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, 2016

Board of Trustees
El Camino College

Dear Members of the Board:

I am pleased to present to you the Monday, April 18, 2016 Board agenda. As a reminder, we will hold a groundbreaking ceremony at 3:30 p.m. for the Parking Lot C project. An invitation with a map noting the location is included in Attachment A.

At 4:00 p.m., we will open the meeting with the Roll Call and Public Comment on Closed Session Items. We will then adjourn to Closed Session. Following Closed Session, we will reconvene in Open Session at 4:30 p.m.

Open Session will begin with a presentation from the Citizens' Bond Oversight Committee. We will also have a presentation by Dr. Jean Shankweiler on the draft three-year Enrollment Management Plan. (See Attachment B)

The consent agenda includes the following:

A. **Academic Affairs** presents proposed curriculum changes effective for the 2016/17 academic year. These curricular actions have been approved by the College Curriculum Committee and include such items as new courses, CTE two-year course review, changes in course requirements, changes in majors, changes in program descriptions, new certificates, the addition of new major and/or certificates, and the inactivation of courses. Your approval of these curricular actions is now requested.

Also included in the Academic Affairs agenda items is the first reading of Board Policy 3750 (Copyrighted Materials), and Board Policy 4250 (Probation Dismissal and Readmission). Administrative Procedure 3750 and Administrative Procedure 4040 (Library Services) are presented as information items.

B. **Student and Community Advancement** has eleven items on the agenda. These include the approval of the El Camino College's annual offerings of the Summer Youth Football Camp, Summer Football Passing League Camp, and the Summer Youth Swim Program.

Also included is the recommendation that the college apply for two grants. The California Community College Chancellor's Office Nursing and Allied Health grant is designed to respond to the nursing shortage and provides funds to expand the number of students enrolled in nursing. The California Community College Chancellor's Office Historically Black College and Universities Transfer grant

provides funds to develop strategies for engaging HBCUs in facilitating transfer of California Community College students.

The agenda also includes a recommendation to approve and accept the California Community College Basic Skills and Student Outcomes Transformation grant. El Camino College has been awarded $1,499,967 to improve the progress of basic skills students from remedial education to college-level instruction. This is a three-year grant. Supplemental information is provided in Attachment C.

Also included is a second reading and recommendation for adoption of Board Policy 3900 (Speech: Time, Place and Manner). The administrative procedure which accompanies this policy is included as an information item. Board Policy 5050 (Student Success and Support Program) is also presented for second reading and adoption. This policy replaces Board Policy 6131 and reflects the changes in matriculation following the implementation of the Student Success and Support Program. Both proposed policies have been reviewed by the College Council earlier this year. The administrative procedure which accompanies this proposed policy is also included as an information item.

Board Policy 5120 (Transfer Center) is also presented for second reading and adoption. As noted last month, BP 5120 has only a minor change in language. Board Policy 5506 (El Camino College Student Rights and Responsibilities) is presented to you for second reading and a recommendation for deletion. Many of the students' rights and responsibilities from BP 5506 are now incorporated into AP 5050.

C. **Administrative Services** includes the Quarterly Financial Status Report for General Fund – Unrestricted (11) for the period ending March 31, 2016. Attachment D provides supplemental information regarding the historical trends.

The 2014-15 Proposition 39 General Obligation Bonds Audit is provided with a recommendation to accept the annual financial and performance audit reports prepared by Vicenti, Lloyd and Stutzman LLP. The District received an unmodified opinion in both components of the audit.

Contracts under $87,800 include an agreement with the Manufacturing Institute to provide services relating to manufacturing. This project is projected to produce a gross income of $40,000. You will note other routine contracts in the Board agenda but I want to highlight the proposed agreement with Emerald Data Solutions, Inc. This contract is to support BoardDocs, a cloud-based Board Management System. Upon approval, we will develop an implementation plan and timeline including training for a successful transition to BoardDocs. The agreement will not exceed $10,000 per year.

In the section covering Contracts Over $87,800 you will note two agreements relating to Adult Education. The proposed agreements with the Redondo Beach Unified School District and the Torrance Unified School District are designed to implement activities within the South Bay Adult Education Consortium Regional Comprehensive Plan and related plans created by AB 86 and AB 104. El Camino College is the Fiscal Agent for the Consortium and these contracts will be paid through the Adult Education Consortium Grant.

There are several Personnel Services Agreements relating to the ECC Celebration of Chicano Culture events, paid through the Student Equity Program Grant, as well as several routine amendments to current agreements for services. You will note an informational item with Dell Computing regarding a proposal for engineering, services and equipment to retrofit and upgrade campus Wi-Fi services. The District intends to use the California Multiple Awards Schedule (CMAS) Contract should the proposal meet our needs.

We are recommending the sole source purchase of a specialized Wire-EDM (Electrical Discharge Machining) to support the ECC Machine Tool Technology Program. Sole source purchasing requires a resolution by the Board of Trustees. The Board Agenda includes Resolution No. 04-18-16 for your consideration, in accordance with this requirement. Attachment E provides supplemental information on the background and justification for the sole source purchasing recommendation.

Board Policy 3530 (Weapons on Campus) is presented for second reading and adoption by the Board of Trustees. The accompanying administrative procedure is provided for informational purposes only.

Routine purchase orders and blanket purchase orders are presented for your ratification.

D. **Measure E** includes a recommendation to contract with Leighton Consulting, Inc. for geotechnical exploration services relating to the Administration Building Replacement project. There is also a recommendation to amend a current contract with Leighton Consulting to provide additional geotechnical testing and inspection services relating to the Technical Arts – Lot C Parking – Shops Demolition project.

Further, there is a recommendation to amend the contract with School Construction Compliance, LLC, in relation to the Athletic Education and Fitness Complex Stadium Phase 2 project. The amendment, totaling $9000, is providing additional labor compliance, prevailing wage and apprenticeship consultation services for this project.

Routine purchase orders and blanket purchase orders are also included for ratification.

E. **Human Resources** is recommending employment and personnel changes, and the approval of temporary and non-classified service employee actions.

You will note three retirement announcements as well as a number of academic personnel employment recommendations. Florence Baker and Emily Rader, full-time instructors in the History, Behavioral and Social Sciences Division, have submitted their intention to retire effective May 13, 2016. Constance Fitzsimons, Dean of the Fine Arts Division, has also submitted her intention to retire effective August 30, 2016.

As required by L.A. County Office of Education, there is a recommendation that the Board declare all management, academic, classified, confidential and other represented employee salaries be declared indefinite for 2016/2017. The District does this annually in the event that there is any agreement for retroactive pay increases. Attachment F provides additional background information.

F. **Compton Center** report includes an update on accreditation and information on the Accreditation Forums scheduled for both campuses in May. Two agreements with Molina Medical Management to provide health center services and a joint occupancy space agreement are on the Compton Community College District Board agenda scheduled for April 19, 2016. Originally scheduled for the Compton Board meeting in March, the items were pulled for further review and minor modifications. They are now ready for review and approval by the Compton Board. Updates on the Compton Center enrollment management plan, the Compton Center commencement ceremony, and the HSI College tour for Compton Center students is also included in the Compton Center Report. Last, the Compton Center has scheduled a groundbreaking for the Music Building Renovation Project on April 19, 2016 at 3:30 p.m.

G. **Superintendent/President** section of the agenda has a recommendation to re-appoint five individuals who serve on the Citizens' Bond Oversight Committee, whose terms will expire this year. In addition, there is a recommendation that the Board appoint Dr. Eugene M. Krank to a two-year term, to fill the seat held by Mr. Nilo Michelin. Dr. Krank's qualifications are included in the agenda, P/B 2, item #C.

Additionally, the agenda includes a recommendation to approve travel for two Board members to attend the CCLC 2016 Annual Trustees Conference in Desert Springs, California on April 29-May 1, 2016. Last, there is a recommendation that the Board nominate Dr. Dena P. Maloney to serve the remainder four-year term of office on the South Bay Workforce Investment Board.

Supplemental reading includes Attachment G, follow-up from the March Board meeting.

If you have any questions, comments or concerns about the agenda, please feel free to call me or Ms. Cindy Constantino prior to the Board meeting. I will be available in my office at 3:00 p.m. to meet with you prior to the groundbreaking at 3:30 p.m. and the Board meeting which follows at 4:00 p.m. on Monday, April 18, 2016.

Sincerely,

Dena P. Maloney, Ed.D.
Superintendent/President

Constantino, Cindy

From:	Garten, Ann Marie
Sent:	Tuesday, April 12, 2016 12:32 PM
To:	Garten, Ann Marie
Subject:	Lot C Groundbreaking - April 18 at 3:30 p.m.

To: ECC Faculty, Staff, Managers;

Please join us for a groundbreaking event for the new Lot C Parking Structure on **Monday, April 18, 2016.**

The groundbreaking will take place at **3:30 p.m.** on the south side of the construction area near the Bookstore Building. The location is noted on the map below.

EL CAMINO COLLEGE
16007 Crenshaw Blvd.
Torrance, CA 90506
www.elcamino.edu
866-ELCAMINO
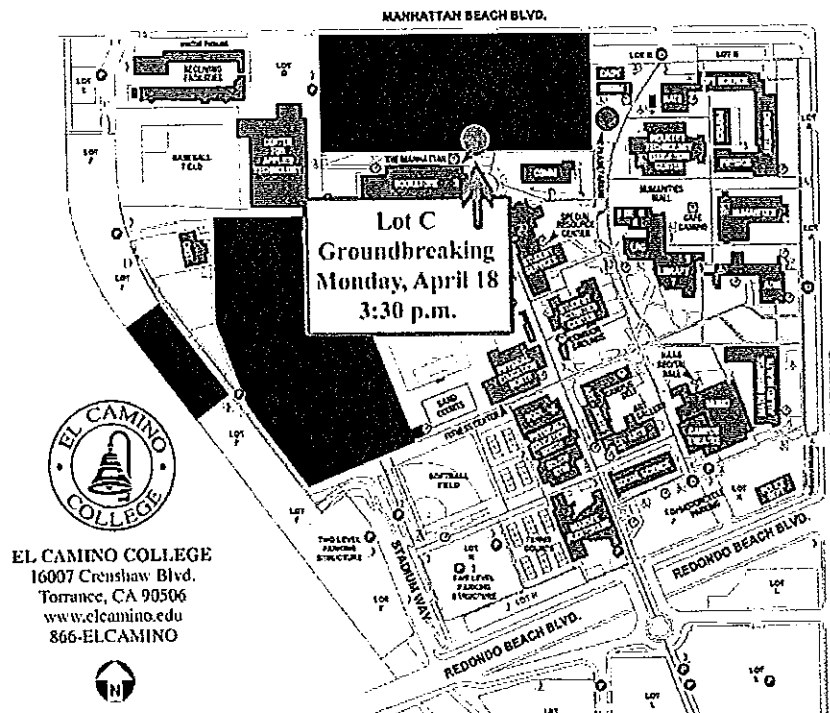
Ann M. Garten
Director, Community Relations
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DRAFT   El Camino College   **DRAFT**
Enrollment Management Plan
2016-2019

PURPOSE

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that embraces the College Mission to make a difference in people's lives. The plan strives to provide and protect the college's educational programs not only during periods when funding and demographic trends are supporting enrollment growth, but also during periods when resources are declining. The plan attempts to ensure the following:

- the achievement of enrollment targets in order to obtain the maximum resources available to the college
- maintenance of the greatest possible student access consistent with educational quality
- a well-balanced and varied schedule, responsive to the needs of our students and community, which supports the El Camino College student retention and completion agenda
- a comprehensive educational program that is responsive to the needs of our students and community

BASIC PRINCIPLES

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

In order to fulfill the mission and make progress toward this vision, El Camino College will focus on the following strategic initiatives. Strategic Initiatives represent the areas of focused improvement. Objectives are college-wide plans to make progress on each initiative.

        A - STUDENT LEARNING
        B - STUDENT SUCCESS & SUPPORT
        C - COLLABORATION
        D - COMMUNITY RESPONSIVENESS
        E - INSTITUTIONAL EFFECTIVENESS
        F – MODERNIZATION

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

2016-2019 Enrollment Management Objectives

I. Increase Campus-wide Enrollment by nearly 1500 FTES in three years to meet 19,539 FTES goal in 2018-19.

Enrollment at El Camino College has declined dramatically. The estimates as of March 2016 have the college borrowing 1522 FTES from summer in order to reach the fully funded growth FTES of 19,539. The first six-week summer session and the eight week summer session will need to fill at greater than 90% in order to generate enough FTES. As a result, the college will likely need to go into stabilization in 2016-17. This enrollment management plan outlines the strategies needed to generate an additional 1500 FTES per year for each of three years, bringing the college back to the fully funded 19,539 FTES by 2018-19. Strategies include the increasing student yields in outreach efforts, implementing AB 288 and Dual Enrollment Pathways to increase access to high school students to advance student success and provide students with a head start on their college education, increasing online offerings, expanding business partnerships to support bringing in-demand degree options to working adults, designing Adult Education Pathways, expanding the South Bay Promise to all schools in the district, and strengthening our retention efforts using Completion by Design and Student Success (Re)defined principles.

II. Increase student retention and persistence rates (ECC's three-term persistence rate goal for 2019-2020 is 72.1%. The student retention goal is 85%.)

In 2014-15, El Camino College established a five-year aspirational goal for persistence of 72.1% following an extensive collegial consultation process. This goal supports BP1200, Strategic Planning. Although no aspirational goal was set for retention within semesters, new initiatives such as early alert and degree planner should increase retention rates which have ranged between 81%-84% over the past four years.

El Camino College Center
## 2015-2018 Enrollment Management Indicators

The following section contains enrollment and FTES data generated by the Institutional Research department and also the Academic Affairs analyst. This data was used to determine areas enrollment has increased or declined and where growth can be achieved.

1. Campus-wide All FTES and Enrollment Data

    In fiscal year 2009-10 El Camino College earned 20,533 FTES. After fiscal year 2009-10 however, enrollment and FTES began to steadily decline during the following three years. To combat the decrease in enrollment and FTES, the number of sections were gradually increased each year from fiscal year 2013-14 until present. The increase in sections helped generate more FTES, but enrollment remained unchanged.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	4,840	166,247	163,182	98%	20,533
2010-11	4,494	152,624	152,977	100%	19,483
2011-12	4,206	140,964	142,000	101%	18,264
2012-13	4,180	139,604	135,540	97%	17,739
2013-14	4,476	150,836	139,767	93%	18,584
2014-15	4,707	158,756	143,243	90%	18,933
2015-16	4,713	159,591	138,485	87%	18,653

Source: Academic Affairs Research, February 2016
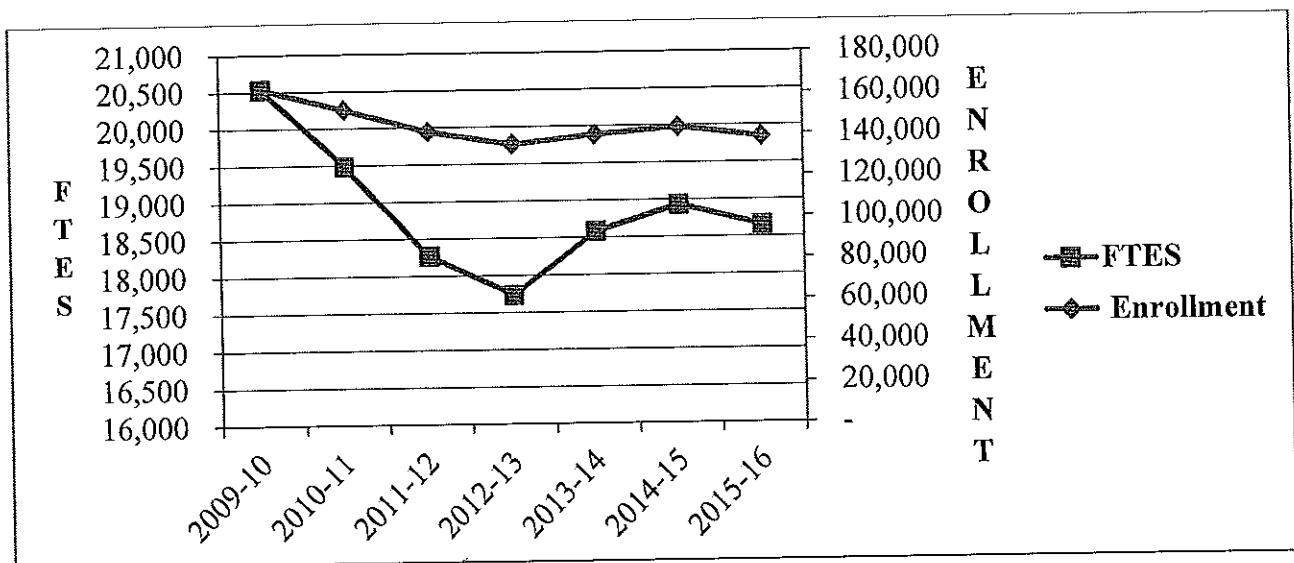
2. Campus-wide Online FTES and Enrollment Data

From fiscal year 2009-10 to 2012-13 enrollment and FTES steadily declined. In subsequent years until present, enrollment and FTES increased proportionally with each other as the number of sections was increased.

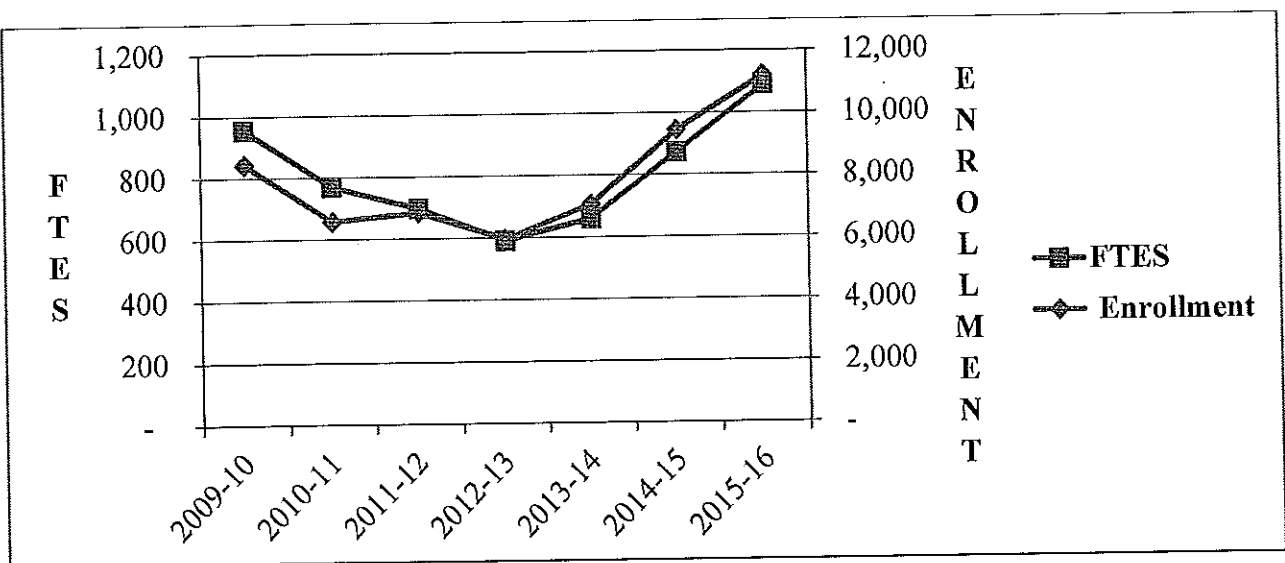| Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	197	8,205	8,423	103%	955
2010-11	161	6,789	6,571	97%	770
2011-12	163	6,755	6,843	101%	698
2012-13	152	6,162	5,967	97%	592
2013-14	182	7,578	7,056	93%	661
2014-15	238	10,175	9,447	93%	874
2015-16	299	12,505	11,196	90%	1,089

Source: Academic Affairs Research, February 2016

3. Campus-wide Day FTES and Enrollment Data

From fiscal year 2009-10 to 2012-13 enrollment and FTES steadily declined. In subsequent years until present enrollment and FTES increased proportionally with each other as the number of sections was increased.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	3,739	128,565	129,474	101%	16,150
2010-11	3,532	120,388	122,588	102%	15,452
2011-12	3,323	111,648	114,087	102%	14,543
2012-13	3.316	110,981	109,511	99%	14,212
2013-14	3,576	120,868	113,704	94%	14,958
2014-15	3,758	127,293	117,043	92%	15,263
2015-16	3,790	129,491	114,449	88%	15,147

Source: Academic Affairs Research, February 2016
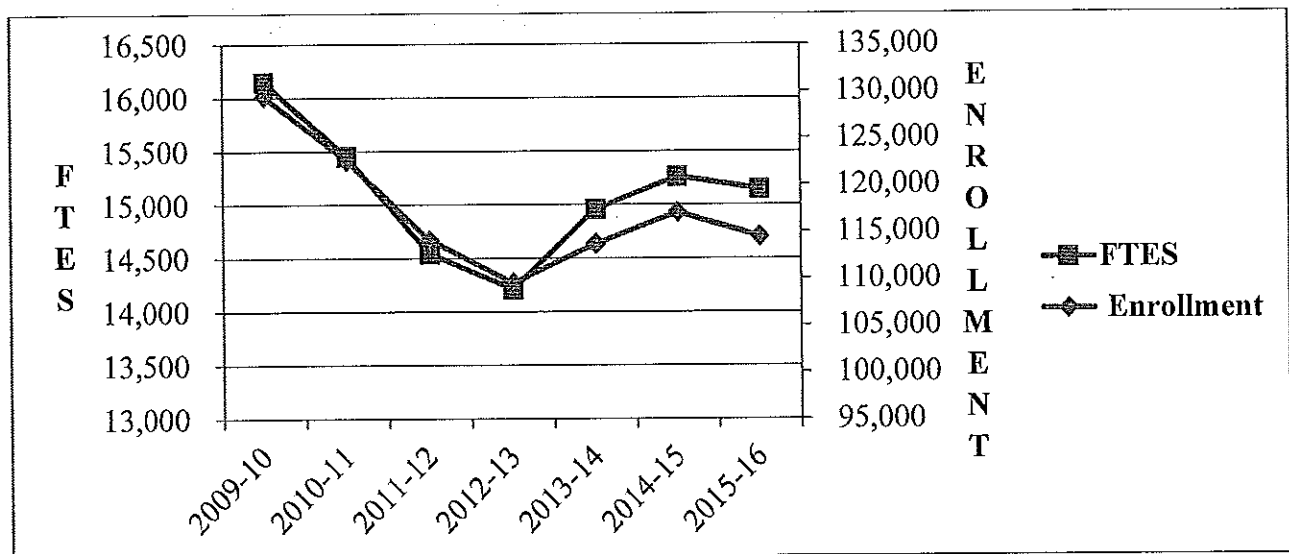
4. Campus-wide Afternoon FTES and Enrollment Data

For this repot, afternoon classes were those starting between 3:30 and 5:00 p.m. In the past seven years enrollment and FTES has significantly increased.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	11	672	135	20%	2
2010-11	6	50	47	94%	9
2011-12	12	78	53	68%	15
2012-13	20	374	306	82%	60
2013-14	55	1,361	1,117	82%	177
2014-15	85	2,278	1,530	67%	244
2015-16	70	1,805	1,506	83%	247

Source: Academic Affairs Research, February 2016

Draft Updated 4/14/2016 jms
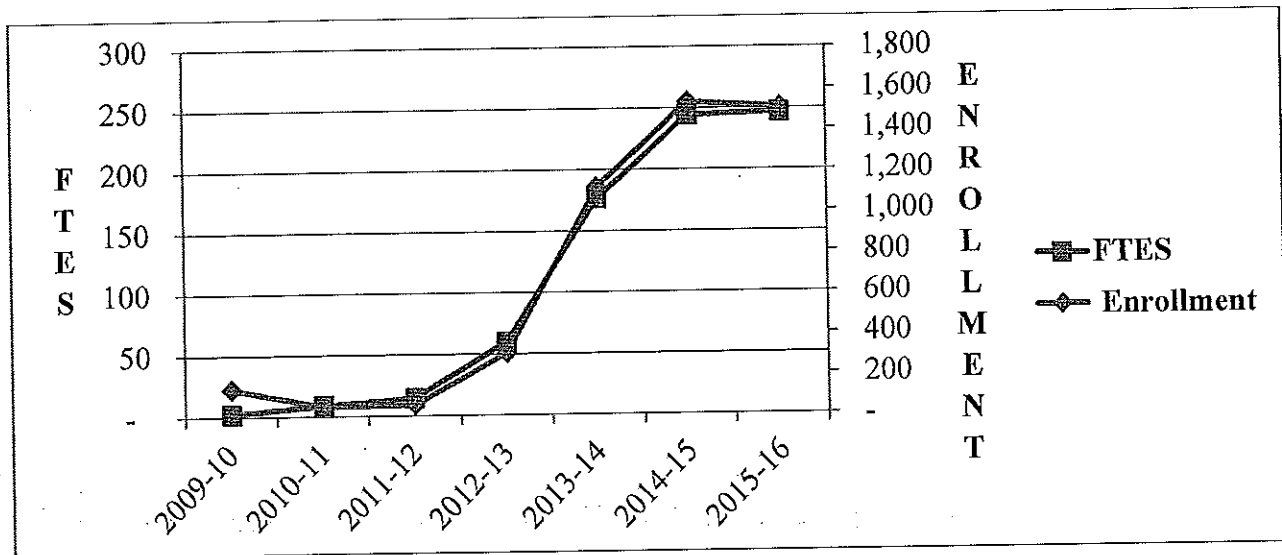
5. Campus-wide Evening FTES and Enrollment Data

In the past seven years enrollment and FTES has gradually declined.

Academic Year	Section Count	Seats	Enrollment	Fill Rate (%)	FTES
2009-10	1,090	37,010	33,573	91%	4,380
2010-11	956	32,186	30,342	94%	4,023
2011-12	871	29,238	27,860	95%	3,707
2012-13	844	28,249	25,723	91%	3,467
2013-14	845	28,607	24,946	87%	3,450
2014-15	864	29,185	24,670	85%	3,425
2015-16	853	28,295	22,530	80%	3,260

Source: Academic Affairs Research, February 2016
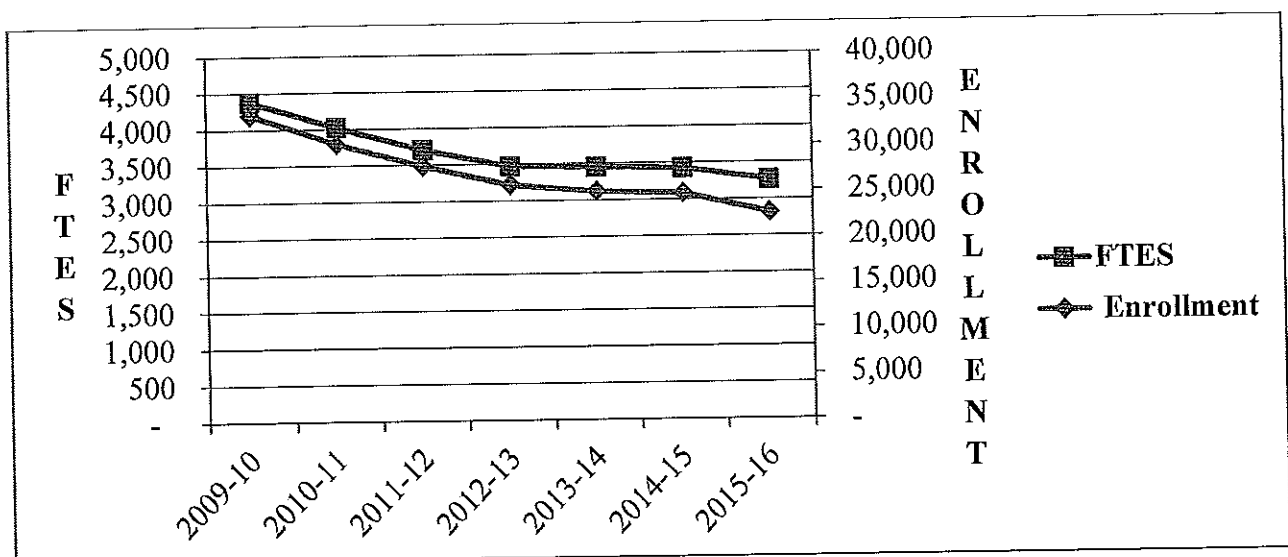
6. Student Age Enrollment Data

Academic Year	19 or less	20 to 24	25 to 29	30+
2008-09	13,697	13,130	5,094	9,777
2009-10	12,928	13,119	5,073	8,633
2010-11	10,642	12,491	4,656	7,627
2011-12	9,583	12,365	4,491	6,459
2012-13	9,148	12,221	4,289	6,045
2013-14	9,355	12,675	4,417	5,731
2014-15	9,895	12,741	4,499	5,551

Source: Management Information Systems Data Mart, February 2016

7. Feeder High School Yield Rates 2011-2015

	2011			2012			2013			2014			2015		
	Class of 2011	Enrolled at ECC in Fall 2011	Yield Rate	Class of 2012	Enrolled at ECC in Fall 2012	Yield Rate	Class of 2013	Enrolled at ECC in Fall 2013	Yield Rate	Class of 2014	Enrolled at ECC in Fall 2014	Yield Rate	Class of 2015	Enrolled at ECC in Fall 2015	Yield Rate
Carson High	563	62	11%	630	71	11%	346	57	16%	277	43	16%		47	
El Segundo	305	33	11%	291	38	13%	274	36	13%	291	33	11%		48	
Gardena High	432	104	24%	394	89	23%	345	90	26%	318	78	25%		73	
G. Washinton	301	35	12%	319	24	8%	267	16	6%	237	22	9%		22	
Hawthorne	410	112	27%	339	104	31%	344	121	35%	420	146	35%		94	
Inglewood	426	28	7%	402	22	5%	388	18	5%	306	35	11%		34	
Kurt T. Shery	69	10	14%	76	17	22%	64	6	9%	76	9	12%		19	
Lawndale	267	64	24%	373	90	24%	426	139	33%	466	120	26%	Coming Soon	170	Coming Soon
Leuzinger	353	96	27%	368	99	27%	335	100	30%	341	93	27%		85	
Mira Costa	579	78	13%	568	59	10%	549	56	10%	551	62	11%		61	
Morningside	265	24	9%	291	22	8%	248	28	11%	216	29	13%		26	
Narbonne	574	110	19%	590	111	19%	592	127	21%	446	125	28%		84	
North High*	54	194	37%	520	230	44%	556	233	42%	505	215	43%		204	
Palos Verdes	481	13	3%	362	24	7%	445	25	6%	463	22	5%		27	
PV Peninsula	554	52	9%	635	51	8%	567	59	10%	620	45	7%		60	
Redondo	571	147	26%	572	171	30%	587	145	25%	577	115	20%		170	
San Pedro	544	68	13%	536	59	11%	500	46	9%	473	42	9%		44	
South High*	546	146	27%	498	119	24%	505	102	20%	468	102	22%		109	
Torrance	579	185	32%	509	179	35%	500	132	26%	474	151	32%		170	
West High*	460	167	36%	526	141	27%	506	135	27%	531	158	30%		187	
TOTAL	8,803	1,728	20%	8,799	1,720	20%	8,344	1,671	20%	8,056	1,645	20%		1,734	

Note: 2014-2015 High School graduation class sizes are not yet available through the California Department of

Education

*In-district High Schools

El Camino College District
5-Year FTES Projection

Year	2014-15	2015-16	2016-17[1]	2017-18	2018-19
Budget[2]					
Base FTES	-	19,163	*19,539*	*19,539*	*19,539*
Base FTES with 2% Growth (Fully Fund	-	*19,539*	-	-	-
Reported	**19,163**	**19,539**	*17,616*	*19,702*	*20,023*
Earned[4]					
Summer[5]	1,662	*1,451*	*387*	*1,983*	*1,983*
Fall	8,780	*8,577*	*8,577*	*8,577*	*8,577*
Spring	8,189	*7,915*	*7,915*	*7,915*	*7,915*
Loss of BOG Fee Waiver			*(500)*	*(500)*	*(500)*
Initiatives:					
Outreach[6]	-	-	*205*	*337*	*473*
Dual Enrollment[7]	-	-	*100*	*166*	*240*
Number of Sections	-	-	*25*	*41*	*60*
Online[8]	-	-	*60*	*144*	*164*
Number of Sections	-	-	*15*	*36*	*41*
Business Partnerships[9]	-	-	*22*	*68*	*134*
Number of Sections	-	-	*5*	*17*	*26*
South Bay Promise[10]	-	-	*50*	*75*	*100*
Number of Students	-	-	*60*	*90*	*120*
Afternoon/Evening/Weekend College[11]	-	-	-	*8*	*8*
Number of Sections	-	-	-	*2*	*2*
Winter Intersession[12]	-	-	*800*	*800*	*800*
Number of Sections	-	-	*200*	*200*	*200*
Completion by Design/Student Support[13]	-	-	-	*129*	*129*
Borrowed	532	*1,596*	-	-	-
Sections Offered	4,707	*4,715*	*4,964*	*5,014*	*5,040*
Total FTES	**19,163**	**19,539**	**19,539**	*19,702*	*20,023*

Please Note: *Italicized* figures indicate projected amounts. The **bold** figures indicate FTES amounts.

The loss of the BOG Fee Waiver is estimated based on the 2014 CSSE report that 34% of the approximately 2000 students affected by the loss of BOG fee waivers would not re-enroll in the college. Since many of these students are likely part time, an estimate of 25% of the 2000 students was used.

[1] El Camino College plans to go into stabilization in fiscal year 2016-17.

[2] The fully funded cap for fiscal year 2015-16 (19,539 FTES) is budgeted for the following three years due to the college district's strategy to go into stabilization.

[3] The projected amount of FTES to be reported in fiscal year 2016-17 is 17,616; however, the college district will be funded for 19,539 FTES due to stabilization funding.

[4] The projected growth in FTES is outlined in the initiatives.

[5] The FTES amounts for summer 2015 and 2016 are actual FTES earned less the borrowed amount from the previous year.

[6] The projected FTES is based on an expected 2% increase in yield rates for off-campus student testing and feeder high school applicants beginning fiscal year 2016-17 to 2018-19. There are no anticipated costs.

[7] The estimated FTES is founded on a 8 to 24 section expansion over the next three years in potential courses offered at high schools. The adoption of AB 288 College and Career Access Pathways (CCAP) will provide an additional 12 to 28 section increase over the next three years as well. Also included are a projected 10% growth in concurrent enrollment.

[8] The expected FTES is grounded on a 10 section (strictly online) increase in fiscal year 2016-17 with the plan to increase the number of sections to 20 by 2018-19. Additional sections in hybrid courses, 2-year sequence GE and CSU/IGETC courses, and awareness of distance education opportunities will assist in generating more FTES in fiscal years 2017-18 and 2018-19.

[9] The expansion of partnerships with businesses to offer degree options for employees will require a 2 section increase in fiscal year 2016-17 to produce more FTES. In the following two years the number of sections will increase to 4. Adult Education Pathways are expected to generate 2 pathways by 2017-18 and 5 pathways in 2018-19, generating 90 FTES. GED students attracted to online courses are expected to grow by 240 students per year.

[10] The expansion of the South Bay Promise will create more FTES with a 50 student increase in fiscal year 2016-17 and 25 student increase every year thereafter.

[11] The Afternoon, Evening, and Weekend College will include the adult re-entry and adult education initiatives. The proposed FTES increase will result from adding more sections for CTE pathways and attractive certificate programs.

[12] The FTES projections are based on reproducing similar results to winter 2009 which consisted of approximately 227 sections with a reported 841 FTES. The college district assumes the winter intersession will have no significant impact on enrollment in the following spring and summer terms.

[13] An analysis of constraints in the college district's enrollment processes is expected to produce an increase of .25% in enrollment, .25% in persistence, and .15% in retention which will aid in FTES generation. In addition, the implementation of the Starfish Degree Planner, increase communication between faculty and counselors, and increase student engagement in division activities is projected to raise retention by .35%. The total anticipated cost is $1,734,240.

A. Outreach Strategies

The Outreach Plan and the Communications Plan will be annually reviewed and refined for compatibility and consistency with the Enrollment Management Plan.

Strategy 1: Increase off-Campus Outreach Assessment Testing of Students
An increase off-campus assessment testing of students at high schools and other applicable sites will increase yield rate from off-campus testing from 65% in 2015-16 to 67%. This increase will generate 30 FTES. The strategy will include busses to transport high school students and additional staffing to assist with assessment. Support will come from the SSSP programs.

Strategy 2: Increase yield rates for all feeder high schools
Increase number of high school students that complete core services and enroll in courses for subsequent semester/term. Outreach efforts are expected to increase applicant yield rate 2%, from 34% to 36% and generate 473 FTES by 2018-19. SSSP support will provide the necessary resources to complete the orientations and educational plans for students.

B. Access Strategies
Strategy 1: Expand Dual Enrollment Pathways with in-district high schools.
Enrollment at local high schools can be increased through the development of College and Career Access Pathways and through improving the service to high schools as they increase offerings. The increase in offerings along with the conversion of courses currently offered as contract education to FTES generating sections can increase apportionment to 208 FTES by 2018-19. The success of this endeavor will require a full-time staff member to develop pathways. Costs include staff and faculty salaries.

Strategy 2: Strategically design online offerings to increase access and options.
The online course offerings provide an avenue for growth. An increase in the number of online courses offered, increasing hybrid course offerings and developing CTE sections and general education patterns can provide up to 40 additional sections with 164 FTES by 2018-19. Instructor salaries and training will determine costs to the general fund.

Strategy 3: Expand partnerships with business to offer degree options for employees.
The Business Division is developing new certificates in Retail Management, Business Information Worker and Computer Support Specialist. Partnerships will be developed with local businesses to offer these programs. The partnerships are expected to generate four sections and 16 FTES per program each year. Costs include faculty salaries.

Strategy 4: Design Adult Education Pathways with Adult Education Consortium
Bridge pathways will be developed to bring students from local adult education programs to El Camino College. Marketing campaigns will be developed to attract GED students to El Camino College. Efforts are expected to generate up to 118 FTEs by 2018-19. Costs include faculty salaries.

Strategy 5: Expand the South Bay Promise.
Student enrollment in South Bay Promise will be increased by inviting additional high school districts to participate and by increasing number of learning cohorts from 60 students to 120 students and 100 FTES in 2018-19. South Bay Promise costs are currently covered by the ECC Foundation.

Strategy 6: Increase Concurrent Enrollment 10% in each of next three years
Improved processes and additional outreach efforts will increase concurrent enrollment by 10% in 2016-17 and an additional 10% in 17-18 and 18-19. Up to an additional 32 FTES will be generated by 2018-19. Students will fill current course offerings at no additional cost to the college.

Strategy 7: Evening/weekend program for adult and re-entry students.
Scheduling efforts and attractive certificates will be used to attract returning students to an evening/weekend program. Modest offerings will generate 8 FTES per program by 2018-19.

Strategy 8: Implement Winter Intersession in January 2017.
Winter intersession will be returned to the 2009 level of 200 sections and 800 FTES. Faculty salaries will be the cost to the college.

C. Retention Strategies
Strategy 1: Analysis of student experience and redesign of process using Completion by Design.
Improved enrollment processes and the implementation of early alert technology will increase student enrollment by 0.25%, student retention by 0.15% and persistence by 0.25% to provide 111 FTES by 2018-19. Costs to the district include a consultant to examine enrollment process.

Strategy 2: Application of RP Group "Student Support (Re)defined concepts
and
Strategy 3: Adoption of best practices for Student Engagement
The use of educational planning technology, improved customer service and strategies to encourage students and increase engagement will generate 18 FTES by 2018-19. Current faculty and staff will complete these activities.

FTES to be Generated and Associated Costs

Strategies	2016-17 FTES	2016-17 Cost	2017-18 FTES	2017-18 Cost	2018-19 FTES	2018-19 Cost
A1: Outreach testing	30	--	30	--	30	
A2: Applicant yield rate	175	$10,000	307	$10,000	443	$10,000
B1: Dual Enrollment	80	$160,000	144	$216,000	208	$272,000
B2: Online	60	$52,500	144	$118,500	164	$138,000
B3: Partnerships	8	$7,000	16	$14,000	16	$14,000
B4: Adult Education	14	--	52	$21,000	118	$52,500
B5: South Bay Promise	50	$23,040	75	$34,560	100	$46,080
B6: Concurrent Enrollment	20	$19,000	22	$19,000	32	$26,000
B7: Adult Re-entry	--	--	8	$7000	8	$7000
B8: Winter Intersession	800	$700,000	800	$700,000	800	$700,000
C1: Completion by Design	--	$190,000	111	$40,000	111	$40,000
C2: Student Support (Re)defined	--	--	18	--	18	--
C3: Best Practices						
Total	1237	$1,161,540	1727	$1,180,060	2048	$1,305,580
Goal						

Outreach Strategy A1: Increase off-Campus Assessment Testing of Students				
Action Item	**Lead**	**Timeline**	**Expected sections/ FTES**	**Antici- pated Cost**
Action item #a Free transportation is provided to all in-district high schools to test on-campus.	OASR	Annually from November through May	Increase yield rate from off-campus testing from 65% in 2015-16	No additional costs
Action item #b Utilize the Learning Resources Center, Basic Skills lab for increased on-campus testing (100 computers vs 44 computers in the Assessment Center).	OASR Learning Resource Center	Annually from November through May	2016-17 67% 30 FTES	No additional costs
Action item #c An increase of outreach personnel will provide a greater number of off-campus testing. (Part-time counselors and hourly staff)	OASR Testing and Assessment	Annually from November through May	2017-18 30 FTES 2018-19 30 FTES	No additional costs

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Outreach Strategy A2: Increase yield rates for all feeder high schools

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost
Action item #a Increase applicant yield rate 2% from 34% to 36% (Fall 2015 – 20683 applicants: IR February 2016)		Fall 2016 Fall 2017 Fall 2018	34.7% yield 145 FTES 35.3% yield 277 FTES 36% 413 FTES	
• Provide free transportation for completion of core services to in-district high schools.	OASR	Annually from November through May		No additional costs
• Pursue agreements with all in-district high school districts for all seniors to apply to ECC as a "back-up plan"	OASR Student Services Dean VPSCA VPAA	2016-17 AY 4 Districts 2017-18 AY 8 Districts 2018-19 AY 14 Districts		No additional costs
• Follow-up with students who have only completed one or two of the core services and encourage them to complete all three services. (Part-time Counselors, Hourly staff, one-to-one digital marketing)	OASR Counseling PRM	Annually from November through August		$10,000 annually

Enrollment Strategy B1: Expand Dual Enrollment Pathways with in-district high schools.

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost
Action item #a Hire a full-time coordinator through Academic Affairs to manage expanding course offerings and dual enrollment pathways.	Assoc. Dean AA OASR VPAA	October 2016	n/a	$90,000 Per year
Action item #b Reach out to high schools with "Menu" of potential courses to offer on their respective sites. Expand from 13 – 40 sections/yr	Assoc. Dean AA OASR CAA	2016-17 2017-18 2018-19	8 Courses 32 FTES 16 Courses 64 FTES 24 Courses 96 FTES	$28,000 $56,000 $84,000

Draft Updated 4/14/2016 jms

| Action item #c
Adoption of AB 288 College and Career Access Pathways (CCAP) | Assoc. Dean AA
VPAA
VPSCA
Deans
OASR
PRM
A&R | 2016-17

2017-18

2018-19 | 12 sections
48 FTES

20 sections
80 FTES

28 sections
112 FTES | $42,000

$70,000

$98,000 |

Enrollment Strategy B2: Strategically design online offerings to increase access/options

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost
Action item #a Increase number of sections for online courses with high fill-rates and successful outcomes	Academic Deans	2016-2017 2017-2018 2018-2019	10 sections 40 FTES 15 sections 60 FTES 20 sections 80 FTES	$35,000 $52,500 $70,000
• Conduct assessment of online courses to identify successful offerings (e.g., FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016		
• Schedule online certification courses to expedite faculty readiness to provide distance education (e.g, completion of both courses within one semester).	Professional Development Distance Education	Fall 2016		
Action item #b Schedule hybrid courses for sequences of laboratory coursework (e.g., Biology, Chemistry)	NATS Division	2017-2018 2018-19	2 sections 8 FTES 2 sections 8 FTES	$10,000 $10,000
• Conduct outcomes assessment of current hybrid courses with laboratory components (e.g., Math, CIS)	IRP; Math Division Business Division	Spring 2016		
Action item #c Schedule hybrid course sequences reflecting required coursework for high potential CTE certificates.	I&T division leadership; other divisions, as applicable	2017-2018 2018-2019	8 sections 32FTES 8 sections 32FTES	$28,000 $28,000
• Conduct assessment of CTE outcomes to identify high demand courses and certificates.	IRP; Division leadership	Spring 2016		
• Identify potential CTE courses and certificates for hybrid offering based on Advisory Committee recommendations, industry demand, and/or trends in CTE course delivery.	I&T division leadership; other divisions, as applicable	2016 - 2017		
Action item #d Schedule 2-year sequences (8- and 16-week online courses) to reflect the ECC GE pattern and CSU/IGETC transfer patterns	Academic Affairs; Academic Deans	2017-2018 2018-2019	8 sections 32FTES 8 sections 32FTES	$28,000 $28,000

• Conduct outcomes assessment of current online 8-week courses within BSS, HUM, I&T, and MATH divisions to identify most viable GE courses for accelerated online delivery	IRP; division leadership (BSS, HUM, I&T, MATH)	Spring 2016		
• Develop 2-year sequences of ECC GE and CSU/IGETC transfer coursework	Academic Affairs; Academic Deans	2016 - 2017		
Action item #e Increase awareness of and readiness for distance education opportunities among internal and external constituents.	PRM Professional Development Distance Education ITS	 2017-18 2018-19	Increase online success rate by 5% 3 sections 12 FTES 3 sections 12 FTES	No cost
• Enhance and increase training opportunities for faculty and students on the LMS platform (e.g., Etudes, Canvas)	Professional Development Distance Education	2016-2017		
• Enhance the searchable schedule on the college website to more clearly distinguish between hybrid and online courses.	ITS PRM	2016-2017		
• Launch internal and external marketing campaigns for online "pathways" to GE pattern completion (e.g., accelerated 8-week, semester-length 16-week)	PRM	Fall 2017		
Action item #f Explore opportunities to offer select 3-unit lecture courses online during Winter term	Academic Affairs	2016-17	5 sections 20 FTES	$17,500
• Conduct assessment of currently offered online courses to identify most successful offerings (e.g., highest FTES, retention rates, success rates).	IRP Academic Deans	Spring 2016		
• Identify GE courses that are in high demand among current and prospective students (e.g., students enrolled at local community colleges and 4-year colleges/universities) •	Academic Affairs ITS	Fall 2016		
Action item #g Explore opportunities to offer online coursework for local high schools with sufficient technological resources	Academic Affairs OASR	2017-2018	TBD	

Enrollment Strategy B3: Expand partnerships with business to offer degree options for employees.

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Work with Business faculty to promote Retail Management Certificate of Western Association of Food Chains (WAFC) to local grocery chains.	Business Division Community Advancement	2016 – 2017	2 sections 8 FTES	$7000
Action item #b Work with Business Division to identify section needed to offer and promote Business Information Worker Certificate Program for Information Technology workers. Market as Skills Builder courses to individuals and businesses.	Business Division Community Advancement PRM	2017 – 2018	4 sections 16 FTES	$14,000
Action item #c Identify sections needed to offer and promote CIS Computer User Support Specialist Certificate program. Market as Skills Builder courses to businesses and individuals.	Business Division Community Advancement PRM	2018 – 2019	4 sections 16 FTES	$14,000
Action item #d Expand for-credit and apprenticeship offerings through ECC Contract Education and market to existing and future clients (e.g. SpaceEx).	Community Advancement PRM	2016 – 2018	No FTES generating activity	

Enrollment Strategy B4: Design Adult Education Pathways with Adult Education Consortium

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Develop Bridge programs from adult schools to ECC CTE Programs in automotive, business, health, IT and welding. (5 pathways with 3 classes each)	Community Advancement	2017- 2018 2018– 2019	2 pathways 6 sections 24 FTES 5 pathways 15 sections 90 FTES	$21,000 $52,500
Action item #b Marketing campaign to attract online GED student to enroll in ECC college courses. (240 students/year ~ 7 sections)	Community Advancement PR&M	January 2017 2017 - 2018 2018 - 2019	3.5 sections 14 FTES 7 section 28 FTES 7 section 28 FTES	Current staff

Enrollment Strategy B5: Expand the South Bay Promise.

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost
Action item #a Grow South Bay Promise cohorts	Dean Student Services OASR FYE	2016-17 AY 60 Students 2017-18 AY 90 Students 2018-19 AY 120 Students	2016-17 50 FTES 2017-18 75 FTES 2018-19 100 FTES	$200 per semester per student for textbook $552 per semester per student for tuition for non-BOGFW

Enrollment Strategy B6: Increase Concurrent Enrollment 10% in each of next three years

Action Item	Lead	Timeline	Expected sections/ FTES	Antici-pated Cost
Action item #a Re-establish the high school newsletter to publish and market an Afternoon College schedule of courses starting after 3:00 pm. Direct mail to homes of high school seniors, HS counselors and via high school distribution. Also digital distribution. 10% increase over 2015-16 concurrent enrollment (1126)	Deans OASR PRM	Fall and spring semesters 2016-17 2017-18 2018-19	 3 sections 12 FTES 3.5 sections 14 FTES 4.0 sections 16 FTES	$12,000 annually
Action item #b Identify and offer CTE programs for inclusion in Afternoon College	Dean, I&T	 2016-17 2017-18 2018-19	1 sect/sem 8 ftes 8 ftes 8 ftes	 $7000 $7000 $7000
Action item #c Develop a math class to be offered at high school that will count for degree credit at ECC. Utilize High School Newsletter	Math Division Dean and Faculty PR&M	2016-17 Identify 2017-18 Curriculum 2018-19 Offer	 2 sections 8 FTES	 $7000

Enrollment Strategy B7: Evening/weekend program for adult and re-entry students.

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Develop attractive certificate program for evening weekend students to earn a degree.		2017-2018 2018-19	2 sections 8ftes 2 sections 8ftes	$7000 $7000
• Determine which pathway to develop into block classes - entrepreneurial studies, project management, health care management, or others	VPAA PRM, IR Counseling Faculty and Deans	Fall 2016	--	Current staff
• Develop block scheduling sequencing courses over a 4-year time span (1 class/semester for 2 years)	VPAA PR&M Counseling Faculty and Deans	Spring 2017	--	Current staff
• Create stackable certificate leading to AA and transfer	VPAA PR&M Counseling Faculty and Deans	Fall 2017	--	Current staff

Enrollment Strategy B8: Implement Winter Intersession in January 2017.

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Re-introduce winter intersession for January 2017 at 200 sections and continue at that level for 2018 and 2019.		2016-2017 2017-18 2018-19	200sections 800 FTES 200sections 800 FTES 200sections 800 FTES	$700,000 $700,000 $700,000

Enrollment Strategy C1: Analysis of student experience and redesign of process using Completion by Design

Action Item	Lead	Timeline	Expected sections/F TES	Antici- pated Cost
Action item #a Hire a consultant to assess our processes to enrollment (prospect messages, applicant messages, concurrent enrollment process, core services messages and process, registration process).	VPSCA	 2017-18 2018-19	0.25% increase in enrollment 47 FTES 47 FTES	$150,000 Consultant contract
• Prioritize request through annual planning process	VPSCA			

• Identify consultant	VPSCA	May 2016		
• Contract to Board	VPSCA	June 2016		
• Consultant review	Consultant	July – September 2016		
• Implementation of recommendations	VPSCA	fall 2016 – spring 2017		
Action item #b Develop positive messages (email, letter, social media) to encourage continuing students to return following fall and spring semesters.	PR&M	 2017-2018 2018-2019	0.25% increase in persistence 56 FTES 56 FTES	$40,000 annually
• Form committee (including students) to review/develop appropriate messages	PR&M VPSCA	April 2016		
• Committee completes first draft of new messages		June 2016		
• Finalize messages and establish timeline for sending messages to students	PR&M VPSCA	September 2016		
• Send messages beginning	PR&M	Winter 2017		
Action item #c Utilize Starfish Early Alert to identify students at risk and provide intervention Cost – current program and staffing	Counseling	 2017-2018 2018-2019	0.15% increase in retention 8ftes 8ftes	Current staff
• Determine who will receive the early alert messages and what type of intervention will be provided.				
• Pilot Starfish with a small cohort of instructors		summer 2016		
• Evaluate the process and make revisions,		end of summer 2016		
• Develop faculty training and roll out training schedule		fall 2016		
• Fully implement Starfish		spring 2017		

Action Item	Lead	Timeline	Expected sections/ FTES	Antici- pated Cost
Action item #a Utilize Starfish <u>Degree Planner</u> to facilitate goal development and academic planning Cost – current program and staffing	Dean, Counseling	 2017-2018 2018-2019	0.25% increase in retention 13 FTES 13 FTES	Current staff
• Beta test with selected counselors	Assoc. Dean Counseling	Summer 2016		
• Evaluate the process and make revisions	Assoc. Dean Counseling	End of summer 2016		
• Develop training for counselors for fall pilot	Assoc. Dean Counseling	Fall 2016		
• Fully implement Starfish Degree Planner	Dean, Counseling	Spring 2017		
Action item #b Develop strategies faculty can use during first two weeks of the semester to encourage students to remain in their class. Cost – FDC chair has RT	FDC Chair	 2017-2018 2018-2019	0.10% increase in retention 5 FTES 5 FTES	Current staff
• Ask the Faculty Development Committee (FDC) to publish tips for nurturing students to get them committed to staying during the first two weeks before census.	FDC Chair	April 2016		
• Have the FDC develop workshops for fall PD Day on enacting the tips.	FDC Chair	Aug. 2016		
• Publish tips for distribution to faculty	FDC Chair	Aug 2016		

Action Item	Lead	Timeline	Expected sections/F TES	Antici- pated Cost
Action item #a Improve customer service to students	VPAA VPSCA		Included in C1.a	Current staff
• Ongoing training for staff on college procedures/deadlines to give uniform messages to students				

• Provide on-going maintenance and updates for the Website, including regular staff training for Omni Update.	PR&M Professional Development			Current Staff
Action item #b Increase communication between faculty and counselors	Academic Deans Faculty Counseling Dean			Current staff
• Invite counselors to participate in course scheduling process				
• Schedule limited counselor hours in divisions				
Action item #c Increase student engagement in division activities	Faculty			Current staff
• Hold discipline/division meetings for students				

Budgeting assumptions:
- Average class size = 35
- FTES generated per section = 4.0
- Cost of instructor per section = $3500
- Non-BOGFW students for SB Promise = 1/3 students

EL CAMINO COLLEGE
Vice President – Academic Affairs
April 12, 2016

TO: President Dena Maloney

SUBJECT: Basic Skills Transformation Grant Acceptance

The California Community College Chancellor's Office Division of Educational Services has awarded El Camino College a grant for the Community Colleges Basic Skills and Student Outcomes Transformation Program. The grant is for approximately $1.5 million dollars over a three year period. On page SCA 4, the Board is being asked to approve and accept the grant.

The purpose of the grant is to address the poor rate at which students complete a college level mathematics or English course. The grant proposal identifies three reasons for this low rate of completion: 1) placement below the optimal level; 2) taking three or more semesters to complete the coursework due to curricular design; and 3) a lack of contextualized instructional method aligning and integrating students' needs and support services.

The grant proposes a team approach to respond to the needs of the students. Three teams will work to accomplish the goals and objectives of the project. An Assessment Team will initiate multiple measures assessment reform for English and mathematics placement. The English Team will expand and scale up student access to student support services for developmental English courses and create, pilot and evaluate a Summer Bridge Program to increase placement directly into transfer-level English. The Math Team will facilitate substantial professional development to support instructors in creating content modules that contextualize remedial content, are culturally responsive and engage students in multiple modalities. Also, the Math Team will work with CTE faculty to develop developmental mathematics curriculum designed specifically for CTE students. Finally, both the English and Math Teams will expand and scale up their respective acceleration programs.

Jean Shankweiler
Vice President – Academic Affairs

EL CAMINO COMMUNITY COLLEGE DISTRICT
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www.elcamino.edu

April 12, 2016

To: President Dena P. Maloney

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 2015-16. The last three dollar columns are the corresponding year-to-date amounts for the previous FY 2014-15.

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.

Please note the College accounting staff focus on detailed cash flow analysis which also accomplishes comparisons on a frequent basis.

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

Attachment

General Fund Unrestricted	2015-16 Budget		2015-16 Year-to-Date Actuals	2015-16 Percentage	2014-15 Budget		2014-15 Year-to-Date Actuals	2014-15 Percentage
	Fund 11		Fund 11		Fund 11		Fund 11	
INCOME								
Federal	$	150,000	$ 85,141	56.76%	$ 145,000	$	66,136	45.61%
State		82,191,467	65,314,986	79.47%	67,915,429		50,220,648	73.95%
Local		46,576,434	28,927,682	62.11%	41,688,878		31,305,564	75.09%
Interfund Transfers		0	0		0		0	
Total Income	$	128,917,901	$ 94,327,809		$ 109,749,307	$	81,592,348	
APPROPRIATIONS								
Academic Salaries	$	51,566,705	$ 36,918,405	71.59%	$ 48,843,963	$	37,662,955	77.11%
Classified Salaries		26,611,429	16,438,170	61.77%	28,047,438		16,738,042	59.68%
Staff Benefits		20,405,447	16,701,880	81.85%	18,554,940		15,292,040	82.41%
Supplies/Books		2,383,419	927,950	38.93%	1,863,408		855,148	45.89%
Operating Expenses		9,228,757 *	7,598,127	82.33%	7,934,117 **		6,091,283	76.77%
Capital Outlay		473,730	220,678	46.58%	1,855,710		201,421	10.85%
Other Outgo		6,503,061	5,432,817	83.54%	6,260,876		5,453,727	87.11%
Total Appropriations	$	117,172,548	$ 84,238,027		$ 113,360,452	$	82,294,616	
Net Revenues	$	11,745,353	$ 10,089,782		$ (3,611,145)	$	(702,268)	

* Other operating expenses net of estimated expenditure savings - $3,000,000.
** Other operating expenses net of estimated expenditure savings - $4,000,000.

EL CAMINO COLLEGE
Vice President – Academic Affairs
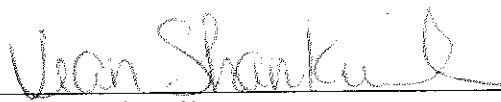April 12, 2016

TO: President Dena Maloney

SUBJECT: Sodick EDM Machine

The consent agenda contains a recommendation that the Board of Trustees approve the sole source acquisition of the Sodick VZ300L Wire EDM machine. This equipment is used in the Machine Tool Technology (MTT) program. Sodick is the most accurate machine cutter available, using an electric discharge to cut material. Power is passed through a very thin wire creating tiny sparks as it touches the metal. It erodes/cuts the material. Water is used to flush away the particulates that are sparked. This is a replacement for a 28 year old machine located in room 15 of the ITEC building. The machine will be used in four different classes: MTT 101, MTT 103, MTT 105, MTT 107. Classes are offered both during the day and evening each semester and approximately 24 students are enrolled in each class.

Sodick is the only manufacturer that offers ceramic components. Ceramic offers rigidity, thermal stability, and accuracy. Other manufacturers use steel which is not as rigid and stable as ceramic. As a result, Sodick is the most accurate cutter on the market. And because it's ceramic, there are no corrosion issues from the water that is used as coolant. Also, Sodick builds its own drive motor and controller, and offers a 10-year warranty. Sodick's 10-year warranty is a reflection of quality. Other producers only offer 1-, 2- or 3-year warrantees. Other producers use components from other vendors so when there is a problem, it is very difficult to fix.

Finally, the Sodick EDM is delivered in 2 feet by 5 feet sections. It can easily fit through any door. Other vendors use larger footprint: 5 feet by 5 feet. It is difficult to fit through doorways. Once it is delivered, it is almost impossible to move the machine anywhere else.

Jean Shankweiler
Vice President-Academic Affairs

EL CAMINO COLLEGE
HUMAN RESOURCES OFFICE

DATE: April 13, 2016

TO: Dena Maloney, 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 potential retroactive salary adjustments for bargaining unit represented employees and unrepresented, management, and confidential employees. This Board item appears annually.

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M-E-M-O-R-A-N-D-U-M

Date: April 13, 2016

To: President Maloney

From: Ann M. Garten
          Director, Community Relations

Re: Follow Up From March Board Meeting

This memorandum includes information in response to questions from the Board of Trustees during the March 21, 2016 meeting. Following the STEM Grant Presentations, the question was asked if Foundation funds are available to institutionalize some of the STEM initiatives.

The Foundation will be meeting with the grant directors to determine funding needs when the grants expire. As part of the federal HSI STEM grant, the Foundation raised matching funds for a STEM Endowment. This STEM Endowment (approximately $427,000 principal) will have funds available on an annual basis for STEM projects. In addition, the Foundation has included STEM programs as part of their fundraising efforts for several years, and will continue exploring future funding opportunities for STEM initiatives.

Please let me know if additional information is needed.