendar outlining the dates and processes related to the governing board member elections will be issued by the Registrar-Recorder in July 2015. The Registrar-Recorder will be in contact with you to arrange for polling places and central check-in points for ballots. Questions pertaining to the Registrar-Recorder's operation should be directed to the Elections Administration Division at (562) 462-2748.

If you have questions regarding this bulletin, please contact Dr. Allison Deegan in the Division of Business Advisory Services at (562) 922-6336.

Approved:
Keith D. Crafton, Assistant Director
Division of Business Advisory Services

AD/KDC/AD/EH:gm
Attachments



EL CAMINO COLLEGE

Office of the Vice President-Student & Community Advancement

Jeanie Nishime – Vice President

April 6, 2015

TO: President Thomas M. Fallo

SUBJECT: Board Policy 2410 – Board Policy and Administrative Procedures

At the October 20, 2014 Board of Trustees meeting, the Board considered for first reading Board Policy 2410 – Board Policy and Administrative Procedures. Trustee Beverly expressed concerns with paragraph four, last sentence of the policy, which incorporated the following wording: “Administrative procedures that fall within the purview of the Academic Senate will be developed in collegial consultation with the Senate.” He asked that we re-check the language as he believed this wording was too restrictive. After a thorough review of appropriate wording for this policy, the wording in paragraph four, last sentence was changed to read, “Administrative procedures will be reviewed through the established collegial consultation process.”

Jeanie M. Nishime



EL CAMINO COLLEGE

Office of the Vice President-Student & Community Advancement

Jeanie Nishime – Vice President

April 8, 2015

TO: President Thomas M. Fallo

SUBJECT: Fact Book – Facts and Figures Regarding El Camino College
And El Camino College Compton Center Demographics

El Camino College regularly publishes information that describes the student body composition and enrollment data in three types of fact books. The information was first published in booklet form, but is now available online at the following link: <http://www.elcamino.edu/administration/ir/>. These annuals have been published in their current form since 2007. Fact book student body and enrollment data has also been created annually for the El Camino College Compton Center since the beginning of the partnership in 2006-2007.

Fact books contain the following information:

1. Service area information
2. Five-year trends on student enrollment
3. Participation data
4. Outcomes

Annually, the Board Trustee for each district is provided with updates to a "*College and Community Profiles*" binder containing maps, Fact books, feeder high school data, community profiles, and other reports, for example, the Student Success Scorecard.

Jeanie M. Nishime

JMN/mre



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April 7, 2015

To: President Thomas Fallo

From: Jo Ann Higdon, M.P.A.

Subject: California College & University Police Chiefs Association Awards
Recognition

On Thursday evening, the California College and University Police Chiefs Association held their annual awards and recognition banquet at the University of San Diego. El Camino College Police Officers Gary Robertson, Mike DeSanto, Tosh Tipton, Marcus Thompson and Leroy Enriquez each received the "Award of Valor" for their bravery and lifesaving efforts involving the officer involved shooting incident that occurred on January 22, 2015 at parking lot F. The Officers received a standing ovation from approximately thirty Chiefs of Police and Directors of Campus Safety.

Jo Ann Higdon, M.P.A.

Vice President Administrative Service

Subject:

FW: ACCJC - 2015 Annual Report Submission



**2015 Annual Report
Final Submission**

03/31/2015

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Jeanie M. Nishime
3.	Phone number of person preparing report:	(310) 660-3471
4.	E-mail of person preparing report:	jnishime@elcamino.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.elcamino.edu/admissions/docs/2014-2015-Catalog.pdf#page=5
5b.	Provide the URL (link) from the college website to the colleges online statement of	http://www.elcamino.edu/administration/vpaa/accreditation/accreditation.asp

	accredited status with ACCJC:	
6.	Total unduplicated headcount enrollment:	Fall 2014: 28,376 Fall 2013: 29,935 Fall 2012: 30,940
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	26,414
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	2,614
9.	Number of courses offered via distance education:	Fall 2014: 143 Fall 2013: 118 Fall 2012: 105
10.	Number of programs which may be completed via distance education:	10
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 4,113 Fall 2013: 3,237 Fall 2012: 2,940
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which	n/a

	leads to an associate degree?	
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Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	64%									
14b.	Successful student course completion rate for the fall 2014 semester:	66.4%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table> <tr> <td>a.</td><td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td><td>N/A</td></tr> <tr> <td>b.</td><td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td><td>1662</td></tr> <tr> <td>c.</td><td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td><td>512</td></tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1662	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	512
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	N/A									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	1662									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	512									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	2,793									
16b.	Number of students who received a degree in the 2013-2014 academic year:	2,223									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	570									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	1,325									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	1,428									
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes									
18b.	If yes, please identify them:	Art: Jewelry Design and Fabrication Transfer Studies: CSU General Education Breadth Transfer Studies: Intersegmental General Education Transfer Curriculum (IGETC)									
19a.	Number of career-technical education (CTE) certificates and	110									

	degrees:	
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	42
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	5
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	23

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	American Registry of Radiologic Technology	51.0911	national	90 %	100 %
	State of California Department of Public Health - Radiation Health Branch for RT Program Certification and fluoroscopy	51.0911	national	90 %	91.7 %
	Cosmetology (Written Exam)	12.0401	state	65 %	55 %
	Cosmetology (Practical Exam)	12.0401	state	90 %	80 %
	EMT (2012)	51.0904	national	73 %	55 %
	EMT (2013)	51.0904	national	73 %	59 %
	NCLEX-RN (El Camino College)	51.3801	national	90 %	96.61 %
	NCLEX-RN (Compton Center)	51.3801	national	75 %	81.48 %
	NBRC-CRT (2013)	51.0908	national	80 %	83.33 %
	Paramedic Training	51.0904	national	73 %	96 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:			
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)
	Architectural & Architectural Technology	04.0901	50 %	48.15 %
	Accounting	52.0302	75 %	47.6 %
	Administration of Justice	43.0107	75 %	71.23 %
	Photography	50.0605	75 %	68.75 %
	Automotive Collision Repair	47.0603	70 %	66.67 %
	Automotive Technology	47.0604	70 %	51.35 %
	Business Administration	52.0201	75 %	56.25 %
	Business Management	52.0201	75 %	52.6 %
	Child Development/Early Care and Education	19.0709	75 %	53.08 %
	Computer Information Systems	11.1003	70 %	56.25 %
	Construction Crafts Technology	46.9999	70 %	61.11 %

Cosmetology & Barbering	12.0401	70 %	58.49 %
Film Studies	50.0601	50 %	64.29 %
Fire Technology	43.0201	75 %	82.7 %
Marketing & Distribution	52.9999	75 %	71.43 %
Office Administration	5 2.0401	75 %	100 %
Machine Tool Technology/Numerical Control Programmer	48.0501	75 %	55.56 %
Nursing	51.3801	75 %	57.5 %
Paralegal	22.0302	75 %	76 %
Paramedic	51.0904	75 %	100 %
Radiologic Technology	51.0911	75 %	63.6 %
Respiratory Care/Therapy	51.0908	70 %	50 %
Sign Language	16.1603	75 %	54.55 %

Please list any other institution set standards at your college:			
22.	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
	Student Readiness Rate	Percentage of new fall students who complete testing, orientation, and education planning.	In Development
	New Student Persistence Rate	Persistence rates (fall to spring/fall to fall) for new fall students.	In Development
	Progression Rate	Rate of progression through English and Math sequences.	10 % increase in 5 years
	Remedial Completion Rate for ESL	Rate of progression from basic skills ESL courses to completion of Transfer level English	In Development
	30-Unit Achievement Rate	Percentage of first-time students with minimum of six units earned who attempted any Math or English in the first three years and achieved the following measures of progress (or milestone) within six years of entry.	5% increase in 5 years
	CTE Completion Rate	Percentage of students tracked for six years who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate, or transferred.	5% increase in 5 years
23.	Completion Rate	Percentage of degree and/or transfer-seeking students tracked for six years through 2013 who completed a degree, certificate or transfer related outcome.	5% increase in 5 years
	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).		
23.	A comprehensive set of student achievement measures were developed through a College-wide collaborative planning process which established measures for the beginning, middle, and end of students community college pathway. These measures have become our Institutional Effectiveness Outcomes that are a part of our Strategic Plan, as codified in Board Policy 1200. Through the use of data and analysis, college constituents helped to set standards, baselines, and goals for each measure. Each year, recent trends in these measures and progress toward goals are published, presented and discussed. The main venues for		

discussion include consultation committees (College Council, Planning & Budgeting Committee, and Academic Senate), advisory committees (Student Success, Student Equity), and at the annual Planning Summit. Going forward, all rates will be disaggregated by demographic groups with the goal of closing performance gaps for locally-targeted groups. Special programs and interventions aimed to improve student achievement will be evaluated on a regular basis to determine their effectiveness. The First Year Experience (FYE) program review and Graduation Initiative are two examples of programs where evaluative data was used to inform of institutional improvement.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer
24.	Courses	
	a. Total number of college courses:	1159
	b. Number of college courses with ongoing assessment of learning outcomes	1159
	Auto-calculated field: percentage of total:	100
25.	Courses	
	a. Total number of college programs (all certificates and degrees, and other programs as defined by college):	66
	b. Number of college programs with ongoing assessment of learning outcomes	66
	Auto-calculated field: percentage of total:	100
26.	Courses	
	a. Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	18
	b. Number of student and learning support activities with ongoing assessment of learning outcomes:	15
	Auto-calculated field: percentage of total:	83.3
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.elcamino.edu/academics/slo/index.asp
28.	Number of courses identified as part of the general education (GE) program:	367
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation	Yes

	Standards?	
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	367
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <p>The College completed a full cycle of ILO assessment and established a revised set of ILOs. The College uses multiple ILO assessment methods including nationally-benchmarked student assessments, student self-assessments compared to faculty assessments, and uniform rubrics with direct assessment. To generate appropriate actions, the College standardized the practice of disaggregating ILO assessment results by student subpopulations and contrasting early-student with late-student performance. By using these methods, the Information Literacy ILO assessment demonstrated: students completing their first year at the College performed better than students at other community colleges on all skill sets; second year students performed better than students at other community colleges on three of eight skills; and performance improved as units earned increased. Follow-up actions to improve identified weaknesses included faculty training, a library of lessons and assignments to reinforce information literacy, and a division-wide project to encourage the use of varied information resources and research tools. The College share ILO information with the campus community through campus e-mails, newsletters, ALC discussions, Academic Senate reports, Flex Day Presentations, and committee discussions. The College website has ILO information.</p>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <p>Faculty members in all instructional programs align all course, program, and institutional learning outcomes. Student and learning support activities align service area outcomes with ILOs. With a revised set of ILOs, a College-wide remapping was completed on fall 2014 ensuring students experience an integrated curriculum with multiple opportunities to develop and demonstrate ILO competencies. Faculty members in all instructional programs examine program assessments and outcomes alignments in order to implement appropriate curricular, instructional and assessment changes. Computer Information Systems faculty used program and course alignments to analyze how programming language instruction could be appropriately sequenced in course outlines and how prerequisites should be structured.</p>	

	<p>Athletics faculty clarified their program of study by revising and increasing the number of PLOs to account for complex course-level objectives and outcomes as well as athletic standards. Auto Collision Repair/Painting faculty used course and program alignments to designate program-level certification information during course lessons and reinforcement activities. To better achieve program-level outcomes, Film/Video faculty members introduced curriculum and prerequisite changes to allow students to practice cinematography in beginning courses.</p>
37.	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>The College uses varied communications to demonstrate how learning outcomes assessment improves student success and to continually improve the quality of assessments, reports, and actions. The President News and The Messenger update assessment goals and highlight how assessment impacts student achievement. Flex Day workshops disseminate best practices regarding assessment methodology, actions, and reporting. Academic Senate meetings feature assessment updates by the VP of Instructional Effectiveness and faculty discussion regarding assessment requirements and practices. The Assessment of Learning Committee communicates with the campus regarding ILO assessments, results, and actions as well as assessment training and resources. SLO and PLO items are systematically discussed in department, program, division, and college meetings as well as brown bag lunches to chart progress, fine-tune assessment processes, and implement actions. Implemented actions are then evaluated to measure for improvement. Program-wide consistency workshops formulate assessment rubrics, construct shared assessment analysis, and develop action plans. The SLO newsletter focuses on assessment success stories to demonstrate how assessment and actions improve student performance. The College maintains comprehensive assessment information on its website</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>The College planning model integrates outcomes assessment, program review, and resource allocation to improve institutional effectiveness. Faculty/staff in all programs conduct outcomes assessment, analyze results, engage in dialogue, and implement actions to improve student achievement. Assessment reports are submitted by faculty/staff into TracDat as well as published on the website. Dialogue regularly occurs in department/program meetings and in relation to program review. During program review, programs analyze student achievement data and, assessment results, and whether instructional, curricular, and programmatic changes have improved student learning. Program review recommendations involving assessment are forwarded to appropriate planning, curriculum, and budgeting steps. Compton Center English faculty implemented several accelerated courses based on SLO assessments and program review student achievement data demonstrating improved mastery and higher success and retention rates. Radiological Technology faculty discussed in program meetings SLO results demonstrating student difficulty mastering cranium imaging. A program review recommendation advanced into the planning process and funding was allocated for the purchase of phantom skull models. Ensuing SLO assessments showed improved student performance.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>Astronomy faculty members noted a 17% improvement in Electromagnetic Radiation outcomes assessment scores after implementing in-class activities and tutorials designed to stimulate critical thinking and enhance comprehension. Faculty attributed improved student learning to increased student exposure to these active learning tools and increased class time spent on activities. After significantly increasing usage of test preparation materials and improving student performance, the Assessment Center continues to use SAO assessments</p>

to fine-tune delivery of these resources to incoming students. Coordination among Assessment Center staff, high school counselors, and college counselors has increased and new applicants are provided with study links and testing resources. Assessment Center staff also analyzes data based on student cohorts to identify specific successful processes. Program-level outcomes in Child Development continually show program success in students teaching a developmentally appropriate curriculum, but faculty members observed trends of incorrect answers among ESL students. Faculty analyzed how the language of assessment questions could be altered to more accurately capture ESL student performance. After outcomes assessment prompts were revised, performance on program-level assessments improved the next year.

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

The data included in this report are certified as a complete and accurate representation of the reporting institution.

ACCJC
10 Commercial Blvd., Suite 204
Novato, CA 94949
email: support@accjc.org
phone: 415-506-0234

El Camino College Compton Center
Graduating Class of 2015
Cordially invites you to the

Annual Academic Awards Tea

Sunday, April 19, at 3:00 p.m.
Student Center
1111 E. Artesia Blvd.
Compton, CA 90221



First Year Experience

Cordially invites you to celebrate the

ANNUAL END OF YEAR LUNCHEON

TUESDAY, APRIL 28, 2015

1:00-2:00 P.M.

DOORS WILL OPEN AT 12:45 P.M.

EAST DINING ROOM

(ABOVE THE BOOKSTORE)

Keynote Speaker: Celina Luna,

ECC Graduate & Former Student Trustee



Please RSVP to Tara McCarthy by April 17, 2015

at ext. 7936 or tmccarthy@elcamino.edu

The El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation.





EOPS, CalWORKs, & CARE

Cordially invites you to celebrate the
accomplishments of our students at the

18th Annual Recognition Awards Ceremony

Torrance Marriott South Bay
3635 Fashion Way, Torrance, CA 90503

Friday, May 1, 2015
Social Hour 5pm—6pm
Program begins at 6pm

R.S.V.P. is requested for you and a guest
by Friday, April 24, 2015. For information
or to RSVP, contact Val Doby at
310-660-3593 ext. 6050 or via email:
vdoby@elcamino.edu

Parking at the Torrance Marriott is
complimentary and semi-formal
attire is requested.

**FACING OUR FUTURE
TOGETHER**



CENTER FOR COMMUNITY COLLEGE STUDENT ENGAGEMENT
Program in Higher Education Leadership | College of Education

3316 Grandview Street • Austin, Texas 78705 • 512-471-6807 • FAX 512-471-4209 • www.cccse.org

March 16, 2015

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

EL CAMINO COLLEGE
2015 MAR 23 PM 12:24
OFFICE OF THE
PRESIDENT

Dear President Fallo:

We are pleased to provide you with 10 copies of the Key Findings booklet highlighting results from the 2014 national administration of the Survey of Entering Student Engagement (*SENSE*) for El Camino College.

The *SENSE* Key Findings report is an individually-tailored eight-page executive summary. It provides college-specific data in an easy-to-read and easy-to-share format including benchmark comparisons between your college, top-performing colleges, and the *SENSE* cohort; highlights of the aspects of highest and lowest student engagement at your college in comparison with the cohort; and results from five *SENSE* items focused on student support services. Additionally, the final page focuses on four selected items that illustrate academic goal setting and planning policies at El Camino College.

Colleges share the Key Findings report with many different audiences. Some share the executive summary with board members or the executive leadership team; others use it as a resource to inform the student success agenda, and, therefore, ensure that all members of the student success team have a copy. The completion of the survey and reporting of the results are only the beginning of an important process. Communicating about the results to key groups—both internally and externally—and having informed conversations about the data are what will improve student learning, retention, and completion.

In addition to the enclosed reports, an electronic copy is available for download on the *SENSE* online reporting system. Additional printed copies of the Key Findings are available for purchase in packages of 25 for \$100. To purchase additional copies, please submit a request to surveyops@cccse.org.

As part of our effort to support colleges in this work, the Center provides resources located in the Tools section of the *SENSE* website. Included are materials needed to plan and conduct student focus groups, as well as customizable templates and discussion guides for sharing survey results. If El Camino College would like additional support beyond the web tools, such as the Center's participation in a professional development day during which the survey results will be communicated, visit the Center website (www.cccse.org) for more information.

Once again, thank you for your involvement in *SENSE* and your efforts to ensure that students at El Camino College have a strong start!

With best regards,

Evelyn Waiwaiole
Director
Center for Community College Student Engagement



EL CAMINO COLLEGE

OFFICE OF THE PRESIDENT

On behalf of the Center for Community College Student Engagement, I am pleased to present you with our latest report, *Engagement Rising: A Decade of CCSSE Data Shows Improvements Across the Board*. The report, with findings collected from nearly 2 million respondents at almost 900 institutions, confirms rising levels of engagement among community college students over the past decade.

The report focuses on areas in which engagement has increased the most, paying special attention to full- and part-time students and non-developmental and developmental students.

While there is still work ahead to make engagement inescapable for all students, it is our privilege to dedicate this report to the colleges that have participated in CCSSE over the years and the courageous work they do every day to ensure students succeed.

Join Center staff and me for a special webinar on *Engagement Rising* on Wednesday, March 18, at 1 p.m. CST. Visit www.ccsse.org to register.

Evelyn Waiwaiole
Director
Center for Community College Student Engagement

Why Colleges Choose to Administer *SENSE* ...

The Survey of Entering Student Engagement (*SENSE*) focuses on the early experiences of first-time community college students, providing data that can inform efforts to increase course completion and student persistence.

Registration for the 2015 administration of *SENSE* is currently underway at
www.ccsse.org/sense/join.

Constantino, Cindy

From: Rachael spencer <raspencer@cruzio.com>
Sent: Thursday, February 19, 2015 3:47 PM
To: Constantino, Cindy
Subject: agenda item
Attachments: resolution differential funding.pdf

Hi cindy,
Will you please distribute this important resolution to the president and the board of trustees,
Many thanks,
Rachael

February 19, 2015

Dear Trustee

As trustees of a California community college, we all struggle with the college budget. In light of the recent cutbacks due to reduced repeatability, our budgets are increasingly difficult to balance. The vocational classes, such as dental hygiene, nursing, culinary arts, and radiology, often cost us more to provide than we receive in ftes compensation. These vocational classes lead to immediate employment as well as valuable community services. This is one of our core missions, vocational training, yet we can only maintain these high cost programs with serious cuts to other areas on campus.

Enclosed is a resolution recently passed by the trustees at Cabrillo College, outlining the problem, the rational, and the urgency for new funding formulas for high cost vocational classes. Our president Laurel Jones has sent the differential funding resolution on to Chancellor Brice Harris. Please ask your fellow board members to support this differential funding resolution, and then request your president to forward it on to our Chancellor's system office.

Once we have the support of our 112 community colleges, we will then proceed to our legislature for critical changes in the funding of high cost vocational classes.

Thank You,

Rachael Spencer
Trustee, Cabrillo College



**Resolution 059-14 of the Cabrillo College District Board of Trustees in Support of Changes to
Community College Funding to Include Differential Funding for High Cost Career
Technical Education Programs**

- 1) WHEREAS, California Community Colleges have built extensive depth and breadth of educational programs over the past 50 years that provide for certificated and degree employment, responding to the educational needs of their respective communities, and contributing to a skilled workforce that in turn, provides the economic vitality necessary for the next few decades and delivers upon the national and state mandates for a qualified workforce;
- 2) WHEREAS, 2013-14 Assembly bill (AB977) requested that the CCC Chancellor convene a group of experts in Career Technical Education, business, or industry to research ways to address issues related to implementing differential funding for credit bearing, high cost, high-demand courses at the community colleges;
- 3) WHEREAS, for the community colleges, credit courses are currently funded at \$4,636 per full-time equivalent student (FTES), non-credit courses are funded at \$2,788 per FTES, and 'enhanced non-credit' courses are funded at \$3,283 per FTES;
- 4) WHEREAS, many of Cabrillo College's Career Technical Education (CTE) programs receive less in FTES funding than they cost to operate with some healthcare related programs funded at only one-quarter to one-half of their actual operating costs;
- 5) WHEREAS, a recent report by the Institute for Higher Education Leadership Policy found that California's current funding structure creates a fiscal disincentive to support high cost programs;
- 6) WHEREAS, the California Community Colleges System Strategic Plan 2013 update states in Strategic Goal C: "Partnerships for Economic and Workforce Development strengthen the Colleges' capacity to respond to current and emerging labor market needs and to prepare students for a global economy;"
- 7) WHEREAS, the Donahoe Higher Education Act states: "A primary mission of the California Community Colleges is to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement," and further states "The California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level;"
- 8) WHEREAS, the Economic and Workforce Development (EWD) program within the CCC Chancellor's Office exists to bridge the gap between workforce needs and skills training provided by the community colleges and therefore is a priority of local and state businesses;
- 9) THEREFORE, BE IT RESOLVED, that the Cabrillo Community College District requests additional support of high cost, high demand career technical education programs through differential funding that can allay the increased cost of performing the services necessary for a college student to earn a certificate or degree; and which can allay the high cost due to mandated low teacher to student ratios, high equipment and maintenance costs. Cabrillo College supports legislation that would secure differential funding for necessary career technical education demand.

Approved: _____


Donna Ziel, Board Chair

Date: December 8, 2014

Ayes: Ziel, Spencer, Banks, Reece, Cuevas and Carrillo

Noes: None

Abstain: None

Absent: Smith