



**Standard III:  
Resources**



## Standard III: Resources

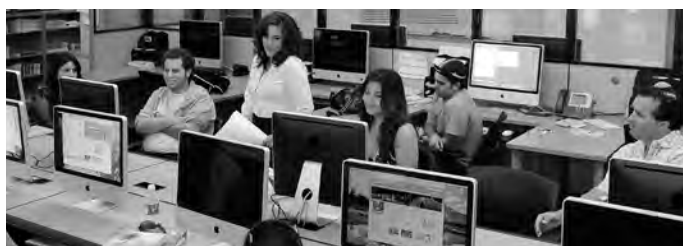
---

*The institution effectively uses its human, physical, technological, and financial resources to achieve its broad educational purposes, including stated learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.*

### Standard III.A. Human Resources

**The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.**

The College employs qualified personnel to support student learning programs, regardless of the means of delivery. The hiring process ensures that applicants and new hires meet the required qualifications and are capable of meeting the demands of the position in order to successfully support and maintain the integrity and quality of programs and services at El Camino College. The institution ensures its commitment to the educational role of persons of diverse backgrounds through the Office of Staff and Student Diversity. Campus employees are trained as Equal Employment Opportunity representatives, and these employees volunteer to serve on hiring panels for all full-time permanent employees. The Human Resources department also screens applicant pools to ensure a diversity of applicants to permanent positions. The Human Resources Office participates in the annual planning process through the development and submission of program and units plans. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development.



**Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.**

Under the auspice of the Human Resource (HR) department, the College hiring process ensures that applicants meet the required qualifications and new hires are capable of meeting the demands of the position in order to successfully support and maintain the integrity and quality of programs and services at El Camino College. Additionally, Human Resources staff and individuals serving on screening committees (staff, faculty and administrators) undergo training to ensure that hiring procedures are consistently applied in the acquisition of new qualified employees.

The institution assures the integrity and quality of program through adherence to strict hiring guidelines outlined in the staffing plan, found in the Comprehensive Master Plan, page 117. Equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring are under the purview of the Human Resources Department. All employees must meet specific criteria established to perform representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division, the President's Cabinet, and the appropriate union representatives. Position announcements are then published through the Human Resources Office. Academic and classified employees' hiring processes are outlined in Board-approved policies and procedures, and respective collective bargaining agreements.

Education, training and experience of potential faculty members are of utmost importance in faculty hiring. Minimum qualifications and equivalency procedures for faculty members are established through mutual



### Standard III: Resources

agreement between the Academic Senate and the Board of Trustees as needed. Local minimum qualifications for faculty were revised to incorporate recent changes at the state level. New or revised classified service positions are reviewed and agreed upon by the El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

#### Self-Evaluation

The College meets the standard.

**Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

#### Descriptive Summary

El Camino College has a well-defined process for the selection of faculty, administrators, and classified positions. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list. This list was updated in 2008. Defined hiring procedures mutually agreed upon exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates (See Appendix M-1 and M-2 in Federation Contract, ECC Tenure-Track Faculty Hiring Procedures). The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty and an Equal Employment Opportunity Representative, ensures discipline expertise. The final selection committee, comprised of the administration and discipline representation, examines an applicant's potential to contribute to the college and to implement the institutional mission and goals.

ECC Compton Center's process mirrors the College's with the exception that the Special Trustee assumes the powers of the Board of Trustees and the Personnel

Commission. All personnel activities require the final approval of the Special Trustee. The final decision to create new positions and to hire new full-time employees is made by senior management which includes: El Camino College Superintendent/President, Vice Presidents, the CCCD Special Trustee, and CEO. If action is approved, CCCD hiring procedures commence.

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the College (Appendix M-1 Federation Contract; (ECCE Contract). Job announcements delineate the job requirements. Transcripts verify candidates meet educational minimum qualifications prior to hiring. Teaching demonstrations allow faculty members to evaluate effective teaching of the candidates. Through the Office of Staff and Student Diversity, equal opportunity representatives participate in the hiring process to ensure that the process is equitable, and that the hiring procedures are consistently applied.

Faculty candidates are assessed on overall scholarship and potential to contribute to the College beginning with the initial minimum qualification screening process, followed by the Faculty Hiring and Screening Committee process, including a teaching demonstration prior to final assessment and selection to evaluate effective teaching practices. Classified screening committees are comprised of at least one member appointed by the El Camino Classified Employees (ECCE) and an Equal Employment Opportunity Representative. Respective vice presidents are responsible for overseeing the recruitment process for administrators in his or her area. The screening committee is comprised of administrators, faculty and classified staff. Management positions are announced for a minimum of 40 working days to draw the widest potential pool of qualified candidates.

Job descriptions and specifications for all full-time positions are clearly and publicly stated on the website and in the Office of Human Resources through the iGreentree system. Announcements are also sent to common hiring websites such as the CCC Registry and Higher Ed Jobs. Faculty positions are announced for a minimum of 40 working days. ECC faculty position descriptions are included in Appendix A of the Faculty Agreement with the district. These descriptions designate that faculty members must hold the appropriate credentials to render service in a given area and focus on student learning. The local minimum qualifications for faculty come from the disciplines list approved by

the Board of Governors through collaboration with discipline faculty and the Academic Senate. When a vacancy in the classified or administrative area occurs, the area manager and Human Resources review the job description and job duties to ensure the classification meets the needs of the position. Where needed, due to changing technologies and/or job requirements, job descriptions are reviewed, researched and updated accordingly. Per the classified agreement, Human Resources announces and posts classified positions for a minimum of 10 working days. For classified openings, the Human Resources department announces the vacancy in local publications and online postings unless a broader circulation is requested.

Faculty and Administrator qualifications go through a dual review to verify the qualifications are met. As part of the application process, candidates are required to submit copies of pertinent transcripts and HR reviews the degrees earned by candidates prior to applications being forwarded to screening committees. Candidates with foreign degrees are asked to provide equivalency transcripts from established companies such as the International Education Research Foundation. After the final screening committee selects the candidate, Human Resources then reviews the individual's qualification prior to board approval. The second and final equivalency review is conducted by the Vice President of Academic Affairs, Vice President of Human Resources, discipline faculty, and the President of the Academic Senate prior to Board approval to ensure that necessary background and support is present to document the equivalency.

To identify faculty expertise in DE/CE instruction, proper certifications from accredited institutions or organizations are verified by Human Resources. A teaching demonstration and presentation of a course shell with syllabus, assignments, and module lectures are evaluated by a committee. To gain expertise teaching online, faculty undergo two training sessions at El Camino College. Deans can also evaluate DE courses by inspecting course websites and online learning platforms. The DE office also has a checklist of course requirements that must be met for any online course offerings.

### Self-Evaluation

The College meets the standard. Job descriptions are publicly available on the Human Resources Web page. Applicants are screened for appropriate credentials and job requirements by screening committees consisting of administrators, classified employees and faculty members.

**Standard III.A.1.b. The institution assures the effectiveness of its human resources by evaluation of all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation of all personnel, including performance and assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvements. Actions taken following evaluations are formal, timely and documented.**

### Descriptive Summary

El Camino College bargaining agreements and board policies ensure that all employees receive an evaluation in a timely manner to assess that they are meeting the performance standards for their assigned duties (Federation Agreement, Article 20; Classified Agreement, Article 10). The procedures and timelines are defined in the employees' respective bargaining agreements and/or board policy. The bargaining agreements and the job descriptions state appropriate institutional responsibilities.

Classified staff, police officers and confidential employees receive an annual evaluation. New hires receive at least two evaluations during their one-year probationary period and then annually thereafter. Classified employee evaluations are due by the end of the employees' anniversary month.

The Office of the Vice President of Academic Affairs maintains the records for all full-time and part-time faculty members evaluated each semester. The lists of faculty due for evaluations are sent over by the academic divisions every semester. Each division is responsible for also maintaining their own records of faculty due dates and evaluations.

Following recent negotiations, the 2012-2015 faculty agreement also contains a change to include the evaluation of Student Learning Outcomes (SLOs) in the faculty self-evaluation form (Federation Agreement Appendix J). In addition, tenure track probationary faculty evaluations occur during the first, second, third, fifth and seventh semesters (Article 20, Section 1). For faculty members first hired in the spring semester, this evaluation schedule will commence in the fall of that same year. Included in the evaluation process are the self-evaluation, peer evaluation and student evaluation, which are then followed up by a conference with the evaluation panel comprised of the Dean and the peer evaluators for review.

### Standard III: Resources

---

Regular tenured instructors are evaluated every three years utilizing the same evaluation components and process (self-evaluation, peer and student evaluations and conference) as probationary tenure-track faculty.

A similar process is used by the college to evaluate part-time faculty. They are evaluated their first semester and at least once during the next three semesters from their hire date. Thereafter, they are evaluated at least once every three years, or on an as-needed basis, as long as there is no break in service exceeding one year.

Performance evaluations of administrators and supervisors are completed once a year for new hires for the first two years of service. After the initial evaluation they are completed once every three years or on an as-needed basis. The evaluation process also includes a self-evaluation, peer/faculty/staff surveys, immediate supervisor's evaluation and a conference. Multiple measures make certain that personnel are effective in performing their duties. The evaluation criteria to measure the effectiveness of classified personnel in performing job duties include an assessment of the quality and quantity of their work. Faculty members are evaluated for effectiveness by way of student retention, success rates, and student evaluations.

All personnel evaluations provide the opportunity for improvement of overall job performance. Specific areas for enhancement may be documented in an evaluation. An overall assessment suggesting that improvement is needed results in an established improvement plan (Federation Agreement, Article 20, and Appendix J; Classified Agreement, Article 10, Section 1). Personnel evaluations and improvement plans are connected to institutional effectiveness in that they endeavor to enhance the quality and efficiency of the institution's instruction and student services.

The College continues to take steps towards improving the evaluation process. These include the incorporation of SLOs into the faculty self-evaluation, updating the classified evaluation due dates, providing training workshops at the monthly management meetings and online consortium training in conjunction with the legal firm Liebert, Cassidy and Whitmore.

#### Self-Evaluation

The College meets the standard. Human Resources Department sends frequent alerts to managers and supervisors of classified personnel to remind them that evaluations must occur within 60 days of the notice. A list of overdue performance evaluations is also provided

to the Superintendent/President and the four vice presidents every month. The Vice President of Human Resources monitors administrative and supervisory evaluations. Human Resources has started to see a slight increase in the completion rates of personnel evaluations, which if continued, should help to exceed the prior 2008 timely completion rate of 82%.

**Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.**

#### Descriptive Summary

The roles of faculty, tutors, and others in producing Student Learning Outcomes (SLOs) are significant and on-going. Faculty and tutors take direction about SLOs from SLO Facilitators and the SLO Coordinators. Under the guidance of the SLO Coordinators, departments develop student learning outcomes and assessment instruments for courses and programs. Full-time faculty have the primary responsibility of developing course and program SLOs and assessment rubrics. Part-time faculty may be included for subject matter expertise and assessment. Faculty are also required to include approved SLOs in their course syllabi and participate in the assessment of course and program SLOs during the designated assessment timeline.

The Faculty Agreement contains a section including the evaluation of SLOs in the faculty's self-evaluation form (Federation Agreement, Appendix J). As part of the faculty evaluation, students and evaluators examine a variety of areas that are geared toward improving instruction. These include evaluating the capability of faculty to relate to students; involving student participation through discussions, organizing classroom presentations and activities that promote student understanding of material, and creating an atmosphere for teacher-student interaction.

The current faculty self-evaluation report also includes a requirement to identify objectives for the continued improvement of instruction and SLOs. As part of the evaluation process, evaluators examine faculty members' adherence to the course outline and course objectives.

As a result of continuous SLO assessment and regular evaluation, faculty members make necessary changes in their teaching methodologies to improve student learning. Discussions with colleagues concerning how

faculty members can improve their teaching strategies are made during the evaluations process. The current bargaining agreement requires all faculty members, as part of their evaluation, to include a self-evaluation (Federation Agreement, Article 10.2). Evidence of changes in teaching methodologies can be found in the self-assessment portion of the faculty evaluation. In an effort to evaluate effectiveness in producing SLOs, SLO Facilitator and Coordinator positions have been created to organize SLOs assessed and those to be assessed in upcoming semesters. Facilitators meet with faculty to distribute assessment materials and collect completed assessments, who report to the campus Coordinator. This method has been shown to yield meaningful and useful results, with nearly 100% SLO compliance. In addition, DE/CE courses are assessed with the same rigor as face-to-face instructional formats. However, DE/CE courses still need to be addressed in terms of recently updated ADA compliance.

Furthermore, periodic changes in course content have been made to ECC classes from the analysis of how well students master course content in both face-to-face and DE/CE classes. The changes were initiated when individual departments evaluated their SLOs, collecting data, analyzing the results to define effective and ineffective practices, and then making recommendations for course content changes. ECC uses the recommendations made to improve student learning outcomes by updating curriculum content. Subsequent analysis of the new course information is assessed in future SLO assessment cycles. The methods utilized for SLO evaluation yield meaningful and useful data, establishing the groundwork for improvements in student learning.

In accordance with faculty contracts and evaluations, ECC Compton Center faculty members make use of SLO assessment results to improve SLOs as well. Faculty members maintain design classroom lectures and discussions, create day-to-day assignments and activities, as well as collect evidence of student improvements all targeted around SLO improvement. Faculty department meetings often include time to discuss best practices to further improve SLOs. Through faculty and professional development, Flex Day meetings include breakout sessions focusing on improving or incorporating different teaching skills. ECC Compton Center faculty members work closely with El Camino faculty members during division meetings to review SLO data.

Professional Development is highly supportive of faculty in the development of new theories regarding SLO assessment and improvement through a series of workshops as well as a Faculty Inquiry Partnership (FIPP) program that are geared toward both face-to-face and DE/CE instructional models. Regular trainings are provided during the semester and on Flex Days concerning the use of SLO information tracking software, CurricuNet, and more recently, TracDat. El Camino College requires all DE/CE instructors to become certified to use the online learning platform, Etudes. Moreover, DE/CE instructors may participate in virtual professional development activities such as webinars and interactive conferences regarding teaching methodologies and technology. ECC Compton Center faculty members are encouraged, through the Professional Development Committee, to attend workshops and conferences. The committee also provides a funding stipend on a first-come, first-serve basis to faculty members who attend and present at conferences.

### **Self-Evaluation**

The College meets the standard. Faculty members and other college personnel contribute to student progress toward reaching SLO outcomes by evaluating their effectiveness and then changing course content as needed for improved student learning. Furthermore, completed SLO assessments are at an all-time high, with ample data available for faculty members to utilize when developing course syllabi, assignments, and future assessments in face-to-face courses. Professional development is available for all instructors, including DE/CE, to enhance their teaching skill set.

### **Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.**

#### **Descriptive Summary**

El Camino College's mission is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. In accordance with the mission, the College upholds a vision statement that requires employees to "work together to create an environment that emphasizes people, respect, integrity, diversity and excellence."

The highest value in the institution is placed on students and their educational goals. The faculty and staff of El Camino College and the Compton Center are the

### Standard III: Resources

College's stability, its source of strength and its driving force. Baring this in mind, the five core values that reflect the ethics of the institution are:

People -We strive to balance the needs of our students, employees and community.

Respect -We work in a spirit of cooperation and collaboration.

Integrity -We act ethically and honestly toward our students, colleagues and community.

Diversity -We recognize and appreciate our similarities and differences.

Excellence -We aspire to deliver quality and excellence in all we do.

To further uphold professional ethical standards, currently, Board Policy 2715 Code of Ethics and Standards of Practice, which was updated November 13, 2012, is in place. All deliberations and activities observe the following tenets:

- Acting as a Whole
- Managing Conflicts of Interest
- Monitoring Board Compensation and Expenses
- Handling Special Interest Groups
- Using Appropriate Channels
- Maintaining Appropriate Conduct at Board Meetings
- Maintaining Confidentiality of Closed Sessions
- Exercising Authority as Trustees
- Handling of Administrative Matters
- Giving Priority to the District and its Strategic Partner

The College fosters ethical behavior in its employees in many ways. The Academic Senate has adopted the American Association of University Professor's code of professional ethics. In the Faculty Agreement (Appendix A), position descriptions identify a faculty member's responsibility to maintain professional conduct and ethics. Additionally, at ECC Compton Center, a faculty ethics training session was held in fall 2012 to address ethical standards for grade submittal and other ethical policies of the institution.

#### Self-Evaluation

The College meets the standard. ECC has a written code of ethics and standards of practice for the Board of Trustees, through Board Policy 2715. The College also fosters ethical conduct through appropriate personnel trainings and professional development activities.

#### Actionable Improvement Plan

The College will develop a Code of Ethics for all employees.

**Standard III.A.2. The Institution maintains a sufficient number of qualified faculty with full-time and responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.**

#### Descriptive Summary

The College continues to maintain an adequate number of staff despite budget restrictions. Since 2008, ECC has hired a total of 222 new employees consisting of 77 full-time faculty, 17 full-time non-instructional faculty, 26 administrators, 88 classified employees, 10 police officers and four supervisors. As of the end of fall 2013, the College employs 292 full-time faculty and 536 part-time faculty for the instructional programs and 43 full-time and 61 part-time non-instructional faculty which includes counselors, librarians, health center personnel and faculty coordinators. To support and oversee the programs and services at ECC, there are 58 administrators, 20 supervisors, 370 classified/confidential employees and 20 police officers.

The current College Staffing Plan is included in the 2012-2017 Comprehensive Master Plan. The plan addresses various staffing issues the College will potentially face within the next five to 10 years. Topics range from age of the work force, organizational structure, staff development and staffing management issues. There are planning agenda items which include assessing potential retirement dates for the aging work force, recruiting and training new EEO representatives for anticipated recruitments and ongoing assessments of training needs of the College by supporting the Professional Development Office.

The institution continues to use established faculty hiring procedures and fill all open full-time faculty vacancies. The office of the Vice President of Academic Affairs meets with the division deans to review the faculty identification form that must be filled out in order to determine if a position meets the key factors, which include growth potential, productivity and program review. Division deans and faculty form a committee to review and prioritize a list, which is then sent to the Superintendent/President as a recommendation of positions to hire. Cabinet meets to establish a number of faculty positions that will be filled for the upcoming year as part of the planning and budgeting activities. The College strives toward achieving the goal that 75% of all instruction be taught by full-time faculty and to continue to meet the state-set faculty obligation number.

As part of program reviews, identified staffing needs are based on current and changing class demand. This information is incorporated into the annual planning tool. Requests for new positions or filling vacant positions are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position for approval to Cabinet. After approval is granted, the hiring manager completes a staffing requisition. The Human Resources department begins the recruitment procedures to fill the vacancy.

Through the use of the staff planning and review process, the College is able to pro-actively project, plan, and recruit accordingly to ensure a sufficient number of qualified staff are in place to support programs, service requirements, and student population. Human Resources utilizes organizational charts of appropriate Vice President areas to determine the organization of administrative and support staffing. To determine if the number and organization of personnel is adequate, an evaluation of effectiveness is generated and notated in annual plans.

### **Self-Evaluation**

The College meets the standard. Systems such as the Comprehensive Master Plan, annual planning, and other review processes allow the institution to maintain a sufficient number of faculty to meet institutional missions and purposes.

**Standard III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

### **Descriptive Summary**

The College continues to review and update its board policies under the model recommended by the Community College League of California (CCLC). The Vice President of Human Resources is responsible for creating a draft for all personnel policies. As the policies are updated, related procedures are also developed to assist in the administration of the policy. All policies related to personnel are reviewed by administrators and College Council prior to board approval. Once approved, new and/or updated policies are posted on the College website. The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring that all

policies and procedures are equitably and consistently administered.

The Superintendent/President's office serves as a repository for all board policies. At ECC Compton Center, the CEO's office serves as a repository for all board policies. Human Resources has updated and revised more than 90% of all personnel management board policies and administrative regulations.

The Dean of Human Resources at ECC Compton Center is responsible for ensuring that all policies and procedures are equitable and consistently administered. ECC Compton Center takes continuous measures that model the Community College League of California at regularly-scheduled intervals. ECC Compton Center has been working to update the Employee's Policies and Procedures Handbook to align with current policies, procedures and contracts. To ensure that these measures are being met, regular updates are made to the handbook. These policies and procedures result in fair treatment of personnel.

### **Self-Evaluation**

The College meets the standard.

As evidenced in the November 2012 FCMAT Comprehensive Assessment, ECC Compton Center earned a score of eight, or "Fully – Substantially" implemented. Current measures are being taken to improve the recommendations of the Recovery Plan, including that management staff and other key personnel are informed of policy changes, procedures, and practices to ensure compliance.

Manuals and employee reference materials are routinely revised to reflect recent changes in policy, procedure, or union contract. Employees are made aware of these changes via email, mail, and/or announcements at meetings.





## Standard III: Resources

### **Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

#### **Descriptive Summary**

Written policies and procedures have been established at El Camino College to ensure fair hiring practices. Bargaining agreements have written guidelines pertaining to hiring and participation of all faculty and staff vacancies being filled. Since the 2008 self-evaluation, the following policies remain in place to address the following:

7100 – Commitment to Diversity

7120 – Recruitment and Selection

The board policies pertaining to nepotism and non-discrimination have been updated since the 2008 self-evaluation; 7310 – Nepotism (5/16/11), 3410 – Non-Discrimination (1/21/14). All board policies are available for viewing on the Board of Trustee Web page.

All hiring managers are provided with a checklist developed to help follow the hiring procedures ensuring fair and consistent hiring practices. Human Resources staff assists hiring managers throughout the recruitment and selection process to provide clarification and guidance as needed and to ensure all steps are followed properly. All hiring committee members are given a set of written procedures to follow as well as a Statement of Confidentiality to read and acknowledge.

#### **Self-Evaluation**

The College meets the standard. Established board policies and hiring procedures guide and provide for fairness in all employment procedures.

ECC Compton Center has made great strides in this area as well. As stated in the November 2012 FCMAT Comprehensive Report, ECC Compton Center has “clearly defined and clarifies roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.” The HR department is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. ECC Compton Center earned a fully or substantially sufficient score meaning that these criteria for the standard are met.

### **Standard III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Descriptive Summary**

All personnel files are maintained and located in the Human Resources Department in a secure and confidential manner. During business hours records are available for trained District Human Resource staff access and maintenance. In accordance with the bargaining agreements, employees are allowed to review their personnel file in the presence of Human Resources staff during normal working hours by filling out and submitting a request. Employee records are confidential and are allowed to be reviewed only by authorized personnel such as Human Resources representatives, the employee, supervisor or director or in compliance with legal requirements, such as subpoenas, authorized background investigations or other mandated state or federal requirements.

#### **Self-Evaluation**

The College meets the standard. El Camino College and ECC Compton Center follow the provisions of state and federal law, the bargaining agreements, and board policies in relation to personnel records.

### **Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.**

#### **Descriptive Summary**

The College is fully compliant with the legal posting requirements of Title IX and observes Board Policy 7100: Commitment to Diversity and Board Policy 3410: Non-Discrimination. El Camino College is committed to recruiting, employing, classifying, training, and compensating qualified administrators, faculty, and staff members dedicated to student success. The Board recognizes that diversity in the academic environment fosters cultural awareness, promotes mutual understanding, respect, and provides suitable role models for all students. The Board also is committed to hiring and professional development that supports the goals of equal opportunity, diversity, and provides equal consideration for all qualified candidates.

Policies and procedures at the College promote an understanding of diversity and equality. To ensure they are effective, ECC conducts a climate survey every two to three years. In the most recent survey conducted in spring of 2013, 83.1% of the faculty and staff felt the College climate is respectful of religious, ethnic and other differences. More than 75% of the staff and faculty at the College agree that they are satisfied with the campus experience/environment regarding diversity.

The Human Resources department has a grievance process in place for all personnel (Federation Agreement, Article 22; Classified Agreement) who feel their personal rights have been violated.

### **Self-Evaluation**

The College meets the standard. El Camino College has established policies and practices that promote understanding of issues relating to equity and diversity. Recent data reveals that College personnel are satisfied in regard to diversity and equal treatment on campus.

### **Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.**

#### **Descriptive Summary**

The campus appreciates and embraces diversity and has sponsored a series of initiatives to celebrate staff, faculty, and students from various ethnic groups. The Director of Staff and Student Diversity is responsible for coordinating a series of programs and trainings that cover a wide variety of topics such as cross-cultural communication, sexual harassment seminars, diversity training and many others. Programs and training are provided to staff year round.

The College determines what type of support the staff, faculty and administrators need through Campus Climate surveys, technology surveys and other institutional questionnaires. Data gathered is analyzed by Institutional Research and Planning and recommendations are made to the respective departments. Additionally, survey data helps provide insight into the design of programs and services offered to the range of diverse personnel on campus. One such suggestion made from data collected includes a series of multicultural conferences across campus. The last one took place in mid-October (2012) titled “Diversity Conference-Strategies for Change” presented by the

First Year Experience Program in Partnership with the Faculty Association of California Community Colleges and the Title V Graduation Initiative on campus. The topics for the conference included “Teaching Latina Students to Advance”, “The Student Success Act & How It Will Impact Diversity Among California Community College Campuses”, “Changing Campus Climate for LGBTQ Students and Staff,” “Cultural Competencies in CTE Programs,” and “Responding to the Needs of Our Returning Veterans.” More than 85 El Camino College employees attended the conference and faculty rated the conference as having been beneficial to their teaching and learning.

In addition to providing programs that promote diversity, El Camino College faculty members have also been recognized for their contributions to diversity. In 2010, El Camino College’s Project Success program coordinator, Elaine Moore, was named the recipient of the John W. Rice Diversity Award by the California Community Colleges Board of Governors for her outstanding contributions to diversity on campus. The John W. Rice Diversity Award was established in 2001 and honors a staff member, program, or college each year that has made significant contribution towards faculty, staff diversity, or student equity issues. Both Elaine Moore and Dr. Regina Smith, dean of counseling, traveled to Sacramento to accept the award. The College continues to host a series of events to promote tolerance, respect, and education of diverse groups on campus.

In addition to diversity activities, El Camino College personnel have ample opportunities to participate in programs and in-service trainings to promote diversity and equity on campus. The Professional Development Office and individual departments provide team building trainings on Classified Professional Development Days and faculty members can participate in the FIPP (Faculty Inquiry Partnership Program) program to sharpen their student services and instructional skills concerning equality and diversity.

All programs, practices, services and cultural events are evaluated immediately following the activities. Faculty, staff and other personnel can comment on the activity’s relevance and whether they would like to have more or the same event repeated in the future. This data helps the Professional Development Office to design the most applicable and beneficial calendar of events in which El Camino College personnel may participate to support cultural understanding.

### Standard III: Resources

#### Self-Evaluation

The College meets the standard. Programs coordinated by the Office of Staff and Student Diversity and workshops conducted by individual faculty and sponsored by the Professional Development Office foster an appreciation of diversity. Staff surveys indicate that College cares about equity and diversity issues and that employees feel that they work in a respectful climate. The College is fully compliant with the legal posting requirements of Title IX and observes Board Policy 7100: Commitment to Diversity and Board Policy 3410: Non-Discrimination.

#### Standard III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

#### Descriptive Summary

The El Camino Community College District continues its commitment to support non-discrimination and provide equal opportunity to all throughout all stages of the hiring process. The District actively advertises and promotes its commitment to equal employment opportunity for all. Each hiring committee is represented

by a diverse group of members including an Equal Employment Opportunity Representative to ensure that all qualified applicants selected for interview are treated fairly and that consistency is maintained throughout the process.

The College tracks and analyzes its employment record by issuing voluntary and confidential information surveys to all job applicants. The surveys allow the District to gather statistical data based on ethnicity, age, sex, veteran status, and the source from which they learned about the position. The collected data is monitored by Human Resources and the Director of Student and Staff Diversity through all three stages of the recruitment process: the initial applicant pool, applicants meeting the minimum qualifications for the position, and candidates selected for interview. The survey summaries are also reviewed by the Superintendent/President for each full-time faculty and management position. The data is used to assist in tracking and defining where advertising funds are being put to best use in obtaining qualified candidates.

The chart below notes the demographics of the College.

	2006		2013		% Change	
	% <i>Racial/Ethnic Diversity</i>	% Female	<i>Racial/ Ethnic Minority</i>	% Female	% <i>Racial/Ethnic Diversity</i>	<i>Female</i>
Educational Administrators	40.00%	45.00%	62.96%	62.96%	22.96%	17.96%
Full-Time Faculty	24.93%	52.50%	30.91%	54.85%	5.98%	2.35%
Part-Time Faculty	35.18%	50.00%	38.43%	53.92%	3.25%	3.92%
Classified Managers	47.37%	36.80%	45.16%	51.61%	-2.21%	14.81%
Classified Professionals	60.00%	81.80%	74.19%	79.03%	14.19%	-2.77%
Classified Support	59.02%	56.90%	65.27%	56.02%	6.25%	-0.88%

*Note: This Chart was created from a [Fall 2013 CCCO MIS Database Ethnicity Gender report](#).*

**Self-Evaluation**

The College meets the standard. Human Resources is responsible for reviewing applications for completion and conducting a preliminary review of each applicant's possession of the applicable minimum qualifications as identified by the selection committee and job description. In addition, the process for recruitment requires the selection of a diverse search committee, which includes one EEO representative to ensure a fair process to maintain ethnic diversity in all hiring practices. Significant increases in both ethnic and gender diversity demographics continue to spread across all levels of the employee population.

**Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.**

**Descriptive Summary**

El Camino College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students by its established policies and procedures on non-discrimination. The goal of the institution is to offer a learning environment that is void of discrimination and sexual harassment.

There are a number of policies and procedures in place at the College that directly address fair and equitable treatment of personnel. These board policies and administrative procedures include:

Board Policy 1200 – ECC Mission, Philosophy, Values and Guiding Principles

Board Policy 3410 – Non-Discrimination

Board Policy 3430 – Prohibition of Sexual and Other Forms of Harassment

Board Policy 5200 – Student Equity

Board Policy 5506 – ECC Student Rights and Responsibilities

Board Policy 7100 – Commitment to Diversity

Board Policy 1600 – Full Inclusion of People with Disabilities

Administrative Procedure 3410 – Non-Discrimination

The College ensures personnel and students are treated fairly by providing information pertaining to the board policies and administrative procedures via the College

website, the College catalog and the schedule of classes. Additionally, the Human Resources department provides new personnel information outlining institutional policies. Personnel who wish to partake in the grievance process may do so if they feel unfairly treated by following their respective contractual processes (Federation Agreement, Article 22; Classified Agreement).

**Self-Evaluation**

The College meets the standard and complies with Title IX requirements to post complaint procedures so that they are available to employees and students. The procedure is easy to read and offers a clear, concise explanation of the process and rights available to employees and students.

**Standard III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.**

**Descriptive Summary**

Annually, the Professional Development program at ECC oversees between 350 and 400 activities. Some of these activities include fall and spring Flex Days, department brown bags, technology training classes, and various professional development programs offered throughout the year. Additionally, there is a Professional Development Committee, which is made up of representatives from different departments and includes both faculty and staff members. The committee encourages professional development at both El Camino College and ECC Compton Center. Faculty and staff are eligible for monetary reimbursement for attending and presenting at conferences. Participation in programs such as FIPP training is encouraged at both ECC and ECC Compton Center. Human Resources and Professional Development representatives meet regularly to discuss opportunities to improve and address topics of interest and concern for employees.

**Self-Evaluation**

The College meets the standard by providing all personnel with ample opportunities for professional development, which are consistent with the College's mission and geared toward recognized teaching, student services, and learning requirements.

## Standard III: Resources

**Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**

### Descriptive Summary

The Professional Development Program at El Camino College (ECC) is a comprehensive program designed for all employees, faculty, management and staff at the El Camino Campus and ECC Compton Center. ECC participates in the Flexible Calendar Program (Flex) and faculty members are required to report 24 hours of professional development in lieu of instruction each academic year.

Beginning in 2009, Classified Professional Development Day was expanded to include an entire week. There are a variety of workshops and team building exercises for classified staff throughout the week. Other professional development opportunities for staff are offered throughout the year through Staff Development, the office of Safety and Health, the Classified Professional Development Funds and the Tuition Reimbursement Program.

Professional development for administrators is achieved through attendance at conferences and training offered by various job specific organizations. Management Forums are held monthly and address current topics of interest to managers and supervisors. During the 2010 year, online training from Rapid Learning was offered for managers and supervisors. In the fall of 2011, Conversations with Colleagues developed as an extension of the Rapid Learning Online training. A group of 12-15 managers and supervisors met twice a month to discuss various topics and in the spring of 2012 read and discussed a book titled "Strength Based Leadership." And in spring 2013 the group met regularly to read and discuss "Confessions of a Community College Administrator."

### Self-Evaluation

The College meets the standard. Periodic comprehensive needs assessments are conducted; however, the more usable standard for planning programs arises from institutional needs and the evaluations that are conducted following the various programs. The Professional Development Coordinator works with both the Classified Professional Development Committee and the Faculty Development Committee to assess the needs for faculty in the classroom and staff for job performance.

**Standard III.A.5.b. With the assistance of participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### Descriptive Summary

The institution offers a variety of professional development programs for faculty, staff, and administrators. The professional development programs originate from periodic needs assessments conducted by the Professional Development Office and professional development committees. Various surveys conducted through Institutional Research and Planning such as the Climate Survey and Technology Survey provide information for programs and training needs. The last comprehensive needs assessment for staff (Climate Survey) was conducted in the spring 2013 term. Professional Growth funds are contractually available to classified and police bargaining unit members for professional development opportunities. These funds are used for off-campus workshops and training and are administered on a first-come, first-served basis.

The majority of professional development for faculty is offered during the fall and spring Flex Days. Departments continue to offer "Brown Bags" on an ongoing basis that provide training opportunities focused on the particular teaching and learning needs of the departments. Emphasis over the past two years has been on SLO assessments, CurricuNet, and TracDat trainings.

Several faculty members in the math and English departments have been involved in professional development programs through the Title V Grant. In English, "Learning Teams" are trained each semester to identify specific concepts that students are having difficulty learning and working together to create new lesson plans for presenting the information. A continuous improvement cycle is used to validate the learning.

The College utilizes several methods to identify teaching and learning needs of its faculty and personnel. One such method is the New Faculty Learning Academy, which is held annually during the fall semester. The faculty members meet four times a semester for two hours. The focus of the Academy is to assist new faculty with the administrative functions of their job and assimilation into the ECC culture. One of the meetings focuses on student learning and classroom issues. A faculty handbook is available online, providing numerous resources for faculty.



In order to further identify faculty needs, the annual program review process allows each department the opportunity to assess technological, resource, facility and professional development activities necessary to keep the department up-to-date and functioning with excellence. Budgeting and planning determines what requests within the program review will be granted for each department.

Areas of institutional focus during the past three years have been on program review, SLOs and assessment for all areas and planning, which has helped to drive the creation of opportunities for faculty and staff. This process ensures that professional development opportunities are created to address the specified needs of the institution. For instance, many of the administrative functions for faculty members at the College have been automated and much of the technology training has focused on using various technologies to enhance student learning, such as Grade Reporter, Etudes (distance education course management system), Teamsites (using the Portal), Teaching Online instruction, Turnitin, Read/Write/Gold. New versions of Microsoft Office require training for staff and managers. To keep Web pages for departments up-to-date with current information OU Campus (software for managing web content) is utilized by designated department staff. Similar software, OU Educate, is used by faculty for managing their Web pages.

Professional Development opportunities are advertised throughout the year through campus email to the various Listservs and on the Professional Development Webpage. In the spring of 2012, Professional Development implemented new software – Professional Development Reporter. Along with an online registration feature, the program tracks professional development

attendance for all employees. Enhancements to the software will include a name change to Professional Development Reporter to make it more inclusive and part-time faculty and staff now have a record of their professional development.

Besides the many technology classes conducted, the Professional Development Web page offers a variety of tutorials and videos to assist faculty and staff in utilizing these technologies.

The College ensures meaningful evaluation of professional development events by soliciting feedback from attendees immediately following each activity. The participants' evaluations ensure that their learning needs were met. The evaluation information is also shared with the presenters. Beginning in the spring of 2013, Professional Development started using electronic evaluations through Survey Monkey. Once attendance at a program is reconciled, attendees are sent an email with a link to the evaluation survey, asked to rate the value of the activity, and whether the materials learned will assist them in the classroom (faculty) or on the job (staff).

In the spring of 2011 a Professional Development Evaluation and Needs Assessment survey was distributed to faculty at El Camino College and ECC Compton Center. The results were used to assist in planning of programs for faculty. In the spring of 2012 a Program Review Survey was distributed to all employees at El Camino College and ECC Compton Center. Results were used to improve programs and services.

Individual Program Evaluations – Attendees ranked the value of the activity on a scale of 1-5 (5 being the highest) and the usefulness of the program to their job with a “yes” or “no.”

<b>Year</b>	<b>Attendance (duplicate count)</b>	<b>Value of Activity (1 low - 5 high) Percentage for</b>	<b>Useful for Job (Yes/No)</b>
2007-08	1962	94%	96%
2008-09	1987	98%	90%
2009-10	1901	96%	89%
2010-11	2244	97%	90%
2011-12	1636	96%	84%
2012-13	839	90%	85%
2013-14	868	84%	73%

### Standard III: Resources

In the fall of 2012, a new process using electronic evaluations for individual programs was instituted. As anticipated, the number of responses decreased in many instances. However, the data collected still remains useful for program improvements and planning new programs.

Below is the summary attendance data (duplicate count) for all programs coordinated through the Professional Development program for 2012-2013. Attendance includes both ECC and ECC Compton Center. (III.A.5.b 2012-2013 Program Summary, III.A.5.b 2013-2014 Program Summary)

Brown Bag/Department Meeting	190
Fall Flex Day	1823
Spring Flex Day	1182
Technology Workshops	676
Other (including CPDW)	1514
5385	

Between 2010 and 2012, 24-28 faculty members were trained each year in the use of Etudes. Until July 2012, Etudes training was only available to faculty who were planning to teach online. Since July 2012, workshops on how to use Etudes in the traditional instruction classroom are being offered. Projections estimate a 25% increase in faculty use of Etudes.

Professional Development Office evaluation information is used to more effectively plan future programs and activities. Additionally, the data shows that professional development activities positively affect teaching practices, which consequently improves learning at the College. Evaluations of these improvements can be seen in SLO reports and program review reports per department.

#### Self- Evaluation

The College meets the standard. Professional development programs are systematically evaluated and the results become the basis of improvement. The Professional Development Office and the Professional Development Committee seek accurate and thoughtful feedback from program attendees. Websites such as Survey Monkey offer an opportunity for Professional Development to solicit information to improve instruction and services.

**Standard III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.**

#### Descriptive Summary

Human resource planning is a collaborative effort across various levels throughout the College. The College continually evaluates the policies, needs, and effectiveness of its human resources. Management is responsible for evaluating their current staffing levels, future demands and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the College's goals.

The College's Staffing Plan is incorporated into the Education Master Plan. Each vice president meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form, which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President.

The Faculty Hiring Prioritization Committee is the final step to ensure human resource decisions are developed from program review results, institutional needs, and plans for improvement. Recommendations for new hiring are based on program reviews.

Examining staffing levels is a component of program review. If new staff members are needed, that request becomes part of the list of prioritized recommendations submitted to the Vice President of Academic Affairs. This request culminates in a request for more personnel on the Faculty Hiring Prioritization Committee, which convenes each fall. The Vice President of Academic Affairs and the President of the Academic Senate hear deans' analysis of the need for new faculty members in their respective divisions during the yearly meeting. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President. The cycle then repeats in the next program review. The continuous program review process helps determine that human resource needs in program and service areas are met effectively.

### Self-Evaluation

The College meets the standard. The College constantly reviews its human resources planning through the process of program review to ensure effective use of personnel to improve services.

### Evidence – Standard III.A. Human Resources



### Standard IIIB. Physical Resources

**Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.**

**Standard III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.**

### Descriptive Summary

The El Camino Community College District facilities consist of El Camino College, El Camino College Compton Center and off-campus sites within the district's boundaries.

El Camino College is located on 126 acres in an unincorporated section of Los Angeles County; the campus consists of 35 buildings totaling more than 1.2 million gross square feet in size, 10 parking lots that provide more than 5,000 parking spaces, outdoor athletic facilities, horticulture gardens and a green house, a construction technology lab, vehicular roads and pedestrian walkways.

ECC Compton Center is located on 88 acres in the City of Compton. Located at ECC Compton Center are 29 buildings totaling more than 261,324 assignable square feet. In addition, there are outdoor athletic facilities, parking, and extensive gardens and green space. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy. ECC Compton Center is the property of the Compton Community College District.

The ECC Fire Academy is located in Inglewood; this site was the former fire training facility for the City of Inglewood. The College purchased the property in 2000 when it became available due to the City of Inglewood's discontinuation of its fire department. There is one building with a fire training tower and one additional building which includes a classroom and two offices. The facility is used by the ECC firefighting program.

In addition to the facilities used at El Camino College, the Nursing, Respiratory Therapy, and Radiological Technology programs contract with a number of area hospitals to use their facilities for on-site practice.

### Standard III: Resources

---

2011	ECC	CEC
Lecture	149%	93%
Laboratory	122%	82%
Office	109%	99%
Library	117%	77%
Instructional Media	71%	37%

The Business Training Center is located in the Hawthorne; this facility provides a base for a number of contract education services.

As stated in the El Camino Community College District's 2012-2017 Comprehensive Master Plan (see pages 112 & 236) the district capacity load ratios (State's standard for square footage allowed for level of WSCH) are shown above.

The chart above provides percentages of space needed to meet the needs of the educational master plan. The educational master plan identifies estimated growth rates and WSCH for the College and ECC Compton Center. This in turn drives the facilities master plans. These capacity load ratios are used to direct future facilities master plans. The 2020 plan should cover insufficiencies.

The 2012 Comprehensive Master Plan documents the methods used by the College to evaluate how effectively the College meets the needs of its programs and services. Consultants have been hired by the College to assess district facilities to ensure that all buildings meet government standards and Los Angeles County and the State of California fire and safety regulations. Results from the consultants' studies (See pages 109-115) were used to create the Facilities Plan of the Comprehensive Master Plan.

To ensure the safety of the facilities and the staff, faculty and students on campus, the Office of Safety and Health and the College police department strive to maintain a secure working and learning atmosphere. Emergency preparedness training, as well as health and safety resources are available to students, staff, and faculty. In addition, an enactment of Active Shooter Training was conducted at ECC.

Annual fire and safety inspections are conducted by local agencies. Safety and property self-inspections of all District division facilities are ongoing. An annual and comprehensive Statewide Association of Community Colleges (SWACC) Property and Liability Inspection is conducted by a Loss Control Representative with our third party administrator, Keenan and Associates. The purpose of this inspection is to assist the District in its Property and Liability Loss Assessment Program.

#### **Self-Evaluation**

The College meets the standard. The College exceeds the state recommended capacity for classroom and laboratory standards (see page 87). ECC Compton Center needs to improve its capacity ratios for instructional media and laboratories. The facilities master plans for both ECC and CEC for 2020 should address these issues and will adjust Assigned Square Footage to comply with state building guidelines. An overall requirement is that at least 65% of the gross square footage within a building be dedicated to lecture, laboratory, office and conference, library, or media/audio/television use to be considered efficient. Currently, approximately 50% of the ECC's and ECC Compton Center's buildings meet this state guideline.

#### **Actionable Improvement Plan**

1. Update the Facilities Master Plans based on the Educational Master Plan.
2. Improve Media/ATV capacity at ECC Compton Center.
3. Improve the laboratory capacity at ECC Compton Center.

**Standard III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

### **Descriptive Summary**

The 2012 Facilities Master Plans for the College (See pages 2.2-2.3) and ECC Compton Center (See page 2.6-2.20) build upon the recommendations of previous master plans and describe how the campus will be improved to meet the educational mission of the College, serve its changing needs, and address its projected enrollment (see 2012 Facilities Master Plan, pages 4.2 and the Five-Year Capital Construction Plan, pages 1-73).

The effectiveness of the El Camino Community College District's facilities planning and construction is assured in a variety of ways: input from campus groups, involvement of the building users in the design process, and review of project plans by operations and maintenance staff.

All major constituency groups are represented on the Facilities Steering Committee, a group that considers facilities projects and provides advice and recommendations to the President. The group is scheduled to meet each quarter and more frequently if needed. The Facilities Master Plan was presented to the group in the spring of 2012. An example of the effectiveness of the group was their ability to discuss and recommended positive changes to the plan, allowing campus community a voice in the decision-making process.

The design process for new buildings and building renovations includes the participation of user groups that will occupy and utilize the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about the most efficient way to equip their classrooms and workspace. The group is also provided with information regarding the newest furniture designs and provides their input on area preferences.

The design and construction of facilities is managed by the Facilities Planning and Services Division, a unit that also includes the operations and maintenance groups. Departments and divisions input their facilities and equipment needs into their annual unit and program plans in the online planning tool. The planning tool

includes a mechanism to tag these facilities and equipment requests. As plans progress, they are reviewed by the relevant operations and maintenance groups, and consideration is given to the feedback obtained.

The College has developed a comprehensive set of design standards and material specifications based on current industry standards and design needs. These design standards are used by the architects when building or modifying facilities. Designers are required to follow the standards unless given specific permission to deviate. The College's Capital Construction Plan contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%.

Facilities are maintained at the level of original construction and building code. In the 12-month period of July 2011 through June 2012, the Facilities Planning and Services Division received 6,085 work requests and completed 6,287, representing a 103% completion rate.

The College supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division, which currently has 88 funded positions. Services provided include:

1. Facilities Planning
2. Facilities Construction
3. Custodial Operations
4. Building and System Maintenance
5. Grounds Maintenance
6. Material Receipt and Delivery
7. Physical Asset Management
8. Recycling & Waste Management
9. Utility Management

### **Self-Evaluation**

The College meets the standard. The institution plans, builds, maintains, and upgrades its physical resources to ensure effective utilization and quality necessary to support its programs and services. The key objective in the maintenance of facilities is to keep the facilities as effective as when they were originally constructed. Consistent with budget allocations, building systems and their components are replaced as needed to maintain effective operation.

While a process exists to identify facilities and equipment needs at the division and department level in Plan Builder, this process is not consistently utilized.



### Standard III: Resources

---

Further training and modifications to the online planning tool, Plan Builder, will improve the identification of facility needs.

#### Actionable Improvement Plan

Modify the online planning tool, Plan Builder, to ensure that plan objectives involve facilities or equipment needs are appropriately identified.

**Standard III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

#### Descriptive Summary

Construction, campus grounds maintenance, and planning are the responsibility of two divisions: Facilities and Planning Services (FPS) at ECC and Facilities Planning and Operations (FPO) at ECC Compton Center. Management of all on- and off-campus construction, contractor and sub-contractor management, consultation and management, site supervision construction projects are coordinated through FPS and FPO. Prior to major building or renovation projects, the College schedules a pre-job conference to ensure the District's policies and procedures are followed as it relates to job safety.

The recycling of green waste, removal of hazardous waste, and hazardous material abatement removal during renovations is closely monitored.

The College addresses accessibility issues to buildings, classrooms, and student laboratories to meet the Americans with Disabilities Act (ADA) requirements. Communications between the Special Resource Center, FPS, and the Safety and Risk Management departments is addressed to ensure the College meets ADA and the Division of State Architects' (DSA) Access Compliance Reference Manual requirements and increase access where needed.

All new construction and renovations projects include discussion and planning for ADA compliance. At the College, all new and renovated buildings are approved by the DSA. The College met its previous plan to renovate 32 restrooms in 16 buildings into full ADA compliance. In October of 2013, ECC Compton Center completed a major infrastructure project (see page 3.14) funded by the state and Bond Measure CC

funds. This will ultimately provide a state-of-the-art instructional facility, which includes replacing many original structures, such as the row buildings, which no longer meet seismic safety standards.

The College is proactive in providing a safe and healthful environment for students, staff, and guests. Additional written safety training materials is provided in staff workshops, manager training, and Internet videos have been made available for employees and students. Monthly safety meeting topics and materials are located in the Office of Safety and Health.

In August 1997, Administrative Procedure 1003.11 Workplace Security Plan was developed, located in the El Camino College Injury and Illness Prevention Program. Due to recent national shooting tragedies, the College has implemented an Active Shooter Awareness Training Program. Training is presented by the ECC Chief of Police. Training of managers, supervisors, faculty, and staff has taken place in 2013. Since 2008, the Active Shooter training has been one of the most recent safety changes implemented. Rosters are available in the Office of Safety and Health. An emergency notification system, Nixle, is offered through the campus Police Department and provides emergency notifications via text message. The Assessment, Intervention, and Management of Safety (AIMS) team is a multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. AIMS strives to assist the campus in intervening before behaviors reach a critical level

In recent years, Keenan and Associates has developed Keenan Safe Colleges, which is an online training resource for safety training. In 2011, the District experienced a 100% completion rate for the training of managers and supervisors, in the "Supervisor's Role in Safety" online course. SafeColleges Training Assignment Compliance records are available in the Office of Safety and Health.

The College is also prepared for natural disasters. The ECC Emergency Preparedness Procedure video is presented in all New Hire Orientations in Human Resources in groups and individually. Additionally, a hard copy Emergency Preparedness Procedure Manual is located in each Division Office for referencing in the event of a building evacuation. Each building has been assigned a captain, who has specialized emergency

training and can communicate via walkie-talkies with the Campus Control Center. Up to 25,000 students, staff, and faculty can be evacuated from a building in an emergency situation, such as an earthquake. Since October of 2008, ECC has participated in Earthquake Preparedness Day. Every office and classroom is required to participate and practice emergency evacuations.

ECC is authorized pursuant to Education Code 72330 to maintain a professional police department and staff. ECC Police officers are peace officers anywhere in the State of California (California Penal Code 830.32). The ECC Police Department was established to enforce laws and regulations in and around the College. ECC established a Police Officer Standards Training approved department on May 7, 1981. In May of 2008, an agreement was approved by El Camino Community College Board of Trustees and the Compton Community College District Special Trustee, to merge the Compton College Police Department with the El Camino Police Department. The El Camino College Police Department provides an array of safety services (see pages 74-75) at the Compton Center. The department is open seven days a week, 24 hours a day, and 365 days a year. The police department is sanctioned under California Penal Code 830.32 and adheres to the professional standards established by the California Commission on Peace Officer Standards and Training. The police department continues to consist of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Patrol Services continue to provide community-based policing and crime prevention throughout the campuses and surrounding neighborhoods to assure a safe and secure learning and working environment for students and staff. Beyond assisting campus police officers patrol and enforcing parking, Cadet Services assist in directing guests during events, conferences, regional meetings for traffic control, and monitoring reserved parking areas.

Officers are required by the state of California to complete a minimum of 24 hours of Continuous Professional Training every two years, and Perishable Skills Training for 16 hours every two years. An additional eight hour in-house Active Shooter officer training is now mandatory as well. In 2011, the police dispatcher received 10,622 calls and in 2012, calls totaled 11,619. This data can be found in the Campus Police Database.

During the last year, a Behavioral Assessment Team has been implemented to provide proactive efforts to resolve behavioral issues before a campus crisis develops; a Web page is currently under construction. Additionally, a Police Advisory and Parking Committee meet on a regular basis to discuss parking concerns and issues.

There are additional plans to improve safety and security by leveraging technology to include proximity reader cards that will unlock buildings and offices. To date, 137 campus cameras have been installed throughout campus. By the year 2020, an estimated total of 220 cameras will be installed once the entire renovation projects are completed.

The ECCPD will continue to institute new technologies as needed to ensure a safe learning and working environment.

### **Self-Evaluation**

The College meets this standard. The Office of Safety and Health and the College Police Department work to maintain a safe, secure, and healthful working and learning environment. With the implementation of continued emergency preparedness training, additional health and safety materials accessible to students, staff, and faculty, as well as, the most recent implementation of Active Shooter Training, the College maintains a proactive stance.

With regards to ADA requirements, deliberate planning and implementation of access has been incorporated into the planning and construction of new/renovated buildings. The purchase of Assistive Listening Devices was added to new and future building plans. Furniture selection to accommodate students with physical limitations has improved.

There has been a concerted effort to collaborate with the various departments such as FPS Department, ECCPD, Health and Safety, ITS, as well as Academic Affairs, and Student & Community Advancement to ensure ECC is proactive and working collegially to provide an accessible and safe campus. Several recommendations were made by the Special Resource Center (SRC) regarding a possible bi-annual steering committee meeting with Health and Safety, FPS, and ITS to address changing statues and accessibility issues as they arise on campus. An additional suggestion included having an FPS staff person with expertise in ADA facility needs and access.

## Standard III: Resources

**Standard III.B.2.** To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis taking utilization and other relevant data into account.

### Descriptive Summary

The College uses the process of program review to assess how well its physical resources support programs and services. As each program is reviewed, the facilities and equipment being used are evaluated. Deficiencies then become budget needs and are considered within the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. The information is collected and maintained on a state-wide community college system called FUSION, which was designed for facilities assessment, planning, project management and evaluation. FUSION provides a quick, simple and accurate method for inventorying, estimating, and tracking facility deficiencies. This facilities database system incorporates data on space, utilization, square footage, and FTES to prioritize needs and develop funding strategies. Additionally, it provides clear, understandable information that can help justify requests for funding and become the foundation for a capital renewal program. The FUSION database is security encrypted, password protected, and does not allow access for research or informational purposes.

### Self-Evaluation

The College meets the standard.



**Standard III.B.2.a.** Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

### Descriptive Summary

The College conducts regular facilities planning and makes institutional improvements to support the mission and carry out Strategic Initiative F, “Support facility and technology improvements to meet the needs students, employees, and the community.” The College accomplishes this task by the creation and implementation of its Facilities Master Plan.

In 2012, the District adopted a Revised Facilities Master Plan that contained specific goals that support the institutional goals. The purpose of the Facilities Master Plan for El Camino College is to provide a guide for future campus development. The plan provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a number of site improvements for the College.

The planning process is highly participatory, involving all constituencies of the campus. Facilities planners worked closely with the Facilities Steering Committee comprised of key faculty, staff, administrators, and students. The committee reviewed the analysis of existing conditions, evaluated a series of development options, and made decisions that led to the development of the master plan recommendations.

The planning process included a series of Facilities Master Planning Committee meetings, as well as presentations and discussions with the College and Board of Trustees to broaden the plan’s perspective and to enhance the acceptance of proposed projects.

The following project goals were identified in 2012 by the Facilities Steering Committee:

1. Improve instructional facilities.
2. Cluster related instructional areas.
3. Address faculty office space needs.
4. Improve access to Student Services.
5. Develop a “One Stop Shop” for Student Services.
6. Replace older facilities in need of major renovation.
7. Incorporate green (sustainable) design elements into the campus.
8. Repair and replace for energy efficiency.
9. Create an ecologically sound environment.
10. Establish a “front door” to the campus.
11. Enhance campus landscaping.

12. Develop well defined drop-off areas.
13. Improve campus way-findings by adding new building signs.
14. Rebalance parking; locate closer to destinations.
15. Repair and improve pedestrian pathways.
16. Develop exterior edges of the campus to create inviting entry points and views.
17. Create focal points on campus such as sculptures and banners.

ECC Compton Center's recommendations present an overall picture of the future developed campus and include recommendations for renovation and replacement of facilities and campus-wide site improvements. The following is a summary of these recommendations (see page 2.6):

1. Aged and non-functional facilities are eliminated from the campus.
2. New facilities are constructed and designed to address programmatic needs.
3. The campus is "right-sized" to align with state standards.
4. Student Services functions are centralized at a newly developed front door to the campus.
5. Aged physical education facilities are reconstructed on the southern edge of the campus, adjacent to the stadium and practice fields.
6. Entries, edges and drives are improved to create welcoming gateways to the campus.
7. A series of quads and outdoor spaces are developed to create a park-like setting.
8. The atmosphere of the campus is enhanced to encourage use by the surrounding community.
9. Access to parking is increased with improved surface lots and a new parking structure on the south side of the campus.
10. Key elements of the existing site are enhanced in order to preserve the integrity of the campus (flagpole drop-off, r garden, etc.).

The Facilities Master Plan provides a thoughtful guide for the future, while appreciating the rich history of the past. It is a "living document" which will undoubtedly be modified in response to changing needs and new College directions. When considering the total cost of ownership as an evaluation tool for facilities renovations and equipment purchases, the elements considered are initial costs, operating costs, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs.

### Self-Evaluation

The College meets the standard. Since the adoption of the 2010 through the 2012 Facilities Master Plan, the College has completed facilities projects that address the institutional goals. Examples include the campus police substation, Humanities Building, Social Science Building modernization, Parking Structure Southside (located on Redondo Beach Boulevard), Tennis Courts Project, Softball Field Project, Restroom Renovation Project: Phase 1 and Phase 2; Infrastructure Project: Phase 1, Phase 2 and Phase 3, the construction of a new Math, Business and Allied Health Building and Phase 1 of the Athletics Field. ECC Compton Center completed Phase 1 of the MIS Server Upgrade in November 2012.

**Standard III.B.2.b. Physical resource planning is integrated with institutional planning. The institution system- partially assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

### Descriptive Summary

At El Camino College, physical resource planning is integrated with institutional planning through the use of program review and annual planning cycles. The College uses the process of program review to assess how well its physical resources support programs and services. As each program is systematically reviewed, the facilities and equipment being used are evaluated and areas of improvement identified. Areas of improvement then become budget needs and are considered within the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. The information is collected and maintained on a state wide community college system called FUSION. The resulting information is used to prioritize needs and develop funding strategies.

The 2012 Facilities Master Plan for the El Camino Community College District and the Compton Community College District (page 1.1) are both part of the El Camino College Comprehensive Master Plan and a direct extension of the 2012 Educational Master Plan prepared by the College. The Facilities Master Plan Recommendations present an overall picture of the

### Standard III: Resources

future campus and address the project goals that were identified at the start of the planning process (page 2.4).

The Five-Year Capital Construction Plan expresses the district's needs to the system office and serves as a mechanism for funding allocation. It provides a complete summary of the capital improvement needs and construction projects for the two districts. The five-year construction plan actually spans a total of seven years including 2013, 2014 and 2015-2019. The plan is based on the comprehensive Facilities Master Plan.

The projects outlined in the five-year construction plan are needed to update infrastructure, instructional methods and equipment, as well as to address safety and environmental requirements (see pages 1-73 in The Five Year Capital Construction Plan).

The plan includes:

1. Master Plan, Energy Plan and Facility Plan Summary
2. List of projects in order of priority
3. Cumulative capacities and loads for the five types of space
4. The capacity of existing on-campus facilities
5. Initial Project Proposals (IPPs) and Final Project Proposals (FPPs), as required, for each undertaking, as well as descriptions and space changes affected by each proposal.

The Facilities Master Plan contains those projects judged to have the highest likelihood of receiving state funding from the system office based on the analysis provided by FUSION. Since the last accreditation, some major projects completed or in construction at the College are:

1. Humanities Complex
2. Math-Business-Allied Health Building
3. Social Science Building Modernization
4. Infrastructure Projects II & III
5. Athletic Complex Phase I
6. Bookstore Renovation
7. Electrical & Data Conversion
8. Parking Lot H & Sports Complex
9. Restroom Renovation Phase I & II
10. Industry & Technology renovation
11. Shops Building
12. Learning Resources Center
13. Central Plant
14. Food Plaza

Some of the ECC Compton Center's major projects that have been partially completed or are in construction are the MIS Server Upgrade, the Utility Infrastructure (Phase 1 and 2, which includes the new Central Plant) and the Library and Learning Resource Center.

El Camino College's scheduled maintenance plan is filed annually with the California Community College Chancellor's Office. This plan is required by the state and is input from the College on the FUSION data system annually. The plan identifies needs that are contained in the Facilities Master Plan and seeks funding for them.

In November of 2012, El Camino Community College District secured a publicly supported general obligation bond, Measure E. In anticipation of a bond measure, the College administered needs assessment surveys to all academic and non-academic divisions. These surveys provided the basis for projects which could be supported with bond money. The campus forums of 2011 addressed these surveys. Beginning in February 2012, the Facilities Steering Committee, a campus-wide committee consisting of administrators, classified employees, police officers, faculty, and students began working with facilities planners to develop the 2012 Facilities Master Plan. In July of 2012, President Fallo presented the proposals which were recommended by the Facilities Steering Committee and at campus forums in 2011. The proposed facilities master plan projects needs through the year 2020. The Facilities Master Plan projected a total cost of \$350,000,000 for various projects. A total of \$350,000,000 in bond money was approved by voters in November 2012. Previous bond obligations totaling \$394,129,661 were approved in 2002. El Camino College also received \$5,451,047 in refunding income from the bond in 2006, and as of June 30, 2012, has a balance of funds from Measure E from 2002 in the amount of \$203,729,736, so the total budget for bond projects is currently \$553,729,736.

In February 2002, the bond projects were grouped into the following categories with the following budgeted amounts (see page 40).



Categories	Amounts \$
Additional Classrooms and Modernization (ACM)	204,630,902
Campus Site Improvements (CSI)	28,435,148
Energy Efficiency Improvements (EEI)	16,819,098
Health and Safety Improvements (HSI)	84,007,276
Information Technology and Equipment (ITE)	58,674,739
Physical Education Facilities Improvements (PEFI)	1,949,301

### Self-Evaluation

The College meets the standard. The Facilities Master Plan is integrated with institutional planning through program reviews and annual planning cycles. With the successful passage of the Measure E bond in November 2012, the College has prevented a shortfall of monies needed to successfully complete the planned projects, renovations, modernizations, infrastructure, technology, safety, and landscaping renovations recommended by the Board of Trustees and Facilities Steering Committee. El Camino College is funding the various projects outlined in the 2012-2017 Comprehensive Master Plan with Measure E and state monies. ECC has made more aggressive use of state bond funding that was complemented by Measure E to raise sufficient funding to complete the Facilities Master Plan that was developed in July 2012.

The total estimated cost to build-out the 2012 Compton Community College District Master Plan is approximately \$370,000,000. The District has a small amount of the 100 million Measure CC bond funds left that are used to fund the districts matching requirements for the Utility Infrastructure, the Library-Student Success Center (formerly known as the LRC), and Music Building Renovation Projects. Any remaining Bond funds may be sold in the near future to fund projects. The District is currently exploring another facilities bond measure for November 2014.

Evidence – Standard III.B. Physical Resources

### Standard III.C. Technology Resources.

**Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.**

The College uses its technology resources to support its infrastructure, academic programs, and institutional effectiveness. The College relies on technology committees to assess its resources. The work of the technology committees helps maintain the College's equipment and plan for its future needs, whether that is updating computers or the construction of new buildings. The College's Information and Technology Services department and Institutional Research and Planning collaborate on data gathering and analysis to aid the College in planning for its future technological needs. These processes assure that the College's current and future infrastructure can support its academic programs.

The College has extensive support for its online endeavors. The Distance Education department and the Staff Development Office offer faculty training in how to use technology ranging from Microsoft Word to faculty Web pages. The Distance Education department also offers support for faculty and students for the College's online courses.

### Self-Evaluation

The College meets the standard.

## Standard III: Resources

**Standard III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.**

### Descriptive Summary

The College utilizes two standing technology committees to identify its technology needs. The El Camino College Technology Committee is one of eight standing college committees with campus wide responsibilities. The Academic Technology committee is a subcommittee of the Technology Committee. The membership of both committees consists of faculty, staff, administrators and students. The Technology Committee exercises overall direction, but the subcommittee has considerable autonomy to raise issues, conduct studies and make recommendations. The Technology Committee looks at how the College uses technology to meet the institution's needs and goals. The Academic Technology Committee looks at how students and faculty use technology in the instructional process. The Academic Technology Committee sends its recommendations to the Technology Committee for discussion. The Technology Committees prepare an annual update of the technology plan that integrates with the educational master plans and the facilities plans. (III.C.1. ECC and Compton Tech updates)

In addition to the technology committees, the individual academic and administrative divisions identify their technology needs during their program review cycles and annual plans. Divisions in each of the four administrative units meet annually to view and to rank the technology and other requests in the program reviews and annual plans. The Vice Presidents bring the top-ranked requests to cabinet for discussion and final ranking. (III.C.1. Spending Priorities)

The bond building construction and renovation projects have included the acquisition of major new and upgraded technologies. During the pre-construction planning ITS and Media Services staff work with facilities, the College's large project consultants, and the faculty, staff and administrators scheduled to occupy the new facilities. The planning is collegial and tied to continuous evaluation leading to improvements that ensure the technology is effective. All parties review technology needs and align these needs with current technology trends. These planning efforts have produced consensus decisions about the technology that went into the renovated Social Science building and the new Math, Business, and Allied Health building.

In the process the College was able to standardize smart classroom control systems with ergonomic and transparent control surfaces that prevent technology from intruding into the teaching and learning process.

Information Technology Services (ITS) collaborates with Institutional Research (IR) to evaluate the effectiveness of the College in meeting its range of technology needs. ITS ensures access to critical data sources for research, facilitates electronic manipulation and publication of data, and provides technical support when needed. Technological support of research is evaluated in through information feedback directed both to ITS and IR and formal evaluation of ITS and IR services. (III.C.1.Admin Services Program Review Survey)

An example of how ITS and IR support each other's goals is the development of a decision-support data warehouse. The College and IR needed a way to access a large amount of data easily and to be able to drill down to smaller units (e.g., division, department, course data) The existing software (Cognos) was not satisfactory. Neither was the alternative DecisionCentric deployed in Spring 2007. In fall 2013, ITS migrated Colleague, its Enterprise Resource Planning (ERP), to Microsoft SQL. This greatly facilitated access to Colleague's data stores.

ITS monitors system performance. Critical network systems can auto fault detect, self-correct and call for help. Technical staff monitor these systems always via smart phones and at home network connections. Some applications cannot report their status. Staff scan these services early at the beginning of the work week so issues are addressed before the college opens. The department also maintains online helpdesk statistics that are searchable by data, group (staff, request type, and division) and request type (computer, A.V., phones, etc.). The helpdesk system tracks the staff assigned, status of job (open or closed), total hours to close, average hours spent, and average time to close. The department uses the helpdesk statistics to monitor persistent problems which may indicate hardware/software issues or the need for staff development training. (III.C.1. Help Desk Stats)

### Self-Evaluation

The College meets the standard. The relationship among the technology committee and its academic subcommittee has matured and is productive. Both committees share information and create initiatives.

For example, they worked together to host El Camino College's first faculty technology summit. The event was held in late March, 2013. Surveys indicate a high degree of satisfaction among the 12 vendors and more than 100 attendees. To continue improvement, the College should draft concise statements that delineate the mission and relationship of the technology committee and its academic subcommittee.

ITS and IRP work closely to evaluate how effectively the College's technology needs are being met. The network infrastructure provides a great deal of information network activity, including but not limited to, logon statistics, the number of active devices, data storage capacity, and the number of transaction per second running across the ERP server. Information gathering and analysis needs to continue so that the College has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

#### **Actionable Improvement Plan**

The College should clarify the mission and the relationship of the Technology Committee and the subcommittee, the Academic Technology Committee. Both committees should analyze the technology infrastructure's influence on instruction and student learning outcomes in annual reports. They should also review the reports and draft recommendations before reporting to the Planning and Budgeting Committee and become a regular aspect of the annual planning and budget process. The technology-funded projects will be monitored and their outcomes evaluated to determine the need for improvements.

#### **Standard III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.**

##### **Descriptive Summary**

The College utilizes several collegial consultation groups to make decisions about its technology services in three interrelated processes. Academic divisions and administrative departments articulate their individual technology needs during their program review cycles and annual planning updates. Information Technology Services assists and monitors these efforts. The Technology Committee and the Academic Technology Committees take a campus-wide view of the College's technology needs and how they are being met. The

Technology Committee drafts the five-year plan and prioritizes annual plan activities ([III.C.1.a. Tech requests](#)). The plan and its annual update are posted on the Technology Committee portal for review and discussion ([III.C.1.a. Minutes](#)). The forms for both new PC requests and requests to upgrade PCs are available on the college website. Finally, Facilities involves ITS in planning and constructing new facilities and renovating existing structures. The College's technology standards evolve in this process and are adopted in the College's campus standards manual. The College requires architects and contractors to adhere to these standards. ([III.C.1.a. Standards Handbook](#))

The College acts upon the need to keep its technology current and has used the general fund and bond funds to upgrade its technology infrastructure. In June 2010, the College funded the replacement of all faculty laptops purchased in January 2006. In spring 2014, the College funded the replacement of all PCs that could not be migrated from Window XP to Windows 7. ITS collected the inventory data that justified the decision. The Technology Committee reviewed and discussed the data ([III.C.1.a. Technology Committee Minutes](#)). ITS submitted the recommendation to the Vice Presidents for discussion and the President's final decision. Each year the divisions and departments submit their technology requests. These requests are reported from program reviews and the College's annual planning tool, which is currently PlanBuilder. The Vice Presidents reviewed the technology requests that the divisions had submitted in their Program Review/Plan Builder plans. The Vice Presidents gave ITS a list for review and purchase. ITS reviewed the list with the Technology Committee and approved the acquisition of all but a few of the requests ([III.C.1.a. Vice President Priorities](#)).

The College offers an extensive schedule of distance learning classes. In spring 2013, the College offered 62 sections as distance learning. The College has a site license contract with Etudes-NG that allows for an unlimited number of full and hybrid online course sections. Faculty teaching online are required to take an online training course to become certified in Etudes before their course shell is released to them. Faculty adding online sessions to their traditional courses are also required to take training that is geared to the hybrid experience and takes less time. The Staff Development office provides extensive support for faculty teaching online including additional training and assistance. The College also has extensive support for its students. The Distance Education Web page contains a student

### Standard III: Resources

---

handbook and an application that students can download onto their mobile devices. Many online classes also require orientations on their first day's meeting. The College's technology effectively supports its curricular commitments.

The College has provisions for reliability and security. The hosting service is redundant, scalable (system capacity is always 50% greater than demand at any point in time), secure, and backed-up regularly. Students and faculty access all Etudes online courses through secure individual logons and passwords. All student records are protected and adhere to Family Education Rights and Privacy Act (FERPA) guidelines.

The College provides sufficient resources for faculty to teach and students to access its distance learning offerings. Faculty who teach courses at a distance have access to on-campus technology including high-speed Internet access via CENIC. Students enrolled in distance education courses have access to a full range of online student support services, including application and enrollment, and e-reference library services. The College provides facilities and open access computer labs for distance learning students wanting to work on campus. A recent student technology survey indicated that 94% of respondents have access to a home computer with high-speed Internet service. The Information Technology Services help desk hosts a live chat room to help students experiencing problems. Etudes helps faculty resolve higher level issues with their courses. The majority of student issues are failed logons and passwords.

The Learning Resources Unit houses a great deal of technology in the form of computers, microfilm machines, TV studios, electronic resources, and demonstration classrooms – all geared for the support of student learning in the Library, LRC, and satellite locations. The Library provides students with access to 27 computers in the Reference room and 30 computers in the Library Demonstration Classroom. The Learning Resources Unit also runs several computer labs including the open access Library Media Technology Center, Basic Skills Study Center, and the mixed-use Humanities / LRC Reading Lab with a combined total of 435 computers. The library computers have access to the Internet and library resources useful for student research. The LRC labs offer this access, plus access to other software programs essential for completing assignments. Finally, the Library subscribes to more than 40 online databases to meet the research needs of students and faculty.

### Self-Evaluation

The College meets the standard. Consultation committees are in place to make decisions about technology services, facilities, hardware and software. The technology available supports curricular commitments for distance learning programs and courses. The distance education program is functioning at a level of sustainable continuous quality improvement.

### Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

#### Descriptive Summary

Personnel technology training needs are assessed primarily through the Professional Development Office which is responsible for providing comprehensive technology training classes for all employees. When upgrades are imminent, training is scheduled and appropriate resource materials are posted on the Professional Development Web page. Periodically technology needs assessments are conducted. Workshop evaluations are conducted at the conclusion of the technology workshops. The results along with other factors such as software upgrades, new equipment, and programs drive the types of classes that are offered on an ongoing basis throughout the year. In 2012, Office 2010 was made available to all faculty and staff (III.C.1.b. Office 2010 Workshops). Training was required before the deployment. Technology workshops are announced at the beginning of every semester, summer or winter session and on a weekly basis to all faculty and staff. Employees can sign up for technology workshops via Flex Reporter which is a Web-based appointment, scheduling, and reporting tool.

The Professional Development Office provides technology training support for all interested faculty and staff. The office has a coordinator, support staff, and an instructional technology trainer. The Professional Development Web page links to a number of sites including current programs and training, Etudes (CMS) resource links, Innovation Center, OmniUpdate tutorials, professional development links, Teaching for Success, technology links, webinars, and workshop materials. The Web page includes the link to login to Flex Reporter, a database that Professional Development utilizes to track (flex hours) for faculty and staff as well. Flex Reporter also provides a means for all employees to enroll into Professional Development supported programs or technology trainings. All faculty and staff may either attend a scheduled technology training or

division/department offices can request specialized technology training for their faculty/staff through the “Training on Demand” approach. The Innovation Center provides one-on-one technical help and training for all employees, which assists employees to perform their technical job duties.

The Professional Development Office conducted a Program Review survey in spring of 2012 and three of the questions addressed technology training specifically. Employees were asked the number of technology classes they had attended in the past year. More than half of the respondents had attended 1-3 classes. More than 60% indicated that the skills they learned were extremely or very helpful for performing their jobs. When asked to rate their overall satisfaction with the technology classes offered, 79% indicated they were very and extremely satisfied. For example, when ITS launched Office 2010, classified staff had to attend workshops before requesting the software. Approximately 95% of attendees from the Office 2010 workshops found that the skills learned in the workshop assisted them on their jobs (III.C.1.b. Office2010 TechEvalQ6). When ECC and ECC Compton Center added the ECC Gradebook and adopted Turnitin.com for faculty use, approximately 96 percent of workshop attendees found the skills they learned in this workshop assisted them on their job. Finally, 90% of the participants of the Omni Update campus trainings for building their own Web page reported having learned skills that would assist them on the job. (III.C.1.b OUCampus Summer-Fall2013; III.C.1.b.OU Campus WinterSpring2013; III.C.1.b. TurnitinGradebookSummer-Fall2013; III.C.1.b TurnitinWinter-Spring2013)

The Distance Education/Media Services Faculty Coordinator tracks calls from students who are experiencing problems with online instruction technology (III.C.1.b.ECC logon chart). The call volume is particularly heavy at the beginning of the semester. Admissions and Records hires help desk technicians who take calls from students having problems with the admissions and enrollments process. Information Technology Services expanded its help desk to include a student chat room for students experiencing general technology issues.

Students also have access to training and technology assistance. As mentioned earlier, the Distance Education department offers many forms of support for its online offerings. The “Preparation Before Class” Web page gives students an indication of what online

classes will be like before they make the decision to enroll. The College also provides online tutorials for students to learn about the Etudes course management system. The Special Resource Center works directly with students requiring adaptive services technology. The College operates writing, reading, and computer labs where students receive help on word processing for their coursework. Library faculty teach classes on the technology of the Internet and information retrieval throughout the semester. The library building houses the Learning Resources Center that helps students, faculty, and staff achieve their academic goals. The Library Media Technology Center (LMTC) is a computer commons that houses 146 computers. In this lab, user-support staff assists students with access to the Internet and college-provided student email accounts as well as a variety of word processing, spreadsheet, presentation, and graphics programs. Library faculty teach students Internet based information retrieval techniques. The LMTC’s information commons provide students with open access to the Internet, Web browsing, and the software tools to do their academic assignments. Librarians and media/computer support staff provide student with on-demand assistance.

### Self-Evaluation

The College meets the standard. There are many different online and in-person training opportunities that can easily be accessed and scheduled on the professional development Web page. Faculty and staff can select from various training opportunities. The Staff Development office publishes and archives monthly training bulletins and schedules. Regardless of their modality, all training sessions end with user feedback. Professional Development staff review and discuss the feedback. In 2013, the College assessed the technology skills and training preferences of both students and faculty. Both groups had an opportunity to complete an institutional “report card” on the quality and usefulness of the College’s technology infrastructure and support systems.





## Standard III: Resources

### **Standard III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**

#### **Descriptive Summary**

The College maintains, upgrades, and replaces its academic and administrative technology infrastructure centrally through the Department of Information Technology Services. All offices and most laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the Internet, and the College's intranet portal. There are 47 academic computer laboratories and computer clusters housing more than 1,600 connected devices. The College has deployed secure wireless service for students and staff at hot spots around the campus. The College deployed the core device for campus-wide service in spring 2013 when the MBA building went live. Service will be extended in all future construction and remodeling efforts. The College is prepared to upgrade all buildings with hot spots to full service.

The College has utilized Datatel (now Ellucian) Colleague as its Enterprise Resource Planning tool since 1999. The College continues to maintain and upgrade Colleague. In fall 2005, the College launched a student portal and deployed Datatel's Web Advisor student services module. In summer 2008, the College upgraded the portal to Datatel/Ellucian's SharePoint portal. In March 2014, the College upgraded its portal to SharePoint 10. Portal logon tracking software showed nearly 10,000,000 logons in the first two years of operation. For the last six years the College has tracked student logon activity in the 118 day period from the first day to register for fall classes to last day to add/drop courses. During the fall 2013 the system recorded over 2,000,000 logons. (III.C.1.c. Login Chart). Innovative Interfaces is El Camino College's integrated library system vendor. The company deployed Millennium, a Web-based browser, at the College in fall 2005. In spring 2014, the College migrated to Sierra Services Platform, Innovative's cloud based solution. All students, faculty, and staff have access to this technology. ExLibris Information Systems is ECC Compton Center's integrated library system vendor. The company deployed Voyager, a Web-based browser in 2004-2005. The ECC and ECC Compton Center library automation systems operate independently.

ITS ensures the College's data systems are secure virtually and physically and provides an appropriate system for reliability and emergency backup. All of the College's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected. Users are required to change their passwords every 180 days.

Virtual private network firewall databases control access from off campus. Students are physically and virtually isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help. APC brand environmental sensors notify ITS, facilities, and security personnel when internal temperatures rise. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptable power supplies (UPA) protect network equipment from power surges and brownouts, and are programmed to shut down the servers in a predetermined sequence. All data systems are professionally backed up and stored at a secure site that is located off the fault line.

The Director of ITS supports technology services at all locations. ECC Compton Center has retained its connection to the Internet via the Corporation for Education Network Initiatives in California (CENIC). ECC Compton Center installed three additional point-to-point T1 communications service lines. Two lines provide secure connections between the College and ECC Compton Center for Colleague users and one line provides secure point-of-sales transactions between College and ECC Compton Center bookstore operations. The College's Enterprise Resource Planning (ERP) system is the sole repository for student services, financial, and human resources data transactions that have occurred since the partnership began on August 22, 2006. ECC Compton Center remains responsible for all data accumulated prior to that date.

The College employs (33 at ECC and 5 at CEC) professional staff and administrators to maintain and operate its technology infrastructure. (III.C.1.c. ITS Organization Chart, III.C.1.c. CEC Organization Chart) The ECC information technology services department is divided into three units: application support, network services, and technical services. Separate password-protected email address groups for faculty, managers, staff, and numerous other groups exist in the email system for the College and ECC Compton Center.

The College provides appropriate core network systems that have appropriate reliability and redundancy to meet institutional needs. Servers and switches have auto-fault detection that identify problems, self-correct, and call out for help. Staff have smart phones and other remote computer equipment to monitor system performance and to perform diagnostic and repair tasks. There is a diesel electric generator capable of sustaining basic ERP, email, and Internet services during a prolonged campus electrical outage. ITS has deployed virtual machine (VM) technology in order to eliminate as many single points of failure as possible. VM technology also conserves energy by allowing multiple applications to run on individual physical servers.

In 2012, the College completed a major data infrastructure upgrade project as part of a general retrenching of its electrical, water, and steam conduit systems. ECC Compton Center is scheduled to complete a similar project in the first half of 2015. The data infrastructures consist of new fiber optic cable deployed in a ring around the outer edge of the campus. All buildings have non-duplicated redundant connections to the backbone thereby allowing for instantaneous data re-routing in the event that one of the main circuits is disrupted. The System Office (Community College Chancellor's Office) has established redundant connections between the community college campuses and CENIC, the system's state-funded Internet service provider.

### **Self-Evaluation**

The College meets the standard. The College and ECC Compton Center have new data centers with state-of-the-art network switching, data storage, and application server equipment. There are no "single points of failure" in either center. Power and air conditionings system are redundant and auto-fault over. Both have card-key locking systems that record who is in the room. Video surveillance cameras scan the interior and exterior of both buildings. They are integrated with the campus surveillance system. The major data infrastructure upgrade project began in 2006 as part of a general retrenching of the college's electrical, water, and steam conduit systems is complete. The data infrastructure consists of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings have non-duplicated redundant connections to the backbone that allow for instantaneous data re-routing in the event that one of the main circuits is disrupted. The Community College Chancellor's Office has established redundant connections between the individual community colleges and CENIC, the system's state-funded Internet service

provider. The College has had recent discussions on creating an ongoing technology replacement plan. This plan would focus on maintaining current equipment so that new technology requests and proposals would go through the annual planning process.

### **Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

#### **Descriptive Summary**

The College utilizes several committees and administrative structures when making decisions about the use and distribution of its technology resources. The Technology and Academic Technology committees make decisions from the perspective of how the College is using technology to meet the institution's needs and goals. The academic and administrative divisions make decisions about technology during their program review processes. Technology recommendations flow from program review into unit and program annual plan databases. All units update their plans annually in coordination with the budget cycle. The College's planning tool has a reporting feature that enables administrators to view all technology related requests by unit and division. The data can be downloaded into Excel spreadsheets. Divisions in each of the four administrative units meet annually to view plan goals and objectives and to rank the technology requests according to priority. The Vice Presidents bring the top-ranked requests to cabinet for discussion and final ranking. The results are taken to the Planning and Budget Committee for discussion before submission to the president for final decision. Finally, all new and remodeling building projects include a technology component. Because technological change is so rapid and pervasive, the planning in this sector usually results in changes to technology campus standards. During the pre-construction planning ITS and library staff work with facilities, the College's large project consultants, as well as the faculty, staff and administrators scheduled to occupy the new facilities. All parties review technology needs and align these needs with current technology trends.

ITS maintains data about how technology resources are being used and what issues need to be addressed. ITS provides direct support to the technology committee and the planning and budget committee in their efforts to make decisions about the use and distribution of

### Standard III: Resources

---

technology resources. Unit administrators review help desk data and monitor key performance indicators, such as the time to complete trouble tickets and the number of open and closed tickets. The unit also maintains hardware and software inventories that are linked to online calendars capable of prompting action when renewal dates come due. In spring 2008, the unit began migrating the academic computer labs to active directory whereby students must use their college-issued logon and password to gain access to lab computers. In fall 2011, ITS began using Microsoft Active Directory to accumulate student logons into a portal-based database. The system collects data about who, why, where, and for how long lab workstations are being used. The College uses this data, along with FTES and the end of semester seat count, to determine how the labs are performing and whether their continued existence is justified. ([III.C.1.d. Login Chart](#))

The College makes every effort to provide a robust and secure technical infrastructure providing maximum reliability for students and faculty. The College has deployed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the email and Web servers have redundant CPUs and power supplies. ITS staff monitor network performance and submit Monday performance reports to the Director of ITS. High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The College has contracted for off-campus storage of weekly archival back-ups. The storage location is located away from the earthquake fault lines which have the potential to threaten the campus. ITS requires all Datatel/Ellucian Colleague users to reset their passwords every 180 days. The student and staff networks are physically and virtually separated. Students have no access to the staff network. The wireless network is attached to the student network and allows users to access only the Internet and the College's portal-based services. ITS provides student users with logon names and passwords to the portal when they are admitted to the college. Because of storage limitations and the potential for serious network performance degradation, ITS does not save network logon files. However, it does save portal and VPN logon files.

The College has completed an underground trenching project for its electrical, steam, water, and data infrastructure. The college lit up the fiber-optic cable in 2012. The new data infrastructure provides for three independent data pathways to all building locations on

campus, thereby enabling quick rerouting in the event that one pathway is disrupted.

To remain current with technology standards, ITS has adopted a policy that all computers must adhere to a baseline defined by a uniform operating system and a common set of applications. The network infrastructure must support transmission control /Internet protocol (TC/IP) standards, consist of uniform end-to-end data switches, and provide at least 100 MBs to the desktop. This standard applies to academic as well as administrative PCs. The ITS department negotiates five-year parts and labor warranties with its PC vendor. This warranty plan is intended to reduce the maintenance liability to a level that can be sustained by the College's support staff and to replace PCs the first year they are out of warranty.

The technology and academic technology committees participate in an ongoing discussion of infrastructure issues and how well the installed base meets the requirements of academic and administrative programs. ITS uses this feedback when considering system upgrades and expansion. The Facilities and Planning Department incorporates feedback from all these bodies into its campus planning, as well as building renovation and new building construction projects. ITS has drafted an "Infrastructure Standards Book" to guide architects and contractors in planning and deploying new systems ([III.C.1.d. Handbook.a](#); [III.C.1.d. Handbook.b](#)). The [department Web page](#) contains the latest computer and printer recommendations as well as information about network performance, and computer security recommendations.

The institution gives deliberate and sufficient consideration to support its distance education programs. The [Distance Education Advisory Committee](#) (DEAC) meets regularly with the Learning Resources Director to identify issues that affect program quality. These issues are reviewed by the Division Deans, the Academic Senate and the Department of Information Technology Services for resolution.

ITS reviews all technology requests to ensure that new purchases conform to current technology standards. Users can review the division's recommended hardware configurations and select options via the College [website](#). In fall 2010, the College distributed new laptop computers to all interested full-time faculty. These computers were configured to connect to the campus data infrastructure both on and off campus.

Faculty use these laptops to access email, the Internet, and to run administrative and academic software. The College maintains a site license to make the Etudes course management tool available to faculty teaching online, hybrid, and face-to-face courses. The College has deployed several wireless hotspots which students use to access the internet, email, and distance learning courses. From 2012 to the present the College committed to deploy campus-wide wireless service. The Math Business Allied Health building specifications included the core switch for this new service. All new and remodeled buildings will have full coverage Wi-Fi. The URL for the [wireless campus map](#) is located at the bottom of an alphabetical list of student services on the student services homepage.

Faculty and staff have the capability of entering help desk work requests from the College web site [Help Desk](#). The College's help desk technicians also monitor technology issues raised by faculty and staff users and resolve many issues immediately over the telephone. In addition, the [Etudes Consortium](#) provides help desk services and training sessions to faculty teaching online courses. The Library Media Technology Center (LMTC) computer labs are open access facilities providing students with access to networked computers that support the general curriculum as well as internet access to distance learning classes. Beginning in fall 2011, ITS deployed a student logon tool that records the date and time of the login-logoff, student ID, location, and subject matter being studies.

### Self-Evaluation

The College meets the standard. The distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services. The College makes decisions about technology with the help of Plan Builder and Program Review. Equipment and infrastructure are maintained adequately and securely.



**Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.**

### Descriptive Summary

The College has integrated technology planning with institutional planning. Decisions pertaining to institutional technology resources are developed in a variety of ways. Administrative services units use various techniques and instruments to identify institutional needs. Divisions engage in program review and annual planning updates. The institution's planning tool enables division planners to identify technology needs and tag them in a special area of the plan. ITS and other administrative officials pull this information out for analysis and discussion. Beginning in 2009-2010, for example, the institution scanned all of the annual plan submittals for that fiscal year paying particular attention to the requests for new technology, personnel, and facilities. They also asked ITS and the two technology committees to conduct a higher level institution-wide scan for non-division specific technology needs. All parties continue to participate in what has become an annual cycle of division level technology planning, review, and budget allocation. ([III.C.2. Technology Committee 2-18](#); [III.C.2. Technology requests](#))

The Comprehensive Master Plan includes a technology plan that is guided by the Educational Master Plan, and informed by the Facilities Master Plan. The annual Strategic Planning Summit enables students, faculty, and staff to consider and discuss weaknesses, strengths, opportunities, and barriers. The institution also determines technology needs are effectively met through faculty, staff, and management surveys that provide feedback on service issues and suggest improvements. Help desk work order reports and chart room activity provide additional information. Student computer lab usage reports show for which courses student are coming to the lab to study, seat counts and fill rates. ([III.C.2. Surveys](#); [III.C.2. Help desk requests](#); [III.C.2. Library student logins](#))

This information helps the institution understand whether or not the facilities are functioning as intended. For example, in 2011 the College adopted Utelogy as the campus-wide standard for controlling smart classroom media systems. Utelogy reports track equipment use across the classrooms and the curriculum. This information helps the College make decisions about

### Standard III: Resources

---

what technology to deploy in future building projects. In fall 2005, the College committed to moving as many student services as possible to its new online portal. Student services included the initiative in their unit plans and the technology committee included it in the technology plan. When Datatel/Ellucian launched their SharePoint portal product in 2009 the institution became an early adopter. In July 2010 the upgraded version went live. Virtually all students are now online. For the last nine years the College has tracked student portal logons for the 118-day period from first day to add a fall semester class to the last day to drop a course. From a total of 326,786 logons in fall 2006 student logons increased to a total of 2,017,439 during the fall 2014 enrollment period. (III.C.2 Student Logons Fall 2014 Registration).

The College takes a collaborative approach when making decisions about technology purchases. Divisions include new technology needs in their program reviews and annual planning updates. The units within the divisions have a collaborative discussion after which they establish the priorities for that division. The Vice Presidents consider the cumulative priority requests for their area and carry them forward for a Vice President's level discussion. They present the consensus results to the Planning Budget committee for final review before being sent to the President. As a result, the first question posed in a discussion of new technology is, "Is it in the annual planning tool?" The College tries to fund as many requests as possible through the unrestricted general fund. State budget cuts have limited what could be funded.

#### Self-Evaluation

The College meets the standard. Technology planning is integrated into both short-term and long-term planning by way of master planning, program review, and annual planning processes. In addition, the effectiveness of technology resources is evaluated by way of Information and Technology Services surveys, student and employee technology surveys, consultation committees, discussions and informal feedback.

#### Evidence – Standard III.C. Technology Resources

#### Standard III.D. Financial Resources

**Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial solvency. Financial resources planning are integrated with institutional planning at both college and district/system levels in multi-college systems.**

The institution continues to create and maintain a conservative budget that supports student learning. Our highest value is placed on our students and their educational goals. As a result, considerable effort is placed on academic, technological, facilities and staffing needs for the current and long-term. The institution has established seven Strategic Initiatives to accompany a strong mission, vision, values, goals and institutional learning outcomes in the continual effort to provide sufficient support of student success and long-term financial solvency.

#### Descriptive Summary

The institution consistently creates a final budget that reflects a minimum 5% reserve, while providing the funding necessary to support student programs and services. The College's resource allocation process provides a means for setting priorities for funding and prioritizing institutional improvements. Through the guidance of the Strategic Initiatives the institution has established a system, Plan Builder, to address prioritized needs from these programs. These prioritized recommendations provide needed resources for programs and services. To assure transparency, integrity, and stability, financial services creates short-term and long-term budgets. The annual Budget Book along with five year projections are discussed and recommended at the Planning and Budget Committee (PBC). The institution has been able to clearly integrate the planning processes and financial planning. Linking program plans and area plans to PBC has made planning and budgeting a collaborative effort to support the student learning programs and to improve institutional effectiveness.

Since the partnership with El Camino College (ECC), in August 2006, ECC Compton Center has adopted its mission and goals and follows a similar process for annual fiscal planning. Initially, ECC Compton Center followed the El Camino College Planning Model by rewriting the components of the Comprehensive Master Plan; i.e. the Student Success (Educational) Master Plan, Technology Master Plan, Facilities Master Plan and Staffing Plan to reflect the needs of ECC Compton Center through a five year review cycle. Significant attention was paid to developing an annual Enrollment Management Plan as well as introducing institutional planning software, called Plan Builder, tying all yearly department and unit plans to El Camino College Strategic Initiatives created jointly by ECC and ECC Compton Center. The first Program Reviews written after the partnership were collaborations between departments at both sites. These are completed every four years. Ongoing course and Program Learning Outcomes were initiated along with core competencies similarly shared and addressed for planning purposes.

Most recently, an ECC Compton Center Planning Process was adopted outlining how recommendations generated through the program evaluation process described above are then linked to a financial budgeting process. Overarching priorities, identified by the Chief Executive Officer (CEO) and Vice President, Compton Center were introduced. As Area Priorities are identified the Institutional Standing Committees, through the Planning and Budget Committee (PBC), develop funding recommendations which are then shared with the Consultative Council. Through this tiered model the CEO and VP review the recommendations. Based on the annual budget, and after discussion with the ECC President, the CEO recommends items for funding to the Board of Trustees. The CEO then informs the PBC, Consultative Council and deans of funding decision outcomes and they then inform their respective areas.

ECC Compton Center has implemented and adopted internal policies and procedures to ensure finances are managed with integrity, which also ensure financial stability and solvency. Over the past three years ECC Compton Center has managed to decrease its expenditures and at the same time has increased its reserves. Since 2010-2011, the Center has increased its ending fund balance from \$3.079 million to \$7.149 million and its reserves from 9.06% to 23.82% in 2012-2013, respectively as noted on page 4 of the Five-Year Budget Assumptions.

### Self-Evaluation

The College meets the standard as evidenced by the implementation of internal policies and procedures to ensure financial integrity and financial solvency. Sufficient resources are available for current and future needs.

### Standard III.D.1. The institution's mission and goals are the foundation for financial planning.

The mission, values, vision and strategic initiatives provide El Camino College its foundation for fiscal planning and resource allocation. The ECC Planning Model delineates the link between the College mission, vision and financial planning. Strategic Initiatives are College-wide goals developed to help implement the Mission and focus efforts toward student success and institutional effectiveness. Strategic Initiatives drive planning and resource allocation. Annual plans contain sets of goals and objectives for all programs and units. Goals in all plans are linked to strategic initiatives to ensure that our planning is focused on the College mission. Objectives are linked to program review recommendations or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan. These annual plans are evaluated twice yearly to assess progress and completion.

### Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

#### Descriptive Summary

The mission, values, vision and strategic initiatives provide El Camino College (ECC) its foundation for fiscal planning and resource allocation. Multiple individuals and groups are essential to the development of campus planning. Area vice presidents match identified priorities with resources, which are presented to the PBC. The PBC reviews the recommendations assuring adherence to the mission and strategic initiatives of the institution. The institutional strategic initiatives, which carry out the College's mission, are embedded in the annual planning process. Every year, faculty and staff identify program and divisional needs. These priorities are placed in the Annual Plan after ensuring that they are aligned to the strategic initiatives and are supported by student learning outcome assessment and program review.



### Standard III: Resources

The Comprehensive Master Plan establishes priorities among the needs of the College and indicates the direction of future funding. The Master Plan provides a foundation for long-term financial allocation for the campus. Along with these established long-term priorities, the College provides avenues for short-term and emergency funding such as health and safety, equipment replacement and continued upgrade of campus technology. The Comprehensive Master Plan, developed in 2008 and revised in 2012, provides a framework for future funding of programs and construction through 2017.

The final budget is annually developed in consultation with recommendations from the PBC, College Council and other consultation committees as established by the Superintendent/President. They identify institutional goals for the budget cycle. While under development, the preliminary, tentative and final budget is discussed every spring in various consultation groups such as PBC and Academic Senate. The preliminary budget and final budget along with PBC minutes are posted on the President's Web page.

At ECC Compton Center, evidence that past fiscal expenditures have supported achievement of institutional plans is accomplished through the identification of overarching priorities. ECC Compton Center establishes priorities among competing funding requests and identify future funding needs, so they are clearly linked to short-term and long-range financial plans. Examples of past fiscal expenditures found in the budget that have supported achievement of institutional plans include one-time allocations as follows:

1. Community Survey (\$35,000)
2. Enrollment Management Plan (\$150,000)
3. One-Time Planning Allocations (\$50,000)
4. Site Improvements (\$100,000)
5. Student Success Plan (\$25,000)
6. Technology Plan (\$100,000)

As part of ECC Compton Center's goal to increase communication about the fiscal planning and identify institutional needs, ECC Compton Center established overarching priorities that were shared with Consultative Council and Planning and Budget Committee (PBC).

As part of ECC Compton Center's goal to identify institutional needs, the PBC at ECC Compton Center implemented opportunities from divisions to submit budget augmentations for review. PBC established guidelines for evaluating the budget augmentations or

funding requests that typically included factors related to support health and safety, student success or aligned with established priorities.

ECC Compton Center continually refines and seeks to improve its financial planning and strategic planning processes to address any identified weaknesses in the process in order to better serve the institution's priorities through communication with the Consultative Council and Planning and Budget Committee.

ECC Compton Center also provides the governing board, Planning and Budget Committee, and Consultative Council with documents regarding fiscal planning such as the five-year budget assumptions, budget information, budget development timeline, budget assumptions, and planning process. This information is evident in the minutes of PBC meetings (5/28/13, 7/23/13, 8/13/13), and Consultative Council meetings.

#### Self-Evaluation

The College meets the standard. Greater emphasis has been placed on planning development based on assessment of student learning outcomes and program review.

#### **Standard III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.**

##### **Descriptive Summary**

Individuals involved in institutional planning receive accurate information about the budget. The institution develops an annual budget that reflects many entities, such as projected revenues from the state and projected expenditures while allowing for changing area needs and emergency expenditures. Substantial evidence and statewide projections help drive short-term and long-term funding. Participants and stakeholders such as PBC members and the campus community receive accurate information about available funds and are continually advised of the budget development process and the institution's financial situation through various presentations. For instance, annual audits and comprehensive analysis of financial resources at a macro and micro level provide stability to the allocation of funds campus wide. Discussion and presentation of the changes in state funding are ongoing in the development of the annual budget and five-year budget.

While the program planning and review process identifies new and positive improvements and enhancements, to benefit the provision of educational services, it is equally important to tie these recommendations to strategic planning to guide what will be funded. The program review process also identifies gaps in the effectiveness, relevance, or need for services which, in turn, inform where adjustments or savings may be realized. As mentioned previously, the prioritization of goals and objectives take place in the spring. These broader Unit/Area Plans, for the following fiscal year, help narrow the focus for prioritization of funding decisions.

As outlined in the Compton Community College District/ECC Compton Center Planning and Budget Calendar, discussion of preliminary revenue estimates, assessment of key budget issues, and identification of budget development assumptions occur in January. This sharing of information with individuals involved in institutional planning is critical for the accurate and realistic estimation of ongoing and anticipated fiscal commitments.

The College continues to seek additional sources of funding in an effort to decrease reliance on the state budget and provide additional funding to support student success. The El Camino College Foundation has provided additional funds in support of needed equipment, staffing and scholarships. The foundation recently secured an endowment of \$2 million for an endowed chair for the business department.

The College continues to strive to offer a comprehensive schedule of classes in conjunction with the institutional education goals. Reductions in state FTES funding during this economic downturn has resulted in a campus-wide reduction in available funding. While total number of courses has been reduced in the past few years, the College has implemented guidelines for course offerings in an effort to reduce the effect on student transfer. Student learning and success are given serious consideration throughout this process. Examples of student success-oriented priorities funded at ECC Compton Center include:

- Library-Student Success Center Instructional Specialist hired in spring 2012.
- Part-time counselor hired for Basic Skills/ESL for spring and fall 2012.
- Hiring of eight peer tutors to assist in basic level math for spring 2013.

Through the comprehensive master plan and the application of Measure E funds, the College has been able to construct a number of superior educational facilities. Measure E, which passed in 2002, has provided capital improvements totaling more than \$2,000,000. The recent passing of the 2012 Measure E facilities bond will provide capital improvements of facilities over the next 10 years.

A Five-Year Budget plan of ECC Compton Center was developed in 2012 and is presented to the Budget and Planning Committee and the Board annually reflecting assumed growth rates, property tax revenues, salary and benefit increases. The Five-Year Plan also reflects funding for strategic planning and payment of the annual OPEB (Other Post-Employment Benefits) cost as defined by the Governmental Accounting and Standards Board. The Five-Year Plan assesses the longer-term effects of funding decisions and preparing for increases or reductions in expected revenue sources and expenditure planning. The plan was updated in 2014 and presented to the Special Trustee in June 2014.

PBC and the Board receive information about fiscal planning on a routine basis, including a Tentative Budget workshop in May (page 5), and a Final Budget workshop in September.

In an effort to identify institutional needs, the PBC at ECC Compton Center implemented opportunities from divisions to submit budget augmentations for review. PBC established guidelines for evaluating the budget augmentations or funding requests that typically included factors related to support health and safety, student success or aligned with established priorities (See PBC Minutes from May, July, August of 2013).

### **Self-Evaluation**

The College meets the standard. Appropriate constituents involved in the planning process receive accurate information about and participate in the budget process throughout the year. The institution establishes and accomplishes funding priorities based on its mission, goals and student learning.



## Standard III: Resources

**Standard III.D.1.c. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### Descriptive Summary

The institution places a high level of importance on long-range planning in an effort to continue to assure financial stability. The basis of long-range planning is formulated by the comprehensive master plan along with guidance from the strategic initiatives. A five-year budget is routinely developed and examined as part of budget development. The application and projection of long-term funding by the development of program plans and identifying future goals and objectives are in line with the strategic initiatives.

Several examples of long range financial planning at ECC Compton Center are in place to ensure fiscal stability. These include:

- Five Percent Reserve (page 7). At ECC Compton Center's September 3, 2013 Board meeting, Board Policy – BP 6200 Budget Preparation was revised to increase the minimum unrestricted general reserve from 3% to 5% as defined by the California Community Colleges Chancellor's Office.
- GASB – 45. In March 2013, ECC Compton Center finalized a funding plan for their other post-employment benefits (OPEB). The plan recommended the establishment of an Irrevocable Trust program. At ECC Compton Center's May 21, 2013, Board (page 4) meeting, a resolution of the Futuris Public Entity Investment Trust was approved which established an Irrevocable Trust program. As noted in the plan the amount to be contributed into the Trust is annually evaluated through the budget and planning process. As noted in the 2012-2013 Adopted Budget, the budget included funds for contribution
- Facilities Master Plan. Improving facilities continue to be a major focus point at ECC Compton Center. With the near completion of the Utility Infrastructure Project Phase 1 and Phase 2 at a cost of nearly \$42 million, ECC Compton Center is able to build upon a sustainable infrastructure that will allow for additional capacity. The construction of the new Allied Health Building, Instructional Building 1, and Instructional Building will support student success for years to come.

While maintaining a strong foundation for the future, the institution continually reviews and prioritizes short-term plans through the planning process. The integration of planning at the program and unit level has helped to

collaboratively identify student program needs that can be addressed both in the short and long term.

Additional efforts are in place to support the commitment to financial stability. The institution has recognized its obligation to fund the other post-employment benefits and allocates money appropriately. Measure E continues to provide funding for building construction and renovations.

The College has completed various educational facility improvements that were identified in the Comprehensive Master Plan. These improvements replaced many aging facilities in an effort to provide superior facilities for student learning that align with institutional goals. The Master Plan was revised in 2012 extending the long-term campus planning into 2020.

### Self-Evaluation

The College meets the standard. Significant evidence is available representing a campus priority towards long-term planning and budgeting for the future. The annual plan and long-term planning supports the College's commitment toward financial stability and sustainable resources. Resources are annually funded using program plans and priorities in an effort to sustain student programs and services.

**Standard III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### Descriptive Summary

The institution has a well-defined structure to provide for financial planning and budget development with appropriate participation from all constituent groups. Constituents can participate by joining any of the various groups that are part of the process of financial planning and budget development. For instance, the PBC, which meets twice monthly, consists of representatives from the college administration, management, classified staff, academic senate, faculty association and associated students. Various groups, such as administrative services and institutional research, routinely provide updates on planning, the Comprehensive Master Plan, financial updates, budget information and other requested items to the campus community. The PBC reviews its mission statement annually to continue to provide the needed review and recommendation of committee items.

The PBC annually reviews area plan priorities presented by the area vice presidents. These recommendations are considered after the prioritization of unit (division) and program plans are developed by division administrators, faculty and staff.

At ECC Compton Center, the CEO and Vice President, ECC Compton Center review all budget recommendations before moving them forward for review to the El Camino College President and ultimately to the Special Trustee for final consideration. The two documents outlining and guiding the processes for financial planning and budget development include the Annual Planning and Budget Calendar and Compton Community College District/ECC Compton Center Planning Process. While the planning and budgeting process occurs year round, the fall semester is predominantly focused on planning and budgeting occurs primarily during the spring semester.

Budget recommendations moving through the planning process start at the department level with Program Review and annual Program Plans and then are consolidated through the Unit then, Area Plans and Institutional Standing Committees. Ultimately the recommendations, agreed upon after discussion and revision among participating staff, faculty and managers, reach the Planning and Budget Committee. This committee is comprised of representatives from the Academic Senate, faculty union, classified union, management and the Associated Student Organization (ASO). The PBC representatives report back to their various campus constituencies on a regular basis. This committee has the ability to make recommendations to the CEO, via the Consultative Council, which supports and enhances the collegial consultative process between the constituent groups for further discussion and review.

Student representatives, through the ASO, are also encouraged to actively participate on all campus standing committees as well as attend these meetings on an ad hoc basis. A minimum of two student representatives are assigned to Institutional Standing Committees including the following: Technology, Facilities, Planning and Budget, Professional Development, Auxiliary Services, Consultative Council, Institutional Effectiveness, Health Benefits, Health & Safety, Enrollment Management and Student Success. Additionally, campus-wide budget forums have been held to solicit questions and feedback from personnel and students. These forums have been an important part of the transition process as ECC Compton Center moves toward transparency, expansion and ultimately accreditation.

ECC Compton Center's Institutional Effectiveness Committee has defined guidelines for budget planning and development. The committee implemented the Program Review Process and timeline for planning and reviewing program reviews. One of the goals of this committee is to ensure program reviews are done timely and are directly linked to the student learning outcomes and assessment process to the institution's system of planning and budgeting, in order to promote a more systematic and on-going improvement in educational programs and student learning.

### Self-Evaluation

The College meets the standard as evidenced by the planning process and by the adoption of processes and timelines for reviewing Program Reviews which links Program Review with resource allocations.

**Standard III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.**

The financial integrity and responsible use of financial resources are demonstrated as described in the annual independent audit reports and presentations to the Board of Trustees. The dissemination of information is provided to various campus committees and the *President's Newsletter* as well as the El Camino College website. Specific information is provided below.

**Standard III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### Descriptive Summary

The College assures the financial integrity of the institution and the responsible use of financial resources through the use of an internal control mechanism. The College organizes its financial documents into a Budget Book. This book presents a plan of financial operations of various funds for a given fiscal year. It consists of estimated revenues and expenditures within each educational category. The tentative budget is presented to the PBC in the spring and the final budget is reviewed, voted on, and adopted by the Board in September after being reviewed by the PBC in August.

### Standard III: Resources

---

Funds are allocated that will help achieve the institution's goals for student learning. The budget demonstrates its commitment to stated goals for student learning, as exhibited annually in its budget by the percentage of funds allocated to instruction and student services.

The institution systematically evaluates and makes public how well it budgets its financial resources. Pages 71-73 of the budget include the Budget Assumptions that guide the resource allocation process and in what ways it is accomplishing its purposes, including assessment of student learning outcomes, student achievement of educational goals, and student learning.

The thoroughness of the budgeting process provides an accurate reflection of institutional spending due to a continual review of the College's priorities and available funding/resources.

Conservative budget assumptions and controls, such as the Purchasing Department's zero variance allowance policy, helps ensure adherence to budget limitations. Open forums such as the PBC and public Board of Trustees meetings reflect the credibility of the budget and its process with constituents. Furthermore, consistent monitoring of spending versus budget allocations demonstrates the institution's commitment to financial stability.

The institution provides evidence of planning for improvement of institutional structures and processes as evidenced by its Master Plan, management responses to audit findings, and presentations to the Board.

The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as documented by PBC Meeting Minutes and its Board of Trustees Minutes.

Audit reports from 2009, 2010, 2012, and 2013 indicate that the College is in good financial standing. The annual audit report addresses areas of internal control over financial reporting and its operation. The audit report also addresses compliance testing regarding laws, regulations, contracts, and grant agreements. Consistently, the auditor's opinion states that El Camino College's basic financial statements are fairly

presented in all material respects. These findings are communicated to appropriate institutional leadership and constituents at various meetings such as the PBC and Board of Trustees meetings. (Financial Statement Findings and Management Response Section Page 73 of 11/12 Audit Report and 12-13 Audit Report).

The Board of Trustees and Special Trustee approve the selection of an independent auditing firm for a contracted period of time that may be extended according to the terms of the contract. An audit is performed annually per California Education Code Section 84040 to examine all financial records including all funds, ancillary organizations, and Associated Students accounts and trust funds. The annual audit is presented to the Board of Trustees and Special Trustee. Audit findings, recommendations and responses to current and prior year audit findings are included in the annual audit. The Chief Business Officer summarizes the annual audit, highlighting the results of the audit including current and prior year audit findings. In addition, audits of the Bond Fund are performed annually in accordance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. The financial audit on the Bond Fund provides an opinion that the financial statements are presented fairly in conformity with the basic accounting principles. The performance audit determines compliance with the performance requirements which requires proceeds from the sale of bonds be used only for the purpose specified in Article XIII A, as referenced above. Audit findings from 2010 to 2012 are available on ECC Compton Center Web page.

The auditors issued an unqualified audit report which means the financial statements presented fairly, in all material respects, the financial position of ECC Compton Center in conformity with accounting principles generally accepted in the United States of America. In addition the report noted no instances of noncompliance with certain provisions of laws, regulations, contracts, and grant agreements. In 2011 there were 10 material weaknesses noted, however in 2012, there were no material weaknesses. A material weakness is a deficiency, or a combination of deficiencies, an internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Compton Center developed a corrective action plan to ensure audit exceptions and FCMAT recommendations were implemented and/or being addressed in a timely manner to prevent repeat exceptions. As a result of this plan, the College was able to limit the number of audit finding in 2012. Below is a summary of the results:

1. The College has complied with the 50 Percent Law, which has not occurred since 2003.
2. The College audit is complete and will be filed on time to the State by the December 31, 2012 deadline.
3. The College reduced total audit findings from 26 audit findings in FY2011 to 13 audit findings in FY2012.
4. Of the 26 prior-year audit findings, 14 were noted as fully implemented. Eleven were noted as improved and are currently being addressed, and one was noted as not implemented.
5. Most importantly, the 10 audit findings noted as material weaknesses in FY2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses noted during FY2012.

ECC Compton Center continued to implement their corrective action plan and was able to cut total audit findings nearly in half in fiscal year 2013. Below is a summary of the results:

1. The College audit was complete and filed on time to the State by the December 31, 2013 deadline.
2. The College reduced total audit findings from thirteen audit findings in FY2012 to six audit findings in FY2013.
3. Of the thirteen prior-year audit findings, eight were noted as fully implemented. Five prior-year findings were noted as improved and are currently being addressed.
4. Most importantly, no material weaknesses and no federal award findings were reported during FY2013.

The College also implemented and adopted internal policies and procedures to ensure finances are managed with integrity which also ensure for financial stability. Over the past three years ECC Compton Center has cut costs in its budget and at the same time allowing for adequate funding for student success and learning (PBC minutes for August 2013). Since 2010-2011, the Center has increased its ending fund balance from \$3.079 million to \$7.149 million and its reserves from 9.06% to 23.82% in 2012- 2013, respectively as noted on page 4 of the Five-Year Budget Assumptions.

### Self-Evaluation

The College meets the standard. Audits performed on financial statements have consistently been issued unqualified opinions. This means that the College's budgeting and implementation processes are sufficiently conservative, but allow enough flexibility to lessen the impact that unexpected cuts may have on the institution's ability to provide relevant student curriculum and to fulfill the mission statement. The College and ECC Compton Center meet the standard as evidenced by the annual audits. Audit exceptions and FCMAT recommendations are reviewed at the conclusion of each audit and corrective actions are implemented. Information about the College's finances is communicated to appropriate leadership and constituents.

**Standard III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

### Descriptive Summary

Title V requires an annual external audit of all funds, books and accounts. The superintendent/president shall assure that an annual external audit is completed. The superintendent/president shall recommend a certified public accountancy firm to the Board with which to contract for the annual audit (Ed. Code 84040 (b)).

Timely corrections, responses to audit exceptions and management advice are important in order to improve and maintain an institution's financial integrity. El Camino College has consistently recognized the significance of addressing audit findings. All audits since the previous accreditation period from FY 2008-2009 (p.68-95), 2009-2010 (p. 70-103) and 2011-2012 (p. 74-86) have issued an "unqualified opinion" statement.

Information from the annual audit reports are disseminated throughout the College to the Board of Trustees, the PBC, and all pertinent departments and areas. The information is sufficient in content and timing to support institutional, financial planning and financial management. An annual audit report is presented to the Board of Trustees (BOT) and the superintendent/president. Information about budget, fiscal conditions, and financial planning are disseminated to the campus through committees, scheduled meetings, and various documents as follows:



### Standard III: Resources

---

1. President's Newsletter
2. Flex Days, including a presentation by the President
3. College website
4. Management meetings
5. Facilities Master Plan, which is updated as needed
6. Committee reports and reports to constituents (e.g., PBC and Academic Senate)
7. Copies of the Annual budget book are available at the College website and in the Fiscal Services Office
8. College newspaper Union

This information is also communicated and/or discussed in forums such as the PBC, the Academic Senate, management meetings, and the President's Cabinet. The financial issues discussed include enrollment projections, state budget outlook, COLA, and College budget projections. The staff has real-time access to budget and financial information through Colleague's Datatel, which is the College's financial management system. Users have the ability to review budget availability, purchase order transactions, and other financial activity.

The Fiscal Services Office develops the tentative and final budgets, which are presented to the BOT for adoption. The BOT holds public hearings regarding the annual budget in May/June to present and discuss the Tentative Budget for the next fiscal year and again in September to present/discuss/adopt the Final Budget for the current fiscal year. The trustees also review quarterly financial reports that are submitted to the California Community College State Chancellor's Office. The College's annual audit reports are completed on schedule and are widely distributed; the findings are also presented directly to the BOT in a public session.

Once the senior administration establishes funding priorities, according to the process described above, that information is provided to the College community. Department heads, faculty chairs and coordinators share this information with their departments. Budget status reports are distributed to all departments and programs regularly.

State fiscal conditions are available for review on the CCCCO website. The information provided by the Chancellor's office is discussed in various meetings such as PBC and the BOT.

At ECC Compton Center, audit results are reported to the following committees: Board of Trustees,

Special Trustee, Planning and Budget Committee, Senior Management, and the Special Trustee Advisory Committee. The annual audit is posted on the website for public review along with the annually progress reviews conducted by FCMAT. ECC Compton Center develops a corrective action plan to ensure audit exceptions and FCMAT recommendations are being addressed in a timely manner to prevent repeat exceptions being reported. The correction action plan is ordered in sections of priority and length of time to complete. This process helps ensure all critical areas are addressed immediately and areas that will require an extended length of time to complete are being addressed. The corrected and/or implemented findings are supported with documentation which is provided to the external auditors for review. The goal is to eliminate all the findings starting with the material weakness findings and working down to the significant deficiencies. This order is critical due to the nature of a material weakness deficiency which is defined as a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. In 2013, the College implemented a plan to review the internal operations to be proactive in monitoring processes and internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas as defined by the Chief Business Officer. Additionally, to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

#### Self-Evaluation

The College meets the standard. The institution reviews the audit exceptions and management advice and makes a decision to either agree or challenge the exceptions. If in agreement with the finding, the College prepares an audit response and plans for corrective action. The plan is discussed with the auditors and the departments involved, and action is taken within the next fiscal year but before the time of interim audit fieldwork. The goal is to fully implement the recommendations by the next audit, which is an acceptable timeline by external audit firms. Some findings require longer periods of time to fully implement and are so noted in the external audit as partially implemented.

### **Standard III.D.2.c. Appropriate financial information is provided throughout the institution in a timely manner.**

#### **Descriptive Summary**

As discussed in Standard III.D.2.b, information regarding budgeting and audits are disseminated throughout campus. The Board of Trustees, the PBC, and pertinent departments receive the information in a timely manner.

Revenues are generated almost entirely by state-funded apportionment. Some funds generated by the Business Training Center are transferred to the General Fund in recognition of services provided by the campus. El Camino College provides sufficient reserve for contingencies and emergencies. The Fund Reserve is averaging about 19.8 percent of the total operating budget annually (p. 56).

ECC has access to Tax and Revenue Anticipation Notes (TRAN) to assist with short term cash flow needs. An example of the certificate of participation is attached along with the PBC meeting minutes discussing the subject. The College also receives funding (\$4 million per year) from the state in relation to the College's partnership with the ECC Compton Center. Three million dollars of that funding is allocated to a Special Programs Fund (pages 12 and 76, 2012-2013 Budget Book) and used to backfill funding shortages, due to state budget reductions in programs such as DSP&S.

The PBC serves as the steering committee for college-wide planning and budgeting. The PBC reviews, discusses, and evaluates the College's planning and budgeting processes to assure they are interlinked. All plans must be developed using data from program review and be linked to the College's mission statement and strategic initiatives. PBC's meeting schedule is comprehensive and various agenda items are calendared in relation to budgetary deadlines

The ECC budget Web page is updated with budget information with insight provided from the State Chancellor's Office, the Community College League of California and other state organizations along with recent developments posted in news articles and various publications.

The Compton's Planning and Budget Calendar sets specific deadlines for budgeting, financial reporting, and performance of audits. The Chief Executive Officer

and/or the Chief Business Officer present annual Campus-Wide Budget Forum. The Chief Business Officer presents preliminary, tentative, and final budget presentations to PBC, Board of Trustees, and Special Trustee; these documents are available as standalone documents and in the Board Agendas online. PBC meets monthly; members are kept informed on issues related to the state and College budget through periodic budget presentations, along with any other financial information.

Compton reduced total audit findings from 26 audit findings in FY2011 to 13 audit findings in FY2012. Of the 26 prior-year audit findings, 14 were noted as fully implemented. Eleven were noted as improved and are currently being addressed, and one was noted as not implemented. Most importantly, the 10 audit findings noted as material weaknesses in FY2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses noted during FY2012.

In 2013, ECC Compton Center implemented a plan to review internal operations as a means to be proactive in reviewing, monitoring processes, internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas throughout ECC Compton Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures. Along with the internal operations review, ECC Compton Center monitors internal control deficiencies reported in the Annual Audit Report. ECC Compton Center tracks all audit findings and actively reviews to ensure all audit findings have been implemented.

The College participates in self-insurance programs in order to keep the cost of insurance affordable and in the confines of Board Policy 6540. With ECC's membership in the Statewide Association of Community College (SWACC) Joint Powers Agency, we have sufficient reserves to handle financial emergencies. Appropriate limits of coverage for workers' compensation, property, and liability insurance have been maintained and a schedule of all insurance is provided in the 2012-13 Final Budget Book (page 57).

## Standard III: Resources

### Self-Evaluation

The College meets the standard. Appropriate and timely financial information is provided throughout the College and the community. There are ample opportunities to obtain financial information and to participate in feedback sessions about fiscal integrity. Furthermore, the College's website has a portal that provides a wide variety of relevant information and Datatel has vast financial reporting capabilities.

**Standard III.D.2.d. All financial resources, including short and long term debt instruments (such as bonds and certificates of participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

### Descriptive Summary

The general oversight of the College's finances is the responsibility of the Vice President of Administrative Services, who reports to the College President/Superintendent. Management and oversight of specific finances is distributed across multiple college offices. Periodic presentations regarding budgetary status are given to the PBC by the VP of Administrative Services. There are also quarterly reports given to the Board of Trustees (BOT) in connection with the 311 Quarterly and Final Reports submitted to the State Chancellor's Office.

In addition, Fiscal Services, in coordination with project administrators, prepares monthly, quarterly, and annual progress reports for review and/or for submission to funding authorities.

Annual external audits include financial program review and issuance of a report on compliance requirements regarding laws, regulations, contracts, and grants. Internal control systems are evaluated annually during the external audit. Management responds to audit recommendations with regard to internal control weaknesses or deficiencies as evidenced in the reports for 2009, 2010, 2012 and 2013.

The College's only long term debt repayment obligation is the General Obligation Bond. In accordance with Proposition 39, an annual performance and financial audit must be conducted by an independent external agency. Furthermore, the Citizen's Bond Oversight Committee meets regularly and reports to the BOT.

The BOT oversees institutional investments and three of the four auxiliary organizations (Foundation, Associated Students, and Trust and Agency accounts), with direct supervision of these areas by college employees. Each area is subjected to an independent annual audit.

The Bookstore's annual audit is overseen and supervised by the Director of Accounting. The audit was performed by Vavrinek, Trine, Day & Co., LLP. Similarly, the El Camino College Foundation, a 501c (3) auxiliary organization of the College, is subject to an annual audit and it was performed by Christy White Accountancy Corporation.

Other departments on campus that have their own separate budgets undergo the same auditing and scrutiny as the main budget. The El Camino College Foundation enhances the ability of the College to excel in providing educational opportunities to its diverse community and students by promoting the College, identifying and developing community resources, and building internal and external partnerships. The ECC Foundation provides nearly \$1 million annually for scholarships, book vouchers, and funds that assist in faculty and staff's efforts to improve student learning. In an effort to reach the strategic goals of the College, the Foundation has increased and expanded fundraising activities like the Osher campaign to grow the amount of funds that can be advantageously distributed each year. Similarly, the Scholarship Office has recently awarded more than 400 scholarships totaling more than \$450,000 to students attending El Camino College or transferring to a university. Lastly, the Grants Office provides coordination and oversight for all grant applications submitted by college faculty and staff, and all grant-funded projects awarded to the College. The Grants Office functions include: providing information on funding opportunities; proposal and budget development assistance; proposal review, sign-off, and transmission; grant negotiation and acceptance; grant start-up; post-award management assistance; grant close-out assistance; training in various aspects of grant stewardship (grant seeking, proposal writing, project management); and special projects.

Categorical programs are audited by the Chancellor's office. For example, the Small Business Development Center goes through two audits, a program audit and a financial audit. Other audits are performed for various programs. The Request for Applications includes the intent of the grant and the budget to carry out the activities. The budget is essentially a contract with the funding agency.

Another form of “checks and balances” is the program monitor’s role. This person compares expenses submitted via quarterly and final reports against the proposal. Any significant material changes must be previously approved by the monitor to ensure that it still maintains the integrity of the original proposal.

ECC’s fiscal department also carries out compliance duties by monitoring expenses and certifying that the reports submitted are accurate. The Fiscal Services office is responsible for the development of the College’s budgets, forecasting, business management procedures, implementation of new financial systems and interfacing with public and private sector agencies. The Accounting department provides services in the areas of general accounting, grant accounting, ancillary accounting, financial reporting, vendor payments, enrollment and cashiering services, banking and investing, human resources position control and payroll generation and disbursement, student financial aid accounting and disbursement and other related duties.

The El Camino College Financial Aid Office assists students with the financial aid application process, including grants, work-study, scholarships and loans. Workshops, advising and financial aid counseling services are also provided.

In 2013, the College commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The actuarial accrued liability was found to be \$22.2 million. The College currently has approximately \$17 million set aside in an Irrevocable Trust for the purpose of funding OPEB (2013 Actuarial Report; see page 51 of 2013 Audit Report).

At ECC Compton Center, the Board of Trustees and Special Trustee approve the selection of an independent audit firm for period of time that may be extended according to the terms of the contract. An audit is performed annually per California Education Code Section 84040 to examine all financial records including all funds, ancillary organizations, associated students accounts, trust funds, and short and long-term debt instruments. The annual audit examines the reporting compliance relating to the long-term debt obligations in accordance with debt covenants.

In addition, audits of the Bond Fund are performed annually in accordance with the performance requirements as referred to in Proposition 39 and

outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. The financial audit on the Bond Fund provides an opinion that the financial statements are presented fairly in conformity with the basic accounting principles. The performance audit determines compliance with the performance requirements which requires proceeds from the sale of bonds be used only for the purpose specified in Article XIII A, as referenced above.

The Compton Community College District also implemented and adopted internal policies and procedures to ensure finances are managed with integrity, which also ensures financial stability. Over the past three years, the Compton Community College District has cut costs in its budget and at the same time allowing for adequate funding for student success and learning. All audit findings are evaluated immediately to ensure adequate implementation. In fiscal year 2012 10 findings noted as material weaknesses in fiscal year 2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses were noted during fiscal year 2012. Additionally, an internal operations review plan was developed in order to review all areas acceptable to fraud, complexity and the susceptibility of misstatement to come up with a listing of priorities. In developing our assessment we focus on two risks, inherent risk and control risk.

As a result, in fiscal year 2013 financial statement audit findings were reduced to five compared to the reported ten findings in fiscal year 2012. State award audit findings were also reduced down to one from two findings reported in fiscal year 2012. Fiscal year 2013 noted no material weaknesses and no federal award audits findings.

Audit findings are addressed in a timely manner. Examples of audit findings and the College’s responses are discussed in substandard 2b.

### **Self-Evaluation**

The College meets the standard based on the issuance of an unqualified audit report, which means that the financial statements presented fairly, in all material respects, the financial position of the College in conformity with generally accepted accounting principles. In addition, the audit noted no instances of noncompliance with certain provisions of laws, regulations, contracts, and grant agreements. There were no material weaknesses reported within the audits. Several external audits

### Standard III: Resources

---

are performed on a regularly scheduled basis. The financial resources are used with integrity on allowable expenditures within each funding source. Consistent monitoring of budget versus actuals is held throughout the annual fiscal cycle. Maintaining sufficient cash flow serves the College's operational and administrative function. Planning for the College's future obligations while constantly seeking out new grant opportunities and funding sources shows the College's willingness to ensure fiscal stability.

#### **Standard III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

##### **Descriptive Summary**

ECC shows its effectiveness and efficiency of operations, including the reliability of financial reporting as evidenced by its compliance with applicable laws and regulations as stated in an audit report (page 73). The auditors have consistently issued an unqualified audit report which means that regarding internal control over financial reporting there were no material weaknesses identified. In addition, there has been no evidence of material noncompliance within the financial statements.

ECC Board Policy 6300 establishes procedures to assure that financial management is in accordance with having adequate internal controls, budget management, proper financial reporting, and accountability pursuant to the CSAM (California Community Colleges Budget and Accounting Manual). The acquisition of materials and/or services totaling less than \$5,000.00 (including sales tax), may be made by issuing a purchase order, following competitive negotiations with vendors and the California Public Contract Code. Written quotations are secured for: Equipment/Supplies/Services totaling \$5,000.00 up to \$62,400.00 and may increase annually.

Expenditures from special funds are audited on a yearly basis and the bond expenditures are viewed from a financial and performance perspective.

Another example of an internal control is Board Policy 6100 and 6150. The Board delegates to the superintendent/president the authority to supervise the general business procedures of the College to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of

assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual. No contract shall constitute an enforceable obligation against the College until it has been approved or ratified by the Board.

The superintendent/president shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the College (BP 2430). The Authority to sign orders and other transactions on behalf of the Board is delegated to the superintendent/president and other officers appointed by the superintendent/president. The authorized signatures shall be filed with the Los Angeles County Superintendent of Schools.

The College has established and implemented sound fiscal accountability, planning, and reporting processes that ensure its fiscal stability and integrity as confirmed by the yearly audits. Besides the annual audit report, there are other agencies that review special funds established by the College, such as the Bond Fund. Vicenti, Lloyd, Stutzman LLP in accordance with Government Auditing Standards performs tests of ECC's compliance with certain provisions of laws, regulations, contracts and grant agreements the results of which are presented in the performance audit. Bond expenditures are consistently monitored by the Citizen's Bond Oversight Committee, annual reports, the Measure E 2009, 2011 and 2012 Performance Audit, and the Measure E 2011 Financial Audit.

Student retention projects, library books, enrollment management plans, the auxiliary services fund, emergency equipment replacement/repair and the retiree health benefit allocation are included in the Special Programs Fund, which is part of the ECC annual audit. All of these program expenditures are carefully monitored as far as using funds for their intended purpose as addressed in the annual audit report. The Revenue Bond Construction Fund-Measure E is highly scrutinized as evidenced by the Proposition 39 Performance and Financial audits and the 2013-14 Budget (page 19-20).

##### **Self-Evaluation**

The College meets the standard. There are many effective and efficient internal controls that guide processes, procedures, and agreements within ECC and with outside agencies. Audits show no material weaknesses or non-compliance issues. The board

of trustees, the president, and the stakeholders play an active role in overseeing the fiscal integrity of the institution as a whole.

**Standard III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.**

Specific Board Policies and independent annual audits of the College's financial procedures ensure sound financial practices and assure financial stability. Below are specific references.

**Standard III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.**

**Descriptive Summary**

El Camino College (ECC) has consistently maintained a fiscal reserve greater than the 5% requirement, as per Board Policy 6200.

The fiscal reserve has averaged approximately 20% (calculated as a percentage of Total Unrestricted General Fund Expenses) for 2010/11, 2011/12 & 2012/13. El Camino also has Board Policy 6250 in place to address financial emergencies and unforeseen circumstances. As noted in Board Policy 6250, there are scheduled presentations of the Annual Budget at Board of Trustees meetings which are open to the public. In addition to the Annual Budget Agenda there are regularly scheduled presentations as demonstrated by the meeting items related to the budget under Administrative Services.

ECC Compton Center's revenue source is almost entirely provided by state apportionment funds. Due to the nature of ECC Compton Center's revenues sources and the financial difficulties the state has been facing over the past several years, ECC Compton Center supplements cash flow by the issuance of Tax Revenue Anticipation Notes (TRANS). A resolution is approved by the board and filed annually with the Los Angeles Office of Education (LACOE) to participate in the LACOE's short-term borrowing TRAN program from anticipated, state deferrals, and/or of state problems that will impact the College's cash flow.

The annual CCFS 311 report shows an unrestricted balance exceeding the required 5% reserve amount recommended by the Chancellor's Office.

The College participates in self-insurance programs in order to keep costs of insurance as low as possible. The College's property, liability and workers' compensation are covered under the Statewide Association of Community College (SWACC) Joint Powers Authority (JPA). The schedule of insurance lists policy limits, JPA SIR, deductibles and annual contributions. The College's Health and Safety Committee is charged with identifying and reducing risks and hazards through heightened awareness among faculty, staff, and students. The Director of Safety and Risk Management chairs this committee.

**Self-Evaluation**

The College meets the standard as evidenced by the adequate reserves, plan to ensure supplement cash flow when needed, and insurance policies. A conservative fiscal policies approach of maintaining an adequate General Operating Fund Reserve has afforded the college financial stability and the ability to have in place contingencies for emergencies despite years of economic downturn.

**Standard III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Descriptive Summary**

ECC regularly reviews and oversees the institution's finances. There are various venues which focus on financial concerns such as the Board of Trustees monthly meetings and the Planning and Budget Committee. The Planning Model demonstrates the relationships between Planning and Budgeting, Program Review, Curriculum Review, Student Learning Outcomes, Core Competencies, Annual Planning including the Plan Development and Evaluation Cycles, Enrollment Management Plan and Comprehensive Master Plan. The Program Review Status report illustrates the completion and/or timeline for completion of the various Divisions' Program Reviews and timelines for completion of others (see Program Review).



### Standard III: Resources

---

The Auxiliary Funds are also reviewed in regular committee meetings of the Auxiliary Services Board. The Auxiliary Services Board is comprised of Faculty, Staff, Administrators and Students whose purpose is to oversee and disseminate funds.

El Camino College Foundation is a 501(c) entity; its finances are held independently of the College and independent committees oversee the Foundation. The Foundation's financial statements are also subject to an independent, annual audit; the audits have consistently resulted in an unqualified opinion, refer to page one of the audit report. The Financial Aid area and grants, both Federal and State, are reviewed annually during the independent audit to determine, in part, compliance with Federal Reporting Guidelines. The grants also have regular reporting requirements and may be subject to audits in addition to the annual independent audit of El Camino College (pages 54-57, 2013 Audit).

The audits performed by independent parties, review of those audits by campus committees (i.e. Planning & Budget Committee) and the Board of Directors ensure that the evaluations/audit findings are addressed and ultimately used to improve existing policies/procedures.

ECC Compton Center's external audit firm tests fiscal and internal control processes and procedures as part of the annual audit. The audit includes audit findings and/or recommendations along with ECC Compton Center responses for prior years. Beginning in 2012-13 the College has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the Chancellor's Office.

In 2013, ECC Compton Center implemented a plan to review the internal operations to be proactive in reviewing, monitoring processes, internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas throughout ECC Compton Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

The Business Services department records and monitors all funds of ECC Compton Center. Managers approve and monitor expenses which include but are not limited to the unrestricted operating budgets,

categorical programs and grant awards. All funds are identified through the use of funding sources specific to individual restricted funds as required by law or unrestricted Center resources and practices.

Federal regulations require that federal program expenditures be monitored closely and reported accurately. ECC Compton Center uses the PeopleSoft system for awarding and disbursing funds and to reconcile expenditures monthly with the Business Services Office which retains account expenditure information for all federal programs. The Recordkeeping, Accounting, Disclosure, and Record Retention requirements are followed as outlined by Administrative Regulations.

#### Self-Evaluation

The College meets the standard. The College's effective financial oversight is demonstrated by the regular reviews of the operating fund and other funds, as well as the consistent positive unqualified opinions expressed by the external auditors.

**Standard III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

#### Descriptive Summary

ECC continues to diligently address the requirements of Government Accounting Standards Board (GASB) 43 and 45 regarding Other Post-Employment Benefits (OPEB). The OPEB consists exclusively of health care costs for retirees between the ages of 55 to 65. Specifically, the funding of the OPEB liability has been allocated annually as demonstrated per attached Annual Budget (see page 23). The funding as of June 30, 2013 is \$16,483,771 of the \$22,355,715 specified in the latest Actuarial Report, dated May 9, 2012 (see page 4).

ECC has begun the process of transferring the dedicated funding to an Irrevocable Trust in order to maximize the benefit/recognition prescribed by the GASB pronouncements, refer to page 61. The benefit is that the dedicated funding is only recognized in the Actuarial Calculation if the funding has been deposited in an Irrevocable Trust. Depositing the funds in an Irrevocable Trust also provides a healthier Balance Sheet which in accounting terms is reflected as a reduction of the liability; refer to page 61-Other Post-Employment Benefits and Page 65 – Inter-fund Transfers. Moreover, ECC continues to pay the OPEB from the General

Operating Fund in addition to allocating funds to the OPEB liability (page 5, Retiree Benefits).

Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC in 2013 Audit (p. 19 and 25).

ECC Compton Center continues to address the requirements of Government Accounting Standards Board (GASB) 45 regarding Other Post-Employment Benefits (OPEB); the OPEB consists exclusively of health care costs for retirees between the ages of fifty five to sixty five years old. Specifically, the funding of ECC Compton Center's unfunded actuarial accrued liability has been recorded on ECC Compton Center's entity wide financial statements and is allocated annually as noted in the Final Adopted Budget.

ECC Compton Center has begun the process of setting aside dedicated funds within the Unrestricted General Fund which amounts to \$200,000 as noted in the 2013 Final Adopted Budget (page 4) in order to maximize the benefit prescribed by the GASB pronouncements. Also, ECC Compton Center continues to pay other post-employment benefits from the General Operating Fund in addition to allocating funds to the OPEB liability. ECC Compton Center is currently reviewing other alternative funding programs such as an irrevocable investment trust which is in compliance with GASB 45. Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC Compton Center. In accordance with Administrative Regulation (AR) 6311, Attendance and Time Reporting, in the event an employee accumulates in excess of 352 hours of vacation, the employee is notified by the Chief Business Officer (CBO) that a special vacation time report schedule must be submitted and the date the special vacation time report schedule is due to help limit ECC Compton Center's overall liability. In addition, effective July 1, 2009 no additional vacation is accrued once an employee reaches 352 accumulated hours except as provided for under subsection 4 of Administrative Regulation (AR) 6311.

### Self-Evaluation

The College meets the standard. The funding of Other Post-Employment Benefits has been addressed diligently as reflected by the significant portion of funds set aside in recognition of the long-term liability.

**Standard III.D.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.**

### Descriptive Summary

In accordance with GASB 43 and 45 pronouncements El Camino College has commissioned Actuarial Studies as recommended every two years. The most recent Actuarial report is dated November 18, 2013(see 2013 Actuarial Report). The previous report was dated May 9, 2012 . In accordance with GASB 43 and 45 pronouncements ECC Compton Center has obtained updated Actuarial Studies as required every two years. The most recent Actuarial report is dated March 1, 2011 and ECC Compton Center has entered into contract to update the report as of June 30, 2013.

ECC Compton Center's current funding policy is based on pay-as-you-go which is in compliance with GASB 45. ECC Compton Center has begun the process of setting aside dedicated funds within the Unrestricted General Fund in the amount to \$200,000 annually as noted in ECC Compton Center's 2013 Final Adopted Budget. However, ECC Compton Center is currently reviewing other alternative funding programs such as an irrevocable investment trust which is in compliance with GASB 45 in order to address ECC Compton Center's unfunded actuarial accrued liability.

### Self-Evaluation

The College meets the standard. The biennial actuarial study/report required by General Accounting Standards Board pronouncement 43 has been produced and submitted in a timely manner. The Actuarial Study of Retiree Health Benefits and the OPEB Funding Plan also show the College prepares OPEB plans by accounting standards.



## Standard III: Resources

### **Standard III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### **Descriptive Summary**

The only locally incurred debts which ECC's Operating Budget must accommodate are Tax Revenue Anticipation Notes (TRAN). A TRAN is issued by the county; the duration of those notes are not more than twelve months. The impact on the financial condition of the college is extremely minimal; the only expense is interest charges associated with the TRAN which for the Fiscal Year 2012/13 totaled \$498,769 or 0.475% of the Unrestricted Funds total expenses of \$104,967,659. However, the interest earned on the TRAN equaled \$430,903.68 reducing the interest expense burden substantially.

Tax Revenue Anticipation Notes or TRAN were requested and received for Fiscal Years 2010 (\$14,775,000), 2011 (\$8,850,000), 2012 (\$17,000,000 and \$10,000,000) and 2013 (\$10,000,000), refer to page 29 of the budget and page 37 of the Annual Financing Report.

The economic climate the last several years has resulted in cash flow concerns, caused in part to deferred payments from the State, but the TRANs were secured to insure meeting cash flow requirements. The financial impact regarding repaying the debt is minimal because the interest rate charged is very modest and is offset by interest earned on the TRAN funding while being used, (page 29, 2012-13 budget; page 37, Annual Audit).

General Obligation Bonds have been issued in the past several years and are recorded as Non-Current Long Term Liabilities, refer to page 6 "Non-Current Liabilities" and page 38 "Note 11 Long Term Obligations" of the budget. While the Bonds are reflected as a liability they do not have an adverse effect on ECC's financial stability as the interest and principal are paid via Property Taxes as approved by the local community in accordance with Proposition 39.

Approximately \$498,769 was paid in interest charges for TRAN's in 2013 and \$430,903.68 in interest was earned on those TRAN's resulting in a net interest cost/expense of \$67,865.31 (or .065% of Operating Budget).

ECC Compton Center issued Tax Revenue Anticipation Notes (TRAN) for Fiscal Years 2010 (\$2,155,000), 2011 (\$3,500,000), 2012 (\$1,500,000 and \$4,000,000)

and 2013 (\$8,000,000). The economic climate of the state over the last several years has resulted in cash flow shortages, due in part to deferral payments from the State which have steadily increased over the same time period. As a result TRANs were secured to supplement cash flow requirements. The financial impact regarding repaying the debt is minimal compared to other financing instruments because the interest rate charged is modest. Over the past few fiscal years ECC Compton Center has implemented a conservative pending approach to help compensate for the cash shortages. However this alone is not sufficient to supplement cash flow shortages entirely. This conservative approach has increased reserve level slightly to more than the minimum 5% fund balance reserve.

General Obligation Bonds have been issued in the past several years and are recorded as Long Term Liabilities in the entity wide financial statements of ECC Compton Center. While the Bonds are reflected as a liability they do not have an adverse effect on ECC Compton Center's financial stability as a result of the passage of the Bond. Property owners or parcels are assessed within ECC Compton Center specifically for the repayment of the debt incurred in accordance with Proposition 39 which is repaid by the Los Angeles County Tax Assessors Office.

Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC Compton Center. In accordance with Administrative Regulation (AR) 6311, Attendance and Time Reporting, in the event an employee accumulates in excess of 352 hours of vacation, the employee is notified by the Chief Business Officer (CBO) that a special vacation time report schedule must be submitted and the date the special vacation time report schedule is due to help limit ECC Compton Center's overall liability. In addition, effective July 1, 2009 no additional vacation is accrue once an employee reaches 352 accumulated hours except as provided for under subsection 4 of Administrative Regulation (AR) 6311.

#### **Self-Evaluation**

The College meets the standard. The Tax Revenue Anticipation Notes are essentially the only locally incurred debt instrument. The issuance and timely payment of those instruments has ensured that necessary cash flow requirements are met, but that has not adversely affected the financial condition of the College.

**Standard III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

**Descriptive Summary**

The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two year cohort, as defined by the Higher Education Opportunity Act of 2008. El Camino College's default rates per the latest report were 16.5% for fiscal year 2010, 12.7% for fiscal year 2009 and 12.8% for fiscal year 2008. Although ECC is well below the federal guideline rate of 30%, the College is taking proactive measures to reduce its default rate in the following ways:

- Educating borrowers by providing information in Loan Packets; requesting borrowers complete yearly entrance and exit counseling (this exceeds federal requirements);
- Requiring borrowers to complete a money management session;
- Requiring extra references on loan applications

Student loan default rates are monitored and assessed regularly. Although the 2 Year Official Rate (CDR) for 2011 was 12.6 %, ECC has elected to withdraw from the Federal Direct Loan Program effective as of the 2013/14 Fiscal Year. Exit Interviews were mailed on a monthly basis, delinquency letters and phone calls were completed monthly to help avert default. In addition, student loan applicants were required to attend an in-person loan entrance counseling session once per academic year.

**Self-Evaluation**

The College meets the standard. Maintaining a student loan default rate well below the federal guidelines along with the unqualified audit opinions reflect the effective monitoring and management of student loans.



**Standard III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary**

The Director of Business Services maintains agreements with external entities. The Purchasing Department prepares the Board Agenda for contracts requiring advanced approval by the Board of Trustees, in accordance with general purchasing practices as directed in Board Policy 6330 and 6340. Board Policy 6631 is an example of ECC's commitment to diversity and affirmative action which are in keeping with the institution's goals.

Invoices related to services must be approved by the requesting administrator and submitted to Accounts Payable Department for payment processing. The contracts have a dollar limit formally established and payment requests/invoices are monitored by the financial software system (Datatel) and Accounts Payable personnel to safeguard against overpayments. The Purchasing model, as seen in the [PO screenshot](#), of the Financial Reporting database has a 0% variance allowance in its calculation of payments versus the contract funding (or encumbered) amount.

The usage of the General Obligation Bond Fund is audited annually to assure compliance with restrictions associated with use of the Bond Monies. The Bond Fund is audited annually by an independent accounting firm in accordance with [Proposition 39](#). The annual audits and the [Bond Oversight Committee](#) serve to oversee and ensure that funds are used in accordance with the requirements of Proposition 39. Furthermore, an independent annual [Performance Report](#) is prepared and submitted to the Board of Trustees.

The Purchasing and Business Services Departments are responsible for contracting on behalf of ECC Compton Center. The Chief Executive Officer and Chief Business Officer are the sole authorities for executing contract agreements for purchases of goods and services. Board policies define bidding requirements and conflict of interest procedures, and all contracts are submitted to the Board of Trustees and Special Trustee for ratification or approval per Board Policy. Purchasing and Business Services reviews contracts for compliance with IRS rules, regulations and other public codes.

### Standard III: Resources

---

ECC Compton Center's general terms and conditions for vendors are listed on the Purchasing Department's Web page which defines limitations of payments, variation in quality or quantity, and certification compliance.

Internal control for purchasing activities is included as part of the annual audit process to ensure proper internal controls exist over procurement and contract procedures.

#### Self-Evaluation

The College meets the standard. Adherence to various Board Policies and the review of agreements by Purchasing and Management provide assurance that contracts are consistent with institutional goals, as well as compliant with local, state and federal requirements.

**Standard III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.**

#### Descriptive Summary

The College uses its annual external audit to provide feedback on its processes. The College contracts with an independent audit firm that assesses the adequacy of the systems to determine the financial statements present fairly in all material respects, reviews policies and procedures, internal control and compliance with federal, state and other agency rules and regulations. All audit findings are responded to adequately and in a timely manner and such responses are included in the audit report.

ECC is audited annually by an external, independent audit firm. The audit examines the adequacy of internal controls as well as compliance with various regulations. The latest audit opinion stated that ECC's internal controls were adequate. In addition to the annual audit of the institution's financial records and practices there is also an annual audit of the Bond Fund.

In 2013, ECC Compton Center implemented a plan to review the internal operations of ECC Compton Center in an effort to be proactive in reviewing and monitoring internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside accounting firms to assess different

areas throughout ECC Compton Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

#### Self-Evaluation

The College meets the standard. Internal control reviews and evaluations of financial management practices are consistently addressed during the annual independent audits. Furthermore, various committees, such as the Planning and Budget Committee, frequently discuss and advise on fiscal management.

**Standard III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.**

#### Descriptive Summary

Financial resource planning is aligned to the Mission Statement and is driven by the Comprehensive Master Plan. The Comprehensive Master Plan is anchored on the Educational Plan that drives the Technology Plan, Facilities Plan and Staffing Plan. Resource allocations are based on short range and long range plans. For example, the College projects a five-year budget cycle for planning for short term and intermediate goals and for long range plans uses the Facilities Plan and Technology Plan in the prioritization and allocation of resources. These factors are all integrated into the College's Planning Model as seen on page seventeen of *Making Decisions at El Camino College*. The Planning Model was revised in the spring of 2013 and is now represented by this graphic. The new model better illustrates how the Master Plan envelopes and guides the reviewing and planning processes.

In order to ensure that financial decisions are developed from program review results, institutional needs, and plans for improvements, the College uses Plan Builder software for most planning purposes. This software is used to create plans and track progress made towards goals and objectives within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.

The Master Plan's Plan Development Cycle follows the timeline below:

September–October: Each department reviews, updates, and inputs program review prioritized recommendations into their Program Plan for the next fiscal year.

November–December: Each division reviews and prioritizes program goals and objectives and enters or rolls over the information into the upcoming division Unit plan for the next fiscal year. All Program plans must be submitted by December 31.

January–February: Vice Presidents meet with division managers to review and prioritize Unit plan goals and objectives to create a prioritized Area plan. All Unit plans must be submitted by February 28.

March–April: Vice Presidents present a list of prioritized goals and objectives for the College to the Planning and Budgeting Committee for discussion and funding endorsement. All Area plans must be submitted by March 31. (PBC minutes: June 18, 2009, August 6, 2009, April 29, 2010, May 6, 2010, June 3, 2010, July 1, 2010, May 3, 2012.

May: PBC submits a list of endorsed funding requests to the President for consideration.

Financial decisions are based on the results of evaluation of program and service needs through a collaborative effort that begins with program review, unit plans, area plans that culminates in the prioritizing and ranking of goals. The prioritized ranking forms the basis for resource allocation through the budgeting process. The budget process reflects the vision and philosophy of the College, where “our highest value is placed on our students and their educational goals.”

The allocation of financial resources stems from the results of evaluations in the various Planning and Budget development activities of the various campus-wide committees as follows:

1. Planning and Budgeting Committee
2. Insurance Benefits Committee
3. Facilities Steering Committee
4. Technology Committee
5. Campus councils

For the fiscal year ending on June 30, 2010, unit plans that had budget requests of about \$3.7 million were funded. For the year ending on June 30, 2011, unit plans that had budget requests of about \$1.4 million dollars were funded. In the year ending on June 30, 2012, unit plans that had budget requests of about \$.4million were funded. Per the program review the various plans have either been completed or in progress. Matrices for 2010 and 2011 show the status of the projects. The adopted budget for Fiscal years 2009-2010, 2010-2011 and 2011-2012 show the various appropriations linked to the unit plan, program and budget.

Due to the special circumstance regarding the loss of the Compton College accreditation, periodic reviews and progress reports have been on-going through the Fiscal Crisis Management & Assistance Team (FCMAT). The mission of FCMAT is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT provides management studies for school districts, county offices of education, charter schools and community colleges that request them. FCMAT can respond directly, at the request of a school district or county office, seeking advice to improve management practices, business policies and procedures or organizational structure. The state, in its monitoring role, can also ask for FCMAT's assistance.

In the case of ECC Compton Center, the state requested that FCMAT come on site and review the status of the institution. The FCMAT team met with Center personnel and reviewed fiscal documents and other reports critical to the operation of ECC Compton Center; specific student services programs, and academic departments. This data has been critical for assessing and setting up internal processes to improve and monitor the effective use of financial resources by ECC Compton Center.

Additionally, a joint Program Review Committee has been formed to evaluate the information presented in all ECC Program Reviews submitted every four years. This review process will help programs improve their outcomes and will recommend the continuance or discontinuance of the department based on their success in supporting the established, overarching strategic initiatives and core competencies. The administration can use this information to forecast and prioritize which programs and services are viable and relevant in meeting the changing goals of the institution and which are not.



### **Standard III: Resources**

---

Other important tools to systematically assess the effective use of financial resources, and evaluate areas needing improvement, are the past and current Annual Financial Audit Reports allowing the administration to respond to audit-identified needs.

#### **Self-Evaluation**

The College meets the standard. Plan Builder ensures that financial decisions are developed from unit plans which identify institutional needs and forms the basis for resource allocations. Program reviews track progress made towards goals and objectives within the plans. The documents attached to this section strongly support this self-evaluation.

Evidence – Standard III.D.Financial Resources