![El Camino College logo]

2012 COMPREHENSIVE
2017 MASTERPLAN

EL CAMINO COLLEGE &
EL CAMINO COLLEGE COMPTON CENTER

JULY 2, 2012

Table of Contents

Table of Contents

College Technology Plan

College Facilities Master Plan

Table of Contents

Table of Contents

President's Message

El Camino College is pleased to introduce this Comprehensive Master Plan 2012, which offers a long-range look into the future of the College for the next five to 10 years and beyond.

This 2012 Comprehensive Master Plan reflects the vision and philosophy of the College, where "our highest value is placed on our students and their educational goals." Considerable effort has been made to ensure this plan identifies academic, technological, facilities, and staffing needs for the near- and long-term future of El Camino College and ECC Compton Center.

Recommendations are driven toward strengthening academic programs, student services, and facilities growth. It also serves as a guide for linking planning to budget, while providing direction in all endeavors.

El Camino College was established more than six decades ago because the community saw a need for an institution of higher learning to serve the South Bay well into the future. Since then, El Camino College has served millions of students, offering quality, comprehensive educational programs and services that meet the needs of our community.

El Camino College's commitment to student success is seen through the mission statement, which guides all that we do: "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." This plan will continue to evolve through time as we redefine our future, always aiming to achieve excellence in all areas.

Thank you to all El Camino College students, faculty, staff and administrators who devoted time and effort in the creation of this plan. The collective participation and dialogue between these groups was analyzed and streamlined to pinpoint the developments and improvements most critical to student retention and success.

Thomas M. Fallo

Executive Summary

El Camino College (the College) and El Camino College Compton Educational Center (the Center) have been engaged in long-range planning for the past four years to create separate, yet collaboratively developed Educational, Technology, Facilities, and Staffing plans for both locations. Each plan within this Comprehensive Master Plan was reviewed and discussed through the collegial consultation process at both the College and Center.

The scope of the Comprehensive Master Plan is long range (projecting to 2020), out of necessity to determine educational, technological, building, and staffing needs for the near-and long-term of the College and Center.

This Comprehensive Master Plan is a compilation of eight distinct plans, four for the College and four for the Center, creating one comprehensive document encompassing master planning for both locations. The planning document is structured to show the continuity that exists between each plan with the Educational Plan as the foundation that informs the Technology Plan, Facilities Plan, and Staffing Plan.

The Planning Process for the College and Center shows the linkage between this set of master plans and the College's strategic initiatives and mission statement as well as linkages to other forms of College planning related activities.

Educational Plans

The most comprehensive chapter of this document is the Educational Plan for the College and the Center. The Educational Plan is divided into three sections. Part I focuses on enrollment by addressing the vision of the future, followed by growth and enrollment projections. Part II contains future-oriented program summaries generated by each department and discipline throughout the College based on program reviews. Part III is dedicated to the quantification of on-campus space needs.

Technology Plans

The Technology Plan follows the Educational Plan and takes into consideration the many technological needs cited in that chapter. The technology plan provides a technology vision for the College and Center, guiding planning principles, technology issues to consider, resources, training, and the need for funding at both the College and the Center. Lastly, the plan lists planning agendas items to address the issues facing the College and Center.

Facilities Plans

The next chapter in the comprehensive master plan is the Facilities Plan. This chapter builds upon the direction provided in the Educational and Technology Plans and provides crucial information to guide construction planning activities. The Facilities Plan outlines the assumptions and conditions of the existing facilities on campus. The plan includes a five-year construction plan, an assessment of the key facility planning elements, a listing of facility planning issues, and a proposed building/facilities program. Also of interest is an appendix detailing the project scheduling and phasing, elements and costs, and a map of what the campus might look like in 2020.

Staffing Plans

The Staffing Plan provides an overview of the current levels and categories of staffing, the recruitment and selection processes, the employee evaluation processes, and staffing issues that must be addressed. The chapter ends with Planning Agendas to address the issues.

Planning Process

Planning Process

```
                        ┌─────────────────────┐
                        │  Mission Statement  │
                        └─────────────────────┘
                                  ↕
                        ┌─────────────────────┐
                        │ Strategic Initiatives│
                        │   Three-Year Cycle  │
                        └─────────────────────┘

                        ┌─────────────────────┐
                        │   Program Review    │
                        │   Four-Year Cycle   │
                        └─────────────────────┘

                              ┌──────────┐
                              │Curriculum│
                              │  Review  │
                              │Six-Year Cycle│
                              └──────────┘

  ┌──────────────────┐  ┌──────────────────┐  ┌──────────────────┐
  │  COMPREHENSIVE   │  │ Student Learning │  │   Annual Plan    │
  │  MASTER PLAN:    │  │ Outcomes (SLOs) and│ │  (Plan Builder)  │
  │Educational Master Plan││ Core Competencies││   Enrollment    │
  │Technology Master Plan││     Ongoing      │  │ Management Plan  │
  │Facilities Master Plan││                  │  │   Yearly Cycle   │
  │  Staffing Plan   │  └──────────────────┘  └──────────────────┘
  │  Five-Year Cycle │
  └──────────────────┘
```

MISSION STATEMENT

http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf

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

STRATEGIC INITIATIVES

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

Strategic Initiative B
Strengthen quality educational and support services to promote student success.

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

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

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

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

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

PROGRAM REVIEW

Program review is a process that asks members of a discipline or department to critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes.

Desired outcomes from the program review process include evaluation of program effectiveness, program development and improvement, clarification and achievement of program goals, assessment of student learning outcomes, linkage of planning and budgeting through posting the recommendations into Plan Builder (described below), and compliance with accreditation and other mandated reviews.

Program Review Processes

ACADEMIC AFFAIRS

http://www.elcamino.edu/administration/vpaa/program_review.asp

http://www.compton.edu/academics/programreviews.aspx

Late Fall Semester
Program review orientations are provided in the computer lab with a basic introduction to CurricUNET. Data is presented to faculty.

Spring Semester
Early to mid spring faculty work on program review. An optional hands-on workshop in the computer lab is available for faculty to receive guidance as they begin entering their report into CurricUNET.

Spring Semester
Week 12 – The first draft is due in CurricUNET

Weeks 13 - 14 – The first draft is vetted by the department faculty, division curriculum committee liaison, division SLO facilitator, and the division dean.

Weeks 14 - 16 – Faculty revise the draft in response to the first round of feedback.

Fall Semester
Weeks 1 - 2 – Faculty continue to revise the draft.

Week 3 – Draft due to the Academic Program Review Committee (APRC)

Weeks 4 - 15 – APRC meetings to discuss program review drafts.

Week 16 – Final drafts of program review submitted and posted.

SUPPORT SERVICES

http://www.elcamino.edu/administration/
vpas/Program%20Review.asp

http://www.elcamino.edu/administration/hr/
programreview.asp

http://www.elcamino.edu/administration/
vpsca/docs.asp

http://www.compton.edu/studentservices/
ProgramReview.aspx

1. Attend orientation workshop (department-specific data distributed)

2. Designated team writes the plan

3. Present first draft to division director for feedback

4. Submit draft to Vice President for review and potential revisions

5. Enter prioritized recommendations into division Plan Builder goals

6. Post approved program reviews on the Web

CURRICULUM REVIEW

http://www.elcamino.edu/academics/ccc/
index.asp

All courses are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. The college is using CurricUNET, a curriculum management software, for curriculum review and approval. All courses, degrees, and certificates are reviewed in CurricUNET. Results from the reviews are incorporated into the discipline Program Review. Curriculum proposals are developed in the semester prior to their submission to the College Curriculum Committee (CCC). Course review can be expedited if circumstances warrant use of the Extenuating Circumstances procedure.

Curriculum Review Process:

1. Faculty development or review of existing curriculum.

2. Submit proposals to Division Technical Review Curriculum Committee (DCC). (Department specific dates distributed.)

3. CCC Representatives forward proposals via CurricUNET to the Curriculum Advisor by the assigned deadline. (Division specific submission dates distributed.)

4. Curriculum Advisor distributes proposals to the CCC for review two weeks prior to the meeting. (Academic Affairs specific dates distributed.)

5. CCC members enter comments and recommendations within one week for CCC Chair review/synopsis.

6. Curriculum Advisor, Curriculum Chair, Vice President – Academic Affairs (VP-AA) or designee, academic dean, and faculty schedule meetings (if necessary) to review comments and recommendations presented by the CCC one week prior to the CCC meeting.

7. Faculty make revisions to curriculum proposals prior to the CCC meeting.

8. Deans and faculty authors may be required to attend CCC meetings and address CCC questions.

9. The CCC votes to approve or disapprove proposals.

10. The CCC approves its minutes via email.

11. New courses, certificates, and degrees are endorsed for Board of Trustee approval.

12. VP-AA forwards curriculum to the Board of Trustees. (Board specific dates distributed.)

13. New vocational certificate and vocational degree programs are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for approval and are forwarded to the Chancellor's Office for approval.

14. Academic programs are forwarded directly to the Chancellor's Office.

15. Curriculum approved within an academic year become active the following academic year.

16. Courses may be offered earlier with approval from the VP-AA.
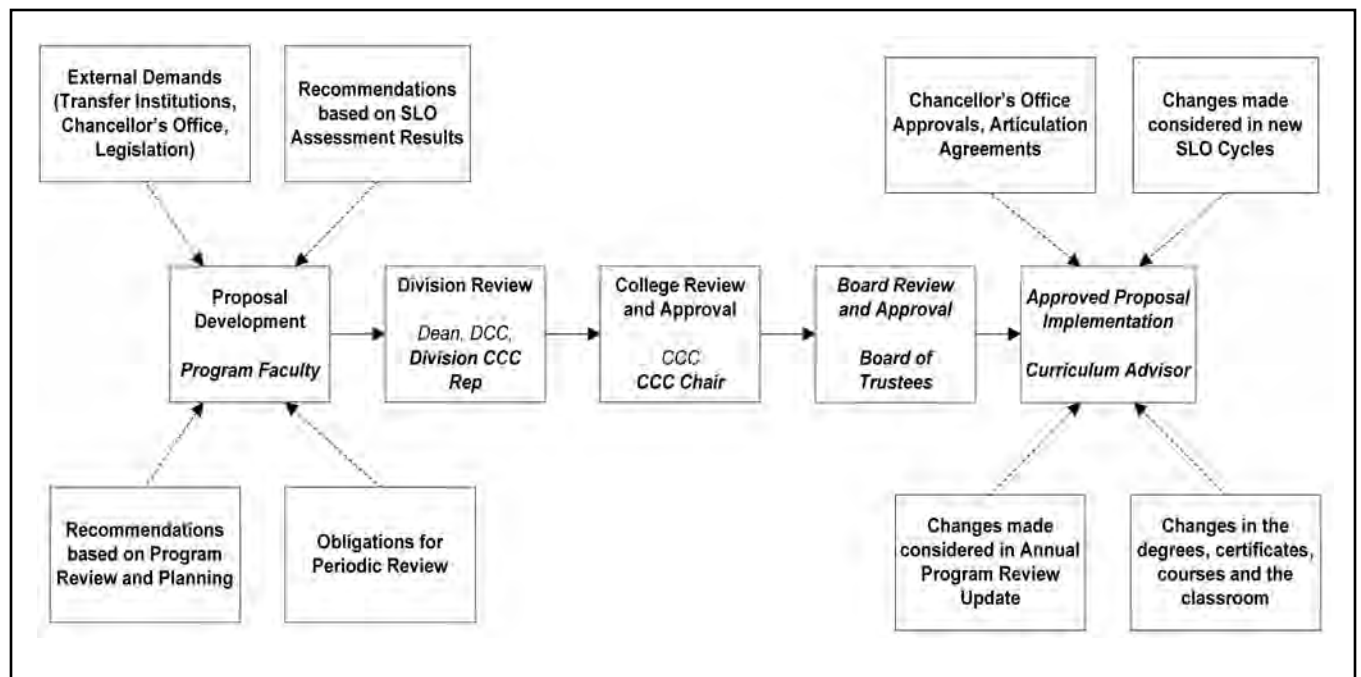
STUDENT LEARNING OUTCOMES (SLOs) AND CORE COMPETENCIES

http://www.elcamino.edu/academics/slo/

Course- and Program-Level SLOs

SLOs can be described as measurable outcomes that students are expected to demonstrate by the end of a course, program, college experience, degree or certificate program, or a set of interactions with student services.

Student Learning Outcomes must be in place for every course and program offered through the College. The assessment of SLOs is ongoing: results are used to improve student learning and teaching practices, as well as to inform curricular and programmatic changes. Assessing an SLO involves the following steps:

Identify: Faculty and/or staff work together to identify the SLO, rubric/evaluation standards, and assessment method and timeline for a course or program.

Assess: Faculty and/or staff perform the assessment, evaluate the assessment based on the rubric or evaluation standards, and compile the results.

Reflect: Faculty and/or staff reflect on the assessment results as to how they may help to inform improvements to teaching practice as well as curricular or programmatic changes.

Improve: Improvements are made by the program's faculty and/or staff based on analysis and reflection of data. These improvements/changes are discussed in the program review. If a change requires funding, a recommendation is added and then sent on to become part of the program plan and go through the process for funding allocation.

Since Fall 2011, all course- and program-level SLOs are being assessed **every four years**, in alignment with the program review cycle. This means that approximately 25% of all course SLOs should be assessed annually, in addition to program-level SLOs. Assessment

reports are submitted on CurricUNET by the **third week of the semester following assessment**.

Core Competencies

http://www.elcamino.edu/academics/slo/corecomps.asp

Core competencies describe what a student should be able to do based on a complete experience at El Camino College (i.e. completion of a program, certificate, or degree). Core competencies may be assessed by compiling and evaluating the results of SLO assessments at the program or course level, evaluating student artifacts, or compiling and evaluating survey data. The Assessment of Learning Committee (ALC) is responsible for determining the methods and timelines for assessing core competencies; however, the entire campus community is responsible for their assessment. The results are used to inform and improve College planning efforts and student learning.

Students completing a course of study at El Camino College will achieve the following core competencies:

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.

2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.

3. **Communication and Comprehension:** Students effectively communicate in written, spoken or signed, and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.

4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious;

they continue to improve themselves throughout life.

5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

ECC began assessing these core competencies in a process that started in the spring of 2010. The College will assess the core competencies in a four-year cycle:

1. Communication and Comprehension (Fall 2010)

2. Critical, Creative, and Analytical Thinking (Spring 2011)

3. Professional and Personal Growth (Spring 2012)

4. Community and Collaboration (Fall 2012)

5. Information and Technology Literacy (Spring 2013)

6. Content Knowledge (Fall 2013)

Other core competencies may be added as needed. Please visit www.elcamino. edu/academics/slo/corecomps.asp for the complete core competency assessment plan.

The Process for Course- and Program-Level SLOs and Core Competencies:

CurricUNET

CurricUNET serves as the College's online SLO management and reporting system. The campus fully implemented CurricUNET in Spring 2012 to input course and program level SLOs and assessments. The SLO coordinators created a manual and conducted several campus-wide trainings in late fall 2011 and early spring 2012 for faculty and staff.

CurricUNET uses a standard reporting format that includes an SLO statement, the assessment tool and the rubric used to measure the outcomes. The results of each assessment are documented in a narrative form that discusses the findings of the assessment. The final part of the assessment involves faculty reflection which enables faculty to make recommendations on improvements for the next assessment cycle. CurricUNET provides a location for faculty to exchange thoughts about student learning results and improvement ideas. Although faculty and staff are still learning the CurricUNET system, the implementation has helped improve campus-wide understanding and communication of the SLO assessment process. The system sends an email notification to all program faculty when a change has been made or assessment report has been submitted. This communication encourages faculty discussions regarding outcomes and assessment results.

Another benefit of CurricUNET is that it is a relational database that also integrates with program review reports. SLO data is automatically populated into the program review module for reference when faculty reflects on program success or areas to improve during program review. CurricUNET has many reporting features that can track SLO work. In addition, the system generates an email reminder to program faculty when an assessment is scheduled to occur. They continue to improve themselves throughout life.

5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.

6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

ECC began assessing these core competencies in a process that started in the spring of 2010. The College will assess the core competencies in a four-year cycle:

1. Communication and Comprehension (Fall 2010)

2. Critical, Creative, and Analytical Thinking (Spring 2011)

3. Professional and Personal Growth (Spring 2012)

4. Community and Collaboration (Fall 2012)

5. Information and Technology Literacy (Spring 2013)

6. Content Knowledge (Fall 2013)

Other core competencies may be added as needed. Please visit www.elcamino.edu/academics/slo/corecomps.asp for the complete core competency assessment plan.

The Process for Course and Program-Level SLOs and Core Competencies:

CurricUNET

CurricUNET serves as the College's online SLO management and reporting system. The campus fully implemented CurricUNET in Spring 2012 to input course and program level SLOs and assessments. The SLO coordinators created a manual and conducted several campus-wide trainings in late fall 2011 and early spring 2012 for faculty and staff .

CurricUNET uses a standard reporting format that includes an SLO statement, the assessment tool and the rubric used to measure the outcomes. The results of each assessment are documented in a narrative form that discusses the findings of the assessment. The final part of the assessment involves faculty reflection which enables faculty to make recommendations on improvements for the next assessment cycle. CurricUNET provides a location for faculty to exchange thoughts about student learning results and improvement ideas. Although faculty and staff are still learning the CurricUNET system, the implementation has helped improve campus-wide understanding and communication of the SLO assessment process. The system sends an email notification to all program faculty when a change has been made or assessment report has been submitted. This communication encourages faculty discussions regarding outcomes and assessment results.

Another benefit of CurricUNET is that it is a relational database that also integrates with program review reports. SLO data is automatically populated into the program review module for reference when faculty reflects on program success or areas to improve during program review. CurricUNET has many reporting features that can track SLO work. In addition, the system generates an email reminder to program faculty when an assessment is scheduled to occur.

Identify SLOs / Core Competencies, and Assessment Methods → Assess outcomes and generate data → Reflect on data and suggest improvements.

Improve: Make suggested improvements

OR Make recommendation for improvement in assessment report.

Program Review

Planning / Budgeting Process

Resources Allocated

Improve: Make suggested improvements

Repeat the process.

ANNUAL PLANNING (Plan Builder)

http://ecc-webapps1.elcamino.edu/pb/http://eccplan/compb/

Plan Builder is the name of the software used by the College for most planning purposes. The software is used to create plans and track progress made toward 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.

Plan Development Cycle

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

2. **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.

3. **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.

4. **March - April:** Vice Presidents present a list of prioritized goals and objectives for the College to PBC for discussion and funding endorsement. All Area plans must be submitted by March 31.

5. **May:** PBC submits a list of endorsed funding requests to the President for consideration.
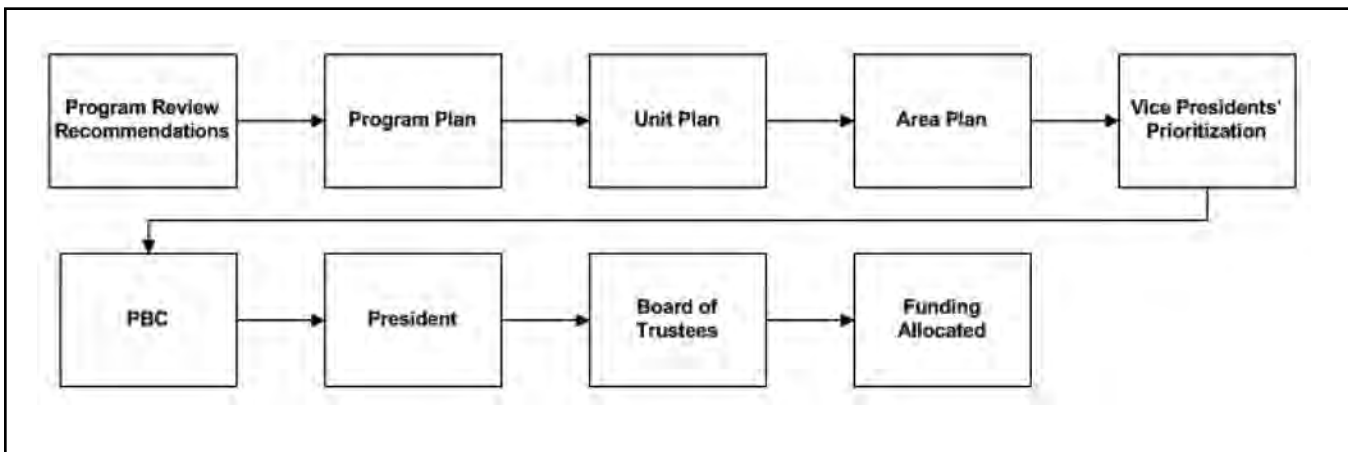
Plan Evaluation Cycle

1. **January:** Goals and objectives in current year plans are reviewed and evaluated for the first half of the fiscal year and must be entered by January 31.

2. **July:** Goals and objectives in current year plans are reviewed and evaluated for the full fiscal year and must be entered by July 31.

ENROLLMENT MANAGEMENT PLAN

http://www.elcamino.edu/administration/vpaa/enrollment_mgmt.asp

The purpose of the Enrollment Management Plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the College and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not.

The plan will rely upon data to ensure the following: the achievement of enrollment targets to obtain the maximum resources available to the College; maintenance of the greatest possible student access consistent with educational quality; a well-balanced and varied schedule responsive to the needs of our students and community; and a comprehensive educational program that is responsive to the needs of our students and community.

The funding component of the Enrollment Management Plan adheres to the following schedule.

1. **January – February:** The Enrollment Management Committee evaluates the effectiveness of the current year plan and uses it as the basis for the new fiscal year plan.

2. **March - April:** Vice Presidents present the Enrollment Management Plan to PBC for discussion and endorsement of the funding request.

3. **May:** PBC submits Enrollment Management Plan funding request concurrently with Plan Builder funding requests to the President for consideration.

COMPREHENSIVE MASTER PLAN

http://www.elcamino.edu/administration/masterplan/cmplan.asp.
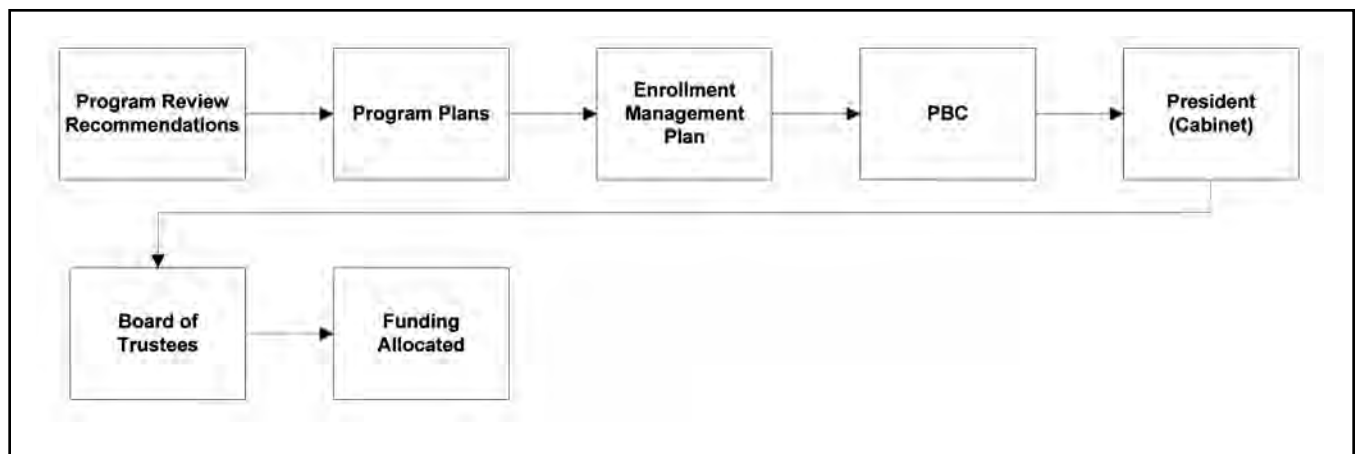
The Comprehensive Master Plan (CMP) contains four plans that build upon each other. The plans are titled Educational, Technology, Facilities, and Staffing. The CMP is a descriptive document that explains the current status of the College's programs, services, and resources and projects that will be needed to address student and community needs 20 years from now.

These longer term plans are submitted to the California Community College Chancellor's Office to show building and infrastructure needs. Submission of these plans to the Chancellor's Office is required prior to embarking upon any building project plans for the College. The plans can also be used as back-up documentation when seeking to be included in statewide bond initiatives.

A comprehensive master plan is typically built in a sequential manner, starting with the Educational Plan. The Educational Plan is based upon program information created by faculty, staff, managers, and the Institutional Research Office. Program data is used in conjunction with building usage to determine space needs. Program data is used to project department technology and facilities needs throughout the College.

The Technology Plan is created by the Campus Technology Committee and is derived from program information and campuswide needs. The Educational and Technology plans are used along with building square footage and usage data to create a Facilities Master Plan. An outcome of the Facilities Plan is a five-year capital construction plan. This five-year plan lists upcoming construction projects in the order they will occur with rough cost estimates.

A common thread seen in all three plans is the need to address staffing levels. The Staffing Plan provides information about each of the employee categories, hiring and evaluation practices, retirement, and training needs. All four plans contain planning agenda items at the conclusion of each plan as a means to indicate the steps the College is taking to address the needs brought forward in the plan.
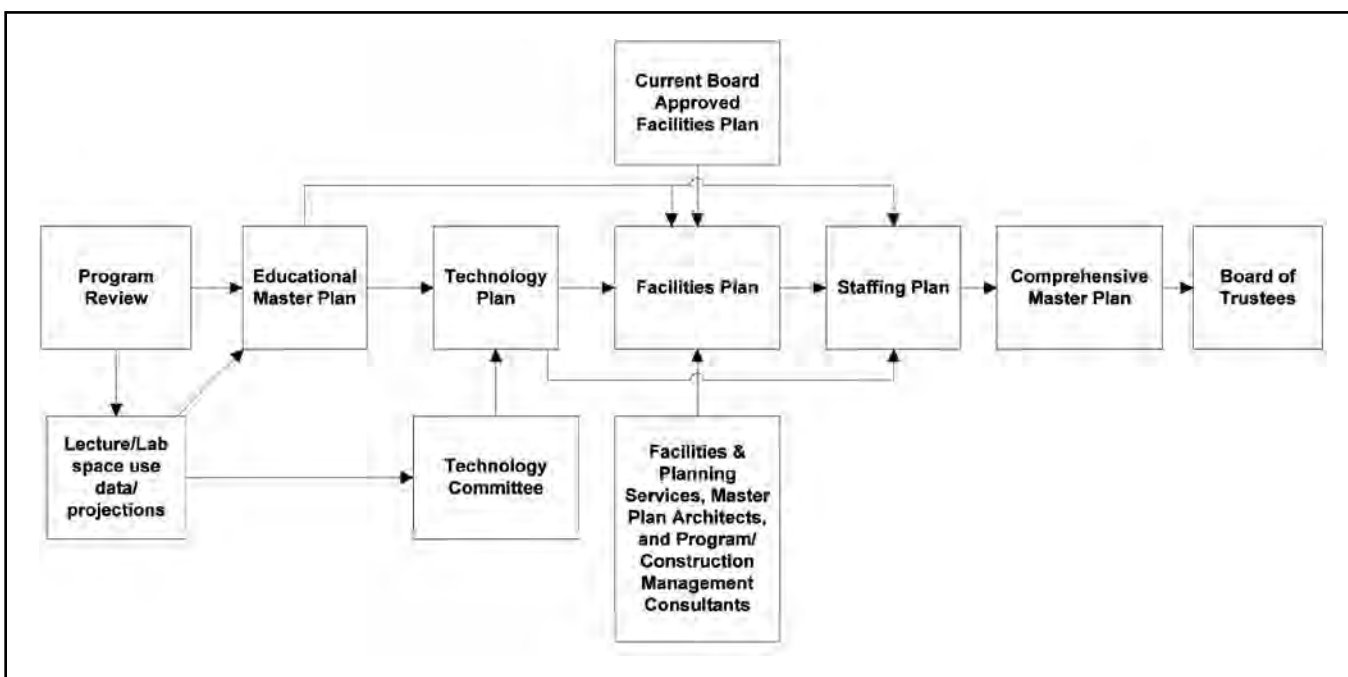
Planning and Budgeting Calendar

Dates	Activities	Responsible
October	1. Review and discuss the status of the 2008 Self-Study Planning Agenda items	1. PBC
October – December	1. Review and revise planning priorities.	1. Program Faculty
December 22	1. Submit prioritized Program plans for the next fiscal year.	1. Program faculty, staff, and managers
January	1. Review and discuss the status of the 2004 Comprehensive Master Plan Planning Agenda items	1. PBC
January - February	1. Determine preliminary revenue estimates 2. Begin assessment of key budget issues 3. Identify budget development assumptions. 4. Evaluation of current fiscal year program plan goals and objectives by January 31.	1. Vice President of Administrative Svcs. 2. PBC 3. Cabinet 4. Program faculty, staff, and managers
February 28	1. Submit prioritized Unit plans for the next fiscal year.	1. Deans/Directors
March	1. Review and discuss the status of the 2008 Self-Study Planning Agenda items	1. PBC
March - April	1. Determine enrollment targets, sections to be taught, and full- and part-time FTEF. 2. Vice presidents jointly determine ongoing operational costs including: a. Full-time salaries b. Benefits, Utilities, GASB c. Legal and contract obligations 3. Develop Line Item Budgets for Operational Areas.	1. VP Academic Affairs with Cabinet approval 2. Vice President of Administrative Services and Cabinet for full-time positions 3. Vice Presidents

March 31ˢᵗ	1. Prioritized Area plan recommendations for the next fiscal year submitted to PBC and Cabinet.	1. Vice Presidents
April	1. Tentative budget information completed for PBC review.	1. Vice Presidents
April 15	1. Proposed tentative budget is reviewed and discussed for recommendation. 2. Initial planning and budget assumptions are finalized.	1. PBC 2. Cabinet
May	1. PBC submits recommended funding request to the President. 2. President submits tentative budget to Board of Trustees for first reading.	1. PBC 2. President
June 20	1. Tentative Budget is presented to the Board.	1. President
July 1	1. Tentative Budget is rolled into active status (purchasing can begin).	1. Accounting
July	1. Final evaluation of current year goals and objectives are entered into plans.	1. Program faculty, staff, and managers
July/August	1. Final revenue and expenditure adjustments are made to budget.	1. PBC and Cabinet
August	1. Review and discussion of the final budget assumptions by the President with the PBC 2. Final Budget line item review with PBC.	1. President and PBC 2. Vice President Administrative Services
September	1. Final Budget submitted to Board. 2. PBC conducts annual evaluation.	1. President 2. PBC

College Educational Master Plan

Educational Master Plan Overview

The Educational Master Plan focuses on a vision for the College and its programs for the future. The vision statement and enrollment projections outlined in Part I provide direction and support for forecasting future enrollment up through the year 2020, or about the time when all bond-funded construction has been completed. Part II of the Educational Master Plan provides a summary of all programs throughout the District. The final section (Part III) moves the plan from the conceptual, visionary phase to one of a quantifiable nature. It translates the vision and the projected impact into square footage needs and requirements that will impact the development of the Facilities Master Plan.

Part I – Enrollment Growth

Vision Statement

El Camino College will be the College of choice for successful student learning, caring student services and open access. We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence. Our College will be a leader in demonstrating accountability to our community.

Enrollment Growth

The annual population rate of growth within the service area will be slow. Current demographic trends do not suggest the presence of a natural demand or opportunity for increased enrollments over the next 10 years. The demographic data for the future indicates a small Districtwide decrease in the 17-to 24-year-old age group segment (primary targets for post-secondary education) (ECC appendix).

In the absence of a natural driven demand, the District's vision for enrollment growth must include a continuation of the College's track record for attracting new 17-to 24-year-old students with equal emphasis on student retention. The College will also need to focus on attracting older students and life-long learners within the community. Trend analyses predict that by 2020 there will be distinct bands of adult age groups exhibiting growth within the District's boundaries: the 25 – 34 age group (50% increase over 2010) and 45 and over (ECC Appendix). All of these factors, plus increased competition for students from other local community colleges and post secondary educational institutions, will make it necessary for the College to continue embarking upon a proactive marketing program.

To increase student enrollment and serve the growing needs of its service area, the College will actively pursue students who may be less academically prepared for post-secondary education. Thus, the vision for enrollment growth will continue to include evaluations of the current curricular offerings and a stronger emphasis on programs that address basic skills. Basic skills curricular offerings will be refined to interface with the more traditional academic offerings of the College and be seen as an important point of entry to the College's overall academic experience.

Enrollment Projections

Student enrollment has traditionally been used by the State as the standard for measuring academic growth or decline in the College environment. Over the years this method has become less relevant for assessing the overall condition and status of a College because community colleges have seen a change in the type of student participating in a program of instruction. The purpose for which they attend has also changed. To accommodate today's student, great variances have been made in the delivery system of the instructional program. There is a growing interest in distance education courses. There has also been a general decline in the number of credits per enrollment, all of which creates a challenge for the College. Whether a student is enrolled for a one-unit course or carries an 18-unit load for a given semester, the College must give equal weight to that student as a single enrollment. The amount of time it takes to accommodate each single student, however, will vary significantly.

The amount of Weekly Student Contact Hours (WSCH) provides the most accurate perspective relative to growth or decline of the College. WSCH identifies the number of hours that are required to accommodate the total student body demand. WSCH does not differentiate between part-time or full-time status of a student. It is also the measure that most accurately determines whether or not existing space is used to its intended or full potential. For the purposes of determining space needs WSCH, not enrollment, will be used as the primary determinant.

Using the Fall 2008 semester as a baseline, the College generated 302,488 credit WSCH. This number reflects 27,258 headcount for the semester.

Forecasted Growth of Credit WSCH

As previously noted, the forecasting model devised for projecting future growth used credit WSCH as the primary determinant for developing space needs. Guidelines for space needs determination using credit WSCH are more fully disclosed in Title 5. The model also incorporated demographic data for the key cities and unincorporated areas in the District and assumed that sound operational policies and productivity and efficiency guidelines would continue to receive high priority at the College.

With all factors taken into consideration, credit WSCH generation is projected to increase by 175,144 from its 2008 fall semester level of 302,488 to 477,632 by 2020. At this benchmark point, credit enrollment is projected to be 40,446. Overall, the College is projected to show healthy growth rates to the year 2020. An annual growth rate of almost 3.9% is projected for credit WSCH while unduplicated credit enrollment is projected to grow at an annual rate of slightly over 3.8%.

Figure 1 – Projected Student Headcount
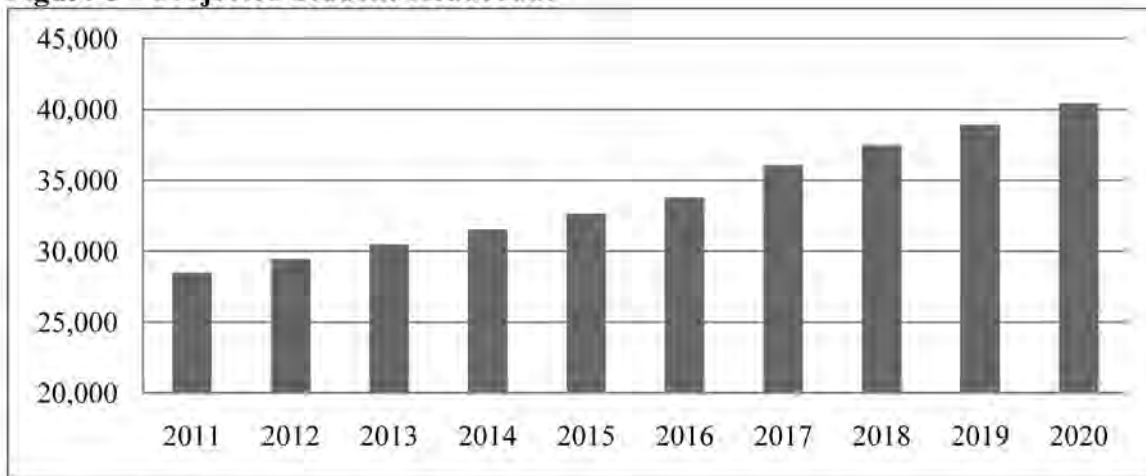
Source: Office of the Vice President of Academic Affairs

Figure 2 – Projected Weekly Student Contact Hours (WSCH)
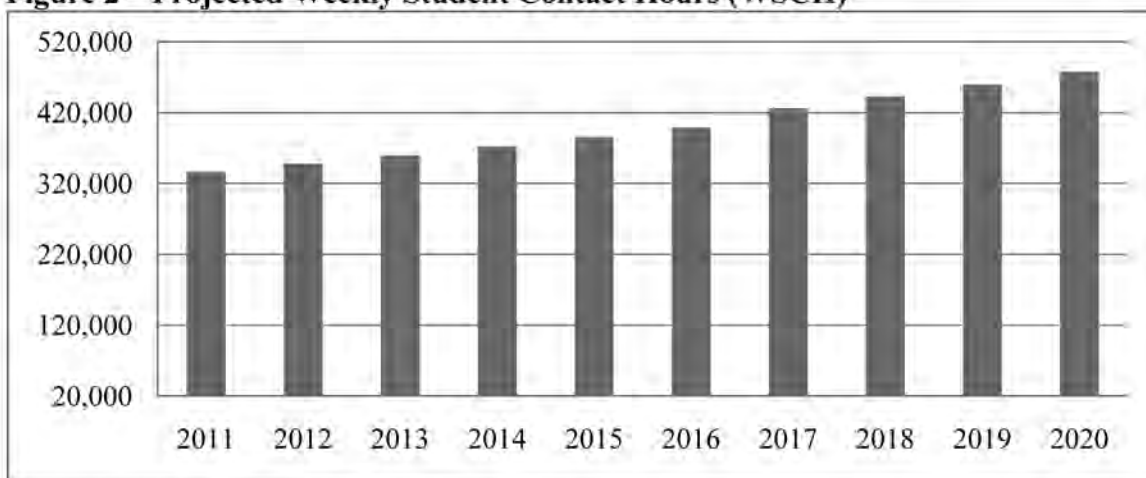
Source: Office of the Vice President of Academic Affairs

Attaining Projected Growth Goals

Reaching the growth targets of 477,632 credit WSCH and 40,446 students enrolled by 2020 is predicated on the fact that the College will create and adopt a strategy for enrollment management that capitalizes on: 1) attracting new students to the campus via new opportunities (e.g., attracting a larger proportion of 18- to 24-year-old students from within the District and life-long learners; 2) retaining returning students who have not completed their educational goal; 3) developing extended curricular activities that target basic skills education; 4) maintaining desirable transfer, career, technical, and developmental education programs; 5) continued emphasis on service to the key cities and unincorporated areas that currently support the College; and 6) striving for operational and academic efficiency.

Using the population data gathered in the demographic analysis and the sum of the geographic area within the College's 7.5-mile radius effective service area, the population base averaged 683,512 in 2010. Forecasted growth rates to the year 2020 indicate that the population within this area will reach 1,567,729. Attaining the growth goals projected will require that the College not only keep pace with, but also improve upon its rate of student participation from this population base.

Part II – Program Summaries

ACADEMIC AFFAIRS

Behavioral and Social Sciences Division

The Behavioral and Social Sciences Division is comprised of nine departments (Anthropology, Economics, Early Childhood Education, History, Human Development, Philosophy, Political Science, Psychology and Sociology) which are housed in the Social Science building and on the third floor of the Art and Behavioral Science building. The division offers mainly general education courses that meet requirements for transfer or an associate degree. In addition, the sole certificate program is one in Early Childhood Education.

The Social Science building recently underwent a remodeling and in this new configuration each classroom is now installed with current state-of-the-art smart classroom technology. Classroom sizes are not uniform with capacity that ranges from 44 to 56 seats. The normal class size in the Social Science building is 45 although classes with less than that number are scheduled in these rooms. The third floor of the Art and Behavioral Science building serves different functions housing classrooms, a Teacher Resource Room for the Early Childhood Education Department as well as the Anthropology Museum. All but one classroom accommodates normal class sizes of either 45 or 50. Smaller classes utilize a converted Business Division computer lab which holds up to 30 students. The rooms on the third floor are small in size with only one door to each classroom and no windows in interior and outer corridor classrooms.

Smart classroom technology has been installed over the years in all of the third floor classrooms in the Art and Behavioral Science building. In addition, the Teacher Resource Room, which serves as a facility for students to work on Child Development class projects, also doubles as a classroom for curriculum classes in that program. The Anthropology Museum completed a partial remodel last year as new exhibit display cases and moveable panels were installed to upgrade this facility that was established about 40 years ago. However, there is no separate air conditioning unit which has been a major detriment in securing artifacts from lending institutions that require adequate ventilation to prevent damage to artifacts. Another need of the museum is a modern tracking light system. The museum's outdated lighting system cannot be repaired and thus in order to provide adequate lighting to the facility a new one is essential. The adjacent workroom for the museum is also inadequate and inefficient for storage and as a work site for construction of exhibits. Two faculty members in each office have been utilized over the years to store the overflow of supplies needed for the museum which reduces the number of offices available for faculty within the program. Thus, in order to ensure that museum standards and instructional requirements of the Anthropology program curriculum remain current, a separate air conditioning unit, upgraded track lighting system and adequate storage workroom will be needed.

The Teacher Resource Room is a converted classroom and has been maintained through grant funds over the past five years. With the expected increased enrollment trend in Early Childhood Education that has been federally mandated for all Child Development and Head Start practitioners, the program will need instructional materials that support the program's requirements for student preparation and success.

The division's general education courses are also expected to continue to meet the degree and transfer requirements of students particularly with the implementation of transfer studies degrees in all the major disciplines within the division. Currently, there is adequate space within the Social Science building to schedule courses given the budgetary crisis that has reduced division

offerings but maintenance and replacement of smart classroom technology is essential for optimal instruction and student success.

This is not the case in the Art and Behavioral Science building where classroom space is limited. At present, some courses in Anthropology, Psychology and Sociology are being scheduled in the Social Science building. In the Art and Behavioral Science building the technological needs are greater since electrical connections in this older building often offset installation of smart classroom modules because the older wiring system is not suitable for state of the art technology. Better lighting and reconfiguration of classroom design is needed.

The division is also responsible for oversight of the Child Development Center. The facility opened in 1992 and has had very little improvements since then. The center is in need of regular maintenance and in particular security system, adequate fencing for the playground to shield the preschool age children from passersby. Improvements to the interior of the building would include modernization of cabinet space within the three classrooms at the center and upgrades to equipment in the kitchen area. Parents who utilize the facility have long lobbied for an infant and toddler wing that would require additional staffing.

Anthropology
Interest in Anthropology continues to increase, resulting in enrollment averaging around 1,200 students per semester in all sections. Since 2004, the curriculum for the program has increased to include the four major subfields of the discipline. Online offerings have been added to the schedule and are expected to expand to meet student demand for distance education classes. In addition, the number of faculty in the department has grown from two to four full-time instructors. A fifth position will be needed within the next three years

to keep pace with this growth trend. The department succeeded in establishing a new physical anthropology lab in 2008 and expects to expand the number of section offerings gradually over the next few years. A dedicated classroom has been assigned to the third floor of the Art and Behavioral Sciences building. But space remains a major issue in that building, which also houses four division departments and one grant program. Moreover, the Anthropology Museum, which is more than 35 years old, is still awaiting a new lighting system and separate air conditioning unit. A security system was finally installed in 2007 to meet requirements from major institutions for lending artifacts to display in the museum.

Child Development Center
The Child Development Center (CDC) maintains a staff to student ratio that is dictated by state and federal licensing laws and regulations. In 2009 the CDC eliminated the Dietetic Technician position and transferred the savings into more clerical support for the CDC office. This extra support is greatly needed due to new regulations to manage state preschool, CCAMPIS (Child Care Access Means Parents in School), CACFP (Child and Adult Care Food Program), and NAEYC (National Association for the Education of Young Children) contracts. The CDC is still projected for a phase 2 construction, which would expand the CDC to accommodate infants and toddlers. Parents prefer a facility where they can keep their children from infancy through pre-school years. This stability in enrollment is vital to the fiscal status of the CDC, which is dependent on fee-based income as well.

Childhood Education/Child Development
The Childhood Education/Child Development program continues to expand its curricular offerings to maintain strong enrollments each semester. The program keeps pace with mandated legislative and educational trends.

In recent years, additional course offerings, especially those focusing on special needs children, have been added to the curriculum. Online offerings are growing to meet student demand. The department faculty oversees various grants including the Child Development Training Consortium, Mentor Teacher program, and the five-year federally funded Head Start Career Advancement Partnership Grant, commonly known as SEEDS, which aims to professionalize the field of Head Start. At least two more full-time faculty will be needed within the next three to four years to keep pace with the diversification of the program, which continues to serve students, particularly those who are impacted by mandated requirements requiring an associate degree to remain employed in the field. The department also needs an additional dedicated classroom or two on the third floor of the Art and Behavioral Science Building. In addition, the Teacher Resource Room, originally funded in part by CTE and Title-V grants, will need to be maintained or enlarged to continue to serve as a resource facility for students who utilize the room to complete class projects and assignments.

Economics

The Economics Department continues to maintain stable enrollments given the small number of course offerings available to students. The department anticipates adding one new course to the curriculum on global economics and foresees a need for increased online section offerings to meet student demand. The department now has two full-time instructors and does not expect a need for additional faculty member within the next four to five years. Classrooms are adequate for the program, but a smart classroom is desirable.

Ethnic Studies

Ethnic Studies remains an interdisciplinary and stable program. The major has been updated with new courses. Introduction to Ethnic Studies and The Chicano in Contemporary United States Society, have been added to the curriculum, as well as an Asian American Studies option. This option will continue to evolve in the near future as new courses are considered to enhance this major. A full-time instructor is not yet needed because instructors from various disciplines teach the courses but it is expected that there will be a need in four to five years should enrollments grow dramatically.

History

The History Department remains the largest program within the division with consistently strong stable enrollments. Distance education offerings, particularly online classes, are increasing in number every semester and are expected to continue to expand over the next few years. Apart from the addition of new courses and revisions to some existing ones, the department's courses continue to meet many general education requirements for students. The full-time faculty number seven, an increase of two since 2004. However, this number remains lower than the high of nine more than a decade ago. All of the classrooms used by the History Department have LCD projectors but only one smart classroom. Faculty members are utilizing technology increasingly in their presentations and desire more smart classrooms. Currently, classroom space is adequate for the size of the program's offerings but with the Social Science remodel beginning in 2010, every classroom will have improved technology.

Human Development

The Human Development program was relocated from Humanities to the Behavioral and Social Sciences Division in Fall 2004. At that time the program had one full-time instructor and several part-time faculty including full-time counselors. The program's focus was preparing students to adjust successfully to college life. The department now has two full-time instructors, retains a number of part-time faculty (mostly with a counseling background) and has expanded its mission to better prepare faculty throughout campus to address student preparedness for college work.   A teaching and learning cohort created by the department that prepares potential Human Development 8 instructors has been folded into the Faculty Inquiry Partnership Program (FIPP) and aims at providing instructors with strategies for helping students succeed. This is the one division program that does not exclusively use classrooms in either the Social Science or Art and Behavioral Sciences building but with the completion of the SOCS remodel, all classes will be offered in the building.

Liberal Studies
(Teacher Education Program)

The Liberal Studies major is selected by Teacher Education Program students wishing to become elementary or special education teachers. The program currently serves about 500 Liberal Studies majors. Enrollments should continue to remain strong over the next few years. The Teacher Education Program (TEP), which had been funded by a Title-V grant for 10 years and provided resources for staffing, student support and faculty professional development, is no longer in existence. Initially, after the end of the Title V grant, TEP was kept operational within the division. But, the TEP counselor who was assigned in part to service Liberal Studies majors was transferred to the Counseling Division. The goal of institutionalization of TEP is on hold in large part due to budgetary constraints. To

function as a viable program, TEP will need a faculty coordinator and some staffing support to service Liberal Studies majors. It is uncertain when and if the program will be restored.

Philosophy

The Philosophy Department enrollments remain stable with no exceptional increases in any one course. However, online section offerings of core courses have increased to meet student demand. While a decline in campus sections of Philosophy 5 (Critical Thinking and Discourse) and Philosophy 8 (Introduction to Logic) has taken place, these courses fill in the distance education format. Two new courses have been added to the curriculum – Asian philosophy and existentialism. In addition, in the development stage is a proposal for a course on political philosophy. The department is now staffed with three full-time instructors. Currently, there is adequate classroom space for department offerings and all faculty have access to smart classroom technology in the Social Science building beginning fall 2011.

Political Science

The Political Science Department continues to have stable enrollments. The core courses meet general education graduation and transfer requirements. The department has also reactivated courses on civil liberties and civil rights and California state and local government. The department has increased online section offerings of Political Science 1 (Governments of the United States and California) in recent years to meet growing student interest in this delivery mode. The department intends to develop a political theory course to meet the needs of majors who plan to transfer to the University of California system. The department has four full-time faculty members. Adequate classroom space exists for the program and technological needs remain minimal.

Psychology

The Psychology Department is the second largest program in the division, offering introductory courses that fulfill general education requirements. In the past few years, online offerings have increased and will continue to do so to meet student demand. At present, there are seven full-time instructors in the department. Upgraded classroom technology is critical on the third floor of the Art and Behavioral Sciences Building. In addition, the department would like to have a dedicated classroom lab for both the Psychology 9A and 9B majors and general student use. The new proposed Psychology model transfer studies associate degree pattern has been reviewed by the department.

Sociology

The Sociology Department has expanded its curricular offerings in recent years to address student need and to broaden the offerings available to students. New courses on Race and Ethnicity, Global Perspectives on Race and Ethnicity, and Introduction to Criminology have been added to the department curricula. After careful review by the department, the Introduction to Social Work course is being inactivated. Online section offerings of introductory courses were in a growth mode until budgetary constraints placed a cap on distance education section offerings. The Sociology model transfer curriculum has been approved by the department faculty. The department has access to two smart classrooms and would like an additional smart classroom. In addition, the faculty is utilizing "clickers" in selected sections.

Study Abroad Program

The Study Abroad Program continues to operate under a reduced budget. The weekly operations of the program are directed by the dean of Behavioral and Social Sciences. The semester programs remain on hiatus, but two winter session programs were added to complement the two annual summer programs. More diversity in locations for study abroad have been added with programs recently to China, Costa Rica, Ghana, Mexico, and South Africa achieving successful recruitments. The current budget provides for faculty salaries, supplies, and conference attendance. Most recent programs have ranged from 17 to 45 students, depending on location and student interest. Due to the extensive monitoring that takes place in study abroad program development, recruitment and oversight, the Study Abroad Advisory Committee continues to recommend restoring a faculty coordinator at 20% release time to this program. There will be no study abroad offerings in 2012 due to budgetary cutbacks.

Women's Studies

The program is comprised of one course with two sections per semester that is taught by two full-time instructors as part of their regular load. The classes always fill and the goal continues to be to grow the program into a defined interdisciplinary major within the next four years. Currently, technological equipment support is minimal.

Business Division

Accounting

The Accounting Department is one of the largest departments in the Business Division and maintains strong stable enrollments. In the program, students acquire the ability to apply the fundamental theory, principles and practices of the accounting cycle for unincorporated and corporate forms of business, financial, and managerial accounting theory, cost accounting and cost procedures used in business and industry, as well as income tax regulations pertaining to individual and business income tax preparation and planning. Business 1A, Financial Accounting, and Business 1B, Managerial Accounting, meet many transfer requirements for students, and the department offers the largest number of sections in these two courses. The classrooms have been equipped with computers and projectors and other technology. As a result, faculty members are using technology increasingly to enhance their presentations. Regular hardware, software, and equipment upgrades will be essential to keeping courses current with industry standards. Presently the space required for the program is adequate. However, as the enrollment increases, additional lecture and computer lab rooms will be required.

Computer Information Systems (CIS)

The Computer Information Systems (CIS) department is the largest department in the Business Division and offers courses that enable students to design graphical user interface, perform systems analysis, develop Web pages, spreadsheets, and databases as well as implement and maintain Local Area Networks (LANs). Demand for, and interest in, Computer Information Systems courses remains high, despite budget-imposed class reductions. The Cisco program within the CIS Department is stable and maintaining. Annual funding is needed to maintain and purchase equipment for Cisco. The E-Commerce

program is maintaining and will continue to grow as curriculum is revised. Database is presently the leading application in software development. The applications taught, Word, Excel, and Access, will change; upgrades, both major and minor, will be needed, as new applications emerge. New programs such as mobile application/networking and server-side applications will be created. Upgrades and current technology, including hardware and software, in the classrooms and labs will be required as technology advances and the department will need to adjust to meet demand and keep current with industry standards. Training for new applications and developments will be necessary. Expansion in the CIS Department will be guaranteed once funds for additional sections and course development are provided. There are fewer educational computer labs and lecture rooms available for CIS classes in the new building. As the budget improves and the department is able to offer the classes students demand, additional computer labs and lecture rooms as well as upgraded furniture will be needed to keep the CIS program on the cutting edge with industry.

Law

Law is taught as part of the Business discipline's entrepreneurial program. Its courses meet the curriculum standards for transfer to College Business Schools accredited by the Association to Advance Collegiate Schools of Business (AACSB). Law courses provide students, especially those considering their own business entity or seeking employment in the private sector, with an introduction to the legal environment in which business operates. Course content covers the legal, ethical, and public policy issues of contracts, sales, commercial paper, banking, agencies, partnerships and other forms of business organizations, and international trade. As business becomes more regulated the business professional is in need of more legal knowledge. The courses in the

Law Department meet the general education and transfer requirements of many students and enrollment in these classes continues to be strong and stable. In Paralegal Studies, a program within the Law Department, courses are designed to train students to assist lawyers in private firms, company legal departments, or governmental agencies. Graduates will have the ability to apply theories and principles of law, prepare or interpret legal documents, draft pleadings including court forms, prepare for litigation, apply legal ethics, case management techniques, and skills for client interaction, and research the law. Enrollment in the Paralegal Studies classes is consistently stable. It is expected that there will be an increase in the courses transferable to four-year colleges and universities, and there will be an increase in individuals who pursue their own business enterprises. Presently, facilities for the law department are adequate, however at such time as the budget permits increasing the number of sections offered; additional room space will be required. Keeping library materials current and updated is crucial to the success of the students within the program and requires an annual budget. Renewal of legal publications and upgrading hardware and legal software used in the program is essential. The Paralegal Studies Program is approved by the American Bar Association (ABA) and annual funding is required to maintain the ABA approval. As required by the ABA, annual funding is needed to maintain membership in the American Association for Paralegal Education (AAfPE) and for faculty to attend the annual AAfPE conferences. The ABA requires that the law faculty stay current in legal trends; annual renewal of the Continuing Education of the Bar fees is mandatory and permits the law faculty to attend legal training in various areas of legal specialties.

Management

The Management program prepares students for careers in Management, Marketing, Finance, and International Business. Students completing this program will have the ability to organize, operate, and manage business organizations, utilize human resources, improve working relationships, draft letters and reports, and speak in various business situations. The department recently developed Retail Management and International Business classes. Instruction will continue to incorporate technology and will require the appropriate equipment and software upgrades. Although facilities are presently adequate, additional lecture rooms will be needed in the future to accommodate the growth in the program.

Office Administration

The Office Administration program teaches students to operate office equipment appropriate to their specialty and to apply American business office procedures, as well as understand information management principles, operations, and projects. Office Administration courses provide students with a broad foundation to pursue careers in office services with opportunities for career advancement. The department has experienced a decline in enrollment over the past few years. Curriculum must be revised and new procedures developed in order to revitalize the department and to stay current with student demand and industry needs. It is important that the department maintain the Microsoft Office Systems Authorized Testing Center status. This program will require regular hardware and software upgrades to keep the courses current with industry trends. Although facilities and furniture will be adequate for the next few years, additional lecture and lab space as well as new furniture will be necessary in the next five years.

Real Estate

The Real Estate program educates potential real estate professionals for successful careers in residential and commercial real estate sales, appraisal, property management, escrow, loan brokering, development investment, leasing and title insurance. The program is designed to meet the needs of an expanding industry and meets legislatively mandated education requirements for the California Department of Real Estate (DRE) salesperson and broker license exams and the Office of Real Estate Appraisal (OREA) license exam. Enrollments in the Real Estate Department have declined appreciably in the past few years due largely in part to the decline in the housing industry. As a result, real estate course offerings have been significantly reduced. The present staffing and facilities are adequate, however because the program incorporates technology into the courses regular hardware and software upgrades will be necessary to stay current with industry standards.

Fine Arts Division

The Fine Arts Division provides students a comprehensive lower-division curriculum in visual and performing arts as well as general education requirements that prepares students for transfer to four-year universities. Students may choose an educational plan that leads to an Associate in Arts, Associate in Sciences, and Associate in Arts Transfer degrees in seven different disciplines as well as Certificates of Achievement in ten Career Technical Education programs. Students acquire core competencies in content knowledge, communication and comprehension, and critical, creative and analytical thinking while completing Fine Arts courses.

The division is comprised of seven departments (Art, Communication Studies, Dance, Film/Video, Music, Photography, and Theatre) that are housed in various facilities including the Art and Behavioral Social Science building, the Art Annex, the Music building, and the second floor of the Physical Education South building. Two additional programs (Center for the Arts and the Art Gallery) support the instructional areas and culturally enrich the campus and wider community with performances and exhibitions presented in various venues and locations, including the Art Gallery (located in the Art building), the Marsee Auditorium, the Campus Theatre, and Haag Recital Hall (located in the basement of the Music building).

Enrollment in the visual and performing arts has been consistently robust and continues to show the potential for much growth. The division currently schedules 598 classes to an enrollment of 17,878 (actual seats) for an average fill rate of 106.955% and a total of 2,535 FTES, or 14.1% of the projected FTES goal (17,951) for 2011-12. Weekly Student Contact Hours, which are a measure of facility usage, total 77,832.59 for Fall and Spring semesters in 2011-12. FTES in Fall/Spring 2011-12 (2,304) have remained nearly

as high as the peak growth year 2008-09 (2,358). Additionally, the continuing pattern of reduction and elimination of K-12 art programs has increased the urgency for more Fine Arts classes to ensure student access to a foundational arts education that equips students with critical, creative and analytical thinking skills.

Facility Needs

The facilities supporting the Fine Arts programs are nearly 60 years old and in dire need of modernization to achieve 21st century standards for green and solar technology and waste recovery. Ceilings leak and basements flood when it rains; networking and electrical systems are inadequate to meet current instructional needs; elevators are unreliable; restrooms leak as a result of breakages in the water main lines; lighting is not energy efficient; and air conditioning/ventilation systems are grossly inadequate.

In addition to these deficiencies, the current facilities provide limited student access to open labs, studios, and practice rooms to the continuing detriment of student success. Likewise, the current facilities are located in separate buildings, contributing to a lack of cohesiveness among the programs and to a lack of visual and physical presence on the campus. Space is used inefficiently in the Art and Music buildings and the Dance program is isolated on the second floor of Physical Education South. The current assignable square footage to gross square footage ratio for the buildings is 52.35% and 53.82% respectively, well below the state building requirements for efficiency. New buildings to replace the aging Art and Music buildings are needed to meet program demands and maximize functional space with the following recommendations:

a. Consolidate the performing arts (Dance, Communication Studies, Music, and Theatre) into one complex to increase efficient use of resources and to facilitate cross-disciplinary interaction and relocate the facility near the Marsee Auditorium to provide a physical presence and sense of cohesion for classrooms and performance venues. The new building should include a Recital Hall for concerts and performances.

b. Consolidate the visual arts (Art, Film/Video, and Photography) into one complex to increase efficient use of resources and to facilitate cross-disciplinary interaction. This would include a dedicated space for the Film/Video program which presently holds classes in six different classrooms, including a production class that shoots outside "on location." The new building should include an Art Gallery and display cases and spaces for exhibiting student work

c. Specialized classrooms with secure storage for teaching materials to facilitate program offerings (e.g., larger Forensics squad room, dedicated lighting studio, music computer lab and recording studio, digital arts computer labs, film/video editing studio, Pilates and commercial dance studios, music practice rooms, an additional acting/rehearsal classroom, and a classroom that can alternatively function as a Black Box theatre for student and small company performances

d. Improved lighting and reconfiguration of classroom design

e. More exhibition space for year-round display of student work

f. New equipment and an infrastructure to support the rapid technological advances in the visual and performing arts that includes electrical and network upgrades

g. Additional lab space to meet the increasing demand for technologically relevant fine arts instruction

h. Soundproof classrooms for performing arts classes to improve the instructional environment and facilitate a more efficient schedule of room usage (currently many performing arts classes cannot be scheduled in adjacent classrooms at the same time; equally problematic are the location of dance studios near lecture rooms where dance music impedes on the instructional environment of adjacent lecture rooms)

i. Lighting, sound, and audio/visual presentation systems for all arts venues

j. The Music Library, a specialized facility provided by Library services, is located in the Music building and is currently housed in a classroom space. Current storage capacity is limited and technology for students to access program resources is inadequate. In addition, the space needs to be redesigned to make it more functional for students and staff to better serve the various programs in the music department

k. The creation of outdoor learning spaces as well as interior spaces where Fine Arts students can assemble and securely store their materials, tools, equipment, and gear which could also provide common areas for Fine Arts students to gather in between classes

l. Redesign of faculty and administrative offices, and faculty conference and common areas

m. Redesign of the Marsee Auditorium, which is 45 years old and in serious need of renovation to correct deficiencies and attend to long-term maintenance needs.

Art

As an extension of the classroom, the Art Gallery exposes students to diverse artists and artistic experiences that reflect the many concepts, techniques, and sensibilities of the current art scene. The Art Gallery also functions as a laboratory for the Art Gallery Management Certificate Program and for other areas of the Art Department curriculum. Projected needs include audio/visual equipment for staging exhibitions, continued funding to maintain current programs, technology support for the gallery web site, and computer upgrades. Additionally, the Art Department is interested in creating a separate exhibition space for year-round display of student art work.

The Art History program fulfills the general education transfer requirements of all students and, therefore, will continue to be in demand. The existing classrooms were upgraded in 2012 with new furnishings and presentation equipment but design modifications are needed to accommodate the instructor stations and improve the lighting system. Art History has recently been designated as a discipline and this has resulted in a change to the minimum qualifications for new hires as well as an opportunity to develop a degree programs for art history majors (AA) and transfer students (AA-T). The discipline will also experience a significant change in instructional delivery and pedagogy with the inclusion of distance education, hybrid, and student-centered learning models. This change will require additional technology support and equipment to provide students with access to computer stations and/or laptops in each classroom as well as a scanning technician to maintain a digital archive of art historical images for instructional use.

Studio Art will continue to focus on student transfer options with the approval of an Associate of Art Transfer degree in 2012-12. Expanded course offerings are expected

in response to students' career goals and the changing demands of the workplace. As these areas grow in size and student demand, there will be a commensurate need for expanded offerings in core foundation courses to ensure quality and integrity throughout the curriculum, and for personnel and facilities to support the new and ongoing technical demands of studio art courses as well as to provide open lab time for students to complete assignments.

Center for the Arts

Center for the Arts (CFA) is a performing arts program. It oversees three performing arts venues: Marsee Auditorium (2000-seat capacity), Campus Theatre (350-seat capacity), and the Haag Recital Hall (180-seat capacity). It supports faculty and students by meeting specific curriculum requirements for the various disciplines of the Fine Arts division. CFA will remain stable in its Resident/Guest Artist and Master Class offerings in the next 1-5 years and expand the quality and complexity of its programming in the next 6-10 years to increase student opportunities and experiences. All CFA venues need to be upgraded with new lighting, sound, and presentation systems to stay abreast of technological advances in the arts industry.

The Center for the Arts is exploring more co-sponsored events in the next 1 – 5 years as these types of events have proven to be successful in providing students with additional opportunities to see professional performances at an affordable cost. CFA will also continue to rent its venues as a means to generate additional revenues. This will require a need to make improvements to the rental process and procedure so that it is user-friendly.

Communication Studies

The Communication Studies department offers a variety of courses that fulfill general education transfer requirements. Faculty work diligently to meet the college's goals for program completion and transfer to a four-year university. The program is one of the first at El Camino to approve an Associate in Art Transfer (AA-T) degree in the discipline. More students are choosing Communication Studies as a major because they know as the workforce gets more competitive these classes give them the needed skills for interviewing and job advancement. The department also maintains a very high retention rate. Smart classrooms were upgraded in 2011-12.

The forensic program is currently ranked 2nd in the State among Community Colleges, and 2nd in the Nation in debate among both community colleges and four year universities. Ninety-nine percent of our forensic students transfer to four-year universities, and are often offered scholarships from multiple institutions. The forensic team continues to provide an integral service to the department by providing a showcase presentation each semester to meet the curriculum requirements of Communication Studies courses.

Dance

Curriculum will be developed to address the more specific styles of jazz through the development and implementation of a Lyrical Jazz dance class. Tap will also be specifically addressed through the development of a Rhythm Tap Dance class. These classes bring into focus the fusion that is going on in dance where the various styles of dance are no longer being presented as isolated components. Elements of the various styles are now overlapping especially in the intermediate and advanced levels of the lecture/lab dance technique dance classes.

Curriculum will be developed in Dance History to offer courses addressing Black Dance and Dance from Primitive to Modern Times. Also courses on Dance Theory, Dance Pedagogy and Dance Kinesiology will need to be developed. The ability to copy and transfer archived material will also need to be addressed.

Satellite classrooms will be needed to address the expanding demand for the social dance and world dance classes such as American Social Dance, Latin Social Dance, African Dance, and Mexican Dance. Additionally curriculum in this area needs to be addressed to reflect current trends. Ballroom Dance especially needs to be expanded and detailed regarding vocabulary and codification. The traditional Studio Dance classes such as Ballet, Modern Dance, Jazz and Tap need to be offered independently (i.e. Beginning level class sections without intermediate level class sections co-listed). Additionally the Dance Studio format currently in place is dysfunctional with lecture classrooms located across from the dance studios. A different building arrangement must be addressed through the possible development of a performing arts complex that will house all the disciplines in adjacent buildings.

In periods of growth, new certification programs in Pilates and Commercial Dance and a program in Musical Theater are all collaborative projects that need to be developed with curriculum and faculty from physical education (Pilates), Radio/Television and Theater (Commercial Dance) and Theater and Music (Musical Theater). Other community colleges are already successfully implementing similar programs as these, which reflect current trends in, dance education. Additionally courses in computerized dance and dance notation are now being offered at most major universities and would need additional resources in order for El Camino College to do the same. Pilates and Commercial Dance would also require

specific equipment and facilities in order to be offered effectively.

Film/Video

Seven years prior, when Film/Video was undergoing substantive changes in curriculum and direction, the faculty was well aware of the increasing demand for filmed entertainment, news, commercials, and other visual material congruent with the growth of cable television, satellite TV, and home video. Given the advances in computing speed and power, the federal government's mandate to move to high-definition television, soaring DVD sales, and the emergence of the Internet and devices such as video iPods as viable distribution outlets, demand for content and creators has accelerated tremendously since 2001. Thus, the Film/Video department believes that the numbers of students seeking training in digital media production will keep pace with the digital revolution permeating all aspects of the entertainment industries.

Enrollment in Film/Video courses has continued to increase annually - nearly 300 students enrolled in Fall 2007 - but growth has been stymied by unnecessary curriculum restrictions, lack of a permanent teaching facility/studio space, and antiquated equipment. The department would like to expand course offerings in all areas including film studies, advanced digital production including HD (High Definition), DVD authoring, and writing for traditional and new media. Congruent with expanding the curriculum, it is imperative that all production courses have the equipment necessary to teach media production skills utilizing the latest HD digital technologies as practiced by industry. Therefore, securing a permanent space equipped with industry-level hardware and software will finally give the department an identity and presence on campus and simultaneously fuel its unlimited growth potential.

The College's proximity to the international center of the motion picture and television industries makes it a natural choice for students desirous of training in digital media production. Additionally, El Camino College is a feeder school for major universities that have world-class Film/Video/Media programs: USC, UCLA, Loyola-Marymount, Chapman University, California State Universities at Long Beach, Los Angeles, and Northridge. New curriculum and upgrading the College's equipment and facilities will enable the department to properly teach students the skills necessary to be competitive when seeking employment or transfer to a four-year institution. Additional faculty will be needed to teach specialty courses and accommodate anticipated student demand and assist building a first-rate program that will position El Camino College as the premier choice for Film/Video/Media education.

Music

There will continue to be a demand for Center for the Arts professional programs related to Music Department course offerings. The concept of live performance in the classroom has been a staple of Music Department courses for over 18 years. In particular, Music Appreciation, Applied Music, and Music History classes have shown significant retention rates since the implementation of live performance offerings. There will also continue to be a demand for master classes given by professional performers for advanced music students. Being critiqued by award-winning musicians such as Olga Kern and Jon Nakamatsu sends a positive message about our students to transfer schools.

Music Appreciation and Music History classrooms were upgraded in 2011-12 with new instructor stations, , audio and visual equipment, projection systems and screens. There is a need to replace some of the pianos in practice rooms, and all Music Department pianos need to be tuned on a more regular basis. Audio equipment in practice rooms

needs upgrading. General maintenance of equipment needs to be on-going and replacement items such as lamps for projectors should be available when needed.

The Music Computer Laboratory is a crucial resource for music majors who are enrolled in Music 1 (Music Fundamentals), 2A and 2B (Sight Singing), 3A, 3B, and 3C (Theory), and 5 (Commercial/Jazz Theory). It is currently being upgraded with new computers, software, controllers, headphones and audio interfaces. Access to the lab for a minimum of two hours daily would allow faculty to require students to work in the facility. An instructor assigned to the lab to supervise and assist students is essential. Interactive music programs will strengthen and reinforce class lectures/assignments for all music students.

There will continue to be a need for practice rooms, private studio space in the main Music Building, as well as instruction/rehearsal classrooms in Marsee Auditorium. Additional practice rooms are needed to meet the demand of the 90 Applied Music students who are required to practice on campus a minimum of six hours each week. The practice rooms are also necessary for students taking other Music courses such as Piano, Choir or Voice instruction, Guitar, Beginning Orchestra, Band and instrumental ensembles. Piano studios/offices are needed for Accompanists who practice music, work individually with students, and record tapes. The conversion of the old restrooms in the Music Building to studios/offices/practice rooms has been discussed frequently as a means of meeting this need. It has become increasingly difficult to schedule Applied Music lessons due to the lack of studio space, and the need for additional classroom/performance ensemble space in the Marsee Auditorium already impacts the scheduling and instruction of classes in that building. In addition, the building of a soundproof wall between the Recital Hall and Music 6 (a theatre class space) has been requested for

many years. As it exists currently, only one of the two rooms can be used at a given time due to lack of soundproofing. With soundproofing and remodeling, the spaces could be used to teach classes simultaneously.

Photography

The Photography program provides a comprehensive foundation in black-and-white and color formats as well as digital and wet-lab processes for beginning, intermediate, and advanced students. The program offers students both transfer options and career technical training for completing the requirements of a degree or certificate. The program is noted for its alliances with other programs to meet transfer and curricular requirements. Courses in other departments such as Administration of Justice, Film/Video, Journalism, and Art are accepted as degree and certificate requirements and/or are offered as cross-listed courses. Enrollments, fill-rates, and success/retention/completion rates are high and indicate there is significant demand for photography classes.

The program showcases student work in on-campus and off-campus venues as well as in the student newspaper and campus publications, such as the *Union*, the *Myriad*, and *Warrior Life*. Additionally, students in the program frequently have their work published and receive awards.

In terms of facilities, a new darkroom and computer lab were built in 2009 to house the program which moved from the Communications building to the Art building. An additional classroom (ArtB 15) was upgraded as a lighting studio, and storage and office space has been provided. There will be an ongoing need to upgrade the computer lab and equipment used by the program.

Theatre

Since students learn so much by participating in and by attending productions, it is vital the College restore productions that have been eliminated. Specifically, the Theatre Discipline should produce two main stage productions each semester, one bill of student-directed one-act plays in the fall, and a musical production during the summer session. Ideally, funding would be provided by the College so that musicals could be produced in the summer. It is important that the conversion of TH-151to a functional theatre be completed so that at least one production each year is produced in using non-proscenium staging. It is also important for ECC students to have the opportunity to participate in and view intimate productions staged in arena, thrust, and other alternate styles of presentation.

The Theatre program can be strengthened in three ways: by the addition of an "Acting for the Camera" course, which will better prepare students for the challenges of working in the industry, the addition of one acting rehearsing classroom, and the creation of an Associate in Arts Transfer (AA-T) degree. This additional open space room would allow many more options for scheduling acting classes and rehearsals, and would provide a place to move classes when TH-151 is being used for production.

New intelligent lighting fixtures, lighting consoles, and computer software were purchased in 2010-11 to support the reactivation of an Entertainment Lighting Certificate program and provide students with the skills needed to enter a highly competitive workplace. There will continue to be a demand for the Entertainment Lighting Certificate Program, which provides students with hands-on training in the area of intelligent lighting. These courses will prepare students for career opportunities in Theatre, Film, Television and other special events utilizing intelligent lighting.

Health, Science and Athletics Division

Adapted Physical Education

The Adapted Physical Education (APE) program provides exercise opportunities in an educational setting for individuals with disabilities. The strong program is able to serve a diverse population of students in a variety of venues such as bowling, swimming, yoga, and fitness-related courses. To ensure student success, access, and safety, it is important that facilities have adequate space storage area, technology assistance, and universal design/specialized exercise equipment. Classroom size is typically between 20-25 students in each course.

Improved bathroom and locker facilities are needed especially in the pool area. A contract or budget for maintenance of equipment and providing instructor offices near the classrooms are additional needs. Future consideration of construction should address needs in this area. There is currently only one, very outdated facility. These recommendations will facilitate better access and a higher quality of instruction and educational experience for the students. They also will assist the faculty with teaching and administrative duties.

Intercollegiate Athletics

The Intercollegiate Athletic program currently consists of twenty-one (21) intercollegiate athletic programs (10 women, 11 men) and various preparatory off-season conditioning classes. Over 400 athletes in these programs train and compete within a network of athletic conferences sanctioned by the CCCAA (California Community College Athletic Association) that culminate in a state championship in all sports. Approximately sixty (60) coaches, seven full time and eight full-time classified support staff direct these programs. The athletic programs, though popular and successful, face some strong budget restraints over the next few years. The programs have had to make some

difficult decisions regarding team roster size and staffing. It is highly recommended that stability over the next five years be maintained through by looking at institutionalizing various funding opportunities and reducing some of the burden on auxiliary service budget. Currently, athletic participation by students is largely funded by our student auxiliary budget. Funding from that source has greatly decreased due to the changing business structure within the book store facility. Athletics continues to look at new programs that are growing on the CIF level and at other community colleges. With that also comes internal examination for programs that are able to service the community need as well as meet the college program requirements of transfer and degree. The tri-sport athletic and instructional complex is currently under design with further facility improvements planned as part of an extension to the current bond. These first two phases will address many of our outdoor non-traditional instructional areas as well as servicing a variety of our outdoor athletic programs. The facility will also enhance the ability of our support staff to service our students with renovated facilities in equipment, lockers and athletic medicine. Future needs of the program include faculty offices as mentioned in the area below, new gymnasium facilities, aquatics, and supporting areas. The current instructional and program areas are old and lacking in various areas. New facilities will enhance not only the campus and community, but allow additional opportunities for programs. Additional areas that can assist students in their success should be considered, like advisement and study group areas in the new facility. Changes in the repeatability for athletics will facilitate in a streamlining of the offerings and balance between level of apportionment and student preparation or safety.

Kinesiology: Theory, Fitness/Wellness, and Recreation

This educational area is undergoing great change and transformation. Future limitations on repeatability and budgetary restrictions have led to a need for more strategic planning on the timing and scheduling of courses. That accompanied with the identification of additional curriculum in the area will assist in continuing to provide a well-rounded comprehensive curriculum. Curriculum additions that assist in transfer, degree and certificate are being examined, such as, women's health studies, athletic training, strength training, coaching, advanced courses in the area of fitness, online fitness and fitness/theory combination courses. Kinesiology has strong interest within the CSU system. A transfer model degree has been established to promote an increase in student transfer and completion. Students will demand the latest and most innovative approaches and equipment for exercise. As greater demand is placed on our health care system, programs that promote lifelong fitness can assist our community through appropriate offerings. The incidence of diabetes, obesity and other health issues can be decreased through courses in this area. Continued training and development of faculty in the areas of training needed to fulfill the student course will continue to be in high demand.

The facilities within the division are extremely outdated and unable to support aspects of our quality education or innovative growth. Many of the facilities date back to the original years of the institution. New courses that are in high demand are being conducted in facilities that are below professional standard. Current renovations in the athletic and instruction stadium complex will address the needs of numerous outdoor venue instructional classes as well as the support staff that serve these courses and programs. In future years the offices, traditional instructional classes and laboratory fitness areas need replacement. Offices are without the needed infrastructure to support internet, wireless, or even general office accommodations. Classrooms and the various instructional areas have extremely dated equipment and facilities. Ceiling tiles, safety walling, flooring and all other essential materials are in need of replacement. An increase in the size of existing facilities and/or provisions for new facilities with specific design characteristics, such as soundproofing, will be required to accommodate new, specialized courses. More classroom courses will make use of computer technology and Internet opportunities. This will require Internet-ready facilities, computer availability and provision for upgrades and replacements. 2020 projections show a growth in the area of education that will result in the need for these improved facilities.

Nursing

The program has maintained a steady number of nursing students but is aware of the potential 24% growth in the next eight years. Class size remains within accreditation limits and instructors continue to show success of degree and pass rates. New facilities come online in the Fall 2012 and will address the current state of facilities. Access for students, adequate space for instruction, laboratory and faculty offices are all being improved with the addition of the new facility. Upon completion the program will be looking to improve the overall success of students by offering improved access to the simulation laboratory and skills laboratory. Nursing will also look at additions of a computer laboratory for student testing, simulation and study.

New facility will house a state of the art simulation and skills laboratory. The addition or maintenance of materials, software and equipment will be a need that must be addressed to adequately maintain a high level of success. The program should continue to look for partnerships with four year institutions as positively affect the AA to BA model that could transform the future of nursing.

The nursing program is planning for increased used of clinical simulation and the possibility of participating in interdisciplinary simulation with other health care programs.

Student Success: As retention in the nursing program improves, the need for larger classroom space will become apparent. Nursing currently has access to only one classroom that will seat more than 40 people. With the limited classroom times available (due to clinical scheduling), having at least one additional classroom with greater than 40 seats would be beneficial. Additionally, a nursing-dedicated computer lab (60 seats) would be of great benefit to the nursing program and success of the students. Many nursing schools across the country have implemented computerized testing within the nursing courses. This simulates the licensing examination that students will eventually take and allows students real-life practice with the variety of question types they may see on that exam. It is impossible to emulate the licensing exam with paper/pencil tests. Computerized testing also provides for additional learning to occur after submission of the exam, when the student has the opportunity to view the rationale and explanation for the correct answers. Increased computer usage throughout the department will call for improved technologic infrastructure.

Radiologic Technology

The demand for highly trained and qualified radiologic technologists who have state and national licensure continues, but with the current economy, the job market has started to change. Institutions hiring radiologic technologists are requesting that student technologist and new graduates be trained in not only entry-level skills, but have a good working knowledge of digital equipment, and become skilled in advanced modalities such as angiography, magnetic resonance imaging (MRI) and computed tomography (CT) scanning. The American Registry of Radiologic

Technologists (ARRT) will be adopting competency requirements in specific CT exams. While introductory courses are currently offered within the ECC Radiologic Technology curriculum, additional curriculum and increased access to the advanced modality training at the clinical sites will be needed to improve the graduating student's entry-level skills as they compete in the job market. This program will join the other allied health and nursing in the new facility. Upon that relocation there is a need for continual upgrade or update of equipment within the facility. The transition from film to digital is becoming the industry standard. Addition of state of the art machines should be considered as monies allow.

In addition, stand alone fluoroscopy courses could also assist practicing radiographers, physicians and physician assistants in obtaining the required State of California, Radiologic Health Branch – fluoroscopy certificates. Mammography could be developed for graduates and practicing radiographers. This course would help to address the shortage of qualified mammographers and potentially increase the salaries of the course takers due to advanced-level skills.

Respiratory Care (RC)

Respiratory Care has implemented additional courses in response to the accreditation body for advanced programs. With that has come the addition of needed space and sequencing of classes to maintain efficiency and effectiveness. Continual advancement and upgrade of industry standard equipment is needed as the level of training required by employers is increasing.

It is expected that more responsibility and increasing numbers of competencies for graduates to master, and increasingly complex RC equipment. The discipline will continue to monitor and adapt as the RC profession continues to change and grow as a valuable

part of the health care industry. In response to CoArc, an accrediting agency, the program will offer an advanced level program.

Student Health Center

The Student Health Center is a primary care clinic serving the health needs of the College community. Health Center staff members provide the foundation for students to better understand their overall health care needs including preventative care and referrals. By providing the foundation, resources, and services to meet the health care needs of the College's students, the Health Center also provides the basis for establishing positive health care practices and positive outcomes for the future.

 A greater demand has been placed on the need for services from the center. Additional hours of service are requested to address an increase in student demand for psychological counseling, licensed dietician, and dermatologist. Expanding the hours and services can help to meet the expanded student need. A greater number of students are without insurance and are relying on health center for preventative medicine and consultation. The staff is working to increase the functions of the Health Center in the classroom, student government, and campus organizations. The need for more visibility becomes most apparent during times of disasters and pandemic outbreaks.

The facility continues to need upgrade and maintenance due to the age and population of the center. General improvements like painting, sterilization equipment and new patient service equipment is a priority. Future planning for relocation into a comprehensive student service center has been discussed.

Sign Language / Interpreter Training

In response to legal mandates and emerging technologies complementing the advancement of the field and course delivery, significant changes in the program will include expansion of course offerings, exploration of program accreditation, upgrade of classroom and lab technology, and adequate staffing and professional development to support and advance these initiatives.

The California State Board of Education mandated that by the year 2008 all K-12 sign language interpreters must hold an appropriate credential and meet certain requirements including certification through the Registry of Interpreters for the Deaf (RID) or Educational Interpreter Performance Assessment (EIPA). Additionally, RID is requiring completion of a bachelor's degree by 2012 to apply for certification. These changes will have a major impact on those currently working as educational interpreters in California and also ECC graduates who want to apply to work in the educational setting. Major program changes will include: offering internships and other mentoring opportunities to give students more practical experience, establishing a state-of-the-art sign language lab that will 1) enhance student-centered learning through self-diagnostic techniques, and 2) support innovative practices such as video relay interpreting to enhance the educational experiences, especially with multi-cultured deaf consumers. Additionally, five-year projections include fostering a relationship with an area four-year university so that ECC graduates can matriculate into a bachelor's program.

Special Resource Center

Over the past two decades the number of students with disabilities attending post-secondary education has increased exponentially. This increase includes complex disabilities such as sensory, developmental, psychiatric, severe physical disabilities, and wounded veterans with a complexity of limitations. These students, along with their parent advocates, are increasingly aware of their rights and can be demanding and litigious. In addition several legislative

mandates "No Child Left Behind" – Title 1, Individual with Disabilities Education Act (IDEA), Lanterman Act, and most recently the Americans with Disabilities Amendment Act will impact the variety of students with disabilities and the type of services that are required.

There is an increasing complexity in the nature and severity of types of disabilities served. This complexity (i.e. Psychiatric Disabilities, Acquired Brain Injury, Developmental Disability, Autism Spectrum Disorders / Asperger's, and multiple/severe disabilities) requires additional time by staff and a higher level of skill for the casual/hourly employees. Additionally, professional development for the Special Resource Center's staff and campus wide will be necessary to meet the challenges required to serve these students adequately and to adequately implement concepts of universal design which benefits all students. Newly wounded veterans are bringing unique challenges to physical accessibility and facilitation of services and accommodations. With budget cuts to health and welfare systems statewide, an increase in students overall, as well as those with inadequate housing and medical care, and financial assistance are noted.

Technology: It is essential this program remain technologically current. This requires a constant learning curve for all staff members in such areas as computer access technology, MP3 technology, e-text, and current equipment. It is imperative to provide adequate funding annually to remain current with emerging technologies to meet students' needs and to promote addressing service provisions in an alternate, more cost-efficient manner. Similarly, faculty will need to be aware of section 508 requirements and knowledgeable of creating accessible instructional materials and content.

Facilities: Dedicated lab spaces and lecture rooms are needed to facilitate program offerings. Rooms need to be easily accessible (ground level) with secure storage for teaching materials, technologies/specialized computer systems, audio/visual aids, and equipment. Appropriate work area and technologies need to be available. Additional staff and faculty commensurate to the increase in service requests and complexity of needs will be necessary. Currently the Special Resource Center staff operates from three separate locations on campus – Student Services, Math and Computer Science, and the Library. A centralized location with ample space, infrastructure, and accessibility would promote efficiencies in service delivery and optimize use of staff with cross-training and consolidation of functional tasks in lieu of replication such as a front desk presence in two areas.

Staffing: The need for specialized, full- and part-time employees for prescriptive planning, coaching, facilitation of direct services, production of alternate media, and instructional support are needed. There is a current shortage of qualified staff to provide the specialized support services for students with disabilities: interpreters, Braillists, and captionists.

Humanities Division

The occupancy by the Humanities Division of a new, three-story building in spring 2008 gave students and faculty access to eight computer classrooms and three state-of-the-art technology centers: the Writing Center, the journalism student publications center, and the foreign language laboratory. Since that time, however, the computers in the division's classrooms and labs have not been replaced or upgraded, and their use by thousands of students each year has stretched their serviceable life expectancy beyond reasonable limits. The Humanities Division remains the largest academic division on campus, providing instruction to approximately 13,000 students each week, and growth projections for the balance of the decade suggest that the division's ability to satisfy the continuing demand for foreign language instruction, as well as basic skills, developmental, and transfer-level English, will be limited only by the fiscal restraints placed on it by the state. Over two dozen of the division's 380 sections a semester must now be scheduled in buildings across campus, so the need for additional classrooms and facilities continues to present a challenge in a building that is only four years old. Classroom furniture, carpeting, even instructor lecterns and teacher stations, are now in need of replacement or repair. The building's restrooms, inadequate even when the new building first opened, remain dogged by unhygienic conditions created by lavatory facilities that do not function properly and other accoutrements insufficient to address the needs of the students and faculty who use them. A projected double-digit growth rate through the end of the decade will be impossible to address without additional space and facilities and equipment upgrades.

Academic Strategies

After a period of enrollment decline in the mid-2000s, student demand has revived for Academic Strategies courses that develop academic skills for success in college. Despite some reduction in class offerings as a result of the statewide fiscal crisis, the program's fill-rates in the last several years have frequently stretched beyond 100%. The program has become especially valuable to students applying to the Nursing Program, students who need to refine college-level reading and writing skills before beginning their nursing studies. Expansion will be guaranteed once funds for additional sections are provided.

English

The English Department continues to be the largest single program on campus, by itself larger than any other academic division. English offers courses in composition, literature, grammar, creative writing, film history, developmental reading and writing, and basic skills. Its critical thinking and composition course remains, by a substantial margin, the course of choice for students seeking to satisfy the critical thinking/composition requirement under the IGETC transfer pattern. Demand for and interest in English courses remains high, despite budget-imposed class reductions. In fall 2011, enrollments reached 9,025, and the number of students completing the Associate of Arts degree in English established a new department record. The Writing Center, the department's key tutorial support service, despite reductions in budget and staff, continues to play an important role in success for students enrolled in any college course requiring substantive writing assignments. Recent statewide trends have underscored the need for students at all levels to acquire computer and technology literacy in addition to proficiency in reading and writing, and the division's current number of Internet-accessible computer classrooms no longer satisfies faculty demand. Because 84% of

students enrolled in California community colleges are required to take remedial English coursework, the importance of the English Department in the success of students is larger than ever, and its need for additional resources remains great.

English as a Second Language

After reaching a peak enrollment of more than 1,900 students in 2002, enrollments then declined for a number of years as a result of various national, local, and economic factors. Today, enrollments are steady, with sufficient offerings in the ESL program's three skill sequences – reading, writing, and listening/speaking/pronunciation – to suggest that the program is serving its community adequately. A flexible and efficient ESL assessment process and dedicated counseling support have made testing and registering for classes, as well as obtaining academic and career counseling services, more accessible to ESL students than during any period previously. Institutionalizing various support services currently funded by the Chancellor's Basic Skills Initiative is a priority.

Journalism

The Journalism Department continues to be recognized as one of the preeminent scholastic journalism programs in the state. At the spring 2012 convention of the Journalism Association of Community Colleges (JACC), the journalism program won prestigious General Excellence Awards for its on-campus newspaper *The Union*, its online newspaper, and its magazine *Warrior Life*, honors given to only the top 15 percent of the 60 competing colleges in JACC. In 2011, the program received the Pacesetter Award, making the program one of the five best in the JACC. In its history, the Journalism Department was also won nine national achievement awards. The Journalism Department, as the division's sole vocational program, has enjoyed remarkable success in preparing students for careers in journalism. Because journalism

prepares students for jobs in advertising, marketing, newspapers, magazines, and public relations, proficiency with 21st century communications and digital technology is paramount. For this reason, the Mac desktop computers used by students in the journalism publications center and the Mac laptops and digital cameras used for field reporting and photo coverage must be constantly upgraded to maintain student skills at levels that will make those students competitive in the job market, where expertise with technology and Internet resources has superseded traditional newsroom practices. The fact that the Mac lab is no longer industry standard means that the students are challenged to produce state-of-the-art graphics and video for news production. Of all the division's programs, journalism has the greatest need for increased funding for faculty development in the use of state-of-the-art computers and software, technology upgrades, and support personnel with advertising and technology training.

Foreign Languages

The Foreign Languages discipline includes Chinese, French, German, Italian, Japanese, and Spanish. The location of the College in Southern California ensures that interest in the Romance and East Asian languages will remain strong, with the robust Japanese program now the department's second largest, after Spanish. China's growing global influence, moreover, continues to attract new students to Chinese language and cultural studies. The department also continues to provide curriculum and faculty advisers to the College's popular Study Abroad program. Its foreign language lab, a key component to any foreign language program, will require additional personnel and technology support as students' use increases due to recent acquisition of innovative software programs designed to improve the student's acquisition of foreign language grammar and idiom, cultural understanding, and even pronunciation/speaking skills via a listening/speaking feature.

Library Information Science and Tutor Training

Offerings in Library Information Science and Tutor Training comprise only a few sections a semester, but they are influential. The value of introductory library courses to success in college-level work is now more fully appreciated by incoming students who seek to develop or refine their research and Internet abilities. The division's single section of tutor training has become an important teaching tool for many tutors employed by the College in such areas as the math lab and the Learning Resources Center and for those seeking to become tutors in the community. Enrollments in tutor training have reached historic highs as the importance of tutorial support to student success is acknowledged by programs campuswide.

Industry and Technology Division

The curriculum in the Industry and Technology Division is poised for growth. Many high schools no longer support skilled trade and construction programs. These skills are drivers of innovation and industry development. The skills, knowledge, and abilities learned in these programs best prepare the workforce that industry must have in order to maintain existing and create new sustainable industries.

Our nation is calling for improvements in Science, Math, Engineering, and Technology (STEM) areas. Industry and Technology Division is the best place to invest time and resources because this is the only division that contextualizes these studies. We put tools and technology directly into the hands of students. They quickly associate and connect the need for STEM subjects to solve the "real" problems at their fingertips. This single method draws high school students into STEM careers.

Industry advisory groups and employers have encouraged us to integrate our programs. Industry wants employees that have multi-craft experience. Welders should know about machining. Machinists should know about computer aided design and drafting systems. Architects should know about construction techniques and vice-versa. Gone are the days of specialists and single trades.

The Bureau of Labor Statistics includes environmentally sustainable green technology and construction in top tier growth areas for workers with associate degrees over the next 10 years. These leading areas will also drive the supporting trades of air conditioning, electronics, fashion, machine tool, and welding. Change to natural gas and electricity is already driving changes in the automotive industry as is demonstrated in the repair shops, dealerships, city and county fleets. These changes will need to be incorporated into our programs and curriculums.

Software technology is being incorporated into every facet of technology from architecture to welding. The United States is losing its lead over other nations because it has been reluctant to invest and adopt the latest design software. Software design and simulation is the fastest most economical way to design quality products. This is a perfect opportunity to invest in improving the Computer Aided Design and Drafting Department and integrate these skills in all the other design and fabrication areas.

Consequently, programs and curriculums in Industry and Technology are being integrated. The goal is to establish nationally recognized industry certificates. Logically, the integration will start with the new Environmental Technology program. As our nation becomes more focused on using its natural resources in cost-effective, efficient, and sustainable ways, our Environmental Technology program will spearhead our transition to sustainable, green technologies. These changes will eventually transform every facet of industry and be a driver of new jobs and innovation. The Industry and Technology Division plans to implement these monumental changes to meet current and future demands by making these changes now and over the coming years. That is why it is imperative that we secure the area and resources to make these transitions possible.

Administration of Justice

The field of Law Enforcement will present significant training and education opportunities for the next decade. The Employment Development Department (EDD) reported employment in the public sector to be on the Top Ten List of occupations in demand. In addition to the high number of peace officer vacancies at the national, state, and county levels, homeland security and the private sector has also added a large number of law enforcement positions. Private and industrial security firms are growing rapidly since 2001. As a result of increased security needs, thousands of positions have been added to airports and shipping ports. While entry-level positions require a high school education, the program's advisory committee reported the greatest need in private security is in the management and supervision areas.

The Administration of Justice Department is in the top five Industry and Technology division programs and includes three active programs: A.A. Degree/Transfer, AJ Reserve – Peace Officer Standards and Training (POST), and the South Bay High School Explorer program. Dedicated office and lecture rooms are needed to facilitate large lecture classrooms, storage for accessible teaching props, visual aids, specialized computer systems and items that require secure storage (POST). This includes Police Reserve training for Level II and III.

The Administration of Justice POST (Peace Officer Standards and Training) program will grow in response to the need for continuing education and refresher training for currently employed law enforcement personnel.

Air Conditioning and Refrigeration

The Air Conditioning and Refrigeration program will experience steady growth in the future as the economy improves. The environmental control of buildings will rely on new and more efficient technology, requiring technical training. Faculty will continue to develop curriculum to meet industry demand. As the curriculum expands to cover new technology, additional space is needed. Purchase of energy efficient environmental control systems and upgrading of existing equipment and on-going consumable training materials is needed. Proposals for external funding will be submitted for bond and state grants to support instructional equipment and supplies.

Architecture

The Architecture program is stable with increasing steady growth projected. Curriculum will be revised to incorporate more computer-aided design into existing classes and new courses are planned to incorporate sustainability demands. Architecture is in the top five Industry and Technology programs.

Program maintenance of computers and software in the classroom labs is an on going challenge. A predictable source of funds is needed to keep abreast with software and hardware requirements to adequately prepare students for transfer and meet industry employment needs. These needs include new software and servers which can utilize cloud-based data storage and technology.

Automotive Painting Collision / Repair

The Automotive Collision Repair/Painting program is expected to remain stable over the next five years. Labor market information provided by the EDD indicates a steady demand for skilled workers in dealerships and small shops. The skill set needed to perform collision repair and refinishing is constantly changing and has produced a steady supply of students desiring to upgrade their skills. The current facility is inadequate; there are environmental concerns that need to be addressed. Sanding prep stations, either fixed or portable, are needed to collect the dust created when sanding plastic filler. The dust is an environmental hazard and irritant. The safety issues will be addressed with the new Shop Building in 2014. Equipment needs to be upgraded to incorporate new water-borne paint products and application systems. Three dimension and virtual training systems are in development and have great potential for demonstrating painting and application techniques without subjecting students to potential chemical irritants.

Automotive Technology

The Automotive Technology program is projected to experience steady growth. Labor market information provided by the EDD listed Auto Mechanics as a continued growing occupation. The ATEC program is the highest enrolled program in the division. Faculty members have updated the curriculum to reflect "stackable" short-term certificate programs. Two major concerns exist, 1) there is a need to employ and include other fuel (green) technologies into the program and, 2) update the NATEF certification of the Automotive Program.

The current facility needs an overhaul to eliminate unnecessary vehicles and equipment no longer in use. Given this, lack of storage space may be more clearly addressed, such as space, stalls, and working hoists to support the program. Due to the heavy demand for classes in the evening, there are times when three classes are in the laboratory at the same time competing for space. Additional office space is needed for faculty; there is one office for four instructors. Equipment repairs are an ongoing concern. Bond and external funding will be needed to obtain up-to-date equipment to enable students to gain experience on the equipment used in industry. However, until NATEF Certification is completed, no major investment in equipment will be approved. The lighting in the building is seriously inadequate and in need of immediate repair.

Computer Aided Drafting / Design

Computer Aided Drafting/Design (CADD) is a skill used by various disciplines, including manufacturing, aerospace, architecture, and auto technology design to name of few. Over the last five-10 years, the CADD skill set is no longer designed exclusively for drafters. Engineers, machinists, designers, and architects use CADD skills. Thousands of people employed in the South Bay use CADD on a regular basis in the performance of their work. The two most common CADD

software packages used in the region are AutoCAD and CATIA, which are the software programs taught in the program. Significant revisions are made to the software as needed. Updated training is required of CADD users and faculty members on a regular basis. The majority of students who enroll in CADD courses are skilled at some level and need to learn the latest software capabilities. Over the last five-10 years, there has been a slight shift in the need for CATIA. Although greatly used in aerospace, the program is planning for an additional software program, SolidWorks to meet the expanding requests for this software. Future plans include moving the CADD program to the Automation Robotic Manufacturing Center (ARM) in the lower-level MCS Building. This will allow for collaboration between manufacturing and CADD instructors.

The program needs a consistent funding source to ensure that software and hardware for the classroom labs are purchased and maintained to ensure students are trained with the skills needed for employment.

Construction Technology

Construction Technology supports residential construction and fine carpentry programs. Residential construction industry is poised for a sustained revival. The residential construction program will experience steady growth. Labor market information indicates that residential and commercial construction trades will grow 20% over the next several years. Building permit applications are increasing. It was reported on National Public Radio on June 25, 2012 that Americans bought new homes in May at the fastest pace in more than two years, adding to evidence of a housing recovery. Sales of new single-family homes jumped 7.6 percent to a seasonally adjusted annual rate of 369,000 homes.

The program needs to expand the construction area considerably (5 - 10 acres). Many of the curriculum and course

offerings have been updated to incorporate and integrate new green construction technologies. As a result, additional land, facilities, and classroom space are required. Currently, one classroom is held outdoors under an awning. The classroom is open to the elements - sun and rain are a problem. New equipment is required to support the program. Electrician and plumbing programs need to grow. These two programs are in high demand. Students who gain employment as electrician and plumbing contractors and apprentices earn higher wages. These two programs require residential structures built to install electrical and plumbing systems. These classes are held in structures built in the preceding framing class in an efficient rotational basis.

Stadium lighting is required to adequately support student needs. The addition of lighting could expand the program considerably because the same work space could be used for additional classes at night. Many students in this discipline prefer to attend night programs. The majority of students who attend this program work in some aspect of the construction industry during the day and have requested night classes. Drinking fountains and high pressure air supply should be installed throughout the yard construction areas. Additional staffing is also needed. The growing student demand exceeds existing resources.

One sample of the many on-campus projects completed by Construction Technology in conjunction with Facilities is the installation of a commemorative historic El Camino Real bell in front of the Social Science Building, which used to mark the trail taken by early mission settlers - the El Camino Real.

Another on-campus project completed by the Construction Technology is the installation of a concrete foundation and lumber racking system to improve safety and better utilize the space in the existing construction yard.

The fine carpentry program needs an upgraded dust collection system installed. Electrical panels are required to support the dust collection system. Plans have been submitted via Plan Builder to increase the shop and student project storage space. They need to be implemented. The carpentry shop is in need of updated equipment. Old style table saws in the shop need to be replaced with "saw stop" type table saws. Fine furniture projects are stained and clear coated. A paint booth is required to properly support this aspect of the carpentry curriculum. Other equipment needs include a panel saw, surface sander, and improved lighting.

Cosmetology

The Cosmetology program is well enrolled and has great potential for further growth. The faculty plans to add an esthetician option to the discipline to meet a substantial need in the region.

The program needs additional space and staff to meet the needs of the growing program. The evening program was implemented several years ago and is staffed by full-time and part-time faculty and staff. A full-time attendant and evening attendant are a priority to provide continuity in the program.

The next priority is for a laboratory/salon for the freshman program. The freshman class currently uses a converted lecture room, which is not adequate. The ideal configuration would be two laboratories and one lecture room (the program currently has one laboratory and one combined lecture/laboratory room). This would facilitate efficient and parallel programs in the day and evening. Weekend classes could also be offered. Additional equipment and furniture for a full second lab would be needed. There is a need to complete a construction project to separate a classroom from the skin care area. Additional space will be needed for the esthetician program.

Electronics and Computer Hardware

Enrollment in the Electronics and Computer Hardware Technology program has been declining for a number of years. In response to the trend, the faculty revised the curriculum to better prepare students for the jobs of today and the future. The turnaround has begun, with improved enrollment in the lower level courses.

Several new programs such as electronic controller and computer hardware green systems controllers are being considered. Several certificate programs related to utilities were approved in spring 2006. There is need to update equipment and labs and training opportunities ensure faculty members are utilizing professional development opportunities in their areas of expertise.

The focus has changed from straightforward computer hardware to higher end network servers and workstations. The program has a serious need for updated facilities. Even though the Technical Arts building is scheduled for replacement, interim modifications are sorely needed. Lighting and acoustics are terrible and the workstations with built-in electronic equipment are more than 40 years old. Attracting students to this high-tech discipline has been a problem in that the classrooms were built in 1961 and have not been improved since then. Modern workstations, furniture and equipment are needed and should be modular so that it can be used in future facilities.

Engineering Technology

Employment of mechanical engineers is expected to grow 9 percent from 2010 to 2020. Job prospects are best for those who stay abreast of the most recent advances in technology. The engineering technology program prepares students for university transfer and for employment into technical field by providing a foundation in engineering, design, digital electronics, automated manufacturing, as well as high-level technical math and science.

This program is very well situated with its close proximity and integration with Machine Tool, Manufacturing, Computer Aided Design, and Electronic Technology programs. Moreover, it is this department that will inspire new innovators and designers in the green technology movement.

This program needs additional space and automated equipment for the Automated Robotic Manufacturing (ARM) center. These automated machines are expensive but they increase quality and production tremendously in aerospace and fabrication job shops in the community.

Manufacturing Technology has the largest attended Advisory Committee. They provide valuable direction, guidance, and support.

Environmental Technology

El Camino College's new Environmental Technology (ET) program is a response to the environmental challenges faced by today's communities. The ET program is poised for growth and integration with not only many existing Industry and Technology programs, but also areas such as Natural Sciences. ECC is one of only three community college programs selected by the Chancellor's Office to begin a green technology and community awareness program. The ET program provides students with an understanding of green technologies in the areas of sustainability, applied systems, and methods and materials.

The focus of the program is in developing energy efficiency professionals (DEEP). DEEP program graduates will be employed in industries developing strategies and technologies to improve energy efficiency, reduce carbon emissions, promote efficient natural resource use, and improve air and water quality. Students graduating from the ET program will be needed in these fast-growing energy efficiency and sustainability markets to fill the following regulatory requirements:

1. Renewable Portfolio Standard requiring 20 percent of energy generation to come from renewable sources by 2017.

2. The Global Warming Solutions Act (AB32) set a goal of capping green house emissions to 1990 levels by 2020.

3. The Solar Roof Initiative (SB1) seeks to install one million solar roof systems in California over the next 10 years.

The ET program is an integrated green program that will initially incorporate, integrate, and improve aspects of architectural design, construction building techniques and materials, high efficiency air conditioning and heating installations and ducting, electric and natural gas powered vehicles, and natural fiber considerations in fashion and covering designs. In the next phase ET will include electronics and machine tool to support photovoltaic and wind generation fabrication, installation, service, and repair.

The ET program will require considerable space additions to create an atmosphere where student interdepartmental skills can be properly integrated. One of the near-term projects of the Environmental Technology program is to construct a fully sustainable open structure that can be used as a model of sustainable building practices. Following this initial project, the ET program will need additional land space of 5 acres to support the design build phase of student education. This space will be used in conjunction with Construction Technology.

Fashion

The Fashion program prepares students for employment in a significant labor sector in the region. Labor market information provided by the Employment Development Department indicates several fashion related jobs as occupations with growth. While production jobs are moving overseas, jobs requiring the most training and education are growing. The Fashion program is known for

providing students with highest-level skills. Initial growth in the program will result in improved efficiency, with additional sections to meet expected demand in the five-year time frame.

Based on the Fashion Technologies Advisory Committee recommendations (June 2012), there is a need to expand the program to include advanced industry classes, such as Manufacturing Material Requirements (MRP), quality control and teaching students to read specification sheets for administration of business orders and production.

Lack of open lab access for students has been detrimental to the program. Students oftentimes do not have the computer software to develop their skill levels unless able to work on campus in the Fashion laboratory.

Future plans include inter-disciplinary activities and program development with Cosmetology, Dance, and possible business courses.

The program would benefit by having two full-time faculty members. The ratio of full-time to part-time faculty is low and the two options in the program require different skill sets. There are currently eight part-time instructors teaching. A request for at least one full-time instructor is being addressed.

The current facility is in need of modernization. Most of the furniture should be replaced, lighting and sound are poor and the room needs improved accommodation for technology. Production equipment, such as sewing machines, has been upgraded recently and is in good condition. However, the computer hardware and software needs to be upgraded; a large format plotter is required for pattern design. The students design their products on CADD systems and then generate patterns on a large plotter. These patterns are critical to the project completion process.

Fire and Emergency Technology

There are three components to the Fire and Emergency Technology program – Fire and Emergency Technology; Fire Academy and Paramedic and Affiliate programs. The Fire and Emergency Technology component includes on-campus courses leading to a certificate or degree. The Fire Academy is a state approved 400-hour program leading to Firefighter I certification. The Paramedic and Affiliate programs are unique and treated as a separate unit.

Continued growth for the discipline is expected and confirmed by data provided by the EDD. The demand for traditional on-campus courses will grow at a steady pace.

The fire academy program currently offers two academies per year, which could be increased to six and still not meet demand. In 2010, the academy reduced program offering from four to two due to program constraints and reductions.

The academy training site is too small and needs to be expanded to a 20-acre facility. Several new training programs have been added to the program offerings to the community. The Fire Academy began a new training program for fire and rescue specifically geared for alternative fuel and electric vehicles. These vehicles have special systems and specific training requirements to be handled safely. In proximity to many refineries in the immediate area, the Fire Academy recently began training fire-fighters on addressing high-pressure pipeline fires. These new curriculum additions require additional space. The specific training areas should be moved farther apart. Awnings should be installed to house and protect these newly donated fire engines. A new training building is required to support the growing firefighter program. The fire training structures are in need of replacement. Additional space is required for the flash-over and back-draft training areas. Recently

the Fire Academy acquired two fire engines. Additional yard space is required to provide room for staging these fire trucks at mock fire buildings and automotive scenes.

Facility and equipment issues are a major concern. If the program is to remain at the training center in Inglewood, a structure is needed to protect the fire engines. The environmental burn building is in need of repair and the classroom building is out of compliance with accommodation regulations. The long-range goal is to relocate the Academy to a site conducive to public safety and current regulatory requirements. Over the last 10 years, a public safety training center to serve police and fire needs has been discussed and planned. The College and local agencies consortia had planned to apply for state and federal grant funding to support this project. A steady source of income is needed to maintain and replace fire apparatus needed for the academy program, as well as police operations and training programs.

The Paramedic and Affiliate programs are primarily under the Fire and Emergency Technology discipline, but are unique in structure and needs. Included in this unit is the Paramedic program partnership with the Los Angeles County Paramedic Training Institute, the Pre-Paramedic program partnership with UCLA and in-service training partnerships with eight local agencies. The faculty in all of these programs are employed and paid by their own agencies. The partner agencies conduct El Camino College courses on their campuses with their faculty. We provide college credit to the students as specified in the agreement with each agency. The programs have provided substantial benefit to the College, to the students and to the communities represented in our service area.

Machine Tool Technology

Enrollment in the Machine Tool Technology program declined over prior years, but currently is stable. Labor market information indicates steady employment for the discipline and several large defense contracts awarded to South Bay firms. The local South Bay area includes one of the largest consortiums of manufacturing centers in the United States. This local industry will provide modest growth for the next 10 years.

Two full-time faculty members currently teach in the Machine Tool Tech Program. Part-time faculty and staff are available for evening assignments.

The facility is well-equipped and has benefited from grant and bond funds replacing much of the obsolete equipment. Keeping the computers and software up-to-date is an ongoing issue. Technical support for the computer labs in the Technical Arts building shared with the CADD program is poor. Many student hours have been wasted due to problems in the computer labs.

Manufacturing Technology

The Manufacturing Technology program is better understood when viewed as an umbrella major. Students may earn a degree or certificate by completing courses from a variety of technical majors, such as Machine Tool Technology, Electronics, CADD and Welding. Three Manufacturing Technology courses were recently revised to meet the needs of industry for a path to certification. The program does not have facility or equipment needs beyond those reported by other disciplines. There has been an ongoing interest to continue promotion of robotics and engineering technology classes in Manufacturing, Machine Tool, and Engineering Technology.

Welding

The welding field is projected to be stable in the future with moderate growth projected. Many of the nation's welders are at or nearing retirement age. The seven refineries in the region employ a significant number of the College's graduates and the construction trades rely heavily on welders. The various welding processes are undergoing changes; so many individuals are seeking upgrade training.

Many of the welding machines are outdated leading to difficult and expensive repairs. The replacement process has been started with CTEA and bond funding. Approximately 50% of the welding machines should be replaced in the next five years.

Learning Resources Unit

Library

The Library plays a vital role in teaching, learning, and research within the campus community.

Significant progress has been made in the Library in recent years to improve the currency and relevance of its book collection. To meet students' needs in the digital age, the library has expanded its services to include a wide variety of online resources such as research databases, electronic books, electronic reserves, and virtual references. Librarians provide teaching and training through orientation sessions on library services and instruction in the use of library resources; workshops for staff and faculty; and formal credit courses on library skills and Internet research.

The growing emphasis on basic skills development for all students highlights the need to provide workshops and programs on information competency that are developed by the librarians and faculty in the content areas. Advanced technology support is required to meet the continuing and emerging campus needs and presents difficult challenges for the Library / Learning Resources Unit in the current budget environment.

Distance Education

The Distance Education program offers college courses through online and hybrid settings. Distance Education staff collaborate with academic division deans and multiple campus departments to actualize the program. The major goals are to provide adequate student support services, online faculty support services, and quality assurances for all online courses. The Distance Learning courses must have the same focus on student learning outcomes, quality, and accountability as face-to-face classes.

The growth in sections offered by divisions that have large distance educations offerings has become moderate over the recent years. However, as the retention and success rates improve, this will be a significant alternative teaching area. Many faculty members are retooling their teaching modalities and embracing Distance Education as a viable vehicle that complements the needs and learning styles of many of today's students.

Media Services

The utilization of educational technology throughout the campus is supported by the Media Services department. Department personnel provide a variety of services for faculty and staff only. Technicians obtain, produce, deliver, and circulate media materials and equipment. The department collaborates with Information Technology to maintain all classroom equipment. The Media Services department consults with administrators, faculty and staff to design, recommend and provide specifications for the purchase of new audio visual equipment and technology systems. The department also manages the activities of the College cable channel.

Learning Resources Center

The Learning Resources Center serves as a central access point and information resource for students and faculty. It houses the LRC Media Materials Collection and serves as the administrative hub for the Basic Skills Study Center, the Tutoring Center, and the Library Media and Technology Center. With an increased emphasis on basic skills and student success, additional growth and demand is expected over the next five years; a full-time educational administrator coordinates the department and provides leadership in development of new support service models to better serve students.

Basic Skills Study Center

The LRC/Basic Skills Study Center provides individualized computer assisted instruction in reading, math, and other basic skills curricula. Demand for basic skills instruction, both as part of stand-alone credit courses and as supplemental instructional support for other disciplines across the College, is expected to continue growing. Prospective nursing department students are required to complete basic training provided through computer-assisted instruction in the Basic Skills Study Center before being admitted into the program. The new wing of the Learning Resources building houses an expanded Basic Skills Study Center. Classes on Academic Strategies are offered in the center.

Many daily operations in Basic Skills Study Center (BSSC) are handled by two full-time Library Media Technician, as well as casual and student help. This staff coordinates work schedules, facilitates reporting, and handles a variety of technical support issues.

To remain current, software must be upgraded regularly so students are able to effectively use the individualized, interactive learning systems that are core to teaching and learning in the Basic Skills Study Center.

Computer Labs

The Library Media Technology Center is the primary location for open access to computers that are available to students in all El Camino College disciplines. Demand for computer access will continue unabated over the next five years due to increasing student dependency on computers for all aspects of their educational experience. The burgeoning use of mobile or portable units will still require print and scanning access. Utilization of these labs highlights the continuing demand for user support and first-level technical support staff to work directly with faculty/staff users and Technical Services. Most daily operations in the computer labs are handled by casual and student help under supervision of full-

time employees who receive substantial assistance from experienced "lead casual/ student" staff.

Tutorial Programs

The LRC Tutorial Program provides tutoring for students in many of the courses they are enrolled in. For example, student athletes who have been identified for the Athletic Academic Achievement (AAA) Program are recommended to meet regularly with tutors in the LRC. Funding levels have permitted tutoring in only approximately 25 disciplines per semester. The LRC Tutorial Program's daily operations are overseen by LRC full- and part-time staff. The full-time educational administrator assigned to the department coordinates the tutoring program, oversees tutor training and assessment as well as program management, planning and budgeting. Tutors typically help with the marketing efforts. Most tutors are casual or student employees. The recent addition to the Library's second floor allows for a designated tutoring area.

Mathematical Sciences Division

Computer Science

The pervasiveness of computer technology in industry, commerce, homes and entertainment will continue in coming years. Increasing use of computers and mobile devices will require new software development by trained programmers and computer scientists. As the economy rebounds in the next decade, enrollment in bachelor degree programs in computer science and computer engineering will grow, as will the need for industry professionals to pursue training in newly developed software technologies. The need for frequently updated computers for labs and instructors will continue, as will the need for file server facilities. Periodic updating of classroom projection and classroom wireless service will also be needed.

Engineering

The need for engineers with bachelor's degrees and additional advanced degrees will continue in the nation, the state and in South Bay industries. While most of the pre-transfer training of engineers is in mathematics, the natural sciences, and computer science, the existing engineering courses will continue to serve ECC students. Engineering courses do not require any dedicated facilities; classroom needs are similar in their development to the mathematics program.

Mathematics

Nearly every student requires mathematics for transfer or associate degrees, so demand for mathematics courses will grow as the student population grows. The need for more students with education in the STEM majors (science, technology, engineering and mathematics) will require more demand for mathematics enrollments. In addition, more disciplines are requiring mathematical skills, which will also create more demand for mathematics. The proportion of full-time instruction in mathematics should be increased.

The new MBHS building (hosting instruction in Mathematics, Computer Science, and Engineering) should provide adequate classroom space for current mathematics enrollment levels, but may be challenged by a significant growth in enrollment. Additional use of technology will require continuing or increased use of the Basic Skills computer facilities at the college library. The classroom and office computer infrastructure, including instructor computers, file server facilities, computer projection, and the classroom wireless network, will need periodic upgrading. It is anticipated that more mathematics classrooms will need to serve as areas for use of online instructional materials, which will require wireless networking for each student and, in some cases, laptop or tablet computers, or their successors.

MESA (Mathematics, Engineering and Science Achievement)

The MESA program at El Camino College is part of an inter-segmental pipeline with California's public universities. MESA supports economically and educationally disadvantaged students pursuing bachelor degrees in engineering, science and mathematics with academic support, personal support, and leadership training. With a growing number of economically disadvantaged students in the community and the continuing high demand for engineers and science professionals, the number of students who could benefit from MESA is likely to increase.

The support programs based in MESA are likely to grow. El Camino College has provided academic support programs, including the study center and Academic Excellence Workshops and personal, career and professional development opportunities, to science and engineering students who are not MESA-eligible through the ASEM (Achievement in Science, Engineering and Mathematics) designation. The federally funded TRIO-STEM program provides

additional academic and personal support for students who are first-generation college students and/or low-income.

The STEM Center, slated to be completed in 2013, will provide a significant increase in the space available for student programs in MESA, ASEM, and TRIO-STEM. In future years, the demand for wireless networking by students will likely grow. The meeting rooms in the STEM Center will need wireless networking for each participant; videoconferencing facilities will need to be kept current.

Supplemental Instruction (SI)

Supplemental Instruction (SI) is a series of weekly review sessions for students facilitated by more experienced students. SI is most active in supporting mathematics classes, but is also a factor in supporting several social science and natural science courses. SI has been shown to help El Camino College students raise their grades by helping them increase their understanding of course material. As the program becomes more established and grows, some regular assignment of space for SI sessions will be necessary, whether it be in classrooms or in a similar dedicated space.

Natural Sciences Division

Astronomy

The Astronomy Department offers classes in the Planetarium and makes frequent use of the Observatory on the roof of the MCS building. Plans for upgrading and remodeling the Observatory are currently being developed to include a lecture area and accessibility into the telescope dome. Astronomy lecture classes are held in the Planetarium. The Planetarium building is in relatively good condition, but requires routine maintenance for its upkeep. There have been some problems with insufficient lighting, the plumbing, the roof in the bathroom area, and HVAC. Major repairs to these systems will be likely in the next ten years. The department has been fortunate to receive grants that provide upgrades for the technology used in the building, and the acquisition of additional technology. In the future, the complex electrical system will need an upgrade/replacement to handle the demands of the technology.

Life Science

The Life Science Department serves two student populations, biology majors and health science majors. The needs of the two areas are diverse and interest in the two areas continues to grow. The demand for classroom space will become a problem when the economy rebounds and course offerings are allowed to grow. Additional classroom space for lecture/laboratory will be needed, especially considering the interest in health professions, biotechnology and emerging health related fields such as physicians assistants and physical therapy assistants. The number of anatomy classes offered is limited by the available classroom space. Additional lecture/lab space will be required to meet growing demands for classes that meet the allied health needs. The equipment needs of the areas have been met by the STEM grant and other collaborations, but there is an increased need for storage space. In addition, the Biology Department has the need for a growing area or potting shed for the plants used in biology and botany classes. The designated space in the Life Science building is inadequate. The drainage and lighting are poor, the space is too small and much of the room has been taken by the anatomy program for the storage of biological waste for pickup. The buildings are generally in good shape, but the roof still leaks in the NATS building and a few places in the Life Science building. Classroom and office computer infrastructure, including instructor computers, will need periodic upgrading. Allowances should be made for new technologies. Allowances need to be made for the increased cost of maintenance plans for the de-ionized water system, autoclaves, and other equipment. Repair and/or replacement of models and microscopes should be part of an ongoing budgeted process.

Chemistry

The demand for transfer-level chemistry courses as pre-requisites for biological, pre-professional, engineering and physical science majors remains strong, as well as demand for classes fulfilling Health Science requirements. Lecture and lab space is currently adequate, but as allied health fields grow, the need for additional space in the chemistry area will expand. Separate lab and lecture space is needed, with a greater need for the lecture classrooms. The furniture for the lecture rooms will also need replacing in the near future. Many of the lecture desks are starting to break and need to be examined every semester. The Chemistry building has ongoing problems with the HVAC system. Because of the history of HVAC problems, and the start of problems with the safety hoods in the laboratories, it is feasible the HVAC system will need to be replaced in the next ten years. The instrumentation in the Chemistry Department (NMR, IR, GCMS, GC) is in good condition, but right now the equipment is not covered by maintenance agreements and repairs are expensive when they do occur.

The ongoing costs of maintenance for the de-ionized water system and the gas supply for the instrumentation is increasing. Some of the basic student laboratory equipment, such spectrophotometers and pH meters, should be on a regular replacement cycle. Classroom (lecture and laboratory), computer lab and office computer infrastructure, including instructor computers, will need periodic upgrading.

Earth Sciences/Geography

Earth science courses are taught in the Natural Science building. The classroom needs are currently being met for the department and should be stable for several years. Classroom and computer lab infrastructure, including instructor computers and computer labs, will need periodic upgrading. The department is interested in furniture for the display of specimens in the hallway. The building has had continuing problems with leaks during rainstorms. The equipment needs of the department are adequate at this time.

Environmental Horticulture

The Environmental Horticulture program has seen a large increase in enrollment in recent semesters. The program currently has no dedicated classroom space, and no storage space for supplies. The program would benefit greatly from a dedicated classroom and adjacent stockroom/storage area. The program has a greenhouse providing students with a real world environment to study, but it is too remote and is ill-equipped for lecture. The greenhouse needs improved exterior lighting, electrical, plumbing, and Internet/telephone access. These are a necessity since it serves as a classroom laboratory and most of the classes are taught at night. The plumbing and lighting issues cause concerns for the safety of students and staff, especially during the night classes. The lack of restroom facilities is an added concern. The program also needs a potting shed and shaded growing area adjacent to the greenhouse.

Honors Transfer

Physical needs for the Honors Transfer Program are currently met in the Counseling Division. Computer and office technology needs to be replaced/upgraded on a regular basis. Office equipment such as faxes and photocopiers should be considered for the area.

Physics

The Physics Department currently has adequate space for lecture and laboratory classes. The buildings are in good condition. The shop area in room Physics 105 does need gas and water lines installed, to be equipped in the same way the laboratories are equipped. The technicians have also requested that potable water be available in the building. Classroom infrastructure, including instructor computers will need periodic upgrading. The department possesses a set of laptop computers for student labs that will need replacing in the near future. Cost of various gases used in labs has continued to increase.

SUPPORT SERVICES

Admissions and Records Division

Admissions
The Admissions Department accepts applications via online and with some rare exceptions through paper applications. The online function requires the download and upload of applications from CCC-Apply, subsequent communication with these new students, and the assignment of registration appointment days and times. The online admissions process is partially automatic and for the past year is processed in batch format. The online unit of Admissions works to code students appropriately and communicate with them as needed. Other components of Admissions process the following functions: processing residency petitions and appeals, Social Security numbers changes, address corrections, name changes, AB540, request for bus passes, information and form disbursement, acceptance of general petitions, guidance on Portal access, and K-12 concurrent enrollment.

El Camino Language Academy (ECLA)
The El Camino Language Academy works with international students who have little or no English language skills (F-1 students and students who hold other visas). The program works with students from around the world to train them in English and prepare them for the academic program offered by El Camino College and other institutions of higher education. ECLA provides recruiting, marketing, orientation, immigration and academic support for the El Camino College International Student Program. In addition, daily duties include file maintenance, SEVIS data processing updates, and continuous communication with prospective and current students.

Evaluations
Evaluations is responsible for the analysis of all graduation petitions for degree and certificates, which includes the assessment of all academic courses completed at ECC, coursework transferred from other educational institutions, military credit, and AP credit. Evaluation staff are also responsible for IGETC/CSU certification, probation/dismissal, entering equivalencies, and general petition processing. The evaluators work closely with counselors and students who are intended graduates. The evaluators are responsible for the evaluation of degrees and certificates for ECC Compton Center as well. In the past year, the Evaluations unit has been testing an online degree audit.

International Student Program
Full support of F-1 visa population: marketing, recruitment, admissions, registration, orientation, immigration advisement, academic counseling, housing assistance, and medical insurance support. The program also assists students through the completion of their academic goal, including graduation and transfer or acquiring a work permit (optional practical training). In addition, daily duties include file maintenance, SEVIS data processing updates, and continuous communication with prospective and current students.

Records
Records is responsible for processing all transcript requests (official and unofficial), imaging documents (such as incoming transcripts, counseling sheets, grade changes, denied credit-by-exams, denied academic renewals, attendance and grade rosters, applications, authorizations to pick up transcripts, AP credit, and military credit), grade change petitions (including research, correspondence, follow-up), certifications, credit-by exam, academic renewal, assisting the Transfer Center, SSN changes and report, bank deposits (for records cash register), and window and telephone customer service.

Registration

Students register online during the registration cycle and online during the add periods. This involves support for students on a registration help line, prerequisite overrides, overload overrides, repeats, instructor forecasting of grades, transcript review from other colleges, problems accessing the Web, research of fee challenges, registration petitions.

Veteran Services

The Veterans program works with veterans and dependents in the admissions, advisement, and the certification processes. This unit provides information to veterans, reviews paperwork prior to submission to the Veterans Administration (VA), and advises veterans on testing and assessment and meeting with a counselor. The student's schedule is reviewed to ensure that the student has enrolled in VA-approved courses and courses that are part of the student's program and objective. This unit will intervene on a student's behalf with the VA if need be.

Bookstore Department

The Bookstore is a full-service center designed to assist students purchasing required books and materials. The Bookstore offers multiple ways to purchase textbooks including the sale of new and used books, e-book options and textbook rentals. In addition to the sale of textbooks, the Bookstore offers year-round textbook buyback, as well as a complete line of college supplies, art materials, clothing, snacks and greeting cards. The online growth of textbooks and the rise of e-books and book rentals will continue for the foreseeable future. The Bookstore is well positioned to address these conditions. The Bookstore is developing strategies to respond to these changes.

Business Services Division

Accounts Payable

The workload of the accounts payable department has grown due to the implementation of bond funding. The unit will continue to process paperwork associated with multiple construction and public works projects.

Contract Management

Contract Management is responsible for contract review and execution, Board of Trustees agenda preparation, and processing relative to all agreements entered into by the El Camino Community College District and outside parties. The department develops, reviews, manages, renews and amends claims, interfaces with legal counsel, and provides litigation support to all contracts.

Insurance, Joint Powers Agreements (JPA), Claims Management

These functions are handled primarily by the Business Services Director who manages proposal development, annual insurance policy renewals, response to JPA surveys, participation on JPA Boards, management of property and liability claims filed against the ECC District, liaison with third-party administrators and various legal counsels for litigation matters.

Purchasing

The Purchasing Department is responsible for the processing of purchase orders, competitive bidding, quotes, proposals, and public works bid processing.

Safety and Health

The Safety and Health Department supervises the El Camino Community College District's risk management programs, which include health safety training, loss prevention, and workers' compensation. These programs enhance safety awareness and reduce the increasing costs of workers' compensation.

The staff is responsible for the District's Risk Management Improvement Plans and Procedures, student insurance, and the District's Rideshare Program, as managed by the Southern California Air Quality Management District.

Community Advancement Division

Business Training Center (BTC)
The BTC is a one-stop shop for economic development programs and services to the business community, is located off campus in the City of Hawthorne. The BTC is comprised of four separate Chancellor's Office-funded grants. These grant-funded programs provide training, consulting, and workshops to businesses and their employees.

Center for Applied Competitive Technologies (CACT)
The CACT provides manufacturing and related training, consulting, and technical assistance to manufacturing companies and their employees with the goal of assisting companies to be globally competitive and to keep and create jobs in California. The most common training modules offered include Lean Manufacturing and Quality Improvement Processes. These are delivered at the client's site.

Center for International Trade Development (CITD)
The CITD provides a full range of trade assistance services to companies and individuals in Los Angeles County and the surrounding areas. Working collaboratively with many regional economic and trade assistance partners, CITD services include customized export-import counseling, training covering all aspects of international trade, market research and planning, assistance in finding and entering new markets and locating potential overseas buyers and distributors.

Community Education
Community Education provides a variety of not-for-credit fee-based classes for personal and professional enrichment. These short-term classes are offered on campus typically in the evenings and weekends. Classes and programs are developed and offered that are responsive to the community and include a wide variety of topics. The largest program is Kids College, which is offered in the summer to children in grades 1 through 12.

Contract Education
Contract Education provides fee-based customized training and consulting services to business, industry and government agencies. These services help employers reach specific business goals by providing needs analysis, skills assessments, and education/training at their worksite. The services are fee-based and utilize industry experts. Contract Education also offers a single point of access for employers seeking customized on-site training from the CACT, CITD and WpLRC.

Foster Care Education
The Foster and Kinship Care Education Department provides training and educational services to the Foster Care community. Eligible youth 14 – 15 years of age receive in-home tutoring; youth 16-21 years of age receive Life Skills Training and support services. Caregivers receive training for both certification and renewal of their certifications.

Grants Development and Management
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 functions of the Grants Office include the following: 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 grantsmanship (grant seeking, proposal writing, project management); special projects. It also provides administrative support and in-depth assistance to faculty who serve as project directors or principal investigators of grant-funded projects.

Small Business Development Center (SBDC)

The SBDC provides a variety of economic development services to the small business community throughout Southwest Los Angeles County. SBDC services include workshops on topics such as how to write business or marketing plans, individualized business consulting, and partnerships with banks that provide funding to businesses.

Workplace Learning Resource Center (WpLRC)

The Workplace Learning Resource Center offers contextualized training and retraining to assist businesses and individuals in their efforts to remain competitive in the global marketplace.

Counseling and Student Services Division

Articulation

The articulation office's primary objective is to assist all faculty, students, and staff on transfer curriculum, articulation, and transfer related matters. The articulation officer serves as a campus liaison to the systemwide office and provides needed materials and information about course articulation proposals and acceptances.

Career Center

The Career Center offers opportunities for extensive exploration of interests, values, aptitudes, skills, and personality characteristics related to the selection of one's major and career, pre-professional planning, and job success. Career counseling appointments, career assessments, career tours, and major/career related workshops are available for students and alumni. The Career Center also sponsors various Careers and Major Fairs that include: Internships & Job Fair in the fall semester, Majors' Fair in the spring semester and a monthly mini-careers/major fair to highlight different divisions. The Career Center also has resources such as career literature – some in alternative formats, computerized career information systems, and access to career information oriented websites. For the undecided major students we have a career planning class called Human Development 5. This course provides students with career planning techniques, career research strategies, and group interactive activities.

Counseling

The role of the counseling faculty in the community college setting is to assist students in developing life goals. The counseling process at El Camino College includes skills assessment, career exploration, educational planning, personal counseling, intervention, referrals to academic support services, and follow-up services to provide students with all types of assistance to reach their educational goals.

College Educational Master Plan

Counseling services are specifically designed to meet the California Community Colleges' primary mission of providing transfer and vocational education. Counselors play a primary role in retention by providing educational planning services to enable students to complete vocational certificates, AA/AS degrees, and transfer programs to state universities and private institutions.

These services also include the Matriculation program. Orientations are provided for approximately 4,000 new students annually. These workshops are conducted year-round, offering morning, noon, and evening workshops to accommodate all new first-time college students. The Matriculation process is designed to help students match their interests, abilities, needs and goals with the College's courses, programs and services from the time they apply until the conclusion of their studies at El Camino College and/or ECC Compton Center. Furthermore, Matriculation services are intended to help students gain information about themselves, the College, educational and career options available to them, and to help them make informed decisions as they develop their educational plan. Currently, these workshops are offered in the Student Services Center's conference room, which seats approximately 20 students. However, to accommodate a greater number of new students during peak periods, we reserve classrooms throughout the campus, thereby competing with classes for space. Matriculation Services works closely with ECC Compton Center to ensure we mirror all programs, services, and policies.

EOPS/CalWORKs/CARE

EOPS (Extended Opportunity Programs and Services) /CalWORKs (California Work Opportunities and Responsibilities for Kids)/ CARE (Cooperative Agencies Resources for Education) comprises three separate programs that serve disadvantaged students. EOPS was established to encourage the enrollment, retention and transfer of students

who face educational and economic challenges. Encouragement is demonstrated with support services that are above and beyond those already offered by ECC. Students remain focused on their educational goals through workshops, counseling sessions, progress reports, peer advising, tutoring, and financial assistance.

El Camino College's CalWORKs Department assists single parents and married couples receiving Temporary Assistance for Needy Families (TANF) funds, where the principal wage earner is unemployed, in order to achieve long-term self-sufficiency through coordinated student services. Working in partnership with the County of Los Angeles, local business and governmental agencies, assistance is provided to eligible students who pursue educational degrees and certificates while gaining work experience that leads to sustainable employment. Support services include childcare assistance, career counseling, academic advisement, job readiness, and work activity referrals.

CARE provides additional assistance to meet the needs of single parents with full-time enrollment status. Students must be EOPS eligible and currently receiving CalWORKs/ TANF assistance. CARE services include supplemental grants, parenting workshops, and   auto/gas/bus/meal program assistance.

Project Success

Project Success is an affiliate of the Umoja Community. Umoja, (a Kiswahili word meaning unity) is a community and critical resource dedicated to enhancing the cultural and educational experiences of African Americans and other students. The Umoja Community consists of student support programs at 25 California Community Colleges. Project Success, a recruitment, retention and graduation program, was one of the models used to establish the Umoja Community. The mission of Project Success is to aid in the successful transition of students

from high school to El Camino College and beyond in order to facilitate educational and career goals. Additional support exists to facilitate the completion of AA/AS degrees general education requirements and university transfer requirements. The program includes academic counseling, mentoring, academic classes, tutoring, field trips and scholarships.

Puente

Puente is an academic and student services program connected to the University of California (UC) system designed to transfer students to the university. The program includes three components: counseling, teaching, and mentoring. The teaching and counseling emphasize the Latino experience in the U.S. and the strategies of a rigorous university. The program includes university visits and a motivational conference put on by the Puente state office, which is UC funded.

Student Enhancement Program (SEP)

SEP targets approximately 4,500 at-risk students who have a grade point average below a 2.0 or who have not successfully completed more than 50% of their courses when taking 12 units or more. These students are considered to be under probationary status and are subject to dismissal. During the SEP workshops students learn about policies and procedures that will assist them to return to good standing in addition to skills in time management, decision-making techniques, goal setting, and ideal learning methods. The student and counselor formulate current educational plans and discuss the exploration of on-campus and off-campus resources. Currently, the staffing is limited to one full-time Student Services Adviser assigned 50% to Matriculation and SEP, one full-time counselor, and one part-time Matriculation and SEP counselor/coordinator currently staffs the program. Placing electronic warnings and registration holds for students on probation has increased student contact and the

demand for the SEP workshops. This increase requires that more part-time counselors be assigned to the program in order to develop educational plans and to process probation contracts which are needed to release the registration holds. There is a need to have an additional adviser in the future to focus primarily on SEP.

Transfer Center

The Transfer Center provides services and activities for students to assist them with the process of transferring to universities. Services and activities include: university tours; university representative visits on campus; transfer workshops covering university applications, the personal statement, how to choose a university, university programs and majors, university admissions information, and university basics and strategies; transfer presentations to classes and student clubs; university fairs; an annual Transfer Conference; Transferring in the Arts Month; University Days (UCLA Day, A Day with Dominguez); Transfer Admissions Guarantees to traditional and Historical Black Colleges and Universities (HBCUs); and end of the year admit celebrations to honor students admitted to universities. The Transfer Center also publishes a monthly activities calendar and a Transfer Guide each semester. The Transfer Center is also a resource center/library with catalogs, reference materials, and computers for students to use.

Enrollment Services Division

Assessment and Testing
The Assessment and Testing Office is responsible for the administration of all placement tests to students who plan to enroll in classes with testing prerequisites. The Assessment and Testing Office handles all other assessment and testing tasks as assigned or necessary.

Financial Aid
The Financial Aid Office is responsible for the disbursements exceeding $20 million in federal funds and $2 million in state funds. The types of aid available to students include Board of Governor's Fee Waiver, California Grants, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study and Federal Direct student loans. The Financial Aid Office is highly regulated by external agencies such as the federal and state governing bodies and internal or District standards. Annually, the El Camino Community College District financial aid staff serves more than 25,000 students.

First Year Experience (FYE) / Learning Communities (LC)
The First Year Experience Program provides an integrative approach to teaching and learning by linking basic, developmental, and college transferrable courses together through thematic content, by developing skills, and by combining instructional methods. Faculty members work in a learning community setting to develop integrative assignments, readings, and collaborative group projects for FYE students. The three important objectives of the First Year Experience Program are to develop essential academic skills, ease the transition and adjustment of new students to the college environment, and prepare students for graduation and or transfer.

Learning Communities are designed for students in their second year of college and provide students with ample opportunities for integrative learning that include: integrative readings, assignments, and class presentations. Further, learning community students receive orientation and academic counseling throughout their participation in the program.

Graduation Initiative
The Initiative is geared toward increasing graduation and completion rates. This grant will directly impact students by helping to increase persistence, improve academic performance, and increase the graduation and transfer rates at El Camino College.

The Initiative has three main areas of focus:

1. Get Ready: Strengthening student, faculty, institutional, and community readiness for the pursuit of an associate degree. Strategies to achieve this goal include improving assessment testing and placement processes, while also providing students with tools for educational and financial planning, and staying on track.

2. Get Set: Strengthening student learning and faculty teaching in pre-collegiate reading, writing, math, and general education courses. This objective will be accomplished through improving student success in key English and math courses via Faculty Learning Teams/Cohorts and specialized services, and by building institutional expertise in developmental teaching and learning.

3. Go for the Associate Degree: Getting students across the finish line to complete degrees, certificates and transfer requirements. Achieving this component will require increased outreach and assistance for students who are close to completing the degree, in addition to launching a "Get a Degree" campaign to raise student, faculty, staff and community awareness of degree benefits.

Outreach and School Relations

Outreach and School Relations serves as a liaison to the local high schools and community, and is the clearinghouse for the College's outreach and recruitment activities. Its goals are to inform high school students, teachers, counselors, parents, and the public about educational opportunities at El Camino College; foster positive relationships with K-12 educational partners; and facilitate the transition of students from area high schools to El Camino College.

Student Development

The Student Development Office supports and guides on-campus student organizations including the Associated Students Organization, Inter-Club Council, Alpha Gamma Sigma Statewide Honor Society and all student clubs with various services, meetings, excursions and activities, providing opportunities for student leadership and personal development. The Student Development Office schedules, coordinates, and provides administrative support to all activities and programs for the Student Activities Center; monitors the use and behavior of students in the Student Activities Center and facilitates the physical set-up for all student events. Additionally, the Student Development Office receives and handles all student disciplinary reports, disciplinary hearings and actions as well as student complaints. The Student Development Office supports and coordinates the Auxiliary Services Benefits (ASB) discount sticker program and Photo ID distribution as well as coordinates the annual commencement day activities.

Facilities and Planning Services Division

Construction

Manages all construction on campus, to include: contractor and sub-contractor management, contract management, consultant coordination and management, site supervision of construction projects, coordination of utility tie-ins and shut-downs, construction documentation management (drawings, specifications, change orders, field changes, etc.), construction meeting management (agendas, coordination, minutes, etc.), construction as-built drawing coordination, construction project specification documentation management and coordination. Various other duties related to construction management, project management, construction coordination and documentation management.

Grounds

Primary functions of the Grounds Department include the cleaning and removal of exterior trash from the campus, grounds maintenance, recycling of green waste, and removal of hazardous waste. Overall, the department is projected to maintain an operations pace that is similar to that which currently exists.

Maintenance

The Facilities Maintenance Department is engaged in the health and maintenance of critical campuswide infrastructure, including HVAC (heating, ventilation, and air conditioning) systems, electrical, carpentry, painting, automotive, welding, and construction support. The department also handles technical building maintenance, requiring skill trade level repair and maintenance of sophisticated electronic and computer systems, including those for fire, lighting, and building automation.

Operations

The Operations Department is responsible for the interior condition and cleaning of all buildings on campus. Additionally, this department provides support for campus event set up.

Shipping and Receiving

Shipping and Receiving is charged with the receipt and out-flow of goods, supplies, materials, and equipment for the College. The department also tracks fixed asset for College auditing purposes.

Fiscal Services Division

Accounting

The Accounting Office is responsible for the documentation of the District's financial transactions. This involves setting up the appropriate account codes, journalizing transactions, reviewing transactions, reconciling accounts, and preparing federal, state and local reports.

Cashiering and Cash Management

The Cashier Office is responsible for the intake, tracking, and accounting of College monies. Employees in the student accounting area process accounts receivable, ancillary fund accounting, financial aid disbursements, and student fee payments, investments, cash monitoring, cash transfers and cash account reconciliations.

Payroll

Payroll includes functions related to the payment of all employees, including employment verification and legal claims.

Foundation

The El Camino College Foundation is a 501©3 charitable organization whose mission is to support student success by raising funds and developing community relationships. Established in 1983, the ECC Foundation raises funds which provide financial assistance for students through scholarships, textbooks and other programs. The Foundation works collaboratively with the College's administration to identify and prioritize projects and programs that match funding objective with individuals, businesses and major corporations who provide financial support for El Camino College. In addition to financial resources, these partnerships provide career development opportunities for ECC students and assist in identifying critical industry needs of corporate partners.

The Foundation has established a well-balanced, sustainable fundraising program that provides intergenerational equity for current and future needs. Contributions are solicited through a variety of programs including annual fund, major gifts, planned giving and corporate sponsors. Endowments account for approximately 25 % of the current assets and provide annual funding for programs such as scholarships, nursing, allied health and other campus programs.

Governed by a Board of Directors comprised of individuals representing various constituencies of the South Bay community, the Foundation provides fiscal oversight and management of the organization's assets and investments. In accordance with state and federal regulations, the Foundation staff and board of directors carefully manages the classification and investments of funds. The Foundation is charged with ensuring the proper allocation and use of funds as stipulated by donor agreements and the organizations policies and procedures. The El Camino College scholarship program operates under the direct supervision of the Foundation, which provides funding and

oversight of awards and distribution of all ECC and external scholarships.

The financial records for the Foundation are maintained by a bookkeeper who provides monthly financial reports for the executive and finance committees and facilitates an annual audit with an outside audit firm.

Active participation in community organizations such as chamber of commerce and service clubs by Foundation staff and board members builds awareness of the programs and services offered by El Camino College and provide key partnership opportunities that benefit the students and the College. El Camino College Foundation and the board of directors are instrumental in providing a Foundation model that has been replicated on other California Community Colleges campuses.

Human Resources Division

Human Resources provides administrative and technical support in the areas of collective bargaining, agreement and Board policy compliance, employment processes, employee benefits, facilitating positive employee and labor relations, human resources information processing and management, and customer service. The division's ongoing goal is to continue to provide leadership and direction through customer service orientation, developing and implementing centralized systems, programs and processes and other organizational resources to enhance performance, service, and efficiency.

Staff and Student Diversity

Staff and Student Diversity develops and maintains the Equal Employment Opportunity Plan and the Student Equity Plan; investigates and brings to resolution discrimination complaints; conducts training and development on diversity and sexual harassment; coordinates diversity events; counsels students and employees; assigns Equal Employment Representatives to Screening and Selection Committees; assists in recruitment; and ensures District compliance with rules, regulations and laws.

Staff Development

The Staff Development Office is responsible for providing training at the College and Center for faculty and staff. A variety of technology training programs are offered throughout the year for employees at El Camino College and ECC Compton Center. Training on demand is a new approach that specializes in addressing the training needs of departments. The Innovation Center provides follow-up assistance for faculty and staff who have attended training classes.

New teaching and learning paradigms, as well as delivery strategies that are developed to meet the needs of a changing student population, will rely heavily on the Staff Development Office provision of on-going training. This applies to new technology, particularly as it becomes part of the pedagogical process. Faculty members must be technologically literate and current. Classified staff and administrators will also experience changes in software and hardware requiring additional training from the Staff Development Office.

Information Technology Services (ITS) Division

ITS is comprised of four components that support the transfer and use of information: Applications Development, Network Services, Technical Services, and User Support.

Applications Development

The Applications Development team is responsible for supporting and maintaining Datatel Colleague, the District's Enterprise Resource Planning (ERP) tool, and other internal and external applications programs; deployment of new applications; and the creation, maintenance, and support of Portal features and functions.

Network Services

The Network Services unit is responsible for installing, operating, and maintaining the voice and data campus infrastructure, plus all of the switching and routing equipment necessary to provide secure and reliable service. Additionally, the unit maintains the District's administrative servers, the Storage Area Network (SAN) and Network Area Storage (NAS) data storage servers, and the security systems including the PIX firewall, the Barracuda spam filters, the McAfee antivirus protection server, and the Intrusion Detection server. Finally, the unit is responsible for the District's MS Exchange / Outlook student and staff email system, the *MyECC* Portal, and the Help Desk, a computer support call center.

Technical Services

The staff configures, maintains, and supports personal computers, peripherals, and academic servers. The unit is also responsible for providing comprehensive technical assistance and software (non-Datatel) support to all campus users. The staff process District personal computers, peripherals, hardware security, application standardization, and equipment disposal.

User Support

The User Support unit provides support to end users. This unit has the primary responsibility for creating and distributing information in various formats and media to internal and external users such as the MIS and student clearinghouse data submissions. It is also responsible for maintaining and operating the equipment required to support the activities of the ITS division and performs functions necessary for insuring the availability of Colleague, Web functions, and data transactions.

Institutional Research (IR) Department

Institutional Research supports educational and institutional effectiveness by providing El Camino College with meaningful, timely and user-friendly information and analysis for use in assessment, planning and decision-making. IR provides data-related analysis in the following major areas: accountability and performance measurement; enrollment management; environmental scanning (both internal and external); outcomes assessment; program evaluation (e.g., program review, special studies); student and workforce satisfaction surveys; test and prerequisite validation; trend studies; mandated or requested reporting to outside agencies; and research in support of grant applications and outcomes.

For the past four years, IR has been heavily involved with many major College-driven initiatives. These include campuswide student satisfaction surveys, strategic planning efforts, College accreditation process, course registration tracking in support of enrollment management, student learning outcomes development and assessment, program review and accountability measurement. IR has also served as the sole research support for the ECC Compton Center, which partnered with El Camino College in 2006. More recent initiatives include specially-focused research in the areas of workforce develop

and outcomes of students enrolled in basic skills research. Funds for Career and Technical Education (CTE) and the statewide Basic Skills Initiative are being set aside to partially support temporary researchers in these areas.

In addition to the 10 major areas of responsibility outlined above, IR also responds to ad hoc data requests from faculty, staff, managers and administrators. The growth in IR staffing over the past four years immediately translated into increased research volume. Fulfillment of work requests nearly doubled over the previous year in 2005-06, with sustained major growth experienced in subsequent years. IR expects to fulfill 20% more requests per year through office efficiencies and limited research intern support for retention research. However, output should plateau after that.

Police Department

Cadet Services

Cadet Services will be in increasing demand as student and staff population in such areas as: escorts, library security, counseling security, fiscal office check delivery, parking enforcement, Kids College safety and a variety of other programs. Equipment and its maintenance will be required for parking enforcement, escort services, battery jumps, vehicle lock outs, and the like. Full-time supervisory positions may become necessary in order to plan and coordinate an ever-increasing demand from other divisions for use of police cadets to facilitate their special events, seminars, chapter meetings, and conferences. Currently there are a total of 22 cadets at ECC and two cadets at ECC Compton Center. Over the next six to 10 years it is requested that ECC have 30 cadets and 10 cadets at ECC Compton Center.

Live Scan

Live Scan fingerprinting services have been expanding since their inception as a public and District service. Current activity is under the oversight of Parking Services. In order to improve customer service and shorten wait time, It is recommended that a second live scan machine be obtained and hire two more part-time personnel for ECC Compton Center.

Parking Services

Parking Services, if it continues to be the host for Live Scan operations, will necessitate a change in the job description of the Police Services Technician. It will need to become a supervisory position. The amount of student help required to assist in the running of all operations requires more authority for the day-to-day operations including hiring, training, and discipline. It would be beneficial to add two permanent part-time positions to add continuity and stability in between semesters, especially in the area of District key management and building key access systems.

The projected decrease in student population as a result of the state budget deficit will naturally result in a decrease in parking citations, citation review requests, and citation hearings and revenue.

The increase of parking permit machines and parking citation machines requires a constant staff member to keep the systems maintained and functioning due to the continuous use by students and staff.

Police Dispatch Services

Police Dispatch services will require the addition of personnel as calls for service continually increase within the next 10 years. As of July 2011 there are one-full time dispatcher lead, three full-time dispatchers, two part-time dispatchers, and four student workers. It is recommended that in the six-to 10-year range, a total of five full-time dispatchers be considered. Statistical analysis show that the additional personnel would

eliminate most of the overtime in dispatch services, maintain a call taker as well as a radio operator during peak periods as well as a camera/alarm operator. Current staffing allows for a call taker, which handles the fourth counter, phones, 9-1-1 lines, and campus fire alarm, while the radio operator is responsible for all radio frequencies (six channels), all field personnel on both ECC and ECC Compton Center campuses, as well as processing any special requests. However, these levels do not allow of monitoring of the campus camera systems or non-emergency alarm systems. As the new video surveillance system is brought on line the complexity of the system will require dedicated personal trained in its proper use and care. Also as new alarm systems are also added the number of campus alarm responses will also dramatically increase further increasing the load on the center.

Based on statistical trends over the past three years (2008 – 176 medical calls, 2009 – 199 medical calls, and 2010 – 224 medical calls) the dispatch center is expected to see a continual increase in calls for medical assistance. These calls require extensive training and minimal staffing for emergency medical dispatching under NFPA standards.

With the creation of an investigative assignment, the dispatch center has seen an increase in special report requests (i.e. line ups, photos, and multimedia records), court paperwork, and general records management. This increased load requires this to become its own distinct specialization within the dispatch assignment. It is expected that within the six-to 10-year range, the lead dispatcher position will need to be expanded to a communications & records supervisor position that will be responsible for keeping abreast of all the legal requirements for records keeping, FCC radio procedures, and NENA/APCO 9-1-1 procedures.

Police Patrol Services

Police Patrol Services will continue to evolve even with the projected decrease in student population as a result of the state budget deficit. Calls for police services may still possibly increase with regard to both criminal and public service activities. Calls for service may increase on weekends, holidays, and late night hours as more utilization of District venues is contracted, and student access to student services increases such as campus escorts, medical aide calls, lock outs and other quality of campus life issues. In addition, officers will continue to provide high-visibility, proactive patrol in order to deter acts of criminal activity and to effectively collaborate with campus stakeholders regarding safety issues.

In the six-to 10-year range, it is likely a records manager will be needed, as well as a police lieutenant or captain or perhaps a single hybrid of commander for the ECC campus as a second in command.

As the District continues the construction phase of the bond measure, new traffic patterns, parking facilities security systems, buildings, and general campus security systems, more technology advancements will need to be included to slow the ever increasing need for manpower to handle labor intensive security activities.

Public Relations and Marketing Department

The Public Relations and Marketing Department handles public relations, media relations, marketing, advertising, government relations, community relations, graphics, photography, Web development and oversight, print and online publications, internal and external communications and messaging, and online social networks, for both El Camino College and El Camino College Compton Center. The Copy Center provides photocopying and digital color copying services campuswide.

Part III - The Quantification of On-Campus Space Needs

Profile/Analysis of the Current Curriculum

Quantifying space needs begins with an assessment of the current program of instruction. To create this snapshot, the 2008 fall semester was used to represent the College's current program of instruction.

Initial stages of the process included an analysis of the key curriculum components and a comparison of those components with statewide standards or averages for community colleges throughout the state.

An analysis of Full Time Equivalent Students (FTES) generated a breakdown of ratios for lecture versus laboratory hours and the amount of lecture versus laboratory WSCH (Weekly Student Contact Hours) produced. Combined, the process and the elements were used to create a baseline from which the current program of instruction could be viewed.

The College's program of instruction reflects of the needs of the service area and is a direct result of the interests and talents of the faculty. Characteristics of the current program of instruction, by instructional division, are captured in the following breakdown.

Figure – 3
Program of Instruction by Instructional Divisions – Fall 2008

COLLEGE DIVISION	WSCH	FTES	LEC HRS	LAB HRS	% OF WSCH
Behavioral and Social Sciences	39,608.36	1,206.07	916.80	13.60	13.09%
Business	15,504.85	455.24	368.41	161.27	5.13%
Fine Arts	37,890.71	1,172.65	781.24	576.08	12.53%
Health Sciences and Athletics	42,416.10	1,435.33	499.96	1,450.89	14.02%
Humanities	61,357.76	1,893.65	1,617.34	296.75	20.28%
Industry and Technology	25,978.48	797.76	490.12	569.51	8.59%
Mathematical Sciences	44,824.76	1,399.52	1,206.32	27.20	14.82%
Natural Sciences	34,907.08	1,084.69	538.72	496.36	11.54%
TOTAL	302,488.10	9,444.91	6,418.91	3,591.66	100%

Source: El Camino Community College District, Academic Affairs Office. * Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

Translation of the Current Curriculum to State Standards

To create a benchmark comparison with statewide averages and standards, the College's disciplines and programs have been coded (figure 4) with the State's Taxonomy of Programs (TOP) code format per the following figure:

Figure – 4
Summary of Instructional Disciplines by Four-Digit TOP Code

Academic Strategies	4900	Global Studies	2200
Administration of Justice	2100	History	2200
Air Conditioning and Refrigeration	0900	Horticulture	0100
American Studies	2200	Human Development	4900
Anatomy	0400	Humanities	4900
Anthropology	2200	Italian	1100
Architecture	0200	Japanese	1100
Art	1000	Journalism	0600
Astronomy	1900	Law	1400
Automotive Collision Repair/Painting	0900	Library Information Science	1600
Automotive Technology	0900	Machine Tool Technology	0900
Biology	0400	Manufacturing Technology	0900
Business	0500	Mathematics	1700/4900
Chemistry	1900	Medical Terminology	1200
Child Development	1300	Microbiology	0400
Chinese	1100	Music	1000
Communications	2200	Nursing	1200
Computer Aided Design/Drafting	0900	Nutrition and Foods	1300
Computer Information Systems	0700	Oceanography	1900
Computer Science	0700	Paralegal Studies	1400
Construction Technology	0900	Philosophy	1500
Contemporary Health	0800	Photography	1000
Cosmetology	3000	Physical Education	0800
Dance	1000	Physics	1900
Economics	2200	Physiology	0400
Education	0800	Political Science	2200
Educational Development	4900	Psychology	2000
Electronics and Computer Hardware Technology	0900	Radiologic Technology	1200
Engineering	0900	Real Estate	0500
Engineering Technology	0900	Recreation	0800
English	1500	Respiratory Care	1200
English as a Second Language	4900	Sign Language/Interpreter Training	0800
Fashion	1300	Sociology	2200
Film/Video	0600	Spanish	1100
Fire and Emergency Technology	2100	Speech Communication	1500
First Aid	0800	Supervision	0500
French	1100	Technical Mathematics	1700
Geography	2200	Theatre	1000
Geology	1900	Tutor Training	4900
German	1100	Welding	0900
		Women's Studies	2200

Figure 5 provides a view of the College's translated instructional disciplines via the TOP code instructional program format.

Figure – 5
Program of Instruction by TOP Code Instructional Discipline

TOP DISCIPLINE	WSCH	FTES	*LEC HOURS*	*LAB HOURS*	*% of WSCH*
Agriculture and Natural Resources	343.90	10.96	12.50	3.40	0.11%
Architecture and Related Technologies	2,347.66	73.34	35.68	47.60	0.78%
Biological Sciences	14,468.36	451.96	150.72	258.40	4.78%
Business and Management	8,526.15	241.66	210.39	46.34	2.82%
Media and Communications	3,523.52	108.86	73.72	66.83	1.16%
Information Technology	6,281.68	191.81	113.5	142.13	2.08%
Education	24,848.79	755.65	204.52	643.4	8.21%
Engineering and Industrial Technologies	12,079.22	367.61	217.42	388.61	3.99%
Fine and Applied Arts	29,038.49	897.55	535.06	514.28	9.60%
Foreign Language	9,410.98	293.88	307.26	0.00	3.11%
Health	18,037.40	691.92	292.60	785.31	5.96%
Family and Consumer Sciences	6,766.80	196.13	166.74	30.60	2.24%
Law	1,485.32	46.40	60.42	0.00	0.49%
Humanities (Letters)	37,815.18	1,177.46	1,032.14	147.54	12.50%
Library Science	115.64	2.58	3.52	0.00	0.04%
Mathematics	32,534.16	1,016.31	872.42	0.00	10.76%
Physical Sciences	17,728.42	548.17	317.70	227.76	5.86%
Psychology	6,620.72	206.82	143.12	6.80	2.19%
Public and Protective Services	4,672.80	130.02	129.10	6.10	1.54%
Social Sciences	25,542.32	792.62	565.74	15.90	8.44%
Commercial Services	2,886.84	104.78	19.12	79.60	0.95%
Interdisciplinary Studies	37,413.75	1,138.43	955.52	181.06	12.37%
TOTAL	**302,488.10**	**9,444.91**	**6,418.91**	**3,591.66**	**100%**

*Source: El Camino Community College District, Office of Academic Affairs *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.*

It should be noted that the TOP code format is used throughout the remainder of the Master Plan document to forecast physical space needs. Determined space needs will also be submitted to the State Chancellor's Office in this format.

The Current Curriculum Indicators
Figures 6 and 7 provide a snapshot of key elements for the Fall 2008 semester status of instructional programs at the College.

Seat Count

Figure 6 compares enrollment per class section at ECC using the TOP code format for instructional programs. The statewide standard for enrollment per class section is 35 students. Combined with the percentage ratio of overall seats enrolled, the table provides an illustration of the key TOP code instructional disciplines as they presently exist. The College averaged 32 seats per class section for the baseline semester used (2008 fall semester).

Figure – 6
Seat Count Analysis/Comparison by TOP Code Instructional Divisions – Fall 2008

TOP DISCIPLINE	TOTAL SEATS	AVE CLASS SIZE	+/- STATE STANDARD	% ENROLLED SEATS
Agriculture and Natural Resources	91	22.75	-35.00%	0.14%
Architecture and Related Technologies	413	29.50	-15.71%	0.63%
Biological Sciences	1,776	34.82	-0.50%	2.70%
Business and Management	1,933	31.69	-9.46%	2.93%
Media and Communications	727	26.93	-23.07%	1.10%
Information Technology	1,102	24.49	-30.03%	1.67%
Education	7,131	30.09	-14.03%	10.82%
Engineering and Industrial Technologies	1,620	20.25	-42.14%	2.46%
Fine and Applied Arts	6,450	28.29	-19.17%	9.79%
Foreign Language	1,758	29.30	-16.29%	2.67%
Health	1,804	21.48	-38.64%	2.74%
Family and Consumer Sciences	**1,887**	**37.00**	**5.71%**	**2.86%**
Law	433	24.06	-31.27%	0.66%
Humanities (Letters)	9,271	31.97	-8.66%	14.07%
Library Science	70	35.00	0.00%	0.11%
Mathematics	**6,705**	**36.84**	**5.26%**	**10.18%**
Physical Sciences	2,887	33.18	-5.19%	4.38%
Psychology	**1,864**	**44.38**	**26.80%**	**2.83%**
Public and Protective Services	1,216	34.74	-0.73%	1.85%
Social Sciences	**7,485**	**44.03**	**25.80%**	**11.36%**
Commercial Services	154	30.80	-12.00%	0.23%
Interdisciplinary Studies	9,103	32.51	-7.11%	13.82%
TOTAL	**65,880**	**32.09**	**-8.32%**	**100.00%**

Source: El Camino College, Office of Academic Affairs. Data based on 2008 Fall Semester for Credit Enrollment. State standard equals 35 students/section. Bolded Instructional Divisions indicate performance above the state average.

WSCH per Class Section

WSCH generated per class section are compared in Figure 7. The middle column "WSCH/SEC STATE AVE" represents the statewide averages. The column to the immediate right depicts WSCH generated per class section at ECC. Instructional disciplines for this perspective were listed by TOP code. Bolded TOP instructional disciplines indicate performance level above the statewide average for that particular discipline.

Figure – 7

WSCH per Class Section Comparison by TOP Code Instructional Division - Fall 2008

TOP DISCIPLINE	TOP CODE	WSCH/SEC STATE AVE	WSCH/SEC COLLEGE	+/- STATE STANDARD
Agriculture and Natural Resources	0100	105	86.0	-18.09%
Architecture and Related Technologies	0200	88	167.7	90.57%
Biological Sciences	0400	143	283.7	98.39%
Business and Management	0500	98	139.8	42.65%
Media and Communications	0600	118	130.5	10.59%
Information Technology	0700	114	139.6	22.46%
Education	0800	85	104.8	23.29%
Engineering and Industrial Technologies	0900	101	151.0	49.50%
Fine and Applied Arts	1000	107	127.4	19.07%
Foreign Language	1100	126	156.8	24.44%
Health	1200	145	214.7	48.07%
Family and Consumer Sciences	1300	108	132.7	22.87%
Law	1400	88	82.5	-6.25%
Humanities (Letters)	1500	120	130.4	8.67%
Library Science	1600		57.8	%
Mathematics	1700	138	178.8	29.57%
Physical Sciences	1900	121	203.8	68.43%
Psychology	2000	142	157.6	10.99%
Public and Protective Services	2100	91	133.5	46.70%
Social Sciences	2200	136	150.2	10.44%
Commercial Services	3000	138	577.4	318.41%
Interdisciplinary Studies	4900	102	133.6	30.98%

Source: El Camino College, Office of Academic Affairs. Data based on 2008 Fall Semester for Credit Enrollment. Bolded Instructional Divisions indicate performance above the state average.

WSCH per FTEF

The state standard used for determining optimal productivity is based on WSCH generated per full-time equivalent faculty (FTEF). The standard is a ratio of 525 WSCH per FTEF. The TOP code disciplines listed below in bold print were found to be performing at levels above the statewide standard WSCH/FTEF. The College's Fall 2008 overall average productivity measure of 590.88 WSCH/FTEF was about 112.5% efficient when compared to the state standard. The College currently has an overall average productivity measure above 525 WSCH/FTEF. The following table provides a summary of the WSCH generated per FTEF by TOP instructional discipline for the 2008 fall semester.

Figure – 8
WSCH per Full Time Equivalent Faculty Analysis/Comparison - Fall 2008

TOP CODE DISCIPLINE	WSCH	FTEF	WSCH/ FTEF	+/- 525 STATE TARGET	% OF TOTAL WSCH
Agriculture and Natural Resources	343.90	0.88	389.34	-34.85%	0.11%
Architecture and Related Technologies	**2,347.66**	**4.10**	**572.64**	**8.32%**	**0.78%**
Biological Sciences	**14,468.36**	**20.07**	**721.04**	**27.19%**	**4.78%**
Business and Management	**8,526.15**	**14.27**	**597.60**	**12.15%**	**2.82%**
Media and Communications	3,523.52	7.48	470.88	-11.49%	1.16%
Information Technology	6,281.68	12.57	499.91	-5.02%	2.08%
Education	**24,848.79**	**37.93**	**655.07**	**19.86%**	**8.21%**
Engineering and Industrial Technologies	12,079.22	28.76	419.97	-25.01%	3.99%
Fine and Applied Arts	29,038.49	51.27	566.35	7.30%	9.60%
Foreign Language	9,410.98	18.13	519.04	-1.15%	3.11%
Health	18,037.40	36.43	495.19	-6.02%	5.96%
Family and Consumer Sciences	**6,766.80**	**9.68**	**698.80**	**24.87%**	**2.24%**
Law	1,485.32	3.53	420.38	-24.89%	0.49%
Humanities (Letters)	**37,815.18**	**66.83**	**565.81**	**7.21%**	**12.50%**
Library Science	115.64	0.13	866.87	39.44%	0.04%
Mathematics	**32,534.16**	**51.40**	**632.96**	**17.06%**	**10.76%**
Physical Sciences	**17,728.42**	**28.33**	**625.71**	**16.09%**	**5.86%**
Psychology	**6,620.72**	**8.70**	**761.00**	**31.01%**	**2.19%**
Public and Protective Services	**4,672.80**	**6.88**	**678.85**	**22.66%**	**1.54%**
Social Sciences	**25,542.32**	**33.90**	**753.46**	**30.32%**	**8.44%**
Commercial Services	2,886.84	5.73	503.51	-4.27%	0.95%
Interdisciplinary Studies	**37,413.75**	**64.90**	**576.47**	**8.93%**	**12.37%**
TOTAL	**302,488.10**	**511.90**	**590.88**	**11.15%**	**100.00%**
State Target: WSCH/FTEF			525.0		

Source: El Camino Community College District, Office of Academic Affairs. Data is based on 2008 Fall Semester for Credit Enrollment. TOP Code Instructional Discipline that is bolded indicates performance above the statewide standards.

WSCH per FTEF per Course Section

In the following figure, the productivity/ efficiency value is measured in WSCH per FTEF per course section. While section size represents a relationship between the number of students enrolled in the section and the section itself, WSCH/FTEF/SECTION represents the relationship between the average section size and the faculty load (FTEF)

assigned to each section within each TOP code. The following TOP code instructional programs performed above the state standard: Architecture and Related Technologies, Biological Sciences, Business Management, Education, Fine and Applied Arts, Humanities, Library Science, Mathematics, Physical Sciences, Psychology, Public and Protective Services, and Social Sciences.

Figure – 9
WSCH per FTEF per Section Analysis – Fall 2008

TOP CODE DISCIPLINE	WSCH	FTEF	WSCH/ FTEF	WSCH/FTEF/ Section	% State Standard
Agriculture and Natural Resources	343.90	0.88	389.34	25.96	-25.84%
Architecture and Related Technologies	**2,347.66**	**4.10**	**572.64**	**38.18**	**9.07%**
Biological Sciences	**14,468.36**	**20.07**	**721.04**	**48.07**	**37.34%**
Business and Management	**8,526.15**	**14.27**	**597.60**	**39.84**	**13.83%**
Media and Communications	3,523.52	7.48	470.88	31.39	-10.31%
Information Technology	6,281.68	12.57	499.91	33.33	-4.78%
Education	**24,848.79**	**37.93**	**655.07**	**43.67**	**24.77%**
Engineering and Industrial Technologies	12,079.22	28.76	419.97	28.00	-20.01%
Fine and Applied Arts	**29,038.49**	**51.27**	**566.35**	**37.76**	**7.88%**
Foreign Language	9,410.98	18.13	519.04	34.60	-1.14%
Health	18,037.40	36.43	495.19	33.01	-5.68%
Family and Consumer Sciences	6,766.80	9.68	698.80	46.59	33.10%
Law	1,485.32	3.53	420.38	28.03	-19.93%
Humanities (Letters)	**37,815.18**	**66.83**	**565.81**	**37.72**	**7.77%**
Library Science	**115.64**	**0.13**	**866.87**	**57.79**	**65.12%**
Mathematics	**32,534.16**	**51.40**	**632.96**	**42.20**	**20.56%**
Physical Sciences	**17,728.42**	**28.33**	**625.71**	**41.71**	**19.18%**
Psychology	**6,620.72**	**8.70**	**761.00**	**50.73**	**44.95%**
Public and Protective Services	**4,672.80**	**6.88**	**678.85**	**45.26**	**29.30%**
Social Sciences	**25,542.32**	**33.90**	**753.46**	**50.23**	**43.52%**
Commercial Services	2,886.84	5.73	503.51	33.57	-4.09%
Interdisciplinary Studies	**37,413.75**	**64.90**	**576.47**	**38.43**	**9.80%**
TOTAL	**302,488.10**	**511.90**	**590.88**	**39.39**	**12.55%**

Source: El Camino Community College District, Office of Academic Affairs.

WSCH Lecture and Laboratory Breakdown

Figure 10 provides a breakdown by TOP code instructional discipline for actual lecture and laboratory WSCH generated for the 2008 fall semester at the College. The data discloses that the curriculum of the College is generally dominated by lecture WSCH at a ratio of 71% to 29%.

Figure – 10
WSCH Lecture and Laboratory Breakdown – Fall 2008

TOP DISCIPLINE	TOP CODE	LECTURE WSCH	LAB WSCH	TOTAL WSCH
Agriculture and Natural Resources	0100	292.90	51.00	343.90
Architecture and Related Technologies	0200	989.26	1,358.40	2,347.66
Biological Sciences	0400	5,264.56	9,203.80	14,468.36
Business and Management	0500	6,854.49	1,671.66	8,526.15
Media and Communications	0600	2,136.32	1,387.20	3,523.52
Information Technology	0700	2,772.10	3,509.58	6,281.68
Education	0800	7,045.22	17,803.57	24,848.79
Engineering and Industrial Technologies	0900	4,468.28	7,610.94	12,079.22
Fine and Applied Arts	1000	16,585.15	12,453.34	29,038.49
Foreign Language	1100	9,410.98	0.00	9,410.98
Health	1200	6,104.34	11,933.06	18,037.40
Family and Consumer Sciences	1300	6,216.00	550.80	6,766.80
Law	1400	1,485.32	0.00	1,485.32
Humanities (Letters)	1500	32,878.70	4,936.48	37,815.18
Library Science	1600	115.64	0.00	115.64
Mathematics	1700	32,534.16	0.00	32,534.16
Physical Sciences	1900	10,889.34	6,839.08	17,728.42
Psychology	2000	6,352.12	268.60	6,620.72
Public and Protective Services	2100	4,347.10	325.70	4,672.80
Social Sciences	2200	25,059.02	483.30	25,542.32
Commercial Services	3000	554.04	2,332.80	2,886.84
Interdisciplinary Studies	4900	31,896.37	5,517.38	37,413.75
TOTAL		**214,251.41**	**88,236.69**	**302,488.10**

Source: El Camino Community College District, Office of Academic Affairs. Data based on credit WSCH generated only during the fall 2008 semester. Off-campus and canceled class sections have not been included. Combined or multi-class sections have been counted as one section.

Projections for the Future Program of Instruction

The projections that follow take into account the current and past trends of the College relative to curricular offerings, anticipated changes in the instructional delivery methods, and balance in the curriculum.

The projections use WSCH as the primary criterion for viewing the instructional program of the future. As previously noted, WSCH represents the only solid data that can accurately be apportioned and traced to each course, discipline and division - regardless of the nuances of the curriculum. The projections are reflective of and limited to on-campus credit WSCH. Program forecasts were generated for the College at points in time when credit WSCH reached 477,632 and student enrollment 40,446 (2020 estimate). The projections used the 2008 fall semester as a benchmark, when WSCH generation was 302,488 and on-campus unduplicated credit-enrollment was 25,773.

It should be noted that growth for the various instructional disciplines was forecasted at varying rates. External and internal factors, demographics, past performance, projected need, and curriculum balance caused each instructional discipline to respond differently to the forecasting process. The growth forecast is, therefore, not linear or relational in terms of its application.

The following references and resources were used in the forecasting process:

1. 2008 El Camino Community College District, Report 17 ASF/OGSF* Summary and the Capacities Summary, an inventory of facilities that is recorded with the State Chancellor's Office.

2. The 2008 Weekly Student Contact Hours (WSCH) Comparison Report for all state community colleges (published by the State Chancellor's Office).

3. Enrollment and performance data provided by the ECC, Institutional Research Office.

   * ASF – Assignable Square Footage and OGSF – Overall Gross Square Footage

WSCH/FTES Forecast Year 2020 or When District Credit WSCH Reaches 477,632 (update WSCH)

At a time when credit-WSCH reaches 477,632, the College is projected to have the following semester profile:

- Total WSCH: 477,632
- Credit Enrolled Students: 40,446

Details, by TOP instructional disciplines, of the semester profile are depicted in the figure that follows.

Lecture and Laboratory WSCH Breakdown for the Future

The identification of future lecture and laboratory credit WSCH is the basis for determining the physical space need for the long-range program of instruction. This information was gleaned from the baseline curriculum, e.g., 2008 fall semester, past trends of the College, comparisons with other community college districts in the state, and the standards set forth by California Title 5 Education Code were used as touchstones for identifying the lecture and laboratory credit-WSCH for the future. A breakdown of that analysis with benchmarks at 2020 or when the College attains credit WSCH of 477,632.

Figure – 11
Credit Lecture and Laboratory WSCH: Year 2020 or Total WSCH of 477,632

TOP DISCIPLINE	TOP CODE	LEC WSCH	LAB WSCH	TOT WSCH
Agriculture and Natural Resources	0100	399	79	478
Architecture and Related Technologies	0200	1,348	2,110	3,458
Biological Sciences	0400	7,175	14,295	21,470
Business and Management	0500	9,342	2,596	11,939
Media and Communications	0600	2,912	2,154	5,066
Information Technology	0700	3,778	5,451	9,229
Education	0800	9,602	27,651	37,253
Engineering and Industrial Technologies	0900	6,090	11,821	17,911
Fine and Applied Arts	1000	22,605	19,342	41,946
Foreign Language	1100	12,827	0	12,827
Health	1200	8,320	18,534	26,853
Family and Consumer Sciences	1300	8,472	855	9,328
Law	1400	2,024	0	2,024
Humanities (Letters)	1500	44,812	7,667	52,479
Library Science	1600	158	0	158
Mathematics	1700	44,342	0	44,342
Physical Sciences	1900	14,842	10,622	25,464
Psychology	2000	8,658	417	9,075
Public and Protective Services	2100	5,925	506	6,431
Social Sciences	2200	34,154	751	34,905
Commercial Services	3000	755	3,623	4,378
Interdisciplinary Studies	4900	43,473	8,569	52,042
TOTAL		**292,013**	**137,043**	**429,056**

Source: HMC Architects.

Determination of Space Requirements

In order to qualify for state funds to construct new facilities, the Chancellor's Office requires that the District demonstrate space needs. These needs are determined when the total space requirements for academic programs of instruction and support services are compared to the current space holdings of the District. The state standards for calculating square footage requirements are derived from the generation of WSCH or from a prescribed formula based upon various measures of student enrollment. The following sections provide a definition of space requirements and capacity, a listing and explanation of the utilization and planning standards used to determine space needs, and the determined net allowances for all categories of space.

Facilities Inventory

The California Community Colleges Facilities Inventory Manual includes descriptive data on buildings and rooms for each college district. Construction projects, the development of capital outlay plans, the determination of future facilities and the assessment of existing space utilization are tasks that rely heavily on this document. The space inventory is essential for generating the annual Five-Year Capital Construction Plan and for scheduling and controlling campus space. The space inventory is an important tool in planning and managing District facilities.

This Plan uses the 2008 El Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary, as the basis for determining future space requirements and eventually arriving at a building/facilities program for the College.

Space Category Elements

Several key facility elements were considered in the assessment of the space needs. These facility elements or space categories are presented in Figure 12. They represent the majority of the total educational and general facility space at the College.

Figure – 12
Standard Space Categories Used for Campus Assessment

Classrooms	Lounge	Theatre
Non-class Laboratories	Bookstore	Meeting Room
Teaching Laboratories	Health Services	Data Processing
Library/Learning Resources	Teaching gym	Physical Plant
Offices	Food service	Assembly/Exhibition
Instructional Media		

Prescribed State Space Standards

Title 5 of the California Administrative Code (Sections 57000-57140) prescribes standards for the utilization and planning of most educational facilities in public community colleges. These standards are summarized in Figure 13 and in the text that follows.

Figure – 13
Prescribed Space Standards

CATEGORY	FORMULA	RATES/ ALLOWANCES
Classrooms	ASF/Student Station	15
	Station utilization rate	66%
	Average hours room/week	53
Teaching Labs	ASF/student station *	*
	Station utilization rate	85%
	Average hours room/week	27.5
Offices/Conference Rooms	ASF per FTEF	140
Library/Learning Resource Center	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE**	3.83
	ASF/3001-9,000 DGE	3.39
	ASF>9,000	2.94
Instructional Media AV/TV/Radio	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF>9,000	0.25

* Reference Figure 15.
** DGE – Day Graded Enrollment

Standards for Lecture Space:

The determination of lecture ASF is derived from a mathematical calculation based on the size of a college. Most colleges are allowed a factor of 42.9 ASF/100 WSCH generated.

Standards for Laboratory Space:

Figure 15 contains the Title 5 state standards used to determine ASF for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

Figure – 14
State Standards Assignable Square Feet (ASF) for Laboratory Space

TOP DISCIPLINE	TOP CODE	ASF/ STATION	ASF/ 100 WSCH
Agriculture and Natural Resources	0100	115	492
Architecture and Related Technologies	0200	60	257
Biological Sciences	0400	55	233
Business and Management	0500	30	128
Media and Communications	0600	50	214
Information Technology	0700	40	171
Education	0800	75	321
Engineering and Industrial Technology	0900	200	856
Fine and Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health	1200	50	214
Family and Consumer Sciences	1300	60	257
Law	1400	35	150
Humanities (Letters)	1500	50	214
Library	1600	35	150
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public and Protective Services	2100	50	214
Social Science	2200	35	150
Commercial Services	3000	50	214
Interdisciplinary Studies	4900	60	257

Source: Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

Non-State Space Standards

The state provides standards for utilization and planning for more than 60% of all types of spaces on a college campus. Capacity estimates for those remaining spaces – representing approximately 40% – are based on a combination of factors including the size and nature of the institution. Standards for these types of spaces are presented in Figure 15. The guidelines presented were based on a national study of space standards.

Figure – 15
ASF FOR NON-STATE STANDARD CAMPUS BUILDINGS

CATEGORY OF SPACE	BASIS	ASF/FACTOR
Non-Class Laboratory	0.095ASF per headcount student	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5-35,000
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.60
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF/Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 – 6,000
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total

Source: State Chancellor's Office

Ultimately the space requirement is determined via the relationship of the existing space available, listed by type and use, number of hours for which that space is currently utilized, and the number of hours projected for use in the future.

Computation of FTE Instructional Staff

The worksheet in the following figure is required to be completed by the District with the submission of the Five-Year Capital Construction Plan. The worksheet must be updated and submitted each subsequent year. For long-term planning purposes, the worksheet is used to project future staffing for instructional programs at the College.

Figure – 16
ECC Worksheet for Computing FTE Instructional Staff*

CATEGORY	NON INSTRUCTIONAL PORTION FTE	PROFESSIONIONAL INSTRUCTIONAL & STATUTORY STAFF FTE	NET TOTAL STATUTORY STAFF FTE
Instructors	587.0		587.0
Counselors	20.0	20.0	
Department Admin	21.0	21.0	
Librarians	7.0	7.0	
Instructional Admin	16.0	16.0	
Totals	651.0	64.0	587.0

Source: State Chancellors Office.   * This worksheet must be completed prior to completing the Five-Year Capital Construction Plan.

The five categories of Full Time Equivalent (FTE) staff are specified and defined as follows:

1. Instructors: Includes the professional instructional staff for day, extended-day, and adult education, except those whose offices are located off campus.

2. Counselors: Includes the professional counseling staff, special programs coordinators, extended opportunity program coordinators, statutory and Title 5 required staff.

3. Department Administrators: Includes professional staff responsible for coordinating or supervising departmental activities. This category is dependent upon the organizational structure of the college, but is generally defined as the department chair for an instructional or support service area.

4. Librarians: Professional librarians and directors of media services.

5. Institutional Administrators: Professional administrators with responsibilities covering the entire institution such as a President, Vice President, Deans, Business managers. This category generally covers all administrators above the department level.

Projecting Future Capacity

ASF, as defined in Title 5 standards, relates to useable space for instruction or related student support. A process for arriving at future capacity (space needs) is provided in the sequence that follows:

Step 1: Credit WSCH projections are applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.

Step 2: The current space inventory for the College is used as a baseline to determine space needs. This baseline is subtracted from the calculated space requirements to result in the net ASF need by type of space for the projected long-term facilities plan.

Step 3: The result net assignable square footage by type of space for the benchmark years of 2020, is translated into the facility codes used by the state.

The Current Campus Inventory

The following figure shows the current facilities inventory for the College as taken from the 2008 El Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary. This document provides a basis for comparing space needs with space availability. The College currently has a building/facility space inventory of 819,740 assignable square feet.

Figure – 17
Facilities Inventory – Year 2009

ROOM USE CATEGORY	DESCRIPTION	ASF
050	Inactive Space	2,281
100	Classroom	131,829
210-255	Laboratory	195,243
300	Office / Conference	110,357
400	Library	74,324
520-525	Physical Education (Teaching Gym)	3,585
530-535	Instructional Media (AV/TV)	98,565
540-555	Clinic / Demonstration	7,890
610-625	Assembly / Exhibition	67,063
630-635	Food Service	19,619
650-655	Lounge / Lounge Service	24,101
660-665	Merchandise Facility	8,570
670-690	Meeting / Recreation	22,587
710-715	Data Processing	6,565
720-770	Physical Plant	45,979
800	Health Service	1,182
	Other	0
	TOTAL ASF	**819,740**

Source: HMC Architects.

Academic Space Requirements: Year 2020 or Credit WSCH Of 477,632

The following figure identifies the square footage required to meet the needs of the College's academic programs when credit WSCH reaches 477,632 – estimated to be 2020. At that time, the required academic space needs at the College has been determined to be 401,011 ASF of which 125,273 ASF will be lecture and 275,738 will be laboratory ASF. Data presented was based on standards defined by the California Educational Code Title 5.

Figure – 18
ASF Required for Instructional Program Year 2020 or Credit-WSCH of 477,632

TOP DISCIPLINE	TOP CODE	LEC ASF	LAB ASF	TOT ASF
Agriculture and Natural Resources	0100	171	390	561
Architecture and Related Technologies	0200	578	5,422	6,000
Biological Sciences	0400	3,078	33,307	36,385
Business and Management	0500	4,008	3,323	7,331
Media and Communications	0600	1,249	4,611	5,860
Information Technology	0700	1,621	9,321	10,942
Education	0800	4,119	0	4,119
Engineering and Industrial Technologies	0900	2,613	101,186	103,799
Fine and Applied Arts	1000	9,697	0	9,697
Foreign Language	1100	5,503	0	5,503
Health	1200	3,569	39,662	43,231
Family and Consumer Sciences	1300	3,635	2,199	5,834
Law	1400	868	0	868
Humanities (Letters)	1500	19,224	16,407	35,631
Library Science	1600	68	0	68
Mathematics	1700	19,023	0	19,023
Physical Sciences	1900	6,367	27,298	33,665
Psychology	2000	3,714	626	4,340
Public and Protective Services	2100	2,542	1,083	3,625
Social Sciences	2200	14,652	1,126	15,778
Commercial Services	3000	324	7,754	8,078
Interdisciplinary Studies	4900	18,650	22,023	40,673
TOTAL		**125,273**	**275,738**	**401,011**

Source: HMC Architects.

Square Footage Requirements for the Total College

Total Net Building/Facility Requirement: Year 2020 or Achievement of 477,632 WSCH
Using data from the previous tables and calculating the formulas for both prescribed and non-prescribed state space standards, Figure 19 provides a net analysis of ASF required for all campus facilities at the College. The data provided is formatted to be consistent with the Chancellor's Office facilities space coding system. The forecast is based on a target year of 2020 or whenever the target semester credit WSCH level of 477,632 is reached.

Figure – 19
Total Building Requirements – Year 2020

SPACE CATEGORY	DESCRIPTION	CURRENT ASF	ASF FOR 2020	ASF DIFFERENTIAL
050	Inactive Space	2,281	0	2,281
100	Classroom	131,829	125,274	6,555
210-255	Laboratory	195,243	275,736	-80,493
300	Office / Conference	110,357	114,415	-4,058
400	Library	74,324	68,032	6,292
520-525	Physical Education (Teaching Gym)	3,585	15,256	-11,671
530-535	Instructional Media (AV/TV)	98,565	71,509	27,056
540-555	Clinic / Demonstration	7,890	10,309	-2,419
610-625	Assembly / Exhibition	67,063	36,401	30,662
630-635	Food Service	19,619	21,841	-2,222
650-655	Lounge / Lounge Service	24,101	19,165	4,936
660-665	Merchandise Facility	8,570	17,665	-9,095
670-690	Meeting / Recreation	22,587	12,122	10,465
710-715	Data Processing	6,565	5,000	1,565
720-770	Physical Plant	45,979	39,696	6,283
800	Health Service	1,182	1,200	-18
	Other	0	20,840	-20,840
	TOTAL ASF	**819,740**	**854,461**	**-34,721**

Source: HMC Architects.

Summary

The Educational Master Plan consisted of three parts: vision of the future through enrollment management; summaries of academic and student support programs; and the quantification of space needs.

Enrollment management plays a key role as the College faces demographic changes in the recruitment of students over the next eight years. The projected number of traditional age (17 – 24) students who typically take 12 or more units are declining, while the 25 – 34 and 45 plus age groups are projected to increase. These two older demographic groups typically take fewer units and have more diverse educational needs compared to the traditional age student. These needs include: juggling school, work, and home schedules; greater reliance on basic skills courses due to long spans of time away from math and English courses; updating skill sets to retain a current job or to move into a new position or occupation; and courses for the life-long learner.

Considering the diversity of students and their needs is of paramount concern to the faculty, staff, and managers who wrote the program summaries. The summaries cover information vital to the growth of over 77 academic programs and 59 student support programs at the College. The summary information was paired with fall 2008 Weekly Student Contact Hour (WSCH), Full Time Equivalent Student (FTES), and student headcount information to create a starting point for the projection of classroom and laboratory needs for 2020.

College Technology Plan

Technology Plan Overview

El Camino College, like all institutions of higher education, faces the immense challenge of incorporating technology in the classroom and in the workplace. Certain facts are evident:

1. The most important use of technology at ECC is its contribution to teaching and learning.

2. All academic, administrative and student support functions of the College are increasingly dependent on very complex computer networking and data systems that interconnect departments across the District, the District with the state and federal governments, and the College with higher education institutions across the country and throughout the world.

3. Technological change is rapid and ongoing, with computing power doubling every 18 months, the price of computer processing power dropping 30% per year, and voice, image, multimedia, and data becoming increasingly interrelated in a digital world.

4. Community colleges serve as a primary source of high-tech training whose graduates help to offset the increasing shortage of skilled employees in the workplace.

5. El Camino College must continue to upgrade its buildings and cable infrastructure to meet the demands of 21st century technology.

The above statements are as true today as they were when this plan was first developed in 1997.

Technology planning is an ongoing process of five year strategic plans and annual tactical plans. The current plan is a refined update of the preceding:

1. Long-term Academic Technology Plan (1995 Academic Technology Committee),

2. Information Systems Technology Plan (1995 MIS Advisory Committee),

3. El Camino College Technology Plan (1997 College Technology Committee).

4. El Camino College Technology Plan (2004-2007 College Technology Committee), and

5. El Camino College Technology Plan Revision 2007-2008 (College Technology Committee).

These Technology Plans utilized input from campus committees, forums, Chancellor's Office guidelines and recommendations, Information Technology Services (ITS) management and staff, Comsul Corporation (networking consultants), Cisco and AT&T. The previous plans addressed seven major areas; data systems and networking, equipment

and software, technology training, staffing, distance education, facilities, and funding.

Many of the concerns that were articulated in these plans have been resolved during the last 15 years including:

1. Upgraded Datatel Colleague hardware and software to meet the requirement of Release 18 of Colleague (2007).

2. Replaced all the non-Cisco data switches and migrated the campus to a uniform, high speed data backbone (2007).

3. Replaced the Centrex/ISDN telephone system with a Cisco Solutions IP Telephony telephone system. The new technology has lowered the District's monthly telephone bill by two-thirds (2008).

4. Launched the online student Portal which quickly grew from 150,000 logons to over 500,000 two years later. During peak periods of registration, the Portal records 1,000 logons per hour. There is not an hour of the day or day of the week when there is no one logged on (2005).

5. Migrated an enormous amount of student services and hundreds of thousands of transactions to the online environment, including admissions, registration, adding and dropping classes, financial aid, fee payments, parking permits, student educational plans and late adds (2005-2009).

6. Deployed antivirus and spam filter technology along with firewalls and intrusion detection devices to shield users from malicious attacks and unwanted email. Spam filters have increased the amount of blocked email from 30% of inbound email in 2005 to over 80% today (2005).

7. Deployed remote management technology is keeping PC systems current and protected. Help desk staff are transitioning from taking messages and issuing trouble tickets to resolving 80% of the issues while the user is on the phone (2008).

8. Migrated sensitive data from PC hard drives to secure Storage Area Network (SAN) drives that are backed up nightly and stored off-campus in special vault facilities located off the fault line (2007-2009).

9. Began reducing the District's carbon footprint by deploying virtual desktop PCs and servers (2008-2009).

Changing demands and new technology have created new needs and priorities. Cost effective use of technology is essential if the College is to continue to provide quality, comprehensive educational opportunities to the community. This updated plan will serve to guide, assist and promote the use of technology throughout the District.

The El Camino College Technology Plan was developed under the leadership of the College Technology Committee with input from its subcommittee, the Academic Technology Committee. The trends and projections and forecasts summarized in the Educational Plan were reviewed and considered as input to the Technology Plan. Also, several of the Planning Agendas in the Educational Plan specifically relate to technology. The Technology Plan provides a technological vision for the College along with principles to guide and prioritize the plan, an assessment of issues to be addressed, and recommendations for resolving these issues.

Technology Definition

In this plan, the term technology refers to the use of hardware, software, and processes that support educational and informational technology. It also describes the equipment necessary for the integration of voice, video, data and multimedia production and presentation in teaching, learning, and managing the educational process. Technology includes, but is not limited to, computer labs, media classrooms, distance learning facilities, satellite information retrieval, desktop video conferencing, records archiving, local and wide area media distribution and retrieval, Internet use, and communication via email and voice mail. The plan focuses on the use of computers and computer peripherals, local and wide area communication networks, local and long distance digital databases, and online information systems.

Technology Vision Statement

ECC will stand at the forefront of community colleges in utilizing technology to provide students with the greatest opportunity for achieving their educational goals; faculty with the resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily institutional operations; and the community with effective, efficient, and timely responses to their needs for information, training, and instruction.

General Planning Principles

In 1997 the College Technology Committee and the Academic Technology Committee reviewed technology principles from other institutions to formulate guiding principles for El Camino College. The committees discussed, reformulated, and edited the principles to form general planning principles, project prioritization principles, and project design principles to meet the needs of El Camino College. These principles continue to be useful.

1. The most important use of technology is teaching and learning.

2. Funding should be available for purchasing academic hardware and software to utilize the latest technology for instructional and non-instructional support environments.

3. Faculty, students, and staff should have easy, well-supported electronic access to data and information necessary to perform their functions, regardless of their location.

4. The College will use proven technologies in innovative ways to further its mission.

5. Technological applications should provide increased efficiency and effectiveness while maintaining or improving the quality of support functions.

6. Technological applications should be planned, developed, shared and implemented for multiple locations.

7. A balance should be maintained between investing in entry-level technology and advanced technology.

8. Technology products, services, and projects should be measured and supported based upon their ability to benefit strategic objectives.

Technology Project Prioritization Principles

In prioritizing technology projects, preference will be given to:

1. Projects with clearly defined benefits for the faculty/student learning and teaching environment

2. Initiatives that facilitate collaboration among programs or departments for the design, implementation and the use of common applications

3. Initiatives meeting common objectives, yet capitalizing on local autonomy and using local strengths

4. Projects that further faculty, student, and staff technological literacy

5. Projects that generate new revenue or reduce costs

6. Projects that promote security and facilitate compliance with regulatory mandates, and

7. Projects that free up resources

Project Design Principles

1. Data should be collected once, electronically, as close to its point of origin as possible.

2. New applications should be easier to use than the manual or automated systems they replace.

3. The need for clerical or manual intervention should be minimized with the adoption of new applications.

Issues

1. Security and Disaster Recovery Planning

2. Dealing with New Trends

3. Linking Technology Planning to Budgeting

4. Keeping Technology Current

5. Rationalizing Growth

6. Managing Technology Change and Innovation

7. Reducing Costs

8. Academic Technology

9. Staffing

10. Training

These issues can be subsumed into four broad areas; enhance learning for student access and success, strengthen global College perspectives, link all members of the College community, and provide resources.

Enhance Learning for Student Access and Success

In previous versions of this plan the planners envisioned students as struggling to make academically productive sense of the options that existed in the Internet and the computing devises provided them. In that vision the smart classroom was a luxury reserved for the most technically advanced faculty, and online student services must be preceded by rigorous planning and training. Today the smart classroom is ubiquitous. Students are connecting themselves to distributed computing and social networks that incorporate personalized services with grouped interaction. Moreover, 99% of students are using the Internet to access nearly all of the services students stood in line for four years ago. The challenge now is to keep up with the demand.

Smart Classroom Technology

El Camino College began constructing "smart" classrooms in the late 1990s. These rooms had Internet connections; ceiling mounted video projectors, a computerized lectern with remote controls, video playback devices, document cameras, and amplified sound. Initially, individual academic divisions purchased the equipment from categorical funds. Now the District schedules smart technology installation in all new and renovated lecture classrooms when constructing new buildings and renovating other spaces. Today there are an estimated 160 smart classrooms in service with more planned. The planned Math, Business, and Allied Health building will have 60 smart classrooms and another 27 plus are articulated in the 2009-2010 round of academic program reviews. Faculty

acceptance of this technology has been well received. With the growth of smart classrooms comes the need for increased maintenance and repair. Unfortunately, the District is not replacing the retirees trained to maintain and repair this equipment. Moreover, the transfer of Technology Services from the Library to Information Technology Services left some media repair services in the library while other services went over to Information Technology Services. The result has been confusion and frustration caused by the difficulty of resolving service issues.

Emerging Technologies and Pedagogies

Institutions of higher learning are being confronted by a technology change far different in origin and scope than anything previously experienced. Traditionally, educators have been the ones bringing technology changes and opportunities to their students. The impact of these technologies on the interaction of students and faculty with each other and with the subject matter being studied has been the central concern of the last decade. Integrating technology into the curriculum, constructing and deploying the technology infrastructure to support the new curriculum, increasing the technical literacy of the students and the faculty are all issues that have been intensely contemplated and discussed.

Web 2.2 is completely new. It is upon us now, and it is the students who are bringing it with them into the classroom. Web 2.2 is connecting users to distributed computing and social networking that incorporates personalized services with grouped human interaction. This technology, along with virtualization, is giving rise to the mobile student with the potential to alter the instructional interaction of students and faculty. For the first time in history students themselves are using Web-based Internet tools such as Facebook to create social structures consisting of nodes (individuals or organizations) that are tied to each

other by one or more specific types of interdependency; in this case the need to discuss and complete subject matter related assignments. These nodes might consist of other students in the class, but they can also include other individuals or acquaintances including content experts, none of whom are known to the instructor teaching the course.

Ensure Student Access and Success

Over the last five years, El Camino College has migrated an enormous number of student services from traditional, stand-in-line services to the institution's online Web and Portal (*MyECC*) sites. *MyECC* went live in Fall 2005 and experienced 150,000 student logons that first semester. Four semesters later the number had jumped to more than 500,000 logons. Hundreds of thousands of transactions have moved online. Only a few students each year still apply or register in-person. Most other student services have been migrated including financial aid, adding and dropping classes, running degree audits, constructing student education plans, and interacting with faculty and counselors. Faculty are now responsible for uploading their grades electronically and entering no-shows (students who registered but failed to show up for class) into Colleague. In Summer 2009, the District launched the next generation student Portal. Among its many new features and functions, the Portal provides faculty and students work space for all the course sections in which students are registered. The student's class schedule automatically populate his or her outlook calendar and display it on the home page each time the student logs in. With no available safety net the concern is to make online services so fool proof that all parties have easy and productive access to the appropriate mix of technologies.

Strengthen Global College Perspectives

Doing the right things well at minimum cost should be the underpinning of a system's approach to understanding how interrelated actions affect the well-being of the institution and its ability to serve students. Decisions about the allocation, purchase, use, and support of technology for academic and administrative activities should be coordinated in a single technology entity that reflects a District wide perspective.

Sustain a Culture of Evidence

Higher education institutions are being confronted with a demand for accountability. In response there has been a proliferation of federal, state, accreditation, and trustee reporting requirements resulting in reports that can be overwhelming, confusing, disconnected and misleading. The rigid nature of the reporting requirements leaves colleges little room to develop a meaningful and effective accountability system. The demand for accountability is forcing institutions to focus on how course management systems (CMSs), e-portfolios, and emerging learning outcome systems can be used for College, department, and program-level assessment. El Camino College is engaged in an ongoing dialogue to develop a set of learning outcomes. It will need better data systems that do more than just count things, such as computers and books, but rather actually measure learning outcomes. Information Technology will either be directly involved in the planning or indirectly impacted by the decisions.

Improve Campus Security

Recent events at the College and in the communities the College serves have heightened the need to increase security and security awareness throughout the campus. The District is increasingly anxious to deploy a sophisticated, multifaceted, security apparatus capable of both preventing crime and assisting in apprehending the perpetrators. The District is not alone. On July 29, 2008 the College Opportunity and Affordability Act of 2008 passed the Congress and was signed into law two weeks later. The new act compels universities and colleges to use state-of-the-art methods and technologies to improve campus security and be prepared in the event a student goes missing. On February 3, 2009, Congress passed the Campus Safety Act of 2009 (H.R. 748). The bill authorizes the establishment of a National Center for Campus Public Safety which will be administered by the Director of the Office of Community Oriented Policing (COPS). The bill authorizes the center to distribute COPS grants to institutions of higher education and nonprofit institutions to provide campus public safety agencies with training and education, foster research to strengthen the safety and security of institutions of higher learning, and coordinate campus safety information. Finally, the bill requires the Center to report annually to Congress and the Attorney General on activities conducted during the previous twelve months.

Reduce Operating Costs

For the last 15 years El Camino College has struggled to manage the growth of its technology infrastructure to a level that remains within the scope of the District's fiscal resources. Except for the 2000-01 and 2006-07 budgets the District has failed.[1] Obviously there is a need to seek other ways to bring the technology infrastructure within manageable proportions. Again, the District is not alone. All large institutions are seeking ways to make technology affordable while providing necessary services. In 2007 Information Technology Services began investigating virtual technologies. Initially, the focus was on remote management tools that could compensate for the District's

---

[1]El Camino College Accreditation Self Study Report, Spring 2002; Standard Four, p. 62.
El Camino College 2008 Institutional Self-Study in support of Reaffirmation of Accreditation, Fall 2008, Standard IIIC, p.169.

inability to fill staff vacancies. It soon became obvious that virtual technology could provide the same features and functions as physical technologies but at a fraction of the cost. Ultimately a greener less carbon based footprint became just as important as the other benefits.

Security Planning and Disaster Recovery

The College should draft a disaster recovery plan that explains how to treat service disruptions from minor system failures to the loss of the entire infrastructure. The document should include information about the recovery team, who they are, how that can be reached, where they meet, and what they do. It should also include sections that describe system restart procedures including system passwords, maintenance hardware and software contracts and vendor contact information, and information for renting hardware systems for rapid recovery. The document should be stored at two secure locations on campus and at least one location off campus.

The security plan should cover network and host vulnerability assessment, security architecture design, network and host security implementation, virus and intrusion detection, incident handling and forensics and encryption. The plan should balance the need for security with an open, collaborative networking environment. To be effective, security practices cannot rely completely on technological solutions. Policies are required to define clearly faculty and staff responsibilities relating to student data and the security of their workstations. The planning process should involve the owners of the primary data systems as well as faculty and staff leaders as to create a broad base of consensus for the outcome.

Link All Members of the College Community

In 2008 El Camino College migrated to a new IP Telephony (Voice over IP) telephone system. A few months later, ITS launched a new SharePoint Portal that will replace the technology currently driving the District's Portal. At the same time the District launched a pilot project to migrate the District's document imaging users to Hershey Solutions Inc. The new system integrates scanned document files with other information formats including MS Office documents, email, faxes, and information contained in the Datatel Colleague database. These technologies have the potential to fundamentally alter the way students, faculty, and staff communicate and work collaboratively. However, a culture shift must occur in the District's work flow for this initiative to be successful.

Improve Communication

In past self studies and technology plans, the District has acknowledged the need to improve communication with and among its faculty, students, and staff. The administrative offices charged with the task of providing the College community with access to essential information and communiqués utilize a variety of print and non-print channels. Some information is available on the school's public website. Other information is located on *MyECC*, the internal Portal site. Yet more information is stored in the legacy Enterprise Resource Planning (ERP) system. Last summer, the College transitioned to a new IP Telephony system, which when integrated with the Exchange Outlook email system, provided a foundation for a new unified communication system. ITS is launching a third generation Portal based on Microsoft's SharePoint technology. The new Portal has the potential to serve as the focal point for a totally integrated and unified communication and collaboration environment for all faculty, students, and staff. The emphasis from

this point forward will be the deployment of additional features and functions such as committee and workgroup sites for discussion, document sharing and editing, and links to sites of common interest, and orienting users to the new communication and collaboration possibilities.

Streamline Information Retrieval and Utilization

Locating and retrieving specific reports, forms, or documents is a challenge. Counselors, in particular, are continuously faced with the need to retrieve information pertinent to their student appointments. Administrative staff search for information that was presented in recent meetings. Students are engaged in trying to use information in an academic context even while they are learning the intricacies of its retrieval. There is a need for a centralized system of data storage and retrieval tools capable of spanning networked data servers located both on campus and off campus from a single sign-on gateway.

Provide Resources

Integrate Technology Planning and Budgeting

Linking technology planning with budgeting is relatively recent, having occurred in Fall 2006. The College is working to more fully integrate its technology planning with the planning and budget process. The relationship among the technology committee and its subcommittees needs to be more productive. This is particularly true of the relationship between the Technology Committee and the Academic Technology Committee. Beginning in Fall 2005, Information Technology Services and the Academic Technology Committee conducted a number of studies that provided information about technology in the academic sector including a comprehensive academic software inventory and a survey of full-time faculty prior to the distribution of new laptop computers. Coordinating such information gathering and analysis efforts

with the Technology Committee and the Planning and Budgeting Committee 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.

Keep Technology Current

Every technology plan and accreditation self-study published since 1995 has urged the administration to create and sustain a central fund for the regular renewal of technology hardware and software. Moreover, all these documents described the difficulty of providing adequate funding to maintain the technology infrastructure while accommodating the continual demand for more service. Throughout this entire period there has been a recurring theme that an up-to-date technology infrastructure is vitally important for administrative and academic activities. The 2002 self-study best summarized the problem:

> Financial resources continue to be minimally adequate in meeting the maintenance of programs, as well as the growth needs of the College. As a result, instructional programs are not always endowed with the latest technology, and students must sometimes work with inadequate or outdated equipment. This is evident in the computing area where obsolescence is a continuing problem. Using block grants and Partnership for Excellence funds, the College has mounted major efforts in recent years to address this ongoing problem, but adequate funding for instructional technology and equipment remains a continual challenge. The College has adopted a technology plan, which recommends an upgrade/ replacement schedule for all computers in academic labs every three years on a rotational basis. The President's Cabinet has also asked the Budget Development Committee to support the Cabinet's goal to provide funds for upgrading all

academic labs every three years, a goal which was met during the 2000-2001 academic year, but which may not be met in future years due to limited funding. As the number of labs grows each year there will be a corresponding need for money to finance upgrades and replacements. [2]

The problem persists. Although the College has made several attempts to establish funding mechanisms that could sustain a regular refreshing cycle, California's unpredictably extreme budgeting swings coupled with unrestrained growth in the number of connected devices have rendered elusive the goal of stable and reliable funding.

Staffing

The user community has never been satisfied with the level of technology support staff. Their complaints extend back to the 1995 Academic Technology Plan and can be summarized in three short statements:

1. There is not enough technical staff to support the College's willingness to continually expand the number of academic computer laboratories.

2. ITS lacks adequate staffing to meet expectations for network services available 24 hours a day, seven days a week.

3. There are not enough resources to support the off-campus sites at Hawthorne and Inglewood as well as the College's distance learning and media services programs.

Technology Training

College faculty, staff, and administrators rely on technology to perform many of their daily job functions. New technologies become available almost annually and are subsequently purchased and implemented. If employees are to perform their jobs effectively and efficiently, timely training after installation is critical. The loss of the ITS

[2]Accreditation Self Study 2002, Standard Four – Page 62

Trainer/Instructional Technology Specialist position requires Staff Development and ITS to work closely together to ensure that faculty and staff are being trained in the use of the latest software in use at the campus including Datatel Colleague. The College must continue to assure that training is offered, and that it meets 508 compliance standards for access.

Funding

El Camino College continues to struggle to achieve a balance between the desire to expand the technology infrastructure and its ability to provide the resources necessary to support and upgrade services. There are no procedures in place to guide the acquisition of new technology facilities, particularly computer laboratories. The College has allowed requests for additional computer laboratories. While there is a central approval process for new technology, it is still possible for departments to utilize grant fund resources that are not as closely monitored as those from the General Fund. The challenge for the College is stabilize funding for technology hardware and software so as to eliminate the excessive spending of left-over funds at the end of each fiscal year with a predictable cycle of upgrade and replacement that the College community understands and uses.

Current sources of technology funding are:

1. Technology and Telecommunications Infrastructure Program, TTIP/Tech II
2. Instructional Equipment/Library Materials
3. General Funds
4. Capital funds set-asides for new buildings.
5. Grant and categorical funding (i.e. Title III/V Federal Grants, CTE, and CalWORKs)
6. Measure-E (Bond Funds)
7. ECC Foundation

Summary

This technology plan deals with the new technologies students are bringing with them into the classroom. It also anticipates the emergence of environmentally friendly technologies that are more cost efficient and able to yield greater returns on investments. The plan looks ahead to a technology infrastructure that is not yet reality but will be by the end of this plan period. This new infrastructure will be characterized by virtual technologies and cloud computing that will support affordable, highly customizable work environments that will exist almost entirely in cyber space.

The focus of this plan is deploying new technologies that can enhance learning for student access and success, strengthen global College perspectives, link all members of the College community, and provide resources in a climate of drastically lower fiscal resources. The theme of the next five years is to deploy technology solutions that will help the District maintain critical services in a climate of budget reductions and cutbacks where staff will likely be called upon to do more with less.

Over the next five years El Camino College students and staff will experience many new trends including the following:

1. Migration from dedicated PC workstations and file servers to virtual technology, a trend that will reduce costs, make it easier to keep this technology current, and assist the College's efforts to become "green."

2. Smart classrooms becoming smarter through deployment technologies that can monitor performance and schedule preventive maintenance.

3. El Camino College's new third generation Portal - linking students to online services in a matrix that provides easy and productive access to the appropriate mix of technologies.

4. Remote management, student tracking, and online inventorying technologies that will help maximize the utilization of the District's academic technologies by providing better information about facility usage.

5. Middleware tools such as Datatel's Operational Data Store will help decision makers extract data from Colleague and place into Microsoft Excel and Access where it can easily be converted to more user friendly formats.

6. Web 2.2 that will enable students to create social networks of interdependencies for themselves as they discuss and complete subject matter assignments with others, some of whom will be strangers to the faculty.

7. The features and functions of the new telephone system and Portal that will converge to create a system of unified communication that will encourage group collaboration and information exchange.

Planning Agendas

The College Technology Committee makes the following recommendations to address the technology, staffing, training, and funding issues listed in the previous section.

Enhance Learning for Student Access and Success

Smart Classroom Technology

1. Incorporate "smart classroom" technology in all instructional locations (Provide reliable, accessible "smart classroom" technology) **#4 (7-16-08)**

2. Provide adequate technical support staff and funding to assure faculty that the smart classrooms are accessible and that the technology can be relied upon.

3. Standardize the layout and configuration of smart classrooms control systems so faculty can function easily in any room.

4. Provide telephone service from the classroom

Emerging Technologies and Pedagogies

1. Incorporate emerging technologies in the academic teaching/learning environment by creating:

   a. Test bed / incubators for investigation new technology **#6 (7-16-08)**

   b. Central repository for learning objects. **(9-17-08)**

   c. Technology innovation fund (beta room). **#13 (8-6-08)**

   d. Universal faculty access to the College's course management shell (ETUDES-NG or the Portal). **(9-17-08)**

2. Achieve the appropriate ratio of support staff and leading edge hardware and software systems in order to remain in the forefront of academic technology and instructional delivery modalities. **#14 (8-6-08) (From Support)**

3. Prepare for Web 2.2. [3]

Ensure Student Access and Success

1. Improve student access to campus locations and services by deploying GIS/GPS location technology down to campus building and, if possible, individual rooms. **#5 (7-16-08)(From Academic)**

2. Help students access technology successfully **#7 (7-16-08)**

   a. Continue to develop the third generation Portal.

3. Maintain uniformity in classrooms and labs with regards to academic needs, curriculum, and the integration of technology.

4. Integrate a student learning outcome of "technology literacy" into all ECC course activities and online student services. **(9-17-08)**

5. Increase online student services **#8 (7-16-08) (From Academic)**

   a. Degree Audit

   b. My eAdvising

   c. My Ed Plan

[3] 2008 Horizon Report; The New Media Consortium and the EDUCAUSE Learning Initiative; Creative Commons, Stanford, CA; 2008; ISBN 0-9765087-6-1.

6. Centralize academic computer labs wherever possible. **#24 (8-20-08)**

7. Maximize the utilization of the academic computer labs.

   a. Gather evidence of technology use across labs … (tracking tool -) link to academic area. **#17 (8-6-08)**

   b. Migrate all academic labs to elcamino.edu and active directory (JFW 11-13-08)

   c. Deploy (positive attendance) student tracking software **#26 (8-20-08)**

8. Work with the academic deans to analyze the academic computer lab data as it is updated. The goal is to maximize the utilization of the academic computer labs (IIIC.1.a **(4.)**).

9. Investigate online scheduling software that allows students to reserve time in the academic computer labs (IIIC.1.d **(10.)**).

Strengthen Global College Perspectives

Doing the right things should, at minimum cost, be the underpinning of a systems approach to understanding how interrelated actions affect the well-being of the institution and its ability to serve students. Decisions about the allocation, purchase, use, and support of technology for learning and administrative activities should be coordinated. The College should integrate these functions to form a single technology entity that reflects a District wide perspective.

Sustain a Culture of Evidence

1. Integrate data assets and deploy reporting tools that support information retrieval leading to data driven decision making (Program Review, ARCCC, Accreditation) [Establish and support a culture of evidence. **#15 (8-6-08]** [Increase / promote data-driven decision making. #3 **(7-16-08)** (From Support)]

2. Simplify extracting data from Colleague.

   a. Give users the ability to create and run on demand "Excel-like" spreadsheet reports.

   b. Deploy Datatel's new middleware product "Operational Data Store, which extracts data from Unidata and uploads it through a filtering process to SQL Server.

   c. Use the Operational Data Store in conjunction with Decision Technology's Decision Centric software which El Camino College already licenses.

   d. Integrate and provide easy access to third party data systems (databases) by standardizing on SQL Server **#10 (8-6-08)**

3. Increase the functionality, usability, and ease of access (from / with / in) of Datatel Colleague, e.g.

   a. Access via the Portal

   b. Help end-users run their own reports **#9 (8-6-08)**

   c. Integrate and provide easy access to data content. **#11 (8-6-08)**

4. Develop measures to evaluate the effectiveness of El Camino College's academic and administrative technology systems (IIIC.1.d #7.).

Improve Campus Security

1. Make campus security more sophisticated. Plan and deploy a District wide comprehensive security plan that includes card access control, intrusion protection motion sensors, door contacts and keypads, video surveillance, telephones in all classrooms and laboratories, and RF tag cards and parking permit tags.

2. Draft a network security policy that includes descriptions of high priority systems to protect forensics procedures to be followed when a security breach occurs, and steps to be taken if the breach is internal to the institution.

3. Create enforceable security policies that stipulate complex passwords, prohibits sharing passwords, and requires password changes at regular intervals. **#23 (8-20-08)**

Reduce Operating Costs

1. Reduce (eliminate) campus reliance on paper based business practices. **#2 (7-16-08)**

2. Reduce energy costs by deploying "Green" technology. **#22 (8-20-08) (From Support)**

3. Reduce the cost of keeping technology current

   a. Reduce the number of CPUs purchased by moving to VM desktop PCs (purchase monitor, keyboard, and mouse only) **#19 (8-6-08) (from Support)**

   b. Deploy Virtual Machine (VM) Server Ware solutions

   c. Replace CRT monitors with LCD monitors

Security Planning and Disaster Recovery

1. Draft a disaster recovery plan.

2. Develop a security plan with corresponding policies and procedures.

Link all Members of the College Community

Improve Communication

1. Integrate faculty, student, and staff paper and electronic communication systems.
#20 (8-6-08)

2. Maintain current student / staff addresses, phone numbers, and email addresses.
(9-17-08)

3. Enhance student, faculty, and staff interaction and communication by deploying the next generation information portal that facilitates online collaborative work. **#1 (7-16-08). #25 (8-20-08)**

4. Create an ECC staff social network. http://www.ning.com/ **(9-17-08)**

5. Link student ID Card information to Colleague (student pictures on class rosters). **#21 (8-20-08) (From Administration)**

6. Encourage administrative and academic units to work with ITS to develop portal space for communication and collaboration.

Simplify Information Retrieval and Utilization

1. Deploy a document imaging solution that integrates with Data Colleague as well as other forms of electronic files, such as MS Word documents and Outlook email.

Provide Resources

Integrate Technology Planning and Budgeting

1. Integrate innovative technology budgeting and flexible inventory documentation (including maintenance and upgrades) with program review.
#12 (8-6-08)

2. The Technology Committee will work with ITS to assist the College in maintaining accurate inventories of hardware and software (IIIC.1.a **(2.)**).

3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIIC.1.a **(3.)**).

Keep Technology Current

1. Create and fund a regular upgrade cycle to keep the technology infrastructure current. **#18 (8-6-08)**

2. The College will develop a schedule and budget for upgrading academic and administrative computer hardware and software systems (IIIC.1.d **(8.)**).

Staffing

1. Improve staffing levels to deliver sufficient support services and resources to meet the needs of El Camino College students, faculty, and staff. (Goal 2 Plan Builder 2009-2010)

2. Encourage the availability and adequacy of technical support and training, e.g. maintain a realistic balance between amount of technology on campus and the number of technical staff. **#16 (8-6-08)**

College Facilities Master Plan

Planning Data

Link to Educational Plan
This chapter is included in the El Camino College 2012 Master Plan and is included here to highlight the linkage between the Educational Plan and the Facilities Plan.

The 2010 Facilities Master Plan for El Camino College is part of the college's Comprehensive Master Plan and is a direct extension of the 2010 Educational Plan prepared by the college. This chapter provides an overview of the 2010 Facilities Master Plan for El Camino College. It highlights the facilities planning priorities and recommendations that are described in more detail in a separate document.

Over the years, El Camino College has been involved in several facilities planning efforts. The most recent efforts began in 1997 with the development of the first Facilities Needs Report. The findings of this report were incorporated into the 2002 El Camino College Facilities Master Plan which served as a guide for facilities development on the campus. In 2007, this plan was updated to address the changing needs of the college and the dramatic shifts in the construction climate. In 2009, the college initiated the start of a comprehensive master plan to include a coordinated educational and facilities plan update.

The purpose of the 2010 Facilities Master Plan for El Camino College is to provide a guide

for future campus development. It provides a written and narrative description of how El Camino College will address long range forecast for enrollment and weekly student contact hours (WSCH) serve changing needs and position the College to maximize state funding opportunities. It is guided by the College's 2010 Educational Plan, which serves as the foundation for recommendations regarding facilities. The plan provides a roadmap for future development of the campus including recommendations for renovation and replacement of facilities as well as a number of site improvements for the campus.

The planning process was highly participatory involving the many constituencies of the college. The HMC planning team worked closely with the Facilities Steering Committee comprised of key faculty, staff and administrators. 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 meetings with the Facilities Steering Committee as well as presentations and discussions with the

college community to broaden the plan's perspective and to enhance the acceptance of proposed improvements.

This Facilities Plan summarizes the findings and analysis of data that was used to link the educational planning efforts to the facilities planning efforts. The Planning Team worked closely with the college to collect the planning data and analyze the projections for future growth rates in enrollment and instructional programs. This quantifiable data was used to develop a forecast of future facilities space needs to serve the current and projected programs for the college.

This chapter is organized into four sections:

1. Enrollment and WSCH Forecasts

2. Existing Building Inventory

3. Projected Space Needs

4. Facilities Planning Priorities

Enrollment and WSCH Forecasts

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the Chancellor's Office (CCCCO) each year and project enrollment growth for the next ten years. They include historical data from the previous years and project total enrollment and WSCH for the College using an average anticipated growth factor. The base year used for this analysis (fall semester) is the 2010 – 2011 academic year.

Enrollment and WSCH Forecasts

Year	Enrollment	WSCH	
2010	24,775	297,677	Actual
2015	26,004	312,441	Projected
2020	29,055	349,107	Projected

* Projections from CCCCO – January 2009

Based on a series of discussions with the College, it was determined that approximately 10% of the total WSCH was collected off-campus or online. The numbers were adjusted to subtract this amount from the total in order to determine the amount of on-campus space to forecast for the Facilities Master Plan.

Adjusted WSCH Totals

Year	WSCH	Off-campus/ Online	On-campus
2010	297,677	10,448	287,229
2015	312,441	18,746	293,695
2020	349,107	12,254	336,853

Existing Building Inventory

The El Camino College Facilities Space Inventory includes important data used for planning and managing space on campus. The space inventory includes descriptive and quantifiable data for all buildings and space on campus and is updated by the College annually to reflect current information.

The table below is a summary of the existing building inventory on the ECC campus.

Existing Building Inventory

Building	Year Built	Room Total	Station Total	Room ASF Total	OGFT * Total	% Efficiency
Administration	1950	65	620	40,256	50,358	79.94
Student Services	1950	113	797	34,594	43,475	79.57
Library	1952	81	362	64,210	72,435	88.64
Art	1955	151	1,165	58,635	112,006	52.35
Natural Sciences	1952	46	463	21,520	27,648	77.84
Music	1955	90	1,449	44,332	82,366	53.82
Health Center	1955	49	398	45,384	65,227	69.58
Child Development Center	1992	18	0	5,903	6,688	88.26
Field House	1949	12	0	5,342	6,377	83.77
Shops	1949	26	457	46,192	105,908	43.62
Facilities Receiving	1958	40	17	28,607	36,224	78.97
Humanities	2008	111	2,077	52,101	85,644	60.83
Math & Computer Science	1969	101	1,503	53,614	107,533	49.86
Chemistry	1956	49	540	23,493	33,939	69.22
Physics	1956	13	140	7,453	15,181	49.09
Planetarium	1969	4	77	3,684	3,953	93.20
Auditorium	1967	34	2,164	40,527	53,591	75.62
Men's Gym	1958	38	238	52,913	97,026	54.53
Technical Arts	1959	75	864	38,852	56,914	68.26
Social Science	1960	37	1,097	22,825	34,081	67.00
Communications	1962	67	608	21,945	36,950	59.39
Bookstore	1974	51	1,017	37,978	53,416	71.10
Construction Tech	1982	8	49	5,907	11,143	53.01
Community Advancement	1980	3	6	1,740	1,800	96.67
Campus Police	2000	11	0	2,528	4,536	55.73
Life Sciences	1956	17	204	9,158	13,198	69.39
Activities Center	1950	16	281	22,959	25,875	88.73
Learning Resource Center	2008	18	158	14,458	21,424	67.49
TOTALS		**1,344**	**16,751**	**807,110**	**1,264,916**	**63.81**

SOURCE: El Camino College Facility Building Report 17 Summary 2011 - with Business Building removed
* OGFT refers to overall gross square footage

Existing Building Inventory (continued)

The spaces within each building are classified according to the *California Community College Space Inventory Handbook*. State building guidelines require at least 65% of the gross square footage (GSF) within a building to be assignable to be considered efficient. Assignable square footage (ASF) is defined as space that is dedicated to lecture, laboratory, office and conference, library, media/audio/television, or physical education use. All other spaces within the buildings (including corridors, stairwells, and restrooms) are included in the gross square footage.

The campus currently has a facilities inventory of just over 820,000 ASF and approximately 1,290,000 of GSF. An overall assessment of current facilities indicates that the College has a sufficient volume of space to meet current, as well as a majority of future, space demands. However, much of this space is inefficient. Many of the classroom buildings are oversized for current class sizes. State building guidelines require at least 65% of the gross square footage within a building to be dedicated to lecture, laboratory, office and conference, library, or media/audio/television use to be considered efficient. Currently, 50% of the buildings on campus have ASF to GSF ratios that are below the state building requirements for state funding of new construction.

The College prepares a Five Year Capital Construction Plan each year in order to communicate with the Chancellor's Office (CCCCO) and define the plan for facilities projects in the upcoming years. The CCCCO uses this information to determine facilities funding qualifications through the analysis of how the College is using five key areas of space – lecture, lab, office, library, and instructional media. Areas that exhibit capacity load ratios under 100% are considered as qualifying for state-supported funding and areas that exceed the 100% ratio do not qualify for state supported funding. Presently, the College exceeds the capacity load ratios for both lecture and office space.

Capacity Load Ratios

Space Type	2011	2015	2020
Lecture	149%	152%	124%
Lab	122%	137%	141%
Office	109%	100%	96%
Library	117%	94%	89%
Instructional Media	71%	41%	40%

Projected Space Needs

Title 5 of the California Administrative Code prescribes a set of standards for the utilization (average use) and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served and the related Weekly Student Contact Hours (WSCH), result in the total capacity requirement for physical facilities expressed in assignable square feet (space available for use by occupants excluding circulation, restrooms, etc.).

These standards were applied to the 2020 WSCH projections in order to determine the instructional space needs for lecture and lab space at the College. In addition, formula-driven allowances were also applied to determine the campus-wide requirements for office, library, instructional media, and all other spaces.

The following table summarizes the distribution of spaces on the campus and indicates the difference to be addressed with the implementation of the 2012 Facilities Master Plan.

Projected Space Needs (Capacity Load Categories)

Space Type	2011 Space Inventory	2020 Master Plan Space Need	Difference
Lecture	124,187	125,153	-966
Lab	198,575	248,388	-49,813
Office	100,028	107,615	-7,587
Library	68,721	64,533	4,188
Instructional Media	10,304	14,958	-4,654

Facilities Planning Priorities

Following the review and analysis of the planning data summarized above, a series of facilities planning priorities were developed and used to guide discussions and lead towards the development of the recommendations. The following is a summary of the priorities:

Maximize functional space
• Renovate facilities
• Address program needs

Eliminate non-functional space
• Remove temporary buildings
• Replace aging facilities

Improve efficiency/utilization of facilities
• Consolidate related programs
• Create flexible, interdisciplinary spaces

Right-size the campus to address program needs

Position the District to maximize funding (state and local)

Simplify implementation

Recommendations

The Facilities Master Plan Recommendations for the campus present an overall picture of the future developed campus and includes recommendations for renovation and replacement of facilities and campus-wide site improvements.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The Recommendations section of this document includes additional detail for site and facilities improvements – new construction and renovation.

MANHATTAN BEACH BOULEVARD

MAINTENANCE YARD

LOT C

NEW LOT 1

LOT 9

LOT A

PARKING STRUCTURE & CAMPUS POLICE

STUDENT SERVICES CENTER

PLANET

NATURAL SCIENCE

LIFE SCIENCE

SHOPS

LOT C

PHYS

CHEM

INDUSTRY & TECHNOLOGY

PHYSICS

BASEBALL FIELD

BOOKSTORE

NORTH PLAZA

LRC

HUMANITIES

CEN PLANT

WARE HOUSE

CONSTR TECH

CIRCUS PATHWAY

LIBRARY

STUDENT ACTIVITIES CENTER

PE CR

BLEACHERS

SAND COURT

SOCCER FIELD

ADMIN

MURDOCK STADIUM

BLEACHERS

PYRNDES PLAZA

TEAM ROOMS

AMPHITHEATER

CRESCENT WALK

MATH BUSINESS / ALLIED HEALTH

LOCKER ROOMS

STADIUM PLAZA

ADAPTIVE POOL

ARTS & BEHAVIORAL SCIENCE

MAIN GYM & P.E./ATHLETICS SUPPORT SPACE

COMPETITION POOL

CANARY PINE WALK

NORTH-SOUTH PROMENADE

MUSIC / THEATER

ARTS & BEHAV SCIENCE

SOFTBALL FIELD

SOCIAL SCIENCE

MARSEE AUDITORIUM

LOT H PARKING STRUCTURE

LOT L

STADIUM WAY

REDONDO BEACH BOULEVARD

LOT L

CRENSHAW BOULEVARD

LOT L

CHILD DVLPMT CENTER

DOMINGUEZ CHANNEL
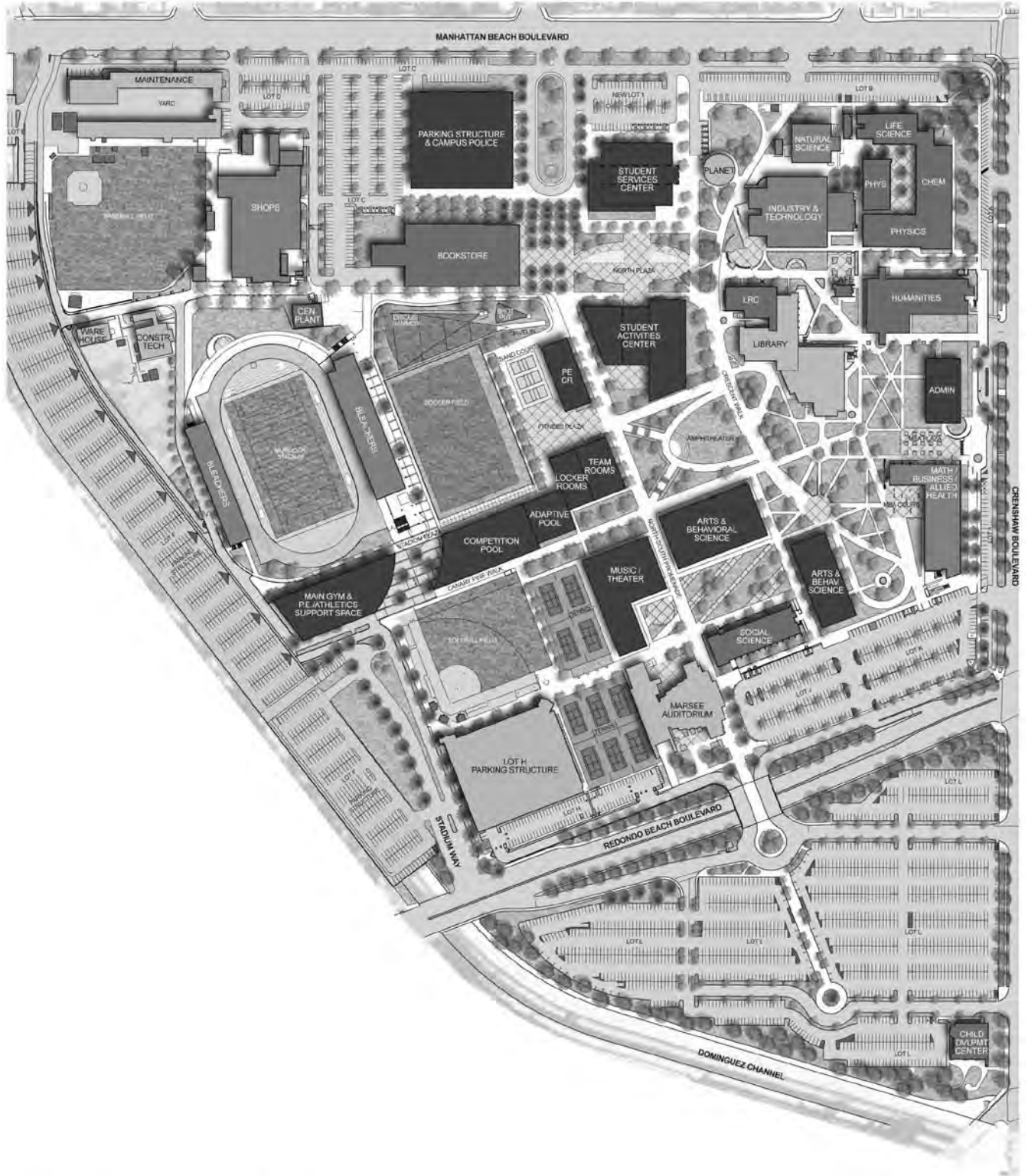
2012 FACILITIES MASTER PLAN

- EXISTING FACILITIES
- IN DESIGN / CONSTRUCTION
- PROPOSED NEW CONSTRUCTION
- PROPOSED RENOVATIONS

0 FEET 350

College Staffing Plan

The Staffing Plan has taken into consideration the Educational and Technology Plans on the staffing needs of the College and the economic realities of the state's finances. The Staffing Plan begins with an overview of current staffing levels and categories at the College including an analysis of staffing levels at comparable institutions, continues with a recounting of the recruitment, selection and evaluation processes, and concludes with issue statements and recommendations for addressing the issues.

STAFFING OVERVIEW

Staffing Levels

El Camino College employs a well-qualified staff dedicated to meeting the needs of students and the community. There are currently 336 full-time and 673 part-time faculty members. Thirty-eight full-time and 55 part-time faculty members are non-instructional serving as counselors, librarians, faculty program coordinators, and Health Center personnel. College management, office, technical, and grounds support functions are filled by 341 classified, 12 confidential, 19 police officers, 49 administrators, 22 supervisors, and 24 special services professionals. Approximately 800 student, temporary classified, and casual employees provide additional office, classroom and lab assistance.

As a part of the process of developing the staffing plan, division representatives in all areas were surveyed as to their perceptions regarding future staffing needs. This information was combined with data from program reviews and unit plans. With 10% of the faculty having 30 or more years with the District, academic divisions indicated, on average, a need of 15 tenure-track faculty members per year through fall 2012 for a total of 45 faculty. This number represents new and replacement faculty. Campuswide, projections show the need to hire additional classified staff resulting in 10 classified employees per year through Fall 2012 for a total of 30 classified employees, in addition to replacements due to retirement. Surveys indicated that six more managers would be needed during the same time frame.

A review of the nearly 800 permanent employees indicates that 58% of the District's workforce is at least 50 years of age. Replacing experienced faculty members, classified staff, and managers due to retirements over the next five years may prove to be a challenge for the District due to the high cost of living in the area. Over the past five years, nearly one-fourth of the faculty has been replaced due to retirements and growth. This trend is expected to continue.

The College maintains a sufficient number of faculty members to offer quality programs and services. Historically the College has

consistently met or exceeded the targeted 75:25 faculty obligation. The ratio of sections taught by full-time to part-time faculty for fall 2008 was 61:39. Although the College has consistently worked to improve the full-time faculty ratio by hiring additional faculty each year, the recent increase in enrollment has also increased the number of adjunct faculty.

Employee Categories

El Camino College has several hiring categories. Faculty members may be hired as either tenure-track full-time academic employees or non-tenure track part-time employees. An agreement between the faculty collective bargaining unit and the District permits the hiring of non-tenure track full-time faculty members hired by certain categorical programs or grant funds. Child Development teachers are hired as academic employees but are not considered to be academic employees or faculty members and are covered by a separate bargaining unit.

Classified staff members are primarily hired as classified service employees with the exception of a limited number who are hired as confidential classified employees (e.g., Human Re-sources staff) or sworn police officers. Staff members are considered permanent employees after completing a 12-month probationary period.

Administrators are hired as educational administrators if they oversee at least one faculty member or classified managers/supervisors if they manage classified staff only. Managers hired via grant funds are employed under the contingency that the position they fill will no longer exist if the grant is no longer funded.

Student and short-term temporary ("Temporary Classified and Casual") employees are split into three separate categories under the provisions of California Educational Code 88003 and Assembly Bill 500. Most students are hired through the Federal Work Study financial aid program. These students are placed in short-term office or tutorial positions throughout the campus. The students work fewer than 20 hours per week unless they have a grade point average above a 3.00, in which case they may work up to 30 hours per week with prior approval from the Financial Aid Office. Students are hired in the fall and work until their funding expires. Other student employees have the same restriction for the number of hours they may work per week, but are paid out of non-financial aid resources.

Temporary Classified is a category used to fill vacant classified service positions until the position can be filled through the regular hiring process. The category of Casual employee is used to fill "professional expert" or unique positions that do not fit within the classified service structure of positions.

Special Services Professionals job category was created to allow the College to hire temporary managers to handle daily operational or supervisorial tasks involved in grant management and other unique or special projects primarily through the Community Advancement Division's Business Training Center. Contracted instructors and trainers teach credit and not-for-credit subject matter at business and industry sites as arranged by the Business Training Center, Community Education and Foster Care Education programs.

EMPLOYEE RECRUITMENT AND SELECTION PROCESSES

Faculty Prioritization Process

El Camino College utilizes a faculty prioritization process to recommend which vacant teaching and non-teaching faculty positions are most needed by the College and should be filled. The process includes a justification of the position's impact on the program, strength of the program, and the ability to meet student needs. The evaluation also includes programmatic data regarding the ratio of full-time to part-time faculty, full-time equivalent (FTE) load, availability of part-time instructors, growth, history, productivity, weekly student contact hours (WSCH) per FTE, and the departmental hiring history for the past three years.

Upon the completion of the evaluation process each academic division and the counseling division cast two votes, one vote per division dean/director, and one vote per division faculty representative – who is familiar with the division's needs. The votes are tallied and ranked in order of the most votes received and then a recommendation is forwarded to the President. The President determines the number and type of faculty positions to hire for the following year.

Administrative and Support Positions

As part of their program reviews, programs have identified staffing needs and this information was incorporated into Plan Builder. Requests 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 to Cabinet for approval.

The current economic situation makes it more difficult to fully address the staffing needs of the College. A review of staffing levels of comparable institutions shows that overall, staffing levels are in line with other institutions. Variances will be a function of each District's organization. The vice presidents are currently identifying critical job functions in their areas and key positions that need to be filled as we will not be able to solve the problem through attrition.

College	FTES	Exec	Faculty	Professional	Clerical	Technical	Skilled	Service
ECC	20,500	45	1009	54	146	84	33	72
Cerritos	19,092	49	880	5	178	67	7	64
Long Beach	17,998	51	1081	32	279	131	23	104
Palomar	21,352	39	1171	36	239	106	21	48
Pasadena	24,782	46	1100		169	116	25	72

Recruitment Process

ECC adheres to equal employment opportunity guidelines and objective job-related criteria determined by position qualifications, institutional objectives, and representative selection for hiring. 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.

Minimum qualifications and equivalency procedures for faculty members are established through mutual 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.

Selection Process

The Human Resources Department has hiring policies and procedures to monitor all District selection processes. The hiring procedures for faculty and administrators were revised this year and we are working on developing classified procedures. The District has initiated a new online application process for all recruitments. The department reviews all applications to determine whether or not the pool of applicants is diverse and meets the minimum qualifications prior to releasing the applications to the hiring committee. Human Resources staff members provide committee chairs with checklists to guide the chairperson through the hiring process.

The hiring of faculty and administrators involve two rounds of interviews, while the hiring of classified employees is a single round process. Faculty and Administrator committee chairs typically form a hiring committee to include the following members: administrator, faculty union representative, classified union representative, and an Equal Employment Opportunity (EEO) representative. A committee chairperson will add other members who work in the department/ division or who will work closely with the new hire once the vacant position is filled.

Membership of hiring committees can be delayed during periods when hiring is very active. Gaining union representation and especially EEO representation on a hiring committee can be challenging due to the limited number of trained EEO representatives currently available.

EMPLOYEE EVALUATION PROCESSES

Evaluation procedures exist for employee groups. Collective bargaining agreements specify evaluation procedures for faculty, child development teachers, classified service employees, and police officers. The actual evaluation procedures vary by employee group and utilize differing time spans for evaluation periods.

Academic Evaluations

Faculty evaluations and follow-up procedures for contract, tenured, and part-time faculty are outlined in the ECFT agreement. Each division evaluates contract faculty during the first, second, third, and fifth semester after hiring. The evaluation of contract faculty includes evaluations from the faculty member, students, peers, and the division dean. Following a satisfactory evaluation from the fifth semester, the evaluation panel meets during the seventh semester to recommend whether or not to grant tenure. Tenured (permanent) faculty members are evaluated every three years. Their evaluation consists of self, student, and peer evaluations followed by a conference with the evaluator. The College evaluates part-time faculty members during the first semester of employment, at least once during the next three semesters and at least once every three years thereafter, provided that a break of service of over one year does not occur. The evaluation of part-time faculty members consists of the same components that are used for permanent faculty evaluations.

An overall unsatisfactory or needs improvement evaluation of a faculty member is followed up with an evaluation team including the area vice president – who chairs the committee – the dean of the division, four permanent faculty members (two members appointed by the Academic Senate and two members from the division), and a non-voting Equal Employment Opportunity representative

if requested by the dean or the person being evaluated. The team may observe the faculty member as many times as is necessary, conducts student and/or peer surveys that may be helpful in analyzing the faculty member's performance, and may hold conferences with the faculty member for the purpose of discussing their findings and recommendations. The team drafts a report to indicate that the faculty member has made the necessary improvement to be determined satisfactory or has not made sufficient improvement and the committee recommends to the President that the faculty member be suspended or dismissed.

Child Development Teacher Evaluations

Child development teachers are evaluated at least once every two years if permanent and once a year if probationary. Permanent employment is granted after two years of satisfactory annual evaluations. The evaluation includes a self-evaluation and an evaluation by the director of the Child Development Center. Part-time teachers follow the same annual evaluation process as full-time probationary teachers.

Administrator and Supervisor Evaluations

Administrators and supervisors are evaluated once a year for the first two years, and no less than once every three years thereafter. The evaluation process involves a conference between the evaluatee and his/her supervisor to discuss evaluations prepared by each individual plus the results from faculty and staff surveys. All dean, director, and supervisor evaluations receive a secondary level review from the area vice president unless the evaluatee is at the dean-level, in which case the President provides the secondary review. The President evaluates the vice president and the College's Board of Trustees evaluates the President.

Classified Staff Evaluations

Immediate supervisors evaluate classified employees at least twice during their probationary period and at least once annually thereafter. The immediate supervisor records performance ratings and comments on a standardized form. The evaluation procedure includes a meeting called by the evaluator with the employee to discuss the employee's performance. The next step is to pass the evaluation on to a reviewing administrator and then to a Human Resources representative for additional levels of review.

The classified evaluation process has gone through a transformation in the past couple of years due to a recommendation by the Accrediting Commission of Community and Junior Colleges. The changes included a revised section in the classified union contract that provides clarity to union members, a revised evaluation form that includes descriptive feedback that will aid in employee growth and workplace improvement, and a streamlined notification process to assist with timely evaluations.

STAFFING ISSUES

As was pointed out in previous plan chapters, several staffing issues face the College as it prepares for the next five to 10 years. Listed below, in alphabetical order, are the most significant issues.

Aging Work Force

ECC will experience significant changes in mid and upper level administrative positions due to turnover and retirements during the next 10 years. Also impacting the organizational structure will be the significantly high number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of Fall 2008 District wide staffing indicated that more than 58% of the District's workforce is over 50 years of age.

Organizational Structure

The present organizational structure is relatively lean at the top levels of administration, particularly when compared to the existing student enrollment base and the span of control required for academic and support services oversight when compared to other Southern California colleges of similar size.

The partnership with Compton Community College District has introduced a complexity that did not exist previously. Operating a center where the faculty and staff are employees of another District has presented some unique issues. The blending of two different cultures has been a slow process but the various employee groups are working closely together to ensure that the partnership is successful and the Center moves toward accreditation.

Staff Development

New teaching and learning paradigms, as well as delivery strategies that are developed to meet the needs of a changing student population, will rely heavily on the Staff Development Office provision of ongoing training. This applies to new technology, particularly as it becomes part of the pedagogical process. Faculty members must be technologically literate and current. Classified staff and administrators' equipment will also experience changes in software and hardware requiring additional training from the Staff Development Office.

The Staff Development Office is responsible for providing training at the College and Center for faculty and staff. The resignation of the Trainer/Instructional Technology Specialist has impacted the number and types of programs that can be offered. Technological training of faculty and staff may be problematic if the position remains unfilled for an extended period of time.

Staffing Management

The complexity of the current fiscal difficulties at the state level is impacting how the College responds to staffing requests. In previous economic downturns, hiring freezes were used as a means to save money and lessen the likelihood that permanent employees would be laid off. Since the current downturn is expected to be a three- to four-year problem, we will not be able to solve the problem by attrition alone and without significant impact on services. In order to minimize the disruption in key services, careful review of all staffing requests occurs at all levels. Alternatives are discussed, including the possible elimination of certain services. Requests for increasing staff must be supported in both program reviews and annual plans.

PLANNING AGENDAS

1. Human Resources should work with employees to assess potential employee retirement dates in an effort to create a flexible recruitment schedule.

2. The College should recruit and train EEO representatives prior to the start of future recruitment cycles.

3. The training needs of the College should be reviewed and adequate funding and staffing for the Staff Development Office provided.

Location of the District

The El Camino College (ECC) campus is located in the southwestern corner of Los Angeles County, also known as the "South Bay." The El Camino Community College District (ECCCD) encompasses eight cities and one unincorporated area of Los Angeles County: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. In addition, ECC serves a large number of students from neighboring non-District cities such as Carson, Gardena, and southwestern Los Angeles. Overall, 49% of students come from within the District boundaries while 51% come from outside the District.

Figure 1- El Camino Community College District and Environs

SERVICE AREA DEMOGRAPHICS

El Camino College (ECC) is situated at the eastern edge of the defined District boundary. The College's comprehensive programs and course offerings attract students from many surrounding community college districts. Therefore, it is important to look beyond the District boundaries when reviewing the demographics comprising the ECC community. The service area for the following profile is composed of all District cities, along with cities located within a 7.5 mile radius, such as Carson and Gardena, which send a few thousand students to ECC each year.

Population and Housing Trends

Recent population changes in the region are shown in Figure 2. The population data comes from the Census 2000 and Census 2010 tallies. The percent change column shows the rate of change from 2000 to 2010. Because both sets of data come from the Census, the data should provide a complete profile for the region however due to some segments of the population being undercounted and errors in reporting, the data may be slightly skewed.

The total population in the region grew by almost 3%. The population 18 and older grew by 8.1%, but this growth was largely among the older age groups as the South Bay population ages. The number of households with at least one person over the age of 65 increased by 15.5% and now accounts for almost 1 in 4 households. The number of households with at least one person under the age of 18 has decreased 4.7%. Likewise, the number of families with their own children under the age of 18 has decreased 6.8%.

Figure 2- Population and Housing Trends

Population and Housing	2000	2010	Percent Change	Percent of Service Area
Total Population	1,478,943	1,522,067	2.9%	
Population >=18	1,024,955	1,107,569	8.1%	72.8%
Households	474,494	479,314	1.0%	
With one or more people <18	213,514	203,490	-4.7%	42.5%
With one or more people 65+	101,072	116,787	15.5%	24.4%
Families	335,978	343,687	2.3%	
With own children <18	184,887	172,275	-6.8%	50.1%
Average Household Size	3.1	3.2	3.2%	
Average Family Size	3.7	3.7	0.0%	

Population Trends by City

The cities of the ECC District, including Carson and Gardena, have seen some moderate growth as a whole. Overall, the population of these cities has grown 2.2%. The largest growth occurred in Torrance and Redondo Beach, each growing by more than 5% and now accounting for more than 30% of the total population of these service cities. Inglewood showed the biggest decline, losing almost 3,000 residents through the 10-year period.

Figure 3- Population Trends by City

City	2000	2010	Percent Change	Percent of District Cities
Carson	89,730	91,714	2.2%	13.4%
El Segundo	16,033	16,654	3.9%	2.4%
Gardena	57,746	58,829	1.9%	8.6%
Hawthorne	84,112	84,293	0.2%	12.3%
Hermosa Beach	18,566	19,506	5.1%	2.9%
Inglewood	112,580	109,673	-2.6%	16.0%
Lawndale	31,711	32,769	3.3%	4.8%
Lennox	22,950	22,753	-0.9%	3.3%
Manhattan Beach	33,852	35,135	3.8%	5.1%
Redondo Beach	63,261	66,748	5.5%	9.8%
Torrance	137,946	145,438	5.4%	21.3%
Total	**668,487**	**683,512**	**2.2%**	

Population by Age

Although the overall population grew by 2.9% over the last decade, this growth was unevenly distributed among different age groups (Figure 4). Much larger growth was experienced among ages 45 and older, particularly in the 45- to 64-year old group.

Children 15 and under decreased by over 10% since 2000. Because of the decline in this group, the number of area high school graduates is expected to decline in the near future. Working adults ages 25 to 44 also showed a large decline in population.

Figure 4- Population by Age

Age Groups	2000	2010	Percent Change	Percent of Service Area
Under 5 years	125,613	112,899	-10.1%	7.4%
5 to 14 years	262,728	226,811	-13.7%	14.9%
15 to 19 years	107,651	123,455	14.7%	8.1%
20 to 24 years	102,983	111,504	8.3%	7.3%
25 to 34 years	237,131	215,801	-9.0%	14.2%
35 to 44 years	233,392	216,190	-7.4%	14.2%
45 to 54 years	169,496	212,437	25.3%	14.0%
55 to 64 years	107,749	148,664	38.0%	9.8%
65 to 74 years	74,985	84,956	13.3%	5.6%
75 years and older	57,215	69,350	21.2%	4.6%
Total Population	**1,478,943**	**1,522,067**	**2.9%**	

Population by Race and Ethnicity

The percentage of people indicating Hispanic or Latino heritage has increased 17.7% since the 2000 Census. The result is that 46.8% of the population living within a 7.5 mile radius of the College identify themselves as Latino.

There was also a 4.7% increase in the population who consider themselves to

be two or more races. However, those who consider themselves to be one race and non-Hispanic have declined 7.7%. Those claiming to be White or Black had the biggest decline, dropping 13.6% and 12.1% respectively. The Asian population increased the most and now makes up almost 10% of the population.

Figure 5 – Population by Race and Ethnicity

Race and Ethnicity	2000	2010	Percent Change	Percent of Service Area
Hispanic or Latino	605,664	712,612	17.7%	46.8%
Two or more races, not Hispanic	29,713	31,123	4.7%	2.0%
One race, not Hispanic	843,566	778,332	-7.7%	51.1%
White	315,347	272,566	-13.6%	17.9%
Black or African American	386,010	339,125	-12.1%	22.3%
Amer Ind and Alaskan Native	3,187	2,686	-15.7%	0.2%
Asian	126,958	150,896	18.9%	9.9%
Native Hawaiian/Other Pac Isl.	8,686	8,278	-4.7%	0.5%
Some other race	3,378	4,781	41.5%	0.3%
Total Population	1,478,943	1,522,067	2.9%	

School Enrollment

Monitoring school enrollment trends assists the College in planning for direct-from-high-school enrollment levels. Figure 6 shows recent trends by school segment. Census 2010 data is not yet available for school enrollment so the American Community Survey average for 2005-09 is used to compare the city data for the 11 cities shown in Figure 3 is used to compare to the 2000 Census data. Through the past five to nine years, enrollment decreased about 6%. Kindergarten and elementary school enrollments declined, mirroring the decline we see in this age group, indicating that the high school enrollments will drop in the near future. The data in this table should serve as only a general guide since the data for 2005-09 is an estimated average.

Figure 6 – School Enrollment

School Enrollment	2000	2005-09 (average)	Percent Change* (2000-09)
Population 3 years and over enrolled in school	196,601	184,330	-6.2%
Nursery school, preschool	12,393	12,956	4.5%
Kindergarten	11,066	8,820	-20.3%
Elementary school (grades 1-8)	84,360	73,718	-12.6%
High school (grades 9-12)	39,054	39,952	2.3%
College or graduate school	48,655	48,884	0.5%
Total Population	**668,487**	**678,751**	**1.5%**

* The 2005-09 average and percent change are estimates based on a survey sample; actual population figures may vary.

Population by Language Spoken at Home

The numbers of English Only speakers in the ECC community is gradually declining in favor of non-native speakers of English. Figure 7 shows the number of English only speakers declined 4% while the numbers who speak another language increased 8.1%. Spanish speakers increased 10%. Percentages for other language groups are not currently available for the 2005-09 American Community Survey. This table summarizes data for the service cities identified in Figure 3.

Figure 7 – Language Spoken at Home

Language Spoken at Home	2000	2005-09 (average)	Percent Change* ('00-'09)
Population 5 years and over	618,923	624,936	1.0%
English Only	364,169	349,517	-4.0%
Language other than English	254,754	275,421	8.1%
Spanish	164,339	180,751	10.0%
Total Population	**668,487**	**678,751**	**1.5%**

* The 2005-09 average and percent change are estimates based on a survey sample; actual population figures may vary.

Participation Rates

The participation rate measures how many adults per 1,000 people attend El Camino College from each city. This rate is one way to evaluate outreach efforts but should be reviewed in combination with recent population trends. Proximity to the campus is another major factor in levels of community participation. Nearby cities such as Hawthorne, Lawndale and Torrance tend to have higher participation rates, while rates from more far-flung cities such as Inglewood are lower. Figures 8a-8b shows how participation has changes by city over time. Most cities show a slight decline.

Figure 8a – Participation Rates
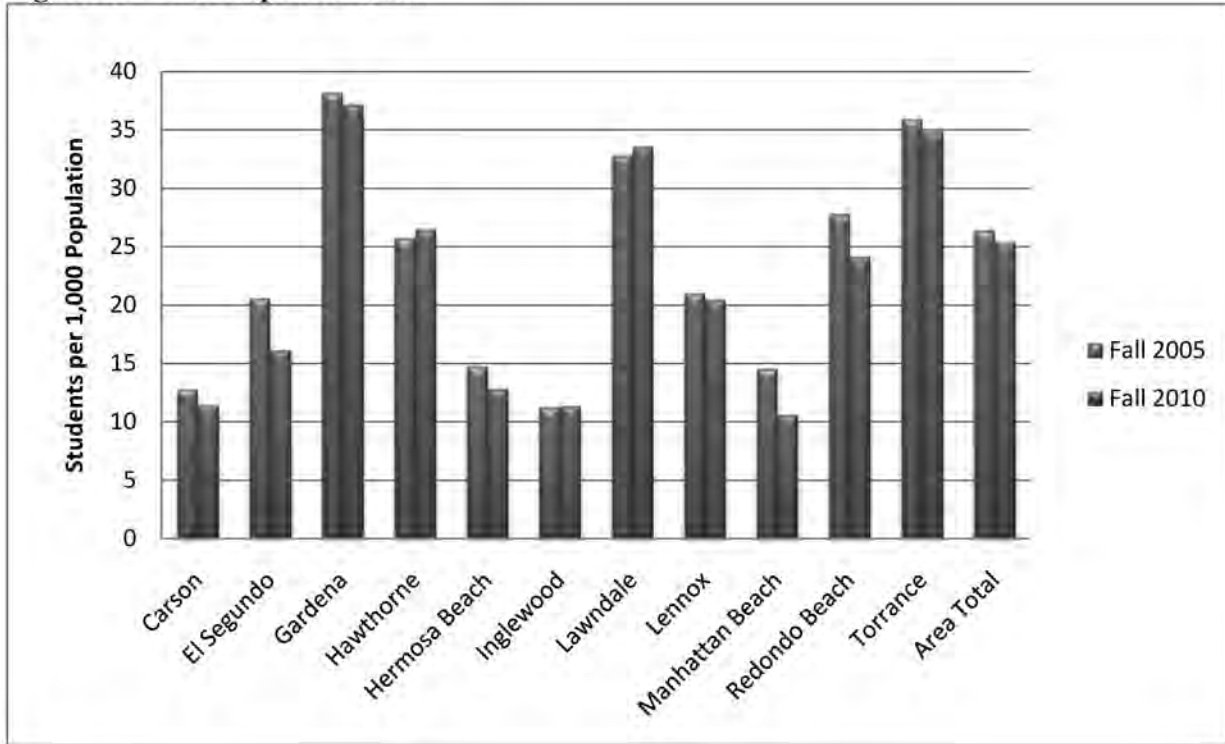
Figure 8b – Enrollment, Population and Participation Rates by City

City	Fall 2000 Participation			Fall 2010 Participation		
	Enrollment	2000 Population	Particip. Rate*	Enrollment	2010 Population	Particip. Rate*
Carson	1,147	89,730	12.78	1,049	91,714	11.44
El Segundo	330	16,033	20.58	269	16,654	16.15
Gardena	2,206	57,746	38.20	2,188	58,829	37.19
Hawthorne	2,166	84,112	25.75	2,232	84,293	26.48
Hermosa Beach	274	18,566	14.76	251	19,506	12.87
Inglewood	1,268	112,580	11.26	1,248	109,673	11.38
Lawndale	1,041	31,711	32.83	1,100	32,769	33.57
Lennox	482	22,950	21.00	466	22,753	20.48
Manhattan Beach	493	33,852	14.56	372	35,135	10.59
Redondo Beach	1,760	63,261	27.82	1,613	66,748	24.17
Torrance	4,954	137,946	35.91	5,077	145,438	34.91
District Total	**16,121**	**668,487**	**26.39**	**15,865**	**683,512**	**25.40**

* Number attending El Camino College per 1,000 population.

STUDENT ENROLLMENT

Over the past 10 years, enrollment has fluctuated by more than 10,000 students from a peak in 2002-03 to a trough in 2006-07 (Figure 9). Enrollment began to rebound in 2007-08 but dipped in 2009-10 due to budgetary constraints. Enrollment growth was found among younger ages, specifically among ages 20-24 (Figure 10), due in part to students who were diverted to the College by the enrollment constraints at local state universities. There is a drop in students 19 and under which reflects declines in high school enrollments. The largest growth group in the next 10 years (excluding older ages) is younger adults (ages 25-34). Programs tailored to this group such as career development and skill-building courses may be explored.

Figure 9 – Total College Enrollment (10-year Trend)
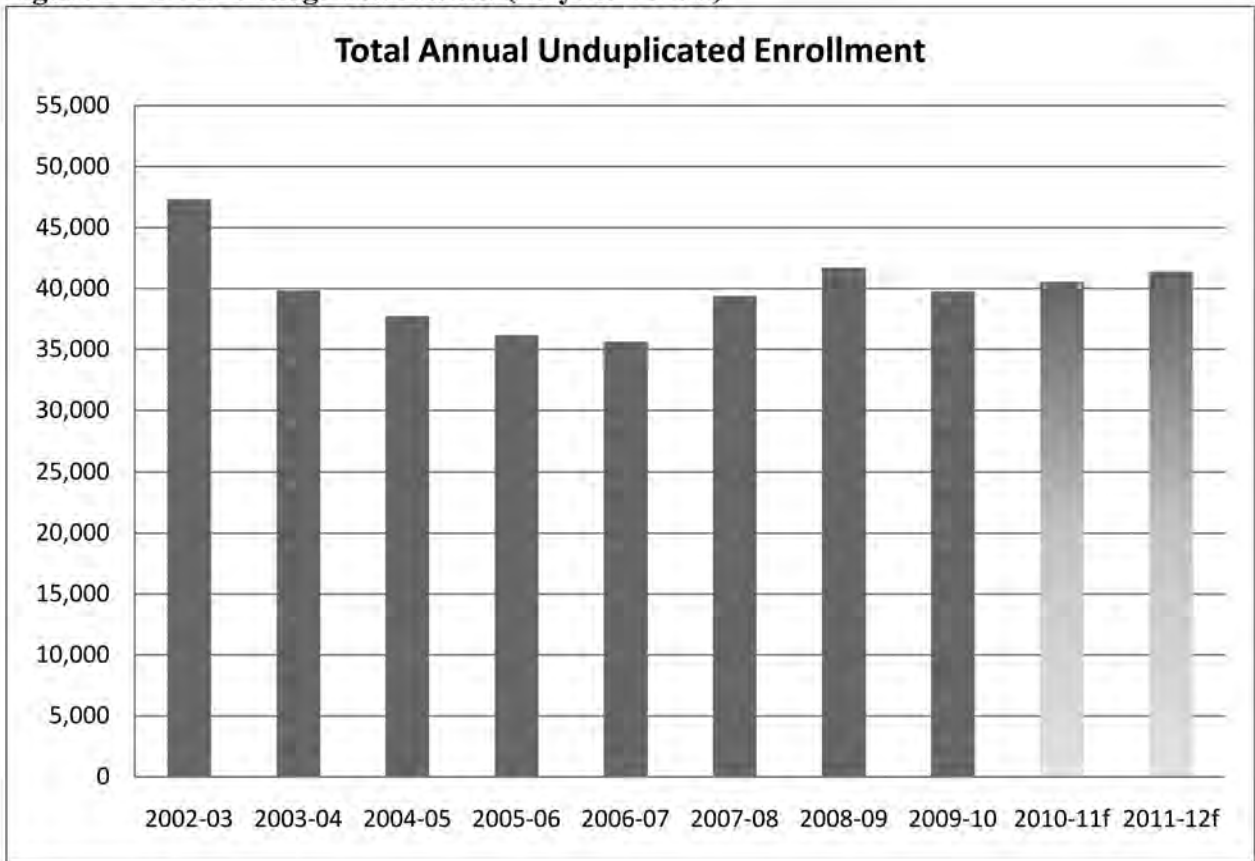
Total Annual Unduplicated Enrollment

f = forecasted enrollment level.

Figure 10 – Enrollment by Age (Percentage of Annual Unduplicated Headcount)

Age Group	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
19 or less	30.9%	31.4%	32.8%	29.4%	28.7%
20 - 24	31.1%	31.6%	30.9%	34.0%	36.0%
25 - 34	19.4%	19.1%	18.5%	19.4%	19.7%
35 - 44	9.7%	9.3%	8.9%	8.2%	7.6%
45 - 54	5.6%	5.6%	5.6%	5.5%	5.2%
55+	3.3%	3.0%	3.2%	3.5%	2.8%

Enrollment by Gender

Enrollment by gender has fluctuated very little over the past five years, although the period did witness a nearly two-point rise in the percentage of male students (Figure 11).

This is linked to the change in enrollment by age, since proportionally fewer working adult enrollments at ECC are male.

Figure 11 – Enrollment by Gender (Percentage of Annual Unduplicated)

Enrollment by Gender

■ Female   ■ Male

	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Female	55.3%	54.8%	54.5%	53.6%	53.1%
Male	44.7%	45.2%	45.5%	46.4%	46.9%
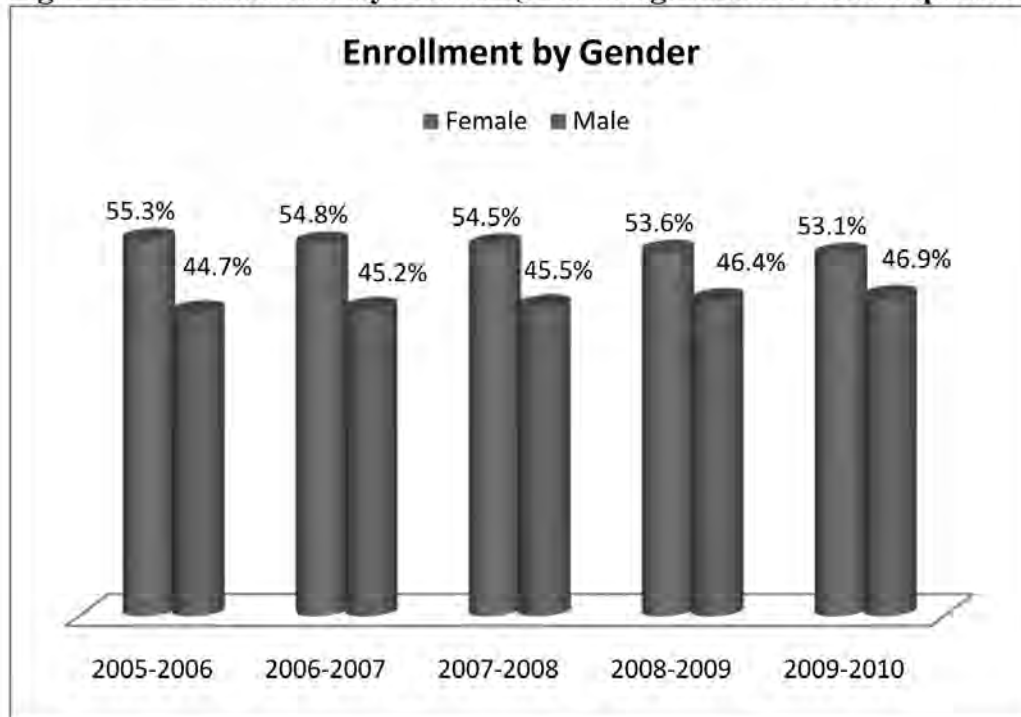
Enrollment by Ethnicity

The past five years have witnessed steady growth in Latino students, a three-point gain (Figure 12). White students declined as a percentage of total enrollment by about two points. The growth in Asian students reflects the revised ethnic categories that were introduced in 2009. Instead of being reported separately, Filipino students are now included in the Asian count. Other groups remained stable. The only group that appears to be underserved by the College is Latino, although this may because this group has a larger percentage of pre-college members and a greater share of limited English members. However, Latinos represent the largest growth potential for the College in the future.

Figure 12 – Enrollment by Ethnicity (Percentage of Annual Unduplicated)

Ethnic Group	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
African-American	20.5%	20.2%	19.9%	19.3%	18.2%
American Indian or Alaska Native	0.5%	0.4%	0.5%	0.5%	0.3%
Asian	14.7%	14.2%	13.9%	14.0%	17.6%
Filipino*	3.8%	3.7%	4.0%	4.0%	0.0%
Latino	29.5%	30.8%	31.0%	31.8%	34.1%
Other**	1.9%	1.9%	1.9%	1.8%	0.0%
Pacific Islander	0.9%	0.9%	1.0%	1.0%	0.9%
Two or more races***					2.1%
Unknown or Decline	8.5%	8.4%	8.6%	8.3%	8.1%
White	20.5%	20.2%	19.9%	19.2%	18.6%

*Filipino included Asian count
**As of Fall 2009, ethnic category no longer reported
***New ethnic category in Fall 2009

Enrollment by Educational Status

The educational status of ECC students has largely remained stable over the past five years, with the exception of students in the K-12 Special Admit program (high school students enrolled in College courses). (Figure 13) Other categories have experienced some fluctuation but not enough to distinguish their changes from fluctuations in the Unknown category. Surprisingly, little change was noted among non-high school graduates not in the K-12 program; some change in this category was expected due to the recent enforcement of the California High School Exit Exam (CAHSEE).

Figure 13 – Enrollment by Educational Status (Percentage of Annual Unduplicated)

Educational Status	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
College Degree	12.8%	12.9%	13.3%	14.8%	14.8%
HS Grad w/o College	71.6%	71.2%	71.6%	71.7%	74.7%
K-12 Special Admit	3.0%	5.0%	8.3%	8.6%	6.6%
Not a HS Grad (not K-12)	2.7%	2.3%	2.4%	2.5%	2.0%
Unknown	9.9%	8.6%	4.3%	2.4%	1.9%

Enrollment by Disability

About 4% of El Camino College students have a registered disability (Figure 14). The most common disability is learning disability followed by mobility impairment. The number of learning disabled students has decreased sharply in the last three years while the "Other" disability category has increased. This is due to changes in practices and consensus in the state of how to categorize certain disabilities.

Figure 14 – Enrollment by Disability Status (Annual Unduplicated)

Primary Disability	2005-2006	2006-2007	2007-2008	2008-2009	2009-10
Acquired Brain Injury	6%	6%	6%	7%	7%
Developmentally Delayed Learner	9%	8%	8%	6%	6%
Hearing Impaired	7%	7%	7%	7%	6%
Learning Disabled	28%	23%	18%	17%	14%
Mobility Impaired	19%	20%	18%	18%	17%
Other Disability	18%	24%	30%	33%	36%
Psychological Disability	9%	8%	8%	9%	10%
Speech/Language Impaired	1%	0%	1%	1%	1%
Visually Impaired	3%	4%	3%	3%	3%

Units Attempted (Annual Unduplicated)

Enrollment has fluctuated considerably as indicated in Figure 9 above. In terms of unit load, however, there has been little change (Figure 15). Only a slight decrease in lower-unit enrollments and a two-point increase in full-time students was noted between the 2006-07 (the 5-year low) and 2009-10 (five-year high) years. This stability in enrollment patterns should continue for the next few years. However, a longer-term outlook predicts more growth among lower-unit students.

Figure 15 –Units Attempted (Annual Unduplicated)

Unit Load	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Fewer than 3	10.9%	9.8%	10.3%	9.5%	9.9%
3.0 to 5.5	35.0%	35.8%	35.7%	35.7%	36.3%
6.0 to 8.5	18.9%	19.3%	19.4%	19.5%	19.6%
9.0 to 11.5	11.9%	12.1%	11.5%	11.7%	12.1%
12.0 to 14.5	15.8%	15.5%	15.8%	16.5%	17.5%
15 or more	4.6%	5.0%	4.6%	4.7%	4.6%
Noncredit only	0.2%	0.0%	0.0%	0.2%	0.1%
Not enrolled	2.7%	2.5%	2.7%	2.3%	0.0%

Enrollment Status

Enrollment status has been a challenging data point at El Camino College and statewide. As data quality continues to improve both locally and in the state MIS data system, enrollment planning decisions may come to rely more on enrollment status trends. While Figure 16 shows a decrease in first-time students and an increase in returning students in Fall 2009, this may be due more to data cleanup than actual changes in the student body.

Figure 16 – Enrollment Status (Annual Unduplicated)

Enrollment Status	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
First-time Student	13.1%	14.0%	8.9%	22.0%	15.4%
Returning	27.3%	29.1%	34.2%	18.1%	25.7%
Continuing	56.7%	53.9%	52.3%	55.4%	55.5%
K-12 Special Admit	2.9%	3.0%	4.6%	4.5%	3.4%

Enrollment by Time of Day

Less than half of ECC students enroll exclusively in daytime courses (Figure 17). About 19% enroll exclusively in evening classes and another 23% enroll in a combination of daytime and evening. While the percentage of daytime-only students has remained stable, these other categories have declined in favor of a growth in the "unknown" category which includes irregular meeting and all distance education courses, which grew by more than three percentage points during the period. While evening students may be choosing distance education classes to reduce campus visits, a recent survey showed that many traditional college-age students were also selecting distance education along with their on-campus load.

Figure 17 – Enrollment by Time of Day (Fall Term Trend)

Enrollment by Time of Day	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Daytime Student	45.3%	47.1%	47.8%	46.6%	48.2%
Evening Student	24.7%	22.8%	21.8%	20.4%	18.6%
Comb Day/Eve Student	22.4%	21.9%	20.4%	20.1%	22.7%
Unknown*	7.5%	8.2%	9.9%	12.9%	10.5%

* Unknown includes Distance Education and variable meeting time courses.

Enrollment by High School

Little has changed across five years of District high school enrollment (Figures 18a-b). The one exception is Hawthorne, a large high school on the north side of the District. Previously ranked number three in terms of sending students, Hawthorne High has dropped to seventh in an area that is showing population growth. Other north-District schools also are showing decline, such as Morningside and Inglewood.

Figure 18a – Enrollment by District High School (Annual Unduplicated)

District High School	2005-06	2006-07	2007-08	2008-09	2009-10
North	865	784	821	929	978
West	727	704	774	833	880
Redondo	775	649	745	833	890
Torrance	692	707	701	757	824
Leuzinger	591	593	670	673	699
South	592	591	613	703	715
Hawthorne	714	638	574	574	648
Mira Costa	636	560	531	487	495
Lawndale	338	318	338	400	381
Inglewood	232	230	247	234	227
El Segundo Senior	279	245	232	231	258
Morningside	212	215	230	226	195
Bishop Montgomery	321	265	219	220	286
District Total	**6,974**	**6,499**	**6,695**	**7,100**	**7,476**
Percentage of Total Enrollment	*19%*	*18%*	*17%*	*17%*	*19%*

Figure 18b – Enrollment by Top Non-District High Schools (Annual Unduplicated)

Non-District High School	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010
Gardena Senior	656	611	628	633	636
Narbonne Senior	513	475	519	553	573
Carson Senior	436	477	507	530	553
Palos Verdes Peninsula	505	452	493	532	522
San Pedro Senior	340	330	338	369	343
Washington	239	219	262	211	238
Fremont Senior	138	203	225	224	246
Banning Senior	178	178	184	167	181
Regional Out of District Total	**3,005**	**2,945**	**3,156**	**3,219**	**3,292**

Demographic - El Camino College Service Area 2011 to 2020

Region: ECC Service Area

Description: Zip codes within 7.5 mile radius of ECC Campus

Selected Demographics

Selected Demographics	Selected Cohorts
Age	Under 5 years
	5 to 9 years
	10 to 14 years
	15 to 19 years
	20 to 24 years
	25 to 29 years
	30 to 34 years
	35 to 39 years
	40 to 44 years
	45 to 49 years
	50 to 54 years
	55 to 59 years
	60 to 64 years
	65 to 69 years
	70 to 74 years
	75 to 79 years
	80 to 84 years
	85 years and over
Race/Ethnicity	White, Non-Hispanic
	White Hispanic
	Non-White Hispanic
	Black or African American
	American Indian or Alaska Native
	Asian
	Native Hawaiian and other Pacific Islander
	Two or more races
Gender	Males
	Females

Cohort Totals

Area	2011	2020	Change	% Change
7.5 mile Zip Code radius	1,747,770	1,762,931	15,161	1%
State	37,801,004	39,138,311	1,337,307	4%
Nation	312,816,057	323,404,631	10,588,574	3%

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Age Breakdown
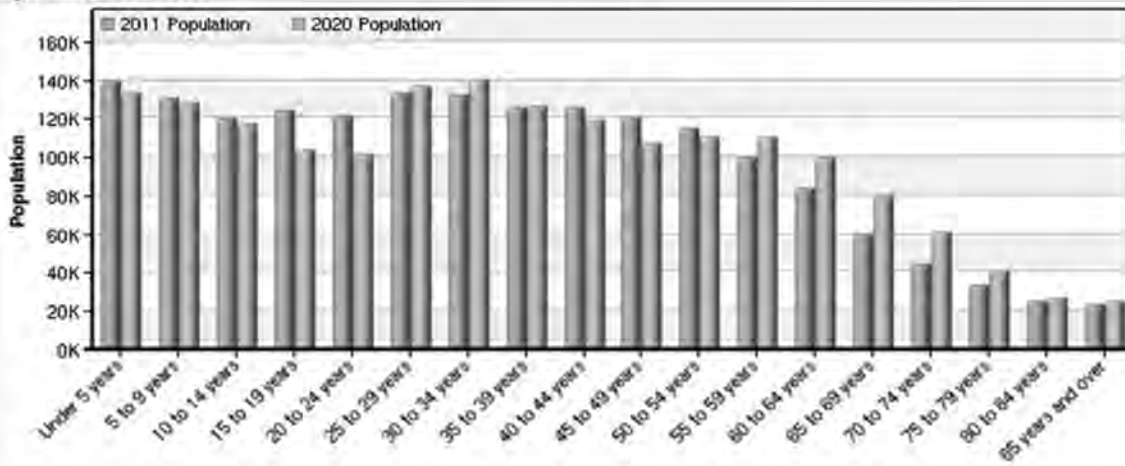
Age	2011 Population	2020 Population	Change	% Change	2010 % of Cohort
Under 5 years	138,664	133,306	-5,358	-4%	7.93%
5 to 9 years	130,554	128,210	-2,344	-2%	7.47%
10 to 14 years	119,696	117,446	-2,250	-2%	6.85%
15 to 19 years	123,400	103,301	-20,099	-16%	7.06%
20 to 24 years	120,895	100,650	-20,245	-17%	6.92%
25 to 29 years	132,694	136,065	3,371	3%	7.59%
30 to 34 years	132,617	139,427	6,810	5%	7.59%
35 to 39 years	125,361	126,635	1,274	1%	7.17%
40 to 44 years	125,075	119,127	-5,948	-5%	7.16%
45 to 49 years	120,205	107,362	-12843	-11%	6.88%
50 to 54 years	114,164	110,622	-3,542	-3%	6.53%
55 to 59 years	99,395	110,245	10,850	11%	5.69%
60 to 64 years	82,975	99,212	16,237	20%	4.75%
65 to 69 years	58,813	79,400	20,587	35%	3.37%
70 to 74 years	43,438	60,875	17,437	40%	2.49%
75 to 79 years	33,225	40,177	6,952	21%	1.90%
80 to 84 years	24,190	26,371	2,181	9%	1.38%
85 years and over	22,412	24,501	2,089	9%	1.28%
Total	1,747,770	1,762,931	15,161	1%	100%

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Race/Ethnicity Breakdown
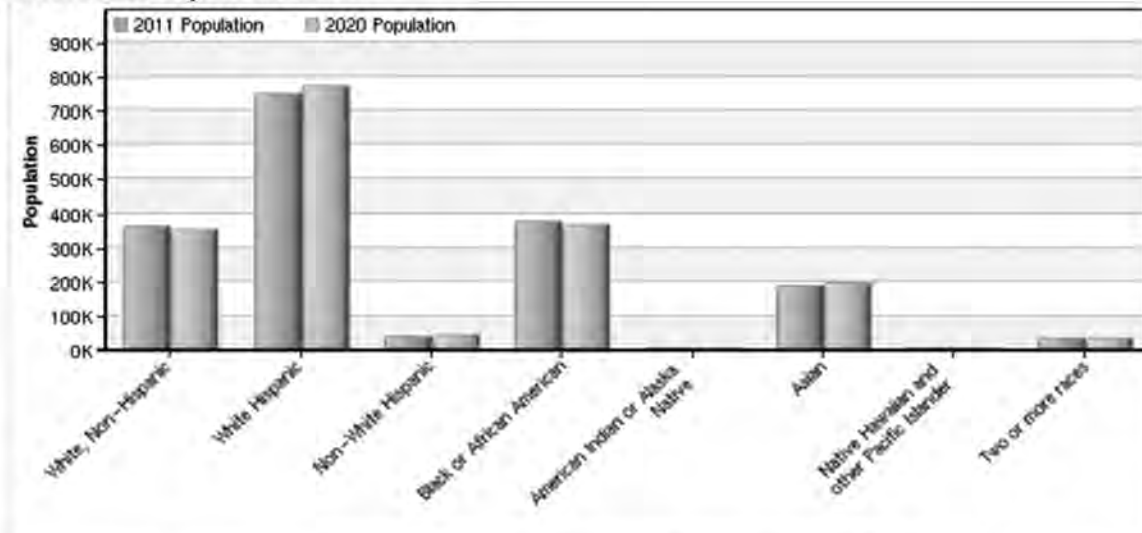
Race/Ethnicity	2011 Population	2020 Population	Change	% Change	2011 % of Cohort
White, Non-Hispanic	359,479	348,935	-10,544	-3%	20.57%
White Hispanic	747,510	773,170	25,660	3%	42.77%
Non-White Hispanic	39,841	40,427	586	1%	2.28%
Black or African American	374,209	363,420	-10,789	-3%	21.41%
American Indian or Alaska Native	2,954	2,823	-131	-4%	0.17%
Asian	186,445	195,699	9,254	5%	10.67%
Native Hawaiian and other Pacific Islander	3,842	3,776	-66	-2%	0.22%
Two or more races	33,491	34,683	1,192	4%	1.92%
Total	1,747,770	1,762,931	15,161	1%	100%

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Gender Breakdown

Gender	2011 Population	2020 Population	Change	% Change	2010 % of Cohort
Males	855,068	864,161	9,093	1%	48.92%
Females	892,702	898,771	6,069	1%	51.08%
Total	1,747,770	1,762,931	15,161	1%	100%

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Growth by Age

Percentage Change by Age Group
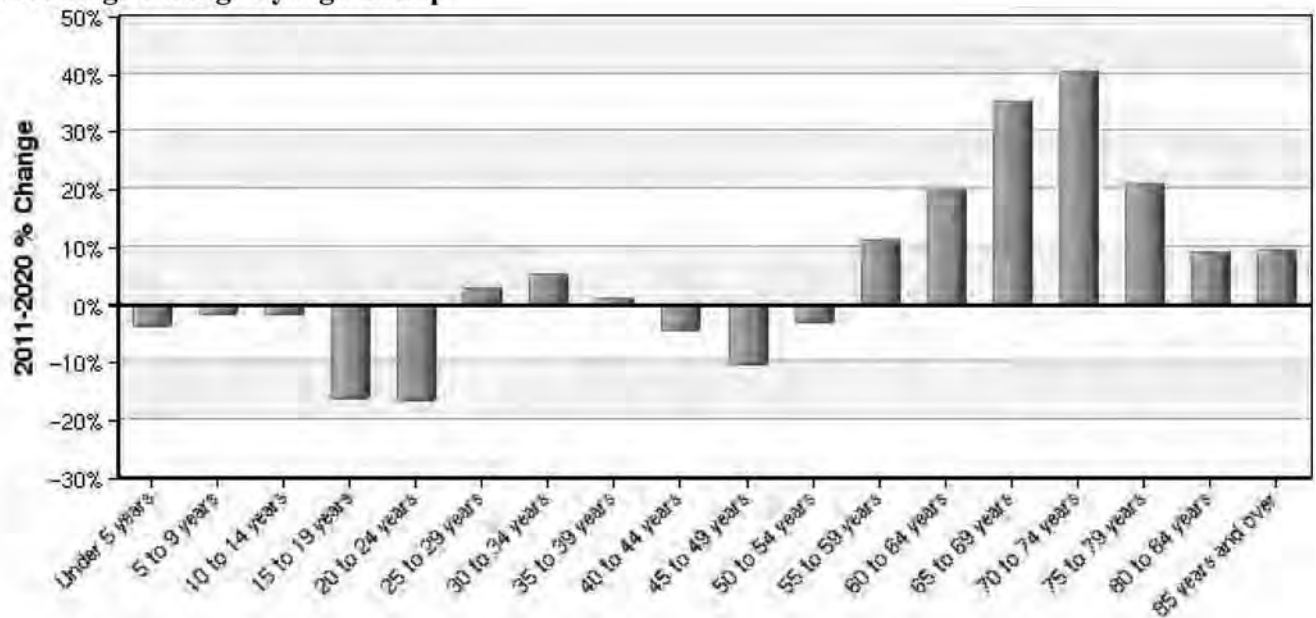
Age	2011 Population	2020 Population	Change	Change %
Under 5 years	138,664	133,306	-5,358	-4%
5 to 9 years	130,554	128,210	-2,344	-2%
10 to 14 years	119,696	117,446	-2,250	-2%
15 to 19 years	123,400	103,301	-20,099	-16%
20 to 24 years	120,895	100,650	-20,245	-17%
25 to 29 years	132,694	136,065	3,371	3%
30 to 34 years	132,617	139,427	6,810	5%
35 to 39 years	125,361	126,635	1,274	1%
40 to 44 years	125,075	119,127	-5,948	-5%
45 to 49 years	120,205	107,362	-12843	-11%
50 to 54 years	114,164	110,622	-3,542	-3%
55 to 59 years	99,395	110,245	10,850	11%
60 to 64 years	82,975	99,212	16,237	20%
65 to 69 years	58,813	79,400	20,587	35%
70 to 74 years	43,438	60,875	17,437	40%
75 to 79 years	33,225	40,177	6,952	21%
80 to 84 years	24,190	26,371	2,181	9%
85 years and over	22,412	24,501	2,089	9%

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Growth by Race/Ethnicity

Percentage Change by Race/Ethnic Group
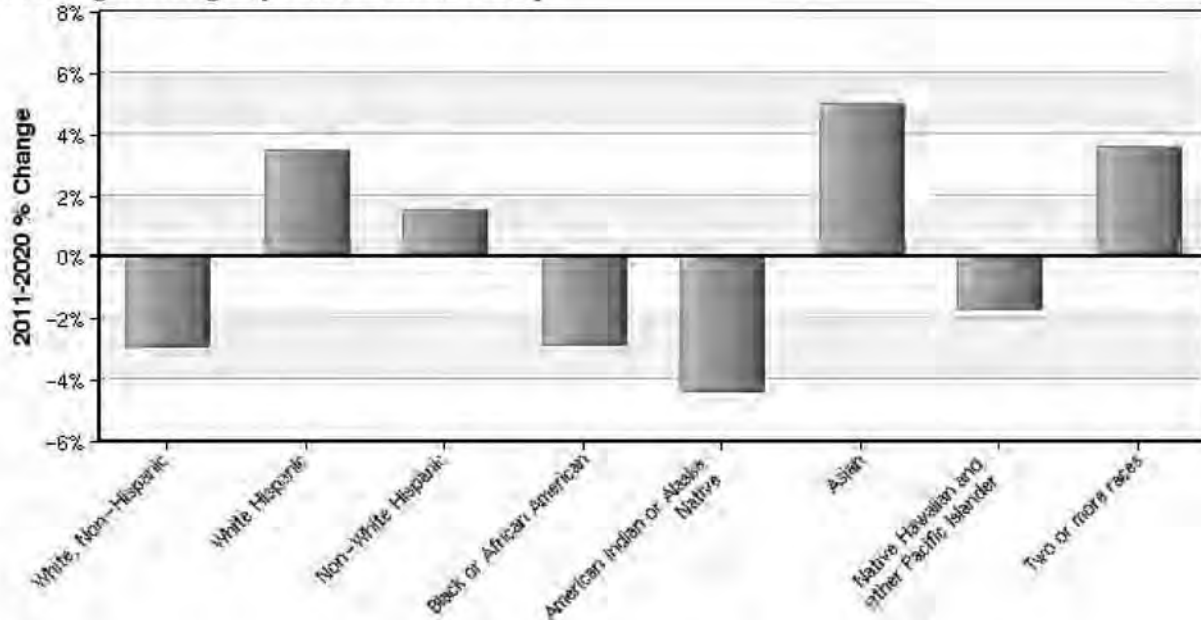
Race/ Ethnicity	2011 Population	2020 Population	Change	Change %
White, Non-Hisp	359,479	348,935	-10,544	-3%
White Hispanic	747,510	773,170	25,660	3%
Non-White Hisp	39,841	40,427	586	1%
Black or Af Am	374,209	363,420	-10,789	-3%
Amer Ind/Alskn	2,954	2,823	-131	-4%
Asian	186,445	195,699	9,254	5%
Hawaiian/other PI	3,842	3,776	-66	-2%
Two or more races	33,491	34,683	1,192	4%

Data Sources and Calculations

Demographic Data

The demographic data in this report is compiled from several sources using a specialized process. Sources include US Census Bureau annual estimates, birth and mortality rates from the US Health Department, and projected regional job growth.

Region: ECC Service Area

Description: Zip codes within 7.5 mile radius of ECC Campus

Largest Occupations

SOC Code	Description	2011 Jobs	2020 Jobs	Change	% Change	2011 Median Hourly Earnings
39-9011	Child care workers	19,687	23,323	3,636	18%	$9.11
37-2012	Maids and housekeeping cleaners	19,168	24,210	5,042	26%	$9.67
41-2031	Retail salespersons	19,092	20,453	1,361	7%	$10.22
43-9061	Office clerks, general	15,907	17,470	1,563	10%	$12.98
53-7062	Laborers and freight, stock, and material movers, hand	15,553	15,891	338	2%	$10.94
41-2011	Cashiers, except gaming	15,369	16,367	998	6%	$9.77
11-9199	Managers, all other	13,340	14,785	1,445	11%	$24.56
41-9022	Real estate sales agents	12,283	14,287	2,004	16%	$9.48
53-3032	Truck drivers, heavy and tractor-trailer	11,606	12,575	969	8%	$21.50
41-1011	First-line supervisors/managers of retail sales workers	11,468	11,241	-227	-2%	$17.52

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Highest Paying Occupations

SOC Code	Description	2011 Jobs	2020 Jobs	Change	% Change	2011 Median Hourly Earnings
29-1069	Physicians and surgeons	3,402	3,962	560	16%	$75.16
23-1023	Judges, magistrate judges, and magistrates	32	32	0	0%	$73.72
29-1022	Oral and maxillofacial surgeons	41	45	4	10%	$67.57
53-2011	Airline pilots, copilots, and flight engineers	1,664	1,744	80	5%	$67.43
11-9041	Engineering managers	1,797	1,893	96	5%	$65.11
29-1023	Orthodontists	62	67	5	8%	$61.11
29-1051	Pharmacists	894	1,038	144	16%	$57.16
11-9032	Education administrators, elementary and secondary school	632	702	70	11%	$56.22
11-1011	Chief executives	3,430	3,641	211	6%	$55.76
11-3021	Computer and information systems managers	2,027	2,317	290	14%	$55.52

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2
*Note: Occupations with fewer than 10 employees are not shown.

Fastest Growing Occupations
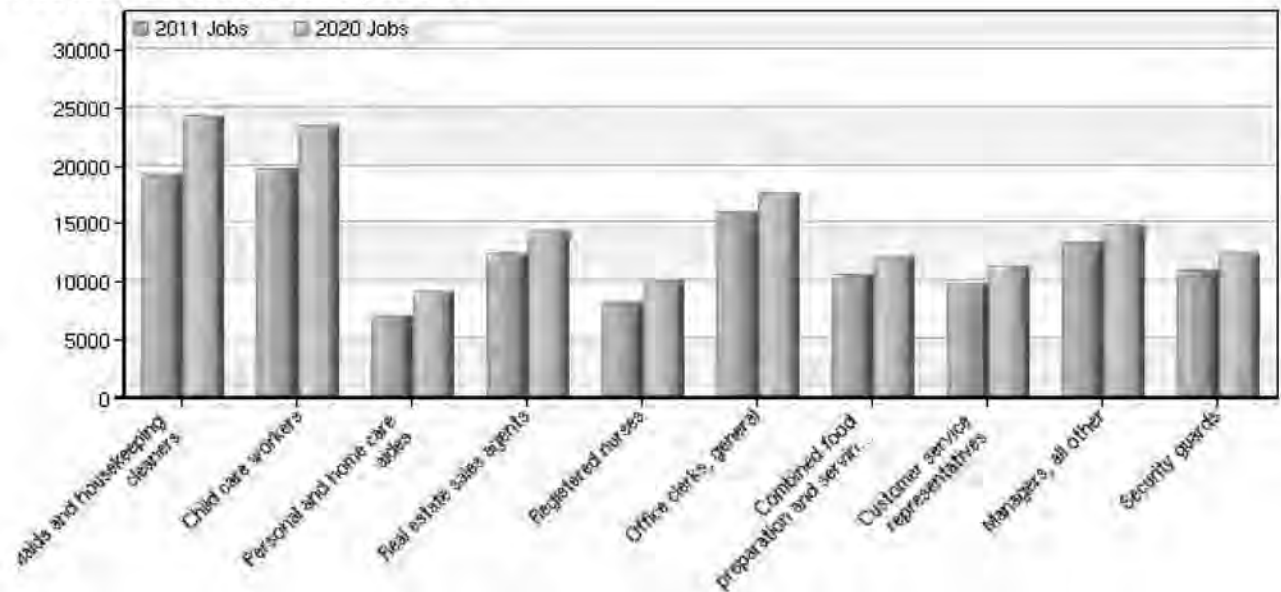
SOC Code	Description	2011 Jobs	2020 Jobs	Growth	Growth %	2011 Median Hourly Earnings
37-2012	Maids and housekeeping cleaners	19,168	24,210	5,042	26%	$9.67
39-9011	Child care workers	19,687	23,323	3,636	18%	$9.11
39-9021	Personal and home care aides	7,008	9,096	2,088	30%	$9.35
41-9022	Real estate sales agents	12,283	14,287	2,004	16%	$9.48
29-1111	Registered nurses	8,088	10,029	1,941	24%	$38.25
43-9061	Office clerks, general	15,907	17,470	1,563	10%	$12.98
35-3021	Combined food preparation and serving workers, including fast food	10,486	11,961	1,475	14%	$9.04
43-4051	Customer service representatives	9,720	11,178	1,458	15%	$16.32
11-9199	Managers, all other	13,340	14,785	1,445	11%	$24.56
33-9032	Security guards	10,913	12,306	1393	13%	$11.20

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Data Sources and Calculations

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.

Center Educational Master Plan

Part I – Vision for the Compton Center

When the partnership between the Compton Community College District and the El Camino Community College District began in 2006-2007, the Center's annual unduplicated enrollment was only 6,726 students, approximately half the enrollment it was four years prior. As a result of special legislation, financial resources were available to allow the Center to offer a variety of programs to service the community needs. Fortunately, after four years of planning and concerted efforts by employees and students throughout the Center, enrollment in 2010-2011 has rebounded and surpassed the targets that had been established based on the state's previous guarantees. The institutional funding is now determined by enrollment.

The Center is now looking ahead to its permanent role in the community. In order to determine that role, the institution must continue to review the needs of the communities it serves and the needs of the students from those communities. Therefore, as the Center looks ahead to the next 10 years, six major goals should be addressed.

1. The institution, along with its employees, faculty members, staff, and students, and the communities of both El Camino Community College District and Compton Community College District look forward to the Compton Center becoming an independent, fully-accredited college within the Compton Community College District sometime during the decade ending in 2020.

2. The Center (and later, the College) must serve the community's needs and the college-going population more equitably than it does now, so that the student body more equitably represents the communities' populations.

3. Facilities and access to technology need to be greatly enhanced.

4. The Center will need to hire substantial numbers of new employees to replace the large numbers of expected retirees. Consequently, providing professional development and leadership opportunities, especially for faculty, will be of paramount importance.

5. The Center will need to maintain consistency in leadership positions while also being flexible to the changing needs of the community, employees, and students.

6. Perhaps most importantly, the Center must focus on students' achievement and attainment of their goals.

All of these goals must consider the context of enrollment projections.

1. Fully Accredited College of the Compton Community College District

As the ECC Compton Center looks ahead to the year 2020, the Center will likely be a fully accredited college by the Accrediting Commission of Community and Junior Colleges (ACCJC). Similarly, it is anticipated that oversight of the college will have transferred from the El Camino Community College District to the Compton Community College District.

To achieve these goals, a concerted effort is underway to ensure that the Center is advanced to accreditation candidacy within the next four years. While internal accreditation-related deadlines are constantly examined by the Accreditation Steering Committee, externally imposed timelines will be issued by the ACCJC and are outside the control of the employees of the Compton Center or El Camino College.

The Center continues to improve its planning, procedures, programs and assessments to realize this accreditation goal. If the planning objectives outlined in this document are accomplished, by the year 2020, Compton should have both the appearance and the substance of a new institution.

2. Equitably Serving the Needs of the Community

While the resident population in the district and surrounding service area will show modest growth over the next decade, the potential for growth at the Compton Center itself is much greater. Demographics in the Compton service area are favorable for enrollment growth at the Center over the next 10 years. Resident population in 2020 will have increased at a forecast rate of approximately 15%, which exceeds the California average. As in California generally, an age bubble has passed through the school system, leaving behind a significant reduction in young school age children; yet in the Compton area, where the median age is several years below that for California and the nation, the percentage of residents under 25 is and will remain quite high. Moreover, the largest anticipated growth will occur among adults 45 and older, who currently have low representation at the Center. The student population in Compton district's service area, therefore, is likely to grow more than the overall state of California and this will afford Compton greater opportunities than other community colleges.

Another opportunity for growth arises because the Compton Center has historically under-served significant segments of the district – notably:

a) Latino residents, who comprise over 60% of area residents but only 34% of the student body;

b) residents on the eastern side of the district, in the cities of Lynwood and Paramount, where participation rates are significantly smaller than those in the city of Compton;

c) non-traditional (working) students whose needs are best served in the off-peak evening and weekend hours or in alternative off-campus or online settings; and

d) male students, who make up half of the service area's residents but only 35% of the student body.

These groups function as pockets of opportunity for future enrollment growth, making it possible for Compton to grow at rates significantly exceeding those for the area population in general.

Nevertheless, obstacles to enrollment and retention, the latter the core contributor to stable enrollment, will persist well into the future. The Compton service area has low levels of educational attainment among its

adults, high numbers of English language learners and English as a Second Language learners in the schools, low diploma rates in the feeder secondary schools, and, very few high school graduates have completed the college preparatory A-G course curriculum. In large numbers, area students do not consider coming to the Compton Center, or, if they do, they come under-prepared for study at the college level. Outreach efforts have adjusted somewhat to these features of the local market. But if the Center is to avoid becoming a revolving door for new entrants, curricular offerings and support services will need to supply the preparation which most of its students lack and which would permit the students to participate in a comprehensive educational program with certificate, degree and transfer objectives.

To reach a target enrollment range of 114,000 to 128,000 WSCH for the fall 2020 term and 8000-9000 FTES for that year, the Center need not simply speculate on the strategy required. It can point to a four-year record of extraordinary enrollment growth, owed equally to favorable external conditions and its own aggressive enrollment plan. Annually revised to address an environment in flux, that enrollment plan sets target populations for focused outreach and recruitment, adds programs and staffing to meet specified enrollment objectives, monitors developments monthly, and ensures that all elements work together with ample funding. Procedurally, the means are in place at the Center to generate consistent growth for the indefinite future.

The substantive features of a long term enrollment management plan will include the following:

1. Raise enrollment rates in the eastern region of the district - to raise participation in Paramount (now 7.6 per 1000 adults) and Lynwood (16.3) to the norm for the district (currently 27)

and eventually to parity with the city of Compton (now, 52);

2. Raise percentage enrollment of Latino students (now at 36% of total enrollment by headcount) to parity with resident population in the district (now 62%);

3. Address the language barrier by increasing ESL courses and developmental offerings to which ESL serves as a pathway;

4. Provide a record of marketable performance by increasing retention rates within terms to 80% and persistence rates across terms to 65%;

5. Intervene strategically in curricular areas which consistently underperform - e.g. to increase in-course success rates for basic skills offerings (now, 45%) and online offerings (also 45%) to the norm for all classes (60%) - in order to keep all students on pace to reach their educational objectives.

6. Develop attractive off-peak evening and weekend class offerings, which currently account for less than one third of enrollment, to a point of enrollment parity with daytime peak offerings;

7. Raise the percentage of students taking a full time load (now, 16% taking 12-15 units) to levels which would enhance the foregoing objectives.

In addition to focusing on the specific demographic groups mentioned above, the Center will be able to tailor the weight and distribution of its programming to meet the distinctive needs of its district population. For example, as many as 40% of section offerings have been and will continue to lie in the developmental courses designed to remedy deficiencies in basic skills; vocational programs have also been weighted to meet

demand in the surrounding service area. Such programming should be subject to periodic review as demographics or economic conditions change. The more successfully the Center adapts to its own niche market, under the aegis of El Camino College, the less abrupt will be the transition required when accredited as a college.

3. Facilities and Access to Technology

Over the past 12 years the Compton Community College District has made no additions to its classroom inventory, nor has it significantly improved technological capacity in the buildings. This lack of significant improvement has placed constraints on current enrollment. Long range plans are underway for a complete re-design of the Center's campus buildings and facilities by the year 2020, which would not only meet the instructional needs but also provide the look and feel of a college attractive to students and which will help keep students on campus in the hours beyond class time.

Over the next 10 years, the District plans to implement a campus reconstruction project broader in scope and more ambitious in design than at any time since the original construction in 1952. Educational needs and objectives, as specified in the Educational Master Plan, will serve as the basis for a Facilities Master Plan organized along three dimensions. The first and most immediate need will be to restore campus facilities to compliance with state and local standards for safety. The safety imperative calls for replacing the campus utility infrastructure, which, dating back to the 1950s, was not designed to meet the needs of the 21st century; for restoring such comparatively recent structures as the Allied Health building, which have been the victims of infrastructure deficiencies; and for replacing many original structures, such as the row buildings, which no longer meet seismic safety standards. Over the next three years, a major infrastructure project funded by

the state will provide the foundation for the future ultimately producing state-of-the-art instructional facilities.

Second, the district will need to accommodate substantial growth in enrollment, with the support services it requires, on a campus essentially fixed in acreage. The current California-style layout of the Center relies heavily on a lateral array of single-story structures to house both instructional and administrative objectives. Conversion to multi-story classroom buildings would multiply classroom space for a given footprint while retaining or even enlarging the green space that gives the campus an attractive aesthetic. The same guiding principle would encourage consolidating administrative and support services in a single accessible location, possibly around a re-designed central quadrangle. Building construction would follow the infrastructure project under a phased longer-term schedule.

Finally, construction for a distant future must be functional. Classrooms, for example, which have traditionally been prisoner to the distinction between lecture and laboratory uses, must be sufficiently flexible in design, in as many areas as possible, to allow for cross-over usage. If the Center is to meet its goal of service to the community, it will also need a facility, such as a performing arts complex, for large-audience community events that can also serve instructional needs when classes are in session. If the Center is to create a "college atmosphere" capable of bringing students to campus for more than a class session or two, it will need well-designed gathering areas, a student activity center, and lounge areas within instructional buildings to serve the purpose.

The vision for the district as a whole calls for continuing what has become a major transformation in the delivery of support services for students in the areas of enrollment, instruction and student life. The facilities master plan includes provision for a

one-stop student service facility, which would integrate enrollment, registration, financial aid, counseling, and access to records at a single site. Fortunately, technology has brought the campus closer to making such cohesion a virtual reality than construction has to building the physical facility. The new and the continuing students now have access to online resources to meet their procedural needs that did not exist before the partnership. These developments will not obviate the need for a single campus physical site. Instead, by streamlining communication across multiple operations, they should enhance rather than replace the function of the on-campus location. Here, as with other innovations, training for faculty, staff, and students will be the key to success.

To enhance functionality, facilities planning must carefully assess the role of technology over a longer term horizon. Construction projects, with durations of several years between approval and completion, run a continuous risk of investing in technological innovations that have given way to the next generation before or shortly after construction has been completed. At the Center, where capital projects have historically taken significantly longer to complete than initially foreseen, the benefits of what may eventually become dated technology have been mixed. The district imperative for the future will be to ensure that facilities and technology plans are sufficiently transparent, integrated and subject to continuous revision to allow for strategic adjustment before irretrievable commitments are finalized. Optimal use of technology will call less for a prophetic institutional vision than for a fluid institutional process.

Until recently, the Center has lagged behind community colleges generally in such areas as online registration/enrollment, distance education, and smart classroom construction. While some had erroneously judged staff and students to be insufficiently

computer literate to make use of such advances, the partnership experience with El Camino College has proven this verdict at worst mistaken and at best premature. For example, online registration and enrollment, virtually nonexistent at the beginning of the partnership, has become the norm at the Center. A campus which had no online or hybrid course offerings four years ago now offers more than 10% of its offerings online. Today, online education is the fastest growing segment in the Center's schedule. Rapid development in both areas was not an accident, but rather the product of a variety of aggressive training programs for faculty, support staff and students alike. The focus of the institution's online program in the future will be to increase student success and retention rates.

Smart classrooms remain an elusive goal, but will be integrated into plans for new classroom construction over the next few years. In all areas, funding for equipment will only be the first step. Training in the equipment's use and providing support to help employees innovate and lead the way with emerging technology will be the ongoing imperative to maximize educational benefit.

Even as enrollment grows over the longer term, the Center, like all other districts, will be operating under severe economically imposed funding constraints. Because the Center has been protected by supplemental recovery funds for the past three years, the restrictions imposed by current California state budget difficulties require a sharper transition than at districts which have already made years of adjustments during the current era of limits. These circumstances at the Center will place a high premium on optimal use of resources to serve instruction, which remains its core mission.

Efficiency of resources for instruction will be measurable on two fronts: student access and student goal completion. Other things

equal, reduced funding usually either reduces student access by reducing course offerings or by forcing more students into available classes by increasing average class size. The result of offering fewer courses would be both to make it more difficult for new students to enroll and, for those who have begun their educational careers, more difficult to complete their objectives in a timely manner. Such adverse consequences should be partially offset by proportionately increasing distance education classes, which can accommodate larger enrollments without impacting facilities, and by strategic direction of students to off-peak and off-campus classes with historically lower than average enrollments.

4. Developing and Providing Leadership Opportunities for New Employees

Another challenge and opportunity facing both Compton Center and Compton Community College District revolves around human resources. Current staffing levels in the instructional, administrative and classified areas at the Center are comparable to those at other districts serving approximately 5000 Full Time Equivalent Students. The Center enrolled 5303 FTES in the academic year 2009-2010, but projections for 2010-2011 are approximately 7000 FTES - an increase of 32% in a one-year period. Growth of such magnitude, ordinarily presumed to occur only over a decade, will place significant strains on the institution. In preparing the eligibility criteria for accreditation, several key staffing issues have been identified and will need to be addressed in order for the Center to apply for eligibility. Of the 84 full-time faculty teaching in the year 2009-2010, 41 are 60 years of age or over, and another 16 are 50 to 59 years old. Therefore, two out of three full-time faculty will reach or approach the traditional retirement age by 2020 and the additional and replacement positions which the Center will probably need over the next decade may exceed the number of the entire current full-time faculty. A transformation

so great will force the district to revisit its mission, its curricular and program offerings, its student and resident demographics, and the occupational outlook for its graduates. Training, professional development, and preparing newer employees for the leadership roles in the institution are a critical ingredient in the staffing plan.

Training both employees and students with technology is also going to be crucial as the campus technology is upgraded. Virtual access to resources for students is growing faster than was predicted years ago. On the academic side, though the culture for it has not yet fully arrived, the CEC and ECC email network, now ubiquitous in online courses, will become the customary form of extra-curricular communication between instructor and student in on-campus classes. On the Student Services side, new and continuing students now have access to online resources to meet needs; these resources did not exist before the partnership. While some resources are still being developed, once in place, a centralized one-stop service site, online or on campus, will prove not only convenient but an advance for the student in control of his/her student business. By streamlining communication across multiple operations, the virtual access should enhance rather than replace the function of the on-campus location. Therefore, here, as with other innovations, training for faculty, staff, and students will be the key to success.

Technology aside, over the next decade the counseling faculty and staff are likely to assume the most critical support role, not simply to keep pace with enrollment, but also because research has established a very high correlation between student success, particularly in completing objectives, and the ratio of students to academic counselors. With large numbers of students inexperienced with the most efficient ways to meet their academic or vocational objectives, the Center is especially vulnerable to the consequences of

understaffing among its counselors. Therefore, Compton's long term staffing plan will include a concerted effort to redress this deficiency.

5. Consistency in Leadership Positions While Maintaining Flexibility for Changing Community and Employees

The administrative structure at the Center, though comparatively lean when measured against peer institutions, has in recent years been much less stable than customary, largely as a consequence of the wholesale changes brought by state assumption of authority and the loss of accreditation. Currently, the longest serving lead administrator has tenure of only four years, and the last of several interim assignments has just been filled. Lines of authority, position titles and descriptions, and organizational flow charts have been subject to continuous review and revision in order to meet the needs of a novel arrangement in community college partnerships. As the center moves closer to candidacy and re-accreditation, imperatives for the district will be to reduce turnover and to provide the flexible and functional administrative organization required of an autonomous college. A recent classification study reformulated classification standards, job descriptions, responsibilities, qualifications and compensation for both the classified service and administration. Looking ahead to a transformative decade, the district should anticipate the need for periodic reviews of this kind.

Institutional flexibility must be folded into the structures that are being solidified. The Great Recession in the U.S. and globally has been generating the conditions for a secular change in the economy. In cyclical recessions, individual businesses perish and are replaced by new ones; in the current downturn, for the first time in 40-80 years, whole industries may perish, with markets not yet conceived to follow them. Community colleges have historically been the higher-education engine of economic change, paring and adding courses and programs as the needs arise.

Most districts can only do so piecemeal. The Center finds itself in a unique situation with the opportunity to build a new campus, to reconstruct its faculty, and to adjust its programming dramatically. The Center is strategically positioned to create an essentially new college precisely tuned to the needs of its community.

Course and programming adjustments over the next decade, which will be substantial given the highly fluid environment at the Center, will call for a balance between two poles: the limits set by the existing ECC curriculum in the early years and the need, over the entire partnership, to accommodate comparatively rapid growth by reaching new constituencies. The district will need to articulate standards for program maintenance, enhancement, or discontinuance, which in turn lie strategically between its planning agenda and an extensively developed base of data on particular programs. The critical imperative will be to put an institutional process in place for making program assessments which go beyond the too often one-dimensional reliance on enrollment trends at the expense of a comprehensive curricular vision.

At the Center as elsewhere, curriculum should be current, compliant with state standards, and responsive to the needs of its community. Since, under the partnership, authority over curriculum rests with El Camino College (as the locus of accreditation), primary responsibility for meeting the currency and compliancy burdens presently lies with El Camino College. Yet the Center is free and encouraged to propose additions or amendments to program/course offerings following El Camino College procedures for curricular review. The Center has also begun to use innovative El Camino student success programs, including the First Year Experience on a pilot-project basis for self-selected students. The objective over the next few years will be to extend such demonstrably

successful initiatives to the broad population of students. Moreover, course offerings in such areas as basic skills, which remain essentially decoupled, will require intervention from the Center to integrate them with each other and with the transfer, degree, and certificate courses for which the Basic Skills courses should be treated as preparation. The challenge will be to build from an advanced curriculum to ensure that its functioning is seamlessly organic, so that courses may come to appear, both to instructors and students, not as isolated patchwork units, but as contributors, each in its own way, to a single coherent educational objective.

Comparatively painless enhancements to the curriculum, particularly with a view to outcomes, will make the transition to accreditation more manageable. Therefore programs will call for assessment directed, not simply at their internal procedural merits, but at their outcomes. Innovations in pedagogy, instructional delivery, and technological assistance must justify themselves by way of measurable improvement in student performance. Along with El Camino College, the Center has made significant strides to date in writing Student Learning Outcomes for a large percentage of offered courses and programs. Over the next few years, the Center will need to assess SLOs and use them as a methodical means to track student progress and learning.

6. Focus on Student Achievement and Goal Attainment

The greatest challenge to the district in the next 10 years will be to acculturate and educate students who have come to the Center less prepared for college work than at other institutions. In the five years since the partnership with El Camino Community College District began, enrollment at the Center will have grown from 2700 FTES to 7000 FTES, an increase of 190% - far greater than any California community college over that period. Nevertheless, on the

standard measures of accountability, which include in-course success and retention rates, persistence in enrollment over terms, and completion of degree, certificate and transfer requirements, the Center falls well below even peer institutions. The disparity between access (bringing students in greater numbers to campus) and success (in providing the conditions for students to meet their objectives in a timely fashion) will, over the long term, be the measure of the institution's own success. Although many students beginning their college education at the Center do so in basic skills courses, the success rates in those courses have been much lower than those for degree courses, transfer courses or the Center overall. The Center must recognize that every student for whom the stay at the Center has become unduly prolonged or a dead end is a reflection of the Center's own failure to serve. As Student Learning Outcomes become incorporated in curricular and program offerings, the last outcome - completion of student objectives - will be the ultimate measure of institutional performance. This standard is quantified, by legislative mandate, in the project of Accountability Reporting for Community Colleges (ARCC). The Center will need to set and meet measurable improvement goals under ARCC for the next decade.

The next decade is likely to see a trend shift toward holding colleges more accountable for the success of the students they enroll, relative to the funding they receive. To serve students well with limited funds, Compton will need to place much greater weight than in the past on the essentially logistical factors which enhance student success: organizing students with common objectives into mutually reinforcing cohorts over several terms; coordinating the number and timing of sections scheduled with the educational plans to which students have committed; targeting technological innovations to the precise needs of disciplines that would benefit from them; scheduling supplemental instructors

and integrated learning laboratories at times and in a central location which would extend their reach across the disciplines they serve; giving enrollment priority in all classes to students within a term of their degree or certificate objective; and developing a contract with students that guarantees a degree within two years to those who complete their requirements under a set plan on a full-time basis.

With these changes, the links between academic programs and student services will be strengthened. Student support services include programs such as Disabled Students Programs and Services, CalWorks, and Extended Opportunities Programs and Services/Cooperative Agencies Resources for Education. These programs provide otherwise disadvantaged students with resources to advance their educational objectives and have historically received their revenue from state restricted categorical program budgets. In the recent past, state support for categorical programs has declined over 40%, with no restoration in sight in the near future. This reduction has come without a reduction student need. Therefore, to partially offset budget reductions, the state has granted districts greater flexibility within their budgets to distribute funds across programs. At the Center, which has many students enrolled in and benefiting from these programs, what were once decisions made in Sacramento have become choices open to the district. Over the next few years, the Center will need to plan for both the level of its total commitment and the distribution of limited available funds to these programs.

Similarly, over the next few years, the district will be weighting a variety of intervention strategies toward the two areas, Basic Skills and distance education, which have, to date, shown the greatest discrepancy between access and performance. They bring the largest enrollments to Center classes but the lowest success and retention rates.

Excerpts from the Student Success Plan

The CEC Student Success Plan includes strategies that address the four categories of the state's basic skills self-assessment:

1. Organizational and Administrative Practices

2. Program Components

3 Instructional Practices

4. Professional Development

Committee members identified six strategies that address the above categories:

1. Establish Student Success Committee & Administrative Leadership.

2. Evaluate and modify/enhance the matriculation processes and policies focusing on barriers to student success identified in the Basic Skills Assessment ("Chaffey Report").

3. Provide support for discipline faculty to revise basic skills courses.

4. Provide academic support resources and services, including tutoring, in all disciplines as appropriate.

5. Institutionalize and expand learning communities.

6. Improve support provided to Career and Technical Education (CTE) areas.

They have defined objectives for each and have begun identifying individuals who will be involved as well as projected timelines and budgets. This effort will be continued over Summer, 2011.

Committee members have worked diligently, reaching out to other campus representatives, to ensure that the plan will lead to system and organizational changes that are needed to help students achieve their goals. It is understood that the CEC Student Success Plan is dynamic and will change as necessary to accommodate changing student needs.

Enrollment Projections

"Enrollment" is a term covering a variety of conditions. Students enroll at the Center full time or part time; on weekdays or evenings or weekends; at regular or intermediate sessions; in on-campus, off-campus, or online courses; for associate degrees, transfer or vocational training; for Basic Skills or specialized programs; or for employment promotion or re-training for occupational change. The term itself is measured in several ways. Unduplicated annual headcount, the most common figure given in most college publications, will count each student once in an academic year, regardless of the number of courses taken or terms enrolled. Unduplicated headcount draws no distinction between full time and part time students. The full time equivalent student (FTES) is an annual measure of student contact hours in classes.

One FTES is equivalent to 525 contact hours, which in turn is the product of a full time 15 hour weekly course load and the number of weeks (35) in the two traditional-calendar regular sessions (fall and spring). FTES is the measure used for state general fund allocations to community college districts. The weekly student contact hour (WSCH) is calculated on the same unit (the class contact hour) as FTES, but without a divisor and on a weekly basis over a single term (rather than annually). WSCH forms part of the measure used to determine funding for facilities projects. FTES and WSCH record the same phenomenon, factored differently. As a rough approximation, in a district using a 16-week regular session calendar, as El Camino College and ECC Compton Center do, WSCH for one regular term will be a multiple of 34 times the FTES for that session.

Charted below is the enrollment trend at the Center, measured in FTES, for the five fiscal/academic years from 2006-2007 through 2010-2011.

Resident and Nonresident Students
FTES
Academic years 2006-2007 through
2010-2011
2010-2011 FTES PROJECTED

RESIDENT FTES TOTAL (RFTES)	2006-2007	2007-2008	2008-2009*	2009-2010*	2010-2011
	2,695	3,347	5,000	5,303	7,050

NONRESIDENT FTES (NFTES)	2006-2007	2007-2008	2008-2009*	2009-2010*	2010-2011
	154	210	232	235	138

TOTAL FTES	2006-2007	2007-2008	2008-2009*	2009-2010*	2010-2011
	2,850	3,557	5,232	5,538	7,187

Please note: the CEC borrowed 452.09 Credit Resident FTES from Summer 2009 and reported on the amount in 2008-2009 The amount was paid back in 2009-2010.

Figure 1 – FTES profile 2006-2007 through 2010-2011
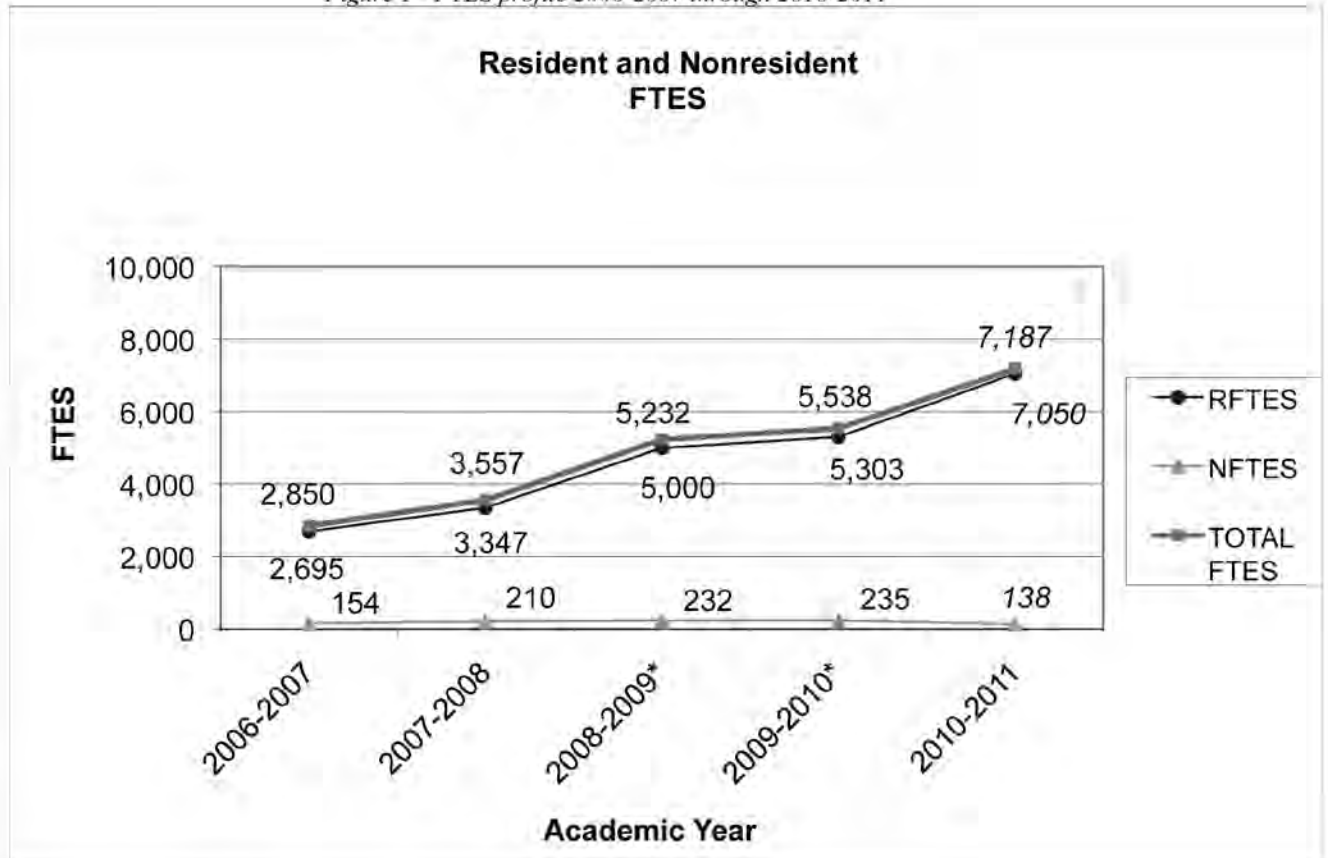
FTES calculations are as reported to the Chancellor's Office on attendance accounting Form 320, but with borrowed FTES restored to the years in which it was actually registered. ("Borrowed" refers to the practice of counting some [summer] FTES in courses that span the end of an academic year as being earned in the academic year in which a course finishes, rather than being earned in the academic year in which the course began.) The chart above shows a trend without parallel among California community college districts. From a nominal pre-partnership enrollment of 6400 FTES in 2004-2005, actual enrollment (which includes subtracting FTES borrowed from the following summer) was approximately 5700 FTES. Following 2004-2005, Compton suffered a free-fall decline over the next two years of more than 50%. The first year reduction was a consequence of the ACCJC decision in June 2005, to terminate accreditation at Compton, and the second followed formal termination in August 2006. However, the following years

saw a recovery virtually as rapid. During the recovery years, the district remained under state management as the college closed and re-opened as a center under the oversight of El Camino Community College District. The latest enrollment numbers from 2010-2011 far surpass the enrollment level of ECC Compton Center prior to the loss of accreditation.

The charts below take a conservative approach to future enrollment growth, in accordance with the current estimates of the state budget. Actual enrollment for 2009-2010 reached a point not anticipated for another two years; and enrollments in 2010-2011 attained a level not previously expected until 2014-2015. However, with significant state funding reductions, the scheduled enrollment for 2011-2012 will be approximately 6000 FTES. Looking forward, the following projections assume a future annualized growth rate until 2020 of approximately 3.4%. This projection means annual FTES will be 8135 in 2020 and WSCH for the fall term in the same year of over 114,000.

Figure 2- Forecasted Growth of Credit FTES. Assumes 3.44% growth after the scheduled 2011-2012 FTES of 6000.
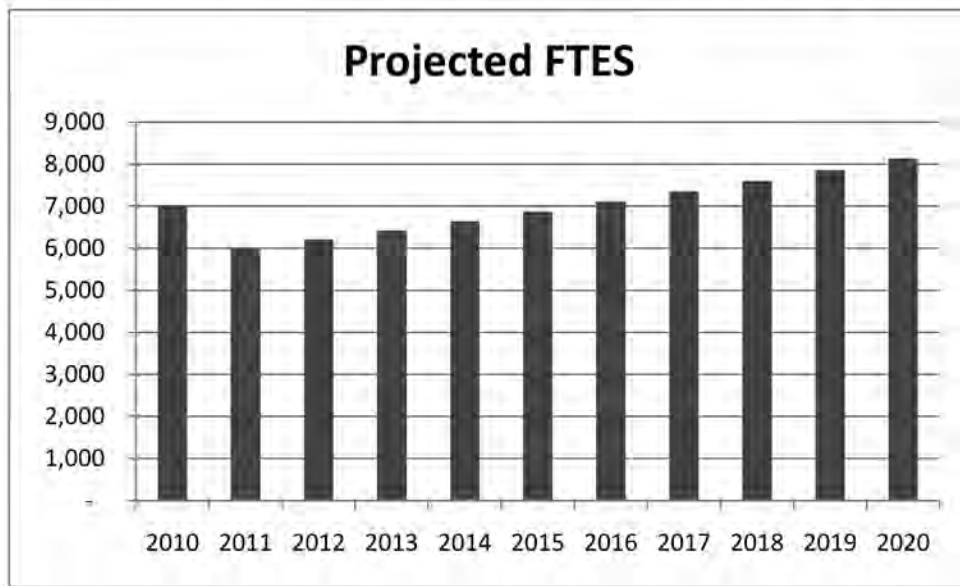
Source: HMC Architects, El Camino Community College District, Office of Academic Affairs

Part II – Program Summaries

Program Summary Overview
Part II of the Educational Plan is a collection of program summaries that were developed by the faculty, staff, and administrators of the disciplines and departments listed below. These program summaries are a collection of future-oriented opinions using forms from the planning consultant that solicited discipline or departmental trends and projections over two time periods - one to five years and six to ten years. The forms and departmental program reviews provide the Center with a consistent reporting process for analyzing future needs. These summaries of trends and projections are critical to the development of the other plans in this document, especially the Facilities Plan and the Technology Plan.

ACADEMIC PROGRAMS

Behavioral and Social Sciences/ Creative and Performing Arts Division

Administration of Justice
The Administration of Justice Program provides the courses that are necessary for transfer, as well as the completion of the Associate in Arts degree and the Certificate of Achievement.

Television and other forms of the media can be credited with contributing to the heightened public interest in criminal justice. Program enrollment has doubled in the last three years, and this enrollment growth is especially visible in the AJ 100 (Introduction to Administration of Justice) course. In order to meet the student demand for AJ 100, in the fall of each academic year, we offer two sections of AJ 100, one on campus and one online, and, in the spring, we offer three sections of AJ 100, two on campus and one online. Administration of Justice 100 is required for all AJ students pursuing an Associate of Arts degree, those preparing for transfer and those seeking immediate employment.

Attrition is high in the AJ 100 course. In order to reduce attrition and ensure student success, we are seeking funding for a tutor from the Enrollment Management Grant. The use of technology is also vital to student success; therefore, the program needs smart carts and smart classrooms in order to increase success. A budget allocation is required in order to purchase the smart carts.

The AJ program will be moving into a new building in 2015-2016, along with the other social science disciplines, and the AJ faculty will have access to smart classrooms in the new building.

There is only one full- time AJ instructor. The other faculty members are adjunct instructors. The hiring of new faculty, both full- time and part- time, will be necessary in the next three years.

History
The History Program offers a range of lower division courses that meet general education requirements for the associate degree and for transfer certification. All courses for the history major are provided. Courses offered include United States history, African and African-American history, world history, Chicano history and the history of Mexico. Enrollments are consistently high and both United States and world history courses are also offered online. Additionally, the history program is one of the key components of the First Year Experience program.

History 101 is the most heavily enrolled course and additional sections of History 102 should be considered. Over the last several years history courses have filled and closed well before the start of session, indicating that additional sections, if offered, would fill quickly as well.

In order to reduce attrition and ensure student success, we are seeking funding for a tutor for both History 101 and 102. The use of technology is also vital to student success;

therefore, the program needs smart carts and smart classrooms in order to increase success. A budget allocation is required in order to purchase the smart carts.

The history program will be moving into a new building in 2015-2016, along with the other social science disciplines, and the history faculty will have access to smart classrooms in the new building.

There are currently three full-time faculty, all of whom are approaching retirement age, and a number of adjunct faculty. The hiring of new full-time faculty in the next three years will become necessary and consideration should be given to candidates with subject expertise in areas not currently taught at the institution, such as British, European, and Asian history.

Human Development and Psychology Program

The Human Development and Psychology Program offers courses that fulfill general education, transfer and associate degree requirements. The courses prepare students for career opportunities in fields such as teaching, education, research, and/ or clinical practice. Psychology courses are designed to provide students with the ability to survey theories critically, use descriptive and inferential statistics, design and conduct research, and write reports using analysis, argumentation and proper psychological style.

Human Development courses are designed to empower students to become active learners who demonstrate personal responsibility and make wise choices in determining outcomes for success in college, careers and life using problem solving methods. Human Development courses also interweave student growth in essential soft skills, such as self- awareness, motivation and self- discipline, with learning strategies for academic success.

Psychology courses are taught by part-time and (one) full-time faculty. Human Development courses are taught by part-time

instructors only. Enrollment in this program has been consistently high, and in the past three years, course offerings have been expanded to meet growing student needs. The hiring of a full-time Human Development instructor and additional Psychology instructors will be necessary in the next three years to meet the increase of course offerings.

Upgraded classroom technology is critical to the quality of instruction in the future. The goal of the program is to use technological advances to improve classroom instruction and support four key components of learning: active engagement, participation in groups, frequent interaction and feedback. Equipment such as smart carts must be purchased as a short term goal to accomplish this goal. The Psychology and Human Development program will be moving into a new building in 2015-2016, along with the other social science disciplines, and the program's faculty will have access to smart classrooms in the new building.

Music Program (Including Commercial Music)

The music department's enrollment has increased during the last five years. The department needs adequate facilities and proper classroom equipment to accommodate the growth. For example, the piano classes have steadily increased in enrollment, but there are only 16 pianos to accommodate the 27 student enrollment. There is the need for properly equipped practice rooms for students who enroll in courses such as piano, guitar, voice, band and other instrumental ensembles. At the moment, there are seven practice rooms. Only two are available for practicing. The others are currently used as storage spaces.

The department is in dire need of audio/visual equipment and a classroom projection system for courses such as Music Appreciation, Survey of Jazz, and Music History. Additional needs include a copy machine, sheet music, a white

board for room Y82, and a budget for the long term maintenance of pianos (i.e., tunings) and Band instruments. The Commercial Music area needs additional memory for the computer lab. The current operating system for these computers requires at least 2 GBs of RAM. However, the computers in the lab have only 1 GB RAM each installed. There are approximately 18 computers that need additional memory.

Lastly, the problem of properly functioning classrooms in the Y building continues to plague the music department. Having to teach classes while the roof leaks is not conducive to the learning environment, or to the retention and success of students. Room Y99, Y82, and Y80 need a functional AC/Heating system. The rooms are either too cold or too hot during class sessions.

Political Science

The Political Science Program continues to have growing enrollments. The core courses meet general education, graduation and transfer requirements. The department continues to offer courses on civil liberties and civil rights and has considered offerings of Political Science 1

(Governments of the United States and California) in recent years to meet growing student interest in this delivery mode. The department intends to develop a political theory course to meet the needs of majors who plan to transfer to the University of California system. The department has two full-time faculty members. Adequate classroom space exists for the program and technological needs remain minimal. Plans for smart classrooms with state of the art technology have not been made.

Social Science

The Social Science Program includes the disciplines of Anthropology, Economics, Ethnic Studies, Sociology and Women's Studies. Although the Social Science construct

is multi- disciplinary, and the disciplines share common concepts, each discipline has its own distinct theoretical perspective and independent courses.

ECC Compton Center offers introductory cultural and physical Anthropology courses online and on campus. The study of Anthropology enables students to comprehend and analyze both the historical and current physical and cultural aspects of the diverse peoples of the world. The two Anthropology courses offered fulfill general education and associate degree requirements. As enrollment grows, Archeology shall be added to the curriculum.

Introductory courses in Macroeconomics and Microeconomics are offered online and on campus. These courses provide students with a foundation in Macroeconomics and Microeconomics theory. They satisfy the general education requirements for transfer and for the Associate in Arts degree. Enrollment online is growing faster than on campus. If this trend continues, we will increase the number of online sections accordingly.

Ethnic Studies 1 provides an academic exploration of the effects of white privilege and institutional racism, socio-economic marginalization, political disenfranchisement and ethnocentrism on American society. It is the only Ethnic Studies course offered at the Center, and it fulfills general education and Associate in Arts degree requirements. Generally, two sections of the course are offered each semester. We anticipate an increase in enrollment in Ethnic Studies classes as the Center's overall enrollment increases.

Sociology students are introduced to the major sociological concepts and theoretical perspectives on social problems, social life, the family, race and ethnicity and crime and criminality as they pertain to individuals and groups in the society. The introductory course,

Sociology 101, is one of the most popular general education courses on campus. Each semester multiple sections of the course are offered online and on campus. Each section offered is regularly filled to capacity. All sociology courses fulfill general education transfer requirements and Associate in Arts degree requirements. As enrollment continues to increase, we will expand our offerings. Our goal is to offer a curriculum of sociology courses sufficient for students to complete a major in sociology.

Women's Studies 1 is the only Women's Studies course offered at the Center. The course allows students to examine the social construction of gender, sexuality, the representation of women in American society, the role of women in American institutions and the history of feminism and feminist thought. When it was first offered, only one section was scheduled. As the enrollment in the course expanded an additional section was added. We anticipate more student interest in the future that will lead to additional sections being offered and the addition of other courses in the discipline of Women's Studies.

Most of the instructors who teach in the various disciplines of the Social Science Program utilize technology. Currently, the purchasing of Smart Carts is vital to the program. We are scheduled to move into a new building in 2015- 2016. Smart classrooms will be available in the new building.

Creative and Performing Arts Program (CAPAP)

All of the CAPAP departments - Art, Dance, Film/Video, and Theatre - investigate accepted historical and traditional educational practices and production and presentation examples as well as explore the more contemporary world of mixed and multi-media, digital media, and 3D visual and kinesthetic perspectives. This program speaks to contemporary problems and solutions through original and contemporary works and digital media, always with the express intent of probing the deepest truths of human action, character, and expression.

The program's planning includes the linking of course work and presentations; the streamlining of the respective discipline majors requirements; the careful articulation and institutionalization of production, presentation, recital, concert, and exhibit season that features all the departments' latest digital media; the building of community relationships, including an active Advisory Board; the gaining of external funding for scholarship and program support as well as capital and facility improvements and expansion, including the acquisition of up-to-date digital and media equipment; the partnering with surrounding studios and businesses as well as four year colleges and universities in order to create job and educational advancement opportunities; the establishing of 2+2 programs for promising high school students as they transfer and adding a third component (2+2+2) for the last two years of a bachelor's degree; and the adding of a full-time certificated Stagecraft teacher/Technical Director to handle the technical needs of the area programs and to build a job-intensive technical theatre program with emphasis on set building, entertainment lighting, and stage management.

The program envisions a complete delivery system, housed in appropriately renovated and maintained facilities, with regularly scheduled and habitual art exhibitions; dance recitals and concerts; film shorts and finished video projects; recitals, musical theatre concerts, and guest artists; theatre productions featuring traditional as well as original work; and the like.

Over the past few years, Art, Film/TV, and the Dance departments have experienced growth in FTES, but expect to continue at approximately the current levels. Theater may continue to grow.

Dance (Part of Creative and Performing Arts Program)

The Dance Program at the Center offers a diverse and comprehensive dance education program. The dance curriculum addresses the dance major and minor requirements for the A.A. Degree in Fine Arts. Courses that are offered range from ballet to Ethnic Dance, Dance Appreciation, History of Dance 20th Century, Commercial Dance and Pilates.

Since 2008, enrollment has increased by 3% and enrollment is steadily increasing each semester. As the enrollment grows, the need for qualified instructors and classroom space grows. The hiring of new faculty, both full-time and part-time, will be necessary in the next three years. The dance studio is in dire need of repairs and upgrades, such as wall construction, floor repairs and paint. Separating the existing room into two separate classrooms for dance and Pilates classes is necessary. State-of-the-art audio and visual equipment and a permanent space equipped with industry-level hardware and software are vital to the continuing growth of the program. These renovations and improvements will give the Dance Department an identity separate from the gymnasium below. This will help us provide quality education and growth for our students.

Humanities Division

Communication Studies and Journalism

The Communication Studies and Journalism program's goal is to develop oral and written communication skills and prepare students to accurately compose and edit various articles and stories. This program will assist students to develop personal, business, and professional communication skills in individual, interpersonal, and group situations.

The communication studies program has doubled in the last five years. Each semester, at least five sections of COMS 1 class are offered and a variety of degree-based courses are offered each semester. The only full-time COMS instructor retired at the end of 2011 academic year, and there is need to hire at least two full-time instructors to strengthen the department's offerings. The Journalism course offerings have been limited and each semester the one section of JOUR 1 is canceled because of low enrollment.

English and Academic Strategies

The English-Academic Strategies program creates a learning centered environment that encourages students to think critically and rationally, write effectively and communicate eloquently in an array of cross-cultural, professional, and social contexts, and to be socially adaptable in different situations. The program facilitates students to transition from ESL studies to mainstream English courses and ultimately to transfer to four-year institutions.

The development writing program has doubled its course offerings in the last five years. However, courses that fulfill degree requirements have not been successful because, each semester, upper-level degree courses are canceled because of low enrollment. Furthermore, a designated writing center is essential to provide supplemental support to writing students. Usually Academic Strategies courses are taken by student to maintain their full-time status. However,

more coordination will need to be done to encourage writing students to take AS classes concurrently with their writing and reading courses.

English-Reading

The English-Reading program is designed to assists students to improve their reading and thinking abilities through increasing student comprehension, vocabulary, reading speed, and study and test-taking techniques. The skills that they will acquire will prepare them to analyze and comprehend interdisciplinary texts written at the college level. Additionally, the skills that they acquire will enhance their interest in reading, not only for college preparation but for personal interest and enrichment.

In the last five years, the sections of English 84 and 82 have doubled in number. The number of sections for English 80 has remained the same at three sections each semester. With increased section offerings, the problem of accommodating a class size of 35 to 40 students has become difficult. Currently, the Reading lab houses 30 computer terminals, which does not accommodate a class of 35 reading students. Another lab needs to be made available. The alternative lab in the Voc Tech building proves to be ineffective since faculty have to walk their students across campus to get to the lab in the VT building.

English as a Second Language

The ESL program is an integrated curriculum designed to develop and strengthen basic reading, writing, listening and speaking skills for native, limited, and non-proficient English speakers. The program provides a sound and equitable program for a diversified student population so that students can attain their educational goals and be productive members of their community.

The enrollment in the non-credit ESL program has been better than the credit ESL program. The anecdotal reason why the credit ESL program is slow to grow is that the Assessment Center is not staffed with Spanish speaker personnel to assist Spanish speakers who are unsure of which of the two programs they should take. More funding should be made available to hire a full-time bilingual placement center coordinator to assist in administering the right test to prospective ESL students.

Foreign and Sign Languages

The Foreign and Sign Language program is designed to prepare students to obtain instruction in various forms of communication either through mastery of foreign languages or through sign language. The program prepares students to become proficient in speaking, reading, and writing in various languages and learning skills to work with the deaf and hearing impaired.

Currently, the primary courses taught in the foreign languages department are Spanish courses. The department offers an average of seven sections of Spanish 1, one section each of Spanish 2, 3 and 4 and most recently, Spanish 21AB and 22AB have been added to the schedule. Spanish 52AB and 53AB have recently been added to the spring 2011 schedule to encourage native Spanish speakers to take these courses as they will be more challenged.

The sign language department is significantly smaller and offers an average of three sections of SLAN 15 and 1 section of SLAN 16. This program has increased enrollment in the last two years and it is projected to grow even more in the next two years.

Philosophy and Humanities

The Philosophy and Humanities program prepares students to develop critical thinking skills in logic, ethics, philosophy of religion and philosophy of law, and understanding of historical, descriptive, interpretation of film, drama, music, literature, painting, sculpture, and architecture. The program will provide

students broad knowledge that they can apply in their personal and professional lives.

Currently, online Philosophy courses are showing increased enrollment compared to on-campus courses. All philosophy courses are taught by part-time faculty. Similarly, Humanities course offerings are also taught by part-time faculty and, except for one on-campus HUM1 course, all others are online courses.

Mathematics and Natural Sciences Division

Astronomy/Physics

The mission of the astronomy/physics program is to offer quality educational opportunities for students by providing courses that transfer to four-year institutions and offering associate degree courses that meet general education requirements. Skills emphasized are: basic knowledge of the major fields of physics, experimental skills, information handling skills, communication skills, scientific method and approach, and organizational skills. The program offers a range of lecture and laboratory courses from calculus-based engineering physics to a non-mathematical presentation of the principles of physics for the non-major, thereby fulfilling the needs of both the physical science and biological science majors. Several math courses such as Math 170, 180, 190 and 191 need to be offered each semester to provide a base of students for the program. The main strength of the physics department is the strong academic program, which is supported by a strong support staff. The faculty has carefully developed the classrooms to support instruction. However, more can be done with increased funding. Ongoing strategies to improve the astronomy/physics program include the continued upgrading of the laboratory experiments in the lab sections, and ongoing curriculum review.

Biological Sciences

The mission of the biological sciences program is to (1) offer quality educational opportunities for students by providing courses that transfer to four-year institutions, (2) provide associate degrees and certificate courses that meet general education requirements, and (3) prepare students for entry into various health related fields and programs. The learning outcomes expected from students completing the biological sciences curriculum include: rich and current content knowledge, technical abilities to use appropriate scientific equipment, proficiency in expressing scientific content in written form, ability to apply the scientific method, and improved confidence and student attitudes toward biological sciences.

Advances in biotechnology, needs in the health care industry and the federal science goals require the program to keep pace with industry demands. In order to accomplish this goal, the program requires new laboratory equipment and laboratory spaces. Unfortunately, due to state funding restraints, funding is not commensurate with the growth we have been experiencing. The lack of expanded laboratory space has placed a limit on the number of courses that can be offered and thus the number of students that can be served to meet industry and university demands. The biological sciences program budget can no longer simply absorb the cost of buying laboratory materials, which include: dissection specimen, chemicals, latest/ modern equipment, and equipment maintenance and consumables.

The biological sciences program proposes to introduce the following courses to provide students with a robust and complete set of offerings: molecular biology, principles of biology, human genetics, Anatomy and Physiology I and II, and hybrid courses in General Biology, Human Anatomy and Human Physiology. These offerings and continued modernization of the program

will provide students and industry the much needed support and workforce for the coming years and decades.

Chemistry

The Chemistry program mainly supports the biological sciences. The current focus is on providing chemistry to allied health majors although we have successfully offered preparatory chemistry over the past two years. Projections indicate that the demand for allied health related courses will increase with the increased demand for health care professionals to care for an aging population which includes not only preparing students for nursing programs but health-related professional schools as well. The need to introduce supplemental instruction and other academic support services is needed to accommodate the increasingly diverse needs of the students. Growth in this area while desired is hindered by staffing and facilities. Recent retirements and fiscal situation have put the program at a disadvantage. The program needs full-time faculty to provide direction as the long-term goal is to begin to offer general chemistry. Current facilities inhibit growth as there are only to labs and no lecture classrooms dedicated to the chemistry program.

Earth Sciences

The Earth Sciences Department now offers an increased number of courses in geology also one course in geography. In addition to an increased number of Geology 1 (physical geology) & Geology 3 (physical geology laboratory), Geology 15 (natural disasters) and Geography 1 (physical elements) are additions to the programs' course offerings. All the aforementioned courses suit students by meeting course requirements in physical science, in order to receive an associate's degree or transfer to a four-year college or university. Tutors, supplemental instruction & any other program support are needed to foster student success. Continued growth in

the geology program is limited by the lack geologic/geographic materials available, staffing and college statewide budget-cuts.

Mathematics

The mission of the mathematics program is to provide instruction and support for students learning mathematics at all levels: basic skills, pre-collegiate and college level mathematics. The overarching outcomes for mathematics are for students to learn mathematics, pass their courses, prepare for later study of mathematics, and the use of mathematics in daily life and the workforce. Learning outcomes for mathematics are specific for each course, and are most often in one of these categories: mathematical concepts, problem-solving abilities, mathematical versatility, calculations, communication skills, learning skills, and application. Transfer-level courses are well-articulated with both CSU and UC. The class schedule meets the needs of students; as courses are offered from early morning to evening and on weekends.

The mathematics faculty are using and wish to use more technology in their courses, so there is a great need to expand smart classroom technology. Keeping pace with technology and the latest technological tools available in delivering instruction, as well as for student use, presents an ongoing budgetary challenge for both the institution and the student.

Most math courses will have conducted an SLO assessment and evaluation by the end of 2010-11. Collaboration with other areas (particularly Counseling, Human Development, English) that work with basic skills students will be increased; as well as collaboration with outside agencies such as with U.C.I.-Saturday with Scientists program, and with JPL in the JPL Undergraduate Scholars (JPLUS) program.

Career and Technical Education

Automotive Technology

The automotive technology program prepares students for in the field and provides upgrade opportunities for currently employed personnel. By completing the degree or certificate requirements, the student will gain proficiency in safety practices, automotive services, testing, troubleshooting, brakes, suspension, wheel alignment, engine tune-up, electrical systems, fuel systems (carburetion and fuel injection), emission systems, transmissions, drive train, engine repair, engine rebuilding, automotive machining, and air conditioning. Competencies will be assessed regularly in accordance with Automotive Service Excellence (ASE) standards. A student completing degree or certificate requirements may expect to enter the Automotive Industry as technician in automotive service. In the next three years the Center will be NATEF certified which is the industry model and standard of excellence.

Automotive technology is increasing in sophistication and it is recommended by the automotive industry that those seeking work in the automotive service complete formal training in a postsecondary vocational school or community college. Most employers regard successful completion of vocational training in automotive technology as the best preparation for trainee positions. Employment of automotive service technicians and mechanics is expected to increase by 5 percent between 2008 and 2018, slower than the average for all occupations. Continued growth in the number of vehicles in use in the United States will lead to new jobs for workers performing basic car maintenance and repair. More entry-level workers will be needed to perform these services, such as oil changes and replacing worn brakes. In addition to openings from growth, many job openings will be created by the need to replace retiring technicians. Job opportunities are expected to be very good for those who

complete postsecondary automotive training programs and who earn ASE certification. Some employers report difficulty in finding workers with the right skills.

Business

The management program prepares students for careers in Accounting Business, Management, Marketing and Finance. Students completing this program will have the ability to organize, operate, and manage business organizations, utilize human resources and improve working relationships and projects. The State Academic Senate, in conjunction with the Chancellor's Office and the CSU, are developing a statewide response to SB 1440 in the form of a Transfer Model Curriculum (TMC) for each of the most popular majors and Business will be one of these majors. This department will need to development more short term certificates for businesses especially in the public sector for those employees who would like to upgrade their skills. Additionally, the Business faculty members at the Center will need to develop strategic partnerships with businesses, industry and community organizations to identify and meet our service areas economic development needs in the areas of business improvements and entrepreneurship training.

Computer Information Systems

This program is intended for students interested in information systems and can lead to a degree or certificate of achievement. Currently at the Center we offer courses to meet the El Camino College major requirements. CIS and the nature of information technology is changing and at a rate that makes our books, hardware, and software obsolete at an alarming rate. It is imperative that the Center not exceed the three year time frame for upgrading equipment in our computer labs, as a failure to keep abreast of information technology will virtually render the department unable to stay current in instructional areas, and certainly

inhibit any growth in enrollment both immediate and long term. It is imperative that our computer information technology has the hardware and software that is effective, efficient and up to date with industry standards.

Employment of computer and information systems managers and other specialists is expected to grow 17 percent over the 2008-18 decade, which is faster than the average for all occupations. New applications of technology in the workplace will continue to drive demand for workers, fueling the need for more workers. Presently the courses at the Center are the entry-level and career path positions leading to information systems management positions for CIS majors. Computer Information Systems, Computer Science, and Information Technology majors compete for many of these positions, but the preparation is different. CIS focuses on business application and has stronger business knowledge with an aim to promote rapidly from these staff areas into management positions

Because so much business is carried out over computer networks, security will continue to be an important issue for businesses and other organizations, and will lead to strong growth for computer managers. Firms will increasingly hire security experts to fill key leadership roles in their information technology departments because the integrity of their computing environments is of utmost importance. The ECC and CEC faculty may want to develop a curriculum dedicated to security related issues as it relates to computer networks.

Contemporary Health/First Aid

Contemporary Health / First Aid is currently not a program and offers only four courses. The department also offers an online course offering in Contemporary Health. Presently we offer one First Aid class that follows the American Red Cross Certification Program

for First Aid, Basic Life support (infant, child, and two person CPR). It is recommended by our faculty that this course become a part of Contemporary Health in the development of total course program. That course program would also include offerings in disease prevention, human sexuality, stress management, weight management, healthy aging, and women's and men's health concerns. There will also be a need to include a fitness course which would be incorporated into the overall Contemporary Health program.

The department will need technology-equipped universal designed classrooms capable of multi-media instructional delivery one additional classrooms with a capacity for 50 students plus special equipment for the first aid lecture and lab will be needed by 2012. Use of computer technology and internet opportunities in the classroom will require internet ready facilities, computer availability and provisions for equipment upgrade and replacement.

Cosmetology

The Cosmetology program offers students the opportunity to receive an Associate in Science degree or Certificate. The Center has an Instructional Service Agreement (ISA) with Universal College of Beauty to provide Cosmetology training through ECC's Industry and Technology Division. Upon completion of 1,600 hours, students will have the opportunity to take the California State Board of Cosmetology exam to become a licensed Cosmetologist. Students gain proficiency and perform techniques in hair cutting, coloring, permanent waving, chemical relaxing, and manicuring, pedicuring, facials and related procedures. Competencies are assessed regularly in compliance with the California State Board of Cosmetology

The Cosmetology program will change in the next 10 years as it adapts to changes in technology and teaching methods, changes in curriculum and student academic

preparation, and as the college institutes different recruitment strategies and possibly expands facilities on campus. The program as presently contracted is expected to grow at a faster rate than the overall college enrollment, both in the midterm (five years) and in the long term (10 years), because more jobs are available in the industry than ever before. Also, when the unemployment rate increases, enrollment in this program generally increases, and some use employment in this industry as a second or third income to support their lifestyles.

Fashion

The Fashion program prepares students for employment in the field of design and production or merchandising and provides upgrade opportunities for currently employee personnel. Upon completing the degree or certificate requirements, students gain proficiency in clothing, construction, fashion illustration, pattern making, draping, computer aided fashion design, and manufacturing. Competencies will be assessed by portfolios and exhibitions of original apparel design and garments. Fashion is taught by an adjunct instructor at the Center and as such we do not offer all of the courses in the Fashion program. Additionally current fiscal constraints prevent us from expanding current offering as well.

Enrollment in the Fashion Design program would increase at the same rate as the overall college enrollment if we offered more sections. The program would grow as curriculum is developed to meet changes in technology and as technology continues to change. However, student academic preparation continues to decline and the college's recruitment strategies for the program are weak at best. The fashion industry is ever-evolving and advancing, and if the program is flexible to demand, enrollment should increase with the college's increased recruiting efforts.

Fire and Emergency Technology

The Fire Technology program prepares students for entry-level employment and promotional job upgrades in the public and private Fire Services and Emergency Medical fields. Students gain proficiency in the fields of fire combat, fire protection organization, fire prevention, fire behavior, building construction, emergency vehicles and assessed regularly in compliance with the California State Firefighter standards and with the Los Angeles County certification process for emergency medical technicians and paramedics. Fire Technology/EMT is department just waiting to expand and grow. In the next few years when the Compton Fire department receives its accreditation for their Fire Academy we will be able to partner with a local fire department.

Fitness/Physical Activity

Interest in physical activity and fitness is projected to expand in proportion to the aging population and increases in the prevalence of obesity. As a result, the curriculum for fitness and physical activity will change to address these needs and new degree requirements. Added staff with appropriate training and experience will be required to conduct new courses and to fill the need to accommodate more students.

An increase in the size of existing facilities and/or provision for new facilities with specific design characteristics, e.g. soundproofing, will be required to accommodate new, specialized courses. Use of computer technology and Internet opportunities in the classroom will require Internet ready facilities, computer availability Educational Plan 29 and provisions for continued planning of a "Fitness Center" with equipment upgrades and replacement.

Heating, Ventilation, Air Conditioning, and Refrigeration (HVAC/R)

The Heating, Ventilation, Air Conditioning and Refrigeration program offers theory, training in repair of HVAC/R equipment, troubleshooting strategies, customer service, electrical and control applications to students seeking an associate in science degree or a certificate. The program prepares students for employment in the field and provides upgrade opportunities for currently employed personnel. Competencies will be assessed in accordance with the Environmental Protection Agency (EPA) certificate criteria and Air Conditioning and Refrigeration Institutes (ARI) recommendations. Students completing the program may expect to enter industry as an advanced apprentice or entry-level HVACR technician. We expect this program to grow over the next few years. The program is has been taught by a core of dedicated adjunct faculty, however, we have recently hired a full time tenure track instructor who we believe will help grow this program. To help the newly hired instructor we will need all the requisite equipment upgrades to keep pace with projected enrollment growth and maintain industry standards. HVACR is a skilled trade that is in high demand. The need for trained workers is driven by the fact many existing HVAC technicians are nearing retirement. Heating and cooling systems are also becoming more complicated, with a greater emphasis on energy savings and computerization, which increases the demand for qualified professionals.

Machine Tool Technology

The Machine Tool technology program prepares students for employment in machine shops, tool rooms, instrument and experimental laboratories or reviews and upgrades the skill set of employed industrial personnel. Students gain proficiency in the set up and operation of employed industrial personnel. Students gain proficiency in the set up and operation of drilling machines, lathes, mills, grinders, electrical discharge machines, CNC milling machines and computer aided manufacturing systems. There has been a revitalization of this program with the introduction of the Aerospace Fastener program and we are the only institution with a lab dedicated to aerospace fastener tooling. Currently we are in the process of developing three courses dedicated to the Aerospace Fastener industry. We expected to develop more course curricula and ultimately an Aerospace Fastener program. The industry has hired some of our students and it is expected that the industry is beginning to increase their employment offerings. This offers the Center an excellent opportunity to look at the data as we develop more course offerings.

Nutrition and Foods

Nutrition and Foods is not a vocational program, but a series of courses designed to meet the requirements for other majors, such as Early Childhood Education and Nursing. The Nutrition and Foods 11 course also meets the transfer requirement under Area E. Nutrition and Foods also offers two courses online Nutrition & Foods 3 & 11. These courses focus on the relationship between nutrition, health, and physical wellness.

Real Estate

The real estate program and the certificates are designed to provide students with competencies to enter careers in residential and commercial real estate appraisal, escrow, property management, sales, and title insurance. The enrollment rates for real estate have decreased somewhat in proportion to the rate of foreclosure and the state of the economy. However, to combat a decrease in student population alternative methods of delivery must be explored. Short five week courses that meet on Friday evening and six hours on Saturday are extremely popular at many community colleges. Online delivery of real estate courses has been approved by ECC and online courses meet the continuing

education requirements of the Department of Real Estate (DRE) and the Office of Real Estate Appraisers (OREA). Our full-time real estate instructor recently retired and all of our courses are now taught by adjunct instructors.

Welding

Welding is a program designed for those who are interested in a welding career. Over the past 3 years the morning classes have been full with a waiting list of students wanting to add the class. Welding is the most popular vocational class and to enhance the program at the Center we are proposing to have the welding Lab as an approved AWS certification test site for structural welding. The lab site would be conducted through our pilot community ed /contract ed program. The welding department at CEC consists of a morning program, an evening certification class, and a Saturday class offering. The welding program has one full time instructor and an Instructional Tool Room Assistant.

Health and Human Services

Child Education

The Childhood Education program prepares students for careers in private or public programs serving children from infant to preschool, before and after school care, and children with special needs. Students are prepared to earn child development permits or degrees that will enable them to teach in diverse settings.

Child Development Center

The Child Development Center is an integral part of the Compton Community College District and serves as a vital recruitment and retention component to the educational delivery system. The center provides a high-quality, stimulating program in a safe and nurturing environment for infant-toddler, preschool and school-age children. It also provides a training environment for parents

and a laboratory site for students enrolled in child development practicum courses, nursing and psychology to study methods of observing and recording children's behavior and also practice parenting and teaching techniques.

Licensed and funded by the state of California the center offers eligible children a variety of invigorating learning activities and experiences that enhances their physical, cognitive, social and emotional development. All center teachers hold bachelor's degrees and are state certified.

Nursing

Associate Degree Nursing (ADN) – The Associate Degree Nursing program is a demanding, rigorous program that requires advanced academic preparation, personal commitment, and a considerable amount of time in study and preparation outside of the class. General orientation sessions are available each semester to assist prospective applicants learn more about the career. Successful completers of the program are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Vocational Nursing (VN) – In the Vocational Nursing Program, students will acquire the skills to function as first level licensed nurses (Licensed Vocational Nurses) providing nursing care for stable clients in a variety of long-term care settings. General orientation sessions are available each semester to assist prospective applicants learn more about the career. Successful completers of the program are eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-VN).

Nursing Assistant (NA) – In the Nursing Assistant program students are prepared to function as an entry-level worker on a health care team in a long-term care facility. Focus will be on preparing the student to provide direct care to the patient/resident; promote comfort measures; and collect,

record and report data to licensed personnel. Principles of critical thinking, team building, ethics, caring and cultural sensitivity are integrated throughout the course. The student will be eligible for certification by the State of California as a nurse assistant upon satisfactory completion of this course and the state competency evaluation.

Teacher Education

The Teacher Education program is designed for students interested in all levels of teaching as well as other careers in education. The program will provide individual and specialized assistance to transfer students who want to pursue a career in education. The Teacher's Education program is committed to guiding future teachers through the fulfilling process of earning their bachelor's degree and teaching credentials.

Library/Learning Resources

Today's library and learning resources have a greater dependence on technology because of the increasing use of online services and new developments in the ways in which scholarly information and instructional materials are published and distributed through various media. The provision of these resources and services is dependent on timely and orderly access for users on campus and at a distance.

ECC Compton Center's Library and Learning Resource Center provide academic resources and support services to students, faculty, and staff, as well as to residents from the surrounding communities

The entire Library/LRC program is technology dependent and regular upgrades to equipment, software, and other resources are required to provide the level of service required. In order to accommodate our expanding online programs, online access to support services is being planned within

the next few years to accommodate these students. Space and facilities will need to be identified for these services.

Hopefully the move to the new building will alleviate some of the shortcoming that now faces us. We need more computer lab space with more computers. We need Wifi access; we need to provide our students with access to e-books and e-readers, laptops; staff need adequate tools to do library work etc. We need a head librarian and director to advocate for the library.

Learning Resource Center (LRC)

The LRC provides academic support services to all the Center students. The demand for LRC services and resources is expected to continue to grow over the next 10 years.

The Learning Center is the traditional heart of the support services. It houses the LRC Media Materials Collection, the primary non-text collection that students use. It is also the home of the LRC Tutorial Program and Supplemental Instruction and the LRC Computer Lab.

The Learning Center also serves as a central point of access and information for students and faculty for all LRC and Writing Center services and resources.

Additional growth in demand will result from cutbacks at area California State Universities that will funnel more students with academic support needs to the Center. This service will have to provide support to students other than face to face contacts. Online support will be a growing part of support services offered on our campus.

LRC Computer Lab (CAI Lab)

The LRC Computer Lab provides individualized computer assisted instruction in Reading, Math, and other basic skills curricula. The demand for Basic Skills instruction, both as part of stand-alone credit courses and as supplemental instructional

support for other disciplines across the college, is expected to continue growing over the next 10 years.

Software needs to be upgraded regularly so students are able to effectively use the individualized interactive learning systems that are core to teaching and learning in the Basic Skills area. The lab use is expected to grow with the expected demand from Career Technical Education.

LRC Tutorial Program

The LRC Tutorial program provides peer tutoring to students in 10-15 disciplines per semester. Currently the demand is projected to grow both in number of disciplines and to include online tutoring.   SI tutoring for 10 classes is offered each semester.

Without the planned move to the new LRC, the program will be unable to meet future demands.

Computer Labs

The LRC operates a small open access computer lab available to students in all College disciplines for word processing, research, and access to online classes. Pay-for Print service is also available to all students.

Demand for LRC computer labs is expected to grow commensurate with the growth of student enrollment and as a result of reduced open access service hours in labs operated by other divisions. LRC staff also oversees the operation of class-use and combined class-use computer labs for Humanities. These labs are in a different building which makes supervision a challenge. With the move to the new building, this would not be a problem.

Writing Center

The Writing Center offers assistance in all aspects of the writing process, from pre-writing to full draft writing conferences. Students can also find help with grammar and using MLA or APA documentation. Computers are available for word processing (Microsoft Word) and research.

Library

The Center library houses a broad range of academic print and online resources for student use. Unfortunately, for a number of years the print collection in particular was not consistently funded at a level that would allow the library to keep it up to date. The past couple of years, the budget has been enhanced to increase new acquisitions, although much more needs to be done. In 2006-2007, the Voyager interactive library catalog system was purchased and with the projected hiring of a new systems librarian, we will be able to take fuller advantage of its capabilities for student access to resources and for comprehensive reporting on collection characteristics and usage.

The Library is equipped to meet the needs of faculty and students if currently vacant positions can be filled. Today's staffing provides minimal coverage for basic library services. The present budget does not allow for full-time coverage of the public service areas for the full academic year or an adequate book replacement plan.

Significant expansion in the breadth of resources and services is expected within the next ten years. Some of these new services are dependent upon planned move into the new building. These would include a dedicated lab for bibliographic instruction and an open lab for academic research. The library system will be upgraded to include more self service options like use of e-reserves and materials renewal.

The changing needs and expectation of today's student will greatly impact the methods used to provide materials to students. Changing technology will result in the expanding use of library purchased databases with full text materials. Also to support distance learners, we need to provide e-reference service to the expanding distance ed classes and to provide virtual access to all students regardless of their location. This means that these will have to be expanded and upgraded regularly to meet demands.

With all this expanding technology and enrollment growth, staffing on all levels will have to increase to provide support to students.

SUPPORT SERVICES

Facilities

Facilities Planning and Construction – The FPC Department manages the planning and construction process for new facilities and modifications to existing District facilities based upon the identified needs of Center programs and state space allowance guidelines. Planning entails programming, budgeting, selection of design professionals, management of the design process, securing needed regulatory approvals and selection of the delivery method. Construction oversight activities include budget monitoring, quality assurance, adherence to schedule, communicating project information to the college community and minimizing the effects of construction on District programs.

Six months into the partnership with El Camino College the FPC-FMO Units lost all management personnel. Historically, the FPC-FMO units have not played a significant part in campus planning at the Compton Community College District. With the re-organization that occurred as a part of the partnership with El Camino Community College District, permanent management positions in the FMO Unit are being filled. The FPC was established and now takes an active role in the planning process including taking the lead in facilities planning. In the past this function was a part of FMO and was somewhat neglected and under-funded with personnel within the units lacking in the experience and training necessary to move forward with facilities planning and implementation.

Resources – The management staff of the FPC perform facilities planning. The FPC

management staff currently consists of one director and one administrative assistant however; the department will be seeking future funding to add additional staff support personnel and will utilize consultants to provide additional support as required and to develop and implement adequate project controls.

Facilities Maintenance & Operations

A key responsibility of Facilities Maintenance & Operations(FMO) is providing services that keep the District's facilities safe, clean and in good operating order. The FMO units: Trades, Grounds and Custodial perform these services.

Staff – staffing at the college is currently a hybrid of Compton Community College District employees and El Camino Community College District employees. Since 2003, the total number of staff employed in the divisions has declined substantially.

Trades – This unit is responsible for maintaining and repairing facilities systems and components whether contained within a building or on the campus site. The unit currently includes a supervisor, a carpenter/locksmith, an electrician, a painter and a plumber. The supervisor and all of the tradesmen are currently employed by the Compton Community College District.

Grounds – This unit is responsible for the maintenance and cleaning of the campus grounds. The unit also prepares athletic facilities for sporting events. The unit currently consists of a lead man and three utility-maintenance workers. The lead-man and all of the utility-maintenance workers performing maintenance and cleaning of the grounds are currently employed by the Compton Community College District.

Custodial – This unit is responsible for cleaning building interiors and exteriors. The unit currently consists of a supervisor and fourteen utility-maintenance workers. The

lead-man and all of the utility-maintenance workers performing cleaning of the buildings are currently employed by the Compton Community College District.

Resources – The management staff of the FMO perform facilities planning. The FMO management staff currently consists of one director.

Facilities Planning & Construction (FPC) and Facilities Maintenance & Operations (FMO) work in concert and share resources to coordinate, schedule and perform facilities activities at the Center.

Fiscal Affairs

The Center Fiscal Services Unit ensures that the Center is fiscally solvent and able to meet the essential operational, instructional, and student service needs of the Center, in a manner consistent with adherence to sound business practices, statutes, regulatory agency requirements, and accountability.

The Fiscal Affairs unit is comprised of various individual departments. These departments include: accounting, accounts payable, accounts receivable, budgeting, bursars, contracts, payroll, purchasing, and risk (property and liability). Both as a unit and as individual departments much improvement has been made with regard to efficiency, effectiveness, and communications.

Human Resources

The Human Resources department provides professional services and open communication with students, staff and the community of the Center. Human Resources is responsible for all employment at the Center including students, temporary non-classified employees; classified employees; full-time faculty; part-time faculty; supervisory and management employees. We serve as the primary contact for applicants and employees to provide an environment that supports and assists employees. We are responsible for fostering a continuous learning environment

which contributes to employee success and increases morale.

ITS

Information Technology Services helps the Center utilize technology to provide students with the greatest opportunity for achieving their educational goals; faculty with the resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily institutional operations; and the community with effective, efficient, and timely responses to their needs for information, training, and instruction.

The unit is completely integrated with El Camino College's Information Technology Services to (1) maintain and operate the Center's telephone and data infrastructure, (2) maintain and operate the center's legacy data systems, including Datatel Colleague, (3) acquire and distribute new computing equipment including PCs and Printers, (4) provide printing and copying services, (5) provide mail services, and (6) provide main telephone receptionist services.

Student Services Division

Admissions and Records

The Admissions and Records Office consists of two separate units, Admissions and Records. The function of Admissions is to help students apply for admissions and register for classes. The function of Records is to maintain important student records accumulated during the student's matriculation and provide access to those records to students and to other campus units.

Assessment and Testing

Assessment and Testing is one of the four steps of Matriculation and most new full-time students enrolling at the Center come to the Assessment Center to complete their placement tests for assessment purposes. Also serve part-time, non-matriculation students who may also need to avail themselves of the same service. The Center offers placement testing (English, & Math); Ability-To-Benefit CPT (Computerized Placement Tests) and CELSA (Combined English Language Skills Assessment) for Financial Aid and the LOEP (English as a second language test).

Athletics

There are currently 12 intercollegiate athletic teams participating at the Center: men's and women's basketball, badminton, baseball, football, softball, men's and women's track, men's and women's cross country, and men's and women's soccer.

CalWORKs/TANF/GAIN

CalWORKs is the community portion of the California Work Opportunity and Responsibility to Kids Act which is the welfare reform program established by Assembly Bill (AB) 1542. This community college program serves single parents and their families receiving Temporary Assistance for Needy Families (TANF) and enables them to complete their educational goals, find meaningful employment and

successfully transition into the workplace through an array of high-quality support services: i.e. case management, career and academic advisement, childcare assistance, job readiness skills, and subsidized work activity placements in partnership with the Los Angeles County Department of Public Social Services and South Bay Workforce Investment Board. Through collaboration and advocacy with college and community partners, CalWORKs Career Ladder Programs and Services successfully prepares a segment of California's workforce for economic self-sufficiency through vocational-technical education and work experience.

To best continue self-assessment, renewal and innovation, in providing excellent educational and student support services for CalWORKs students, the following recommendations provide strategic direction over the next 3-5 years:

a. Track and improve CalWORKs student retention, persistence and completion of academic programs. Continue to track student metrics and review the findings to better analyze the provision of program services and marketing in a timely manner and integrate into program procedures.

b. Support the development and increase of program and course offerings to meet student, campus and community needs: i.e. Human Development 5 and 8, Educational Development 31, open entry/exit vocational classes, specialized short-term vocational training and bridge programs. Review course curriculum for efficacy with CalWORKs students and career trends.

c. Develop and increase off campus student employment opportunities for work experience, not tied to subsidized salaries, in collaboration with the Los Angeles Department of Public Social Services (DPSS), community partners,

and ECC/CEC vocational faculty and vocational technology programs.

d. Ensure continued training, improvements and refinements to upgrade the employability skills of CalWORKs students.

e. Increase staff participation in opportunities for skills development, and collegial and professional consultation, to improve professionalism and job performance, better serve the needs of CalWORKs students and stay abreast of mandated services and changes in the field.

f. Continue to improve and refine the identification and assessment of CalWORKs Student Learning Objectives (SLO's) as a means to better link student experiences to achievement of their educational goals and to assist in meeting ECC strategic initiatives for excellent educational and student support services.

Counseling

The Counseling Department is one of the four steps of Matriculation Process and most new first-time students enrolling at the Center come to the Counseling Department to receive academic guidance and to complete their educational plans. The Counseling Department provides services in the General counseling area, located in the Center administration building. In addition, the Counseling Department provides support services to the following specialized services: Athletics, CalWORKs/GAIN/TANF, EOPS/ CARE, Financial Aid, First Year Experience Program, Nursing department, Probation Services, Registration Assistance, Special Resource Center, Student Success Transfer and Retention Services, Transfer Center, and Career & Technical Division.

The Counseling Department needs one conference room large enough to accommodate all meetings for counseling faculty department staff. The conference room will also be utilized for also needed for group counseling; focus groups; Athletics, Matriculation, SEP, Transfer, Career, First Year Experience, and Nursing orientations and three additional offices for the part-time counselors and for the requested full time counselor, who would coordinate and counsel probationary students. In addition, the Counseling Department needs a storage/ resource room to store the counseling materials.

EOPS/CARE

EOPS is a state-funded program. The primary goal of EOPS is to provide services which are over and above services offered through the Center to EOPS students that encourage the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages, and to facilitate the successful completion of their goals and objectives in college. Services provided through EOPS include academic and personal counseling, book services, book loans, transportation assistance, orientation, meal assistance, and incentive awards.

CARE is a unique educational program geared toward EOPS single parents receiving TANF/ CalWORKs who desires job-relevant education to break the dependency cycle. In addition to the over and above services provided through EOPS/CARE students also receive additional book services, book loans, additional transportation assistance, direct grants, meal assistance, and workshops/mini-conferences.

Financial Aid

The Center provides extensive services to help students meet the costs of attendance. The Financial Aid Office provides information regarding financial assistance available to students in the form of loans, grants, work study program, and scholarships. To help students better understand financial assistance and the application process, a free

workbook published by the California Student Aid Commission is provided to students. This workbook provides information on who qualifies for financial assistance, the various types of assistance, how to apply, and a calendar of deadlines for applying.

First Year Experience Program

The First Year Experience program is designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and career services. The following services are provided to students in the First Year Experience Program: Orientation, Counseling Services, Learning Community Courses, Strategies for Success in College, FYE Faculty Field Trips, and Peer Mentors.

Outreach and Relations with Schools

Coordinate outreach and matriculation activities with local high schools, adult schools, middle schools, and community agencies. Assist and guide all campus entities performing any recruitment and outreach on behalf of the Center. Provide staffing for the Welcome Center and Information booths on campus.

Special Resource Center

The Special Resource Center (SRC) facilitates academic success for students with diverse needs by providing equal access to educational opportunities in an integrated campus setting. The overall function of the SRC is to provide legally mandated instruction and services to students with disabilities, promote appropriate utilization of resources/instructional delivery, equitable access to instructional medium, and advocate universal design and educational access to students with disabilities. These services are in compliance with California Education Code - Title 5 regulations, Section 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

Support services are coordinated in accordance to legal mandates to comply with the above state regulations and stated legislation. Services meet the needs of students with a wide range of disabilities including but not limited to learning disabled, physically disabled, visually impaired, deaf or hard of hearing, psychiatric disabilities, acquired brain injury, developmental disability, speech impaired and other disabilities.

Educational Development and Adapted Physical Education courses are within approved curriculum but are not offered at this time due to limited certificated personnel and/or appropriate facilities.

To best continue self-assessment, renewal and innovation, in providing excellent educational and student support services for disabled students, the following recommendations provide strategic direction for the Special Resource Center over the next 3-5 years:

a. Develop and increase course offerings to meet student and campus needs.

b. Develop and increase disabled student employment opportunities for work experience including increased access to adaptive technology specific to CTE and vocational training programs.

c. Evaluate personnel needs to project additional positions needed to meet legally mandated service requirements and changes in the field.

d. Increase participation in opportunities for skill development, and collegial and professional consultation, to better serve the needs of students and stay abreast of legally mandated services and changes in the field.

e. Analyze processes and effectiveness of program marketing, outreach efforts, information dissemination and satisfaction of all stakeholders.

f. Continue to promote universal design when training, implementing and utilizing principles of accessibility at a systemic/institutional level.

g. Expand recruitment of part-time certificated and hourly support staff for specialized support.

h. Ensure continued upgrading of High Tech Center technology as required.

Student Development

The Student Development serves students and staff by offering support to student organizations (ASB, Clubs & Organizations) with various services that include direct advising for planning activities and programs to enhance the educational experience of our students. We also provide leadership opportunities, training and personal development for participants in the multiple campus organizations. The office creates and provides the proper forms to schedule events, calendar activities and facilitate the processing of financial transactions. We also coordinate all activities and/or programs held in the Student Lounge. In addition the office and its student employees facilitate the administration of the student, staff and other campus academic programs photo identification cards.

Transfer Center

The Transfer Center provides services and activities for students to assist them with the process of transferring to universities. Services and activities include: university tours; university representative visits on campus; transfer workshops covering university applications, the personal statement, university admissions information; and university basics and university fairs. The Transfer Center also publishes a monthly activities calendar and a Transfer guide each semester. The Transfer Center is also a resource center/library with catalogs, reference materials, and computers for students to use.

Police Department

Cadet Services

Cadet Services will be in increasing demand as student and staff population increases. Equipment and its maintenance will be required for parking enforcement, escort services, battery jumps, vehicle lock outs, and the like. Full-time supervisory positions may become necessary in order to plan and coordinate an ever increasing demand from other divisions for use of police cadets to facilitate their special events, seminars, chapter meetings, and conferences. Currently there are three cadets and one Community Service Officer assigned to ECC Compton Center. These positions are part-time hourly student workers. Over the next six to 10 years it is requested that 10 cadets be assigned to ECC Compton Center for maximum coverage.

Live Scan

Live Scan fingerprinting services have been expanding since their inception as a public and District service. Current activity is under the oversight of a senior clerical assistant. In order to improve customer service and shorten wait time, it is recommended that a second full time clerical assistant be hired to coordinate and perform this activity.

Parking Services

Currently, there is no "Parking Services" Office however, parking services are handled collaterally by the campus police senior clerical assistant and the business office with respect to parking "permits" Parking citation administration is handled by campus police. It is requested that in six to ten years an office of parking services be established similar to ECC, administered by campus police to handle all parking related matters, lost and found and key control. This will necessitates a full time clerical assistant that can also handle the live scan. It is also recommended that during this time period, parking permit machines be installed throughout the campus.

Police Dispatch Services

ECC provides police dispatch services. This will require the addition of personnel as calls for service are expected to increase within the next 10 years. As of October 2009 there are four full-time dispatchers and two part time dispatchers. It is recommended that in the six to ten year range, a total of six full-time dispatchers be considered. This would allow for the elimination of overtime and allow for a call taker as well as a radio operator. Currently, the radio operator also answers phone calls and handles the front counter customers. Technological changes in the later portion of that period will also dramatically impact the diversification of that position. It is anticipated that during certain working dates and times the calls for service will justify two dispatchers during peak district business hours and during special events on District grounds. Increased use of video monitoring devices, automated fire reporting systems, cell phone 911 reporting, and crime mapping are only a few of the known hardware and software programs being added and improved upon. Video surveillance is expected to be added to and improved upon. It is recommended hiring two additional full-time dispatchers particularly with the merger of the Center.

The expected increase in calls for medical assistance will require extensive training and manning of personnel primarily dedicated for emergency medical dispatching.

The increase in police reports, accompanying court paperwork, and records management will likely require this to become its own distinct specialization within the Dispatch assignment. It is expected that within the six to ten year range, a dispatch/records supervisor position will be needed to keep abreast of all the legal requirements for records keeping and FCC radio procedures.

Police Patrol Services

Police Patrol Services will need to expand with the projected growth in student population. It is felt that an increase in student population will likely result in commensurate increases in District personnel and visitors utilizing District facilities. Calls for police services will naturally increase accordingly in regards to both criminal and public service activities. Calls for service will increase on weekends, holidays, and late night hours as class schedules expand, more utilization of district venues is contracted, and student access to student services increases. The enrollment report for ECC Compton Center is 15.2% FTE increase during spring 2009.

These increases in calls for service will necessitate some specialization within the patrol personnel as well as a general increase in the number of sworn officers. Specialization within the next five years will include one detective and an additional police sergeant.

Increases in personnel will bring a commensurate increase in the need for office equipment, general patrol equipment, specific professional safety equipment, and maintenance/repair for all.

As the District continues the construction phase of the current Bond measure, new traffic patterns, parking facilities security systems, buildings, and general campus security systems, more technology advancements will need to be included to slow the ever-increasing need for personnel to handle labor intensive security activities. Within six to 10 years, the Center will need to have a modern police facility in order to facilitate all of the above mentioned goals. The current facility is not suitable and not easily accessible or visible to the campus community. It is recommended that the new facility be located either centrally or at the entrance of the campus.

Part III - The Quantification of On-Campus Space Needs

Profile/Analysis of the Current Curriculum

Quantifying space needs begins with an assessment of the current program of instruction. To create this snapshot, the 2010 fall semester was used to represent the Center's current program of instruction.

Initial stages of the process included an analysis of the key curriculum components, as sorted by the state's TOP (Taxonomy Of Program) Codes and a comparison of those components with statewide standards or averages for community colleges throughout the state. An analysis of Full Time Equivalent Students (FTES) generated a breakdown of ratios for lecture versus laboratory hours and the amount of lecture versus laboratory WSCH (Weekly Student Contact Hours) produced. Combined, the process and the elements were used to create a baseline from which the current program of instruction could be viewed.

The Center's program of instruction reflects of the Fall 2010 enrollment, which serves as a proxy for the needs of the service area. Characteristics of the current program of instruction, by ECC's and Compton Center's instructional divisions, are captured in Figure 3 below and Figure 4.

Figure 3 - Program of Instruction by ECC Instructional Divisions - Fall 2010

EL CAMINO COLLEGE DIVISION	WSCH	FTES	LEC HRS	LAB HRS	% OF WSCH
Behavioral and Social Sciences	11,299.01	352.96	11,496.30	170.00	15.0%
Business	3,726.69	116.41	2,601.89	1,580.80	5.0%
Fine Arts	6,646.15	207.61	4,864.80	1,781.90	8.8%
Health Sciences and Athletics	9,135.99	285.39	3,658.40	7,709.00	12.1%
Humanities	14,661.75	458.01	12,570.40	3,302.00	19.5%
Industry and Technology	7,085.83	221.35	3,589.50	3,385.50	9.4%
Mathematical Sciences	10,689.29	333.91	10,246.20	-	14.2%
Natural Sciences	11,971.24	373.96	4,886.30	7,096.30	15.9%
TOTAL	**75,215.95**	**2349.60**	**53,913.79**	**25,025.50**	**100.0%**

*Source: El Camino Community College District, Academic Affairs Office. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.*

Figure 5 - Program of Instruction by Compton Center Instructional Division - Fall 2010.

COMPTON CENTER DIVISION	WSCH	FTES	LEC HRS	LAB HRS	% OF WSCH
Behavioral and Social Sciences, Creative and Performing Arts	13,177.63	411.64	11,390.20	1,765.00	17.5%
Career and Technical Education	15,538.80	485.40	6,346.99	9,391.50	20.7%
Health and Human Services	6,168.97	192.71	5,483.70	3,365.40	8.2%
Humanities	17,670.02	551.98	15,560.40	3,407.30	23.5%
Math and Science	22,660.53	707.87	15,132.50	7,096.30	30.1%
TOTAL	75,215.95	2349.60	53,913.79	25,025.50	100.0%

Source: El Camino Community College District, Academic Affairs Office. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

Translation of the Current Curriculum to State Standards

To create a benchmark comparison with statewide averages and standards, the Center's disciplines and programs have been coded with the TOP codes listed in Figure 5 below:

Figure 5 - Summary of Instructional Disciplines by Four-Digit TOP Code

Academic Strategies	4900	Geology	1900
Administration of Justice	2100	History	2200
Anatomy	0400	Human Development	4900
Anthropology	2200	Humanities	4900
Art	1000	Journalism	0600
Astronomy	1900	Law	1400
Automotive Collision Repair/Painting	0900	Library Information Science	1600
		Machine Tool Technology	0900
Automotive Technology	0900	Mathematics	1700
Biology	0400	Medical Terminology	1200
Business	0500	Microbiology	0400
Chemistry	1900	Music	1000
Child Development	1300	Nursing	1200
Computer Information Systems	0700	Nutrition and Foods	1300
Contemporary Health	0800	Philosophy	1500
Cosmetology	3000	Physical Education	0800
Culinary Arts	1300	Physiology	0400
Dance	1000	Political Science	2200
Economics	2200	Psychology	2000
Ethnic Studies	2200	Real Estate	0500
English	1500	Recreation	0800
English as a Second Language	4900	Sociology	2200
Fashion	1300	Spanish	1100
Film/Video	0600	Speech Communication	1500
Fire and Emergency Technology	2100	Theatre	1000
First Aid	0800	Welding	0900
Geography	2200	Women's Studies	2200

Figure 6 below provides a view of the Center's instructional disciplines for each TOP code format group.

Figure 6 - Program of Instruction by TOP Code Instructional Discipline

TOP DISCIPLINE	# of Sections	WSCH	FTES	LEC HOURS	LAB HOURS	% of WSCH
Biological Sciences	26	8,308.18	259.53	2503.9	5809.2	11.0%
Business and Management	23	1,957.06	61.13	1729.59	654.2	2.6%
Media and Communications	4	493.21	15.41	410.2	105.3	0.7%
Information Technology	10	1,462.67	45.69	613.9	926.6	1.9%
Education	50	6,440.08	201.18	1950	4425.2	8.6%
Engineering and Industrial Technologies	19	4,327.33	135.18	1448.5	2768	5.8%
Fine and Applied Arts	45	5,085.34	158.86	3393.8	1676.6	6.8%
Foreign Language	12	1,899.60	59.34	1882.8	0	2.5%
Health	37	3,055.11	95.44	2005.4	3430	4.1%
Family & Consumer Sciences	28	3,236.86	101.11	3265.7	190.4	4.3%
Law	1	142.45	4.45	98.6	0	0.2%
Humanities (Letters)	53	6,802.91	212.51	5460.8	1728.5	9.0%
Library Science	0	-	0.00	0	0	0.0%
Mathematics	35	5,259.75	164.30	5087.8	0	7.0%
Physical Sciences	23	3,561.06	111.24	2280.4	1287.1	4.7%
Psychology	11	1,555.75	48.60	1485.2	88.4	2.1%
Public and Protective Services	10	1,962.10	61.29	1599.6	362.5	2.6%
Social Sciences	35	5,598.14	174.88	5572.8	0	7.4%
Commercial Services	0	-	0.00	0	0	0.0%
Interdisciplinary Studies	122	14,068.35	439.47	13124.8	1573.5	18.7%
TOTAL	**544**	**75,215.95**	**2349.60**	**53913.79**	**25025.5**	**100.0%**

*Source: El Camino Community College District, Office of Academic Affairs *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.*

It should be noted that the TOP code format is used throughout the remainder of this section of the Master Plan document to forecast physical space needs. Determined space needs will also be submitted to the State Chancellor's Office in this format.

The Current Curriculum Indicators

Figure 7 below provides a snapshot of key elements for the fall 2010 semester status of instructional programs at the Center.

Seat Count

Figure 7 below compares enrollment per class section at the Compton Center using the TOP code format for instructional programs. The statewide standard for enrollment per class

section is 35 students. Combined with the percentage ratio of overall seats enrolled, the table provides an illustration of the key TOP code instructional disciplines as they presently exist. The Center averaged 30.2 seats per class section for the baseline semester used (2010 fall semester). Social Science, Public and Protect Services, and Psychology were the three TOP code instructional disciplines exceeding the state standard.

Figure 7 - Seat Count Analysis/Comparison by TOP Code Instructional Divisions – Fall 2010.

TOP DISCIPLINE	TOTAL SEATS	AVERAGE SECTION SIZE	Ave % of class size compared to state standard (35)	% ENROLLED SEATS
Biological Sciences	**940**	**36.2**	**103.3%**	**5.7%**
Business and Management	587	25.5	72.9%	3.6%
Media and Communications	127	31.8	90.7%	0.8%
Information Technology	277	27.7	79.1%	1.7%
Education	1406	28.1	80.3%	8.6%
Engineering & Industrial Technologies	413	21.7	62.1%	2.5%
Fine and Applied Arts	1286	29.2	83.5%	7.9%
Foreign Language	348	29.0	82.9%	2.1%
Health	559	15.1	43.2%	3.4%
Family and Consumer Sciences	958	34.2	97.8%	5.9%
Law	29	29.0	82.9%	0.2%
Humanities (Letters)	1668	32.1	91.6%	10.2%
Library Science	0		0.0%	0.0%
Mathematics	1080	30.9	88.2%	6.6%
Physical Sciences	658	28.6	81.7%	4.0%
Psychology	**428**	**38.9**	**111.2%**	**2.6%**
Public & Protective Services	**392**	**39.2**	**112.0%**	**2.4%**
Social Sciences	**1653**	**47.2**	**134.9%**	**10.1%**
Commercial Services	0		0.0%	0.0%
Interdisciplinary Studies	3558	29.2	83.3%	21.7%
TOTAL	**16367**	**30.20**	**86.3%**	**100.0%**

*Source: El Camino College, Office of Academic Affairs. Data based on 2010 Fall Semester for Credit Enrollment. State standard equals 35 students/section. Bolded Instructional Divisions indicate performance above the state average. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.*

WSCH per FTEF

The state standard used for determining optimal productivity is based on WSCH generated per full-time equivalent faculty (FTEF). The standard is a ratio of 525 WSCH per FTEF. The TOP code instructional disciplines of Biological Sciences, Media and Communications, Information Technology, Education, Fine and Applied Arts, Foreign Language, Family and Consumer Sciences, Law, Humanities (Letters), Mathematics, Physical Sciences, Psychology, Public and Protective Services, and Social Sciences were found to be performing at levels above the statewide standard WSCH/FTEF. Only the following TOP codes did not have performances greater than the state average:

Business and Management, Engineering and Industrial Technology, Health and Interdisciplinary Studies.

The large number of programs performing above the state WSCH/FTEF benchmark of 525 is a reflection of the recent school-wide (and statewide) enrollment boom and the Compton Center's recent enrollment achievements to bring the Center to enrollment parity with other community colleges. The Center's fall 2010 overall average productivity measure of 534.68 WSCH/FTEF was 101.84% of the state standard. Figure 8 below provides a summary of the WSCH generated per FTEF by TOP instructional discipline for the 2010 fall semester.

Figure 8 - WSCH per Full Time Equivalent Faculty Analysis/Comparison - Fall 2010.

TOP DISCIPLINE	FTEF	WSCH	WSCH/ FTEF	+/- 525 STATE TARGET	% OF TOTAL WSCH
Biological Sciences	**10.97**	**8,308.18**	**757.62**	**144%**	**11.0%**
Business and Management	5.14	1,957.06	380.61	72%	2.6%
Media and Communications	**0.88**	**493.21**	**558.37**	**106%**	**0.7%**
Information Technology	**2.67**	**1,462.67**	**548.51**	**104%**	**1.9%**
Education	**10.50**	**6,440.08**	**613.09**	**117%**	**8.6%**
Engineering and Industrial Technologies	8.42	4,327.33	514.15	98%	5.8%
Fine and Applied Arts	**9.48**	**5,085.34**	**536.24**	**102%**	**6.8%**
Foreign Language	**3.60**	**1,899.60**	**527.73**	**101%**	**2.5%**
Health	13.88	3,055.11	220.06	42%	4.1%
Family and Consumer Sciences	**5.82**	**3,236.86**	**556.50**	**106%**	**4.3%**
Law	**0.20**	**142.45**	**712.25**	**136%**	**0.2%**
Humanities (Letters)	**12.63**	**6,802.91**	**538.50**	**103%**	**9.0%**
Library Science	0.00	-		0%	0.0%
Mathematics	**9.93**	**5,259.75**	**529.50**	**101%**	**7.0%**
Physical Sciences	**6.27**	**3,561.06**	**568.24**	**108%**	**4.7%**
Psychology	**2.35**	**1,555.75**	**662.02**	**126%**	**2.1%**
Public and Protective Services	**3.10**	**1,962.10**	**633.43**	**121%**	**2.6%**
Social Sciences	**7.00**	**5,598.14**	**799.73**	**152%**	**7.4%**
Commercial Services	0.00	-		0%	0.0%
Interdisciplinary Studies	27.83	14,068.35	505.45	96%	18.7%
TOTAL	140.68	75,215.95	534.68	101.84%	100.0%
State Target: WSCH/FTEF			525.0		

Source: El Camino Community College District, Office of Academic Affairs. Data is based on 2010 Fall Semester for Credit Enrollment. TOP Code Instructional Discipline that is bolded indicates performance above the statewide standards. *Off-campus, canceled class sections, combined class sections and class sections with zero attendance have all been omitted.

WSCH Lecture and Laboratory Breakdown

Figure 9 below provides a breakdown by TOP code instructional discipline for actual lecture and laboratory WSCH generated for the 2010 fall semester at the Center. The data discloses that the curriculum of the Center is generally dominated by lecture WSCH (69%) compared to lab WSCH (31%).

Figure 9 - WSCH Lecture and Laboratory Breakdown - Fall 2010.

TOP DISCIPLINE	TOP CODE	LECTURE WSCH	LAB WSCH	TOTAL WSCH
Biological Sciences	0400	2,506.17	5,802.01	8,308.18
Business and Management	0500	1,645.78	311.28	1,957.06
Media and Communications	0600	403.32	89.89	493.21
Information Technology	0700	588.08	874.59	1,462.67
Education	0800	1,875.10	4,564.98	6,440.08
Engineering and Industrial Technology	0900	1,497.82	2,829.51	4,327.33
Fine and Applied Arts	1000	3,341.33	1,744.01	5,085.34
Foreign Language	1100	1,899.60	-	1,899.60
Health	1200	1,134.19	1,920.92	3,055.11
Family and Consumer Sciences	1300	3,063.46	173.40	3,236.86
Law	1400	142.45	-	142.45
Humanities (Letters)	1500	5,581.13	1,221.78	6,802.91
Library Science	1600	-	-	-
Mathematics	1700	5,259.75	-	5,259.75
Physical Science	1900	2,276.30	1,284.76	3,561.06
Psychology	2000	1,467.35	88.40	1,555.75
Public and Protective Services	2100	1,599.60	362.50	1,962.10
Social Science	2200	5,598.14	-	5,598.14
Commercial Services		-	-	-
Interdisciplinary Studies	4900	12,312.57	1,755.78	14,068.35
TOTAL		52,192.15	23,023.80	75,215.95

*Source: El Camino Community College District, Office of Academic Affairs. Data based on credit WSCH generated only during the fall 2010 semester. *Off-campus and canceled class sections have not been included. Combined or multi-class sections have been counted as one section.*

Projections for the Future Program of Instruction

The projections that follow take into account the current and past trends of the Center relative to curricular offerings, anticipated changes in the instructional delivery methods, and balance in the curriculum.

The projections use WSCH as the primary criterion for viewing the instructional program of the future. As previously noted, WSCH represents the only solid data that can accurately be apportioned and traced to each course, discipline and division. The projections are reflective of and limited to on-campus credit WSCH. Program forecasts were generated for the Center at points in time when credit WSCH reaches 114,186 (2020 estimate).

It should be noted that growth for the various instructional disciplines was forecasted at varying rates. External and internal factors, demographics, past performance, projected need, and curriculum balance caused each instructional discipline to respond differently to the forecasting process. The growth forecast is, therefore, not linear or relational in terms of its application.

The following references and resources were used in the forecasting process:

1. 2008 El Camino Community College District, Report 17 ASF/OGSF* Summary and the Capacities Summary, an inventory of facilities that is recorded with the State Chancellor's Office.

2. The 2008 Weekly Student Contact Hours (WSCH) Comparison Report for all state community colleges (published by the State Chancellor's Office).

3. Enrollment and performance data provided by the ECC, Institutional Research Office.
   * ASF – Assignable Square Footage and OGSF – Overall Gross Square Footage

WSCH/FTES Forecast Year 2020 or When Center Credit WSCH Reaches 114,186

At a time when credit WSCH reaches 114,186, the Center is projected to have a student profile, separated by TOP instructional disciplines as shown in Figure 10 below.

Lecture and Laboratory WSCH Breakdown for the Future

The identification of future lecture and laboratory credit-WSCH is the basis for determining the physical space need for the long-range program of instruction. This information was gleaned from the baseline curriculum, e.g., 2008 fall semester, past trends of the Center, comparisons with other smaller community college districts in the state, and the standards set forth by California Title 5 Education Code were used as touchstones for identifying the lecture and laboratory credit-WSCH for the future. A breakdown of that analysis with benchmarks at 2020 or when the Center attains credit WSCH of 114,186.

Year 2020 or When Credit-WSCH Reaches 114,186

The Center is projected to have the following semester profile when credit WSCH reaches a level of 114,186:

- Lecture WSCH: 73,328
- Laboratory WSCH: 40,857
- Total WSCH: 114,186

Figure 10 - Credit Lecture and Laboratory WSCH: Year 2020 or Total WSCH of 114,186.

TOP DISCIPLINE	TOP CODE	LECTURE WSCH	LAB WSCH	TOTAL WSCH
Biological Sciences	0400	3,473	7,668	11,142
Business and Management	0500	4,016	1,561	5,578
Media and Communications	0600	367	0	367
Information Technology	0700	1,054	1,432	2,486
Education	0800	2,488	8,975	11,463
Engineering and Industrial Technologies	0900	2,532	5,197	7,728
Fine and Applied Arts	1000	4,538	2,609	7,147
Foreign Language	1100	2,540	0	2,540
Health	1200	3,809	8,038	11,847
Family and Consumer Sciences	1300	5,248	437	5,685
Law	1400	268	0	268
Humanities (Letters)	1500	7,445	1,226	8,671
Library Science	1600	68	0	68
Mathematics	1700	6,684	0	6,684
Physical Sciences	1900	2,225	1,071	3,296
Psychology	2000	2,798	0	2,798
Public and Protective Services	2100	1,586	0	1,586
Social Sciences	2200	6,985	0	6,985
Commercial Services	3000	0	0	0
Interdisciplinary Studies	4900	15,204	2,643	17,847
TOTAL		73,328	40,857	114,186

Determination of Space Requirements

In order to qualify for state funds to construct new facilities, the Chancellor's Office requires that the District demonstrate space needs. These needs are determined when the total space requirements for academic programs of instruction and support services are compared to the current space holdings of the District. The state standards for calculating square footage requirements are derived from the generation of WSCH or from a prescribed formula based upon various measures of student enrollment. The following sections provide a definition of space requirements and capacity, a listing and explanation of the utilization and planning standards used to determine space needs, and the determined net allowances for all categories of space.

Facilities Inventory

The *California Community Colleges Facilities Inventory Manual* includes descriptive data on buildings and rooms for each college district.

Construction projects, the development of capital outlay plans, the determination of future facilities and the assessment of existing space utilization are tasks that rely heavily on this document. The space inventory is essential for generating the annual Five-Year Capital Construction Plan and for scheduling and controlling campus space. The space inventory is an important tool in planning and managing district facilities.

This Plan uses the 2008 El Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary, as the basis for determining future space requirements and eventually arriving at a building/facilities program for the Center.

Space Category Elements

Several key facility elements were considered in the assessment of the space needs. These facility elements or space categories are presented in Figure 11 below. They represent the majority of the total educational and general facility space at the Center.

Figure 11 - Standard Space Categories Used for Campus Assessment

Classrooms	Lounge	Theatre
Non-class Laboratories	Bookstore	Meeting Room
Teaching Laboratories	Health Services	Data Processing
Library/Learning Resources	Teaching gym	Physical Plant
Offices	Food service	Assembly/Exhibition
Instructional Media		

Prescribed State Space Standards

Title 5 of the California Administrative Code (Sections 57000-57140) prescribes standards for the utilization and planning of most educational facilities in public community colleges. These standards are summarized in Figure 12 below and in the text that follows.

CATEGORY	FORMULA	RATES/ ALLOWANCES
Classrooms	ASF/Student Station	15
	Station utilization rate	66%
	Average hours room/week	53
Teaching Labs	ASF/student station *	*
	Station utilization rate	85%
	Average hours room/week	27.5
Offices/Conference Rooms	ASF per FTEF	140
Library/Learning Resource Center	Base ASF Allowance	3,795
	ASF 1st 3,000 DGE**	3.83
	ASF/3001-9,000 DGE	3.39
	ASF>9,000	2.94
Instructional Media AV/TV/Radio	Base ASF Allowance	3,500
	ASF 1st 3,000 DGE	1.50
	ASF/3001-9,000 DGE	0.75
	ASF>9,000	0.25

Reference Figure 19 of the ECC portion of the Master Plan.
**DGE – Day Graded Enrollment*

Standards for Lecture Space:

The determination of lecture ASF is derived from a mathematical calculation based on the size of a college. Most colleges are allowed a factor of 42.9 ASF/100 WSCH generated.

Standards for Laboratory Space:

Figure 13 below contains the Title 5 state standards used to determine ASF for laboratory space. The standards offer measures in both ASF per student station and in ASF per 100 WSCH generated.

Figure 13 - State Standards Assignable Square Feet (ASF) for Laboratory Space

TOP DISCIPLINE	TOP CODE	ASF/ STATION	ASF/ 100 WSCH
Biological Sciences	0400	55	233
Business and Management	0500	30	128
Media and Communications	0600	50	214
Information Technology	0700	40	171
Education	0800	75	321
Engineering and Industrial Technology	0900	200	856
Fine and Applied Arts	1000	60	257
Foreign Language	1100	35	150
Health	1200	50	214
Family and Consumer Sciences	1300	60	257
Law	1400	35	150
Humanities (Letters)	1500	50	214
Mathematics	1700	35	150
Physical Science	1900	60	257
Psychology	2000	35	150
Public and Protective Services	2100	50	214
Social Science	2200	35	150
Interdisciplinary Studies	4900	60	257

Source: Calculations based on California Code of Regulations Title 5, Chapter 8 Section 57028

Non-State Space Standards

The state provides standards for utilization and planning for more than 60% of all types of spaces on a college campus. Capacity estimates for those remaining spaces – representing approximately 40% – are based on a combination of factors including the size and nature of the institution. Standards for these types of spaces are presented in Figure 14 below. The guidelines presented were based on a national study of space standards.

Figure 14 - ASF for Non-State Standard Campus Buildings

CATEGORY OF SPACE	BASIS	ASF/FACTOR
Non-Class Laboratory	0.095ASF per headcount student	0.095
Teaching Gym	Greater of 2.5 ASF per FTES or 35,000 ASF	2.5 ASF per FTES or 35,000 ASF
Assembly/Exhibition	ASF Equal to Student Headcount	100%
Food Service	0.60 ASF per Student Headcount	0.60
Lounge	0.67 ASF per FTES	0.67
Bookstore	1,500 ASF plus 0.67 ASF/Student Headcount	0.75
Health Service	ASF Allowance	1,200
Meeting Room	0.333 ASF per Student Headcount	0.333
Childcare	Greater of 0.4 ASF per Headcount or 6,000 ASF (Also, See State Child Care Standards)	0.40 ASF per headcount or 6,000 ASF
Data Processing	ASF Allowance	5,000
Physical Plant	ASF Allowance	5% of Total
All Other Space	ASF Allowance	2.5% of Total

Source: State Chancellor's Office

Ultimately the space requirement is determined via the relationship of the existing space available, listed by type and use, number of hours for which that space is currently utilized, and the number of hours projected for use in the future.

Computation of FTE Instructional Staff

The worksheet in Figure 15 below is required to be completed by the District with the submission of the Five-Year Capital Construction Plan. The worksheet must be updated and submitted each subsequent year. For long-term planning purposes, the worksheet is used to project future staffing for instructional programs at the Center.

Figure 15 - ECC Worksheet for Computing FTE Instructional Staff*

CATEGORY	NON INSTRUCTIONAL PORTION FTE	PROFESSIONAL INSTRUCTIONAL & STATUTORY STAFF FTE	NET TOTAL STATUTORY STAFF FTE
Instructors	587.0		587.0
Counselors	20.0	20.0	
Department Admin	21.0	21.0	
Librarians	7.0	7.0	
Instructional Admin	16.0	16.0	
Totals	**651.0**	**64.0**	**587.0**

Source: State Chancellors Office. * This worksheet must be completed prior to completing the Five-Year Capital Construction Plan.

Instructional Staff Categories

The five categories of Full Time Equivalent (FTE) employees are specified and defined as follows:

1. **Instructors:** Includes the professional instructional staff for day, extended-day, and adult education, except those whose offices are located off campus.

2. **Counselors:** Includes the professional counseling staff, special programs' coordinators, Extended Opportunity Program and Services coordinators, statutory and Title 5 required staff.

3. **Department Administrators:** Includes professional staff responsible for coordinating or supervising departmental activities. This category is dependent upon the organizational structure of the college, but is generally defined as the department chair for an instructional or support service area.

4. **Librarians:** Professional librarians and directors of media services.

5. **Institutional Administrators:** Professional administrators with responsibilities covering the entire institution such as a President, Vice President, Deans, Business managers. This category generally covers all administrators above the department level.

Projecting Future Capacity

ASF, as defined in Title 5 standards, relates to useable space for instruction or related student support. A process for arriving at future capacity (space needs) is provided in the sequence that follows:

Step 1: Credit-WSCH projections are applied in combination with appropriate space-planning standards to result in a total space requirement in ASF by type of space.

Step 2: The current space inventory for the Center is used as a baseline to determine space needs. This baseline is subtracted from the calculated space requirements to result in the net ASF need by type of space for the projected long-term facilities plan.

Step 3: The result net assignable square footage by type of space for the benchmark years of 2020, is translated into the facility codes used by the state.

The Current Campus Inventory

Figure 16 below shows the current facilities inventory for the Center as taken from the 2008 El Camino Community College District Report 17 ASF/OGSF Summary and Capacities Summary. This document provides a basis for comparing space needs with space availability. The Center currently has a building/facility space inventory of

261,324 assignable square feet. Note that the main areas of inactive space are: the entire Allied Health building (approximately 13000 ASF), portions of the Abel Sykes building (approximately 5000 ASF), portions of the Gym (approx. 3700 ASF), portions of the Music Building and Little Theater (approx. 4400 ASF), and portions of the Women's Shower (approx. 6900 ASF).

Figure 16 - Facilities Inventory - Year 2010

ROOM USE CATEGORY	DESCRIPTION	ASF
050	Inactive Space	42,406
100	Classroom	24,030
210-255	Laboratory	59,529
300	Office / Conference	34,246
400	Library	20,409
520-525	Physical Education (Teaching Gym)	24,181
530-535	Instructional Media (AV/TV)	3,894
540-555	Clinic / Demonstration	14,781
610-625	Assembly / Exhibition	0
630-635	Food Service	9,699
650-655	Lounge / Lounge Service	1,530
660-665	Merchandise Facility	1,284
670-690	Meeting / Recreation	5,365
710-715	Data Processing	5,670
720-770	Physical Plant	12,174
800	Health Service	2,126
	Other	0
	TOTAL ASF	**261,324**

Source: El Camino Community College District, Compton Education Center, Space Inventory and Building Facilities Report 2010

Academic Space Requirements: Year 2020 or Credit-WSCH Of 114,186

Figure 17 below identifies the square footage required to meet the needs of the Center's academic programs when credit WSCH reaches 114,186 – estimated to be 2020. At that time, the required academic space needs at the Center has been determined to be 128,748 ASF, split between lecture and laboratory ASF, 31,457 and 97,291 respectively. Data presented were based on standards defined by the California Educational Code Title 5 and recent enrollments, projected forwards to the year 2020.

Figure 17 - ASF Required for Instructional Program Year 2020 or Credit-WSCH of 114,186.

TOP DISCIPLINE	TOP CODE	LEC ASF	LAB ASF	TOTAL WSCH
Biological Sciences	0400	1,490.00	17,867.0	19,357.0
Business and Management	0500	1,723.00	1,999.00	3,722.00
Media and Communications	0600	157.00	0.00	157.00
Information Technology	0700	452.00	2,448.00	2,900.00
Education	0800	1,068.00	0.00	1,068.00
Engineering and Industrial	0900	1,086.00	44,483.0	45,569.0
Fine and Applied Arts	1000	1,947.00	0.00	1,947.00
Foreign Language	1100	1,090.00	0.00	1,090.00
Health	1200	1,634.00	17,201.0	18,835.0
Family and Consumer Sciences	1300	2,251.00	1,123.00	3,374.00
Law	1400	115.00	0.00	115.00
Humanities (Letters)	1500	3,194.00	2,624.00	5,818.00
Library Science	1600	29.00	0.00	29.00
Mathematics	1700	2,867.00	0.00	2,867.00
Physical Sciences	1900	955.00	2,753.00	3,708.00
Psychology	2000	1,200.00	0.00	1,200.00
Public and Protective Services	2100	680.00	0.00	680.00
Social Sciences	2200	2,996.00	0.00	2,996.00
Commercial Services	3000	0.00	0.00	0.00
Interdisciplinary Studies	4900	6,523.00	6,793.00	13,316.0
TOTAL		**31,457.0**	**97,291.0**	**128,748**

Source: HMC Architects

Square Footage Requirements for the Total Center

Total Net Building/Facility Requirement: Year 2020 or Achievement of 114,186 WSCH

Using data from the previous tables and calculating the formulas for both prescribed and non-prescribed state space standards, Figure 18 below provides a net analysis of ASF required for all campus facilities at the Center. The data provided is formatted to be consistent with the Chancellor's Office facilities space coding system. The forecast is

based on a target year of 2020 or whenever the target semester credit WSCH level (114,186) is reached, based on projections generated from recent enrollment data. In the future, even if all of the assignable square footage is reconfigured to meet the projected needs, Compton still needs to add 6,310 assignable square feet to the campus. In addition, while many areas require noticeable reallocations in ASF, significantly (63%) more laboratory space must be created between now and the year 2020.

SPACE CATEGORY	DESCRIPTION	CURRENT ASF	ASF NEEDS FORECAST 2020	ASF DIFFERENTIAL (current - forecast)
050	Inactive Space	42,406	0	42,406
100	Classroom	24,030	31,457	-7,427
210-255	Laboratory	59,529	97,292	-37,763
300	Office / Conference	34,246	30,449	3,797
400	Library	20,409	23,179	-2,770
520-525	Physical Education (Teaching Gym)	24,181	9,746	14,435
530-535	Instructional Media (AV/TV)	3,894	19,031	-15,137
540-555	Clinic / Demonstration	14,781	6,000	8,781
610-625	Assembly / Exhibition	0	8,597	-8,597
630-635	Food Service	9,699	5,158	4,541
650-655	Lounge / Lounge Service	1,530	5,100	-3,570
660-665	Merchandise Facility	1,284	3,600	-2,316
670-690	Meeting / Recreation	5,365	2,863	2,502
710-715	Data Processing	5,670	5,000	670
720-770	Physical Plant	12,174	12,434	-260
800	Health Service	2,126	1,200	926
	Other	0	6,528	-6,528
	TOTAL ASF	**261,324**	**267,634**	**-6,310**

Source: Source: El Camino Community College District, Space Inventory and Building Facilities Report. Negative numbers indicate the current inventory is insufficient. Positive numbers indicate the current inventory is more than sufficient to meet future needs.

Summary

The preceding pages are an outline of where the Compton Center is now, both in terms of programs and facilities and where it will be going during this decade. Programs' summaries document their current situations and their estimated short-term and long-term projected student demand and the associated requirements, including facilities changes, necessary to offer strong educational programs for the projected number of students who will enroll.

Campuswide enrollment projections have been calculated and have been used to estimate future facilities needs. Significant facilities and building changes will be necessary, especially for classrooms and laboratories. Only some of these changes will be met by construction that is currently underway or projected to begin soon. Some new buildings will need to be constructed, while others will need to be renovated to meet the space reconfiguration needs that are documented above.

The Center will begin to integrate its six major goals (becoming an accredited college, equitably serving the communities' needs, upgrading facilities, developing and providing leadership, maintaining consistency in key leadership positions, and focusing on student goal attainment) in future planning, budgeting, and evaluation processes to ensure integrated planning and evaluation and institutional continuous quality improvement.

Center Technology Plan

Center Technology Plan

Introduction

The purpose of this Technology Master Plan is to establish technology guidelines that will help to direct El Camino College Compton Center as it moves into the 21st century. This plan contains procedures, visions and recommendations for technological enhancement within the Center that will occur over the next five years. However, this plan should be viewed with a degree of flexibility that will certainly be impacted by rapidly evolving technology and fluctuating funding issues.

The El Camino College Compton Center Technology Committee served as initiator and primary source of information for this plan. The committee's makeup allowed for easy access to several of the most technologically dependent areas on campus and provided a significant source of information and recommendations for the structure and body of this plan.

This plan focuses on three major elements that are crucial for the success of any technology master plan; organization, processes, and technology.

Technology
The plan examines the current status of technology at the Center. It outlines budgeting requirements that are necessary to keep the technology infrastructure current.

Procedures
It contains administrative procedural recommendations that should be implemented and supported in order for the Center to maintain the high standard of education it currently provides.

Organization
It includes future staffing needs that require consideration to support the Center's growth in technology.

In effect, this Plan is a "living document" that serves as the strategic guide for current and future technology for the Center.

The plan should be reviewed every year. The Technology Committee should submit a report to the Center based on this review. The report should articulate the recommendations, implementation strategies, and an assessment of success.

Committee Membership

Rodney Murray,
Dean of Career Technology & Education

Rudy Ramos, Co-Chair,
Director of MIS

Andree Valdry, Instructor,
Library Information

Michael Pyre, Student

Christopher Richardson,
Instructor, Physical Education

Michelle Priest,
Instructor, Biology

David Simmons,
Technician, MIS

Fred Sturner,
Facilities Manager

Celia Valdez,
Program Supervisor, Distance Education

Vanessa Haynes,
Counselor

John Wagstaff,
ECC Information Technology Director

Mission

The Technology Plan for the Center is guided by the Center's mission statement, "… El Camino College Compton Center is committed to offering a comprehensive range of transfer, vocational, cultural, and community education, and to facilitating community and economic development. The Center provides support programs and services to assist students and the broader community in gaining access to higher education and achieving success in their chosen endeavors…"

The Technology Plan details the expansion of technology within the Center and establishes the current environment and future plans to be implemented. The Plan must work in conjunction with the Facilities Master Plan, the Educational Master Plan and the other planning documents created by the college as well as Information Technology Services unit and program reviews. To that end, the following goals were established:

- Provide direct, universal and user friendly access to information and instructional technologies by students, faculty and staff to facilitate improved teaching and learning.

- Promote student access and success in the pursuit of their educational and life career goals.

- Improve communication, collaboration and coordination among those who enable students, faculty and staff to make the most effective use of technology resources.

- Sustain and improve instructional, student and administrative support services

- Promote alternative methods of education that integrate technology into instruction.

- Invest in staff development to increase use and application of technology resources.

The successful implementation and completion of this plan will establish a strong technological presence at the Center and give the faculty and staff the necessary tools to incorporate technology into their academic and administrative business practices. Its goal is to provide a productive workplace and an exemplary educational environment where our students receive an education that is current both in content and in technology

.

Technology Definition

In this plan the term technology refers to the use of hardware, software, and processes that support educational and informational technology. It also describes the equipment necessary for the integration of voice, video, data, and multimedia production and presentation in teaching, learning, and managing the educational process. Technology includes, but is not limited to computer labs, media classrooms, distance learning facilities, desktop video conferencing, Internet use, and communication via email and voice mail. The plan focuses on the use of computers and computer peripherals, local and wide area communication networks, local and long distance digital databases, and online information systems.

Technology Vision Statement

The Center will stand at the forefront of community colleges in utilizing technology to provide students with the greatest opportunity for achieving their educational goals; faculty with the resources and support necessary for continued excellence in instruction; administrators and staff with the most efficient and effective work environment for overseeing daily instructional operations; and the community with effective, efficient, and timely responses to their need for information, training, and instruction.

Planning Principles

Guiding principles for Compton Center technology include general planning principles, project prioritization principles, and project design principles.

General Planning Principles

1. The more important use of technology is to support teaching and learning.

2. Funding should be available for purchasing academic hardware and software to utilize the latest technology for instructional and instructional support environments.

3. Faculty, students, and staff should have easy, well-supported electronic access to data and information necessary to perform their functions, regardless of their location.

4. The center will use proven technologies in innovative ways to further its mission.

5. Technological applications should provide increased efficiency and effectiveness while maintaining or improving the quality of support functions.

6. Technological applications should be planned, developed, shared, and implemented for multiple campus locations.

7. A balance should be maintained between investing in entry-level technology and advanced technology.

8. Technology products, services, and projects should be measured and supported based upon their ability to benefit strategic objectives.

Technology Project Prioritization Principles

In prioritizing technology projects, preference will be given to:

1. Projects with clearly defined benefits for the faculty/student learning and teaching environment;

2. Initiatives that facilitate collaboration among programs/departments for the design, implementation, and the use of common applications;

3. Initiatives meeting common objectives, yet capitalizing on local autonomy and using local strengths;

4. Projects that further faculty, student, and staff technological literacy;

5. Projects that generate new revenue;

6. Projects that promote security and facilitate compliance with regulatory mandates; and;

7. Projects that free up resources.

Project Design Principles

1. Data should be collected once, electronically, as close to its point of origin as possible.

2. New applications should be easier to use than the manual or automated systems they replace.

3. The need for clerical or manual intervention should be minimized with the adoption of new applications.

Issues

This section of the technology plan focuses on current issues to be addressed with technology and issues impacting the implementation of technology.

DATA SYSTEMS AND NETWORKING

Facilities

Current Environment

The physical plant encompasses all of the structures and equipment owned or leased by the Compton Community College District. This organization is vital to the success of this Plan. Certain technological considerations must be included to support the future technology growth of the Center. Since the facilities of the Center are subsumed in their own master plan and it would be redundant to go into great detail. Below is a list of requirements necessary for the Technology Plan to be successful:

- Adequate electrical power to all classrooms, offices, laboratories, server rooms, and data closets.

- New cable infrastructure to the row buildings that meets best standards and delivers the same bandwidth that is available to the VocTech, Math Science and new LRC.

- Power receptacles that meet building and fire codes in type, quantity, and location.

- Proper environmental conditions for heating, ventilation, and air conditioning.

- Security measures such as secured classrooms, key control, and video surveillance.

- Sufficient storage to house computer equipment and peripherals.

- Office locations for Technology Team Staff

- Category 6 data cable to all classrooms and computer labs.

- ADA compliant accessibility for persons with disabilities.

Just as all of the master plans of the Center should be focused on the same goal, each department within the Center must work together to achieve these goals.

Future Plan

- Install new single and multimode fiber optic cable to all of the row buildings.

- Re-dress the category 5 and 6 data cable in the row building Intermediate Distribution Frames (IDFs) and provide adequate HVAC.

- Install Category 6 data cable to all classrooms and computer labs.

- Continue to address facility issues through the Facilities Master Plan keeping in mind the above requirements for the success of the Technology Plan.

Technology Infrastructure

The technology infrastructure is a network of physical connections, hardware, and software that provide for the transmission and reception of voice, data, and video information and services. Planning for expansion of this infrastructure is critical to the Center's academic and administrative business practice. An adequate and reliable technology infrastructure is essential to ensure that students and faculty have the best opportunities available for teaching and learning and that staff has the latest in technology to help streamline the administrative process.

Current Environment

The Center has an integrated and converged technology infrastructure; integrated to utilize uniform technology and converged to support the transmission of video, voice, and data signals over the same media. The Management Information System (MIS) building is the main distribution frame of a star typology network infrastructure. The cabling system provides for an integrated and converged infrastructure that hosts data, voice, video, safety/security, and energy management systems. The backbone consists of single and multimode fiber optic cable. Except for the "row buildings" the inter-building is Category 5 twisted pair cable. The row buildings are a special concern because they are connected to the main infrastructure via a mixture of fiber optic and Category 5 cable that has been thrown from rooftop to rooftop and is lying on the roof unprotected from the elements.

The college network utilizes Ethernet local area network technology capable of data transmission speeds up to 1 Gbps (gigabit per second) between the buildings and 100 Mbs inside the buildings, except for the row buildings where intra and inter-building data speeds are much slower. The Center is connected to the Internet via CENIC (Corporation for Education Network Initiatives for California) using a DS12 circuit that is capable of 1 Gbps data transmission speed. The Center is also connected to the Los Angeles County Office of Education (LACOE) via a T-1 circuit (1.5 Mbps) in order to access LACOE's PeopleSoft Financial System and GLINK Human Resources System. It is connected to El Camino College via three dedicated T-1 circuits. These circuits provide secure access to the District's ERP systems and the bookstore. When the application for rebates from the California Teleconnect Fund is processed through the local utility, the Center will double the bandwidth of these circuits from 4.5 Mbps to 9 Mbps.

The Center's technology infrastructure provides many advantages and benefits. First, the uniform cable plant enables the college to transmit voice, video and data over the same wire. Second, it allows the center to add new technology without pulling separate cabling. Third, it allows the infrastructure to evolve without the need to forklift a completely new system. For example, the Center has implemented a unified messaging system that combines electronic mail, voice mail and fax services into one system.

The Center also has a robust and secure intranet that provides access to online data, office productivity tools and applications that improve workflow. New online applications have been developed with a web browser "look and feel," because Microsoft's Windows software has become the dominant desktop operating system. For example, electronic mail can now be accessed using a web browser from home or anywhere in the world. There are also administrative applications such as the web portal that allows students to apply for admission, to register for classes, add a course, drop a course, and to check their academic history from any computer on campus or off.

During the partnership with El Camino College, the Center uses ECC's Datatel Colleague and its Enterprise Resource Planning tool (ERP) and operates under its business practices and work flows. The data is stored on El Camino College's data servers and will remain there forever. Before the partnership began, Compton Center purchased the Microsoft SQL version of Datatel Colleague. The Center's legacy data prior to August 22, 2006 is converted and exists on its Colleague servers. In the last 12 to 18 months of the partnership El Camino College will work with Compton Center to complete the deployment of a fully integrated Colleague ERP. On the day re-accreditation is achieved El Camino College and Compton Center will separate and Compton College's Datatel ERP will go live.

Future Plan

- The Center's technology infrastructure will support the Center's mission by providing access to the voice, video, and data network services including Internet access and the latest technologies that support teaching and learning.

- Complete a five-year plan for integrating the El Camino College and Compton Center ITS operations and separating upon the re-acquisition of accreditation. This plan should have sections describing the staffing and organization of the Compton's ITS unit as well as steps leading to the separation of Compton Center's business practices and work flow from those of El Camino College.

- Upgrade and expand the technology infrastructure to support streaming video and other bandwidth intensive applications. .

- Establish secure network connections for all off campus sites.

- Expand the functionality of the Center's Cisco IP Telephony switch to include the reverse 911 system and deployment of the "soft" features such as IP communicator and IP Call Center.

- Operate network systems and services that are highly integrated with El Camino College's system so that all users, students, faculty and staff will experience the same range and quality of service regardless of location, including four-digit dialing, integrated address books, and seamless active directory login accounts.

Online Student Services

Current Environment

At the onset of the partnership, El Camino College extended its academic, administrative, and student service to Compton Center. Consequently, the Center's student services are available online to the students at both campuses. These services include application, registration, adding and dropping courses, fee payment, financial aid award letters and status, counseling, tutoring, grades and transcripts. Students can also use the portal to access the Center's online public access catalog for books, periodicals, and digital serials. Students access these online services via a Web-based intranet portal called *MyECC*. During the first month of spring semester 2009 the portal logged over 260,000 student users.

The portal is being migrated to a new Datatel software solution that utilizes Microsoft Share Point technology. The cutover to the new portal will occur at the end of spring semester, 2009.

Future Plan

- El Camino College will help the Center implement online degree audit. This would allow students to retrieve information on demand based on their major and the courses they have completed. It will be a valuable tool for students to use when planning their class schedules and will help to reduce traffic in Admissions and Counseling.

- Deploy an online counseling resources, such as chat room, to help students select courses and draft their educational plans.

- The Center will implement a document imaging system capable of creating a uniform environment of information storage and retrieval that integrates with other file formats including Datatel Colleague. The goal should be increased productivity through the creation of paperless environment that emphasizes ease of information retrieval and file security.

Remote Access for Faculty and Staff

Current Environment

All Compton Center students, faculty, and staff have access to the same array of portal (*MyECC*) based services from off campus that they have when working on campus. The portal is available from any Web-based internet service point anywhere in the world. With the launch of the new Share Point portal in late spring semester 2009, students and faculty will see their class schedules displayed in exchange/outlook calendar format. The data will refresh automatically from live data upon the login. Student course adds and drops will also be visible in the next login. Faculty can use the portal to post grades. Students and faculty will have a space for each course being taught. The space will support threaded discussions, assignment drops, document libraries, and announcements specific to that course section. The portal will allow for rich customization. Students against whom holds have been placed because they own fees or fines will see an automated notification each time they log on to the portal. Outlook Web Access, the portal based email engine allows users to create custom personal folders and special filters for routing inbound email. The portal is protected by a spam filter that users can customize with their own rules to insure that the systems blocks unwanted email and allows wanted mail through the filter.

Future Plan

- Compton Center's IP Telephony system will be upgraded to allow for the same features and functions that are available to users at El Camino College, including reverse 911 system and deployment of the "soft" features such as IP communicator and IP Call Center.

- Virtual Private Network (VPN) technology will be utilized to allow authorized staff using college issued and support PC workstation or laptops to access the Center's network remotely. To support these types of access the Center should deploy Cisco's Clean Access" appliance.

Electronic Mail

The use of electronic mail (email) as a means of communications has expanded rapidly over the last decade. Email that was once restricted to the desktop can now be pushed all the way to the edge to reach hand held devices such as iPhones and Personal Digital Assistants (PDAs). Electronic mail has become an essential collaborative tool that allows colleagues to stay in touch, teachers and students to easily communicate, and is an excellent way to provide information to large groups of people such as the employees within the Center.

Current Environment

The Center email system utilizes Microsoft Exchange Outlook. ITS gives all students, faculty, and staff email accounts.   Services include personal and shared calendars and contacts and to-do lists. Off-campus users use Outlook Web Access which has most of the features and functions of Outlook.

The Center's email system recognizes the compton.edu domain name. The "compton. edu" name has been licensed with EDUCAUSE to prevent other entities from buying the name during the partnership.

The Center has adopted El Camino College policies for acceptable use of computers by students and staff of the Center's computing facilities. These policies are a strong first step in providing guidelines and structure for overall use of computing resources, but need to be updated.

Future Plan

- To prevent the 'compton.edu" domain name from being lost, El Camino College renewed the license with EDUCAUSE when the partnership began in August, 2006. The Center's domain name continues to appear in all outbound email and will be available when the Center regains its accreditation.

- The Center will continue to participate in district discussions concerning decisions and improvements throughout the evolution of our email system.

- Update the Center's acceptable use policies for students and staff.

Website Access and Development

Institutions of higher learning are being confronted by a technology change far different in origin and scope than anything previously experienced. Traditionally educators have brought technology changes and opportunities to their students. This was true of such innovations as the low-cost personal computer, email, the Internet, and Web browsers. The impact of these technologies on the interaction of students and faculty with each other and with the subject matter being studied has been the central concern of the last decade. Integrating technology into the curriculum, constructing and deploying the technology infrastructure to support the new curriculum, increasing the technical literacy of the students and the faculty are all issues that have been intensely contemplated and discussed.

Web 2.2 is completely new. It is upon us now and it is the students who are bringing it into the classroom. Web 2.2 is connecting users to distributed computing and social networking that incorporates personalized services with grouped human interaction. This technology, along with virtualization, is giving rise to the mobile student with the potential to profoundly alter the instructional interaction of students and faculty. For the first time in history, students themselves are using Web-based Internet tools such as My Facebook, to create social structures consisting of nodes (individuals or organizations) that are tied to each other by one or more specific types of interdependency; in this case the need to discuss and complete subject matter related assignments. These nodes might consist of other students in the class. But they can also include other individuals or acquaintances including content experts unknown to the instructor teaching the course. The outcome could be as perplexing and threatening to academic integrity as fascinating and exciting.

Current Environment

The Center's technology infrastructure is completely unprepared for Web 2.2 and the mobile students and their socially networked associates. While the outcome is uncertain, it is clear that these new users and their applications will put enormous pressure of the Center for reliable and efficient access to on-campus Web-based services. Much of the activity can be focused on the services, features, and functions presented in the internet and intranet sites. The new El Camino College Compton Center Portal has great potential in helping students shape their collaborative educational environment. The Center is working with El Camino College to create portal-based course sites that contain areas where faculty and students can post announcements, drop assignments, check in and check out documents, and engage in treated discussions. These features will not only enrich the educational experience, they

may contribute to increased achievement and retention scores.

The Center is moving toward implementation of WiFi networking for student and faculty access of online resources, both local and Web-based. Priority locations will include student use areas, such as the Library, LRC, Math Science, VoTec, Writing Center, and Student Lounge.

Future Plan

- In order to assure reliable, 24X7 – 365 day a year uptime, the Center must invest in additional backup hardware and software.

- El Camino College Compton Center will continue to work with ITS staff to integrate Web services with the student information system.

- El Camino College Compton Center will include a full-time Webmaster in its staffing plan.

- Since the Web is a public medium and the easiest way for the general public to assess the Center's level of technology, El Camino College Compton Center will make a concerted effort to keep the technologies in use on its Website as current as possible.

  Examples include:

  Web cameras that provide real-time views of the campus and events

  Virtual tours that invite potential students to "visit" the campus

  The Web should be ADA compliant

- El Camino College Compton Center will implement WiFi access in priority areas as soon as networking upgrades permit.

Backup Procedures and Disaster Recovery

ITS has a plan for backing up and protecting the Center's mission critical databases. The storage Area Network (SAN) is redundant and has the capability to automatically switch to backup hard drives when they fail. Data is incrementally backed up to tape media nightly and a full backup is made each week. This backup is taken off-site, off the fault line to a vaulted and secure storage location. However, the SAN is approaching "end of life" which means repair parts will no longer be available. In addition, it is nearly out of storage space. This presents a problem because ITS is attempting to persuade administrative users to move personal data from their PCs to the SAN. Most of these people are keeping vast amounts of sensitive data on their local hard drives. It is unlikely that any of this data is backed up. There is enormous potential for loss due to hardware failure, corruption, and theft.

In addition, the Center lacks a disaster recovery and security plan. If there is an event which seriously damages the main IT building, it could take the Center several weeks or even months to recover. There is a similar risk if the Center suffers a serious security breach involving student data, such as names addresses and Social Security number. The Sarbanes-Oxley Act requires the institution to send certified mail to anyone whose personal information might have been exposed. Such a mass notification could cost the Center hundreds of thousands of dollars. The Center needs a plan that describes methods of forensic investigation and appropriate responses.

Future Plan

- Upgrade and expand the Storage Area Network
- Begin a campaign to increase staff awareness of the importance of data security and require offices accumulating sensitive data to use the SAN.
- Draft a Disaster Recovery Plan
- Involve the Center in a security analysis of its data resources and use the results to draft a Security Plan.

Equipment and Software

Computer Replacement, Upgrade and Maintenance

Given the Center's increasing dependency on technology, keeping it current is a major budgetary challenge. Inventories must be accurate and current to support decisions about what to upgrade and replace during any given fiscal year. Remote deployment and management technologies should be used to reduce the time required to replace old machines and maintain the installed base. The Center should avoid keeping workstations in the active inventory whose warranties have expired. This is a difficult decision because PC workstations are usually operational far longer than their useful life.

Current Environment

The Center provides all faculty and staff with a computer for their work area. There are standards to guide acquisition of new computing systems. However, allocating adequate funding continues to be a challenge and the faculty and staff inventory of PC workstations is badly aged. The Center should consider becoming more "green" through the introduction of virtual desktop and server technology. This would dramatically reduce the cost of keeping this technology current as well as the overall campus carbon footprint.

Part-time employees and adjunct faculty have access to campus computers in a variety of ways. There are shared machines in most work areas. Open computer labs are available. Some of the academic divisions have created special work areas for their adjunct faculty.

The Center has policies for distributing printers and other peripherals. Networked printers have been deployed in most workgroup clusters. As a rule, individual printers have been limited to those offices where shared printers are not practical

Future Plan

- Deploy the Altiris client to all staff and faculty PCs. Use this tool to obtain accurate on-demand inventories

- Negotiate a five-year onsite parts and labor warranty for all new PC workstations. Negotiate a four-year warranty for all laptop PCs.

- Synchronize the replacement cycle with the warranty periods.

- Establish a goal of replacing 2/3s of PC workstations with virtual desktop technology and 50% of the physical servers with virtual server technology.

- Outsource PC workstation maintenance.

- End the practice of recycling old PCs downward to staff and faculty.

- Create a central budget for technology

Procurement Procedures

Current Environment

The Center is utilizing the same technology standards and purchasing procedures as those in practice at El Camino College. The purchasing procedures require IT Director's approval for the acquisition of all technology. Users can reference the web site for the current standards. The web site also contains request forms for new and replacement technology.

Future Plan

- The Center will continue to provide all employees with technology as needed.

- All technology-related purchases must meet current standards

- All purchases must have prior approval of the Chief Information Systems Officer (CISO) or designee to ensure cost effectiveness and compliance with minimum specifications.

Media Equipment Replacement and Maintenance

Current Environment

Most classrooms have basic media equipment, including overhead projectors, pull down screen, and TVs& VCRs. The Center is trying to convert to "smart" classroom with a network connection, a computer, and a video projector. Inadequate intra and inter building data cable is hampering conversion, particularly in the row buildings. The Vocational Technology Center stands as an exception. These rooms are equipped with an instructor computer, network connection, projection and sound systems, and the ability to play different media ranging from videotape to DVD.

Future Plan

- The Center will draft a schedule to convert all of its classrooms to smart technology through fixed or mobile installations.

- All media equipment will comply with the Americans with Disabilities Act and section 508 of the Rehabilitation Act of 1998.

Multimedia

Background

Multimedia is a broad term used to describe any combination of two or more of the following elements: text, image, animations, sound, speech, video, and computer programs deployed to enhance communication and understanding. Traditional technologies such as slide and film projectors, audio video tape players have converged onto PCs and hand held devices. Video conferencing, once an expensive luxury available to only few well-funded community colleges in the country, is now commonplace. The Internet has replaced satellite uplinks and downlinks. Low-cost video conference CODECs can convert any smart classroom into a multi-site high definition video conferencing network site. Unfortunately, many of the Center's classrooms cannot utilize this technology because they lack adequate data cabling.

Current Environment

El Camino College Compton Center provides basic support for campuswide use of multimedia as a medium where instructors can enhance student learning outcomes with Internet access, PowerPoint presentations, a CMS (Course Management System), and videos. Since not all college classrooms have video/data projectors, IT will set-up video/data projector & laptop for multimedia presentations anywhere on campus. This service is provided to faculty, staff and students.

El Camino College Compton Center recently embraced the idea of offering more advanced multimedia capabilities and access with the construction of the Instructional Technology Center in the new Learning Resource Center. The newest capabilities provide faculty, staff and students, under supervision of a staff member an opportunity for multimedia production. The room is equipped with modern desktop computers, four video-editing computers, Internet access, digital and video cameras, projection and lighting systems, an audio system, cassette players, multimedia software applications and the ability to play and produce different media ranging from VHS to DVD.

Future Plan

- Staff development will deliver continuous training and support for integrating multimedia and presentation software into the curriculum.

- New classrooms and computer labs must support multimedia teaching and learning.

- The Center needs to create a full time support position for the ITC.

- Develop standards for a standard portable smart media solution for the older buildings.

Distance Education

Background

According to California Community Colleges Distance Education Regulations and Guidelines, distance education is defined as instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Virtually every California Community College offers online

learning and a growing number are offering full online degrees and certificates.

A handful of staff met and worked on the Mission Statement and are in charge of the committee. The Distance Education Committee also sent out a survey to gather feedback from the faculty to help the efforts. The following focal points were adopted as the goals of El Camino College Compton Center's Distance Education Committee to help promote and support a future Distance Education Program.

1. Seek policies and procedure standards conducive to the district's Master Distance Education Plan

2. Provide online developmental opportunities and resources for El Camino College Compton Center staff

3. Develop programs for equitable compensation and support for those interested in development of Distance Education technologies

Current Environment

Since the partnership began, Compton Center's online instructional program has mirrored the El Camino College program. Both campus utilize the ETUDES-NG course management shell. Faculty is encouraged to consider retrofitting their traditional course offering to the online environment. The academic faculty and managers are responsible for setting standards that guarantee the same equivalency and rigor as to be had in the traditional classroom experience. A growing number of both fully online and hybrid courses are appearing in the schedule. While ETUDES requires all faculty to pass a training course before activating their course shells, there is a need for additional training and support at the local level to adequately manage rapid growth and ensure quality.

Future Plan

- Continue to support the development of distance learning via Web-based course shell as well as video conferencing.

- Distance Education and Technology Committees will work together to plan the future goals for distance learning opportunities. The outcome will consist of strategic planning and policy recommendations that will guide decisions about the courses, degree, and certificate offering migrating to the online environment.

- Create the full-time position of Media Design Specialist to support faculty in their training and course development needs.

- All distance learning course offerings must be ADA and Bobby compliant.

Software Replacement, Upgrade, and Maintenance

Software applications are constantly adding new functionality and opening new opportunities that users are eager to adopt. Software is also limited by the hardware that it is run on. Continuing developments in the technologies of information storage and retrieval open the door for increased opportunity for improved software development. Software instruction and multimedia applications will continue to be of intense interest to educators and the community. Furthermore, as computing networks evolve so does the ability and need of transmitting data more accurately and more quickly. To stay compatible with the newer systems, the Center is often forced to upgrade software applications, as well as the operating system software that run them.

Compatibility is one of the main issues that all computer users and the Center face. From different hardware platforms to different file/

data formats, being able to share reliable/ secure information is key to a successful organization, and so are the tools that enable cross platform compatibility. Having a single platform with standardized software reduces compatibility problems.

Software licensing is a concern with so many employees, students, and computers, as the risk of having unlicensed software increases dramatically. Due to faculty, staff, and students bringing in software from home and campus-wide network/interest access, controlling who installs software and what software is installed is impossible without the proper tools. Not all software is licensed equally. By installing software the Center is agreeing to abide by its terms and conditions. Every day the Center enters into license agreements unbeknownst to them.

Current Environment

The Center supports applications that run on Windows systems and provides limited support for Macintosh systems. Present support levels for these applications are as varied as the applications themselves. This is a common occurrence in a distributed computing environment where the user of the application is generally the most knowledgeable about its functionality. At the same time, all new faculty and staff computers and all office computers come equipped with a standard package of Microsoft Office and Microsoft Outlook.

Currently there are single-user licenses, multiple-user licenses, and site licenses. Some monitoring and tracking of campus¬ licensed software occurs, but no standard procedures for dealing with copyright violations exist. Individual departments may purchase and license any software package they choose provided that Technology Services has reviewed and approved their request. Specific needs for specialized applications can create a dizzying variety of software. Individual departments and divisions with appropriate

expertise may assume responsibility for the specialized software that they utilize; or, if not, they may expect support to come from Technology Services. Occasionally, the users' current hardware will not support their newly purchased software packages. In addition, software patches and upgrades are continually becoming available and need to be installed Centerwide. This presents a logistical problem, given the Center's current topology.

Future Plan

- The Center will strive for further standardization of general-use, Center-licensed software. The basic setup should include:

  MS Office

  Norton AntiVirus

  Web browser

  Accessibility software necessary to ensure compliance with federal and state regulations

- Upgrades and new applications will be evaluated for functionality, system requirements, investment value, and feasibility of cross-platform operation. The expertise for selection resides with the department requesting the software.

- Computer Support Services and other staff will continue to receive training to support installed applications.

- The compatibility of assistive software programs and campus wide programs for students will be considered when new software, upgrades and maintenance are considered. The Center will responsible in keeping the assistive programs upgraded to the level of compatibility when new software upgrade and maintenance is considered. If the current assistive software is not compatible with the campus wide software being purchased,

upgraded or maintained, the compatible assistive software upgrade cost will be included in any purchasing, upgrading or maintenance.

Library and Learning Resources

Current Environment

The Library maintains a Web "Gateway to Information" to facilitate access to the online catalog, electronic databases, and links to important academic & reference websites. Eight online databases are available for student use; included are approximately 5,000 full-text journal and magazine titles. Computer stations are available in Library for student use and a demonstration area can be reserved for individualized instruction in library database use. Computers are outfitted with adaptive technology to assist disabled users printing from computers to the one networked student printer is uncontrolled; payment for prints is voluntary.

The LRC houses networked computers hosting individualized interactive learning systems for students of Reading, Math, and other content areas. The LRC also houses computers for work processing and other standard office applications students can use in support of classroom learning. The LRC also provides Distance Ed students access to online instruction and Help Desk support.

Future Plan

- Online Gateway to reference, help, tutoring, and eBooks.

- Hire technology/computer lab assistant to help students with computer hardware/software problems

- Expand accessibility with adaptive technology: Kurzweil reader/scanner, additional voice reading licenses (e.g. Dragon Speaking)

- Update print control system & stations for use in Library, LRC, and all other open access computer labs on campus.

- Set up referring URL or other method for remote student authentication for database use

- Overhaul Library website & pages for greater ease of use

- Upgrade the library automation software or consider outsourcing.

Staffing

Current Environment

The thrust of the FCMAT finding (2008-2009) for Technology is that while the Center's MIS office has been operating as a satellite of ECC without a full range of skills and responsibilities necessary to operate the Center independently, this should be reversed to provide the District with a fully functioning and appropriately staffed MIS operation, suitable for a District of Compton's size, and equipped to prepare the District for accreditation.

The five-year plan, which is now about 18 months old, calls initially to stabilize the Center by integrating MIS staff and operating platforms then moving over time from a multi-campus model to a multi-college model. In this plan the final step is parallel operation followed by full separation of the staffs and systems. That point occurs at the end of the fifth year which may need to be modified based on when the Center will achieve accreditation but could happen as early as three and one half years from now. The cost of separation is expected to be in the range of $500K to $1M, based on the most likely scenario of a reinstall of the Center's own Datatel ERP. The full staffing of the Center's MIS department would occur only when required at the end of the plan with the ECC CIO John Wagstaff fulfilling that role during

the interim. At transition, local staffing is expected to increase by about four FTE, about $300K.

Future Plan

- Develop a detailed five-year follow-up plan for integration and separation of the Center's IT organization. Include a staff plan that positions IT to assume the role of a full function operation when reaccreditation occurs.

- Review and evaluate all IT job descriptions and the skills of the current staff. Look for best fit staff deployment.

- Prepare to fill additional vacancies as reaccreditation approaches.

Technology Training

Training

Training is vital to provide exemplary service and support, education and technical expertise required to establish and maintain information technology systems for El Camino College Compton Center. The Center recognizes that the purpose of technological training is to align the framework of campus technology support with institutional goals, directions, and priorities and to bring about an ongoing process that will continually assess the relationship between these two. The process is an endeavor to identify how we use technology at the Center, how we wish to use it and, lastly, how to make a successful transition from one to the other. The scope and creation of the training plan is not limited to the Information Technology and Services department. The scope is Centerwide, with the focus on what students need and how to foster student success through the use of technology training.

Current Environment

Faculty and staff have responded to surveys intended to determine technology training needs. Staff development has hosted a series of formal training opportunities that address some of these needs. The new Learning Resource Center will house a variety of general purpose training resources intended to prepare students and staff to use existing and emerging technologies.

There are several groups of individuals and their training needs that are currently being assessed. For example:

Staff – managing email accounts, basic word processing, Centerwide technological systems such as Datatel

Faculty – managing email accounts, basic word processing, updating Web pages, online content, multimedia production, and online grading and student database, effective implementation of Web 2.2

Students – basic word-processing, a Web-based student/college portal, Internet skills.

Future Plan

- The Center will support the professional development of employees with a "train-the-trainer" program that concentrates on the integration of technology into the school's academic and administrative business practices.

- Technical support staff and Professional Development trainers will be readily available and current on new technologies to provide on-demand support to both faculty and staff.

- The Center will offer ongoing opportunities for assistance in how to use technology in the classroom leading to the development of classes that integrate technology into curriculum.

- The Center will consider developing a system of incentives, rewards and institution-wide recognition for those faculty and staff responsible for the successful infusion of technology into teaching and the continuing education.

- Increase faculty awareness of the importance of making the technology that is integrated into the curriculum accessible to persons with disabilities.

Assistive Technology

Background
The Center's population of students requiring assistive technology has grown dramatically over the last ten years. The Disabled Students Programs and Services (DSP&S) has been able to meet the needs of this population. Through its "High Tech Lab," the staff of DSP&S has provided assistive technology that allows students with special needs to effectively complete their educational goals.

Current Environment
Currently, the majority of the students with disabilities who take classes at the Center receive services and support through the DSP&S Program. Accommodations have been made in several computer labs to ensure accessibility in terms of facilities and furniture.

The staff of the Center's DSP&S Lab is trained on the proper use of assistive technology and provides information when needed to other faculty and staff.

Future Plan
- The Center will allocate funds to purchase additional required assistive technology, specialized software, and ergonomic support equipment to accommodate all users.

- DSP&S will ensure that assistive technology is deployed; all instructional media is produced in alternative formats upon request; the faculty/staff are educated on the needs of the disabled population; and the Center stays within compliance of local, state and federal laws pertaining to students with disabilities.

- The Center will ensure that signage is provided for accessible classrooms and computer labs and restrooms. Directional signs should be provided in areas where wheelchair accessibility is other than a regular classroom door.

- All classrooms will have furniture that allows wheelchair access, as well as accommodate persons of short stature. Lab staff or wheelchair users should easily be able to adjust table height either manually or automatically. Visual fire alarms should be positioned throughout the campus to ensure that hearing-impaired students are notified in emergencies.

Review Process
As mentioned throughout this plan, technology is constantly changing. In order for this plan to be current and effective there must be an annual review that is coordinated with the budget development cycle. At that time, the Technology Committee will review current trends in technology and education, evaluate the progress the Center has made since the last review, make recommendations for modifications or additions to any part of the plan, and highlight any recommendations that require funding.

Once the review is completed, the Technology Committee will forward the modifications and recommendations to the Planning and Budgeting Committee and from there to the Center Council for discussion and recommendation. The results will be submitted to the Compton Community College District CEO.

Conclusion

The Center's Technology Master Plan is intended to focus on the technology needs of El Camino College Compton Center over the next five years. This document will serve as the foundation for technology planning and budgeting.

The Master Plan is a comprehensive view of technology and how technology supports the Center's mission. The plan articulates several important issues and contains recommendations for future enhancements and changes. While some of these issues have been implemented, others require planning and budgeting. The most serious concern is the deterioration of the fiber optic cable that connects the row buildings to the data and voice infrastructure. The Center could experience permanent outages within a year or less.

In support of this plan, the Center needs to establish a consistent funding process. Funding should be based on a percentage of the Center's capital outlay, maintenance, and operational budget. A minimum of 3% of the total operating budget should be set aside for technology, maintenance, upgrades, and changes. The Center must accept the fact that computer technology has a built-in obsolescence period and must be upgraded regularly. The simple analogy is that computers are like chalk, only more expensive.

It is also important to remember that this plan should be viewed as a living document. The annual reviews are imperative to the success of this plan and the technological health of the Center. This Master Plan, if properly executed, should provide a dynamic, structured view of technology as it pertains to education and the business services of the Center. The Center should continue to rely on and support the Technology Committee and Computer Support Services as they monitor the success of this plan, continue to investigate emerging trends, and update the plan accordingly.

Should the El Camino College Compton Center Board of Trustees and administration maintain and support the technological growth as they have in the past, the Center should be well-poised to support the academic and administrative goals of the students, staff, faculty and administration throughout this plan and beyond.

Summary

The chart below provides a quantitative summary of the current state of Compton's 2009-2014 technology plan. The tables located at the end of this summary show the completed and uncompleted plan activities that support the quantitative data in the first table.

Technology Plan Action Items	Completed and/or Ongoing	Inactive and/or Pending	Roll Over to 2011-2012
Data Systems and Networking			
Facilities	2	2	0
Technology Infrastructure	5	1	0
Online Student Services	3	0	0
Remote Access for Faculty and Staff	2	0	0
Electronic Mail	2	0	0
Web Site Access and Development	2	2	0
Backup Procedures and Disaster Recovery	1	3	0
Subtotal Data Systems and Networking	**17**	**8**	**0**
Equipment And Software			
Computer Replacement, Upgrade, and Maintenance	4	3	0
Procurement Procedures	3	0	0
Media Equipment Replacement and Maintenance	1	1	0
Multimedia	2	2	0
Distance Education	2	2	0
Software Replacement, Upgrade, and Replacement	1	3	
Library and Learning Resources	1	5	0
Staffing	2	1	0
Subtotal Equipment and Software	**16**	**17**	**0**
Technology Training			
Training	1	4	0
Assistive Technology	0	4	0
Subtotal Technology Training	**1**	**8**	**0**
Total	**34**	**33**	**0**

The following summary conclusions are drawn from this data:

1. Of the 67 plan activities, 34 are completed and 33 are inactive.

2. All the easy, nonpolitical work has been done. The larger issues of staff support and training have not been addressed.

3. Of the 3 major plan categories, Data Systems and Networking have the most completed or underway plan activities (17 of 25) and Technology Training the least (1 of 9).

4. Clearly, the college focused its energy and resources on infrastructure and online issues. All the activities associated with online student services, remote access for faculty and staff, and electronic mail are completed.

5. Creating new staff positions that support the college's new technology initiatives has not been possible. The plan requested five new, full time positions; two in web site access and development, one in the Instructional Technology Center, one media design specialist in distance education, and one technology / computer lab technician in the LRC. All five are in the inactive stage.

6. The condition of the data infrastructure in the row buildings continues to be a concern with serious unresolved issues in the classrooms and the intermediate distribution frames (data switch closets). There is also a concern over connectivity between Compton CCD and its off campus sites.

7. The lack of staff and faculty awareness of the importance of being good citizens in the network and observing even basic security precautions has not been addressed.

8. The college lacks the most basic security and disaster recovery plans.

9. Of the 6 plan activities slated for the library/learning resources area only 1 is completed; the library automation system has been upgraded. Online reference, tutoring, and eBooks remain on the inactive list along with accessibility issues and a workable print control system.

10. The college has a workable, automated inventory system that provides information about the PCs connected to the network that is helps decision makers determine when to upgrade. All new PC carry five year warranties and maintenance agreements that have been outsourced. The college has ended the practice of repurposing old PCs. However, unpredictable budget cycles have conspired against establishing a PC replacement cycle that is synchronized with the warranty periods. For the same reason, the college has been unable to establish a predictable, adequate center budget for technology.

The technology committee plans to review this data and the summary conclusions to select plan activities for implementation during the 2011-2012 fiscal year.

Technology Plan 2009-2014
Status, Cost and Priority of Completed Plan Action Items

Priority	Description	Status	Cost
DATA SYSTEMS AND NETWORKING **Facilities**			
1	1. Install new single and multimode fiber optic cable to all of the row buildings.	Completed	$166,000
1	4. Continue to address facility issues through the Facilities Master Plan keeping in mind the above requirements for the success of the Technology Plan.	Ongoing	$0.00
Technology Infrastructure			
1	5. The Center's technology infrastructure will support the Center's mission by providing access to the voice, video, and data network services including Internet access and the latest technologies that support teaching and learning. *This item requires an annual budget augmentation.*	Ongoing	$500,000
1	6. Complete a five year plan for integrating the El Camino College and Compton Education Center ITS operations and separating upon accreditation. This plan should have sections describing the staffing and organization of the Compton's ITS unit as well as steps leading to the separation of Compton Center's business practices and work flow from those of El Camino College. *Datatel submitted a Project Plan on 12-19-2009*	Completed	$0.00
1	7. Upgrade and expand the technology infrastructure to support full bandwidth video and other bandwidth intensive applications. *State funded facilities project.*	Completed	
2	9. Expand the functionality of the Center's Cisco IP Telephony switch to include the reverse 911 system and deployment of the "soft" features such as IP communicator and IP Call Center.	Completed	$100,000
1	10. Maintain network systems and services that are highly integrated with El Camino College's system so that all users, students, faculty and staff will experience the same range and quality of	Completed and Ongoing	$0.00

Priority	Description	Status	Cost
	service regardless of location, including four-digit dialing, integrated address books, and seamless active directory login accounts.		
Online Student Services			
2	11. El Camino College should help the Center implement online degree audit. This would allow students to retrieve information on demand based on their major and the courses they have completed. It will be a valuable tool for students to use when planning their class schedules and will help to reduce traffic in Admissions and Counseling. *Online Degree Audit deployed for El Camino College and Compton Center in January, 2011*	Complete	$0.00
3	12. A virtual counselor needs to be established in the form of a chat room, video conference or even automated degree audit using "fuzzy" artificial intelligence technology to make course suggestions since not all students have time or do not attend counseling appointments. *Datatel e-Advisor suite has this functionality. ECC deployed in early January, 2011. Datatel developed Degree Audit and e-Advising as tools for students and counselors.*	Completed	$0.00
1	13. The Center should implement a document imaging system capable of creating a uniform environment of informagtion storage and retreival that integragtes with other file formats including Datatel Colleague. The goal should be increased productivity through the creation of paperless enivornment that emphasizes ease of information retreival and file security. (ECC licensed for unlimited users at El Camino and Compton Center	Ongoing	$13,000 @ scanning station
Remote Access for Faculty and Staff			
1	14. Compton Center's IP Telephony system should be upgraded to allow for the same features and functions that are available to user at El Camino College, including reverse 911 system and deployment of the "soft" features such as IP	Completed	

Priority	Description	Status	Cost
	communicator and IP Call Center. *Same as #9 above*		
1	15. Utilize Virtual Private Network (VPN) technology to allow authorized staff using college issued and support PC workstation or laptops to access the Center's network remotely. In order to support these types of access the Center should deploy Cisco's "Clean Access" appliance.	Completed	$0.00
Electronic Mail			
1	16. To prevent the 'compton.edu" domain name from being lost, El Camino College renewed the license with EUDCAUSE when the partnership began in August, 2006. The Center's domain name continues to appear in all outbound email. It will be available when the Center achieves accreditation. *There is a annual cost associated with this item,*	Completed and Ongoing	$50.00
1	17. El Camino College-Compton Educational Center will continue to participate in district discussions concerning decisions and improvements throughout the evolution of our email system.	Completed and ongoing	$0.00
Web Site Access and Development			
1	18. In order to assure reliable, 24X7 – 365 day a year uptime, the Center must invest in additional backup hardware and software.	Underway	$400,000
1	19. El Camino College-Compton Educational Center should continue to work with ITS staff to create interfaces that integrate Web services with the student information system.	Completed and Ongoing	$0.00
Backup Procedures and Disaster Recovery			
1	22.Upgrade and expand the Storage Area Network *Included in #18. above.*	Underway	$0.00
EQUIPMENT AND SOFTWARE			
Computer Replacement, Upgrade and Maintenance			
1	26. Deploy the Altiris client to all staff and faculty PCs. Use this tool to obtain accurate on-demand inventories	Completed	$0.00

Priority	Description	Status	Cost
1	27. Negotiate a 5-year onsite parts and labor warranty for all new PC workstations. Negotiate a 4-year warranty for all laptop PCs	Completed	(Adds $135.00 to the cost of each unit)
1	30. Outsource PC workstation maintenance.	Completed	(Cost of annual GST contract.)
1	31. End the policy of recycling old PCs downward to staff and faculty.	Completed	$0.00
Procurement Procedures			
1	33. The Center should continue to provide all employees with technology as needed. *This item relates to item #5 above*	Ongoing	$0.00
1	34. All technology related purchases must meet current standards.	Completed	$0.00
2	35. All video projectors purchased should be capable of closed captioning.	Ongoing	$0.00
Media Equipment Replacement and Maintenance			
2	37. All media equipment will comply with the Americans With Disabilities Act and section 508 of the Rehabilitation Act of 1998. *This item relates to item #35 above.*	Ongoing	
Multimedia			
1	38. Staff development will deliver continuous training and support for integrating multimedia and presentation software into the curriculum.	Ongoing	$0.00
1	41. Develop standards for a portable smart media solution for the older buildings.	Completed	$80,000
Distance Education			
1	42. Continue to support the development of distance learning via web based course shell <u>management software</u> as well as video conferencing. *ECC has extended its ETUDES licensed to cover Compton Education Center's distance education course sections.*	Ongoing	$0.00
1	45. All distance learning course offerings must be	Ongoing	$0.00

Priority	Description	Status	Cost
	ADA and Bobby compiant.		
Software Replacement, Upgrade, and Maintenance			

2	46. The Center should strive for further standardization of general-use, Center-licensed software. The basic setup should include:
	  • MS Office,
	  • AntiVirus Software
	  • Internet Explorer
	  • Colleague Client
	  • Accessibility software necessary to ensure compliance with federal and state regulations
		Completed and Ongoing	$100,000

Library and Learning Resources			
1	55. Upgrade the library automation software or consider outsourcing.	Completed	$0.00
Staffing			
1	56. Develop a detailed five-year follow up plan for integration and separation of the Center's IT organization. Include a staff plan that positions IT to assume the role of a full function operation when accreditation occurs.	Completed	$0.00
1	57. Review and evaluate all IT job descriptions and the skills of the current staff. Look for best fit staff deployment.	Completed	$0.00
TECHNOLOGY TRAINING **Training**			
1	59. The Center should continue to support the professional development of employees with a "train-the-trainer" program that concentrates on the integration of technology into the school's academic and administrative business practices. *Self help documentation on Colleague procedures is available online via the ECC Portal.*	Completed	$0.00
Assistive Technology			

Technology Plan 2009-2014
Status, Cost and Priority of Uncompleted Plan Action Items

Priority	Description	Status	Cost
DATA SYSTEMS AND NETWORKING			
Facilities			
1	2. Re-dress the category 5 and 6 data cable in the row building Intermediate Distribution Frames (IDFs) and provide adequate HVAC.	Inactive	$75,000
1	3. Install Category 6 data cable to all classrooms and computer labs. (Row Buildings only; may not be necessary)	Inactive	
Technology Infrastructure			
1	8. Establish secure network connections for all off campus sites. (Cost estimate for each site)	Inactive	
Online Student Services			
Remote Access for Faculty and Staff			
Electronic Mail			
Web Site Access and Development			
1	20. El Camino College-Compton Educational Center should include a full-time Webmaster in its staffing plan. (Annual Salary) *This requires a new full time position.*	Inactive	$80,000
	21. Since the Web is a public medium and the easiest way for the general public to assess the Center's level of technology, El Camino College-Compton Educational Center should make a concerted effort to keep the technologies in use on its Web site as current as possible. a. Web cameras that provide real-time views of the campus and events b. Virtual tours that invite potential students to "visit" the campus c. The district Website should be ADA compliant. Requires a Web Master and one time funding *This requires a new full time position.*	Inactive	$50,000

Backup Procedures and Disaster Recovery			
2	23. Begin a campaign to increase staff awareness of the importance of data security and require offices accumulating sensitive data to use the SAN. (Must wait for #18. above)	Inactive	$0.00
2	24.Draft a Disaster Recovery Plan	Inactive	$0.00
2	25.Involve the Center in a security analysis of its data resources and use the results to draft a Security Plan.	Inactive	$0.00
EQUIPMENT AND SOFTWARE			
Computer Replacement, Upgrade and Maintenance			
1	28. Synchornize the replacement cycle with the warranty periods.	Inactive	$0.00
1	29. Establish a goal of replacing 2/3s of PC workstations with vitual desktop technology and 50% of the physical servers with virtual server technology. *Some virtual desktops have been deployed but the concept remains in the alpha testing phase.*	Inactive	$0.00
1	32.Create a central budget for technology	Inactive	
Procurement Procedures			
2	36.The Center should draft a schedule to convert all of its classrooms to smart technology. *The college must first launch the infrastructure upgrade project to the extent that it begins to touch the row building classrooms. The college must also rewire the intermedia distribution frames and the connected classroms for this item to occur.*	Inactive	$0.00
Multimedia			
3	39. New classrooms and computer labs must support multimedia teaching and learning.	Inactive	$0.00
3	40. The Center needs to create a full time support position for the Instructional Technology Center (ITC). *This item requires the college to create a new full time position.*	Inactive	$80,000

Priority	Description	Status	Cost
Distance Education			
3	43. The DE (Distance Education) and IT (Instructional Technology) Committees will work together to plan the future goals for distance learning opportunities. The outcome will consist of strategic planning and policy recommendations that will guide decisions about the courses, degree, and certificate offering mibgrating to the online enviornment.	Inactive	$0.00
3	44. Create the full time position of Media Design Specialist to support faculty in their training and course development needs. *This item requires the college to create a new full time position.*	Inactive	$65,000
Software Replacement, Upgrade, and Maintenance			
3	47. Upgrades and new applications should be evaluated for functionality, system requirements, investment value, and feasibility of cross-platform operation. The expertise for selection resides with the department requesting the software.	Inactive	$0.00
2	48. Computer Support Services and other staff must continue to receive training to support installed applications.	Inactive	$0.00
2	49. The compatibility of assistive software programs and campus wide programs for students should be considered when new software, upgrades and maintenance are considered. The Center should be responsible for keeping the assistive programs upgraded to the level of compatibility when new software upgrade and maintenance is considered. If the current assistive software is not compatible with the campus wide software being purchased, upgraded or maintained, the compatible assistive software upgrade cost will be included in any purchasing, upgrading or maintenance.	Inactive	$0.00

Priority	Description	Status	Cost
Library and Learning Resources			
3	50. Create an online gateway for reference, help, tutoring, and eBooks	Inactive	
3	51. Hire technology/computer lab assistant to help students with computer hardware/software problems. *This item requires the college to create a new position that should report to the MIS unit*	Inactive	$55,000
3	52. Expand accessibility with adaptive technology: Kurzweil reader/scanner, additional voice reading licenses (e.g. Dragon Speaking)	Inactive	$75,000
2	53. Acquire print control system & stations. *This can be a no cost to the Center option.*	Inactive	$0.00
2	54. Set up referring URL or other method for remote student authentication for database use. *This item requires more discussion*	Inactive	$0.00
Staffing			
3	58. Prepare to fill additional vacancies as accreditation approaches. *The staffing plan is complete and will be reviewed periodically. As accreditation approaches, Compton CCD will have to fund the vacant positions.*	Inactive	$400,000
TECHNOLOGY TRAINING			
Training			
3	60. Technical support staff and Professional Development trainers should be readily available and current on new technologies to provide on-demand support to both faculty and staff. *This item required more discussion. The cost of implementing technology that requires a training component should be factored into the procurement cost.*	Inactive	$0.00

	61. The Center will offer ongoing opportunities for assistance in how to use technology in the classroom leading to the development of classes that integrate technology into curriculum.	Inactive	$0.00
4	62. The Center should consider developing a system of incentives, rewards and institution-wide recognition for those faculty and staff responsible for the successful infusion of technology into teaching and the continuing education.	Inactive	$0.00
2	63. Increase faculty awareness of the importance of making the technology integrated into the curriculum accessible to persons with disabilities.	Inactive	$0.00
Assistive Technology			
	64. The Center should allocate funds to purchase required assistive technology, specialized software, and ergonomic support equipment to accommodate all users.	Inactive	$0.00
	65. DSPS will be responsible for ensuring that assistive technology is deployed; all instructional media is produced in alternative formats upon request; the faculty/staff are educated on the needs of the disabled population, and that the Center stays within compliance of local, state and federal laws pertaining to students with disabilities.	Inactive	$0.00
	66. The Center will ensure that signage is provided for accessible classrooms and computer labs and restrooms. Directional signs should be provided in areas where wheelchair accessibility is other than a regular classroom door.	Inactive	$0.00
	67. Furniture in all classrooms should allow for wheelchair access, as well as accommodate persons of short stature. Lab staff or wheelchair users should easily be able to adjust table height either manually or automatically. Visual fire alarms should be positioned throughout the campus to ensure that hearing-impaired students are notified in emergencies.	Inactive	$0.00

Center Facilities Master Plan

Planning Data

Link to Educational Plan

This chapter is included in the El Camino College 2012 Comprehensive Master Plan and is included here to highlight the linkage between the Educational Master Plan and the Facilities Master Plan.

The 2012 Facilities Master Plan for the Compton Community College District is part of the El Camino College Comprehensive Master Plan and is a direct extension of the 2012 Educational Master Plan prepared by the college. This chapter provides an overview of the 2012 Facilities Master Plan for the Compton Community College District. It highlights the facilities planning priorities and recommendations that are described in more detail in a separate document.

Over the years, the Compton Community College District has been involved in several facilities planning efforts. The most recent efforts began in 1997 with the development of the first Facilities Needs Report. The findings of this report were incorporated into the 2002 Compton Community College District Facilities Master Plan, which served as a guide for facilities development on the campus. In 2007, this plan was updated to address the changing needs of the college and the dramatic shifts in the construction climate. In 2009, the college initiated the start of a comprehensive master plan to include a coordinated educational and facilities plan update.

The purpose of the 2012 Facilities Master Plan for the Compton Community College District is to provide a guide for future campus development. It provides a written and narrative description of how the El Camino College Compton Center will address long range forecast for enrollment and weekly student contact hours (WSCH) to serve

changing needs and position the College to maximize state funding opportunities. It is guided by the District's 2012 Educational Plan, which serves as the foundation for recommendations regarding facilities.

The plan provides a roadmap for future development of the campus including recommendations for renovation and replacement of facilities, as well as a number of site improvements for the campus.

The planning process was highly participatory involving the many constituencies of the college. The HMC planning team worked closely with the Facilities Steering Committee comprised of key faculty, staff, and administrators. 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 meetings with the Facilities Steering Committee, as well

as presentations and discussions with the college community to broaden the plan's perspective and to enhance the acceptance of proposed improvements.

This Facilities Planning chapter summarizes the findings and analysis of data that was used to link the educational planning efforts to the facilities planning efforts. The Planning Team worked closely with the college to collect the planning data and analyze the projections for future growth rates in enrollment and instructional programs. This quantifiable data was used to develop a forecast of future facilities space needs to serve the current and projected programs for the college.

This chapter is organized into five sections:

- Enrollment and WSCH Forecasts
- Existing Building Inventory
- Projected Space Needs
- Facilities Planning Priorities
- Recommendations

Enrollment & WSCH Forecasts

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) Forecasts are issued by the Chancellor's Office each year and projects enrollment growth for the next ten years. It includes historical data from the previous years and projects total enrollment and WSCH for the college using an average anticipated growth factor. The base year used for this analysis (fall semester) is the 2008-2009 academic year.

Enrollment and WSCH Forecasts

Year	Enrollment	WSCH	
2010	8,734	91,354	Actual
2015	10,621	111,096	Projected
2020	13,725	143,561	Projected

* Projections from CCCCO – January 2009

Based on a series of discussions with the college, it was determined that approximately 10% of the total WSCH was collected off campus or online. The numbers were adjusted to subtract this amount from the total in order to determine the amount of on-campus space to forecast for the facilities master plan.

Adjusted WSCH Totals

Year	WSCH	Off-campus/ Online	On-campus
2010	91,354	4,321	87,033
2015	111,096	7,766	103,330
2020	143,561	10,035	133,526

Existing Building Inventory

The Compton Community College District Facilities Space Inventory includes important data used for planning and managing space on campus. The space inventory includes descriptive and quantifiable data for all buildings and space on campus and is updated by the College annually to reflect current information.

The table to the right is a summary of the existing building inventory on the campus.

Existing Building Inventory

Building	Year Built	Room Total	Station Total	Room ASF Total	OGFT * Total	% Efficiency
Administration	1953	26	77	6,585	10,451	63.01
Allied Health	1979	36	44	13,182	20,350	64.78
C Wing	1953	23	87	7,346	10,865	67.61
Child Development Center	1981	15	21	6,567	10,547	62.26
Classroom V Spec Serv	1953	6	50	2,202	4,124	53.39
D Wing	1953	23	244	9,542	13,862	68.84
Delta Foster Care	1952	12	65	3,100	4,686	66.15
E Wing	1953	33	598	18,922	26,472	71.48
F Wing	1953	31	336	13,480	20,000	67.40
G Wing	1960	19	169	6,989	21,037	33.22
Garage Warehouse	1954	1	0	3,888	5,554	70.00
Greenhouse	1998	1	0	311	320	97.19
Gym	1961	8	1,760	21,008	31,263	67.20
Infant Care Center	2007	31	99	9,442	12,000	78.68
Library-Class	1953	15	13	14,089	16,951	83.12
M1-ESL/Speech	1980	5	8	2,682	3,831	70.01
M3-Campus Police	1980	5	0	787	1,124	70.02
Maintenance	1954	15	3	6,686	13,101	51.03
Math/Science	1998	49	637	24,140	48,200	50.08
Mens Shower/Lockers	1953	16	9	9,154	15,532	58.94
MIS Print Shop	1952	20	9	5,261	6,000	87.68
Music Building	1958	26	156	10,293	13,300	77.39
Pool Service	1962	2	1	334	472	70.76
Stadium	1952	2	0	243	14,894	1.63
Student Lounge	1953	8	260	9,324	12,257	76.07
Student Activities	1953	13	19	4,011	7,044	56.94
Transfer Center	1980	3	9	923	1,319	69.98
Vocational Tech	1998	76	866	42,462	72,500	58.57
Women's Shower	1953	14	21	8,371	11,138	75.16
		534	5,561	261,324	429,194	60.89

Existing Building Inventory (continued)

The spaces within each building are classified according to the CA Community College Space Inventory Handbook. State building guidelines require at least 65% of the gross square footage (GSF) within a building to be assignable to be considered efficient. Assignable square footage (ASF) is defined as space that is dedicated to lecture, laboratory, office and conference, library, media/audio/television, or P.E. use. All other spaces within the buildings (including corridors, stairwells, and restrooms), are included in the gross square footage.

The campus currently has a facilities inventory of just over 260,000 ASF of facility space and approximately 425,000 GSF. An overall assessment of current facilities indicates that the College has a sufficient volume of space to meet current, as well as a majority of future space demands. However, much of this space is inefficient. State building guidelines require at least 65% of the gross square footage within a building to be dedicated to lecture, laboratory, office and conference, library, or media/audio/ television use to be considered efficient.

The college prepares a Five Year Capital Construction Plan each year in order to communicate with the Chancellor's Office (CCCCO) and define the plan for facilities projects in the upcoming years. The CCCCO uses this information to determine facilities funding qualifications through the analysis of how the college is using five key areas of space – lecture, lab, office, library, and instructional media. Areas that exhibit capacity load ratios under 100% are considered as qualifying for state supported funding and areas that exceed the 100% ratio do not qualify for state supported funding. Presently, the college exceeds the capacity load ratios for both lecture and office space.

Capacity Load Ratios

Space Type	2011	2015	2020
Lecture	93%	84%	75%
Lab	82%	77%	80%
Office	99%	142%	81%
Library	77%	70%	64%
Instructional Media	37%	101%	95%

Projected Space Needs

Title 5 of the California Administrative Code prescribes a set of standards for the utilization (average use) and planning of most educational facilities in public community colleges. These standards, when applied to the total number of students served and the related WSCH, result in the total capacity requirement for physical facilities expressed in assignable square feet (space available for use by occupants excluding circulation, restrooms, etc.).

These standards were applied to the 2020 WSCH projections in order to determine the instructional space needs for lecture and lab space at the college. In addition, formula-driven allowances were also applied to determine the campus-wide requirements for office, library, instructional media, and all others.

The following table summarizes the distribution of spaces on the campus and indicates the difference to be addressed with the implementation of the Facilities Master Plan.

Projected Space Needs (Capacity Load Categories)

Space Type	2011 Space Inventory	2020 Master Plan Space Need	Difference
Lecture	24,030	30,012	-5,982
Lab	59,529	60,894	-1,365
Office	34,246	26,999	7,247
Library	20,409	21,132	-723
Instructional Media	3,894	9,294	-5,400

Facilities Planning Priorities

Following the review and analysis of the planning data summarized above, a series of facilities planning priorities were developed and used to guide discussions and lead toward the development of the recommendations. The following is a summary of the priorities:

Maximize Functional Space
- Renovate facilities
- Address program needs

Eliminate Non-functional Space
- Remove temporary buildings
- Replace aging facilities

Improve Efficiency/Utilization of Facilities
- Consolidate related programs
- Create flexible, interdisciplinary spaces

Right-size the Campus to Address Program Needs

Position the District to Maximize Funding (State and Local)

Recommendations

The Facilities Master Plan Recommendations for the campus present an overall picture of the future developed campus and includes recommendations for renovation and replacement of facilities, and campus-wide site improvements.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The Recommendations section of this document includes additional detail for site and facilities improvements – new construction and renovation.

2012 FACILITIES MASTER PLAN

- RECOMMENDED RENOVATIONS
- IN DESIGN / CONSTRUCTION
- RECOMMENDED NEW CONSTRUCTION

EAST GREENLEAF BOULEVARD

CENTRAL PLANT

LOT J

LOT F

J

YARD

J

ROSE CIRCLE

ALLIED HEALTH

ROSE GARDEN

NORTH CIRCLE

INSTR BLDG 1

PRIDE GARDEN

INSTR BLDG 2

LOT E

CDC

NORTH PLAZA

LOT D

CDC

WEST LOOP

DROP-OFF

STUDENT SERVICES PLAZA

LOT G

0 FEET   275

STUDENT SVCS

UTILITIES

LOT H

CENTRAL PLAZA

ADMIN

EAST CIRCLE

LOT H

STUDENT ACTIVITIES

STUDENT ACTIVITIES PLAZA

PERF ARTS

LRC

VO TECH

LITTLE THEATER

STAGE YARD LOADING

MIS

MAJOR LEAGUE BASEBALL COMPLEX

INSTR BLDG 3

WEST COURT

PERFORMING ARTS

ARTS PLAZA

SOUTH PLAZA

YARD

MATH / SCIENCE

LONG JUMP

SHOT PUT

LOT B

SCIENCE GARDEN

LOT M

POLE VAULT

SPORTS PLAZA

STADIUM

DROP-OFF

BLEACHERS

MAIN GYM

LOT A PARKING STRUCTURE

BLEACHERS

POOL

HIGH JUMP

P.E. & ATHLETIC SUPPORT SPACE

SOCCER FIELD

RETENTION BASIN

PRACTICE FIELD

LOT P

DISCUS / HAMMER

DROP-OFF

CAMPUS POLICE

HIGHWAY 91 RAMP

EAST ARTESIA BOULEVARD
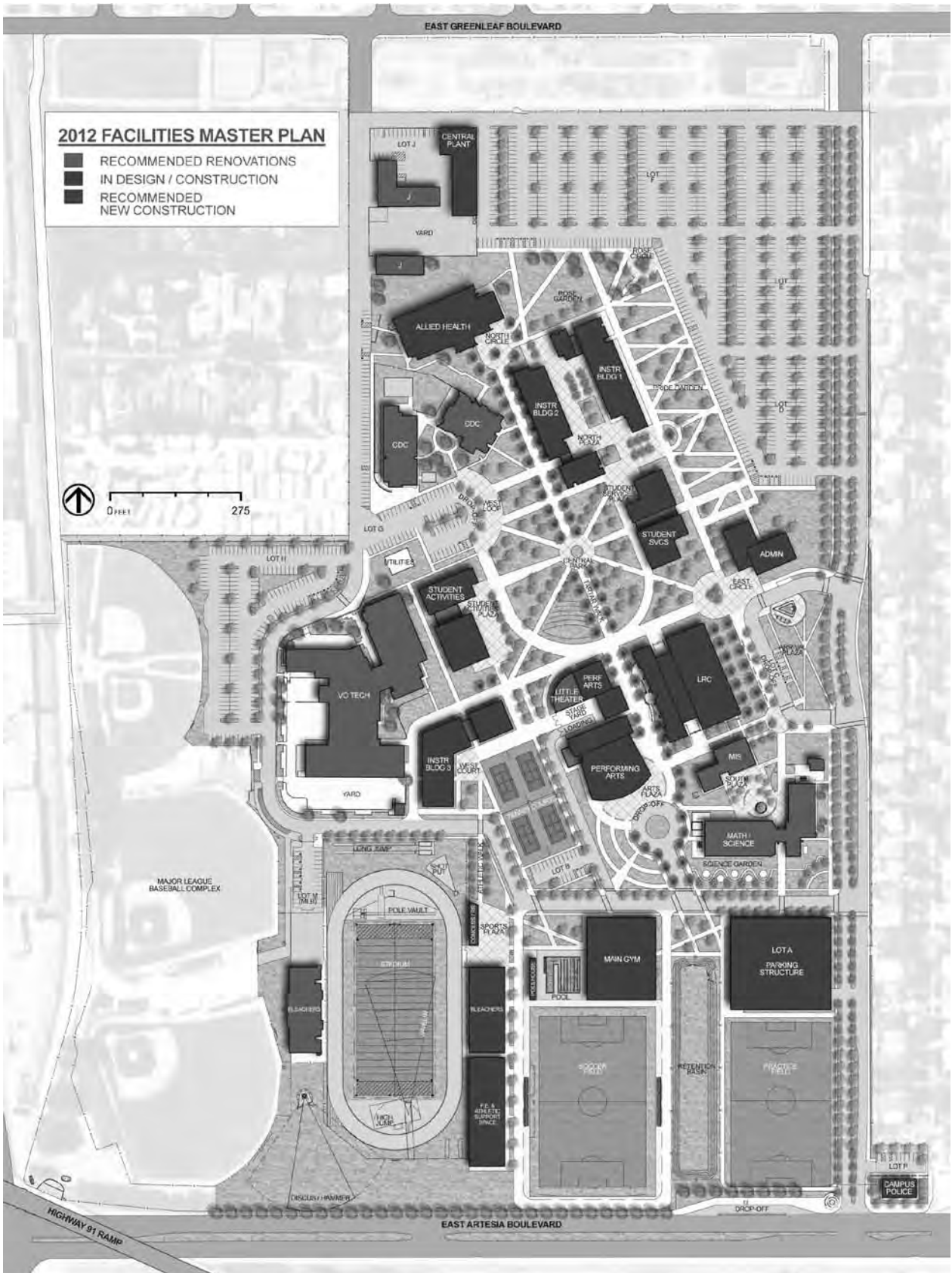
Compton CCD
2012 Facilities Master Plan

FINAL // 07.09.2012

HMC Architects

Center Staffing Plan

Center Staffing Plan

The El Camino College Compton Educational Center (CEC) is a unique entity. While the Center is part of El Camino College (ECC), the faculty and staff are employees of Compton Community College District (CCCD).

The partnership between El Camino Community College District (ECCCD) and CCCD was formed in fall 2006 to ensure that educational opportunities would continue to be available to residents of the district. Many of the staff had received layoff notices prior to the partnership that in some cases were rescinded once the partnership was formed. The entire administrative staff at the Center was serving in either an acting or interim capacity, so the first staffing goal at the Center was hiring all key administrative positions with permanent employees, including the CEO/Provost.

That goal of hiring administrative employees has now been accomplished. All key administrative positions identified in 2006 have been filled with permanent employees; the latest is the Maintenance and Operations Manager hired to begin work in September 2009. ECC employees supervise two key areas—construction management and information technology. In addition, the new position of administrative dean was created to mentor the deans in Academic Affairs, and this position is filled on an interim basis.

Current Staffing Levels

CCCD employs 85 full-time and 111 adjunct faculty members, including instructional and non-instructional faculty. Non-faculty positions include 117 classified staff, 21 administrators, and 7 supervisors, along with approximately 500 students, temporary classified, and casual employees. Staffing projections in 2006 were based on the assumption that the Center FTES would decrease and level off between the years 2006-2011, requiring "the partner districts to work aggressively to right size expenditures to reflect actual and projected FTES" (Proposal for Partnership with the Compton Community College District for Educational Excellence and Student Success, p. 22). This trend has not materialized. The Center has experienced steady growth. Compared to other campuses that generate approximately 5200 FTES (2008-2009), the FTEF at the Center is comparable in size.

	FTES	Executive	FT Faculty	PT Faculty	Classified	Total
Compton	5000	21	85	117	124	347
Gavilan	5024	16	80	154	128	378
Napa	5617	36	112	324	143	615
Redwoods	5470	56	76	256	165	553

Despite the current budgetary uncertainty of California Community Colleges, the Center is in the unique position of being able to use restoration/stabilization funding to increase its apportionment. As enrollment at the Center recovers, staffing needs will increase, so planning is crucial to ensure the needs of the Center are being met.

Hiring Procedures

Faculty hiring decisions are made using a process adopted by the Compton Academic Senate. This mirrors the process used at the College and includes a Hiring Prioritization Committee to identify faculty needs. Departments complete the Faculty Position Identification Form and the Senate prioritizes the positions. The results are incorporated into program and unit plans.

Similarly, other staffing needs are identified as part of program and unit plans. A factor affecting the staffing needs of the District is the 50% law. In 2008-09, the interim CBO devised a plan that would enable the District comply with the 50% law within the next five years.

The final decision to create new positions and to hire new full-time employees is made by senior management, comprised of the El Camino College superintendent/president and vice presidents and the Compton District Special Trustee, Provost, CBO, and Interim Administrative Dean of Academic Affairs. If the action is approved, CCCD hiring procedures or processes for the creation of new positions are implemented.

Classification Study

One hundred and twenty-four full-time classified and 45 part-time classified employees are employed at the Center. External agencies such as FCMAT have voiced concern about the status of employee job classifications. As a result, Compton Community College District hired Koff & Associates to conduct a classification study. The purpose is to develop updated and objective classification descriptions that are legally compliant, internally aligned, reflective of contemporary standards and accurately reflect current roles, responsibilities, duties and qualifications for all studied positions. The study will conduct an internal job analysis and will make specific recommendations for internal compensation equity for all studied positions. The study is expected to be completed by fall, 2009. The Personnel Commission, District and employee's union will work to implement the final recommendations of the study.   There is no plan to implement a reduction in force at this time, although this will need to be evaluated.

Recruitment and Hiring

Since 2006, Human Resources has conducted over 50 successful recruitments for full-time faculty, staff, and administrative positions. All recruitment occur using established procedures. Recruitment for adjunct faculty is conducted on an as-needed basis.

Evaluation Processes

The evaluation procedure for faculty at the Center was approved by the CCCD Board of Trustees in May, 2007 and implemented beginning in Fall 2008. A schedule was developed to evaluate faculty according to the CCCFE Certificated agreement (Article 10.7), and evaluations are completed as scheduled. Assessment of SLOs is included in the instrument (Portfolio, Class Observation and Observation for Online Teaching forms).

Certificated	2006-07 Number Hired	2007-08 Number Hired	2008-09 Number Hired
Full-time faculty	4	2	3
Administrators	3	5	3
Classified			
Staff	11	9	6
Managers/Supervisors	3	5	2
Total	**21**	**21**	**14**

Classified employees are evaluated in accordance with Rule 60.600 of the Rules and Regulations of the Classified Service:

All regular classified employees shall be evaluated by their immediate supervisors at least once in accordance with the following schedule:

• Probationary employees – at the end of the third and fifth month of the probationary period of service.

• Permanent employees – at least once each year no later than May 1st and at any time more than 60 working days later if the employees leaves the control of that supervisor.

The evaluation procedure for administrators has gone through the Shared Governance process and was presented to the Board of Trustees for review at their May 2009 meeting. The procedure will be implemented beginning this academic year. (Attachment 4 – Evaluation Procedures)

Professional Development Opportunities
Professional development opportunities are important for the long-term progress of the Center. Currently the Center utilizes the professional development opportunities that are offered at the College along with specialized programs designed to address the specific concerns of the Center, such as customer service training.

In 2006, a consultant team headed by Rocky Young recommended the formulation of individual professional development plans for each full-time faculty member as recommended by the Fiscal Crisis Management Assistance Team (FCMAT). Forty-two faculty members have prepared individual professional development plans in conjunction with their evaluations, and the remaining faculty will complete their plans by the end of fall 2009. A rubric for scoring the plans was created by a committee of administrators and faculty to assist faculty members in assessing their plans. Results from 2008-09 were compiled by the administrative dean. Attachment: Annual Individual Faculty Development Plan

In addition to the individual plans, the Center is focusing on professional development in the areas of basic skills and distance education. El Camino College is hiring a Trainer/Instructional Technician Specialist and an Instructional Media Coordinator for Distance Education to design workshops to provide online faculty and faculty members interested in teaching online with the pedagogical and technical skills needed for successful online teaching.

The Basic Skills Initiative is supporting the Faculty Inquiry Partnership Program, comprised of full-time and part-time faculty from the College and Center. This program is focused on helping students become active and responsible learners by training faculty using On Course training, and by providing a context for faculty to share their experiences with colleagues.

Center Appendix

Location of the District

Compton Center is situated at the southern edge of the defined District boundary (Figure 1). The Center's programs and course offerings attract students from many surrounding community college districts. Therefore, it is important to look beyond the District boundaries when reviewing the demographics comprising the El Camino College community. The service area for the following profile is composed of the following Compton District cities: Carson, Compton, Lynwood, and Paramount as well as those areas within a 7.5 mile radius of the campus.

Figure 1- El Camino Community College District and Environs

SERVICE AREA DEMOGRAPHICS

Population and Housing Trends

Recent population changes in the region are shown in Figure 2. The population data comes from the Census 2000 and Census 2010 tallies. The percent change column shows the rate of change from 2000 to 2010. The Percent of Service Area is calculated using the 2010 population data. Because both sets of data come from the Census, the data should provide a complete profile for the region however due to the potential for some segments of the population being undercounted and errors in reporting, the data may be slightly skewed.

The total population in the region showed a slight increase, growing 1.6%. The population 18 and older increased by 8.2%, but this growth was largely among the older age groups as the population ages. The number of households with at least one person over the age of 65 increased by 12.5% and now accounts for 23% of all households. The number of households with at least one person under the age of 18 has decreased 4.4% but still makes up almost half of all households. Likewise, the number of families with their own children under the age of 18 has decreased 10.3%. These statistics indicate a decline in the number of youth within the District service area.

Figure 2- Population and Housing Trends

Population and Housing	2000	2010	Percent Change	Percent of Service Area
Total Population	1,966,184	1,997,225	1.6%	
Population >=18	1,310,889	1,417,816	8.2%	71.0%
Households	561,644	570,352	1.6%	
With one or more people <18	287,610	274,850	-4.4%	48.2%
With one or more people 65+	116,832	131,391	12.5%	23.0%
Families	429,622	435,010	1.3%	
With own children <18	256,756	230,394	-10.3%	53.0%
Average Household Size	3.5	3.5	0.0%	
Average Family Size*	3.9	3.9	-1.2%	

Population Trends by City

The cities of the ECC District, including Carson and Gardena, have seen some moderate growth as a whole. Overall, the population of these cities has grown 2.2%. The largest growth occurred in Torrance and Redondo Beach, each growing by over 5% and now accounting for over 30% of the total population of these service cities. Inglewood showed the biggest decline, losing almost 3000 residents over the 10 year period.

Figure 3- Population Trends by City

City	2000	2010	Percent Change	Percent of Service Area
Carson	91,714	89,730	-2.2%	28.9%
Compton	96,455	93,493	-3.1%	30.1%
Lynwood	69,772	69,845	0.1%	22.5%
Paramount	54,098	55,266	2.2%	17.8%
Total	**314,039**	**310,344**	**-1.2%**	

Population by Age

Although the overall population grew by 1.6% over the last decade, this growth was unevenly distributed among different age groups (Figure 4). Much larger growth was experienced among ages 45 and older, particularly in the 45 to 64 year old group. Children under 15 decreased by over 15% since 2000. Because of the decline in this group, the number of area high school graduates is expected to decline in the near future. Working adults ages 25 to 44 also showed a large decline in population. Working age adults and recent high school graduates make up the majority of campus enrollments so this decline suggests an impending decline in enrollments.

Figure 4- Population by Age

Age Groups	2000	2010	Percent Change	Percent of Service Area
Under 5 years	183,770	158,242	-13.9%	7.9%
5 to 14 years	376,600	316,140	-16.1%	15.8%
15 to 19 years	157,375	173,979	10.6%	8.7%
20 to 24 years	153,682	159,708	3.9%	8.0%
25 to 34 years	320,421	294,581	-8.1%	14.7%
35 to 44 years	287,870	282,486	-1.9%	14.1%
45 to 54 years	206,089	256,738	24.6%	12.9%
55 to 64 years	123,925	180,076	45.3%	9.0%
65 to 74 years	84,931	97,544	14.9%	4.9%
75 years and older	71,521	77,731	8.7%	3.9%
Total Population	**1,966,184**	**1,997,225**	1.6%	

Population by Race and Ethnicity

The percentage of people indicating Hispanic or Latino heritage has increased 11.9% since the 2000 Census. This means that now 3 out of 5 people living within a 7.5 mile radius of the college identify themselves as Latino.

The non-Hispanic population declined over the last decade. Those of mixed non-Hispanic race declined by 12.2 percent. The non-Hispanic, White population displayed the biggest decline as it decreased by 70,000 residents. Black residents also had a large decline, losing 40,000 residents. The Asian population showed the largest non-Hispanic growth and is now almost 10% of the service area population.

Figure 5 – Population by Race and Ethnicity

Race and Ethnicity	2000	2010	Percent Change	Percent of Service Area
Hispanic or Latino	1,085,715	1,214,604	11.9%	60.8%
Two or more races, not Hispanic	34,639	30,429	-12.2%	1.5%
One race, not Hispanic	845,830	752,192	-11.1%	37.7%
White	311,930	241,243	-22.7%	12.1%
Black or African American	340,363	300,717	-11.6%	15.1%
Amer Ind and Alaskan Native	5,304	3,973	-25.1%	0.2%
Asian	171,609	189,214	10.3%	9.5%
Native Hawaiian/ Other Pac Isl.	13,369	12,531	-6.3%	0.6%
Some other race	3,255	4,514	38.7%	0.2%
Total Population	**1,966,184**	**1,997,225**	1.6%	

School Enrollment

Monitoring school enrollment trends assists the College in planning for direct-from-high-school enrollment levels. Figure 6 shows recent trends by school segment for the district cities listed in Figure 3. Over the past 5-9 years, enrollments declined by 5.7%. Enrollments for the younger population declined including a 13.6% drop in elementary students which accounts for over 7,000 fewer students. This indicates the high school enrollments will drop in the near future. The data in this table should serve as only a general guide since the data for 2005-09 is an estimated average.

Figure 6 – School Enrollment for Local Cities

School Enrollment	2000	2005-09 (average)	Percent Change* (2000-09)
Population 3 years and over enrolled in school	110,725	104,434	-5.7%
Nursery school, preschool	5,466	5,219	-4.5%
Kindergarten	7,158	5,457	-23.8%
Elementary school (grades 1-8)	54,426	47,002	-13.6%
High school (grades 9-12)	25,215	25,541	1.3%

Population by Language Spoken at Home

The numbers of English Only speakers in the ECC community is gradually declining in favor of non-native speakers of English. While English only speakers declined in number by 5.3%, the population that speaks another language increased by 5.6% and now accounts for 2/3 of the population of Carson, Compton, Lynwood, and Paramount combined. Spanish speakers grew by almost 6%. Data for Asian, European, and other language speakers is not available in the American Community Survey for the 2005-09 average.

Figure 7 – Language Spoken at Home

Language Spoken at Home	2000	2005-09 (average)	Percent Change* ('00-'09)
Population 5 years and over	291,817	295,910	1.4%
English Only	112,332	106,422	-5.3%
Language other than English	179,485	189,488	5.6%
Spanish	157,352	166,631	5.9%
Total Population	324,776	325,353	0.2%

* The 2005-09 average and percent change are estimates based on a survey sample; actual population figures may vary.

Participation Rates

The participation rate measures how many adults per 1,000 population attend Compton Center from each city. This rate is one way to evaluate outreach efforts but should be reviewed in combination with recent population trends. Proximity to the campus is another major factor in levels of community participation. The City of Compton has the highest participation rate, while rates from all other cities are very low.

Figure 8 – Enrollment, Population and Participation Rates by City

| City	Fall 2000 Participation			Fall 2010 Participation		
	Enrollment	2000 Population	Particip. Rate*	Enrollment	2010 Population	Particip. Rate*
Carson	160	91714	1.74	435	89,730	4.85
Compton	1,259	96455	13.05	2,455	93,493	26.26
Lynwood	256	69,772	3.67	391	69,845	5.60
Paramount	137	54,098	2.53	251	55,266	4.54
District Total	**1,812**	**312,039**	**5.81**	**3,532**	**308,334**	**11.46**

* Number attending Compton College/Compton Center per 1,000 population.

STUDENT ENROLLMENT

Since the partnership with El Camino College began in 2006, enrollment at Compton Center has doubled (Figure 9). Due to budgetary constraints, enrollment is expected to stabilize in the next few years. There has been steady growth among younger adults ages 25-34 (Figure 10), due in part to economy downturn that has prompt more working adults to seek

additional education or training. Enrollment growth was also found among younger ages (20-24) which may be attributed to recent intensive outreach efforts along with enrollment constraints at local state universities. There is a drop in students 19 and under which reflects declines in high school enrollments.

Figure 9 – Total Enrollment
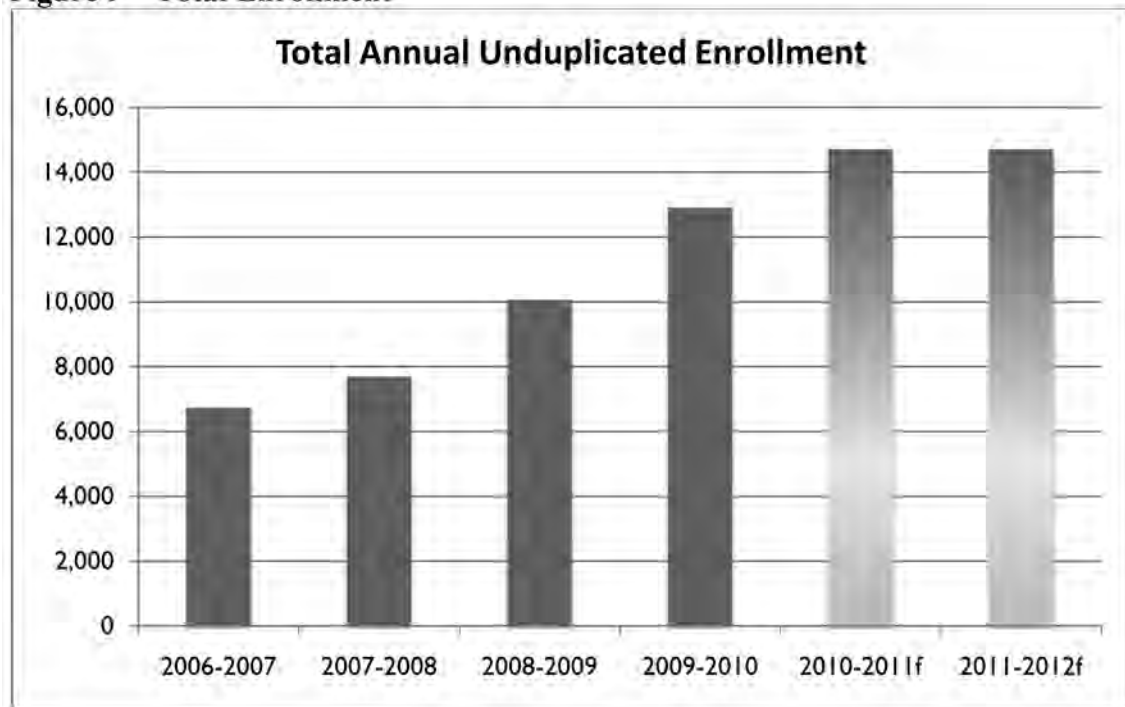
Total Annual Unduplicated Enrollment

f = forecasted enrollment level.

Figure 10 – Enrollment by Age (Percentage of Annual Unduplicated Headcount)

Age Group	2006-2007	2007-2008	2008-2009	2009-2010
19 or less	29.2%	28.4%	29.7%	26.3%
20 - 24	24.7%	26.6%	27.4%	30.1%
25 - 34	21.9%	22.1%	21.5%	22.8%
35 - 44	14.2%	12.9%	11.9%	10.9%
45 - 54	6.9%	7.1%	7.0%	6.0%
55+	3.0%	2.7%	2.5%	1.9%

Enrollment by Gender

The Compton Center has maintained a large female population in the past four years. Enrollment by gender has fluctuated very little, although the period did witness a nearly three-point rise in the percentage of male students (Figure 11).

Figure 11 – Enrollment by Gender (Percentage of Annual Unduplicated)
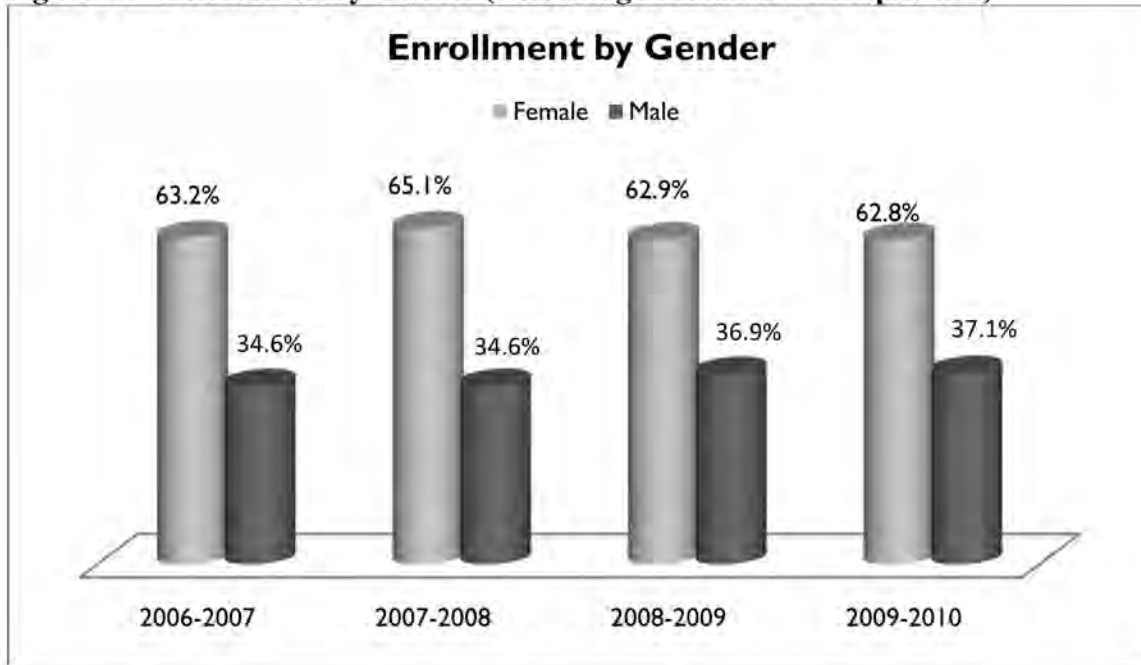
Enrollment by Ethnicity

The ethnic breakdown of the student population has remained relatively consistent over the last four years. African-Americans represent the largest ethnic group at the Center. There has been a steady decline in Latino students, a two-point drop (Figure 12). The growth in Asian students reflects the revised ethnic categories that were introduced in 2009. Instead of being reported separately, Filipino students are now included in the Asian count.

Figure 12 – Enrollment by Ethnicity (Percentage of Annual Unduplicated)

Ethnic Group	2006-2007	2007-2008	2008-2009	2009-2010
African-American	47.9%	49.2%	49.5%	46.5%
Amer. Ind. or Alask. Native	0.2%	0.2%	0.3%	0.2%
Asian	2.9%	3.0%	3.0%	7.2%
Filipino*	1.7%	1.9%	2.0%	0.0%
Latino	36.6%	36.8%	35.6%	34.0%
Other**	1.3%	1.2%	1.2%	0.0%
Pacific Islander	1.0%	1.4%	1.7%	1.4%
Two or more races***	0.0%	0.0%	0.0%	1.8%
Unknown or Decline	6.6%	3.6%	3.8%	4.6%
White	1.8%	2.7%	3.0%	4.3%

*Filipino included Asian count
**As of Fall 2009, ethnic category no longer reported
***New ethnic category in Fall 2009

Enrollment by Educational Status

There was a nearly five-point increase of Compton Center students who have already earned a college degree. This increase may be a reflection of students with degrees finding themselves unemployed and seeking to gain additional education. The percent of high school graduates without a college degree also increased by six-points. Students in the K-12 Special Admit program (high school students enrolled in College courses) have experienced a four-point declined in the last four years. (Figure 13)

Figure 13 – Enrollment by Educational Status (Percentage of Annual Unduplicated)

Educational Status	2006-2007	2007-2008	2008-2009	2009-2010
College Degree	6.6%	8.7%	9.4%	11.4%
HS Grad w/o College	63.5%	66.8%	66.4%	70.0%
K-12 Special Admit	14.7%	13.1%	12.8%	10.6%
Not a HS Grad (not K-12)	5.6%	7.0%	8.0%	5.5%
Unknown	9.6%	4.4%	3.4%	2.5%

Enrollment by Disability

Since the partnership with El Camino has increased stability within the program, the number of students with registered disabilities has steadily increased. About 2% of CEC students have a registered disability. During the 2009-10 academic year, 276 students had a registered disability. The most common disability is psychological disability followed by mobility impaired.

Figure 14 – Enrollment by Disability Status (Annual Unduplicated)

Primary Disability	2006-2007	2007-2008	2008-2009	2009-2010
Acquired Brain Injury	3%	3%	4%	7%
Developmentally Delayed Learner	24%	18%	12%	11%
Hearing Impaired	0%	2%	2%	1%
Learning Disabled	10%	8%	6%	8%
Mobility Impaired	13%	18%	18%	13%
Other Disability	20%	23%	30%	35%
Psychological Disability	29%	27%	25%	24%
Visually Impaired	1%	1%	2%	2%

Units Attempted (Annual Unduplicated)

In terms of unit load, there has been a 10-point increase in lower-unit enrollments and a decline in full-time students was noted between 2006-07 and 2009-10 (Figure 15). The enrollment patterns should begin to stabilize in the next few years.

Figure 15 – Units Attempted (Annual Unduplicated)

Unit Load	2006-2007	2007-2008	2008-2009	2009-2010
Fewer than 3	6.6%	6.2%	6.7%	8.2%
3.0 to 5.5	33.2%	37.2%	37.7%	43.4%
6.0 to 8.5	20.5%	18.8%	21.1%	21.3%
9.0 to 11.5	13.0%	11.1%	11.0%	11.3%
12.0 to 14.5	16.7%	10.8%	11.3%	11.5%
15 or more	7.3%	5.0%	4.7%	3.6%
Noncredit only	0.3%	0.8%	1.8%	0.8%
Not enrolled	2.3%	10.0%	5.7%	0.0%

Enrollment Status

Enrollment status has been a challenging data point at the Compton Center and statewide. As data quality continues to improve both locally and in the state MIS data system, enrollment planning decisions may come to rely more on enrollment status trends. While Figure 16 shows a decrease in first-time students and an increase in returning students in Fall 2009, this may be due more to data cleanup than actual changes in the student body.

Figure 16 – Enrollment Status (Annual Unduplicated)

Enrollment Status	Fall 2006	Fall 2007	Fall 2008	Fall 2009
First-time Student	38.0%	19.8%	33.1%	22.8%
Returning	10.4%	39.6%	18.7%	33.2%
Continuing	45.3%	33.4%	41.3%	35.5%
K-12 Special Admit	6.4%	7.1%	6.9%	8.5%

Enrollment by Time of Day

Approximately two-thirds of students enroll exclusively in daytime courses (Figure 17). About 25% enroll exclusively in evening classes and another 8% enroll in a combination of daytime and evening.

Figure 17 – Enrollment by Time of Day (Fall Term Trend)

Enrollment by Time of Day	Fall 2006	Fall 2007	Fall 2008	Fall 2009
Daytime Student	65.6%	61.9%	61.4%	68.5%
Evening Student	25.9%	26.2%	25.3%	24.5%
Comb Day/Eve Student	7.0%	9.2%	9.9%	7.1%
Unknown*	1.5%	2.7%	3.4%	0.0%

* Unknown includes Distance Education and variable meeting time courses.

Enrollment by High School

There has been an increase in feeder high school enrollment from 858 in 2006-07 to 1,377 in 2009-10 (Figures 18). The top three feeder high schools are Compton, Dominguez,, and Lynwood high schools.

There has also been a significant increase in enrollment from Carson and Jordan high schools that are both outside the Compton district boundaries. It is expected that enrollment from the feeders school will begin to plateau in the coming years.

Figure 18 – Enrollment by Feeder High School (Annual Unduplicated)

District High School	2006-07	2007-08	2008-09	2009-10
Carson Senior High*	42	55	76	105
Centennial High	62	65	82	110
Compton Senior High	223	188	258	299
Dominguez High	248	184	223	286
Jordan Senior High*	84	101	133	184
King/Drew Medical Magnet	17	37	55	89
Locke (Alain Leroy) Senior High	10	20	25	48
Lynwood High	129	126	161	186
Paramount High	43	52	55	70
Total	**858**	**828**	**1068**	**1,377**
Percentage of Total Enrollment	*13%*	*11%*	*11%*	*11%*

High school outside Compton district boundaries

Demographic – Compton District Service Area 2011 to 2020

Region: ECC Service Area

Description: Zip codes within 7.5 mile radius of Compton Center.

Selected Demographics

Selected Demographics	Selected Cohorts
Age	Under 5 years
	5 to 9 years
	10 to 14 years
	15 to 19 years
	20 to 24 years
	25 to 29 years
	30 to 34 years
	35 to 39 years
	40 to 44 years
	45 to 49 years
	50 to 54 years
	55 to 59 years
	60 to 64 years
	65 to 69 years
	70 to 74 years
	75 to 79 years
	80 to 84 years
	85 years and over
Race/Ethnicity	White, Non-Hispanic
	White Hispanic
	Non-White Hispanic
	Black or African American
	American Indian or Alaska Native
	Asian
	Native Hawaiian and other Pacific Islander
	Two or more races
Gender	Males
	Females

Cohort Totals

Area	2011	2020	Change	% Change
7.5 mile Zip Code radius	2,089,026	2,078,862	–10,164	0%
State	37,801,004	39,138,311	1,337,307	4%
Nation	312,816,057	323,404,631	10,588,574	3%

Age Breakdown
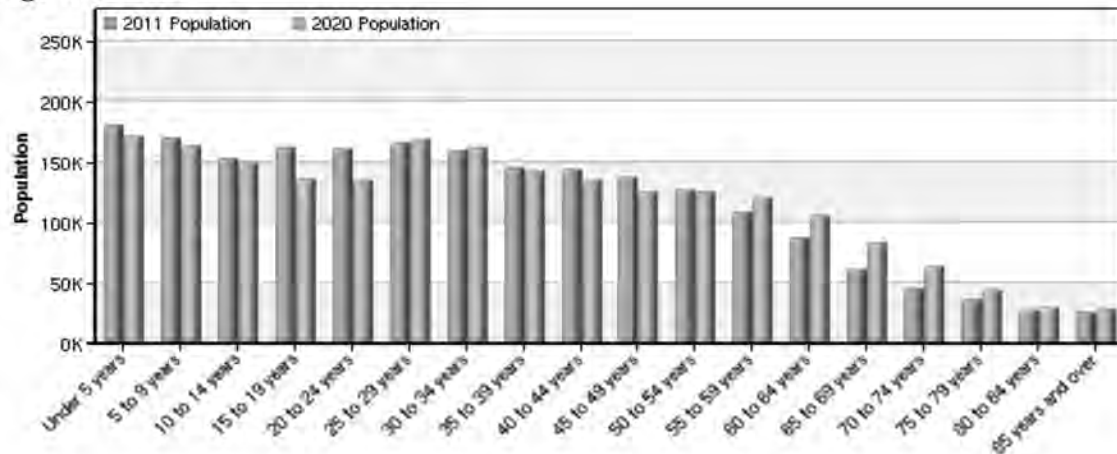
Age	2011 Population	2020 Population	Change	% Change	2010 % of Cohort
Under 5 years	180,748	171,000	-9,748	-5%	8.65%
5 to 9 years	169,271	163,625	-5,646	-3%	8.10%
10 to 14 years	152,886	149,060	-3,826	-3%	7.32%
15 to 19 years	161,870	135,065	-26,805	-17%	7.75%
20 to 24 years	160,330	133,597	-26,733	-17%	7.67%
25 to 29 years	165,410	168,724	3,314	2%	7.92%
30 to 34 years	159,094	161,784	2,690	2%	7.62%
35 to 39 years	145,077	141,452	-3,625	-2%	6.94%
40 to 44 years	142,980	134,701	-8,279	-6%	6.84%
45 to 49 years	136,893	124,400	-12493	-9%	6.55%
50 to 54 years	126,043	124,697	-1,346	-1%	6.03%
55 to 59 years	107,671	120,126	12,455	12%	5.15%
60 to 64 years	87,129	104,760	17,631	20%	4.17%
65 to 69 years	60,597	82,553	21,956	36%	2.90%
70 to 74 years	45,229	63,662	18,433	41%	2.17%
75 to 79 years	35,451	42,806	7,355	21%	1.70%
80 to 84 years	26,858	28,887	2,029	8%	1.29%
85 years and over	25,488	27,964	2,476	10%	1.22%
Total	2,089,026	2,078,862	-10,164	0%	100%

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Race/Ethnicity Breakdown
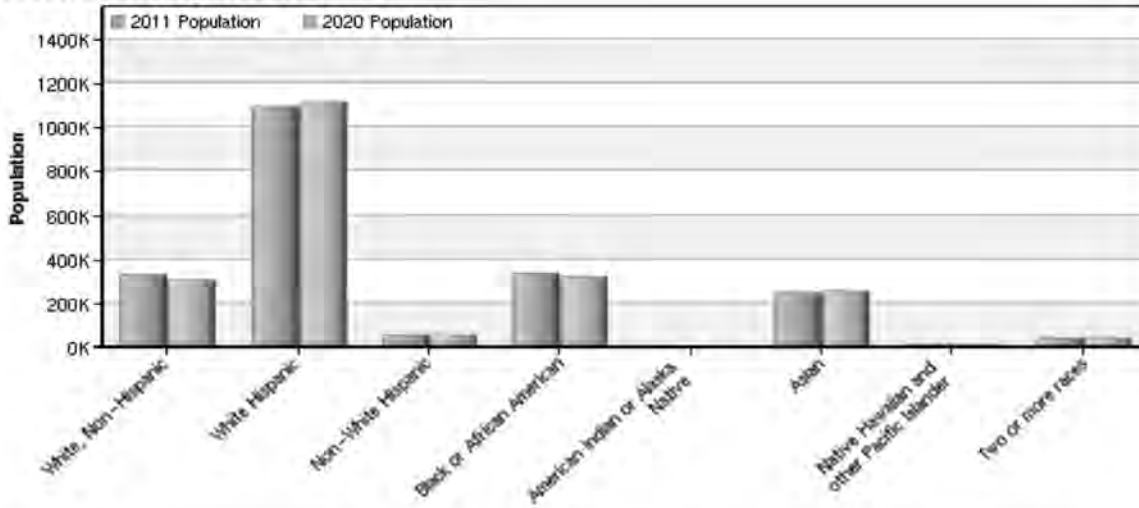
Race/Ethnicity	2011 Population	2020 Population	Change	% Change	2011 % of Cohort
White, Non-Hispanic	322,469	302,797	-19,672	-6%	15.4%
White Hispanic	1,092,666	1,109,317	16,651	2%	52.3%
Non-White Hispanic	54,173	54,132	-41	0%	2.6%
Black or African American	328,668	315,309	-13,359	-4%	15.7%
American Indian or Alaska Native	3,336	3,146	-190	-6%	0.2%
Asian	244,978	250,843	5,865	2%	11.7%
Native Hawaiian and other Pacific Islander	4,888	4,731	-157	-3%	0.2%
Two or more races	37,848	38,587	739	2%	1.8%
Total	2,089,026	2,078,862	-10,164	0%	100%

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Gender Breakdown

| | Males |
| | Females |

1,025,624 (49.10%)
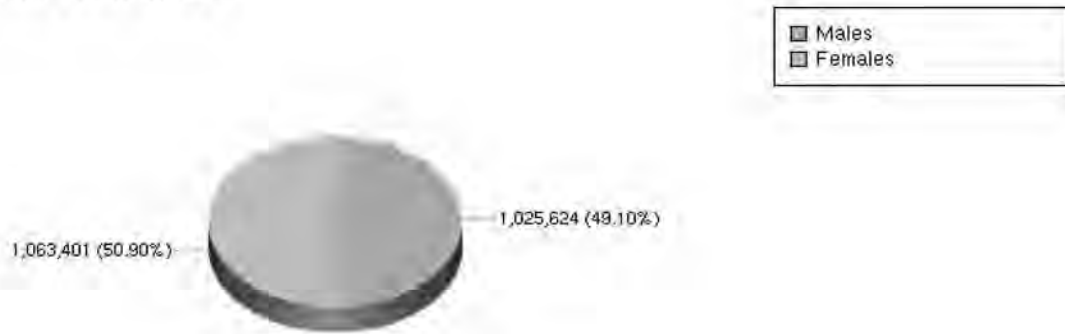
1,063,401 (50.90%)

Gender	2011 Population	2020 Population	Change	% Change	2010 % of Cohort
Males	1,025,624	1,022,527	-3,097	0%	49.10%
Females	1,063,401	1,056,335	-7,066	-1%	50.90%
Total	2,089,026	2,078,862	-10,164	0%	100%

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Growth by Age

Percentage Change by Age Group
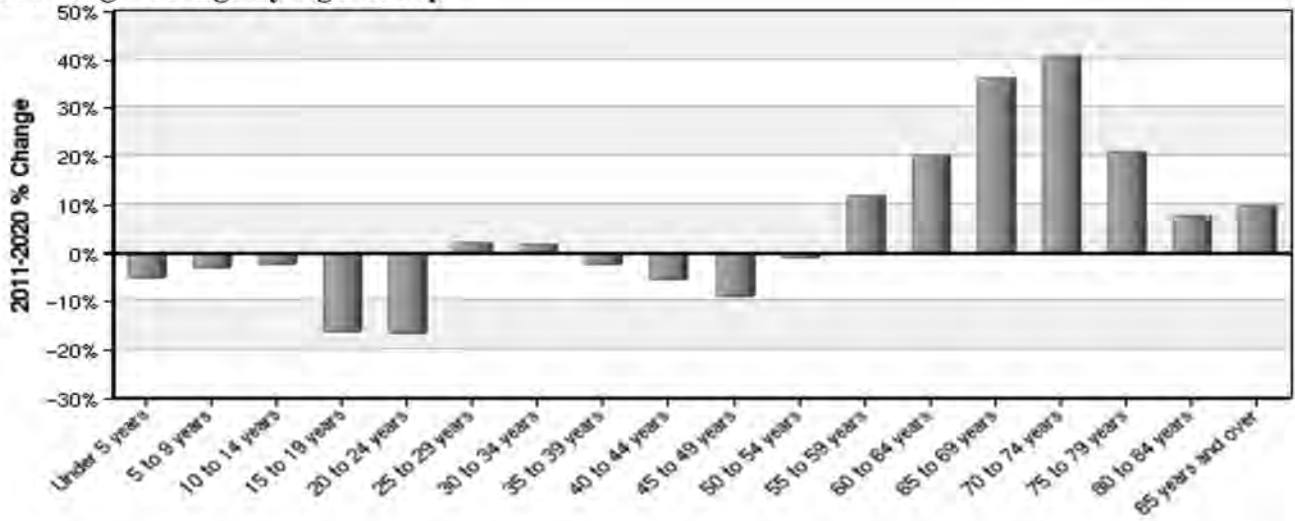
Age	2011 Population	2020 Population	Change	Change %
Under 5 years	180,748	171,000	-9,748	-5%
5 to 9 years	169,271	163,625	-5,646	-3%
10 to 14 years	152,886	149,060	-3,826	-3%
15 to 19 years	161,870	135,065	-26,805	-17%
20 to 24 years	160,330	133,597	-26,733	-17%
25 to 29 years	165,410	168,724	3,314	2%
30 to 34 years	159,094	161,784	2,690	2%
35 to 39 years	145,077	141,452	-3,625	-2%
40 to 44 years	142,980	134,701	-8,279	-6%
45 to 49 years	136,893	124,400	-12493	-9%
50 to 54 years	126,043	124,697	-1,346	-1%
55 to 59 years	107,671	120,126	12,455	12%
60 to 64 years	87,129	104,760	17,631	20%
65 to 69 years	60,597	82,553	21,956	36%
70 to 74 years	45,229	63,662	18,433	41%
75 to 79 years	35,451	42,806	7,355	21%
80 to 84 years	26,858	28,887	2,029	8%
85 years and over	25,488	27,964	2,476	10%

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Growth by Race/Ethnicity

Percentage Change by Race/Ethnic Group
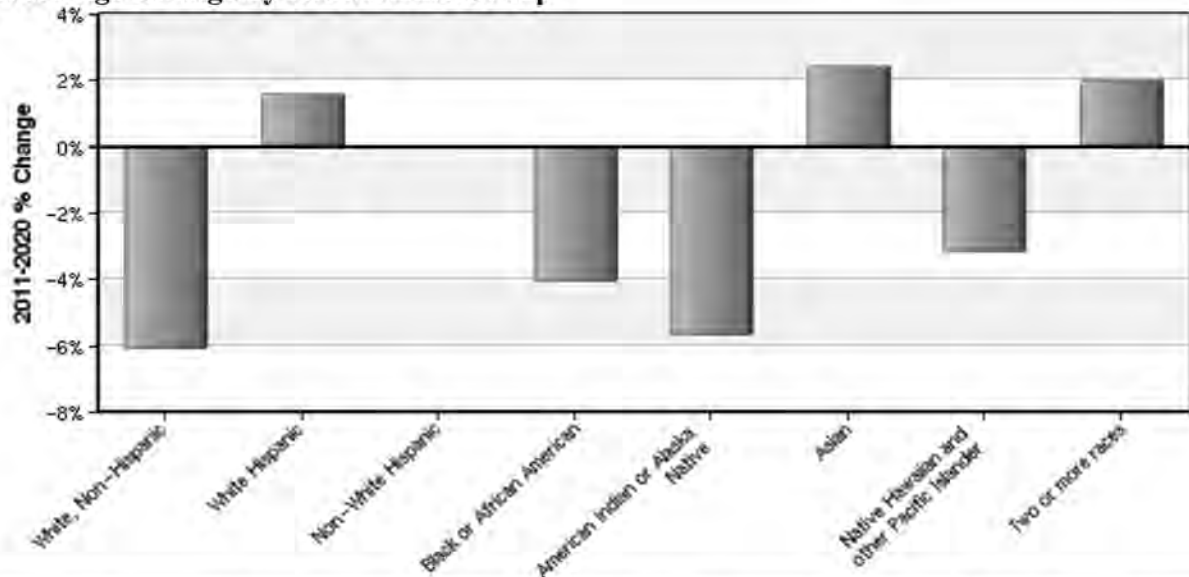
Race/ Ethnicity	2011 Population	2020 Population	Change	Change %
White, Non-Hispanic	322,469	302,797	-19,672	-6%
White Hispanic	1,092,666	1,109,317	16,651	2%
Non-White Hispanic	54,173	54,132	-41	0%
Black or African American	328,668	315,309	-13,359	-4%
American Indian or Alaska Native	3,336	3,146	-190	-6%
Asian	244,978	250,843	5,865	2%
Native Hawaiian and other Pacific Islander	4,888	4,731	-157	-3%
Two or more races	37,848	38,587	739	2%

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2

Data Sources and Calculations

Demographic Data
The demographic data in this report is compiled from several sources using a specialized process. Sources include US Census Bureau annual estimates, birth and mortality rates from the US Health Department, and projected regional job growth.

Region: ECC Service Area
Description: Zip codes within 7.5 mile radius of Compton Center

Largest Occupations

SOC Code	Description	2011 Jobs	2020 Jobs	Change	% Change	2011 Median Hourly Earnings
41-2031	Retail salespersons	23,047	25,313	2,266	10%	$10.22
53-7062	Laborers and freight, stock, and material movers, hand	20,077	20,626	549	3%	$10.94
39-9011	Child care workers	19,044	22,609	3,565	19%	$9.11
37-2012	Maids and housekeeping cleaners	18,382	23,507	5,125	28%	$9.67
43-9061	Office clerks, general	17,022	18,551	1529	9%	$12.98
53-3032	Truck drivers, heavy and tractor-trailer	16,740	18,630	1890	11%	$21.50
41-2011	Cashiers, except gaming	16,716	18,002	1,286	8%	$9.77
11-9199	Managers, all other	13,174	14,903	1,729	13%	$24.56
41-1011	First-line supervisors/managers of retail sales workers	12,870	12,890	20	0%	$17.52
43-5081	Stock clerks and order fillers	12,299	13,990	1691	14%	$10.41

Source: EMSI Complete Employment - 2nd Quarter 2011 v. 2
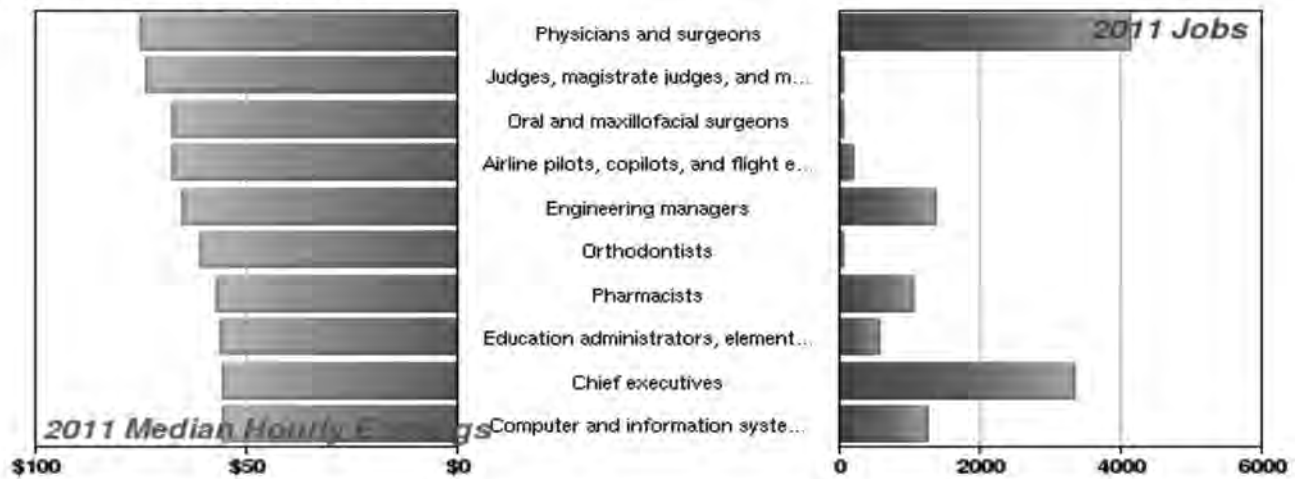
Highest Paying Occupations

SOC Code	Description	2011 Jobs	2020 Jobs	Change	% Change	2011 Median Hourly Earnings
29-1069	Physicians and surgeons	4,142	4,824	682	16%	$75.16
23-1023	Judges, magistrate judges, and magistrates	44	44	0	0%	$73.72
29-1022	Oral and maxillofacial surgeons	46	51	5	11%	$67.57
53-2011	Airline pilots, copilots, and flight engineers	208	219	11	5%	$67.43
11-9041	Engineering managers	1,363	1,326	-37	-3%	$65.11
29-1023	Orthodontists	71	77	6	8%	$61.11
29-1051	Pharmacists	1056	1,227	171	16%	$57.16
11-9032	Education administrators, elementary and secondary school	585	645	60	10%	$56.22
11-1011	Chief executives	3,338	3,537	199	6%	$55.76
11-3021	Computer and information systems managers	1,262	1,363	101	8%	$55.52

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2
*Note: Occupations with fewer than 10 employees are not shown.

Fastest Growing Occupations
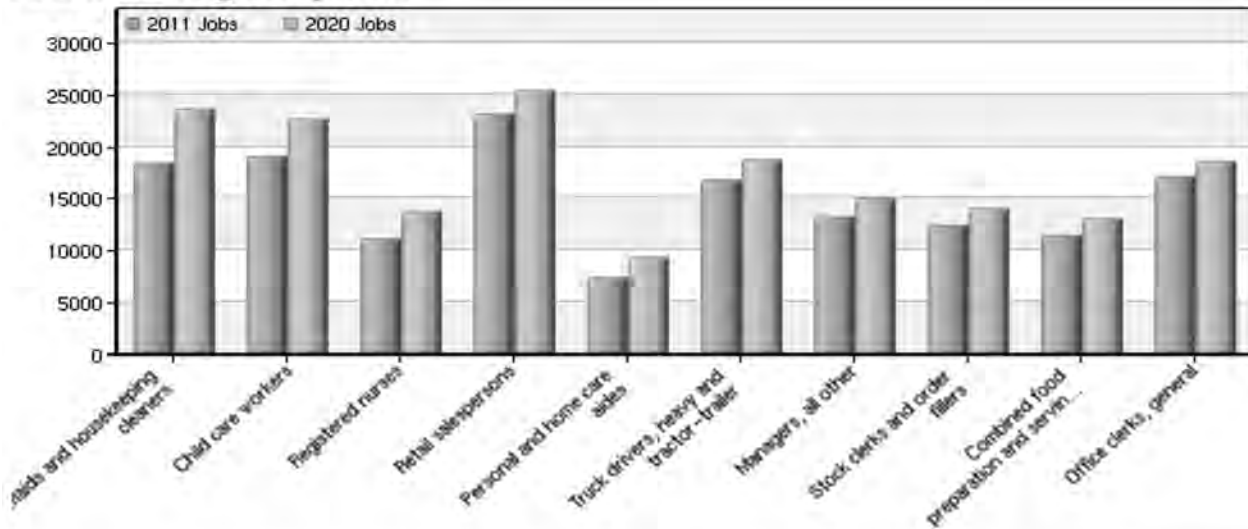
SOC Code	Description	2011 Jobs	2020 Jobs	Growth	Growth %	2011 Median Hourly Earnings
37-2012	Maids and housekeeping cleaners	18,382	23,507	5,125	28%	$9.67
39-9011	Child care workers	19,044	22,609	3,565	19%	$9.11
29-1111	Registered nurses	11,014	13,605	2,591	24%	$38.25
41-2031	Retail salespersons	23,047	25,313	2,266	10%	$10.22
39-9021	Personal and home care aides	7,259	9,234	1,975	27%	$9.35
53-3032	Truck drivers, heavy and tractor-trailer	16,740	18,630	1,890	11%	$21.50
11-9199	Managers, all other	13,174	14,903	1,729	13%	$24.56
43-5081	Stock clerks and order fillers	12,299	13,990	1,691	14%	$10.41
35-3021	Combined food preparation and serving workers, including fast food	11,327	12,984	1,657	15%	$9.04
43-9061	Office clerks, general	17,022	18,551	1529	9%	$12.98

Source: EMSI Complete Employment - 2nd Quarter 2009 v. 2

Data Sources and Calculations

Occupation Data

Organizing regional employment information by occupation provides a workforce-oriented view of the regional economy. EMSI's occupation data are based on EMSI's industry data and regional staffing patterns taken from the Occupational Employment Statistics program (U.S. Bureau of Labor Statistics). Wage information is partially derived from the American Community Survey. The occupation-to-program (SOC-to-CIP) crosswalk is based on one from the U.S. Department of Education, with customizations by EMSI.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department.