November 19, 1999

The Honorable George W. Bush
The Honorable Rick Perry
The Honorable James E. "Pete" Laney
Members of the 76th Texas Legislature

Ladies and Gentlemen:

I am pleased to present our Texas School Performance Review of the El
Paso Community College (EPCC).

This review, requested by State Senator Eliot Shapleigh and EPCC
President Bill Campion, is intended to help EPCC hold the line on costs,
streamline operations, and improve services to ensure that every possible
tax dollar is spent on improving educational opportunities at the college.
To aid in this task, the Comptroller's office contracted with McConnell,
Jones, Lanier & Murphy LLP, a Houston-based consulting firm.

We have made a number of recommendations to improve EPCC's
efficiency, but we also found a number of "best practices" at the college.
This report highlights model programs and services provided by EPCC's
administrators, faculty, and staff. This report outlines 115 detailed
recommendations that could save EPCC more than $15.5 million over the
next five years, while reinvesting more than $2.8 million to improve
educational services and other operations. Net savings are estimated to
reach more than $12.7 million--savings that EPCC can redirect to serving
the employment needs of the greater El Paso area.

We are grateful for the cooperation of EPCC's administrators and
employees, and we commend them and the community for their dedication
to improving the educational opportunities offered to the residents of El
Paso.

Sincerely,

Carole Keeton Rylander
Comptroller of Public Accounts

EXECUTIVE SUMMARY

The Executive Summary is divided into the following two parts:

Part I - Improving TSPR, TSPR in EPCC, Acknowledgments, Exemplary Programs
Part II - Summary of Costs and Savings by Recommendation

PART I - IMPROVING TSPR, TSPR IN EPCC, ACKNOWLEDGMENTS, EXEMPLARY PROGRAMS, ETC.

At the request of State Senator Eliot Shapleigh (a member of the Texas Legislature) and the college, the Comptroller's office began a performance review of the El Paso Community College District (EPCC) in June 1999. The review marked the first time that the agency had conducted a school performance review of a community college district.

After more than five months of work, this report identifies exemplary programs in EPCC and suggests concrete ways to improve district operations. If fully implemented, the Comptroller's 115 recommendations could produce net savings of more than $12.7 million over the next five years-savings that could be focused on improving education in the college classroom.

Improving the Texas School Performance Review

Comptroller Carole Keeton Rylander, who took office in January 1999, has consulted school district officials, parents, and teachers from across Texas and carefully examined past reviews and progress reports in an effort to make the Texas School Performance Review (TSPR) more valuable, even vital, to the state's more than 1,000 school districts. With the perspective of a former teacher and a former school board president, the Comptroller has vowed to steer TSPR to increased accountability to local school districts and the communities they represent.

Comptroller Rylander began by establishing new criteria for selecting school districts for future reviews. The agency will give priority to districts that are judged poor performing academically or financially, and to hands-on reviews that will benefit the greatest number of students. These are the school districts and children that need help the most.

Recognizing that only about 52 cents of every education dollar is spent on instruction, Comptroller Rylander emphasizes an approach that will give local school officials the ability to move more of every education dollar into the classroom. In addition, no longer will TSPR reports bury school districts' best practices and exemplary programs. Instead, Comptroller

Rylander has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts and with anyone who requests such information. There is no reason for a district that has solved a problem to keep the solution to itself. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education.

Under Comptroller Rylander's approach, consultants and the TSPR team works with districts to:

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative ways to address core management challenges;
- ensure administrative duties are performed efficiently, without duplication, and in a way that fosters education;
- develop strategies to ensure that the district's processes and programs are continuously assessed and improved;
- understand the link between the district's functions and determine ways to provide a seamless system of services;
- challenge any process, procedure, program, or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- put goods and services to the "Yellow Pages test" - government should do no job if there is a business in the Yellow Pages that can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about the potential for public education. Suggestions to improve our schools or the school reviews are welcome at any time. The Comptroller believes that public schools deserve all the attention and assistance they can possibly get.

For more information, contact TSPR by calling toll-free at 1-800-531-5441, extension 5-0332, or see the Comptroller's website at www.window.state.tx.us.

TSPR in EPCC

TSPR went to El Paso Community College in response to a local call for assistance from State Senator Eliot Shapleigh and EPCC President William Campion. Having completed successful reviews of the El Paso, Ysleta and Socorro Independent School Districts in the El Paso area, TSPR was viewed as a vehicle for recommending structural changes to educational institutions that could result in improvements.

With the help of McConnell, Jones, Lanier & Murphy LLP, a Houston-based consulting firm, the TSPR team devised a multi-faceted approach to identify the major issues in the district. The approach involved interviewing key stakeholders, holding community forums, conducting focus groups of interested parties, soliciting comments from the general public, conducting written and telephone surveys inside and outside the institution, analyzing key financial and educational data provided by the district, comparing district operations to similar institutions, and consulting the Texas Higher Education Coordinating Board and other higher educational authorities.

The team interviewed college staff and instructors, students, district board members, business leaders, and community members. TSPR also held community meetings at five EPCC campus sites. Participants were invited to write their observations on major topics of concern or to be interviewed. To obtain additional comments, the review team conducted focus group sessions with students, college staff, business leaders and members of the community. The team also collected comments from letters to the Comptroller and telephone calls to the Comptroller's toll-free hotline.

TSPR sent surveys to a sample of district personnel and conducted a telephone survey of the community. Both surveys asked respondents to comment on their satisfaction with district operations.

TSPR also contacted the Texas state agency that oversees community colleges in Texas, the Texas Higher Education Coordinating Board (THECB), for information on community colleges in general and on EPCC specifically. THECB provided data on the responsibilities of community colleges and data on the information required from community colleges.

For the review, TSPR asked EPCC to select peer community colleges for comparative purposes based on similarities in student enrollment, budget, and other factors. The peers selected were the following community college districts: Alamo, Austin, North Harris Montgomery County, San Jacinto and Tarrant County. TSPR compared the community college districts to each other in several areas (**Exhibit 1**).

Exhibit 1
Enrollment, Gender, and Ethnicity Percent
El Paso Community College vs Peers
1998

College	Credit Head-Count	Gender		Ethnicity			
		M	F	White	Black	Hispanic	Other

Alamo	47,824	41%	59%	33%	8%	56%	3%
Tarrant	40,145	43%	57%	72%	11%	10%	6%
Austin	30,891	46%	54%	65%	7%	20%	7%
North Harris	27,046	39%	61%	75%	10%	13%	6%
El Paso	**22,390**	**39%**	**61%**	**14%**	**3%**	**82%**	**1%**
San Jacinto	18,263	44%	56%	60%	3%	25%	5%

Source: THECB, 1999 Annual Data Profile.

Acknowledgments

Community Colleges in Texas

Community colleges play a vital role in Texas by providing educational services beyond public school. In the fall of 1998, the Texas Higher Education Coordinating Board estimated community college enrollment at almost 407,000. Enrollment in community colleges surpasses enrollment in all public senior colleges in Texas (398,000).

Community colleges provide a variety of offerings including technical and vocational programs, freshman and sophomore courses in arts and sciences, continuing adult education programs, compensatory education programs, counseling and guidance, workforce development programs, adult literacy classes, and other basic skills programs.

Two-year academic programs lead to either an Associate of Arts (AA) or an Associate of Science (AS) degree and are designed to feed into baccalaureate programs. Community colleges and four-year colleges and universities must work closely together to ensure that credits are properly transferred for students.

Two-year technical programs lead to an Associate of Applied Science (AAS) degree and programs of shorter duration lead to occupational certificates. Technical programs are offered in a wide range of fields, such as computer information systems, allied health, semiconductor

manufacturing, criminal justice and law enforcement, and construction trades. Although these programs are designed primarily for students intent on obtaining employment upon graduation, some technical programs also transfer into baccalaureate programs, providing students access to additional education and career advancement.

Community colleges respond to the employment needs of citizens, agencies, businesses, and industry through customized and contract workforce instruction, courses for professional certification or licensure, and general continuing education opportunities. They work cooperatively with local public schools to provide greater educational options for high school students through School-to-Work and Tech-Prep programs. School-to-Work programs provide students opportunities for early career exploration and counseling. The Tech-Prep program allows high school students to receive college credit for high quality technical courses taken in high school. In addition, concurrent course enrollment programs allow advanced students to take courses for concurrent credit in both high school and college.

EPCC Background

More than 20,000 students enroll annually at EPCC. While this figure has remained relatively stable over the past five years, EPCC still has the sixth largest enrollment among community college systems in Texas.

Eighty-two percent of EPCC's students are Hispanic, 14 percent are Anglo, 3 percent are African-American, and 1 percent are classified as Other. The average age of the student body is 27.5 years.

Approximately 44 percent of the students this fall enrolled in academic areas in preparation for senior college, while the remainder enrolled in technical or other programs. About 42 percent were full-time students carrying 12 hours or more of classes, and 58 percent were part-time.

During 1998-99, EPCC employed a staff of almost 2,900 employees with faculty making up about 47 percent of the total staff. The district's operating budget is $106.4 million. Thirty-nine percent of EPCC's revenue is generated locally, 35 percent comes from the state, and 26 percent comes from federal sources.

El Paso is the 5th largest city in Texas and the 22nd largest city in the nation. The population of the greater El Paso area has increased by more than 17 percent since 1990. With a service area of more than 412,000 residents, EPCC is in a good position to provide employment skills to a large population.

However, the Texas Education Agency estimates that about 50 percent of the high school population in the El Paso area do not go to college. In addition, the average age of students at El Paso Community College is 27 years or approximately the same as the average age for all community colleges in the state. This figure indicates that the college is attractive to adult, part-time students who are already working but who are seeking new skills or retraining. Coupled with the fact that many EPCC students are first-generation college students, the college is striving to help students use the college's services and programs efficiently.

As EPCC moves into the 21st century, the college must be capable of meeting the challenges affecting community colleges in general and EPCC in particular. These challenges include:

- Changing demographics, such as a projected 42-percent enrollment growth by 2015;
- The public's demand for greater accountability-both financial and academic-among public institutions of higher education;
- The ability to develop training programs to meet El Paso employers' needs.
- The demand to keep higher education affordable and accessible.

In all, TSPR found EPCC an open and receptive institution. The district has met the challenge of a high minority population with diverse training needs by working closely with the business community. EPCC, however, can improve its ability to serve the community by expanding its contacts with the business community, responding more rapidly to training needs and tracking more accurately student needs and intentions.

During its review, TSPR developed 115 recommendations to improve operations and save taxpayers more than $15.5 million in gross savings by 2003-2004. Cumulative net savings from all recommendations (savings less recommended investments) are projected to reach more than $12.7 million by 2003-2004.

A detailed list of costs and savings by recommendation appears in **Exhibit 2**. Many of TSPR's recommendations would not have a direct financial impact if implemented but would still improve district operations.

Exemplary Programs and Practices

TSPR identified numerous "best practices" in EPCC. Through commendations in each chapter, the report highlights the district's model programs, operations, and services. Other community colleges throughout Texas are encouraged to examine these exemplary programs and services

to see if they could be adapted to meet local needs. The TSPR commendations include:

- EPCC aggressively pursues federal grants, and its total grant spending as a percentage of current fund revenue is twice that of its peer community colleges. EPCC's Office of Resource Development (ORD) solicits supplemental funding for development, maintenance, and initiation of special programs. ORD regularly sends requests for proposals for funding opportunities to division chairs, executive deans, and directors throughout EPCC.
- EPCC centralizes its administrative agreements with secondary schools, institutions of higher education, and technical preparatory operations under a single administrator. Under a previous organizational structure, these efforts were divided under three offices. By placing these responsibilities under one administrator, EPCC better coordinates and integrates courses and activities and develops consistent goals and objectives.
- EPCC uses a two-step screening process for new full-time hires that is unbiased and allows the most qualified candidates to be selected. The system provides two levels of review of candidates' qualifications that focus on educational attainment and relevant experience.
- EPCC maintains good relations with the local print and broadcast media and provides access to information about administrative meeting schedules, agenda items, and administrative personnel. Print and broadcast correspondents agree that EPCC provides one of the best press briefing packages for board meetings of any comparable institutions.
- EPCC has prevented the accumulation of deferred maintenance by systematically identifying and funding major repairs and renovations through annual budget provisions. Approximately $700,000 is transferred from operating funds to plant operations each year for major maintenance and also for renovation or construction projects.
- EPCC has contained or reduced its electrical energy costs through highly effective energy management. The district has installed a computerized energy management system that monitors heating and air conditioning from the Physical Plant office, and room temperatures in district facilities are monitored and adjusted as needed.
- Through its safety training programs, EPCC has significantly reduced the cost of its workers' compensation claims over the past three years. EPCC's workers' compensation payments decreased by 45 percent from fiscal 1996 to fiscal 1998.

- EPCC saves administrative time and overhead by delivering supplies and materials "just in time" to ordering departments. The district does not have a traditional warehousing function and instead manages requests for supplies and materials through vendor deliveries as needed. By managing district needs efficiently, EPCC avoids the additional costs of storage and staffing associated with a traditional warehouse operation.
- EPCC provides excellent mail distribution and copying services. By surveying its customers, and analyzing its incoming and outgoing mail, EPCC's Mail Service Department continually seeks to improve service.
- The Student Financial Aid Web site contains comprehensive information that enables students to research information about available financial resources. The site outlines available sources of financial aid, eligibility requirements, deadlines, and the steps necessary to apply for aid.
- EPCC's Rio Grande FreeNet provides free Internet access to low-income residents. More than 44,000 students have used the Internet via this system, and the network has more than 8,000 registered users.

Chapter by Chapter Key Findings and Recommendations

District Organization and Management*:* EPCC board members are inappropriately participating in college administration and operations. By removing board members from ad hoc administrative committees and providing them in-depth training on their policy setting roles, codes of conduct, and ethics, EPCC could ensure the college is run appropriately and efficiently.

Educational Service Delivery*:* A community college prepares students for the workforce or for continuing their education at a four-year institution. To be more effective, EPCC's programs including developmental education should focus on fulfilling local area workforce needs, both current and future. Programs that are not producing graduates or are not meeting local needs should be reviewed, improved, or discontinued and replaced with programs that meet these goals.

Personnel and Human Resource Management*:* Numerous positions in EPCC are incorrectly classified. In addition, part-time faculty provide a major teaching resource for the college but are paid less than full-time faculty per semester hour. The last compensation and classification study was completed in 1993. Although the college has contracted for a salary survey, EPCC should review all position classifications, job descriptions, and salary schedules to ensure that individual jobs' complexity and experience are reflected. In addition, EPCC should complete

compensation standards and goals for part-time faculty to develop pay grades.

Community Involvement: EPCC's community involvement activities are fragmented. By creating a single vice president for Public Relations and Marketing and eliminating two duplicative staff positions, EPCC could save more than $70,000 annually. Additionally, by adopting a more focused marketing and fundraising effort, EPCC could increase donated funds by as much as $200,000 annually.

Facilities Use and Management: An aspect of meeting growing educational demands is not only projecting enrollment but also determining space needs. A facilities master plan sets out a community college's future facility needs based on its strategic plan. By establishing a facilities master plan, EPCC could present the district's vision of its future educational opportunities and how it plans to fulfill them.

Asset and Risk: Insurance purchasing within EPCC has been controversial. To prevent any perception of a conflict of interest, the college should modify the insurance agent/consultant contract to eliminate potential conflicts of interest with commercial insurance companies and re-bid the insurance agent/consultant contract.

Financial Management: EPCC does not have policies and procedures to monitor and control the budget. In addition, EPCC's internal audit function is not as effective as it could be because it lacks a mission, has no audit plan, and suffers from poor reporting relationships. Through a series of recommendations in this chapter, control and processes could be put into place to remove opportunities for misuse of funds, prevent fraud, and enhance accountability. For example, executive level officials should be required to review and explain all budget variances each month or quarter. And policies on fraud should be documented and strictly followed without exception.

Purchasing, Receiving and Distribution: EPCC does not consistently follow statutory purchasing requirements, and control over purchasing is poor. By developing and implementing a stringent system of controls and a comprehensive procurement plan, EPCC can improve efficiency and reduce costs by as much as $1.7 million annually.

General Support Services: EPCC, like many other colleges and universities, contracts for a wide array of support services, such as campus book stores and food service. TSPR found little evidence of effective contract management and monitoring for performance or costs. By soliciting competitive bids, EPCC could realize estimated savings of more than $1 million over the next five years in book store operations alone.

Student Services: EPCC currently operates a Cooperative Education Job Placement Department that has placed only a limited number of students in jobs over the last three years. By partnering with the local Workforce Development Board and making use of HIRE TEXAS for job placement services, EPCC can eliminate five positions and save more than $130,000 annually while providing better services to students.

Management Information Systems: Historically, information technology has not been a high priority in EPCC. Funding and staffing have not kept pace with instructional and administrative needs. Today, EPCC is technologically trailing most organizations of comparable size and complexity. Many functions are still operated manually and are labor-intensive. Any substantive gains in the academic or administrative arena will require a complete overhaul of the Information Technology Department and a massive re-training of staff.

Savings and Investment Requirements

Many of TSPR's recommendations would result in savings and increased revenue that could be used to improve educational services in the El Paso area. The savings opportunities identified in this report are conservative and should be considered minimums. Proposed investments of additional funds usually are related to increased efficiencies or savings or the enhancement of productivity and effectiveness.

Full implementation of the recommendations in this report could produce net savings of $504,410 in the first year (**Exhibit 2**). EPCC could achieve total net savings of more than $12.7 million by 2003-04 if all of TSPR's recommendations are implemented.

Exhibit 2
Summary of Net Savings
TSPR Review of El Paso Community College

Year	Total
1999-2000 Initial Annual Net Savings	$504,410
2000-2001 Additional Annual Net Savings	$3,333,821
2001-2002 Additional Annual Net Savings	$3,303,660
2002-2003 Additional Annual Net Savings	$2,923,194
2003-2004 Additional Annual Net Savings	$2,691,411
One Time Net (Costs)	($31,200)
TOTAL SAVINGS PROJECTED FOR 1999-2004	**$12,725,296**

PART II - SUMMARY OF COSTS AND SAVINGS BY RECOMMENDATION

A detailed list of costs and savings by recommendation appears in **Exhibit 3**. The page number for each recommendation is listed in the summary chart for reference purposes. Detailed implementation strategies, timelines, and estimates of fiscal impacts follow each recommendation in this report. The implementation section associated with each recommendation highlights the series of actions necessary to achieve the proposed results. Some items should be implemented immediately, some over the next year or two, and some over several years.

TSPR recommends the EPCC board ask college administrators to review the recommendations, develop an implementation plan, and monitor progress. As always, TSPR staff is available to help implement proposals.

Exhibit 3
Summary of Costs and Savings by Recommendation

	Recommendation	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	Total 5-Year (Costs) or Savings	One Time (Costs) or Savings
Chapter 1 Organization and Management								
1	Remove the board members from the ad hoc administrative committees and provide them with in-depth training on their policy setting roles, codes of conduct, ethics, and legal ramifications of unethical behavior and its impact on the college.	$0	$0	$0	$0	$0	$0	
2	Implement a formal procedure to obtain board input in preparing	$0	$0	$0	$0	$0	$0	

	the board agenda. p. 26						
3	Develop a concise, summary-level, user friendly executive reporting format to present financial, management, and educational program-related information to the board.	$0	$0	$0	$0	$0	$0	
4	Refine the revised organization structure to combine compatible functions, eliminate one-to-one reporting relationships, and reduce the number of clerical support staff.	$0	$391,799	$391,799	$391,799	$391,799	$1,567,196	
5	Develop a comprehensive strategic plan starting with a board retreat to establish a shared vision for the college as a whole.	$0	$0	$0	$0	$0	$0	
6	Complete evaluation of all instructional programs by May 2000.	$0	$0	$0	$0	$0	$0	
7	Hire an in-house counsel to handle routine legal issues and develop bid specifications	$0	$135,058	$135,058	$135,058	$135,058	$540,232	($20,000)

	to seek outside counsel for other legal responsibilities.							
8	Complete a comprehensive review of the Board Policy Manual, and amend outdated policies.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 1	**$0**	**$526,857**	**$526,857**	**$526,857**	**$526,857**	**$2,107,428**	**($20,000)**
Chapter 2 Educational Service Delivery								
9	Conduct a review of all programs that do not meet minimum graduates standards and determine if the programs should be continued.	$0	$0	$0	$0	$0	$0	
10	Review the Training Gap Analysis study to identify programs and courses offered by EPCC that provide needed training as well as areas that could be developed to meet current and future area training needs.	$0	$0	$0	$0	$0	$0	
11	Conduct a comprehensive review of its developmental education programs and use the results to	$0	$0	$0	$0	$0	$0	

	improve the program.							
12	Expand the English for Specific Purposes (ESP) offerings in the English as a Second Language program.	$0	($31,769)	($33,357)	($35,025)	($36,776)	($136,927)	
13	Expand distance education by offering certificate and degree programs.	$0	$0	$0	$0	$0	$0	
14	Develop clear policies, goals for student learning, and support services for both faculty and students for distance education courses.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 2	**$0**	**($31,769)**	**($33,357)**	**($35,025)**	**($36,776)**	**($136,927)**	**$0**
Chapter 3--Personnel Management								
15	Eliminate the committee process for hiring for all classified employees, streamline the flow of paperwork, and use technology to enhance productivity in the hiring process.	$0	$0	$0	$0	$0	$0	
16	Review all position classifications, job descriptions, and salary schedules to	$0	$0	$0	$0	$0	$0	

	ensure that the classification and compensation for each position reflects the job's complexity and the experience it requires.						
17	Establish two levels of approval for manual action forms.	$0	$0	$0	$0	$0	$0	
18	Establish clear and consistent policies on how criminal background checks should be conducted, and ensure these policies are coordinated through the Personnel Services Department.	$0	$0	$0	$0	$0	$0	
19	Adopt a nepotism policy that complies with state law and addresses supervisory relationships within departments.	$0	$0	$0	$0	$0	$0	
20	Require all departments to coordinate grant writing with Personnel Services to ensure equity in job classification and staffing.	$0	$0	$0	$0	$0	$0	
21	Require all classified staff to	$0	$0	$0	$0	$0	$0	

	report leave taken, and conduct periodic audits of leave records.						
22	Establish compensation standards and goals for part-time faculty and use these standards for developing pay grades.	$0	$0	$0	$0	$0	$0
23	Develop a clear, consistent merit and incentive pay system to reward outstanding employees and those achieving certifications in their field.	$0	$0	$0	$0	$0	$0
24	Discontinue annual contracts for all employees.	$0	$0	$0	$0	$0	$0
25	Implement a set of required training programs for all college employees.	$0	$0	$0	$0	$0	$0
26	Change the evaluation instrument for non-faculty to include rating scales and criteria relevant to their position and performance on the job, and tie the evaluation to continued employment, merit increases. or	$0	$0	$0	$0	$0	$0

#	Item							
	annual pay raises.							
27	Implement a performance appraisal system for college administrators, and require that annual appraisals be completed before any salary increases can be awarded.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 3	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**

Chapter 4--Community Involvement

#	Item							
28	Create a new position of vice president for Public Relations and Marketing to manage an integrated community involvement, image, and marketing effort.	$47,399	$71,098	$71,098	$71,098	$71,098	$331,791	
29	Develop and implement a well-defined marketing strategy that mirrors EPCC's strategic plan's goals and objectives.	$0	$0	$0	$0	$0	$0	
30	Identify and assign a webmaster to report directly to the vice president for Public Relations and Marketing with specific responsibility for designing and	$0	$0	$0	$0	$0	$0	

	updating EPCC Web pages.						
31	Expand existing internal communications strategies to address EPCC stakeholders' issues and concerns.	$0	$0	$0	$0	$0	$0
32	Establish districtwide fundraising protocols and procedures and coordinate all general fundraising activities.	$200,000	$200,000	$200,000	$200,000	$200,000	$1,000,000
33	Establish a consortium of public and private policy research organizations to facilitate and focus the activities of the Paso del Norte Public Policy Institute, the El Paso Business Leaders Policy and Research Institute, and the UTEP Public Policy Institute.	$0	$0	$0	$0	$0	$0
34	Assign the coordination of governmental project development to the vice president of Workforce Development and Lifelong Learning	$0	$0	$0	$0	$0	$0

	to expand training and develop partnerships and cooperative agreements with city and county government agencies.							
35	Issue an annual report to the community detailing EPCC's finance information, community programs, student success and enrollment information.	($15,428)	($16,971)	($18,668)	($20,535)	($22,588)	($94,170)	
36	Prioritize EPCC's workforce training and development.	$0	$0	$0	$0	$0	$0	
37	Establish partnership agreements with local professional schools, community-based organizations, and employer business leaders.	$0	$0	$0	$0	$0	$0	
38	Assign a public information specialist the tasks of developing press information on the successes of the five EPCC campuses.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 4	**$231,971**	**$254,129**	**$252,432**	**$250,565**	**$248,512**	**$1,237,609**	**$0**
Chapter 5--Facilities Use and Management								
39	Prepare and adopt	$0	$0	$0	$0	$0	$0	

	a Facilities Master Plan, using the El Paso Community College District Facilities Master Plan, Discussion Draft 1991 as a base document that could be updated for implementation.						
40	Revise job descriptions to describe job requirements of each position in the organizational units concerned with facilities maintenance and construction.	$0	$0	$0	$0	$0	$0
41	Conduct a space utilization study of district facilities.	$0	$0	$0	$0	$0	$0
42	Develop a plan of action for the future use or disposition of CSC facility, either as part of district facilities master plan or as a site plan.	$0	$0	$0	$0	$0	$0
43	Develop a design and construction standards handbook.	$0	$0	$0	$0	$0	$0
44	Revise work order system's software program to include additional management information.	$0	$0	$0	$0	$0	$0

45	Revise or create new policy and procedure manuals in the Physical Plant and Facilities and Construction departments to reflect current practice.	$0	$0	$0	$0	$0	$0	
46	Develop written procedures for the employees of the Physical Plant and Facilities and Construction Services departments establishing conditions under which employees may take college courses on college time and including specific record keeping requirements to document lost job time and time made up by extra work.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 5	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
Chapter 6--Asset and Risk Management								
47	Outsource the college's investment management activities to improve the college's yield on its portfolio.	$125,000	$250,000	$250,000	$250,000	$250,000	$1,125,000	
48	Modify the quarterly	$0	$0	$0	$0	$0	$0	

	investment reports to convey the college's investment portfolio activity to include all of the information required by the Public Funds Investment Act and the college's investment policy.							
49	Re-bid the college's property and casualty insurance coverages using appropriate purchasing procedures.	$0	$0	$0	$0	$0	$0	
50	Modify the insurance agent/consultant contract to eliminate potential conflicts of interest with commercial insurance companies and re-bid the insurance agent/consultant contract.	$0	$0	$0	$0	$0	$0	
51	Develop a comprehensive risk management plan to include training for staff with management and administrative responsibilities over specific risk management functions.	$0	$0	$0	$0	$0	$0	

52	Increase the fixed asset capitalization threshold to $1,000.	$0	$0	$0	$0	$0	$0	
53	Update the college's Property Control Manual, and require the internal auditor to review the college's fixed asset procedures, controls, and inventory records.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 6	**$125,000**	**$250,000**	**$250,000**	**$250,000**	**$250,000**	**$1,125,000**	**$0**

Chapter 7--Financial Management

54	Establish annual goals and budget priorities so that the college's resources are allocated to its highest priorities.	$0	$0	$0	$0	$0	$0	
55	Review, update, and revise EPCC's policies and procedures related to budget transfers.	$0	$0	$0	$0	$0	$0	
56	Assess the college's staffing needs and eliminate vacant positions that are not required for the normal administrative operations from the budget.	$0	$0	$0	$0	$0	$0	
57	Require executive level officials to review budget	$0	$0	$0	$0	$0	$0	

	variance reports and explain significant variances monthly or quarterly.						
58	Produce a budget document that serves as a communications device, policy document, and financial plan.	$0	$0	$0	$0	$0	$0
59	Rescind board policy 2.01.13, abolish the current Internal Audit Committee, and establish an audit committee of the Board of Trustees.	$0	$0	$0	$0	$0	$0
60	Fill the director of Internal Audit Services position by March 2000, and hire at least one part-time staff auditor to provide assistance.	($10,980)	($21,960)	($21,960)	($21,960)	($21,960)	($98,820)
61	Adopt a comprehensive fraud and investigation policy.	$0	$0	$0	$0	$0	$0
62	Stop physically matching the purchase requisitions to purchase orders and only match the purchase orders, receipts reports, and vendor invoices.	$0	$0	$0	$0	$0	$0

63	Assign responsibility for setting up new vendors in the accounts payable module to the Purchasing Department.	$0	$0	$0	$0	$0	$0	
64	Improve payroll coordination to ensure payrolls are processed in a timely manner every payroll period.	$0	$0	$0	$0	$0	$0	
65	Conduct a detailed audit of the payroll database with existing employees' personal and payroll details to ensure that information upon which payroll is based is accurate.	$0	$0	$0	$0	$0	$0	
66	Establish a delinquent tax collection policy for the college that reflects the college's interest in its dealings with the delinquent tax attorney.	$0	$0	$0	$0	$0	$0	
	Totals-Chapter 7	**($10,980)**	**($21,960)**	**($21,960)**	**($21,960)**	**($21,960)**	**($98,820)**	**$0**
Chapter 8--Purchasing, Receiving and Distribution								
67	Prepare competitive bids for goods and services acquired for $25,000 or more in the	$0	$0	$0	$0	$0	$0	

	aggregate per year, and hold budget heads and the Purchasing Department responsible for compliance with competitive bidding provisions of the Education Code.						
68	Develop and implement a comprehensive procurement plan that balances the needs and interests of all stakeholders in the procurement process, while improving efficiencies and reducing costs.	$0	$1,989,520	$1,989,520	$1,989,520	$1,989,520	$7,958,080	
69	Require all departments to use the online requisitioning and approval features of the Financial Records System, and transfer responsibility for requisitioning from the Purchasing Department to user departments.	$6,565	$15,755	$15,755	$15,755	$15,755	$69,585	
70	Raise purchasing thresholds to shift responsibility for making low-value purchases from the Purchasing Department to	$0	$0	$0	$0	$0	$0	

	ordering departments, and eliminate duplications in the purchasing process, and develop a procurement card program.							
71	Establish clear definitions and policies for emergency purchases, and develop strong punitive measures for unauthorized, after-the-fact purchases.	$0	$0	$0	$0	$0	$0	
72	Involve the Purchasing Department in non-employee contract negotiations, collect contract performance data, and perform cost-benefit analysis at the end of all contracts.	$0	$0	$0	$0	$0	$0	
73	Eliminate Purchasing's approval of contractor payment vouchers.	$0	$0	$0	$0	$0	$0	
74	Purge the vendor list, develop an approved vendor list, and establish a vendor evaluation process.	$0	$0	$0	$0	$0	$0	
75	Adopt the	$0	$0	$0	$0	$0	$0	

	purchasing procedures drafted by the director of Purchasing, which currently are being reviewed by legal counsel, and adhere to its more comprehensive, stringent provisions.							
76	Open bids more frequently than once per month, and exclude board members from the bid evaluation phase of the process.	$0	$0	$0	$0	$0	$0	
77	Develop a checklist of all items that are required to be in bid files, and organize each file according to a table of contents based on the checklist.	$0	$0	$0	$0	$0	$0	
78	Require buyers to work towards one or more of the professional designations offered by national purchasing organizations, and provide incentives, including rewards for successful completion.	($1,530)	($10,260)	($14,760)	($14,760)	($14,760)	($56,070)	
	Totals Chapter 8	**$5,035**	**$1,793,827**	**$1,789,327**	**$1,789,327**	**$1,789,327**	**$7,166,843**	**$0**
	Chapter 9-- General Support Services							

79	Operate the print shop and Publications Department as an internal service fund and allocate all costs to departments using their services.	$0	$0	$0	$0	$0	$0
80	Assign responsibility for printing and copying operations to the vice president for District Support Services.	$0	$0	$0	$0	$0	$0
81	Assign responsibility for copier procurement to a central department and conduct a collegewide needs analysis for copying to determine the optimum quantity, location, size, and capabilities of copiers, and redistribute the copiers as needed.	$0	$0	$0	$0	$0	$0
82	Solicit competitive bids from bookstore management companies before the current contract expires.	$135,443	$232,190	$232,190	$232,190	$232,190	$1,064,203
83	Require the bookstore contractor to comply with	$0	$0	$0	$0	$0	$0

	contract's pricing provisions.							
84	Develop a process for expediting amendments to NAFTA contract students so students can purchase the necessary books to start class.	$0	$0	$0	$0	$0	$0	
85	Develop a program for shared police officer services between the City of El Paso and EPCC.	$0	($118,939)	($34,105)	($34,105)	($34,105)	($221,254)	
86	Determine who has access to the DSX alarm system and what kind, then establish control procedures to limit access.	$0	$0	$0	$0	$0	$0	
87	Apply for access to the TCIC/NCIC database of stolen vehicles.	$0	$0	$0	$0	$0	$0	($2,500)
88	Include the Police Department in planning and implementing any operation that involves safety and security.	$0	$0	$0	$0	$0	$0	
89	Centralize vehicle procurement authority and develop and implement policies and procedures on	$0	$0	$0	$0	$0	$0	

#	Description							
	vehicle acquisition, maintenance, and disposal.							
90	Purchase and install a vehicle maintenance information system.	($6,360)	($510)	($510)	($510)	($510)	($8,400)	
91	Clean up the second vehicle maintenance bay and purchase or build additional storage space.	$0	$0	$0	$0	$0	$0	($1,500)
92	Develop an instructional pamphlet describing the services of the Mail Services Department and conduct internal mail distribution surveys every two years.	$0	$0	$0	$0	$0	$0	
93	Perform quarterly audits of the food service operations to verify the accuracy of commissions paid and the accuracy of profit calculation.	$0	$0	$0	$0	$0	$0	
94	Inventory the condition of food service equipment and implement a maintenance request process that brings needed repairs to the	$0	$0	$0	$0	$0	$0	

	attention of the Maintenance Department in a timely manner.							
95	Ensure that the contractor complies with the terms of the contract by providing training for food service personnel who meet the requirements of the agreement.	$0	$0	$0	$0	$0	$0	
	Totals Chapter 9	**$129,083**	**$112,741**	**$197,575**	**$197,575**	**$197,575**	**$834,549**	**($4,000)**

Chapter 10--Student Services

96	Create and implement a coordinated student recruitment and outreach effort that includes enrollment goals and outcome measures among Student Services and the Office of Public Information/Public Relations.	$0	$0	$0	$0	$0	$0	
97	Form a study group to prepare for a smooth transition to the SCT Banner 2000 integrated student services component.	$0	$0	$0	$0	$0	$0	
98	Develop a policy that clarifies the functions of	$0	$0	$0	$0	$0	$0	

#	Description							
	personnel who are advising and counseling students and clearly identify the qualifications and expectations of each function.							
99	Assign each student who declares an educational goal an advisor who is qualified and prepared to assist the student in career options, degree plans, and scheduling.	$0	$0	$0	$0	$0	$0	
100	Make the student financial aid Web page more accessible to EPCC students.	$0	$0	$0	$0	$0	$0	($7,200)
101	Begin using the Pell grants software immediately.	($3,088)	($1,544)	($1,544)	($1,544)	($1,544)	($9,264)	
102	Ensure that staff is appropriately trained and that cross training is implemented to ensure efficient and accurate administration of student financial aid programs.	($4,500)	($9,000)	($9,000)	($9,000)	($9,000)	($40,500)	
103	Ensure privacy for students discussing family financial information with	$0	$0	$0	$0	$0	$0	

	financial aid counselors.						
104	Implement the institutional steps recommended by the College Coordinating Board in the *Access and Equity 2000* plan.	$0	$0	$0	$0	$0	$0
105	Move the cooperative education placement function from Job Placement and Cooperative Education in Student Services to the Vice President for Workforce Development, Life-long Learning, and Technical Education.	$0	$0	$0	$0	$0	$0
106	Streamline and improve Cooperative Education record keeping to ensure accessibility, accuracy, and integrity of required documentation.	$0		$0	$0	$0	$0
107	Partner with the local Workforce Development Board and use HIRE TEXAS for job placement services.	$31,889	$130,108	$132,710	$135,365	$138,071	$568,143

108	Provide a placement service for program completers and degree graduates to enhance services to students and employers.	$0	$0	$0	$0	$0	$0	
	Totals–Chapter 10	**$24,301**	**$119,564**	**$122,166**	**$124,821**	**$127,527**	**$518,379**	**($7,200)**

Chapter 11--Management Information Systems

109	Create a chief information officer position and elevate the reporting relationship of the Information Technology Department to report directly to the executive vice president.	$0	($112,500)	($112,500)	($112,500)	($112,500)	($450,000)	
110	Combine academic computing and administrative computing functions into one technology organization.	$0	$0	$0	$0	$0	$0	
111	Broaden the membership of the District Technology Committee and develop a comprehensive technology plan with implementation strategies, position	$0	$0	$0	$0	$0	$0	

	responsibility, timelines, and link it to both the college budget and long-term strategic plan.						
112	Develop a detailed plan for the implementation of the SCT Banner system including the training of IT staff and a pay-for-performance plan.	$0	($0)	($230,685)	($610,271)	($840,956)	($1,681,912)
113	Complete the installation of Wide-Area Network connections at the Valle Verde, Transmountain, and Rio Grande campuses.	$0	$0	$0	$0	$0	$0
114	Implement a PC leasing program to reduce the cost of ownership and maintain state-of-the-art technology for the college.	$0	$241,746	$362,619	$362,619	$362,619	$1,329,603
115	Develop a policy establishing hardware and software acquisition standards and requiring consultation with IT staff before hardware and software are purchased.	$0	$0	$0	$0	$0	$0

Totals-Chapter 11	$0	($105,939)	($364,652)	($595,337)	($595,337)	($1,661,265)	$0
TOTAL SAVINGS	$546,296	$3,657,274	$3,780,749	$3,783,404	$3,786,110	$15,553,833	$0
TOTAL COSTS	($41,886)	($323,453)	($477,089)	($860,210)	($1,094,699)	($2,797,337)	($31,200)
NET SAVINGS (COSTS)	$504,410	$3,333,821	$3,303,660	$2,923,194	$2,691,411	$12,756,496	($31,200)

5 Year Gross Savings		$15,553,833
5 Year Gross Costs		($2,828,537)
Grand Total		$12,725,296

Chapter 1

ORGANIZATION AND MANAGEMENT

This chapter reviews El Paso Community College's (EPCC) organization and management in five sections.

A. Governance
B. Strategic Planning
C. Institutional Effectiveness
D. Community College Management, Policies, and Procedures
E. Grants Management

In June 1969, citizens of El Paso County voted to create a county junior college district and elected a seven-member Board of Trustees. The district encompasses all of El Paso County, an area of 1,058 square miles, and includes the City of El Paso and 12 other cities and towns.

The first registration was held in September 1971, with an enrollment of 901 students, and has grown to more than 26,000 credit and non-credit students during fall 1999. The organization has grown from conducting classes in high schools in the late afternoon and evenings to a network of five campuses and four centers.

Exhibit 1-1 presents EPCC's campuses and centers, along with the addresses for each.

Exhibit 1-1
El Paso Community College
Campuses and Centers

Campuses	Centers
Valle Verde Campus 919 Hunter Drive El Paso, Texas 79915	Institute for Economic and Workforce Development (IEWD) 4191 North Mesa El Paso, Texas 79902
Transmountain Campus 9570 Gateway Boulevard North El Paso, Texas 79924	Career Training Center 215 Francis Street El Paso, Texas 79905
Rio Grande Campus 100 West Rio Grande Avenue El Paso, Texas 79902	
Northwest Campus 6701 South Desert Boulevard El Paso. Texas	

79912	
Mission Del Paso Campus 10700 Gateway East El Paso, Texas 79927	

Source: EPCC, September 1999.

GOVERNANCE

Community college Boards of Trustees (board) are responsible for the wise and prudent delivery of education on behalf of the people in their communities. The board members are guardians and stewards of the public interest. Trustees ensure the community college district fulfills its responsibility to lead and serve its ever-changing community.

Community college boards are responsible for the resources, performance, and welfare of the institutions they govern. Strong, effective boards help create strong, effective institutions. The board's role is significantly different than the role of the president and others. The board does not perform the work of the institution, but ensures that it is performed.

EPCC's Board of Trustees consists of seven members, elected from single-member districts, serving six-year terms. School board elections are held every even-numbered year on the first Saturday in May. Two members each are elected in consecutive even-numbered years and the remaining three members are elected in the following even-numbered year.

The current board is listed in **Exhibit 1-2**.

Exhibit 1-2
El Paso Community College
Board of Trustees
1999-2000

Name	Title	Term Expires	Length of Service as of September 1999	Occupation
Michael C. Silva	Chairman	2000	5 years	Counselor
Arturo Huerta	Vice Chairman	2002	3 years	County Health Inspector
Vicki K. Icard	Secretary	2000	5 years	Director Of Communications
Brian Haggerty	Member	2002	3 years	Fireman
J. A. Tony Marquez (A)	Member	2000	1 year	Dentist
Inocente Quintanilla	Member	2004	1 year	Assistant Superintendent

John Uxer	Member	2004	I year	Retired Educator

Source: EPCC.
(A) Appointed by the board on 2/15/99 to fill a vacancy until the end of the term.

Regular board meetings are held monthly on the third Tuesday of each month. Meetings are held at 5:00 p.m. in the Board of Trustees meeting room located in the IEWD Building at 4191 North Mesa Drive. The public is welcome to attend all meetings, and citizens wishing to address the board must provide the recording secretary their name, address, and the name of the individual or group they are representing. During the Open Forum period, citizens are allowed three minutes to bring up original topics. Additional presentations on the same topic are limited to one minute. A maximum of 10 minutes is allocated to any given topic. Individuals who have not made recent appearances before the board are given preference. The board takes no action on issues raised during the Open Forum.

Two weeks before the monthly meeting, the president and administrative leadership team organize the agenda. The board agenda is finalized the week before the meeting and supporting materials for board review are delivered to each board member on the Friday afternoon before the Tuesday meeting. Board members must read the agenda material over the weekend. They may call the president or members of the administrative leadership if they have questions.

The president's secretary prepares the official minutes of board meetings. The board secretary, along with other board members, reviews the official minutes of all meetings for accuracy and completeness prior to approval. Minutes of executive sessions are not recorded. Special meetings of the board are called as necessary.

FINDING

Generally, a majority of board members believe communication between the board and the president is good. Each board member has a fax machine and computer installed in their home that is provided by the college. Each board member is also assigned an e-mail address and has access to EPCC's Intranet that contains statistical data about the institution. Most board members told TSPR that the president communicates with them weekly through memoranda and newsletters via fax.

COMMENDATION

El Paso Community College strengthened communication between board members and the president by installing fax machines and computers with e-mail and Intranet access in the homes of each board member.

FINDING

Although Section 1.4010 of EPCC's board by-laws provides the authority for the board to establish special committees to deal with "specific matters," the board does not have a standing committee structure. In lieu of standing committees, the president created ad hoc committees for budget, real property site selection, architect selection and the competitive bid process. Two board members serve on each of those committees. Administrative employees are also assigned for each area.

Board members, through these ad hoc administrative committees created by the president, are participating in college administration and operations. In fact, there is an appearance of conflict of interest because board members participate in administrative and operational decisions, which they must ultimately vote to approve in their capacity as board members. For example, in May 1999, the college solicited Requests for Qualifications (RFQ) for architectural and engineering services for the construction of a parking lot on the Rio Grande campus and for the expansion of facilities at the Northwest Center Campus. The review committee was comprised of two board members, the director of Facilities, the associate vice president of Support Services, and the construction engineer. First, this is a violation of the college's own purchasing policies and procedures, which assigns the final responsibility of bid evaluation with the Purchasing Services Department. Second, no interviews were conducted, no references were checked, and there was no scoring sheet in the bid file. On May 28, the El Paso Chapter of the American Institute of Architects (AIA) registered a protest with the college for its hasty selection process. Such complaints send a negative message to the staff of the college and may ultimately cause problems for the college accreditation process.

Generally, EPCC board members do not attend continuing education courses in governance beyond the initial orientation when they are elected to the board. Neither the Education Code nor the Administrative Code requires community college board members to attend mandatory continuing education courses.

EPCC senior administrators' orientation for the board includes a history of the college and formal presentations by each of the five campuses, during which campus provosts provide introductions of the administrative team, enrollment statistics, academic credit and non-credit program offerings,

and aerial maps of each campus. It also includes formal presentations by the Department of Instructional and Student Services and Financial and Administrative Services Department.

Additionally, because of board members' fiduciary responsibility for public funds under their governance, the Public Funds Investment Act of 1987 as amended requires each newly elected board member to attend at least one training session within six months after assuming the duties of a trustee. As a result, each board member is required to watch a three-hour training video that reviews the specific responsibilities of governing boards. Each new board member viewed this training video. Although EPCC's administration regularly provides board members lists of conferences and workshops, board members have attended infrequently. To encourage more participation in continuing education seminars, the administration will begin to look for seminars/workshops that are held locally. For example, EPCC's legal counsel is scheduled to provide board members training on the Texas Open Meetings Law.

Exhibit 1-3 shows continuing education sessions attended by board members during the calendar years 1998 and 1999.

Exhibit 1-3
El Paso Community College
Continuing Education Workshops Attended by Board Members
Calendar Years 1998 and 1999

Workshop	Year Attended	Number of Board Members Attending
Association of Community College Trustees 78th Annual Convention	1998	5
Texas Higher Education Coordinating Board Workshop	1998	3
Texas Speech Communication Association State Convention	1998	1
Community College Futures Assembly	1999	1
American Association of Community Colleges 79th Annual Convention	1999	4
Association of Community College Trustees Pacific/Western Region Seminar	1999	3
National Association of Latino Elected and	1999	2

Appointed Officials (NALEAO)'s Annual Conference		

Source: EPCC, July 1999.

Exhibit 1-3 shows that in 1998, nine board members attended three seminars/workshops - an average of three board members per seminar/workshop. In 1999, 10 members attended four seminars/workshops - an average of 2.5 board members per seminar/workshop. EPCC does not maintain records of continuing education hours attended by board members. Instead, the college maintains records of workshops attended as shown in **Exhibit 1-3**. TSPR was unable to determine the number of continuing education hours received by board members who attended the workshops. However, members of EPCC's administrative leadership team and one board member told TSPR some board members are attending conferences but are not tracking continuing education because it is not required by law.

EPCC allocates $70,000 annually in its budget as a travel pool for board members to attend continuing education training, or $10,000 per trustee. In 1998-99, board members spent $31,626 from the board travel pool or $4,518 per board member.

Recommendation 1:

Remove the board members from the ad hoc administrative committees and provide them with in-depth training on their policy setting roles, codes of conduct, ethics, and legal ramifications of unethical behavior and its impact on the college.

EPCC board members are elected by and come from the community. They are most effective when they focus on their relationship with external communities, their policy-making role, and their responsibility to monitor the progress of the institution. As elected officials, trustees have a special responsibility for ethical behavior. Laws and ethical codes, and state expectations, regulate their behavior. It is important that board members fully understand their roles and responsibilities and follow those guidelines. They should also understand the consequences of not adhering to those standards-both for them and for the institution.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president drafts the board training policy that every board member must attend a mandatory workshop on board responsibilities, avoiding micromanagement, exercising	January-February 2000

	authority, codes of ethics, conflicts of interests, and consequences of unethical behavior.	
2.	The board approves the policy.	March 2000
3.	The president contacts national and Texas organizations, such as Association of Governing Boards, Texas Higher Education Coordinating Board, and the Community College Leadership Program at the University of Texas at Austin, to identify experts that can provide board training on policy governance, code of ethics and legal responsibilities.	April 2000
4.	The president arranges a two-day training retreat for the board.	June - August 2000 Annual

FISCAL IMPACT

This recommendation could be implemented with EPCC's current training budget.

FINDING

EPCC by-law 1.6020 states that: "An agenda shall be prepared for each meeting of the board by the president of the college. Items for this agenda may be submitted by the president of the college and any trustee. The public notice of each meeting shall be prepared from this agenda and no item, not publicly posted, may be considered." Board members, however, have little input in forming the board agenda, and most told TSPR that the president developed the agenda based on items he believed should be brought to the board's attention. For example, the chairman of the board has limited input in forming the agenda and seldom reviews the agenda with the president before board meetings. The chairman usually accepts the agenda as prepared by the president. Since the chairman has little input in forming the board agenda, sitting board members have no formal procedure for placing items of interest to them on the agenda. Additionally, members of the board do not have an opportunity to review the board agenda before it is printed.

EPCC's outside legal counsel and a member of the board told TSPR that during any board meeting board members can ask the president or board chairman for information. These requests for information are placed on the agenda for future meetings by the president. Consequently, the board has informal processes in place to have input to the agenda, but no formal procedure to ensure that each board member has input to each month's

agenda, if desired. The absence of a formal procedure for board members to provide input into the monthly board agenda could potentially limit the board's effectiveness.

Recommendation 2:

Implement a formal procedure to obtain board input in preparing the board agenda.

The chairman of the board and president should develop a formal procedure to obtain input from each board member before finalizing each month's board agenda. This procedure should allow sufficient time for each board member to submit items of interest to be placed on the agenda for each month's board meeting.

The formal procedure should contain deadlines for submitting specific agenda items to the chairman and president, the types of items that can be submitted within a specific time frame (for example, action items vs. information items), and the time frames for reviewing and providing comment on drafts of monthly agendas before they are posted.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president and board chairman develop a draft formal procedure for placing items on the monthly board agenda.	January 2000
2.	The board chairman presents the draft formal procedures to the full board for review and comment.	February 2000
3.	The president and board chairman include board members' comments and finalize the procedure.	February 2000
4.	The president and board chairman implement the formal procedure.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Executive-level reporting to the board is inadequate, sketchy, and incomplete. The agenda packets do not contain enough information to allow board members to make informed decisions about items they must approve. For example, on two separate occasions the board tabled agenda items for implementing a new Cosmetology program and a childcare center because of inadequate supporting documentation. The board also

delayed action on approving additional intercollegiate athletic programs because insufficient cost information was provided to support the proposed programs. One board member told TSPR he could go through the agenda material in five minutes because of the absence of supporting information on various action items.

TSPR reviewed monthly agenda packets for January 1999 through June 1999 and found limited supporting data. For example, in the April 1999 agenda packet on page 63, the administration requested board approval of a 12-year contract with a soft drink vendor totaling over $2.5 million without providing a copy of the contract for the board's review.

Agenda packets also contain monthly financial information under the cover of the Treasurer's Report and include financial statements for current unrestricted and restricted funds, loan funds endowment funds, plant funds, agency funds, and temporary investments. Although the financial statements show original, and revised budget amounts along with actual revenues, expenditures, and available budget balances, there are no *budgeted* versus *actual* revenue and expenditure comparisons with accompanying comparative analysis between years or the percentage differences between years for executive-level review. Additionally, the agenda packet does not include monthly or quarterly summaries of academic program performance data such as the number of students participating in workforce development programs and related placement statistics.

The associate vice president for Budget and Financial Services provided TSPR EPCC's Ledger Summary by Executive Level Report dated July 30, 1999, as an example of executive-level reports provided the board. The report contained total original and revised budget amounts for the President's Office, Instructional and Student Services, Institutional Development, Financial and Administrative Services, and each of the five campuses. Additionally, for each of these units the report showed the prorated budget for the fourth quarter, the percentage prorated, fiscal year-to-date expenditures, percentage of budget used, open commitments, budget balance available, and percent of budget used to date. The report contained no comparative data between periods or variance analysis essential to executive-level decision-making.

Without monthly or quarterly *budgeted* versus *actual* comparisons and academic program performance data, the board is not receiving the appropriate management information to allow it to make informed decisions about administrative, operational, and academic functions. Although executive-level reporting was deficient during the review team's site visit, one board member told TSPR improvements were made in the reporting format in the three months before the final report was released.

Recommendation 3:

Develop a concise, summary-level, user friendly executive reporting format to present financial, management, and educational program-related information to the board.

The board, president, and administrative leadership team should develop an executive reporting format for presenting financial, management, and academic program-related data to the board. **Exhibit 1-4** presents examples of summary-level executive management reports EPCC's administrative leadership team should present to the board.

Exhibit 1-4
Examples of Summary-Level Executive Management Reports

Report Title	Sample Contents
Budget Control	• Summary of campus, center, and unit budgets by function, with columns for prior-year actual amounts, adopted budget, revised budget, projected balance at year-end, and associated variances. • Unit-specific performance measures, including the status of performance measures for the month. • Summary section highlighting operational or administrative issues affecting performance goals and explanation of variances.
Financial Management	• Revenue and expenditure data showing columns for current and prior-year actual amounts for similar periods for both restricted and unrestricted funds. • Notes explaining significant variances of interest to board members. • Bar graphs and pie charts depicting comparative revenue and expenditure information. • Administrative cost ratios, cost per student, expenditures per student, costs per credit hour generated, etc. • Monthly reconciliation of fund balance, including specific items increasing or decreasing fund balance. • Summary of monthly grant activity, including number and dollar value of grants submitted, number and dollar value of grants awarded, and the ratio of grants awarded to grants submitted - all compared to prior years. • Notes explaining significant variances.

Academic Program Performance	- Comparative data related to performance such as annual graduation rates, workforce development statistics, job placements, etc. - Comparative funding of specific academic programs between fiscal years (Cosmetology, Truck-Driving, Tech Prep, Continuing Education). - Status of articulation agreements, including schools participating and number of students matriculating to EPCC, compared to prior periods (e.g., monthly, quarterly, or annually). - Actual vs. planned performance, with accompanying notes explaining significant variances between planned and actual performance.

Source: TSPR

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board identifies critical management information desired by board members and designates the type, format, and content of executive management reports.	January 2000
2.	The president, in conjunction with the administrative leadership team, develops draft executive-level reports for review and comment by the board.	January - February 2000
3.	The board suggests the appropriate revisions and the administrative leadership team finalizes the reporting formats.	March - April 2000
4.	The president submits executive-level management reports to the board monthly.	May 2000 and each month thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Exhibit 1-5 presents EPCC's organization structure before the president's reorganization in July 1999.

Exhibit 1-5
El Paso Community College
**Before Reorganization**
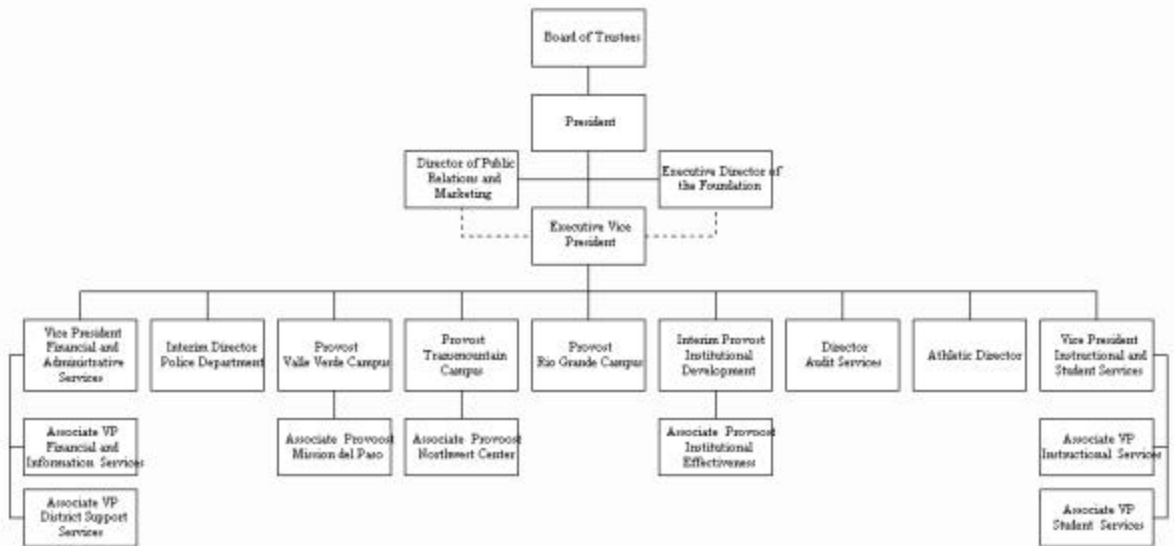
Source: EPCC, July 199.

FINDING

EPCC has a top-heavy organization structure with multiple levels of management that do not add value to the organization. The board directed the president to reorganize EPCC's administrative structure and "flatten the organization." As shown in **Exhibit 1-5**, there were four associate vice presidents and one associate provost who reported to either vice presidents or provosts creating "one-to-one" reporting relationships that potentially duplicate management activities.

Beneath the associate vice presidents were numerous coordinators and directors who reported directly to the associate vice presidents. For example, the associate vice president for District Support Services managed three directors, two coordinators, and one safety specialist. Additionally, under EPCC's organization structure there were 13 division deans serving three campuses within EPCC: Rio Grande, Transmountain, and Valle Verde. Each campus had a dean for similar education units. For example, the Rio Grande, Transmountain, and Valle Verde campuses each have division deans for Arts & Sciences and Communications.

The board approved the president's initial reorganization plan at its July 27, 1999 meeting. The reorganization creates five vice presidents and reduces the number of division deans to seven from 13, and reorganizes academic deans to serve all five campuses as instructional deans. **Exhibit 1-6** presents the revised organization structure approved by the board.

Exhibit 1-6
El Paso Community College
**After Reorganization**
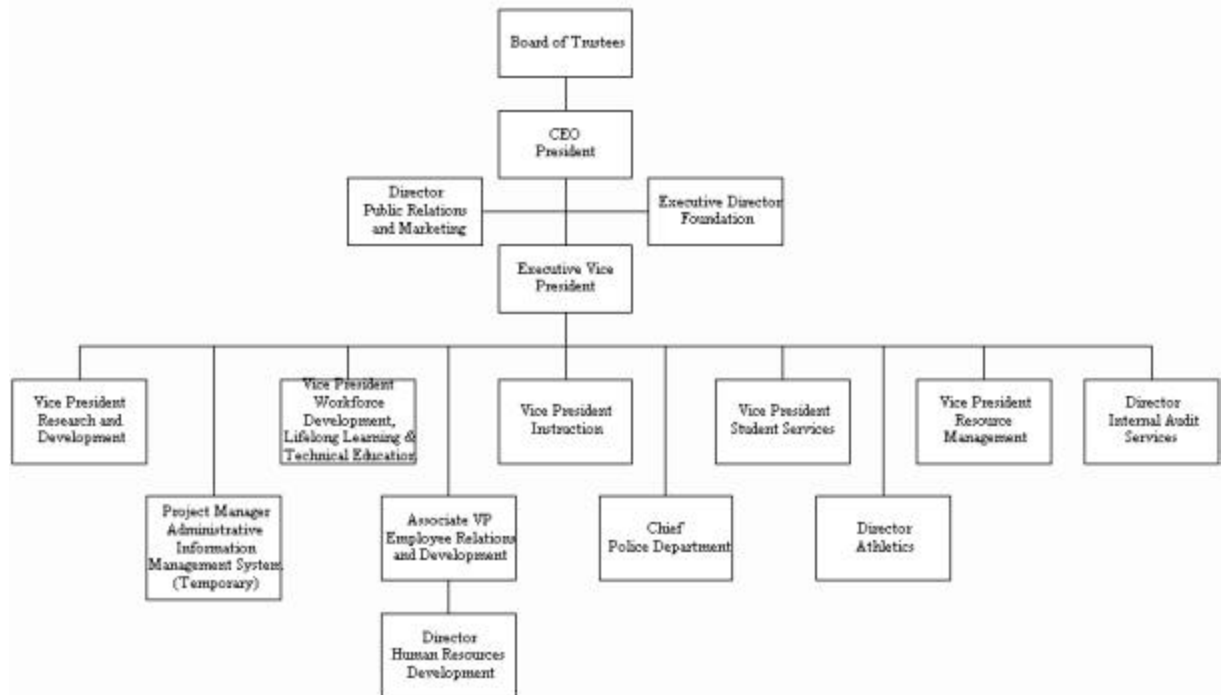
Source: EPCC, July 1999.

Exhibit 1-6 shows that, although the president took some measure to flatten EPCC's organization structure, there are still 10 direct reports to the executive vice president, increasing the span of control by one more position. A total of 11 positions were eliminated from the entire administrative organization as a result of the reorganization. The majority of administrative positions were renamed with different functions, reassigned, or upgraded.

The Community College of Denver has a flat organization that is a best practices model for a streamlined community college organization structure. The president has five vice presidents and a director of the foundation that report directly to him without an executive vice president.

Exhibit 1-7 presents the top-level organization for the Community College of Denver.

Exhibit 1-7
Community College of Denver
Organization
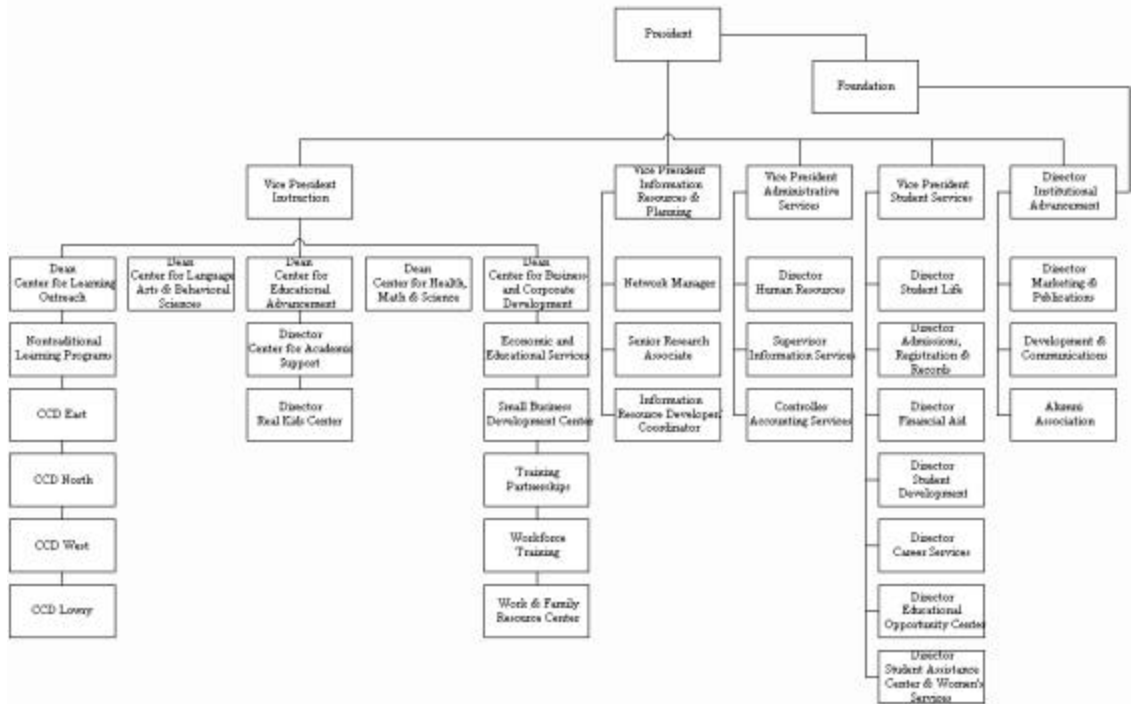
Source: Community College of Denver President's Office, September 1999.
CCD = Community College of Denver.

An additional reduction in the span of control in EPCC's central administration will provide a more streamlined organization that can be more responsive to students and provide better support to instructional deans.

Based on initial reviews of the existing organization structure, there are too many secretaries and staff assistants. Although the board has approved the president's initial reorganization, the president has not thoroughly assessed the number of clerical staff positions that will support the new structure.

Recommendation 4:

Refine the revised organization structure to combine compatible functions, eliminate one-to-one reporting relationships, and reduce the number of clerical support staff.

The president should refine EPCC's organization structure to reduce the span of control to a manageable number of direct reports.

Exhibit 1-8 presents the recommended organization.

Exhibit 1-8
Recommended El Paso Community College
Organization Structure
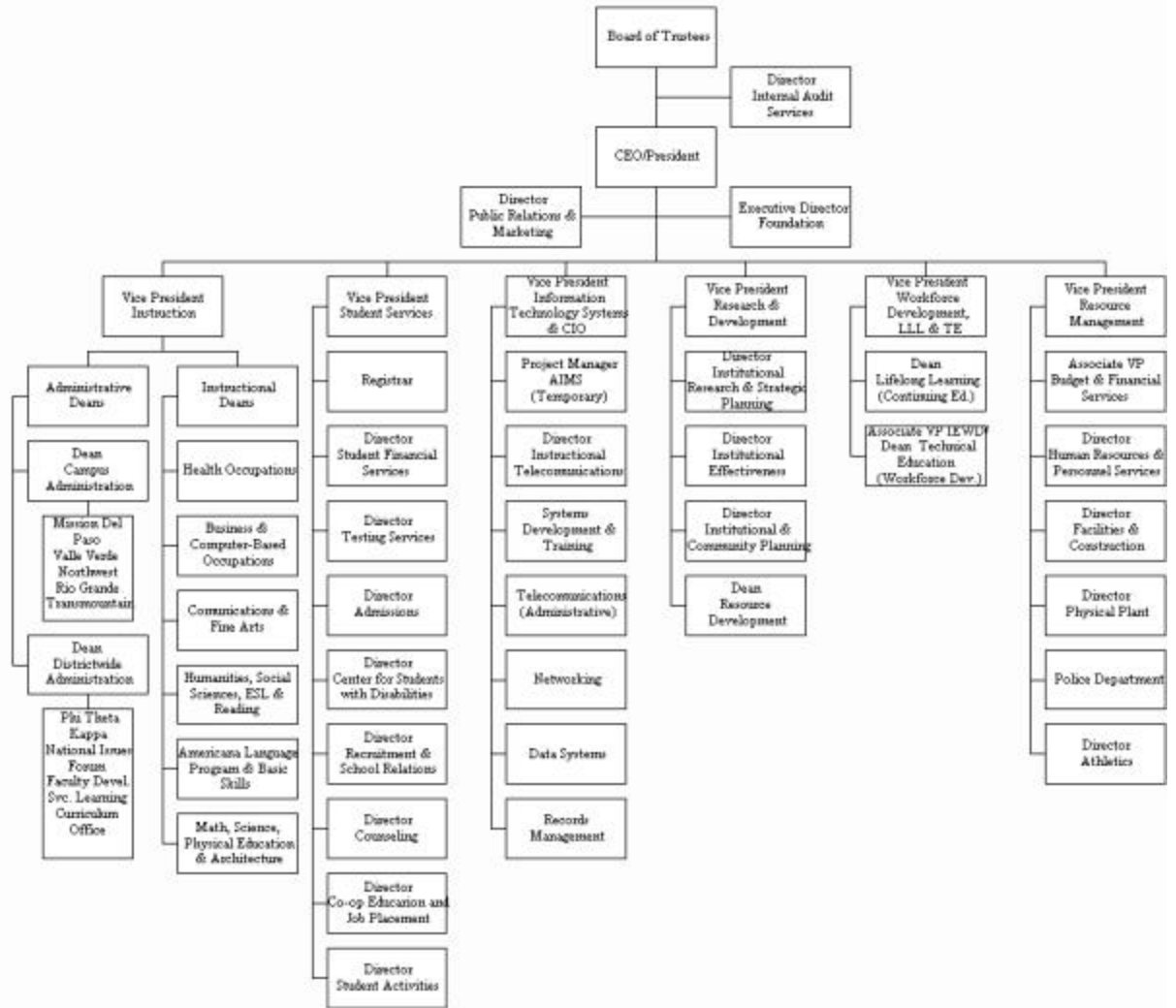
Source: TSPR.

Exhibit 1-9 presents a summary of changes to the organization included in the recommended organization structure and accompanying rationale for the changes

Exhibit 1-9
Summary of Changes Included in Recommended
Organization Structure and Rationale for Changes

Description of Recommended Change	Rationale for Change	Fiscal Impact

		Savings (Cost)
1. Eliminate the executive vice president position.	The executive vice president position is a one-to-one relationship that basically manages the day to day operations of the college for the president. Reducing the span of control to six direct reports to the president, plus two staff positions will allow the president to conduct internal activities and oversee day-to-day operations.	**$110,000**
2. Reduce the President's span of control by:		
3. Eliminating the associate vice president for Employee Relations & Development position.	The vice president for Employee Relations & Development performs human resources functions, which can be managed from a director level position.	**73,142**
4. Transferring the director of Human Resources Development position to the vice president for Resource Management.	The vice president for Employee Relations & Development performs human resource functions, which can be managed from a director level position.	**0**
5. Changing the associate vice president for Information Technology Systems & Chief Information Officer (CIO) position to a vice president.	The vice president for Information Technology Systems & Chief Information Officer position is critical for establishing the overall technology vision and accompanying strategy for the college. Based on the importance of technology to distance education and rapid changes in the technology environment, this position must report directly to the president.	**0**
6. Transferring the temporary project manager position for the AIMS implementation to the vice president for Information Technology Systems & CIO.	The temporary project manager position for the AIMS implementation functionally is a better fit to report to the CIO, rather than the president.	**0**
7. Transferring the internal auditor position to report	The internal audit position's independence and objectivity is best	**0**

directly to the board.	maintained with a direct reporting relationship to the board rather than the president.	
8. Transferring the director of Athletics position to report to the vice president for Resource Management.	Athletics is an auxiliary enterprise that consumes considerable financial resources, and has a significant compliance component (e.g., NCAA rules, Title IX, etc.). The vice president for Resource Management's function is to manage the allocation and use of the college's financial resources and ensure compliance with statutory guidelines in a variety of areas.	**0**
9. Transferring the Police Department to report to the vice president for Resource Management.	The Police Department is a general support service that benefits the entire college and is an administrative function that is more appropriately aligned as a direct report to the vice president for Resource Management.	**0**
10. Eliminating the associate vice president for Instructional Support position.	The associate vice president for Instructional Support is a one-to-one relationship that manages only three positions: the director of Instructional Support Programs (vacant), director of the Center for Instructional Telecommunications, and the director of Student Activities (vacant); and five district-wide functions. The district-wide functions include the Curriculum Office, the Faculty Development Office, Service Learning, the Phi Theta Kappa Honors Program, and the National Issues Forum. Two of the three positions are more appropriately aligned functionally with the vice president for Student Services (Student Activities) and CIO (Center for Instructional Telecommunications), and district-wide functions can be managed from a district-wide administrative	**62,570**

	dean position.	
11. Eliminating one administrative dean position.	Both administrative deans currently handle campus administrative functions for all five campuses: one dean handles the two east campuses and one dean handles the three west campuses. One dean can be assigned to handle administrative issues affecting all five campuses and can be centrally located within the college district.	**67,727**
12. Changing the associate vice president's position to an administrative dean for District-wide Administration and transferring Phi Theta Kappa, National Issues Forum, Faculty Development, Service Learning, and Curriculum Office functions to this position.	Each of these functions is districtwide and can be managed by a dean for District-wide Administration rather than an associate vice president's position.	**0**
13. Transferring Student Activities to the vice president for Student Services from the associate vice president for Instructional Services.	The Student Activities function is more appropriately aligned with Student Services.	**0**
14. Transferring the director of the Center for Instructional Telecommunications to the CIO.	The Center for Instructional Telecommunications is more appropriately aligned with Information Technology, which will oversee both instructional and administrative technology as well as instructional and administrative telecommunications.	**0**
Subtotal		**$313,439**
Add: Fringe benefits at 25 percent of salary		**$78,360**
Total Savings (Cost)		**$391,799**

Source: TSPR

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs vice presidents to refine the existing organization structure to eliminate one-to-one relationships and unnecessary clerical support staff.	January 2000
2.	The president reviews the existing organization and reduces the span of control to six line executives.	January - March 2000
3.	The vice presidents refine their respective areas to eliminate unnecessary positions and combine compatible functions.	January - May 2000
4.	Individual managers evaluate their clerical needs and eliminate unnecessary positions.	January - May 2000
5.	The president presents the revised organization to the board for approval.	June 2000
6.	The board approves the revised organization.	June 2000
7.	The revised organization is implemented as approved.	September 2000

FISCAL IMPACT

At a minimum, the fiscal impact of this recommendation will produce annual savings of $391,799 as shown in **Exhibit 1-9**. Additional savings will be achieved as vice presidents review their respective functional areas and eliminate unnecessary clerical positions. But those savings cannot be calculated at this time.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Refine the revised organization structure to combine compatible functions, eliminate one-to-one reporting relationships, and reduce the number of clerical support staff.	$0	$391,799	$391,799	$391,799	$391,799

STRATEGIC PLANNING

The board, president, and vice president for Research and Development are responsible for EPCC's planning. The board establishes the overall strategic direction for the district and develops broad goals and objectives, with the Office of Institutional Effectiveness overseeing the planning.

Under the previous president, the board approved a document entitled "District Strategic Goals 1998-2001" on June 10, 1998. Eight strategic areas were identified, and strategic goals were developed for each area. **Exhibit 1-10** presents a summary of the strategic areas and related strategic goals.

Exhibit 1-10
El Paso Community College
Summary of District Strategic Goals
1998-2001

Strategic Area	Strategic Goals
Instruction/Services	• Provide accessible and effective higher education, training, and services • Provide on-going professional development • Ensure quality off-site instruction • Increase student retention, graduation, and transfer • Develop and implement an Academic Master Plan for instruction and services • Provide support and training for creative instructional approaches • Review tenure system • Maintain linkages with business, industry, and government to provide educational plans that meet staffing needs • Ensure ongoing articulation efforts • Provide support for cultural and artistic activities/
Resources	• Maximize existing revenue sources • Seek new opportunities for resource development • Link planning and resource allocation • Initiate the operation of a college foundation • Maintain and strengthen effective legislative relationships • Provide staffing that will support the growth of the college

Communication	- Improve communication/information exchange - Encourage the use of new technologies in the communication of information - Strengthen participatory management, to include student government - Disseminate districtwide master plans throughout the college - Communicate to prospective students/customers the potential for expanding their employment opportunities
Technology	- Provide equipment, training, and access to current technology for institutional needs - Increase access to computers and other instructional technologies - Develop and implement a district-wide Technology Master Plan that includes both an instructional and a non-instructional component - Development and implement a process to upgrade technologies
Facilities	- Maximize usage of existing facilities - Update and implement the Facilities Master Plan - Provide safe and environmentally-sensitive college facilities - Centralize administrative and non-instructional support personnel - Provide appropriate instructional and non-instructional facilities
Personnel	- Review personnel procedures regarding promotions, reclassification, and hiring/firing - Strengthen employee morale - Increase opportunities for professional development for all college employees - Assure that all employees will have the necessary information and resources to perform their work
Marketing	- Improve internal and external marketing - Enhance customer service - Implement the comprehensive marketing plan - Strengthen links with business and industry to expand employment opportunities for students

Assessment/ Accountability	• Strengthen the college's institutional effectiveness system • Review and evaluate all college units

Source: EPCC. District Strategic Goals 1998-2001, June 10, 1998.

Even though the previous president developed strategic goals, the board has not revisited the goals to determine if they are compatible with a shared vision for the college that can be projected into the 21st century. Effective boards conduct annual planning retreats to ensure they continuously focus on future visions for the college that are shared by the president, administration, and faculty.

FINDING

EPCC's Board of Trustees, has never had a retreat with the current president and an outside facilitator to establish a shared vision for the college, which is essential to an effective strategic planning process.

Although EPCC does not have a comprehensive strategic plan, parallel planning initiatives are under way through internal and external strategic planning committees. Both committees were formed by the new president as a part of his comprehensive strategic planning process and given the same charge: "examining the mission statements of the college and then charting the future course and direction of the institution as they relate to program offerings, curriculum, student services, facilities, fiscal affairs, literacy, workforce development, technology, community image, and future expansion." Both committees formed identical subcommittees, which include:

- Subcommittee on Program Offering, Curriculum, and Student Services,
- Subcommittee on Community Image and Future Expansion,
- Subcommittee on Technology,
- Subcommittee on Facilities and Fiscal Affairs, and
- Subcommittee on Workforce Development and Literacy.

The internal committee is made up of faculty, staff, and administrators and is responsible for approaching strategic planning from within EPCC, while the external Blue Ribbon Strategic Planning Committee is made up of business and community representatives appointed by the board to approach strategic planning from the community's perspective. Both committees are to come together in April-May 2000 to merge goals, objectives, and strategies.

During interviews with board members and administrators, TSPR learned that there is a lack of coordination between the internal and external strategic planning committees. EPCC has assigned administrators with expertise in each area covered by subcommittees to serve as resource persons to the Blue Ribbon Strategic Planning Committee, including the vice president for Instruction and the vice president for Student Services who serve on both committees. However, no one has been assigned to coordinate the overall efforts of both committees.

Recommendation 5:

Develop a comprehensive strategic plan starting with a board retreat to establish a shared vision for the college as a whole.

The president should designate one person to coordinate the internal and external strategic planning efforts and serve as overall coordinator for developing the strategic plan. One coordinator will ensure that the board and president's shared vision will be incorporated into both internal and external strategic planing initiatives resulting in a well-considered comprehensive strategic plan for the college.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president and board chairman schedule a strategic planning retreat for January 2000.	December 1999
2.	The president designates the director of Institutional Research and Strategic Planning as the coordinator for strategic planning initiatives.	December 1999
3.	The president and board members attend the strategic planning retreat and develop a shared vision for EPCC.	January 2000
4.	The president communicates the shared vision developed by him and the board to the director of Institutional Research and Strategic Planning through a formal memorandum.	February 2000
5.	The director of Institutional Research and Strategic Planning coordinates the board and president's shared vision with initiatives under way within the strategic planning committees.	February 2000 Ongoing
6.	The chairpersons of both strategic planning committees provide monthly updates of planning activities to the director of Institutional Research and Strategic Planning.	March 2000 and monthly thereafter
7.	The director of Institutional Research and Strategic	March 2000 and

	Planning communicates the status of the strategic planning process to the president and board.	monthly thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

INSTITUTIONAL EFFECTIVENESS

The Texas Higher Education Coordinating Board defines institutional effectiveness as a comprehensive approach to planning and evaluation that reviews the effectiveness of Texas' community and technical colleges in achieving their local and state statutory missions and uses the evaluation results to continuously improve institutional performance and programs.

Institutional effectiveness compares an institution's purpose to its overall performance to ensure the college remains focused on its students and vision. For example, the effectiveness of an institution's student learning system can be determined through gathering and assessing student learning data and student services data through program reviews.

A program review is a systematic process for the collection, analysis, and interpretation of data to improve the program. Program reviews are important to institutional effectiveness because they provide information about how well programs function in relation to the college's mission and the needs of the community.

FINDING

EPCC Office of Institutional Effectiveness (OIE) started developing a four-step model to assess how effective the college is in establishing strategic goals, developing plans that enhance academic programs, allocating resources, implementing the plans in a timely manner, and evaluating performance.

Exhibit 1-11 presents the four elements of OIE's continuous institutional effectiveness cycle and how each element is used within the overall framework of institutional effectiveness.

Exhibit 1-11
El Paso Community College
Elements of Institutional Effectiveness Cycle

Steps	Description
Planning	A simple, one-page Unit Improvement Plan is prepared by each college area annually, proposing specific actions and needed resources as the first step in addressing District Strategic Goals; enhancing strong and challenged units, and improving units with problems. Unit Improvement Plans also respond to accreditation or regulatory body recommendations, unit review findings, and unit planning.
Allocating	Unit Improvement Plans, whether they require funding or not,

	receive a protocol review, which first looks to budget reallocation at the executive level and then to special funds. Special funds include Special One-year Allocation, Instructional Technology, Facilities, Carl Perkins, Resource Development, and the College Foundation. After looking to special funds, the protocol review seeks to allocate funds to Unit Improvement Plans from new funding and/or budget reallocation at the college level.
Implementing	The progress toward implementing Unit Improvement Plans is assessed at mid-year and year-end to ensure that the plans are implemented timely and address such concerns as accreditation and Unit Review Findings. Typical improvements resulting from timely implementation of the plans include refurbishing ambulances for the Emergency Medical Technology program, purchasing dissection software for the Biology program, developing interactive lab materials for the ESL program, and upgrading the satellite system for Instructional Media Services.
Evaluating	OIE continuously collects current, comprehensive performance data from 30 sources to chart the strengths and weaknesses of over 250 administrative and over 300 instructional units by campus or site. The data is grouped by four quality areas: Student Profile, Curriculum, Instruction, Student Achievement, and Administration. Quality indicators are applied to all institutional activities (e.g., English, President's Office, Maintenance) to score and evaluate such concerns as communication, student satisfaction, graduation rates, and employee professional development to determine institutional effectiveness and guide the allocation of resources.

Source: EPCC Office of Institutional Effectiveness, September 1999.

OIE uses a Computerized Interactive Information Retrieval System (CIIRS) to assess the effectiveness of its processes. CIIRS is an automated reporting system that posts performance reviews of both administration and instruction on EPCC's Intranet.

COMMENDATION

EPCC's Office of Institutional Effectiveness uses a Computerized Information Retrieval System to compare institutional purpose to institutional performance to assess the overall effectiveness of instructional programs, services, and departments.

FINDING

The college identified 575 units, both in instructional and administrative areas to evaluate annually. In the past two years, EPCC has evaluated less than 25 units. In 1997, the Texas Higher Education Coordinating Board (THECB), based upon a site visit to EPCC, recommended that the college "should establish a process that tracks the success of students through the sequences of developmental programs." At this writing, EPCC has not collected any data on their developmental programs for evaluation. Another critical program the college has not started collecting data is English as a Second Language (ESL).

Recommendation 6:

Complete evaluation of all instructional programs by May 2000.

The college already has a system in place. Evaluating all instructional programs will make it possible for the college to make improvements to the program which should help to students' performance and track their success over a period of time.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the Director of Institutional Effectiveness in conjunction with the District Institutional Effectiveness Committee (DIEC) that oversees all Institutional Effectiveness processes to draft a plan identifying all the data elements for evaluating all instructional programs, a calendar for loading data into the system, and evaluating the programs and reporting them to all stakeholders.	January 2000
2.	The director of Institutional Effectiveness prepares the draft plan and submits to the president.	February 2000
3.	The director of Institutional Effectiveness requests the vice president for Research and Development for some clerical help and with the help of the DIEC completes the evaluations and places them on EPCC's web site.	March - May 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

COMMUNITY COLLEGE MANAGEMENT, POLICIES, AND PROCEDURES

Dr. William Campion has served as president of EPCC since January 1999. The president's administrative leadership team consists of the executive vice president, vice presidents, associate vice presidents, directors reporting to the executive vice president, the chief of police, and instructional deans. The president meets with his administrative leadership team every other Tuesday morning. Meetings typically include the distribution of information and the president's directives and members of the leadership team submits status reports.

Aside from the meeting with the president on every other Tuesday, the executive vice president holds working team meetings with other members of the president's leadership team twice each month. Working team meetings encourage free flowing dialogue between the administrators and the executive vice president to effectively manage college operations.

FINDING

EPCC's outside legal fees have averaged $333,411 annually over the past three years. TSPR reviewed detailed legal invoices from outside counsel over the past three years and found that approximately 75 percent of the legal fees paid were for routine legal services. They included:

- Researching real property acquisitions and construction matters;
- Preparing for eminent domain proceedings;
- Handling personnel matters, including Equal Employment Opportunity Commission complaints and grievance matters;
- Reviewing lease agreements;
- Drafting public notices for meetings of the board of trustees;
- Researching and preparing literacy and workforce development contracts;
- Researching matters related to the Texas Open Meetings Act;
- Researching and preparing for pending litigation in a variety of cases;
- Handling bond issues; and
- Handling other routine legal maters.

Exhibit 1-12 summarizes legal fees paid to outside counsel by EPCC for the past three years.

Exhibit 1-12
Summary of Outside Legal Fees Paid by EPCC
1996-97, 1997-98, 1998-99

Law Firm/Attorney	1996-97	1997-98	1998-99*	Average
Dunbar, Barhill, Crowley & Hegeman, LLP	$290,557	$419,402	$239,205	$316,388
Krafsur Gordon Mott Davis & Woody, P.C.	0	1,898	0	633
Albert Armendariz, Jr., Attorney at Law	13,316	35,853	0	16,390
Total	**$303,873**	**$457,153**	**$239,205**	**$333,411**

Source: EPCC Finance and Information Services Department, July 1999.
* Amounts through July 19, 1999.

The increase in legal fees in 1997-98 is attributable to the corresponding increase in federal litigation EPCC was involved in during that year. In 1998-99, legal fees returned to the approximate levels experienced in previous years.

North Harris Montgomery Community College District chose to hire an in-house counsel to handle routine legal matters to reduce outside legal fees and benefit from internal legal assistance.

Exhibit 1-13 presents a comparison of peer colleges with in-house legal counsel.

Exhibit 1-13
Comparison of Peer Colleges with In-House Legal Counsel
That Handle Routine Legal Matters

Community College	In-House Legal Counsel?	Outside Legal Counsel
Alamo	No	Yes
Austin	No	Yes
El Paso	**No**	**Yes**
North Harris Montgomery County	Yes	Yes
San Jacinto	No	Yes
Tarrant County	No	Yes

Using an in-house counsel for routine legal matters and outside counsel for more complex legal matters and litigation is gaining acceptance among community colleges and school districts as a strategy for reducing excessive legal fees charged by outside counsel.

Recommendation 7:

Hire an in-house counsel to handle routine legal issues and develop bid specifications to seek outside counsel for other legal responsibilities.

An In-house general counsel could handle routine legal tasks such as reviewing contracts, researching Texas Open Meetings Act issues, employee grievances and complaints, researching real property acquisitions, and researching legal issues raised by the board and administration. Based on TSPR's review of legal invoices, approximately 75 percent of legal fees were paid for routine legal tasks. Non-routine legal matters such as discrimination suits brought by employees, litigation requiring special legal expertise, and bond issues could continue to be handled by outside legal counsel. However, the in-house legal counsel will determine, in accordance with board policy, legal issues that require outside assistance and obtain appropriate board approval.

The legal counsel should be familiar with Texas laws pertaining to higher education institutions and policies; attend all board meetings, review all policies and administrative changes; be informed immediately of all incidents, complaints, or grievances that could lead to litigation; and maintain the district policy manual and work with all vice presidents and deans on recommended policy changes.

In addition, the legal counsel should routinely compare cost of in-house versus external law firm services and use one or the other, as appropriate. The counsel should also develop an annual contracting plan based upon the previous year's performance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president develops criteria for hiring a general counsel and gets the board's approval.	January - February 2000
2.	The board advertises for a general counsel in the appropriate media.	March - April 2000
3.	The board and president interview and hire a general counsel.	May - July

		2000
4.	The executive vice president directs staff to develop RFP specifications for areas the college may seek outside legal counsel.	May - July 2000
5.	The in-house counsel accepts the position and reports to work at the college.	September 2000
6.	The general counsel reviews all proposed RFPs to ensure that all essential bid specifications are incorporated (such as hourly rates, time estimates, firm qualifications and performance records).	September 2000
7.	RFPs are released to qualified legal firms with a four-week due date.	October 2000
8.	The general counsel prepares responses to each RFP.	December 2000
9.	All RFP responses are reviewed and tabulated by the executive vice president.	January 2001
10.	The president reviews the findings and recommendations of the executive vice president and presents them to the board.	February 2001
11.	The board directs the general counsel to implement the systematic approach to providing a legal services delivery system.	February 2001

FISCAL IMPACT

In the El Paso area, an in-house counsel can be hired for approximately $60,000 per year. A full-time secretary must be hired as well. Additional costs will include start-up costs for legal reference books and supplies. An estimate of the savings from hiring an in-house general counsel are based on the average fees paid by EPCC for routine legal services over a three-year period :

- Annual salary of $60,000, plus fringe benefits at a rate of 25 percent ($60,000 x 1.25 = $75,000).
- Full-time secretarial help beginning in 1999-2000 based on an annual salary of $28,000, plus fringe benefits at a rate of 25 percent ($28,000 x 1.25 = $35,000).
- Start-up costs in 1999-2000 for computers and peripheral equipment, legal reference books, and supplies of $15,000.
- Annual updates of legal reference materials for library of $5,000.

The net fiscal impact is summarized as follows:

EPCC's average annual expenditures for routine legal services (Seventy-five percent of average legal fees -$333,410 x .75)	$250,058
General counsel's salary, plus benefits	($75,000)
Secretary's salary, plus benefits	($35,000)
Annual updates for legal reference material	($5,000)
Net savings (cost)	$135,058

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Hire an in-house counsel to handle routine legal matters	$0	$135,058	$135,058	$135,058	$135,058
One-time start-up costs for equipment, books, and supplies	($20,000)	$0	$0	$0	$0
Net Savings (cost)	($20,000)	$135,058	$135,058	$135,058	$135,058

FINDING

EPCC's Board Policy Manual has not been comprehensively reviewed and updated in over 11 years. In late 1996 and into 1997, a district-wide effort was undertaken by EPCC administrators to review all policies, which included a number of policies forwarded to the board for review. However, only one revised policy was ultimately submitted to the board in 1997 for approval. EPCC administrators told TSPR the comprehensive review of board policies was recently reinitiated in fall 1999. The review will include appropriate revisions and updates to reflect the reorganization, including position title changes, with review by districtwide administrators and constituents.

TSPR reviewed EPCC's Board Policy Manual noting that although the most recent amendments to existing policy were made September 16, 1997, the majority of board policies included were last updated on January 20, 1988.

Exhibit 1-14 presents the number of board policies updated by the primary period of the updates:

Exhibit 1-14
Number of Board Policies by Period Updated

Primary Period	Number of	Percent of

of Updates	Policies Updated	Policies Updated
Before January 20, 1988	124	46
On January 20, 1988	101	37
After January 20, 1988	45	17
Total	**270**	**100**

Source: EPCC. Board Policy Manual.

Recommendation 8:

Complete a comprehensive review of the Board Policy Manual, and amend outdated policies.

EPCC should complete its comprehensive review of the Board Policy Manual as soon as possible. Outdated policies must be amended or revised as appropriate to ensure that they reflect the changing organization structure and academic, administrative, operational, and legal environments.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president designates the vice president for Research and Development to coordinate the comprehensive review and update of the Board Policy Manual.	January 2000
2.	The vice president for Research and Development assembles a Board Policy Manual update committee to lead the review and update of the manual.	January 2000
3.	The committee reviews and updates the Board Policy Manual with input from administrative, operational, and academic constituencies throughout the college and prepares updates as appropriate.	February - July 2000
4.	The committee submits the updated Board Policy Manual to the vice President for Research and Development for review and approval.	July 2000
5.	The vice president for Research and Development submits the Board Policy Manual to the president and board for review and approval.	August 2000
6.	The board approves the updated Board Policy Manual.	September 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

GRANTS MANAGEMENT

The Office of Resource Development (ORD) within the Office of the Institutional Effectiveness is responsible for managing grants. EPCC solicits supplemental funding for development, maintenance, and initiation of special programs. Solicitations are submitted directly to funding agencies through ORD. All grant applications submitted are entered into a Microsoft Access database and monitored to determine if awards are received, requested, or pending.

Grant proposals originate with any member of EPCC's faculty or staff, but are processed by ORD. ORD regularly sends requests for proposals for grant funding opportunities to division chairpersons, executive deans, and directors throughout EPCC. Before grant applications are submitted to ORD for processing, they must be approved by the originating office or department and ORD. Once approved, the originating grant-writer develops a draft copy of the application with technical assistance provided by ORD. During the grant-writing process, the supervising administrator responsible for writing the grant will meet with representatives from ORD, Human Resources, and the Business Office to develop a detailed staffing pattern and budget.

Once the grant application is completed, ORD will forward the application to the appropriate supervising administrator for approval. ORD will send the grant application to the president for review and signature. After obtaining the president's signature, ORD submits the grant application to the funding agency and monitors the status of the application.

FINDING

EPCC received over $26 million in cumulative grant awards for 1998 and 1999, including $7,492,636 in 1998 and $19,037,729 in 1999. ORD has received acknowledgements form funding agencies that an additional $3,997,545 in grants will be awarded in 2000.

Exhibit 1-15 compares federal grant expenditures as a percentage of total current fund revenues for EPCC and peer colleges for 1998. To ensure an equitable comparison of grant activity, TSPR obtained federal grant expenditures and current fund revenues from the August 31, 1998 audited financial statements for EPCC and peer colleges listed.

Exhibit 1-15
Federal Grant Expenditures
El Paso Community College Peer District Comparison
August 31, 1998 (Audited Financial Statements)

Community College	Federal Grant Expenditures	Total Current Fund Revenues	Grant Expenditures as a Percent of Revenue
Alamo	$30,481,056	$162,259,724	18%
Austin	$7,728,668	$96,904,767	8%
El Paso	**$27,747,394**	**$106,701,357**	**26%**
North Harris Montgomery County	$8,925,579	$81,789,829	11%
San Jacinto	NR	NR	NR
Tarrant County	$9,314,442	$102,918,870	9%
Peer Average Without EPCC	$14,112,436	$111,718,298	13%

Source: Audited financial statements of community colleges listed, August 31,1999.
NR = No Response.

COMMENDATION

EPCC aggressively pursues federal grants and its total grant expenditures as a percentage of current fund revenues is twice that of its peer community colleges.

Chapter 2
EDUCATIONAL SERVICE DELIVERY AND STUDENT PERFORMANCE

This chapter contains a review of EPCC's educational service delivery and student performance in six sections.

A. Student Performance
B. Program Offerings and New Program Development
C. Developmental Education
D. Articulation
E. Literacy and English as a Second Language
F. Distance Education

The Texas Education Code requires each public community college to provide a variety of offerings, including technical programs up to two years in length leading to associate degrees or certificates, vocational programs leading directly to employment in semi-skilled and skilled occupations, freshman and sophomore courses in arts and sciences, adult education programs for occupational or cultural upgrading, and compensatory education programs to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students, counseling and guidance to assist students in achieving their individual educational goals, workforce development programs to meet local and statewide needs and, adult and basic literacy programs for adults.

The district's Board of Trustees recently approved a reorganization of EPCC's administrative structure. Under the new organization, all academic programs are the responsibility of a vice president of Instruction who directs an associate vice-president for Instructional Support, six instructional deans, and two campus deans.

The associate vice president directs all instructional support programs; the center for instructional telecommunications; all student activities, such as student government, honor society, and honors programs, and the National Issues Forum where the college hosts teleconferences on critical issues that affect higher education; the faculty development office; service learning, where students provide community service in their areas of study and earn credit; and the curriculum office.

Exhibit 2-1 illustrates the EPCC organization for instructional services.

The instructional deans have district-wide responsibilities for all instructional programs in their areas of expertise. Campus deans' responsibilities include the day-to-day oversight for the district's five

campuses and its libraries, instructional service centers, cafeteria and bookstore operations, and day-to-day facilities' operations.

Exhibit 2-1
El Paso Community College
**Instructional Services**
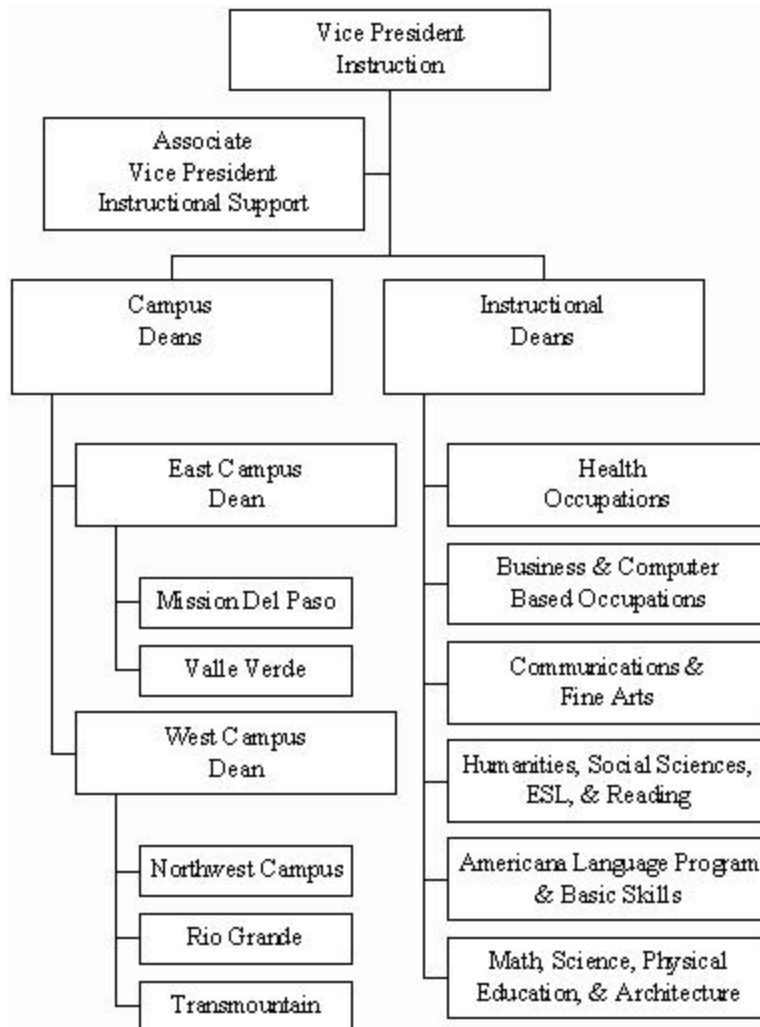
Source: EPCC, September 1999.

Technical education and workforce programs, continuing education programs, adult education, and literacy programs are under the vice president of Workforce Development, Technical Education & Lifelong Learning.

Exhibit 2-2 illustrates EPCC organization for technical and continuing education services.

Exhibit 2-2
El Paso Community College
Workforce Development, Technical Education,
and Lifelong Learning Services
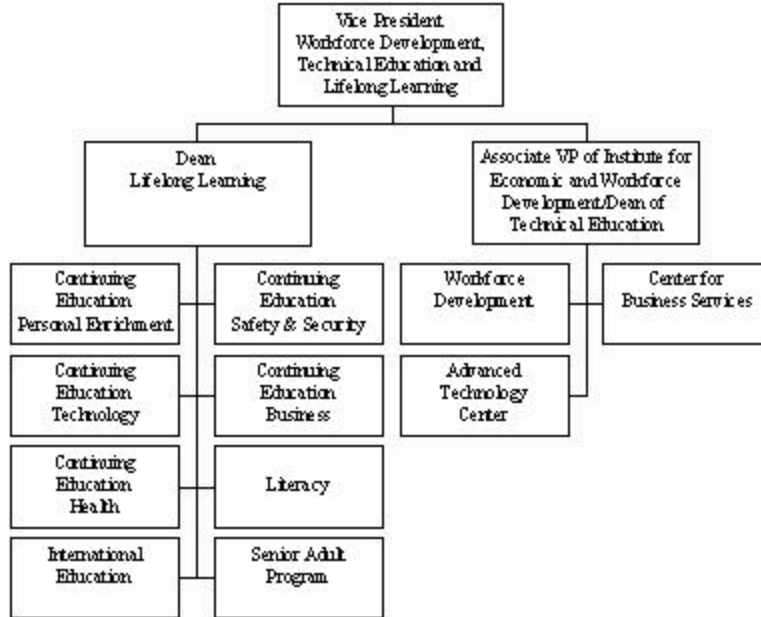
Source: EPCC, September 1999.

Exhibit 2-3 shows the percentage of students who were enrolled in academic, technical, and continuing education courses during 1997-1998 in EPCC and its five peer districts. At EPCC, the percentage of students enrolled in academic courses was lower than at any of the peer districts except San Jacinto Community College. The percentage of EPCC students enrolled in technical and tech-prep courses was the second highest of the six districts. The percentage of students enrolled in continuing education courses was approximately the same as those enrolled at North Harris, San Jacinto and Tarrant.

Exhibit 2-3
Percentage of Students Enrolled in Academic, Technical,
and Continuing Education Courses
EPCC and Peer Districts
1997-98

Enrollment Category	Alamo	Austin	El Paso	North Harris	San Jacinto	Tarrant
Academic	61.6%	67.7%	45.0%	54.6%	39.2%	55.3%
Technical	25.1%	24.7%	33.5%	21.5%	38.6%	24.2%

Continuing Education	13.3%	7.6%	21.5%		23.9%	22.2%	20.5%

EPCC offers instructional programs for academic and technical credit as well as workforce training and continuing education. The two-year academic program, which leads to the Associate of Arts and Sciences degree, is designed to feed into four-year baccalaureate programs for students pursuing professional careers in medicine, law, engineering, teaching, business, and other arts and sciences requiring higher education.

Two-year occupational/technical programs lead to the Associate of Applied Science (AAS) degree and are offered in a wide range of fields, such as computer information systems, allied health, criminal justice, and construction trades. Although designed primarily to provide extensive training for employment, some technical programs also lead to Associate degrees, and the credits transfer into baccalaureate programs, providing students access to additional education and career advancement. Programs of study requiring fewer than 60 credit-hours lead to Certificates of Completion. Tech-Prep Enhanced Skills Certificates provide advanced studies in specific AAS programs.

Exhibit 2-4 presents data on the number of degrees, certificates, and total awards conferred by EPCC and its peer districts. The data show that EPCC conferred the lowest number of awards among the six districts. EPCC conferred a greater number of technical awards than academic awards, the same as at its peer community colleges.

Exhibit 2-4
College Degrees/Certificates Conferred
EPCC and Peer Districts
1997-98

College	Degrees		Certificates		Total Awards		Total
	Academic	Technical	Academic	Technical	Academic	Technical	
Alamo	472	741	0	581	472	1,322	1,794
Austin	326	526	0	232	326	758	1,084
El Paso	**196**	**494**	**0**	**221**	**196**	**715**	**911**
North Harris	524	450	0	784	524	1,234	1,758
San	498	548	0	678	498	1,226	1,724

Jacinto							
Tarrant	918	672	0	349	918	1,021	1,939

EPCC's budgeted expenditures for educational services increased between 1992 and 1998. As indicated in **Exhibit 2-5**, the percentage increase was greatest for expenditures on scholarships (41.6 percent). The smallest percentage increase was for academic support which includes expenditures for libraries, and administrative and technical support. (5 percent). As a percentage of total revenue, however, expenditures for educational services has actually *declined* 7.2 percent during the six-year period reviewed.

Exhibit 2-5
Expenditures Related To Educational Service Delivery
El Paso Community College
1992-98

Fiscal Year	Instructional Expenditures	Academic Support Expenditures	Scholarship Expenditures	Total Educational Services Expenditures	Total Revenue	Educational Services Expenditures as a Percent of Total Revenues
1992	$25,600,690	$7,913,406	$16,530,789	$50,044,885	$72,496,987	69.0%
1993	27,594,021	7,460,955	17,124,340	52,179,316	77,337,077	67.5
1994	30,345,383	7,203,435	18,902,059	56,450,877	88,614,654	63.7
1995	35,957,891	5126,712	20,291,349	61,375,952	90,660,395	67.7
1996	32,410,952	8,389,694	21,165,303	61,965,949	96,642,800	64.1
1997	33,409,866	8,569,547	21,204,533	63,183,946	98,392,111	64.2
1998	35,426,876	8,310,210	23,412,461	67,149,547	104,893,589	64.0
6 Yr. % Increase (Decrease)	**38.4%**	**5.0%**	**41.6%**	**34.2%**	**44.7%**	**(7.2%)**

capital expenditures.
Academic Support Expenditures include libraries, museums, galleries, deans' salaries and office expenses, and technical support.
Scholarship Expenditures include student scholarships and fellowships including tuition remissions and exemptions.
Total Revenue includes state appropriations, property taxes, endowments, and federal funds. Auxiliary fund revenue is not included.

Expenditures devoted to educational services based on each full-time equivalent (FTE) student and faculty member are provided in **Exhibit 2-6**. For the years 1992 through 1998, total expenditures for educational services increased 34.2 percent, while expenditures for each FTE student increased 24 percent, and those for each FTE faculty increased 34.1 percent.

Exhibit 2-6
Expenditures for Educational Services Per
FTE Student and Faculty
El Paso Community College
1992-98

Fiscal Year	Total Educational Services Expenditure	Percent Increase (Decrease) from Previous Year	FTE Students	Expenditure Per FTE Student	FTE Faculty	Expenditure Per FTE Faculty
1992	$50,044,885		12,572	$3,981	547.10	$91,473
1993	52,179,316	4.3%	13,616	3,832	528.84	98,667
1994	56,450,877	8.2%	13,030	4,332	613.85	91,962
1995	61,375,952	8.7%	14,044	4,370	808.68	75,896
1996	61,965,949	1.0%	13,746	4,508	549.46	112,776
1997	63,183,946	2.0%	13,533	4,669	545.20	115,891
1998	67,149,547	6.3%	13,607	4,935	547.43	122,663
Six-Year Percent Increase (Decrease)	**34.2%**		**8.2%**	**24.0%**	**<0.1%**	**34.1%**

All community colleges must now report information on their faculty's qualifications to the Texas Higher Education Coordinating Board (THECB). Over 56 percent of EPCC's faculty have a master's degree, and 9.2 percent have a doctorate. Comparative data on the qualifications of the faculty at EPCC and of its peer districts are presented in **Exhibit 2-7**.

Exhibit 2-7
Percentage of Faculty by Level of Education
EPCC and Peer Districts
1997-98

Highest Degree Held	Alamo	Austin	El Paso	North Harris	San Jacinto	Tarrant
No degree	0	0	**0**	0	0.3	2.4
Certificate Only	0.3	4.4	**4.6**	0	2.8	0
Associate's Degree	3.0	3.2	**7.0**	2.6	14.0	2.4
Bachelor's Degree	12.9	18.5	**22.9**	26.3	19.5	10.3
Master's Degree	73.9	55.0	**56.3**	57.9	53.5	67.2
Doctoral Degree	9.9	18.9	**9.2**	13.2	9.9	17.7

STUDENT PERFORMANCE

Beginning with the 1997-98 school year, public community colleges in Texas are required to develop a report on certain performance measures and make it available to the public. Section 130.0035 of the Texas Education Code states that "as soon as practicable after the end of each academic year, the community/junior college district shall prepare an annual performance report for that academic year. The report shall be prepared in a form that would enable any interested person, including a prospective student, to understand the information in the report and to compare the information to similar information for other community/junior college districts. The college district shall make the report available to any person on request." In addition, college districts must include specific information on the items listed below:

- The rate at which students completed courses attempted.
- The number and types of degrees and certificates awarded.
- The percentage of graduates who passed licensing exams related to the degree or certificate awarded.
- The number of students or graduates who transfer to or are admitted to a public university.
- The passing rates for students tested under the Texas Academic Skills Program.
- The percentage of students who are *academically* disadvantaged.
- The percentage of students who are *economically* disadvantaged.
- The racial and ethnic composition of the student body.
- The percentage of student contact hours taught by full-time faculty.

Assessing the number of students who graduate, transfer, or remain in school is one of the performance measures used to determine the effectiveness of a community college.

Exhibit 2-8 provides data on the number of first-time students who enrolled at EPCC or one of its peer districts in fall 1995 and tracks their academic status after three years. By fall 1998, 30.7 percent of EPCC's students have either graduated, transferred to another institution, or remain enrolled at EPCC. This is the lowest among the peer districts.

Exhibit 2-8
Graduation/Persistence Rates for Fall 1995 First-Time Enrollees
EPCC and Peer Districts
Fall 1998

Institution	Fall 1995 Headcount of First-Time	Total Still Enrolled, Transferred, or Graduated Fall	Percent Still Enrolled, Transferred, or Graduated Fall

	Enrollees	**1998**	**1998**
Alamo	7,139	3,217	45.1%
Austin	4,382	1,908	43.5
El Paso	**3,834**	**1,178**	**30.7**
North Harris	4,431	2,050	46.3
San Jacinto	3,739	1,960	52.4
Tarrant	5,143	2,284	44.4

Source: THECB 1999 Annual Data Profile.

Exhibit 2-9
Percentage of Graduates by Program
EPCC and Peer Districts
1997-98

	Alamo	**Austin**	**El Paso**	**North Harris**	**San Jacinto**	**Tarrant**
Academic Graduates	26.3	30.1	**21.5**	29.8	28.9	47.3
Technical Graduates	73.7	69.9	**78.5**	70.2	71.1	52.7
Continuing Ed Graduates	0	0	**0**	0	0	0
Institution Totals	100.0	100.0	**100.0**	100.0	100.0	100.0

Source: THECB 1999 Annual Data Profile.

Another measure of a college's effectiveness is the extent to which there is access to and equity of programs for special populations-students with limited English proficiency, academic or economic disadvantages, or disabilities. The standard of acceptability set by THECB is that the proportion of special populations enrolled in a community college:

> 1) is not less than 5 percent below its percentage in the college's service area, or
> 2) proportion of special populations in technical programs is not less than five percent below total college enrollment for special populations or shows improvement from previous year.

The percentage of each special population within the total college enrollment in 1997-1998 for EPCC and its peer districts is shown in **Exhibit 2-10**. EPCC had the highest percentage of academically disadvantaged, disabled and Limited English Proficiency students among all six districts. The percentage of economically disadvantaged students was the second highest among the districts.

Exhibit 2-10
Percentage of College Enrollment Represented
By Special Populations
EPCC and Peer Districts
1997-98

Special Population	Alamo	Austin	El Paso	North Harris	San Jacinto	Tarrant
Academically Disadvantaged	38.9	15.6	**51.5**	23.1	28.9	28.0
Economically Disadvantaged	55.0	7.1	**42.3**	2.4	0.8	16.3
Disabled	3.9	4.9	**5.1**	1.0	3.1	2.4
Limited English Proficient (LEP)	10.3	0.4	**22.7**	2.1	0.6	1.9

Source: THECB 1999 Annual Data Profile.

For 1997-1998, EPCC met THECB's criteria for access to programs and services by special populations. The percentage of academically disadvantaged, economically disadvantaged, disabled, and limited English proficient students enrolled in technical programs at EPCC exceeded their percentages in overall college enrollment by at least five percentage points or showed improvement from the previous year. The data are provided in **Exhibit 2-11**.

Exhibit 2-11
Percentage of Special Populations Enrollment
In College and in Technical Programs
El Paso Community College
1996-97 and 1997-98

Special Populations	Percent of College Enrollment 1996-97	Percent of Technical Enrollment 1997-98	Percent of College Enrollment 1996-97	Percent of Technical Enrollment 1997-98

Academically Disadvantaged	49.0	54.0	51.5	59.6
Economically Disadvantaged	46.0	66.0	42.3	64.2
Disabled	5.0	8.0	5.1	7.4
Limited English Proficiency (LEP)	22.0	22.0	22.7	23.3

Source: THECB 1998 and 1999 Annual Data Profile.

A critical factor in measuring a community college's success is the rate its students completed the courses they attempted. The THECB's standard for assessing a college is the percentage of contact hours the students completed compared to the state average. The completion rate should not be less than five percentage points compared to the state average.

The percentage of contact hours completed by EPCC's students exceeds or equals state average in academic, technical, and continuing education courses. The percentage of contact hours completed for academic and technical courses was higher at EPCC than at any of its peer districts or the state. The percentage of contact hours completed at EPCC for continuing education courses was slightly lower than at three peer districts, but same as the state as a whole. The data are shown in **Exhibit 2-12**.

Exhibit 2-12
Percentage of Contact Hours Completed
Academic, Technical and Continuing Education Courses
EPCC, Peer Districts, and State Average
1997-98

Program	Alamo	Austin	El Paso	North Harris	San Jacinto	Tarrant	State Average
Academic	75.7	75.0	**82.0**	78.2	74.4	76.5	79.0
Technical	87.3	83.0	**90.0**	83.5	85.6	86.5	88.0
Continuing Education	99.6	98.0	**99.0**	100.0	100.0	99.6	99.0

Source: THECB 1999 Annual Data Profile.

FINDING

An indicator of the quality of a community college program is the number of program graduates over a three-year period. New programs excluded, the three-year standard for program graduates set by the THECB is 15. Although only two districts offer more programs, the percentage of programs at EPCC meeting the standard of 15+ graduates over the last three years is the lowest of the six districts (**Exhibit 2-13**).

Exhibit 2-13
Programs Meeting the Standard
For Minimum Graduates Over a Three Year Period
EPCC and Peer Districts
1995-96 through 1997-98

Institution	Programs Offered	Programs Meeting Standard	Percent of Programs Meeting Standard
Alamo	77	58	75.3%
Austin	49	39	79.6
El Paso	**49**	**36**	**73.5**
North Harris	58	43	74.1
San Jacinto	74	61	82.4
Tarrant	72	54	75.0

Source: THECB 1999 Annual Data Profile.

EPCC programs with fewer than 15 graduates over a three-year period are listed below.

- Apparel and Accessories Marketing Operations
- Institutional Food Workers and Administrators
- Fashion Design and Illustration
- Film/Video & Photographic Arts
- Emergency Medical Technology/Technician
- Nursing
- Miscellaneous Health Services & Allied Health Services
- Court Reporter
- Hospitality Services Management
- Real Estate

Further review of the data for EPCC contained in the THECB 1999 Annual Data Profile indicates that four programs in addition to those above have had fewer than 15 graduates over the past three years. Those programs include: Individual and Family Development Studies,

Carpenters, Industrial Equipment Maintenance and Repairs, and Vehicle and Equipment Operators.

A number of "critical success factors" have been established for determining institutional effectiveness of community colleges.

Among the six peer districts, the number of contact hours completed by EPCC students meets or exceeds the state average for academic, technical, and continuing education programs. The percent of contact hours completed at EPCC in academic and technical programs is higher than it is at any of the peer districts. However, the graduation/persistence rate for 1995 first-time enrollees at EPCC was the lowest among the six districts, 30.7 percent at EPCC compared to 52.4 to 43.5 percent at the other districts. The percentage of academic program graduates at EPCC was the lowest among the six districts, although it was the highest for Tech-Prep programs and the second highest for technical programs.

The percentage of academically disadvantaged and limited English proficient students represented in the total college enrollment was higher at EPCC than at any of the six districts. The percentage of economically disadvantaged students in the total enrollment was the second highest. EPCC has the lowest percentage of programs graduating at least 15 students over a three-year period of any of its peer districts. "Some of these programs represent areas of high demand in the El Paso Workforce." For instance, the Training Gap Analysis, a report prepared by the El Paso Chamber of Commerce which analyzed the training gap between the area workforce needs and programs offered by EPCC, identified a number of EPCC programs with fewer than 15 graduates.

Recommendation 9:

Conduct a review of all programs that do not meet minimum graduates standards and determine if the programs should be continued.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president assigns the vice president of Research and Development to review all EPCC programs contained in the THECB 1999 Annual Data Profile to determine that all Classification of Instructional Program (CIP) codes and names are correct and that all programs are ones offered by the district and identify programs with less than 15 graduates over the past three years.	January 2000
2.	The vice president of Research and Development identifies from	February-

	the Annual Data Profile those programs with less than 15 graduates over the past three years and provides that information to the vice president of Instruction and vice president of Workforce Development, Technical Education & Lifelong Learning.	March 2000
3.	The vice president of Instruction and the vice president of Workforce Development, Technical Education & Lifelong Learning assign the identified programs to the appropriate instructional deans for review and recommendation.	March-June 2000
4.	The instructional deans, with the involvement of faculty and the program advisory board members (if the program has any) review program objectives, course content, and enrollment trends and develop recommendations to the vice president of Instruction, and the vice president of Workforce Development, Technical Education & Lifelong Learning for improving graduation rates for courses that will be continued.	July-December 2000
5.	The vice president of Instruction, and the vice president of Workforce Development, Technical Education & Lifelong learning, together submit, with the approval of the president, recommendations to the Board of Trustees to phase out the appropriate courses and improve graduation rates for courses that are retained.	January 2001
6.	The curriculum office revises summer, fall, and spring class schedules to implement the recommendations.	February-March 2001
7.	The instructional deans and faculty initiate the recommendations and evaluate the results.	Ongoing

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

PROGRAM OFFERINGS AND NEW PROGRAM DEVELOPMENT

A review of the 1998-99 EPCC Catalog and Bulletin shows that programs are provided in each of the areas as required by the statute, including academic, technical, vocational and continuing education. Thirty-eight occupational-technical programs are offered leading to an associate of applied science degree. Sixteen programs lead to the associate of arts degree, and 11 programs lead to an associate of science degree.

A wide range of continuing education courses also is offered at the Rio Grande Campus, the Transmountain Campus, the Valle Verde Campus, the Northwest Center, Mission Del Paso, and the Americana Language Village. A review of the district's 1999 Summer Class Schedule for continuing education indicates that many of those courses are offered after 5 p.m. and on weekends to meet the needs of those currently employed.

Offerings include courses in business, health, language and special skills, NAFTA and industrial training, personal enrichment, security and special officers, and the senior adult program. Guidance and counseling services are available at each of the district's facilities. The Literacy and Workforce Development Center operates adult literacy and vocational training programs countywide. Accredited programs are shown in **Exhibit 2-14.**

Exhibit 2-14
Accreditation Status
El Paso Community College
1998

Accrediting Agency	Program(s)	Status*	Years
American Association of Medical Assistants	Medical Assisting	Continuing	1996-2003
American Dental Association	Dental Assisting Dental Hygiene	Full	1996-2002
American Dietetic Association	Dietetic Technology	Approval	1990-1999
American Health Information Management Association	Medical Records Technology	Continuing	1995-1998
American Society of Health System Pharmacists	Pharmacy Technology	Full	1995-1999

Board of Nurse Examiners	Nursing	Continued Full	1998-1999
Board of Vocational Nurse Examiners	Vocational Nursing (Multiple Entry/Exit)	Continued Full	1999-2000
Board of Vocational Nurse Examiners	Vocational Nursing (Mission Del Paso)	Initial	1999-2000
Commission on Accreditation of Physical Therapy Education	Physical Therapist Assistant	Continued	1998-2006
Commission on Opticianry Accreditation	Ophthalmic Technology	Full	1994-1999
Council on Colleges, Southern Association of Colleges and Schools	All Associate Degrees and Certificates	Accredited	Not Applicable
Dietary Managers Association	Dietetic Technology	Approval	1990-1999
Joint Review Committee in Diagnostic Medical Sonography	Ultrasound Technology	Accredited	1996-1999
Joint Review Committee in Radiologic Technology	Radiologic Technology	Accredited	1994-1999
Joint Review Committee in Respiratory Therapy	Respiratory Care	Continuing	1997-2002
Joint Review Committee in Surgical Technology	Surgical Technology	Accredited	1993-1999
National Accrediting Agency for Clinical Laboratory Science	Medical Laboratory Technology	Continuing	1995-2002
National League for Nursing Accrediting Commission	Nursing	Continued	1991-1999
Texas Department of Health, Emergency Medical Services Division	Emergency Medical Technology	Approval	1997 (with per semester course approval)

Texas Department of Health, Medical Radiological Division	Non-Certified Technician (Radiology)/CE	Approval	1997 (ongoing)
Texas Department of Human Services	Nursing Assistant/CE (Northwest Campus)	Approval	1997-1999
Texas Department of Human Services	Nursing Assistant/CE (Mission Del Paso)	Approval	1998-2000

Source: Official Statistics for Public Release, Current Accreditation's, EPCC
* The terms "Continued," "Continuing," "Full," "Accredited," "Approval," and "Initial"
used by different accrediting agencies mean that the programs meet their accrediting standards.

The new organization places responsibilities for programs and faculty under the newly created positions of instructional deans. The positions and areas of responsibility for each are provided in **Exhibit 2-15.**

Exhibit 2-15
Program Responsibilities
EPCC Instructional Deans
September 1999

Instructional Dean	Degree, Certificate, or Course	Program
Health Occupations	Associate of Applied Science	Dental Assisting, Dental Hygiene, Dietetic Technology, Medical Assisting Technology, Medical Laboratory Technology, Medical Record Technology, Nursing, Ophthalmic Technology, Physical Therapist Assistant, Radiologic Technology, Respiratory Care Technology, Surgical Technology Health Occupations, Pre-Nursing Dental Assisting

	Associate of Arts and Sciences	Diagnostic Ultrasound Technology
	Certificate of Completion	Dispensing Optician Emergency Medical Technology Medical Assisting Pharmacy Technology Vocational Nursing Border Health Issues Dental Practice Management
	Tech-Prep Enhanced Skills Certificate	Assistant Nursing Orthodontic Assistant Oral Maxillofacial Surgery Assistant Public Health Nutrition Respiratory Care Technology
	Courses not leading to a degree or certificate	Medical
Technical Education	Associate of Applied Science	Advertising Graphics and Design Automotive Technology Child Development Criminal Justice Drafting and Design Technology Electronics Technology Fashion Technology Fire Technology Food Service Heating, Ventilation and Air Conditioning Hotel/Motel Administration Human Services Interior Design Technology Legal Assistant Machining Technology Media Production Plastic Technology Sign Language/Interpreter Preparation Travel and Tourism Automotive Technology Driveability Technician

	Certificate of Completion	Cosmetology Culinary Arts Child Development Associate Credential Electronics Fundamentals of Environmental Technology Heating, Ventilation and Air Conditioning Industrial Patternmaking Interior Design Technology Legal Assistant Residential HVAC Technician Sign Language/Interpreter Preparation Travel Counselor/Airline Reservationist
Americana Language Programs and Basic Skills	Does not lead to a degree or certificate	Americana Language Programs Basic Academic Skills Juarez Programs
Business and Computer Based Occupations	Associate of Applied Science	Accounting Computer Information Systems Court and Conference Reporting General Business International Trade and Business Management Office Information Systems Real Estate
	Associate of Arts and Sciences	Business Administration
	Certificate of Completion	Basic Accounting Applications Basic Computer Application Skills Computer Operations Data Entry General Business Information Processing International Trade and Business Legal Stenographer/Scopist Microcomputer Applications Office Occupations Real Estate
	Tech-Prep Enhanced Skills Certificate	Accounting Applications Microcomputer Applications Office Information Systems

	Courses not leading to a degree or certificate	Financial Management
Humanities, Social Sciences, ESL and Reading	Associate of Arts and Sciences	General Studies History Liberal Arts Psychology Political Science Sociology
	Courses not leading to a degree or a certificate	Anthropology Economics English as a Second Language Human Development Philosophy Reading Religious Studies
Math, Science, Physical Education and Architecture	Associate of Arts and Sciences	Architecture Biological Sciences Chemistry Exercise and Sports Science Geology Mathematics Physics Pre-Engineering.
Communication and Fine Arts	Associate of Science and Arts	Art Communication Studies Drama English Foreign Language Mass Communications Music Professional Communications
	Certification of Completion	Fine Arts
	Courses not leading to a degree or a certificate	Dance

Source: EPCC.

EPCC serves more than 27,000 students in the El Paso area. More than 19,000 students were enrolled in academic credit programs and 8,000 students in continuing education programs during the fall semester 1998. As indicated by **Exhibit 2-16**, enrollment in credit programs has declined slightly over the past three years, while enrollment in continuing education programs has increased.

Exhibit 2-16
Enrollment Trends in Credit and Continuing Education Courses
El Paso Community College
1996-1998

	Fall 1996	Per-Cent	Fall 1997	Per-Cent	Fall 1998	Per-Cent
Credit Programs	19,226	87.8	19,845	72.3	19,132	69.5
Continuing Education	2,664	12.2	7,585	27.7	8,401	30.5
Total	**21,890**	**100.0**	**27,430**	**100.0**	**27,533**	**100.0**

Source: THECB 1999 Annual Data Profile.

One explanation for this plateau in credit enrollment, according to district administrators, is that fewer prospective students who would benefit from a credit program of study are enrolling. Although El Paso's 11 percent unemployment rate is high, it has not increased significantly over the past five years. In contrast, the size the undereducated and unskilled population displaced by plant closings such as those from the garment industry is growing dramatically. Many of those enrolling at EPCC as a result of layoffs do not have a high school diploma or a GED and require significant non-credit remedial education before they can begin credit programs.

There are several reasons for the increase in continuing education credit hours. EPCC has assumed a major role in retraining workers displaced by the North American Free Trade Agreement (NAFTA). As more plants close due to relocation, the number of workers who need retraining continues to increase. Retraining includes literacy skills, English as a second language, and job training. Most of the job training is in continuing education programs. Two sources of federal funds have been of assistance in retraining: *NAFTA Retraining*, administered through the Texas Workforce Commission, and a United States Department of Labor program.

A number of high tech areas, including classes in computer skills, require less formal education and more hands-on training in continuing education. Examples are the Microsoft Academy and Cisco Networking, two training programs offered by EPCC under the sponsorship of Microsoft and Cisco Systems. Some technical/high tech employers suggest that short-term non-credit training may be preferable to the typically more well rounded education that is offered in the credit curriculum (which also includes a number of occupational programs of study).

FINDING

In December 1997, the El Paso Workforce Foundation, a component of Greater El Paso Chamber of Commerce Foundation, published *The El Paso Labor Market: A Training Gap Analysis*, a study designed "to identify the areas of greatest potential for training El Paso's workforce." Approximately 400 El Paso businesses were surveyed concerning a wide range of questions on 550 job titles. Interviews were conducted with over 40 local companies about the skill requirements related to the job titles. Over 21,000 individuals registered as unemployed were sent surveys soliciting information about their job experience and skills. Area proprietary schools and public school districts were also asked to provide information about job skills and training.

The 550 job titles were collapsed in the report into 55 occupational training gaps, i.e., "occupations for which available positions are expected to go unfilled by local talent through 1998." The 10 occupational fields with the largest difference between anticipated growth and available labor are indicated in **Exhibit 2-17.** The list includes occupations that require a college degree, such as teachers, engineers, and some health-related professionals, as well as some that require specialized training but not necessarily a degree.

Exhibit 2-17
Occupational Training Gaps
El Paso Community College
1996-1998

Occupation	Jobs 1996	Jobs 1998	New Jobs 1996-1998	Available Labor	Training Gap
Assemblers, Precision	460	1,096	636	31	605
Health Assessment and Treatment	6,236	6,651	415	41	374
Computer and Related Occupations	1,508	1,789	281	10	271

Teachers and Instructors	15,693	16,049	356	104	252
Health and Service Occupations	4,038	4,452	414	173	241
Health Technicians and Technologists	2,658	2,901	243	18	225
Personal Service Occupations	5,163	5,581	418	221	197
Engineering Technicians	1,789	1,997	208	12	196
Engineers	2,198	2,393	195	15	180
Metal /Plastic Process Machine Setters	818	1,028	210	54	156

Source: A Training Gap Analysis, El Paso Workforce Development Foundation, December, 1997.

In response to the Chamber's publication, the EPCC board of trustees directed the president to develop one or more new programs. In response, three programs were developed: Cosmetology (Certificate of Completion), Machining Technology (Associate of Applied Science Degree), and Plastics Techno logy (Associate of Applied Science Degree). All three programs have been approved by THECB and will be available for the fall 1999 semester.

Both the machining technology and plastics technology programs were areas among those with the highest training gaps. Cosmetology, however, was not. While it was mentioned in the narrative portion of the Chamber study as a "personal service occupation," its listing in the 550 initial occupations is in the "surplus labor pool," which lists occupations with more people available than jobs.

A direct relationship between the titles of many of the occupations contained in the gap analysis study and those of EPCC programs cannot be established. The Chamber study, however, found *health assessment* and *heath services and occupations* among the 15 "new job growth" areas in El Paso. Among the 550 specific job descriptions in the study are seven health-related occupations identified as in need of training: registered nurses, personal home-care aides, home health aides, licensed practical nurses, medicine and health service managers, nursing aides and orderlies, and medical/clinical lab technicians.

EPCC programs could help fill the training gap in the *health assessment* or *health services and occupations* areas, particularly training for Emergency Medical Technology/Technicians, Nursing staff, and Miscellaneous Health Services and Allied Health Services.

Recommendation 10:

Review the Training Gap Analysis study to identify programs and courses offered by EPCC that provide needed training as well as areas that could be developed to meet current and future training needs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president of Workforce Development, Lifelong Learning & Technical Education, vice president of Instruction, and appropriate staff meet with the El Paso Workforce Development Foundation to review the results and methodology used in the Training Gap Analysis Study.	January-March 2000
2.	The vice president of Workforce Development, Lifelong Learning & Technical Education, vice president of Instruction, instructional deans, and faculty representatives compare the training gap data to EPCC courses and programs.	April-June 2000
3.	The vice president of Workforce Development, Lifelong Learning & Technical Education, vice president of Instruction, instructional deans, and faculty representatives develop and submit recommendations to the president for courses or programs that could be developed to meet the training needs outlined in the Training Gap Analysis study.	July-October 2000
4.	The president modifies the recommendations as necessary and submits them to the board of trustees for approval.	November-December 2000
< 5.	The president and appropriate staff initiate changes required to develop courses and programs designed to meet area training needs beginning with summer 2001.	January-May 2001
6.	The vice president of Workforce Development, Lifelong Learning & Technical Education, and vice president of Instruction should routinely meet with members of the El Paso Workforce Development Foundation and keep abreast of the existing and future workforce needs of the El Paso area. In addition, they should continuously monitor agencies such as State Occupational Information Coordinating Committee of Texas Workforce Commission for their regional forecasts of occupational outlook and the State Comptroller's Office for	Ongoing

| | their regional economic forecasts. | |

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

DEVELOPMENTAL EDUCATION

Section 51.306 of the Texas Education Code requires public institutions of higher education in Texas to provide developmental education to students unable to pass one or more sections of the Texas Academic Skills Program (TASP) test. The purpose of TASP-a statewide assessment of skills in mathematics, reading, and writing-is to determine if students entering higher education can perform college-level work. Students who fail any section of the test are required to continue taking developmental education courses until they pass a subsequent test or make a grade of at least a "B" in courses in disciplines in which developmental education was required.

Of the 132,172 incoming freshman in Texas colleges and universities during the summer and fall of 1995, 104,716 (79.2 percent) were required to take the TASP. Of that number, 53.8 percent failed one or more sections of the test and were required to take developmental education. Almost 80 percent (44,799) of those failing the TASP were enrolled in community or technical colleges

Seventy community or technical college campuses enrolled 88,588 freshmen during summer and fall 1995. Of that number, 24,560 (27.7 percent) were either exempted from the test or dropped out of higher education before taking the test. Of those taking the test, 50.6 percent were required to take developmental education courses. At EPCC, 70 percent (2,581 of 3,685) of the incoming freshman did not take the TASP because they were exempted or dropped out compared to 27.7 percent for all community or technical colleges. Of the 1,104 EPCC students who were tested, 95.3 percent (1,052) were required to take one or more developmental education courses, and 41.5 percent (433 of 1,044) of the students who started the courses completed them. Statewide, 50.6 percent of all incoming freshmen enrolled in community or technical colleges were required to take developmental education. The average completion rate statewide for students who started developmental education courses was 44.7 percent. The data for EPCC, its peer districts and all community or technical colleges in the state are presented in **Exhibit 2-18.**

Exhibit 2-18
Developmental Education
for First-Time Entering Freshmen of Summer/Fall 1995
EPCC and Peer Districts

Institution	Percent First-Time Freshman Not TASP Tested	Number of First-Time Freshman TASP Tested	Percent of TASP Takers Requiring Remediation	Percent Completing Remediation Who Started

Alamo	3.3	6,755	80.7	24.0
Austin	14.9	3,509	53.0	30.6
El Paso	**70.0**	**1,104**	**95.3**	**41.5**
North Harris	15.1	3,714	73.1	49.9
San Jacinto	10.7	3,249	66.7	51.0
Tarrant	41.1	3,023	45.6	43.7
All CTCs	27.7	64,028	50.6	44.7

Source: THECB. The Effectiveness of Development Education at Texas Public Institutions of Higher Education, January, 1999.

The TASP was designed to measure a student's readiness for college-level work. Scores below 230 on the math and reading tests and 230 on the writing portion are considered an indication that the student is not college-ready. Scores at those levels are considered minimal with increasing levels of readiness indicated as the scores approach 300. The purpose of developmental education is to help a student improve his/her college readiness. Therefore, for students failing one or more portions of the TASP, an expected outcome of developmental education courses is to improve the students' chances of passing the TASP on any subsequent retake of the test.

Several research projects commissioned by the THECB examined various aspects of assessment, placement, and services related to developmental education in the state. One study found that colleges and universities use a variety of instruments in addition to the TASP to assess and place incoming students and that all appear to be appropriate in identifying students who need developmental education.

About 50 percent of the students tested score at levels requiring placement in one or more developmental education courses with mathematics the most likely course for student placement. Students at community colleges were less likely to pass the TASP test after completing developmental education courses than were university students. While passing developmental education courses did not ensure passage of TASP, it does appear to contribute to its passage. In addition, student retention in the college or university seems to be enhanced by passing the developmental education course or courses.

Three performance measures were developed by the Higher Education Coordinating Board to determine the impact of developmental education on college readiness as indicated by students' retake scores on those portions of the TASP previously failed. The measures and definitions for each are included in **Exhibit 2-19**.

Exhibit 2-19
Performance Measures for Determining the Effectiveness of
Developmental Education

Performance Measure	Definition
Developmental Capacity	The pass rate on the second attempt at the math, reading, or writing portion of the TASP by a given group of students in developmental education.
Developmental Quality	The average passing score on the second attempt at the math, reading, or writing portion of the TASP from a given group of students in developmental education.
Developmental Power	The average gain or loss from the first to the second attempt on the math, reading, or writing portions of the TASP for a group of students in developmental education.

Source: The Effectiveness of Developmental Education at Texas Public Institutions of Higher Education, THECB, January, 1999

Exhibit 2-20 provides data on the pass rates, passing score, and average gain or loss in mathematics of students taking the TASP for a second time after completing a developmental education course. The pass rate for EPCC students was the lowest of the six districts and only slightly higher than that for all community or technical college (CTC) students. The average passing score for EPCC students was approximately the same as that for students in the peer districts and students statewide. The average gain for EPCC students was the lowest among the six peer districts and lower than that for all CTC students.

Exhibit 2-20
Average Pass Rates Of TASP Math Test
For First Time Enrollees in Summer/Fall 1995
EPCC and Peer Districts

Institution	Developmental Capacity	Developmental Quality	Developmental Power

Alamo	50.32	246	36.07+
Austin	56.35	249	36.05+
El Paso	**41.59**	**247**	**33.60+**
North Harris	48.68	249	34.32+
San Jacinto	44.22	249	42.75+
Tarrant	48.62	248	40.77+
All CTC Students	**41.00**	**247**	**37.00+**

Source: The Effectiveness of Developmental Education at Texas Public Institutions of Higher Education, THECB, January, 1999.

Research on developmental education in Texas has identified a number of best practices related to effective developmental education programs. The best practices that have been identified are those shared by the institutions experiencing the most program success. Program characteristics can be divided into the following three levels:

Level I: Characteristics of Successful Programs in Texas Strongly Supported by Research

1. An institutional commitment to developmental education.
2. A strong commitment to professional development for all those who work with developmental students.
3. A high level of coordination of developmental education courses and services.
4. A regular and systematic evaluation of program outcomes.
5. An ongoing effort to ensure consistency in developmental course content and the content of the TASP Test as well as the entry standards for collegiate-level courses.
6. Frequent testing in development courses.
7. An integration of classroom and laboratory activities in developmental courses.
8. A clearly stated set of goals and objectives.
9. A full-time faculty to teach developmental courses.
10. Supplemental instruction.

Level II: Characteristics of Successful Programs in Texas Which Had Some Support From Research

1. A comprehensive learning assistance center providing academic support services to developmental courses.

2. A comprehensive set of academic and other support services.
3. A reporting structure placing developmental courses and services under an academic administrator.
4. A tutoring program providing both group and individual tutoring services.
5. An effort to articulate college level academic requirements to local and feeder high schools.
6. The same faculty to teach both collegiate-level and developmental courses.

Level III: Characteristics of Successful Programs in Texas Which Had Little or No Support from Research

1. A data collection and monitoring system to track student performance in the TASP and other local assessment instruments.
2. A variety of efforts to inform incoming students of the TASP and other assessment requirements.
3. A variety of options for students who passed developmental courses but continued to fail the TASP.
4. Letter grades (A, B, C, D, and F) in developmental classes.

In **Exhibit 2-21**, EPCC's developmental education program is rated in light of the characteristics of a successful program. This analysis is based on the input received from EPCC's faculty and administrators during the interviews and comments from faculty and student focus groups.

Exhibit 2-21
An Assessment of the EPCC's Developmental Education Program
Based on the Characteristics of a Successful program

Level I Characteristics	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria
1. Institutional commitment to developmental education.		X	
2. Strong commitment to professional development for all those who work with developmental students.		X	
3. High level of coordination of developmental education courses and services.			X
4. Ongoing effort to ensure consistency in developmental course content and the content of the TASP test as well as the		X	

entry standards for collegiate-level courses.			
5. Regular and systematic evaluation of program outcomes.			X
6. Frequent testing in development courses.		X	
7. Integration of classroom and laboratory activities in developmental courses.		X	
8. Clearly stated set of goals and objectives for the development program.			X
9. Full-time faculty to teach developmental courses.		X	
10. Supplemental instruction.		X	
Level II Characteristics			
1. Comprehensive learning assistance center providing academic support services to developmental courses.			X
2. Comprehensive set of academic and support services.		X	
3. Reporting structure placing developmental courses and services under an academic administrator.			X
4. Tutoring program providing both group and individual tutoring services.		X	
5. Effort to articulate college-level academic requirements to local and feeder high schools.	X		
6. The same faculty to teach both collegiate-level and developmental courses.		X	
Level III Characteristics			
1. Data collection and monitoring system to track student performance in the TASP and other local assessment instruments.			X
2. Variety of efforts to inform incoming students of the TASP and other assessment requirements.	X		
3. Variety of options for students who pass developmental courses but continue to fail TASP.			X

4. Letter grades in developmental classes.			X

As can be seen from the exhibit, the developmental education program at EPCC partially meets seven of the 10 Level I Characteristics of a Successful Program. It did not meet three of the criteria. In addition, EPCC only fully met two of 10 Level II and Level III characteristics.

FINDING

Several components of EPCC's developmental education courses are inconsistent with the best practices research. First, although information provided by EPCC administration indicates that the district offers 19 developmental courses, only 12 were identified in the 1999 summer class schedule for continuing education or the 1999 summer or fall class schedules for credit courses.

The courses identified included five mathematics-related courses (BASK 3006, BASK 3009, MATH 3100, MATH 3103 and MATH 3105), three courses related to reading (BASK 3023, READ 3108 and READ 3109), two writing courses (BASK 3003 and ENGL 3111), and two courses related to study skills (BASK 3016 and BASK 3017). All have a singular purpose, that of preparing students for the TASP which, while important, is inconsistent with developmental education's broader goal of helping to improve students' college readiness.

Second, system-wide coordination of developmental education services is lacking. Under the previous administrative organization, 10 division deans had responsibility for the developmental education courses. Eight different deans have oversight responsibilities for the mathematics courses, six for the reading courses, and seven for the writing courses. Only two individuals have responsibility for all courses at their respective campuses. With the recent reorganization, all math courses are under the supervision of the dean of Math, Science, Physical Education and Architecture; the English courses are under the dean for Communications and Fine Arts; the reading courses are under the dean of Humanities & Social Sciences, ESL and Reading; and the basic academic skills courses are under the dean of the Americana Language Program and Basic Skills.

One of the recommendations resulting from a January 1997 site visit by the Community and Technical Colleges Division of THECB was that the

district "should establish a process that tracks the success of students through the sequences of developmental programs." In response, EPCC stated that a committee has just been formed to look into the data elements that need to be collected and analyzed. So far, nothing has been done on how they would use the data to make program improvements.

Third, there is no systematic, district-wide evaluation of developmental education courses offered by EPCC. Student evaluations are the most frequently used form of evaluation but seldom is the information collected and shared with all developmental education faculty. Neither is there any formal or consistent effort to use evaluation data to improve programs.

Recommendation 11:

Conduct a comprehensive review of its developmental education programs and use the results to improve the program.

At a minimum, the review should include the items listed below.

- A review of recent literature and research on developmental education, particularly related to programs in Texas.
- A review of the reasons for the high percentage of students who are not TASP-tested with particular attention to those who may drop out before taking the test.
- A review of the assessment/placement instruments used in addition to TASP with attention to those reviewed and recommended by THECB.
- A review of the quality of developmental education courses offered with particular attention to the scope of courses available and the faculty.
- A review of the sequence of courses and the amount of time students are in remediation.
- A review of how developmental education courses are evaluated and how to improve the procedures to ensure a comprehensive, system-wide process.
- A review of the professional development courses provided by faculty who are responsible for developmental education.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president assigns administrative responsibility for all developmental education to the dean of Americana Language Programs and Basic Skills.	January 2000
2.	The dean of Americana Language Programs and Basic Skills establishes a committee with three instructional deans who have	February-March 2000

	responsibilities for reading, writing, and Math, appropriate faculty, and students to review the district's program using the review guidelines developed by the THECB.	
3.	The committee reviews the guidelines as well as other literature on developmental education and develops recommendations for conducting a comprehensive review of the program.	April-June 2000
4.	The dean of Americana Language Programs and Basic Skills conducts the review and shares results with the vice president of Instruction, vice president for Workforce Development, Technical Education & Lifelong Learning, instructional deans and faculty.	July-September 2000
5.	The dean of Americana Language Programs and Basic Skills, instructional deans, and representative faculty make recommendations to the president for improvements to the program based on the results of the review.	October-December 2000
6.	The president approves the recommendations for program changes to begin summer 2001.	January 2001

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

ARTICULATION

Articulation is a way to provide high school students opportunities to obtain community college credit for skills mastered or work completed while they are in high school. The major objective of such arrangements is to eliminate duplication in a student's program of study.

There are a number of terms used to describe the articulation process, the most common of which is vertical articulation. In its simplest form, a student may receive college credit for specific courses taken in high school if the appropriate skills or knowledge can be demonstrated. More recently, however, the terms Tech-Prep and 2+2 or 2+2+2 are used to describe a means of formally managing the curricular bridge between secondary and post-secondary education. Tech-Prep programs are usually designed around a specific program of study over the course of a student's four high school years extending into two years of post-secondary education. The 2+2 and 2+2+2 arrangements begin with the junior and senior years in high school and extend for two or four years at the post-secondary level.

Articulation agreements also exist between community colleges and four-year colleges and universities. In these situations, the agreement is usually with a department or college within the university and involves a specific course or courses.

The formal articulation agreement can take many forms but usually a brief document is signed by the appropriate representatives of the participating institutions that outlines the conditions of the articulation. The agreements may be for any length of time, although documents with a "notice to void" provision are the most common.

FINDING

The first official articulation agreements in EPCC were signed with four area public school districts in the mid-1980s. By the spring of 1999, EPCC had agreements with 15 school districts covering more than 50 courses. In addition, agreements exist with 18 to 20 universities and other entities concerning the transfer of 6 to 80 hours.

EPCC has a well defined process for administering the articulation process. EPCC developed an Articulation Handbook in 1988, and it has been in use since that time. The handbook contents include definitions and general information about articulation, an overview of the process used at EPCC, and copies of all the forms used in the program. The handbook is updated periodically.

Articulation committees in various program areas meet and develop plans for the future. For example, the Health Occupations Committee met in April 1999 and developed an Articulation Plan of Action for the 1999-2000 academic year that contained 10 recommendations concerning articulation with secondary schools and four with post-secondary institutions. In both areas, the recommendations included start-up, continuation and evaluation efforts.

COMMENDATION

EPCC has developed and is implementing articulation agreements with secondary and post-secondary institutions.

FINDING

Some concern was expressed in interviews and focus groups about difficulties in transferring credits from EPCC to the University of Texas at El Paso (UTEP). The UTEP Admissions Office has published a Course Equivalency Guide listing "courses transferable" from EPCC to UTEP effective September 1998 through spring 2000. In addition to stating that up to 66 semester hours can be transferred from a community college to a UTEP degree program, the guide lists 204 EPCC courses with UTEP equivalents. Another 396 EPCC courses are listed as transferable for elective credit.

The Community and Technical Colleges Division of THECB made a site visit to the district in January 1997. One recommendation in its report was that "EPCC should adopt measures to ensure successful transfer of its students to other universities, including UTEP." EPCCD responded with the creation of a transfer office; the development and implementation of procedures to promote transfers; and the formation of a joint post-secondary articulation committee with UTEP.

Most recently, EPCC and UTEP have reached an agreement under which UTEP will accept *in toto* the 62 hours required for an associate's degree at EPCC. To facilitate this arrangement, EPCC has restructured its degree requirements by reducing the number of hours it has required for the two-year associate degree-hours that UTEP was not accepting-allowing for a more "seamless" transfer of course work between the two institutions.

COMMENDATION

EPCC has worked cooperatively with the University of Texas at El Paso to provide a more user-friendly process for transferring credits.

FINDING

Research indicates that centralizing all developmental education services tends to be more effective than decentralized programs. A centralized organization allows for improved course coordination and integration, the development of a set of goals and objectives, and regular and systematic program evaluation.

Under the previous organizational structure, the administration of EPCC's articulation efforts was divided among three offices. Secondary articulation was assigned to one provost, articulation related to post-secondary institutions was the responsibility of a second provost, and all Tech-Prep efforts were assigned to an executive dean. Such division of labor made administration and coordination difficult. The recently approved organizational structure places the responsibility for all articulation efforts under the vice president of Instruction.

COMMENDATION

EPCC has combined all administrative-related articulation functions under a single authority.

LITERACY AND ENGLISH AS A SECOND LANGUAGE

The Texas Education Code enumerates nine services that each public community college must provide within the overall mission established in state law. Two services are particularly relevant to literacy programs and English as a Second Language (ESL).

- Continuing adult education programs for occupational or cultural upgrading; and
- Adult literacy and other basic skills programs for adults.

The link between education and prosperity is undisputed. According to the Bureau of Labor Statistics, a 25-year-old person with a two-year associate degree can expect to earn an annual median salary in excess of $28,000, which is $4,000 more than that of a high school graduate and about $14,000 more than the median salary of a high school dropout. For many who are economically disadvantaged, the way to economic stability is through education and training, and the way to education and training is through language skills. It is important, however, to recognize that multiple purposes exist for increasing and/or improving language skills and that those who seek language education do not approach it with common skills or motivation.

According to the Department of Education's National Adult Literacy Survey, 37 percent of the population of El Paso is at Level I literacy competence. Level I is identified as a person who cannot read a bus schedule or handle a checkbook. Based on the 1998 population estimates for the city of El Paso, this 37 percent figure translates to about 220,000 at Level I literacy competence. EPCC's literacy program serves only 2,500 students.

FINDING

In response to El Paso's unique socio-cultural environment, EPCC provides a range of literacy, English as a Second Language, and language improvement programs and services for students and adults who need help communicating.

As in other areas of Texas, the need for literacy training in El Paso is much greater than the resources available. Public and higher education institutions in the area work together to serve the greatest number of people and to avoid gaps in services. Both EPCC and the El Paso area public schools receive federal and state funds for GED programs. To prevent overlap and/or gaps in services, the El Paso area public schools offer *English* GED programs. EPCC offers *Spanish* GED programs.

The college offers both Spanish and English literacy programs to meet the needs of the community. Spanish literacy is for adults who have Spanish language skills at 0-2 grade level. Classes are taught in Spanish, and the goal is to improve language skills in the native language. English literacy courses target students who have elementary literacy skills, who are trying to learn enough English to pass the Ability to Benefit test (ATB) which will qualify them for financial aid to participate in ESL courses. English literacy classes are taught in a combination of English and Spanish and are offered both on campus and off campus in churches, public schools, community centers, and other locations accessible to the people who need the services.

EPCC's English as a Second Language (ESL) program is a set of non-credit courses designed to develop students' English proficiency in the areas of listening, speaking, reading, and writing so they can participate in the economic mainstream. The ESL sequence of classes consists of 24 courses divided into four tracks and six levels. All courses in a level are co-requisites and are taken concurrently. Courses include labs to reinforce classroom work. Assessment determines the level at which students enter the ESL program. Successful participation in ESL serves as a prelude to vocational/technical or academic plans of study.

Basic Academic Skills (BASK) courses are conducted primarily in English. BASK courses are credit courses but do not count toward graduation requirements. They are offered on a credit/non credit basis only. Students at this level are generally English speaking, have passed the ATB test and are eligible for financial aid, but their language skills are not advanced enough for them to succeed in regular college level work without support. The BASK series of courses includes the following: College Orientation, Library Instruction, Writing with Computers, College Prep Math, Technology Concepts, and Basic Study Skills. A Post-TASP Mathematics Preparation course provides an individualized approach to strengthen students in math areas assessed by the TASP test, including arithmetic (fractions, decimals, proportions), graphical data (pie charts, linear graphs), algebra (solving and graphing linear and quadratic equations), and geometry (perimeter and area, rectangles, triangles).

English for Specific Purposes (ESP) courses are designed for the advanced ESL student who requires specialized advanced language training for specific vocational/technical or academic purposes. An ESP computer course, for example, focuses on the special vocabulary and language skills required for working with computers. ESP courses are offered by special registration at an advanced level in the ESL sequence.

EPCC also offers English or Spanish as a Second Language through its Americana Language Center. The Center offers non-credit programs for

learning the basics of Spanish, French, German, Japanese, Mandarin Chinese, and other languages as well as several programs for children, GED, and Citizenship. The center is designed to serve those who do not necessarily want to pursue a degree and/or those who may already have a degree: businessmen (doctors, lawyers, and accountants) who want to improve English to conduct business in the United States; and military spouses who want better language skills to improve communication in parent-teacher conferences.

Examples of recent center activities include the following:

- English as a Second Language Program delivered to Maquiladora professionals at Ciudad Juarez.
- Summer ESL Teacher Training Program.
- Agreements to receive ESL students from China and to send EPCC teachers to train teachers in China.
- Weekend foreign language conversation programs and courses and children's language programs.

The center offers both instructor-led and self-paced language study. Instructor-led classes are total immersion classes (whether in English or another language) and last seven weeks.

The center offers state-of-the-art equipment and extensive programs and services to its patrons in its computer lab, media center, and audiovisual lab. The computer classroom is available for classes and individual students. The lab is equipped with 35 Pentium Compaq computers and nine 386 computers. Students can complete their writing assignments using word processing software (Microsoft Word, WordPerfect 6.0, Mac Write, and ClarisWorks). In addition, the computers contain a variety of foreign language software, additional multimedia software (Encarta, Encyclopedia, Media Magazine, Time Magazine) and access to E-mail, the Internet, and the World Wide Web.

The audio-visual lab provides students a comfortable place and assistance in using the equipment and material. It provides students a range of audio-visual aids including audiocassettes and videotapes. It is equipped with 18 workstations. Groups of two or three students can watch videos or listen to audiocassettes in one of the workstations. The room may be reserved for oral exams and tutoring.

The Media Center has a large library of audio-visual aids such as books, magazines, audiocassettes, and videotapes (including documentaries and full-length films) in a wide variety of languages. Students and instructors may check out the tapes, tape recorders, slide projectors, television/VCR

combinations, video cameras, overhead projectors, and laptops for study in the lab or for preparing presentations.

In the language lab, the center offers an extensive program of self-paced language programs designed by the U.S. Department of State. Books and tapes are available in the lab, and a certificate is awarded at the end of each 50-hour segment. Self-paced learning programs are offered in 55 foreign languages. The available curriculum includes programs of literature specific to a particular language (German novels, Spanish poetry) and occupational language programs for specific uses, such as Spanish for Police Officers and Firemen.

COMMENDATION

EPCC offers a broad range of literacy, ESL, and language curriculum to meet the multiple needs of EPCC's constituencies.

FINDING

The English as a Second Language Academic Competence program offers a sequence of courses in English structure, listening, speaking, reading, and writing. The ESL placement examination is administered to students entering ESL courses for the first time to ensure they are enrolled in the appropriate level. The program has six levels, each consisting of a block of four courses.

Some courses deal with English language structure. Reading courses develop the skills of comprehension, vocabulary, word attack, spelling, critical reading and thinking, and reading rate. Two reading courses help prepare students to successfully complete the TASP test requirements in reading. Other courses are designed to develop the student's skills in listening, pronunciation, vocabulary, and interpretation. The six levels of language instruction prepare students to pursue either an academic or vocational/technical field.

TSPR heard complaints from students, business people, and some faculty that it takes too long for students to move through the six levels of ESL. At each level, a student attends class 12 hours per week plus lab time for each of the four courses. A student who is required to master all six levels before entering a certificate or degree program may spend three years, with some spending up to seven years before successfully mastering all the levels. While some consider this a protracted delay in beginning a degree plan, it is important to acknowledge that many EPCC students must acquire literacy and language skills in their native language as well as English before they can begin to pursue their educational goals. Considering the influence of two languages, with Spanish the first and

dominant language for many El Pasoans, the challenges are great for the student, instructor, and curriculum.

According to college data, the average length of time to achieve language mastery at a level that will ensure the student is successful in competing with monolingual English-speaking students and fluent bilingual students (English and Spanish) is approximately two years if the student attends full-time. That length of time is not protracted considering that many students have little English language facility and, in many cases, limited literacy skills in Spanish. Many ESL students have had only limited formal education experiences in their home country and often none in the United States. Students who take more than two or three years to complete ESL typically are attending part-time and/or withdrawing for periods of time and then returning.

Despite the length of time that students remain in ESL/ Bilingual programs before they can begin working on a degree path, both students and instructors provided anecdotal stories of great success. Moreover, students are not prohibited from taking other college courses unless the course has a pre-requisite, and students are encouraged to begin taking some of the courses in their major area of study beginning with Level 3. In addition, many faculty and students interviewed by TSPR said that the English for Special Purposes (ESP) courses that the college offers at Level 4-6 are a good model to help students enter a career path more quickly. ESP courses received a commendation from a THECB site visit in January 1997.

ESP courses are designed to introduce degree plan programs to ESL students who have indicated strong interest in particular careers. The courses are designed to concurrently provide language development training at the appropriate level by introducing and reinforcing career field terminology. Enrolling in an ESP block gives students a head start in developing the technical vocabulary they will need to succeed in career preparation.

The college currently offers ESP blocks in three popular degree programs: Computer Information Systems, Office Information Systems, and Health Occupations. The college already plans to add two additional ESP programs, in Medical Terminology and BASK Study Skills. However, given that students who are eager to begin course work as soon as possible and that employers complain about the length of time it takes students with limited English proficiency to enter the workforce, the college should expand the ESP program to address more career paths. A student with basic vocabulary skills may be able to enter the career sequence and/or the workforce earlier. Language development is enhanced with day-to-day

application and interaction with others pursuing a common goal in the classroom and colleagues in the workplace.

Recommendation 12:

Expand the English for Specific Purposes (ESP) offerings in the English as a Second Language program.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the vice president for Workforce Development, Technical Education and Lifelong Learning to work with the Chamber of Commerce and the Workforce Development Board to survey employers and identify the most promising career/transfer programs to benefit from ESP programs.	January 2000 and Ongoing
2.	Each semester, the vice president for Workforce Development, Technical Education and Lifelong Learning appoints a discipline instructor and an ESL specialist to be temporarily reassigned from classroom duties to identify existing curriculum or to develop new curriculum for an ESP course from the programs identified by the vice president for Workforce Development, Technical Education and Lifelong Learning.	September 2000
3.	New ESP courses are incorporated into the college ESL programs.	Ongoing

FISCAL IMPACT

The fiscal impact assumes a discipline instructor and an ESL specialist would be given a semester of release time to work as a team to develop ESP curriculum for a specific occupational course. A goal of creating two ESP curricula each year is assumed, so four faculty members would receive release time each year. Adjunct faculty would be required for 16 three-credit hour courses each year. In 1999-2000, an adjunct faculty member is paid $1,892 for a three-credit hour course. (16 x $1,891 = $30,256). It is assumed that a five percent salary increase is awarded to adjunct faculty each year.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Expand the English for Specific Purposes offerings	$0	($31,769)	($33,357)	($35,025)	($36,776)

in the English as a Second Language program.					

DISTANCE EDUCATION

Electronic and telecommunications technologies offer tremendous potential for expanding educational accessibility. For example, distance education:

- reaches students who cannot attend classes because of distance, transportation limitations, and scheduling problems;
- sends instruction to people in rural and other under-served areas of the college service district;
- gives students access through a computer terminal to the latest information on a particular topic or issue from around the world;
- permits students at multi-sites to study with a professor and students at a remote site.

Time pressures on today's students are creating a demand for asynchronous courses. Courses where instructors and students interact at the same time are synchronous. Asynchronous courses don't require the students and teacher interact at the same time. Traditional courses and video conferencing are synchronous, while TV (live or videocassette) or Internet-delivered courses may be either. Asynchronous courses allow students to access their course materials at a time that is convenient for them.

Community colleges, which are the largest providers of instructional telecommunications in Texas, developed a plan in 1996 to establish the Virtual College of Texas (VCT). VCT's mission is to provide all Texans access to quality instruction and support wherever they may live, regardless of geographic, distance, or time constraints. While VCT is not a separate, degree-granting entity, citizens within any community college service delivery area have access to distance learning courses and programs offered by all VCT-member colleges. Beginning in the fall 1998, VCT began enrolling students and delivering instruction through telecourses and the Internet.

FINDING

In 1994, EPCC received a $1.75 million Title III grant from the U. S. Department of Education to set up an interactive video conferencing network (IVC) to reach the outlying areas of El Paso County and the Upper Rio Grande Valley. The project is now in its fifth year and is providing credit courses to almost 800 students as far away as Fort Hancock and Dell City, Texas, and Juarez, Mexico. The college installed a dial-up system in spring 1998, through which interactive video conferencing can be conducted anywhere in the world. The college has completed seven high tech distance learning classrooms at the Valle

Verde, Rio Grande, and Transmountain campuses as well as the Northwest Center and Mission Del Paso.

Through its Distance Learning Network, EPCC's distance education program reaches those students who cannot attend classes. Student access also is provided to distance education programs and classes through the network by The University of Texas at El Paso, Texas A&M, New Mexico State University, and other higher education institutions throughout the country. Ultimately, the college will be connected to at least 10 external educational outreach sites and five regional, state, and national sites through its Distance Learning Network.

Exhibit 2-22 presents a summary of instructional activities conducted by EPCC's Distance Learning Network.

Exhibit 2-22
Instructional Activities Conducted by the Distance learning Network
El Paso Community College

Instructional Activity	Description
Interactive Video Conferencing (IVC)	An interactive television network in its fifth year, providing credit courses to almost 800 students as far away as Fort Hancock and Dell City, Texas, and Juarez, Mexico.
Instructional Television (ITV)	Instruction using telecourses is offered on KCOS TV (Channel 13) and on Paragon Cable (Channel 14), with videotapes of courses also available for viewing in campus libraries during regular library hours. EPCC offered 16 ITV courses in fall 1999, with 338 students enrolled.
STARLINK Teleconferencing	A statewide network that produces and distributes programming to benefit diverse Texas audiences. EPCC broadcasts teleconferences once or twice a month with an average of 15 participants per teleconference. Topics presented include Health Professions, Student Retention-Make it a Reality, and Ethics for counselors and Health Care Professionals.
Credit for Learning by Experience (CLEO)	A program designed to recognize the academic value of learning gained from an individual's experience outside college classrooms. CLEO students produce an Experimental Learning Portfolio reflecting learning which has resulted from work experience, employment training, non-credit seminars, volunteer work, military service, or intensive self-directed study and is turned into college credit through this program. EPCC has 15 students

	enrolled in this three-hour course for Fall 1999.
Instructional Television Fixed Signal (ITFS)	Presented from an ITFS classroom at the Valle Verde campus, ITFS offers courses via one-way video and two-way audio. EPCC currently offers courses to outreach sites in and around the El Paso area.
On-Line Internet Courses (IN)	Credit classes are offered via the Internet as part of the Virtual College of Texas. EPCC offered seven courses in fall 1999 with 140 students enrolled.

Source: EPCC District Learning Network brochure and Title III Office, August 1999.

Instructional Video Conferencing (IVC) allows students to attend classes at campuses near their homes or businesses, without the need to travel to a distant site. Using two-way audio-video technology, students can attend classes with students at other sites. Classes are offered simultaneously and interactively between the college facilities and with outlying areas. The fall 1999 course schedule lists six courses and 22 sections offered via two-way audio/video technology: Accounting (three courses), Fire Technology, U.S. History, and Pharmacology.

Instructional Television (ITV) courses combine televised lessons and related reading assignments in the comfort of one's own home or office with optional on-campus review opportunities, discussions and examinations. EPCC has been offering ITV courses on KCOS TV Channel 13 (PBS) and on Paragon Cable Channel 14. Videocassette tapes are also available for viewing in the campus libraries during regular library hours. Television courses are the equivalent of on-campus counterparts, and normally are transferable to UTEP and most other four-year colleges and universities. Sixteen courses are offered for the fall of 1999, including anthropology, economics, math, English, physical science, reading, speech, history, accounting, psychology, sociology, and marketing.

The Instructional Television Fixed Signal (ITFS) transmitter can broadcast courses via one-way video and two-way audio. The ITFS transmitter has an over the air range of approximately 30 miles, which covers most of the El Paso city area. EPCC recently completed an ITFS classroom at the Valle Verde campus and is offering IVC courses to the closer outreach sites in and around the El Paso area.

EPCC began offering Internet (IN) on-line credit courses as part of the virtual college in fall 1998. Students access their course materials over an Internet connection. Faculty post materials, instructions, readings, and

assignments "on-line" for students to complete on their own or in groups. Faculty is available via e-mail or telephone for questions. Faculty electronically moderate on-line discussions. Students may also interact with each other online. Nine course in accounting, computers, communications, economics, political science, and psychology are offered in the fall of 1999.

Students may enroll in IVC, ITV, and IN courses through telephone registration or late registration at any campus. Telecourse students are required to attend an orientation session during the first week of school. The Distance Learning office provides support services to faculty and students participating in distance education. The Office of Off-Campus and Recruitment provides outreach to the various sites and coordinates the student support services such as admissions, testing, registration, and textbook delivery. To date, over 50 faculty have been trained or taught in distance learning and approximately 1,100 students have enrolled in distance learning classes.

COMMENDATION

EPCC's Distance Learning Network uses instructional television, interactive video conferencing, and Internet technology to deliver college courses to students at remote locations throughout El Paso and the Upper Rio Grand Valley.

FINDING

EPCC has established the infrastructure necessary to enable it to deliver electronic instruction and the college is working in partnership with "eCollege.com," an online learning solutions company, to put its courses online to meet the estimated demand for distance learning solutions. Faculty are paid release time for distance learning training and for curriculum development to modify their traditional courses for distance learning. **Exhibit 2-23** presents a sample listing of Interactive Video Conferencing, ITV, and on-line Internet courses offered through EPCC's Distance Learning Network.

Exhibit 2-23
El Paso Community College
Distance Learning Network Sample of Courses Offered
Fall 1999

Distance Learning Medium	Sample Course Offerings
Interactive Video Conferencing Courses	• Federal Income Tax for Partnerships and Corporations

	• Cost Accounting and Lab • Internal Control and Auditing • Fire Strategies and Tactics II • History of the U. S. to 1865 • Pharmacology
Instructional Television Courses	• Introduction to Social and Cultural Anthropology • Introduction to Archaeology • Principles of Management • Growth and Development of a Child • Principles of Economics I & II • Expository English Composition • U. S. History to 1865 • U. S. History after 1865 • Introduction to Mass Communications • Marketing • American Government and Politics • State and Local Government • Introduction to Psychology • Introduction to Sociology • Sociology of Marriage and Family
On-Line/Internet Courses	• Principles of Accounting II and Lab • Introduction to Computers and Applications and Lab • Business and Professional Communications • Principles of Economics I • Legal Aspects of Fire Protection • American Government and Politics • Introduction to Psychology

Source: EPCC Fall 1999 Course Schedule.

At this time, course offerings are limited and are restricted to single courses rather than to degree or certificate programs. The distance learning program may be improved by offering complete certificate and degree programs via distance education instead of single course offerings.

Recommendation 13:

Expand distance education by offering certificate and degree programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

< 1.	The president directs the associate vice president for Instructional Services to convene a task force to identify certificate and degree plans that should be available for completion in distance education formats.	January 2000
2.	The task force develops recommendations, identifies grant funding, which it will pursue to help support the effort.	January-April 2000
3.	The task force forwards its recommendations to the administration to the president who submits to the board for approval.	May 2000

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

FINDING

Most of the courses offered through distance learning are counterparts to courses in the regular program. The performance expectations and available support for traditional classroom courses are reasonably clear and can be explained at the start of the class. With the increase in program offerings though instructional telecommunications, however, EPCC will need to ensure that performance expectations and available support services are clearly communicated to students using the new technology. Some traditional support services like learning labs may be replaced with computer based support, such as chat rooms and Frequently Asked Questions (FAQ's) sites.

The MASIE Center, an international think tank located in New York, is dedicated to exploring the intersection of learning and technology. The center recommends colleges adopt a Learning Support Agreement (LSA) for distance learning courses. The LSA is a short statement detailing the learning support services that students can expect to receive when they sign up for an electronic training experience. A classroom seminar may have a very different LSA than an online course. A short web based tutorial may have a different LSA than a three-month distance learning certification program. Yet, each experience has a learner and a provider who can benefit from clarity about roles and expectations.

Here are some of the categories the MASIE center suggests could be covered by a LSA:

- *Learning Coaching:* When learners need assistance in processing the information from the class, what services are available? Do

they go to the instructor or to a tutoring center and what will they receive?

- *Technology Assistance:* When learners have difficulty using learning technology, to whom should they turn? Is it the sole responsibility of the learner or does the college have resources to help?
- *Response Time:* When the learner has a question in a small seminar, expectation for response time is short, a few minutes at the most. When the learner has a question in a larger lecture class, response time expectations are recalibrated. What type of turn-around time for response services should a learner expect in a distance learning experience? (Minutes, Hours, or Days?)
- *Mode of Learning Support:* What are the delivery modes for learning support? Is everything contained in the class Frequently Asked Questions (FAQ's)? Are there other options besides email for communication? Does the learner have the liberty to talk to the instructor?
- *Collaborative Expectations:* What is the expectation for peer support during the learning event? Is the learner expected to assist other people taking the course, or is that an optional activity?
- *Remediation Options:* If the learner needs to take a class or module again, is that an option? Are there asynchronous versions of synchronous classes available for viewing and repeat exposures? Can the learner view modules from earlier programs that may assist with review of pre-requisites?
- *Documentation Services:* What will the college document about the learner's participation in the program?
- *Duration of Access:* How long will the learner have access to the content from the class? Does it "linger" for years, much as a college textbook, or does it evaporate at a specified time?

The MASIE Center advocates LSAs as an added value for both the learner and the marketplace.

The LSA is needed to help all of the players understand the expectations of online and other technology delivered programs. LSAs also will help the marketplace discern value when looking at a vast number of similar programs. Buyers can more clearly value the component elements of a program when they can understand the expectations and the support services assurances of the course. With EPCC exploring the possibility of offering certificate and degree programs through distance education, it would greatly benefit by developing policies and putting in place the necessary faculty and student support systems.

Recommendation 14:

Develop clear policies, goals for student learning, and support services for both faculty and students for distance education courses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for Instructional Services directs deans to work with faculty delivering distance education courses to develop policies, clear expectation statements and support services necessary for all distance education courses.	January 2000
2.	The associate vice president for Instructional Services forwards the draft policy on distance education developed by the deans and faculty to the Board of Trustees through the president for approval.	March 2000
3.	Faculty incorporates expectation statements and support services into distance education course outlines.	April - June 2000
4.	Students are provided with expectation statements and support services assurances in a way that is readily accessible.	June 2000 Ongoing

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

Chapter 3
PERSONNEL AND HUMAN RESOURCE MANAGEMENT

This chapter examines El Paso Community College's (EPCC) personnel and human resource functions in five sections.

A. Organization and Management
Part 1
Part 2
B. Salaries and Benefits
C. Recruiting, Hiring, and Termination
D. Training and Staff Development
E. Performance Evaluation

ORGANIZATION AND MANAGEMENT (Part 1)

EPCC must comply with a variety of state and federal laws governing personnel management. These laws include the Fair Labor Standards Act, the Americans with Disabilities Act, the Family and Medical Leave Act of 1993, and the Equal Employment Opportunity (EEO) Act. There also are state laws and policies governing personnel. The *Access and Equity 2000 Plan* requires preparation of a biannual report describing the progress by Texas public higher education institutions in increasing ethnic and racial minority participation of students in higher education. Colleges are required to provide monthly EEO statistics to the Texas Higher Education Coordinating Board (THECB).

EPCC personnel and human resource management is divided among four separate departments: Personnel Services, Employee Relations and Development, Faculty Development, and the Payroll Office. The Board of Trustees, the president, and supervisors from individual departments and campuses also participate in personnel activities. **Exhibit 3-1** displays the division of personnel and human resource management responsibilities within EPCC.

Exhibit 3-1
EPCC Personnel and Human Resource Management Responsibilities
1999

Responsibility	Department
Recruiting staff	Personnel Services
Hiring staff	Personnel Services; Board of Trustees, president, all

	departments
Background checks and physical examinations	Personnel Services coordinates all background checks and physical examination requirements
Reference checks	All departments
Salary determinations	Personnel Services, president, supervisors
Employee contracts	Personnel Services, Board of Trustees, president
Salary adjustment calculations	Personnel Services, president, supervisors
Compensation and classification	Personnel Services, all departments
Records maintenance and retrieval	Personnel Services
Attendance monitoring (employees)	All departments
Benefits administration	Personnel Services
Employee safety	Personnel Services
Pay management	Personnel Services, Payroll Office
Employee grievances and complaints	Employee Relations and Development, Personnel Services, all departments, president, Board of Trustees
New hire orientation	Employee Relations and Development
Training/staff development	Employee Relations and Development, Faculty Development
Termination	All departments; Personnel Services, Board of Trustees, president
Planning for staffing levels	Board of Trustees

Source: Interviews conducted by the Texas School Performance Review (TSPR).

Exhibit 3-2 illustrates the ratio of Personnel Services staff to total college employees. EPCC's Personnel Services Department is responsible for carrying out recruitment, employment, and retention services for more than 2,800 employees.

Exhibit 3-2
Employee Statistics, EPCC
1995-96 through 1998-99 Academic Years

	1995-96	1996-97	1997-98	1998-99
Number of Students Enrolled	20,162	19,698	19,845	19,132
Number of Employees	2,906	2,898	2,984	2,887
Ratio of Students to Total Employees	6.9:1	6.8:1	6.7:1	6.6:1
Number of Employees in Personnel Services	21	21	21	21
Ratio of Personnel Services employees to total staff	1:138	1:138	1:142	1:137

Source: EPCC Personnel Services. 1998 Employee Statistical Report, September 1998.

Between 1995-96 and 1998-99, EPCC's student enrollment dropped by 5.1 percent, while the number of college employees and employees in Personnel Services remained fairly static. During the same period, the number of students per employee decreased from 6.9 to 6.6.

The decline in student enrollment at EPCC over the past year is at variance with the forecast for Texas community college enrollment for peer colleges and the state as shown in **Exhibit 3-3**. THECB is predicting a 42-percent increase in student enrollment at EPCC from 1999 through 2015, compared to a statewide increase of 17 percent. Compared to peer colleges, EPCC will have the greatest increase in student enrollment during this time period.

Exhibit 3-3
Enrollment Forecast for Community Colleges
1999

Community College	1999	2000	2001	2005	2010	2015	Percent Increase
El Paso	18,423	18,782	19,217	20,325	22,892	26,251	42
Alamo	37,422	37,981	38,514	39,895	42,246	49,394	32
Austin	26,307	26,800	27,362	29,342	31,659	33,655	28

North Harris	18,510	18,852	19,153	20,213	21,156	21,992	19
San Jacinto	19,840	20,033	20,282	20,996	21,951	22,751	12
Tarrant Co.	24,305	26,385	26,637	27,967	30,877	33,140	36
Statewide	**422,656**	**430,112**	**437,474**	**457,748**	**486,058**	**510,676**	**17**

Source: THECB Enrollment Forecasts 1998-2015 Table 5: Total Enrollment
Forecast - Community and Technical Colleges.

At the beginning of fall semester 1998, faculty made up 48 percent of the total EPCC workforce. The number of part-time faculty in fall semester 1998 was 76 percent of the total number of faculty at EPCC (**Exhibit 3-4**). At Texas' community and technical colleges, part-time faculty represented nearly 61 percent of all faculty in fall 1995, up from 56 percent in fall 1990, according to the THECB's *Higher Education in Texas: 1998 Status Report.*

Exhibit 3-4
EPCC Employee Statistics
1998

Employee Category	Full-time	Part-time	Total
Faculty	340	1,028	1,368
Administrative	53	0	53
Professional Support	130	11	141
Classified	598	497	1,095
Workstudy	0	230	230
Totals	**1,121**	**1,766**	**2,887**

Source: September 1998 EPCC Employee Statistical Report (headcount).

Payroll and related expenditures represented 78 percent of EPCC's general fund budget in 1998-99, underscoring the significance of the college's investment of human resources (**Exhibit 3-5**).

Exhibit 3-5
EPCC General Fund Budget
1998-99 Academic Year

	Amount	Percent of Total
Payroll Costs	$59,659,046	78%
Materials, Services & Supplies	11,796,175	15%
Travel	977,837	1%
Furniture and Equipment	1,406,789	2%
Non-Direct Costs	2,880,393	4%
Total	**$76,720,240**	**100%**

Source: EPCC comptroller, 1998-99 Budget expenditures actual through July, August 1999 projected.

In June 1999, Hispanics made up 51.9 percent of EPCC's faculty, 84.5 percent of the college's students, and 82.4 percent of its administrative staff (**Exhibit 3-6**).

Exhibit 3-6
Ethnicity of Faculty, Students, and Administrative/Support Staff
1998-99

	Instructors		Students		Administrative Staff	
	Number	**Percentage**	**Number**	**Percentage**	**Number**	**Percentage**
Anglo	308	42.6	2,071	11.1	196	13.3
Hispanic	375	51.9	15,790	84.5	1,219	82.4
African-American	22	3.0	571	3.0	41	2.8
Asian / Pacific Islander	13	1.8	139	.7	18	1.2
Native American	4	.5	108	.6	5	.3
Total	**722**	**100.0**	**18,679***	**100.0**	**1,479**	**100.0**

Source: EPCC Official Statistics for Public Release 98/99 Academic Year; Human Resource Department Employee Statistical Report, June, 1999. Administrative/support staff include administrative, professional support,
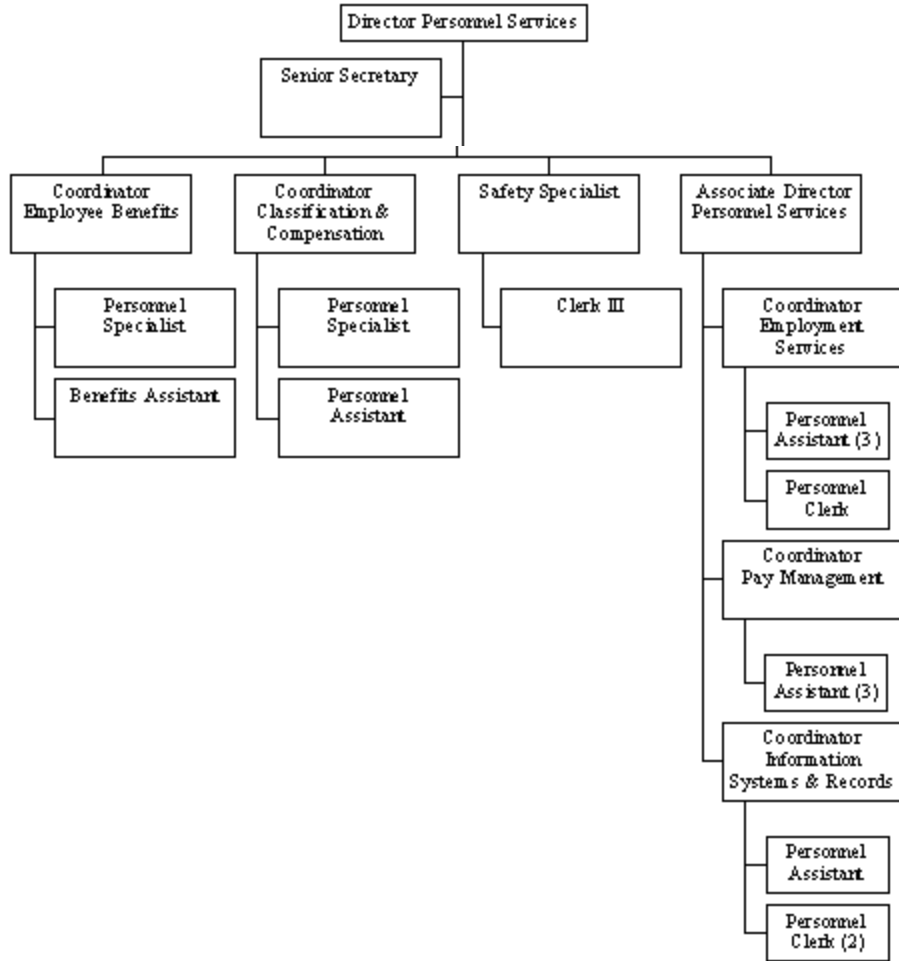
and classified staff.
* Does not include 453 international students who were not classified by
ethnicity.

The operating budget of the Personnel Services Division for 1998-99
totals $704,095, of which $662,797 or 94.1 percent, is budgeted for
salaries. The Personnel Services director reports to the vice president for
Resource Management.

Exhibit 3-7 shows the organizational structure of Personnel Services,
which has 23 positions (including two part-time staff) and one budgeted
workstudy intern. Personnel Services reorganized in September 1999. The
name of the department was changed from Human Resources to Personnel
Services and the function of safety specialist transferred to Personnel
Services from the department of Safety and Security. Staff development
functions as well as other functions previously in Human Resources
moved to the new department of Employee Relations and Development,
which reports to the executive vice-president.

The new department of Employee Relations and Development is
responsible for employee complaints and grievances, EEO and affirmative
action compliance, new employee orientation, and staff development with
the exception of faculty development. An associate vice-president who
supervises a director for Human Resources Development heads Employee
Relations and Development.

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Exhibit 3-7
Personnel Services Organization
1999

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Director Personnel Services

Senior Secretary

Coordinator Employee Benefits

Coordinator Classification & Compensation

Safety Specialist

Associate Director Personnel Services

Personnel Specialist

Benefits Assistant

Personnel Specialist

Personnel Assistant

Clerk III

Coordinator Employment Services

Personnel Assistant (3)

Personnel Clerk

Coordinator Pay Management

Personnel Assistant (3)

Coordinator Information Systems & Records

Personnel Assistant

Personnel Clerk (2)

Source: EPCC Personnel Services Department.

The director of Personnel Services oversees two coordinator positions, Employee Benefits and Classification and Compensation, and the position of Safety Specialist. The associate director of Personnel Services oversees the coordinator positions of Employment Services, Pay Management, and Information Systems and Records.

The functions and responsibilities of each of the six functional areas and the offices of the director and associate director are presented in **Exhibit 3-8**.

Exhibit 3-8
Functions and Responsibilities
Personnel Services Department
1999

Function	Staffing	Major Areas of Responsibility

Management of Personnel Services Operations	Director, associate director, and senior secretary	Personnel management, direction and guidance; policy and procedure development; director oversees employee benefits, classification and compensation, and safety specialist functions; associate director oversees employment services, pay management, and information systems and records functions
Safety Programs	Safety specialist and one clerk	Coordination and monitoring of district-wide safety program; investigation and documentation of accidents and safety complaints; compliance and liaison with local, state, and federal agencies
Employment Services	Coordinator and three assistants, one clerk	Staff recruitment; hiring; coordination of physical examinations and background checks
Information Systems and Records	Coordinator and one assistant, one clerk	Record maintenance and retrieval, employee evaluation system
Pay Management	Coordinator and three assistants	Job, rate, pay distribution and scheduling, and workload compliance
Classification and Compensation	Coordinator and one temporary specialist, one assistant	Salary management program, including employee classifications and pay schedules
Employee Benefits	Coordinator and one specialist, one assistant	Employee benefit programs, group insurance, leave, optional retirement, annuity plans, workers' compensation, staff scholarship and tuition reimbursement

Source: Interviews conducted by TSPR.

FINDING

Each EPCC employee is issued a handbook, explaining what is expected of employees and outlining the procedures an employee should follow when addressing most employment-related issues. By providing each employee with a handbook that is updated as policies are added or changed, the college ensures all employees have the same information about their employment, the rewards they can expect for a job well done, and the consequences if they do not perform their assigned duties. Personnel Services issues periodic changes to the handbook. An outline of some of the information in the handbook is shown in **Exhibit 3-9**.

Exhibit 3-9
EPCC Employee Handbook Elements
1999

Area Covered	Samples of Specific Information Included
EPCC District	History of EPCC, Purpose of the College District, Accreditation Statement, Equal Employment and Equal Educational Policy, District Facilities
Conditions of Employment	Employment Contracts, Personnel Records, Policies and Procedures, Separation of Employment, Standards of Conduct, Work Hours and Time Reporting
Employee Benefit Programs	Benefit Orientation Program, Educational Programs, Holidays, Insurance Programs, Leave Programs, Sick Leave Pool, Retirement Benefit Programs, Tax Sheltered Annuity (TSA) Program, Unemployment Compensation Plan, Voluntary Separation Incentive Program, Workers' Compensation Insurance Coverage, Part-time Employee Major Medical Plan
Wage and Salary Administration	Classification of Positions and Compensation, Pay Practices, Salary Administration
Employee Relations and Development	Drugs, Narcotics, Use of Intoxicating Beverages, Equal Employment Opportunity, Employment Opportunities, Grievances and Complaints, Open Records, Performance Appraisals, Performance Standards, Reduction in Force, Sexual Harassment
Employee Information	Access to Campus Facilities, Board Meetings, Commencement, Conference and Meeting Rooms, Credit Union, Department of Public Safety, Dial-Up Access to the College Network, E-mail, Web Site, Work-Related Injuries
College Programs and Services for Students/Community	Advanced Technology Center, Career Planning Center, Center for Students with Disabilities, Financial Aid (Student Financial Services), Honors Program, Institute for Economic and Workforce Development, Learning Resource Center, Literacy/Workforce Development Center, New Student Orientation, Veterans' Affairs, Work Study Program
Faculty Information	Faculty Responsibilities and Instructional Guidelines, Instructional Committees and Responsibilities, Resources
Appendix	District Administrative Staff, Administrative

	Organizational Chart, College Maps, Optional Retirement Program (ORP) Vendor List, Tax Sheltered Annuity Program (TSA) Vendor List, Compliance Process (Flowchart), AIDS and the Workplace Notice, Institutional Calendar, Salary Schedules, Employee Handbook Suggestion Page

Source: EPCC District Employee Handbook.

COMMENDATION

EPCC Employee Relations and Development provides all employees a comprehensive handbook containing college district policies and procedures, discussion of employee benefits, and other pertinent information.

ORGANIZATION AND MANAGEMENT (Part 2)

FINDING

A number of Personnel Services employees have been with the college for more than 20 years. They are cross-trained to perform other functions and help each other out during absences or vacancies. They strive to serve their internal and external customers efficiently.

Recent changes in the organizational structure moved the position of Safety Specialist and a clerk from Safety and Security to Personnel Services and added a part-time clerk to Information Systems and Records. Until the new organizational structure with a total of 22 full-time equivalent positions was approved September 1999, staffing for Personnel Services had not increased over several years, despite a 50 to 90 percent increase in workload. The workload increase is primarily due to the number of additional positions filled, the need for processing additional vacancy announcements, additional walk-in customers, and increases in job applications. **Exhibit 3-10** shows the level of recruitment effort by Personnel Services increasing by 70 percent over the baseline numbers.

Exhibit 3-10
Statistics on Staff Recruitment Efforts by Personnel Services
1996-99

	1994-1996 Average (Base Figures)	1996	1997	1998	1999
Positions Filled	110	126	113	156	210*
Announcements	121	161	168	203	232*
I-9 Processing	450	500	620	780	800*
Walk-in Customers	300	400	400	450	500*
Applications Processed	8,000	8,000	10,000	12,000	12,000*
Response Time Days	**11.9**	**14**	**16**	**19**	**22**

Source: Personnel Services Statistical Report.
* Estimates from Personnel Services Department.

Moreover, fragmented systems and processes and lack of technology in Personnel Services contribute to the increased workload for staff. There is

too much paperwork and not enough staff to keep response time to a minimum. Technology is outdated, with many key systems, including recruiting, hiring, complaint tracking, and records management continuing to be paper-intensive and redundant. Personnel Services must enter information twice on employees into the Employees Retirement System for benefit tracking and into the college's mainframe system, because the two systems are not electronically linked.

While Personnel Services is anticipating that the new Administrative Information Management System (SCT Banner 2000) will help streamline and automate many of its processes, the staff has not yet completed a written plan for reengineering Personnel Services processes to take advantage of the new system. Nor is there a short-term plan to help improve productivity through technology. The Personnel Services module of the SCT Banner 2000 system will not be implemented until January 2001 and will not be operating before January 2002, more than two years away. The current systems are not responsive to the needs of staff, particularly for planning, reporting, and monitoring purposes.

During the public forums and focus groups held by the review team, one attendee noted:

> "It takes too long to hire. There are no checks and balances. System for hiring draconian; can take two-three months."

Personnel Services cannot keep up with the demands of EPCC employees. The response time for processing key personnel actions continues to increase. Personnel Services requires an average of 22 workdays to complete critical personnel actions, such as staff hiring. Many of the processes involved are out of Personnel Service's control because paperwork must flow to and from the supervisors and management staff before employees can be recruited, interviewed, and hired. This delay in response time has a ripple effect throughout all of EPCC, because critical positions are left unfilled, causing even more delays.

EPCC's Personnel Services Department has one staff member for every 131 EPCC employees. While the appropriate staffing level for a human resources office varies, according to a Bureau of National Affairs (BNA) study, the national staffing average in education is about one human resource specialist for every 160 employees. **Exhibit 3-11** compares human resources staffing at peer colleges.

Exhibit 3-11
Human Resources Staffing Levels
1999

Community College	Number of HR Staff	Total Number of Staff	Ratio of HR Staff to Total Staff
North Harris	13	3,394	1:261
Tarrant Co.	9	2,276	1:253
Austin	14	3,000	1:214
San Jacinto	7	990	1:141
El Paso	22	2,887	1:131
Alamo	19	1,782	1:94
Average	**14**	**2,389**	**1:173**

Source: TSPR Survey of peer colleges, August 1999.

Compared to peer colleges, EPCC ranks second highest in the number of human resources staff and below the average ratio of personnel staff to total number of employees. While human resources management varies from college to college, the basic functions of recruiting, hiring, classification and compensation, benefit administration, training and development, and performance evaluation remain the same. One of the most labor intensive personnel activities is the hiring process. At EPCC, there are 23 steps required before an individual can be hired (**Exhibit 3-12**).

Exhibit 3-12
Hiring Process
1999

Procedural Steps	Hours	Key Processes
1. Requisition	.5	Supervisor completes Personnel Requisition (PF 800-38) form.
2. Announcement	1.0	Employment service office prepares announcement.
3. Distribution	1.0	Advertisement of positions.
4. Checklist dates	.5	Selection process timelines are established.
5. Announcement	.5	Personnel Services releases announcement.
6. Form committee	1.0	The supervisor provides a recommendation on the composition of the evaluation committee to Personnel Services.
7. Committee	.5	The supervisor officially notifies committee

Notification		members of their appointment to serve on the evaluation committee.
8. Receive applications	3.0	Personnel Services receives and processes applications (60 applications per position on average) and completes diversity report.
9. Orientation	1.0	Position coordinator briefs the committee on the evaluation process.
10. Initial evaluation	4.0	Committee members review overall experience, education, and work history of each applicant.
11. Results	.5	Supervisor prepares a composite of all initial evaluation results.
12. Candidates to be interviewed	.5	The evaluation committee selects the candidates to be recommended for further consideration and interview.
13. Interview invitations	1.0	The supervisor, or designee, contacts applicants recommended for interview and extends the interview invitation.
14. Schedule	1.0	The supervisor contacts each applicant to arrange interview.
15. Interviews	4.0	Interviews are scheduled for the evaluation committee.
16. Reference checks	1.0	The supervisor conducts reference checks, as appropriate. Results are recorded on the Telephonic Check form.
17. Final evaluation	2.0	After the interviews, the evaluation committee discusses the results and completes a final evaluation form, which documents the committee's evaluation of each candidate.
18. Preparation for the final review	1.0	Personnel Services prepares a packet of materials for the final review and selection conference and notifies the appropriate vice president/provost when the packet is available.
19. Final review and selection conference	.5	The executive vice president/provost, or vice president/provost and the supervisor and representatives of the evaluation committee consider the recommended finalists and together arrive at a recommendation.
20. Review	.5	Personnel Services conducts a final processing review.

21. Salary placement	1.0	The position coordinator reviews the recommended candidate's application material and determines the initial salary placement in accordance with established guidelines.
22. Offer	.5	Upon approval, and in coordination with the supervisor, the position coordinator offers the position to the recommended candidate.
23. Approval	1.0	The director of Personnel Services ensures that the recommendation is included on the agenda of the next board meeting.
Total hours	**27.5**	

Source: Personnel Services Procedures.

This hiring process is completed for full-time, institutionally funded employees with the exception of externally funded positions. Personnel Services uses an expedited, alternative hiring process for filling the externally funded vacancies. In these instances, a selection and review committee is optional. In 1999, Personnel Services will complete the hiring process for over 200 positions. The Personnel Services Department spends 12 staff-hours out of the total of 27.5 staff hours it takes to complete one hiring process using a committee.

Recommendation 15:

Eliminate the committee process for hiring for all classified employees, streamline the flow of paperwork, and use technology to enhance productivity in the hiring process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services drafts a recommendation to eliminate the committee process for hiring classified employees and to fill key positions without a committee, depending on the nature of the position.	December 1999
2.	The director of Personnel Services convenes a task force to re-engineer the hiring process and to determine automation and technology needs.	January 2000
3.	The director of Personnel Services drafts policies that streamline hiring procedures. The director coordinates with the director of Information Technology to determine the cost benefits of recommendations and develops a plan to satisfy automation	January 2000

	needs. Automation needs are considered in light of the SCT Banner 2000 implementation.	
4.	The board and president consider and approve all policies and recommendations concerning the hiring process proposed by the director of Personnel Services.	February 2000
5.	The director of Personnel Services distributes the policies to all employees and includes the new policies in the policy manual and begins implementation. Each area of the reengineering plan is implemented, prioritizing according to the savings in personnel costs and efficiencies to the college.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Personnel Services staff told TSPR that numerous positions in the college are incorrectly classified. The last compensation and classification study for the college was completed in 1993 by a compensation and benefits consulting company. In addition, TSPR staff were told that the college administration did not follow, for the next few years, the study and instruments designed for determining position classification and level of compensation.

The college has engaged a compensation consulting firm to work with Personnel Services to assist in determining proper compensation levels and to review the classification process. Their contract is limited to a comprehensive salary survey, a comparison of salaries against the appropriate market, recommendations for new salary structures, and a plan to move from the current system to the recommended system.

Additionally, the firm is to develop, test, and deliver a new instrument for classifying new positions and reviewing existing positions. That instrument will replace the current process. Personnel Services staff believes this area needs considerable work to rectify existing inconsistencies in both classification and compensation.

Contributing to this problem was the absence of a compensation and classification coordinator at the college. The position in Personnel Services designated as the Compensation and Classification Coordinator had been vacant since March 1998. The college filled the position in September 1999.

During the public forums and focus groups held by the review team, attendees noted:

- "We do not receive equal pay for equal jobs. One job is professional, one is classified, and one is paid 10k - 20k less per year."
- "Employees having relationships with upper management, sometimes receive faculty level compensation for doing staff-level or clerical jobs. Also, some staff perform faculty-level or administrative-level jobs and are not compensated for it."
- "Disparity in salaries among Hispanics, Anglos, and African-Americans for same positions."
- "Not equitable."

Recommendation 16:

Review all position classifications, job descriptions, and salary schedules to ensure that the classification and compensation for each position reflects the job's complexity and the experience it requires.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Personnel Services director and the compensation and classification coordinator review position classifications and salary schedules.	December 1999
2.	The Personnel Services reclassifies positions and salary levels where needed and submits these changes to the board and president for approval.	valign="top" February 2000
3.	The president reviews the changes and sends them to the board of trustees for approval.	March 2000
4.	The reclassifications are incorporated into the 2000-2001 salary schedules and job descriptions are rewritten as needed.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Instructors' salaries are paid through processing a "Faculty Assignment Action Form" through the payroll system. This form identifies the

instructor and contains information on location, days, time, credit hours, and salary earned for the classes taught during a particular pay period. Action forms are generated either manually by the supervisor or by computer and reviewed and approved by the division chair and dean. No problems arise with processing the computerized action forms if the originally assigned staff conducts the classes in accordance with the master schedule.

However, when there are changes to the master schedule and the originally assigned staff do not conduct the classes, manual action forms are prepared. Manual action forms also are prepared for all non-credit classes. Since manual action forms are used for the classes that are out of the college's master schedule, there is a risk that action forms can be prepared for the classes that do not take place, or mistakes can be made and go unrecognized.

In other words, an instructor can prepare an action form and successfully process it through the payroll system and get paid for classes that did not take place. Staff in the Pay Management and Payroll Departments have no background information to verify the legitimacy of manually prepared action forms. The college cited an example in the Americana Language Program in which an instructor continued to get paid through manual action forms for months for classes that were not taught. The college is still in the process of legal proceedings to recover wrongfully paid salaries.

Historical information on the manual action forms processed through the payroll system is inaccessible. TSPR was told that such information is not readily available under the existing payroll system. The only way to get the information on the manual action forms is to go through personnel files of all the instructors because individual forms are filed after processing. The director of Personnel Services also informed TSPR that the necessary computerized programs for faculty assignments for non-credit programs had not been developed because of limited resources pending installation and implementation of the new Banner payroll system. With the new payroll system, staff believes this problem will be resolved because action forms will not be processed manually for changes in the master schedule or non-credit programs.

Recommendation 17:

Establish two levels of approval for manual action forms.

The college should not postpone correcting a known weakness in the processing of manually generated faculty assignment action forms. Respective division chairs should notify in advance the deans and

Personnel Services of changes to the master schedule and the schedule of the classes for non-credit programs. Where the division chairs and the dean are the instructors, their manual action forms should be reviewed by other designated persons, instead of reviewing and approving their own action forms. The Personnel Services Department should verify the manual action forms with the advance notification of all classes outside the master schedule.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The president instructs the division chairs and deans to develop a schedule of classes outside the master schedule well in advance, and to send a copy of the schedule to Personnel Services.	December 1999
2.	The president sends a reminder to the division chairs, deans, and Personnel Services department emphasizing the importance of accurately reviewing and checking manual action forms.	January 2000
3.	The director of Personnel Services develops policies and procedures for checking and approving manual action forms.	February 2000
4.	The director of Personnel Services determines whether to continue this process once SCT Banner 2000 is fully implemented.	January 2001

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

EPCC does not have a policy on how to conduct criminal background checks, nor does it have a policy on hiring or terminating as a result of these checks. The college does not have a written policy on where the results of a criminal background check will be stored. As the college is preparing to open child development centers on campuses, this issue becomes even more important. Under Texas State law, all employees who are in contact with children are subject to criminal background checks. Additionally, background checks for criminal records are required for certain positions such as uniformed police officers. The checks are used to determine the suitability of staff for job assignments. The Safety and Security Department processes its own criminal background checks through the Texas Department of Safety (DPS).

Recommendation 18:

Establish clear and consistent policies on how criminal background checks should be conducted, and ensure these policies are coordinated through the Personnel Services Department.

The process for criminal background checks could be streamlined if EPCC requires applicants for designated positions to sign a form authorizing a criminal background check at the time of application. Personnel Services could request a criminal background check from DPS at the point the individual is selected for an interview. The results of these checks should be kept in a secured file, separate from personnel records. Access to these records should be limited to a few key individuals.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services determines classifications of positions needing criminal background checks and how background check information will be obtained, stored, and retrieved	December 1999
2.	The director of Personnel Services works with departments whose staff requires criminal background checks to establish a policy.	January 2000
3.	The board considers and approves the policy proposed by the director of Personnel Services.	February 2000
4.	The director of Personnel Services distributes the policies to all employees for inclusion in the district policy manual and begins implementing the new policies and procedures.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

EPCC's nepotism policy is out of date and is not in compliance with Chapter 573 subchapter C, Nepotism Prohibitions of the Texas Code. Personnel Services is revising its nepotism policy to comply with state law, and the new policy is now under legal review. The college's nepotism policy, board policy 3.05.03 on employment of relatives, was adopted in 1978 and last amended in 1988. The policy states:

> No person shall be initially appointed, or promoted when it is the duty of any relative employed by the district to act in any official capacity upon such appointment or promotion, regardless of the source of funds for payment of salary, nor

shall any appointment or promotion be made if either person would be under the administrative supervision of the other or if either would have any official voice in recommending salary increases or promotion in rank for the other.

The nepotism policy regarding the board states that:

No person shall be employed in the district who is by blood relationship (consanguinity) within the third degree or by marriage relation (affinity) within the second degree to a member of the board.

The district's nepotism policy addresses both blood and marital relationships between board members and college employees. Relationships of blood or marriage in instances of direct or second-level supervision, however, are not addressed except in the area of recommending salary increases or promotions. TSPR was told by EPCC that the college follows the new nepotism laws, even though the official policy has not yet been changed. During the public forums and focus groups held by the review team, attendees stated:

"EPCC has a big problem with nepotism even though the college has a nepotism policy."
"A lot of nepotism [exists] within the admissions and registration area."

While TSPR could not find any instances of family members reporting to each other, having close relatives working within the same department can lead to legal and administrative difficulties for the college and its employees. A model policy suggested by the National Association of College and University Business Officers (in *Administrative Procedures for Small Institutions*, Second Edition, Keith W. Matthews, Ed.), states:

It is the policy of the [college] to seek the most qualified persons to fill its teaching, administrative, and staff positions; however, effective from the date of this policy, members of the same family may not be appointed to faculty and staff positions in the same department. In addition, no family member may have direct or indirect supervision over the progress, performance, pay, or welfare of another, and together they may not be involved with matters of financial controls and physical inventories of [college] properties.

Recommendation 19:

Adopt a nepotism policy that complies with state law and addresses supervisory relationships within departments.

This recommendation is intended to reduce the likelihood of lawsuits filed against the college that claim preferential treatment to certain individuals based on family relationships. EPCC should also take steps to remedy all existing employee relationships that run counter to the new nepotism policy by reassigning staff. Any individual who cannot be moved from a position where they are working with family members in the same department should be assisted in finding employment in a neighboring college or university if a transfer to another area in the college is not possible.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services drafts a nepotism policy that addresses supervisory relationships between supervisors and subordinates and employees within a chain of command.	December 1999
2.	The board considers and approves the nepotism policy proposed by the director of Personnel Services.	January-March 2000
3.	The director of Personnel Services distributes the nepotism policy to all employees for inclusion in the district policy manual and begins addressing existing situations.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Grant writing is critical to EPCC, bringing in significant additional resources, staff, and programs for students. However, grant writing is not integrated or coordinated with Personnel Services, resulting in poor planning for new employees who are hired when grants are funded. Personnel Services is not brought into the grant writing process by other divisions, and positions within the grants frequently lack correct classification and compensation levels.

Recommendation 20:

Require all departments to coordinate grant writing with Personnel Services to ensure equity in job classification and staffing.

When grant proposals are developed, Personnel Services should be sent a copy of the proposed staffing schedule and job descriptions. The grant

writer should work with Personnel Services to develop appropriate pay levels and job classifications for proposed grant staff. Grant writers also should prepare timelines for Personnel Services showing the proposed date of award, the project start-up date, and the proposed hiring date for new employees. This procedure will help Personnel Services plan its workload.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services works with departments developing grants to establish a new coordination policy.	January 2000
2.	The president considers and approves the policies proposed by the director of Personnel Services.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Supervisors across the college do not consistently report time records according to personnel policies. Personnel Services does not audit leave records to verify that employee leave is charged and documented correctly except by the departmental budget head or supervisor. It is up to the supervisor to decide on disciplinary action if leave is incorrectly charged and documented.

Classified staff are required to keep a daily record of time worked on the Monthly Time and Absence Report Form. On the last day of the month, this time record must be approved by the supervisor and submitted to the Payroll Office. Hourly employees (part-time, work study employees, and student interns) are required to keep a daily record of time worked on the Part-time Time Sheet. The supervisor must approve the time sheet and submit it to the Payroll Office on the last day of the month. The supervisor also submits to the Payroll Office a Monthly Leave Summary for full-time employees at the end of each month. This departmental summary will show any type of paid leave taken during the month.

Recommendation 21:

Require all classified staff to report leave taken, and conduct periodic audits of leave records.

The college should impose disciplinary actions on employees who report leave incorrectly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	Personnel Services establishes a policy and disciplinary action for incorrect leave reporting.	December 1999
2.	The board and president approve the policy.	January 2000
3.	Personnel Services and the president send a memo to all department heads reiterating leave policy and the need for documentation of leave, and the consequences of not reporting and documenting leave correctly.	February 2000
4.	Personnel Services develops, schedules, and provides training sessions for all new supervisors on leave policy and leave documentation.	January-March 1999
5.	Personnel Services conducts routine audits of time and leave reporting and documentation.	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

SALARIES AND BENEFITS

Community colleges participate in the state's retirement system administered through the Teacher's Retirement System (TRS), and the Optional Retirement Program (ORP). All full-time and some part-time employees are eligible for the Texas Employees Uniform Group Insurance Program if they are enrolled in TRS or ORP. Full-time staff are defined as those employees who work 40 hours per week for more than four and a half months. The basic health and life plan offered by the college is the state's insurance plan funded by the Texas Legislature. The State of Texas contributes 100 percent of the cost of the basic plan (for example, health and $5,000 term life with $5,000 accidental death and disbursement coverage for the employee only).

The college maintains a classification plan for positions that group administrative, professional support, and classified staff positions into separate salary schedules and specific salary grades. Positions of comparable scope and magnitude of responsibility are grouped in the same grade. All positions are assigned to the appropriate salary grade to equal pay for equal work.

A job description is developed for each position; each job description is assigned a unique job code. EPCC has more than 400 job descriptions for its employees. The job description includes a general statement of duties and responsibilities and describes the qualifications required for the position. Each department head maintains a copy of the job descriptions for positions within the department.

The college classification plan for faculty distinguishes among various types of faculty positions: full-time instructor, librarian, counselor, adult vocational/special programs instructor, coach, and part-time instructor. Salary schedules have been developed to take into account educational level and experience. The initial salary is based upon placement guidelines for education and prior related experience. Each type of position has eight grades of compensation (A through H), and 35 to 40 steps within each grade.

The salary ranges of pay are shown in **Exhibit 3-13**. Adult vocational and special programs instructors are paid for each day worked. Their salaries depend upon the number of actual days worked. Work schedules are developed each year that identify the days in which instructors work. The athletic program instructors are paid for 231 workdays, truck driving instructors and language development instructors are paid for 228 and 238 days, respectively. The number of workdays changes every year based on schedules and the academic calendar.

Exhibit 3-13
Salary Ranges of EPCC Employees
1998-1999

Employee Classification	Highest Salary on Schedule	Lowest Salary on Schedule
Administrative	$149,888	$33,050
Faculty (PT&FT)	$71,862	$26,449
Professional Support	$74,521	$18,896
Classified	$56,351	$12,425
Adult Vocational/Special Programs Instructor	$313 per diem	$133 per diem

Source: Personnel Services Salary Schedules 1998-1999.

EPCC's salary schedule for full-time faculty ranges from $26,449 to $71,852 for the academic year 1998-1999. Compared to its peer colleges, EPCC ranks third in average salary for full-time faculty, and is 9 percent higher than the state weighted average of $39,143. EPCC has the second highest salary average compared to its peers for full-time faculty.

Exhibit 3-14
Average Salaries for Full-time Faculty
1998 (nine months)

Community College	Number of Faculty in Survey	Average Salary	Highest Salary	Lowest Salary
Austin	349	$41,982	$62,096	$11,606
Tarrant Co.	433	$41,458	$57,750	$15,050
El Paso	**281**	**$41,179**	**$61,936**	**$21,256**
North Harris	325	$40,772	$54,875	$18,336
Alamo	496	$39,836	$57,610	$12,318
San Jacinto	414	$36,511	$53,074	$11,072
Peer Average	383	$40,290	$57,890	$14,940

Source: THECB, Public Two-Year Institutions Average Faculty Salaries for Full-time Faculty FY 1998 (nine months).

Faculty, as well as other classifications of staff at EPCC with the exception of part-time faculty, are compensated based upon the basis of educational level and experience attained by the employee. All faculty must meet Texas Higher Education Coordinating Board qualification standards for the teaching field to be hired. Pay grade assignments for educational level for faculty are shown in **Exhibit 3-15.**

Exhibit 3-15
EPCC Faculty Compensation Grade Assignments
1998-99

Pay Grade	Minimum Qualifications
A	Coordinating Board qualification standards for the teaching field.
B	Bachelor's degree or equivalent for the teaching field.
C	Master's Degree or equivalent in the teaching or directly related field.
D	Master's Degree plus 15 semester hours of graduate work beyond the Master's in the teaching or directly related field.
E	Master's degree plus 30 semester hours of graduate work beyond the Master's in the teaching or directly related field.
F	Master's degree plus 45 semester hours of graduate work beyond the Master's in the teaching or directly related field.
G	Master's degree plus 60 semester hours of graduate work beyond the Master's in the teaching or directly related field.
H	Doctor's degree in the teaching or directly related field.

Source: EPCC Academic Year Faculty Compensation Guidelines 1998-1999.

In addition to pay grades ranging from A to H, faculty salary schedules also include 40 steps for full-time and 35 steps for adult vocational/special programs instructors. Individuals meeting the minimum educational and experience requirements will be placed at minimum entry of the grade, step one. For placement above the minimum of the grade, credit for experience beyond the minimum requirements are given for directly related work experience, college teaching, high school teaching, and other specifically related college or professional experience depending upon the discipline.

FINDING

Texas community colleges rely heavily on part-time faculty, as do most community colleges across the nation. According to data from the Association of Community College Trustees (ACCT), nearly two-thirds of community college faculty nationwide are part-time employees. In Texas, about 40 percent of community college faculty are full-time, while 60 percent are part-time. As **Exhibit 3-16** shows, EPCC uses more part-time faculty than the Texas average, and more than three of its peers.

Exhibit 3-16
Faculty Information
El Paso and Peer Districts/State
1998

College District	Total Number of Faculty	Percent of Full-time Faculty in Total Faculty
San Jacinto	1,871	43%
Tarrant	909	43%
Alamo	1,182	35%
El Paso	**1,113**	**33%**
North Harris	1,210	33%
Austin	1,445	25%
State	**22,841**	**40%**

Source: THECCB, Community and Technical College Division, Statistical Report FY 1998, Faculty Data

Part-time faculty provide a major teaching resource for the college, but are paid less than full-time faculty. This is true not only at EPCC but throughout the nation. Some community colleges pay less per semester hour for courses with laboratories. Unlike some peer colleges, EPCC does not base its rate of pay for part-time faculty on qualifications of staff. EPCC pays a flat rate for lecture classes in credit programs for all part-time faculty regardless of their advance degrees or experience. The part-time faculty salary schedule includes various amounts of pay for contact hours for non-lecture activities, ranging from $13.50 for driving instructors per contact hour to $27.50 per contact hour for adult vocational instruction. Full-time tenured instructors who teach an overload-additional classes over and above their normal workload schedule-also are paid at the part-time faculty rate. EPCC ranks third highest among peer colleges and other Texas colleges surveyed for wages paid to part-time faculty as shown in **Exhibit 3-17**. The college also ranks above the national average

for compensation to part-time faculty, although in EPCC they are paid significantly less than full-time faculty.

Exhibit 3-17
Average Rate of Pay for Part-time Faculty
1999

Community College	Highest Wage Per Three Hour Semester Course	Lowest Wage Per Three Hour Semester Course	Laboratory Rate
Austin	$2,244	$1,623	75% of regular rate
Alamo	$1,896	$1,896	N/A
El Paso	**$1,854**	**$1,854**	**$369 per lab hour**
Collin County	$1,419	$1,350	$360/$378 per hour
San Jacinto	$1,344	$1,344	$20 per hour
North Harris	$1,488	$1,296	N/A
Tarrant Co.	$1,596	$1,232	
Amarillo*	$1,575	$1,125	N/A
Kilgore*	$1,100	$1,400	N/A
Bee County*	$1,200	$1,200	N/A
National Average**	**$1,200**	**$1,000**	

Source: TSPR Survey of peer colleges.
*Information obtained from Collin County Community College Survey conducted August 1999.
**Strangers in Their Own Land, Roueche, Roueche, and Milliron, 1995, p. 37.

EPCC part-time faculty are also not compensated fairly with regard to benefits. Part-time faculty make up 75 percent of the faculty workforce at the college, but are paid less for the same work, share cramped offices for meeting with students, and are not allowed some of the specialized

training offered to full-time faculty. Part-time faculty representatives told the review team that they are not recognized for their contribution to the college. Their main area of concern is their rate of pay compared to full-time faculty. During the public forums and focus groups held by the review team, attendees stated:

> "Part-timers want: An improved ratio of full-time to part-time faculty. Equal pro-rate pay. Benefits."

> "Market salary for part-time, good pay scale."

> "Part-timers are not paid well."

> "Make salaries of part-timers commensurate with their duties."

The college's communication with part-time faculty is also an issue. For example, part-time faculty believe that their input is not valued or considered, and that they are not paid fairly. EPCC has no clear compensation goals or incentives built into part-time faculty salary schedule. A clear understanding of compensation goals is necessary to set appropriate salaries to maximize the existing budget. This is especially important given the college's declining student enrollment and the resulting loss of tuition revenue to support fixed costs. Peer colleges have addressed this issue by compensating part-time faculty for experience and for degree attainment.

Recommendation 22:

Establish compensation standards and goals for part-time faculty and use these standards for developing pay grades.

Whatever system EPCC chooses to set salaries for part-time faculty, it should provide equitable compensation for the work performed. EPCC has developed clear compensation pay scales and grades for all of its other classes of employees and can use a similar model for its part-time faculty. Compensation to part-time faculty for their teaching and any additional service to the college should realistically reflect the value of their contributions to the institution.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services works with the president and the board to establish compensation standards and goals for part-time faculty within the total amount of funding available.	January 2000

2.	The director of Personnel Services establishes pay scales and grades for part-time employees.	February 2000
3.	The director of Personnel Services determines the amount of salary for each employee based upon the new pay scales and grades.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources. EPCC can use the current budget to determine the salary levels and pay scales that will allow for increases in pay commensurate with experience and qualifications. EPCC could lower its rate of compensation for new part-time faculty, and compensate at a higher rate those with experience or advanced degrees. Because many part-time faculty are hired based on their experience in business or the discipline for which they are applying at EPCC, this new policy should not hinder the college's ability to hire qualified staff.

FINDING

EPCC has no merit or incentive system in place to compensate employees for outstanding performance or for obtaining advanced certification in their field other than obtaining a degree. This inadequacy has contributed to employees' belief that their performance really does not count beyond meeting minimum standards. Employees do receive an annual salary increase upon board approval. The history of salary improvements is shown in **Exhibit 3-18**.

Exhibit 3-18
Summary of Salary Improvement Program by Employee Classification
1993-94 to 1997-98

Year	Faculty	Administration	Professional Support	Classified	PT Faculty
1993-94	3 - 6%	1.5 - 10%	1.5 - 10%	1.5 - 10%	3%
1994-95	4-10%	4-10%	4-10%	4-10%	5%
1995-96	5%	5%	5%	5%	0
1996-	2%	2%	2%	2%	0

97					
1997-98*	3% * If employed since 9/1/96	3%	<$25,000 5% >$25,000 3%	<$25,000 5% >$25,000 3%	3%
1998-99	3% * If employed since 9/1/97	3%	3%	3%	1%

Source: Personnel Services Statistical Report.

Components of a merit pay system require first, that employees and supervisors understand what performance levels are required to be eligible for merit pay. Second, an appraisal form with clear guidelines for measuring performance is used. These guidelines provide information to employees and supervisors and must be clearly communicated to them. The employee evaluation must reflect the rating for merit pay given. The college must monitor the disbursement of funds for merit raises to match the appraisal rating given to the employee. Only two of the peer colleges surveyed, Tarrant and Texas Southmost, have merit systems. At both colleges, performance evaluations are used to determine merit raises.

At EPCC, performance appraisal ratings are not linked through any written policies to a decision to award salary increases. With no clear link between pay and performance, the college is missing a significant opportunity to motivate employees and to ensure that funds for salary increases are used wisely. During the public forums and focus groups held by the review team, attendees stated:

> "...Recognition is non-existent...A job well done should be compensated accordingly!"

> "Employee morale is very low because of the inequity in hiring, lack of upward mobility, and minimal one-and-a-half percent raises."

A merit system could include linking pay increases to well-defined objectives and measures, including obtaining professional certifications for certain employees, such as the police force. EPCC Safety and Security Department staff members told TSPR that they are not recognized for obtaining police certifications. Police officers must pass rigorous requirements and testing to receive intermediate, advanced, and master certification. Other colleges and police departments recognize certification with additional pay or offer an incentive program based on education and certification or a combination of both.

Police departments that recognize employees for receiving advanced certificates have a lower turnover and improved morale, in addition to a better-trained and prepared police force.

Recognition for certifications for police and other classes of employees, such as child development staff, could tie in with a merit system. Staff would receive an additional step increase for obtaining certifications. Under a merit system, the employee would receive no guaranteed increase but could earn two or three times the amount of a typical guaranteed increase. At EPCC, this system would mean a 9 to 10-percent increase instead of a 3 or 4-percent increase. This system would require an annual set of college goals and objectives with targets for overall college improvement that can be then translated to individual staff performance targets. Rewards can range from zero to a double-digit increase based upon performance.

Recommendation 23:

Develop a clear, consistent merit and incentive pay system to reward outstanding employees and those achieving certifications in their field.

The college should provide merit increases within its existing or anticipated salary budget. The college could establish priorities for distributing dedicated salary funds into a pool that could be used for merit pay increases, and phase in the system over several years beginning with classified staff, then administrative staff, professional support, and faculty.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Personnel Services director and deans annually establish the necessary performance requirements and certification requirements to determine eligibility for merit and incentive pay increases.	January 2000
2.	The Personnel Services director ensures that performance appraisals have been appropriately completed and certification requirements documented to authorize merit and incentive increases.	Ongoing

FISCAL IMPACT

There is no fiscal impact associated with developing a performance and reward system if resources are reallocated from planned across-the-board pay raises or from cost savings captured by departments, as occurs in some Texas state agencies. Some state agencies are allowed to provide merit increases to employees if the agencies can provide for the merit increases from existing budgets.

Once a system is in place, there will be an annual cost, but that cost could be managed by EPCC based upon budget limitations.

RECRUITING, HIRING, AND TERMINATION

The purpose of recruiting and hiring is to identify candidates who are best qualified to fill available positions. A thorough review of the candidates' experience, education, potential, and the quality of their past performance is essential. All parties involved in the evaluation process should be mindful of their responsibility to provide equal employment opportunity to each applicant regardless of age, gender, race, religion, color, national origin, or any disability of the applicant. Last year, Personnel Services posted 203 positions and filled 156. This hiring required processing more than 12,000 applications.

At EPCC, numerous staff are involved in the hiring process. Responsibilities for hiring and evaluating candidates are spread among the president, board, Personnel Services, the new hire's supervisor, and an evaluation committee.

The president is responsible for recommending candidates to the board for approval; others involved in the candidate evaluation process assist the president in making that recommendation.

The director of Personnel Services is designated as the position coordinator for vacancies. The coordinator (or designee) is responsible for managing the evaluation process to ensure that the process is conducted in accordance with applicable procedures and regulations, including the collection of all required position evaluation documentation. The position coordinator does not evaluate candidates. Personnel Services also is responsible for:

- Drafting/finalizing recruitment materials;
- Reviewing/finalizing/approving the evaluation committee membership;
- Drafting/finalizing evaluation rating form materials;
- Recording completed initial evaluation form results;
- Conducting the EEO initial and final review;
- Inviting candidates for on-campus interviews;
- Corresponding with applicants;
- Assuring the completion of the evaluation process;
- Determining salary placement;
- Extending the offer of employment; and
- Preparing actions for board approval.

The evaluation committee normally includes the supervisor, with the second line supervisor and at least three other individuals who are competent to evaluate applications and credentials. The supervisor makes

recommendations on the evaluation committee assignments to the director of Personnel Services.

When supervisors deem it appropriate, community representatives are consulted to provide another perspective or serve as subject matter experts.

The evaluation committee's responsibilities include attending the orientation meeting, evaluating applications, participating in interviews, completing an evaluation form for each candidate as a committee, and forwarding it to the supervisor.

The immediate supervisor (or other designated administrator) for the position is responsible for reviewing the job description, recommending staff for the evaluation committee, providing input for the position announcement, ensuring appropriate questions are developed and that all candidates are asked the same questions, in interviews, and participating in the final selection conference.

FINDING

EPCC uses a two-step screening process for new full-time employees at the administrative, professional support, and faculty levels. The hiring supervisor or an executive review committee initially screens all applicants against a set of qualifications. The qualifications for the position are developed using specific criteria. Faculty are screened using the following factors:

- Educational preparation;
- Experience teaching in the discipline;
- Related skills and experience;
- Factors specific to the position; knowledge, skills, abilities, certifications, etc.; and
- Experience/ability to work in a community college.

A percentage factor is attached to each of the announced qualifications. The supervisor of the position and one faculty member, who both are members of the executive review committee, independently rate the candidate's application material against the announced criteria. A composite of the combined scores ranks all applicants for the position. From this ranking, candidates are selected for interviews with both the executive review committee and the interview committee. Upon completion of the interview process and reference checks, finalists are selected for the position. The supervisor and the selection committee conduct a final review and selection conference to select the individual who will be offered the position.

COMMENDATION

EPCC uses a screening process for staff that is unbiased and allows for the most qualified candidates to be selected.

FINDING

All full-time permanent employees are given one or two-year contracts, depending upon their tenure with the college. Professional support and classified staff are given two-year contracts; administrators are given one-year contracts. New contracts each year for all central office administrative employees is unnecessary and not required by the Texas Higher Education Coordinating Board or by any state or federal law. Perhaps more important, it is far more difficult to terminate an employee hired under a term contract.

Contracting with all employees creates an additional workload for Personnel Services and contributes to the difficulty the college has terminating employees when necessary. Texas is an at-will employment state, which means that its employers have the right to hire and terminate employees without notice.

Other colleges have eliminated contracting for all classes of employees. Among peer community colleges, Austin contracts with faculty; Alamo, North Harris, and Tarrant contract with faculty and administration; and San Jacinto contracts with faculty, administration, and professional staff, but not for classified staff. Texas Southmost Community College does not contract for any of its personnel. Only EPCC has employee contracts with all classifications of staff among peer colleges.

Recommendation 24:

Discontinue annual contracts for all employees.

Eliminating contracts for personnel would provide the district greater flexibility in staffing decisions and would reduce its workload in preparing annual contracts.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services convenes a task force to determine the categories of employees under contract.	January 2000
2.	The director of Personnel Services drafts policies that address the new contracting procedures.	February 2000
3.	The board and president consider and approve the policies and	March

	recommendations proposed by the director of Personnel Services.	2000
4.	The director of Personnel Services holds an information session with all personnel affected by the change in policy to explain the impact the change will have on their employment with the college.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

TRAINING AND STAFF DEVELOPMENT

The purpose of training and staff development is to accomplish specific goals, which include improving the quality and/or quantity of the work produced; reducing maintenance costs or waste; decreasing complaints or misunderstandings concerning policy and procedures; or reducing turnover and increasing employee job satisfaction. There are three major elements necessary to implement training programs successfully. These are:

- Accurately assessing training needs;
- Providing the appropriate training programs; and
- Evaluating the training of employees.

There are a number of areas in the college that provide staff development, including Faculty Development, Employee Relations and Development, and Information Technology. With the reorganization of the college in September 1999, the Department of Staff Development and Training under Institutional Services was moved to the new Employee Relations and Development Department, and the director formerly responsible for Staff Development and Training is now the director of Human Resources Development. Staffing and budget figures for the two areas of Faculty Development and Staff Development and Training are shown in **Exhibit 3-20.** Faculty Development is located on the Valle Verde campus and Employee Relations and Development is located in the Central Support Services building.

Exhibit 3-20
Budget for Training and Staff Development
1998-99

Department	Budget 1997-1998	Budget 1998-1999
Faculty Development	$137,362	$133,970
Staff Training and Development	$170,437	$173,348
Total	$307,799	$307,318

Source: EPCC 1998-99 Budget.

Employee Relations and Development provides benefits orientation to all new employees as well as civil rights, EEO, and labor law compliance training. The department also provides "EMS: the Effective Management Series" training twice a year, open to all staff. The training includes six sessions covering the following topics:

Session I: Classification, Positions, and Reporting
A summary of the various labor laws and their impact on human resource management activities of supervisors, including position evaluation and classification, job categories, employee status and workload, compensation guidelines, and time reporting practices.

Session II: Becoming Part of the College Family
A comprehensive review of the college's hiring policies and procedures, for both institutionally and externally-funded positions. Emphasis will be given to equal opportunity guidelines and effective interviewing techniques.

Session III: For Your Benefit - Health, Wealth, and Safety
An overview of the various employee benefit programs, including retirement, educational leaves, medical and other insurance, workers' compensation, safety issues, paid and unpaid leaves, new employee in-processing and orientation activities, and the separation process.

Session IV: Treatment for Difficult Situations
A review of the college's grievance procedures, with emphasis on supervisory responsibilities in processing employee complaints; discussion will include strategies for resolving conflict and misunderstanding, in the workplace.

Session V: The Respectful Workplace - Preventing Sexual Harassment
A comprehensive discussion of sexual harassment in the workplace and academic environment, including supervisory responsibilities for prevention.

Session VI: Diagnosis Success
A review of the college's performance appraisal system, including discussion of the procedures and the evaluation instrument, preparation and conduct of the performance evaluation session, coaching techniques and strategies. Also included will be a thorough review of supervisory responsibilities concerning employee discipline.

The associate vice-president for Employee Relations and Development also participates in the annual faculty development week as a facilitator for training sessions. Reporting to the associate vice-president for Employee Relations and Development is the director of Human Resources Development. A director who has one staff assistant leads this department.

This department provides an array of training and staff development to mainly administrative, professional, and support staff. Areas of responsibility include coaching and performance appraisal training, staff seminar series, teleconferences, self-paced learning programs, and various

personnel development training programs, and conducting an annual staff retreat. The self-paced learning program includes a collection of books, audio tapes, and videotapes on a variety of personal and professional topics. All such resources can be checked out and used for individual study or departmental workshops.

Faculty Development also is responsible for training and is located in the Instructional Services Department. The division of Faculty Development includes three coordinators and two support staff. Faculty Development is responsible for a variety of programs, including faculty awards, orientation, and retreats; a guest lecture program; innovative mini-grants; newsletter and handbook production; professional development training; wellness programs for faculty; Spanish Immersion Program; Southwest Seminar for Great Teaching; a college recognition dinner, and the Service Learning Program. Several of these programs have been recognized nationally as innovative and excellent models for other colleges.

THECB now requires all faculty members to attend workshops. EPCC requires faculty to attend one professional development workshop per year for part-time instructors and attendance at two professional workshops per year for full-time instructors. Only workshops that deal with the THECB's "Standards and Measures" topics qualify as "professional development" workshops.

THECB's "Standards and Measures" topics for professional development are:

- Improving career counseling/job placement assistance
- Addressing differences in learning styles of students
- Addressing special needs of special populations
- Staying current in your academic or technical field, including participation in business and industry partnerships
- Integrating academic and technical curricula
- Overcoming cultural bias
- Improving teaching performance, including the use of active learning strategies
- Use of technology instruction
- Complying with the policies and mission of the college
- Providing technical support for the development of courseware and technology-based instruction materials.

Each fall and spring semester, the Faculty Development Department conducts a "Faculty Development Week" that includes mandatory and optional training seminars and workshops for instructional staff. EPCC staff conducts the majority of training. Topics are developed with input from faculty and the Faculty Senate. Any EPPC staff can propose training

curricula for the next semester using a form located in the back of each faculty development week guide. This department is also responsible for overseeing the faculty resource centers that offer computer-based training and workshops at the Valle Verde, Transmountain, Rio Grande, Mission del Paso, and Northwest Center campuses. In addition to faculty, all employees may use the resource centers.

FINDING

Human Resources Development convenes an annual retreat, inviting 60 randomly chosen college staff from all classifications to attend a three-day workshop on organizational effectiveness. The National Council for Staff, Program, and Organizational Development has recognized the retreat as an outstanding example of how colleges can improve communication among staff. "Breaking out of the shell" was the theme for the 1998 staff retreat. The sixth annual retreat held in April 1999 had a theme of "blazing a trail to the new millennium." Workshops included in the 1999 retreat centered on two major topics:

- The power of vision - creating a compelling future for yourself and
- Blazing your way to the future.

Staff also completed a personal improvement plan and an organizational diagnosis questionnaire. Themes are chosen as a way for staff members to discuss change, leadership, innovative thinking, and to generate possible solutions. During the plenary session, retreat participants identified one improvement project they intended to complete during the year ahead. They were asked to detail specific actions they would take to carry out their improvement project and requisite resources. Participants also gave feedback on questionnaires designed to identify the major obstacles they encounter on the job; to tell their feelings about the organization as a whole; and to give suggestions on how to "fundamentally change the organization for the better."

COMMENDATION

Human Resources Development provides an effective annual organizational development retreat that improves understanding of the college's goals and mission and enhances communication.

FINDING

While a number of training and management courses are offered, EPCC does not have a comprehensive plan for staff development except for faculty. Faculty are required to participate in the twice-a-year faculty

development week and attend specific workshops and training sessions. Other staff have no such requirements.

Human Resources Development offers workshops that improve job skills and work performance. In addition to the Essentials of Management program, these include:

- Performance appraisal/career development,
- Team building and problem solving,
- Team management,
- Stress management,
- Communication skills, and
- Sexual harassment.

The department also offers a Career Advancement Program for employees, which is designed to help employees plan and manage their careers at EPCC. Human Resources Development provides both training and technical assistance for this effort, including information on the educational assistance program and the staff scholarship program and training in the performance appraisal system.

However, there is no overall plan for who will attend training, and how much training each employee receives based upon individual needs. The resources and staff to provide the training exist, but they are not coordinated to ensure all employees receive the training appropriate for their position. EPCC also does not track training so that the college can determine if employees are taking advantage of training opportunities.

Recommendation 25:

Implement a set of required training programs for all college employees.

The training should include sexual harassment, ethics, and district policies and procedures. Supervisors should receive training in hiring, leadership, dealing with problem employees, conducting performance evaluations, and termination procedures. This training should be organized cooperatively by Human Resources Development and Faculty Development. Participants should be asked to sign a log to confirm their attendance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Human Resource Development together with the director of Personnel Services and the director of Faculty Development develop and implement a training program on a	December - January 200

	standard set of topics for all college employees.	
2.	The director of Personnel Services coordinates with the director of Information Technology to determine the best system for tracking the training received by employees.	February 2000
3.	The director of Personnel Services designates a staff member to be responsible for tracking employee training.	February 2000
4.	The director of Human Resource Development and the director of Faculty Development designate staff to conduct a series of sessions on the topics and require all appropriate personnel to attend.	Ongoing

FISCAL IMPACT This recommendation could be implemented with existing resources. Staff members are already dedicated to training, and the training could be coordinated so that the best use of available resources occurs. The college already uses Access software for tracking purposes, and a simple database could be developed for tracking using existing software. All training could be recorded on a training log, and an evaluation form completed by each employee and placed in his or her personnel file. Once the Banner system is implemented, tracking could be moved over to the new system.

PERFORMANCE EVAULATION

EPCC's policies and procedures for performance evaluations require performance appraisals to be conducted on all employees annually or biannually. New employees are on probation for six months, and a probationary period progress review is required by the last day of the second month and the last day of the fourth month of employment.

Non-faculty are evaluated using a form that provides three overall ratings:

- Exceeds expectations
- Meets expectations
- Needs improvement.

Both the supervisor and the employee rate the individual on general performance factors and complete a brief narrative section about specific, job-related examples of the individual's performance.

All faculty are evaluated by instructional deans using a classroom performance appraisal instrument, a composite appraisal instrument, and a faculty self-evaluation and reflection instrument. A plan for improvement also is completed for those faculty members whose evaluation indicates that such a plan is necessary. Evaluation of tenured faculty ordinarily occurs during the second year of a two-year cycle, unless the division chair documents to the faculty member the need for more frequent evaluation. All full-time lecturers and probationary faculty are evaluated annually.

FINDING

Many supervisors of non-faculty staff believe evaluations are not important and there is no sense using the evaluation as a tool leading to career development or improved performance. The instrument used for evaluating non-faculty is a cursory "check-off" list with a brief narrative that does not relate to job performance. Supervisors state that the process does not accurately assess the employee's performance, and accountability measures are not built into the performance evaluation tools with the exception of faculty performance evaluations.

During the public forums and focus groups held by the review team, attendees noted:

> "Do not use employee evaluations if they are not going to facilitate promotions and demotions for dead weight (people who are not fired for not performing or doing their jobs), which makes morale extremely low."

"The performance evaluation (plan) doesn't work; there is no plan of action, tedious, non-productive."

Recommendation 26:

Change the evaluation instrument for non-faculty to include rating scales and criteria relevant to their position and performance on the job, and tie the evaluation to continued employment, merit increases, or annual pay raises.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Personnel Services works with a team of staff to develop a new evaluation instrument for non-faculty.	December 1999
2.	The director of Personnel Services provides training for all supervisors on the new instrument.	March 2000
3.	The new evaluation tool is implemented collegewide.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

EPCC does not have an evaluation system that requires administrators to take responsibility for administrative and operations units that they manage. The president is concerned that historically, administrators have not been held accountable for their performance or lack thereof. Although the president is reorganizing EPCC's administrative structure, accountability measures have not been developed. For example, administrators and supervisors throughout EPCC do not consistently complete annual performance evaluations, but no action is taken to remedy the situation.

For the 1999 evaluation cycle that includes performance appraisals from March 1998 through February 1999, Personnel Services received and processed 444 performance appraisals for non-faculty staff. The March 1999 statistical report showed that EPCC had 789 non-faculty full-time employees. According to Personnel Services, of that number, a few-less than 30-would not have met the criteria for the evaluation. This number includes new hires in the probationary period, transfers, and promotions. This means that of the 759 eligible employees, 315, or 42 percent, did not receive a timely evaluation.

Recommendation 27:

Implement a performance appraisal system for college administrators, and require that annual appraisals be completed before any salary increases can be awarded.

The formal performance appraisal system should clearly communicate the roles, responsibilities, and expectations for each administrator, including establishing objective employee performance measures and providing ongoing monitoring through regular performance appraisals. Moreover, the formal system also should include sanctions for supervisors and managers who do not complete performance appraisals of their subordinates in a timely manner. Moreover, the president should prohibit the award of any salary increases unless the annual appraisals have been completed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president and associate vice president for Employee Relations and Development draft accountability measures for executive management, middle management, and supervisors.	January - March 2000
2.	The president issues a formal memorandum to all EPCC faculty, staff, and administrators outlining the specifics of the new accountability system and indicates that annual appraisals are mandatory to receipt of salary increases.	May 2000
3.	VALIGN=TOPThe director of Human Resources and Personnel Services develops, schedules, and provides training session for all employees on the performance appraisal system and implements the new system.	June 2000 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 4
COMMUNITY INVOLVEMENT

This chapter discusses community involvement activities in the El Paso Community College (EPCC) in four sections:

A. Organizational Structure
B. Community Involvement and Support
C. Workforce and Economic Development
D. Media Relations

BACKGROUND

EPCC is directly responsible for identifying and responding to the needs of community residents and taxpayers, public officials and private service contractors and providers, college faculty, administrators and board members. However, it is the students of El Paso Community College who have the greatest stake in EPCC's outreach efforts in the local community and surrounding Paso Del Norte region. Because EPCC plays a vital role in ensuring the economic growth of El Paso County and rural west Texas, its primary objective must be to provide quality educational opportunities and successful vocational training programs for the region's present and prospective workforce.

ORGANIZATIONAL STRUCTURE

EPCC's community involvement efforts are decentralized among three directors who are responsible for unrelated administrative activities. According to the recently revised organization chart, dated July 1999, the director of Public Relations and Marketing and the executive director of the EPCC Foundation hold equal positions of responsibility and report directly to the president (**Exhibit 4-1**).

Exhibit 4-1
EPCC Organization
1999
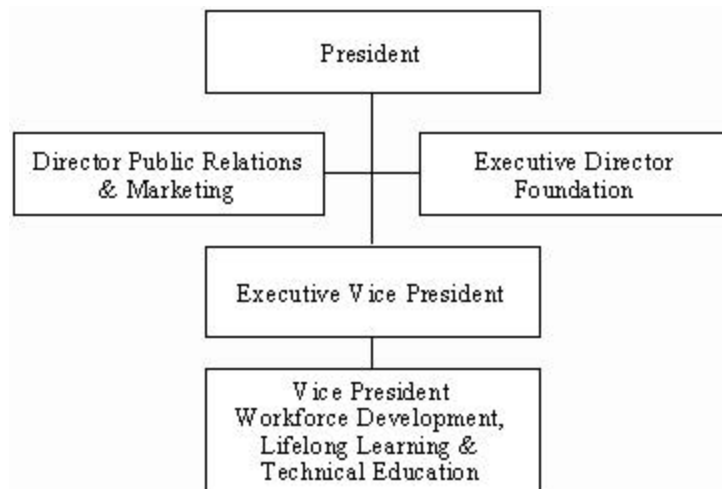
Source: EPCC Organization July 1999.

Historically, the director of Public Relations and Marketing has acted as a public information specialist and college spokesperson. The executive director of EPCC Foundation, on the other hand, is charged with generating private and corporate funding for EPCC programs and projects through donations and in-kind contributions to the college's not-for-profit corporation.

Marketing EPCC within the local community has been a secondary function for the manager of Publications, the vice president for Economic and Workforce Development, and the individual deans of each campus. Each department operates as a separate entity within the college and pursues its self-appointed mandates. Each functional area also maintains a separate departmental operating budget and support staff (**Exhibit 4-2**).

Exhibit 4-2
EPCC Budget

Description	PR & Marketing	Publications/ Print Shop	EPCC Foundation	Total
Number of Staff	3-FT/2-PT	11-FT/2-PT	3-FT	21
Salaries	$119,009	$332,235	$117,130	$568,374
Supplies & Materials	$61,334	$210,000	$146,552	$417,886
Other Operation Expenditures	$3,000	$2,000	$12,500	$17,500
Applied Charges or Services	$0	($266,500)	$0	($266,500)
Total	**$183,343**	**$277,735**	**$276,182**	**$737,260**

Source: Schedule submitted by Al Hinojos 9/13/99.

FINDING

The role and scope of the EPCC's community involvement and marketing is fragmented. Various departments compete for duplicate resources and support staff. A primary example is the duplication of service that exists between the Office of Public Relations and Marketing and the Center for Instructional Telecommunications. Each department maintains its own equipment and personnel to produce marketing videos.

Another example is the duplication among the writers in the publications office and those in the public relations and marketing office. An analysis of comparable community college public relations departments revealed that external and internal communications is managed more efficiently through one coordinated organizational unit that reports directly to the President. A case in point is Austin Community College (ACC), which operates its Marketing & College Relations Department with one executive, seven full-time assistants and specialists, and two half-time support staff each of whom provide specific support services. This number contrasts with EPCC's 17 full time and four part-time employees who offer redundant marketing and publication services.

The independence of these various departments and the lack of coordination also means that some important communication responsibilities are overlooked. The most obvious omission is internal communications. According to the latest organizational chart, no director, dean, or division chair has direct responsibility for gathering, preparing, and disseminating internal communications. The dissemination of timely information between the administration and the various campuses is an

important tool for instilling pride and building morale among students, faculty, and local community constituents.

College catalogues and class schedules and other institutional publications are the Publications and Print Shop departments' first priority, but they also produce a monthly employee newsletter, the annual student literary magazine, and special promotional/advertising pieces upon request. However, the Publications/Print Shop departments are primarily production service centers. It is not their responsibility to create or promote campus news and information. Likewise, the Office of Public Relations and Marketing directs external advertising, but does not actively disseminate internal communications.
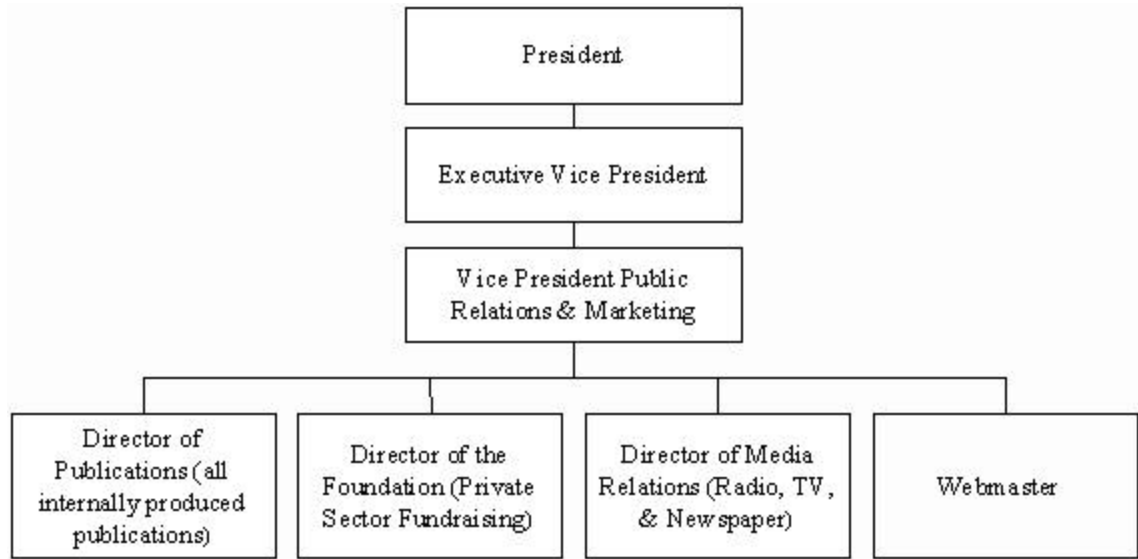
The University of Texas at El Paso (UTEP) recently implemented a comprehensive community plan similar to that of the Austin Community College. UTEP reorganized previously separate departments into a consolidated Division of Institutional Advancement. A vice president for institutional advancement now supervises the inter-related functions of Alumni Relations, University Communications, University Relations, and University Development. By promoting a common message for UTEP within the community, the university expects to advance the university's mission and the best interests of its students and academic programs.

Recommendation 28:

Create a new position of vice president for Public Relations and Marketing to manage an integrated community involvement, image, and marketing effort.

Redefining and restructuring the fragmented functions of EPCC's existing media communications, publications, and foundation into a cohesive and coordinated organizational unit would be a first step to improving internal and external communications. The unit, supervised by a vice president with marketing experience, should be capable of developing and implementing a comprehensive internal and external communications and marketing plan. Functions such as fundraising, media productions, public information, publications, and Web-page design and maintenance could be coordinated and supervised by the current executive director of the foundation. The vice president for Public Relations and Marketing would report directly to the President (**Exhibit 4-3**).

Exhibit 4-3
Recommended Organization for EPCC
Public Relations Office

President

Executive Vice President

Vice President Public Relations & Marketing

| Director of Publications (all internally produced publications) | Director of the Foundation (Private Sector Fundraising) | Director of Media Relations (Radio, TV, & Newspaper) | Webmaster |

Source: TSPR

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president reorganizes and redefines the role of Public Relations and Marketing.	January 2000
2.	The board approves the restructuring and consolidation of Public Relations and Marketing.	January 2000
3.	The president creates the position of vice president for Public Relations and Marketing as a direct report.	February 2000
4.	The president eliminates the executive director position in the foundation.	February 2000
5.	The president and vice president for Public Relations and Marketing name a director of the Foundation to track fundraising and fundraising calls.	February 2000

FISCAL IMPACT

The college could transfer the salary from the executive director position of the Foundation to the newly created position of vice president for Public Relations and Marketing.

The reorganized department will have three positions performing duplicative work that can be eliminated. The writer makes an annual salary of $27,529 annually, plus 28 percent benefits, for a total of $35,237. The executive assistant makes an annual salary of $22,118 annually, plus 28 percent benefits, for a total of $28,311. The part-time videographer is

paid hourly at a rate of $5.97, 19 hours per week, totaling $5,898 annually, plus 28 percent benefits, for a total of $7,550. These three positions total $71,098 annually. The first year total assumes a cost savings of eight months.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Create a new position of vice president for Public Relations and Marketing to manage an integrated community involvement, image, and marketing effort.	$47,399	$71,098	$71,098	$71,098	$71,098

FINDING

EPCC has no cohesive marketing strategy. In 1997, EPCC hired an independent consultant to draft-in conjunction with a Districtwide Advancement Team, Advancement Facilitators, and EPCC administrators-a comprehensive marketing plan for internal and external communications. The resulting 75-page document, *Marketing Action Plan*, was published in November 1997 but was not officially adopted or enacted by the EPCC governing board. Implementation of the individual action plans has been left solely to the discretion and direction of interested stakeholders.

The elements of successful marketing and communication strategies include research and detailed action plans for targeted audiences, enhancing public relations, and assessing outcomes. Avoiding the inappropriate media attention or duplicate publications can realize cost savings. Increased revenues can be generated from a heightened awareness of the programs available at the college. A comprehensive marketing strategy:

1. Raises the aspirations of low and moderate income families who feel college is unaffordable to their children;
2. Encourages more students to prepare and apply for college admission; and
3. Persuades the local business community to invest in college development funds and scholarships.

TSPR found that several different administrative departments, namely Admissions, Recruitment Office, Financial Aid, Cooperative Education/Placement, and Tech-Prep, are performing some outreach activities, but these activities are not coordinated with Public Relations

and Marketing (PR & M). This lack of internal communication and coordination among the various departments, as well as among the campuses and central administration, inhibits EPCC's student recruitment and community outreach efforts.

Because no one department is responsible for producing recruitment brochures or promotional materials, each department essentially produces its own materials for students. Additionally, the Center for Instructional Telecommunications (CIT) has available all the facilities, systems, equipment, resources, staff and administrative infrastructure necessary to produce and broadcast professional quality marketing videos. Through its established board for the cable channel EPCC-TV, EPCC has partnerships in place with all area school districts and education institutions. These partnerships have the potential to help EPC recruit students.

The Texas Commission on a Representative Student Body developed and executed a well-defined marketing strategy to address these specific goals outlined in the strategy above. The commission began with market research and followed with public relations activities and targeted advertising. The commission's success can be measured by the public's awareness of its proposed Hope scholarships as well as its latest legislative success.

Recommendation 29:

Develop and implement a well-defined marketing strategy that mirrors EPCC's strategic plan's goals and objectives.

The EPCC should initiate tracking methods, including customer surveys, to assess the success or areas of improvement for EPCC marketing initiatives.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs vice president for Public Relations and Marketing to develop a comprehensive marketing plan for the next fiscal year to achieve specific desired outcomes including increased enrollment, dollars raised, or scholarships donated.	January 2000
2.	The vice president for Public Relations and Marketing determines the market segments that must be examined; such as, high schools, business leaders, industrial leaders, and community based organizations.	January 2000
3.	The vice president for Public Relations and Marketing sets up internal teams to work on individual targeted markets such as the Recruitment Office. the Foundation Office. Workforce and	January 2000

	Lifelong Learning, and Institutional Effectiveness.	
4.	The director of Publications inventories all printed material in use by market segment and/or department.	February 2000
5.	The vice president for Public Relations and Marketing, with input from the respective team, creates a coordinated campaign that includes a marketing theme and logo for consistency and brand recognition for all printed and electronic efforts. Priority should be given to student recruitment activities.	March 2000
6.	The vice president for Public Relations and Marketing works with individual teams to determine fiscal needs of a coordinated campaign, and forward recommendations to the president for the next fiscal budget.	March 2000
7.	The vice president for Public Relations and Marketing devises a method to measure the effectiveness of each campaign.	April 2000
8.	The vice-president for Public Relations and Marketing conducts monthly team meetings to review the effectiveness of the marketing campaign.	May 2000 and monthly thereafter

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The EPCC Web page contains pertinent information about EPCC's mission, goals, objectives, faculty, staff, services, events, and campuses. Unfortunately, much of the information is either outdated, incomplete, inconsistent, or not provided. Web pages are generally designed to enhance public image and promote the advancement of the institution's strategic plan within and beyond the local community. Specifically, a Web page promotes the mission and scope of the college's educational and vocational training and provides information consistent with the goals and objectives of a marketing plan to increase enrollment to a general or specific population. TSPR reviewed several community college web pages and noted that most include the items listed below.

- Mission, role, scope
- Academic courses and transferability of credits to baccalaureate degrees
- Technical courses leading to professional licenses and certificates or associate's degrees
- Vocational programs for skilled and semi-skilled occupations
- Remedial education opportunities

- Counseling and guidance programs
- Adult literacy, basic skills, and continuing education programs
- Workforce development training programs
- Current events and activities or press releases from the college

Recommendation 30:

Identify and assign a webmaster to report directly to the vice president for Public Relations and Marketing with specific responsibility for designing and updating EPCC Web pages.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the vice president for Public Relations and Marketing to assign a webmaster to update the Web page.	January 2000
2.	The vice president for Public Relations and Marketing and the vice president of Information Technology Systems develop a job description for the webmaster and use an existing vacancy for the webmaster position.	February 2000
3.	The vice president for Public Relations and Marketing posts internally to hire a webmaster.	March-April 2000
4.	The vice-president for Public Relations and Marketing interviews and hires the best qualified webmaster.	April - May 2000
5.	The vice president for Public Relations and Marketing and the webmaster develop a strategy and timeline for webpage updates.	May 2000 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

COMMUNITY INVOLVEMENT AND SUPPORT

The EPCC is as diverse as the community it serves. Since its creation 30 years ago, EPCC has expanded its presence throughout the El Paso community to meet the needs of an expanding population. Today the EPCC consists of five campuses around the city. More importantly, it offers a variety of programs and classes that college officials believe support the community it serves.

FINDING

EPCC has assumed the leadership role in developing, producing and promoting theatre, and performing arts in the community. The college produces, directs, and supports several successful programs in collaboration with civic and community organizations. Annual productions, such as Viva El Paso, Shakespeare on the Rocks, Shakespeare on the Run, and the Chopin Festival, are widely acclaimed and contribute to the overall quality of life of El Paso residents. Viva El Paso is recognized as a major tourism attraction by local and state tourism officials. It serves as a showcase for local talent. Viva El Paso dancers, most of whom are EPCC students, are featured on the cover of the 1999 El Paso County telephone directory.

COMMENDATION

EPCC Performing Arts Department has assumed the leadership role in developing and promoting Viva El Paso into a major tourist attraction for the City of El Paso.

FINDING

EPCC is actively involved in several innovative public service partnerships with community educational institutions that address the health and welfare needs of El Paso's under-served population. The diversity of these programs demonstrates EPCC's understanding of the special needs for under-served populations and its willingness to take their programs to the people. Two public service projects worthy of recognition are workforce preparation for the homeless and cooperative work in the colonias to promote health literacy and home owners' literacy.

Five years ago, EPCC became one of the five founding agencies of the Coalition for the Homeless. The purpose of the coalition is to turn unemployed homeless people into employed citizens. The importance of the college's role in the coalition is evidenced by the fact that all of the steps in the workforce preparation process are supported by at least one EPCC service center. The Occupational Opportunity Center for the

Homeless (OOCH)-a central-city EPCC location-provides personal, economic, and educational counseling services and referrals to 65 other agencies in El Paso providing services to the homeless. In addition to the counseling and referral services, the OOCH also provides courses in literacy, English, occupational social skills, occupational training, and job placement.

The program's services to this welfare population have been successful and cost-effective. The personal testimony received at the TSPR community meetings was overwhelmingly positive and moving. Many who took the time to speak at the meeting expressed their deepest gratitude for the life-changing education and employment opportunities they had received. One person went so far to say the program not only changed his life; it actually saved his life.

EPCC also has cooperative agreements with Texas A&M, Texas Tech Health Sciences Center, R.E. Thomason County Hospital and county government to provide health and homeowner's literacy programs through the Colonia Self Help Centers. The purpose of these activities is to improve the health and welfare of rural county residents living in poverty. EPCC contributes valuable support services and resources to these public service programs. The EPCC Rio Grande Allied Health Department provides a related public service. Cooperating with the El Paso County Environmental Health District, the department works to immunize children in the inner-city neighborhoods surrounding the campus.

COMMENDATION

EPCC's outreach to the homeless in El Paso has been extensive, continuing, and effective. The program's success represents a grassroots approach to a national problem that could be replicated and transferred to other communities.

FINDING

According to the results of a Public Input Survey conducted by Telesurveys Research Associates (TRA), the El Paso community is generally satisfied with the performance of the El Paso Community College. Eighty-nine percent of the people surveyed agreed that EPCC is a worthwhile institution. Seventy-three percent believe that EPCC makes good use of the tax dollars, and 68 percent agreed that the public is receiving its money's worth from the college. Still when queried about EPCC's effectiveness in providing educational and job training programs, the college's performance received an "only moderately positive" score of 6.9 on a scale of 1 to 10.

Questions concerning specific community involvement issues revealed the following results:

Access and Outreach

- 50 percent respond that one or more of their households has taken courses at EPCC.
- 74 percent have attended class at or visited an EPCC campus.
- 86 percent agreed that EPCC offers classes at convenient times and locations.

Community Communication

- 80 percent agreed that EPCC has a good working relationship with the business community.
- 85 percent agreed that communications between the college and community were good.

Student Relations

- 83 percent agreed that they would consider taking courses at EPCC.
- 80 percent agreed that they would want their son or daughter to attend EPCC.

While this survey represented a cross-section of the El Paso community, TSPR focus group interviews and comments revealed a less positive attitude. Individuals and groups directly involved with EPCC-such as students, faculty, business and community organizations-expressed concern about the public image of the college and the lack of positive external and internal communications. The following statements reflects a sampling of the focus group comments:

- "The public relations and communications department for EPCC does poorly marketing the college."
- "Students in K-12 public schools say, "EPCC is where you go if you are dumb." This gives a poor image in the community."
- "Communications within the EPCC is very bad. For example, some EPCC employees have no idea what the college is doing with workforce development and dislocated workers."
- "The media misrepresents issues from the college and never seems to "get it right."
- "The student government represents the student body but doesn't get involved with the community to give the college its recognition. Besides, they have an immense budget that isn't utilized to market the college."

- I have no idea what the Advanced Technology Center (ATC) does. This is due to poor information dissemination from within the college.
- ATC is doing well, but is not being recognized!

The TRA's survey results revealed a majority of residents held favorable impressions of the college, but a review of 1997 Marketing Action Plan detailed "Improve the image of the college..." was the primary objective in nine out of 12 action plans developed by the Promotion and Recruitment working group.

Like the college's employees, EPCC students share an equally low opinion of the college's public image. Focus group comments emphasized the need for a more positive and well-defined advertising campaign to inform the community of the quality and accomplishments of students attending EPCC and of the quality of EPCC's programs. A focus group comment summarized the problem: "Positive things and exemplary programs are rarely communicated to the public; therefore, the public and community aren't aware that these programs exist."

Focus group comments also revealed that the image of EPCC internally is one of distrust and confusion. In fact, the *El Paso Times* reported that a small group of dissatisfied faculty called on the board for the resignation or termination of the president's contract. District employees voiced their frustration with the perceived lack of leadership and communication between the administration and the campus. For example, some were reluctant to participate in TSPR interviews because there had been no implementation or feedback from previous assessments and action plans they had developed and submitted.

Faculty and mid-level managers expressed dissatisfaction that administrative decisions are made with no input from the people who will be directly affected. They believed reorganization and budget decisions are made with no real strategic plan in place and the budget process completed in August 1999 was meaningless as result of the reorganization. Several others blame the President for contributing to the feelings of disenfranchisement and low morale expressed by both students and employees.

Recommendation 31:

Expand existing internal communications strategies to address EPCC stakeholders' issues and concerns.

The administration should use internal e-mail and internal college publications to solicit input from and provide feedback to the students and employees.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board and college administration commit to improving student, staff, and faculty morale.	January 2000
2.	The president and vice president for Public Relations and Marketing review all internal and external publications for positive story placement.	February 2000
3.	The president and executive vice president develop internal and external customer satisfaction surveys by market segment (students, faculty, business and industry).	March 2000
4.	The president assigns teams to determine anonymous customer feedback, to reduce fear of retribution, using anonymous surveys.	April 2000
5.	The president and executive vice president review feedback and determine which recommendations can be implemented.	May 2000
6.	The president issues a report to the community, the board and executive administrative staff on what the survey found.	June 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The lack of coordination between the offices of the Public Relations and Marketing (PR&M) Department and the EPCC Foundation contributes to confusion among potential foundation donors and college supporters. While persuading local businesses and industries to invest in an educated and skilled labor force is a priority EPCC fundraising goal, historically, departments have marketed and generated their own private financial support for programs and activities.

Community fundraising is further complicated because the college does not maintain a central office or database for external outreach initiatives. The lack of districtwide fundraising protocols and procedures undermines the EPCC Foundation's fundraising efforts and results in some community and business leaders being approached repeatedly for donations and in-kind contributions. For example, PR & M solicited $5,000 in donations from West Pecos Subway Development, Inc. and Carter Vending Company. It is unclear whether the foundation director was aware that

these monies had been solicited from major supporters of the EPCC. PR & M ultimately contributed the money to the foundation, but targeted and coordinated efforts often yield larger commitments.

Recommendation 32:

Establish districtwide fundraising protocols and procedures and coordinate all general fundraising activities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the vice president for Public Relations and Marketing to establish protocols and procedures for fundraising.	January 2000
2.	The vice-president for Public Relations and Marketing develops procedures that govern all fundraising activities for EPCC.	January - March 2000
3.	The vice president for Public Relations and Marketing along with the director of the Foundation and the rest of the marketing team develop a list of potential donors and potential gift amounts.	March 2000
4.	The vice president for Public Relations and Marketing divides the list of potential donors for the "best person to call". The assignments may include the president and Foundation board members for large donors.	March 2000
5.	The staff makes calls to donors or assigned Foundation board members for a status report on solicitations.	April 2000 and ongoing
6.	The vice president for Public Relations and Marketing monitors fundraising activities.	May 2000 and thereafter

FISCAL IMPACT

A well-organized and targeted fundraising campaign in El Paso can yield $200,000 in its first year of operation. TSPR spoke with several El Paso charitable and educational foundations and all agreed initial fundraising could yield this amount. Yields for succeeding years will likely grow as the image of the college and the foundation become better defined.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Establish districtwide	$200,000	$200,000	$200,000	$200,000	$200,000

fundraising protocols and coordinate all general fundraising activities.					

FINDING

The Paso del Norte Public Policy Institute is listed on the EPCC Web page as one of the college's community involvement activities. This institute is a community research organization whose mission is to identify and influence equitable funding decisions by state and federal policy makers. Advisory members and public officials interviewed were unable to articulate any strong commitment or knowledge of the institute.

Two other public policy institutes with similar missions also represent the City of El Paso. These are the El Paso Business Leaders Policy and Research Institute, which focuses primarily on private sector issues, and the UTEP Public Policy Institute, which focuses on regional issues. The fact that there are three different policy institutes trying to determine a public policy agenda for the city not only results in mixed messages to policy makers, but also divides resources and duplicates efforts.

EPCC recently entered into an articulation agreement with UTEP to facilitate the transfer of academic credits from the EPCC to the university. This articulation benefits students, the institutions, and the community by enabling the continuation and advancement of educational opportunities for local citizens. The Paso del Norte Public Policy Institute presents another opportunity for expanding EPCC and UTEP partnerships.

Recommendation 33:

Establish a consortium of public and private policy research organizations to facilitate and focus the activities of the Paso del Norte Public Policy Institute, the El Paso Business Leaders Policy and Research Institute, and the UTEP Public Policy Institute.

The public and private sectors would be better served by one well financed and managed public policy institute whose focus would be issues related to raising per capita income in El Paso and to improving the standard of living and quality of life of area residents. A cooperative agreement, similar to the community involvement programs EPCC already participates in, could identify common policy initiatives for regional economic development.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president initiates conversations with UTEP and the City of El Paso about establishing a consortium think tank.	January 2000
2.	The president directs the director of the Paso del Norte Public Policy Institute to identify potential cooperative research projects.	February 2000
3.	The director of the Paso del Norte Public Policy Institute identifies cooperative research projects.	March 2000
4.	The director of the Paso del Norte Public Policy Institute convenes a meeting of potential "think tank" partners.	April 2000
5.	The directors and partners develop a cooperative agreement for the consortium.	May 2000
6.	The president submits the consortium proposal to the board for approval.	June 2000
7.	The board approves the consortium and cooperative agreement.	June 2000
8.	EPCC formally creates the consortium for cooperative research.	June 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources; however, the institute can pursue grants.

FINDING

Interviews with public safety officers and city and county government officials revealed substantial interest in partnering with EPCC to develop continuing training and development programs. A city official suggested the possibility of partnering with the college to provide continuing training for police officers, firefighters, and zoo attendants.

A county commissioner also said the county could use assistance in law enforcement training and upgrading computer skills for county employees. These officials are uncertain how and with whom cooperative agreements can be developed because there is no one department responsible. Even when elected officials discuss cooperative efforts with the president, follow-up can be vague or uncertain.

Recommendation 34:

Assign the coordination of governmental project development to the vice president of Workforce Development and Lifelong Learning to expand training and develop partnerships and cooperative agreements with city and county government agencies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president designates the vice president of Workforce Development and Lifelong Learning to pursue government contracts for training.	January 2000
2.	The vice president of Workforce Development and Lifelong Learning assigns the dean of Lifelong Learning to inventory, in partnership with local governments, needed skills development.	February 2000 and ongoing
3.	The dean of Lifelong Learning makes routine calls on local government leaders to explore cooperative training efforts.	March 2000 and ongoing
4.	The dean of Lifelong Learning enters into a formal cooperative agreement with local government for specific training.	April 2000 and ongoing
5.	The Dean of Lifelong Learning devises a survey instrument for customer satisfaction from people trained and local governments.	June 2000 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

EPCC does not routinely issue a report to the community. External communications are limited to news briefings and special announcements from the PR & M office. The last external advertising piece produced by the college was the "Report to the Community" which was printed and distributed in 1997. Four contained financial information, community programs, student successes and enrollment information. Although the report was attractive and provided a broad overview of the college, much of the information included in the report is now outdated.

Other community colleges, including Austin Community College and North Harris Community College, issue annual reports to the community. Some institutions of higher education including UTEP and the Austin Community College are starting to issue quarterly reports to community leaders even though it may not have the same detail as the annual report. Locally, El Paso Independent School District issues an annual "report card" detailing yearly actions.

Recommendation 35:

Issue an annual report to the community detailing EPCC's finance information, community programs, student success and enrollment information.

An annual report to the local community would help advance the college's public image. Highlights of the report should include such topics as the college districts' mission statement, goals and accomplishments, student demographics, financial report, and innovative programs. The report can be used as a marketing tool for donations, for economic development recruitment, and for soliciting partnerships for customized training.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president and board agree to issue an annual report to the El Paso community.	January 2000
2.	The president designates the vice president of Public Relations and Marketing to design the report content and budget for a districtwide and a campus specific report.	February 2000
3.	The vice president of Public Relations and Marketing works with internal marketing teams to develop text and visuals for the reports.	March 2000 through May 2000
4.	The vice president of Public Relations and Marketing sends the draft to the president and board for approval.	May 2000
5.	The board approves the report.	June 2000
6.	The annual report is distributed to business and community leaders.	August 2000 and each August thereafter

FISCAL IMPACT

The fiscal impact is based on 1997 Annual Report cost with a 10-percent increase per year. TSPR spoke with three El Paso printers and said a 10-percent increase per year would be the maximum increase. TSPR spoke with several El Paso printers. The cost to develop and distribute the report at the time of the review $15,428. (This included 8,000 four color, 25 page brochures at $7,028; 100,000 matte newspaper inserts at $4,000; and newspaper cost for the insert of $4,400.) The cost of the report increases 10-percent from the previous year.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Issue an annual report to	($15,428)	($16,971)	($18,668)	($20,535)	($22,588)

| the community that contains financial information, community programs, student successes, and enrollment information.					

WORKFORCE AND ECONOMIC DEVELOPMENT

According to recent statistics, El Paso is the fourth largest city in Texas and the 22nd largest city in America, but its tax base ranks 156th. In addition, El Paso's per capita income and median wage are among the lowest in the country. In February 1998, business, civic, and private sector leaders joined in an Economic Development Summit Roundtable to discuss ways to improve the economy and standard of living in the Paso del Norte region. During those roundtable discussions, participants determined that the goal of all workforce and economic development initiatives should be to raise the per capita income level of El Paso residents.

Historically, El Paso marketed itself as a low-cost labor center. DRI McGraw Hill noted in a report to the El Paso Chamber of Commerce, "If you want to be the low wage paying capital of the world, don't do anything, you're already there. But if you want to create higher tech, higher paying jobs for a rapidly growing metropolitan area, you must adopt different strategies if you want to succeed."

Ultimately, El Paso's economic development depends upon the success of its workforce development, and the job training and education services provided by the EPCC is a critical component to both workforce and economic development. Therefore each EPCC workforce development program should be evaluated on its potential to raise the per capita income of residents and its ability to prepare enrollees for living wage employment. **Exhibit 4-4** charts EPCC's current organizational reporting structure for workforce development.

Exhibit 4-4
Organizational Chart for Workforce Development,
Technical Education & Lifelong Learning
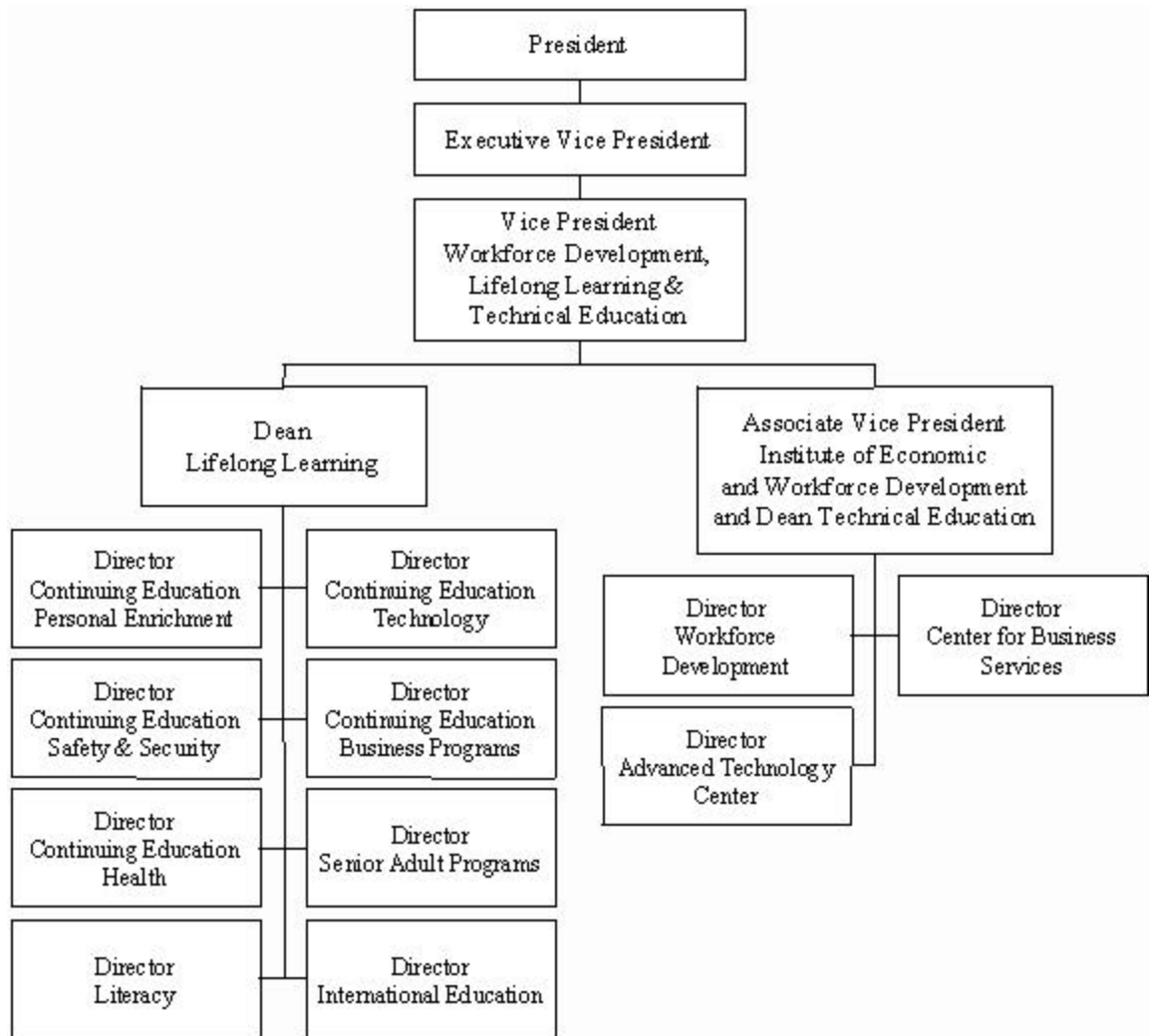
Source: EPCC Organization July 1999.

FINDING

According to the El Paso Workforce Development Foundation Gap Analysis, one-fourth of the region's available labor force does not have the basic communication skills required in today's workplace. For example, the International Standards for Organizations (ISO) implemented at many El Paso manufacturing facilities require the careful documentation of all procedures and processes. These requirements make it difficult for people who do not speak, write, or read English to find employment.

EPCC has assumed the leadership role in developing bilingual training programs for displaced workers, however neither participants, nor contractors are satisfied with the results of the language training programs. Beyond the failure of existing programs to teach the dislocated worker basic-English language skills, participants also expressed their

disappointment with the college's efforts to integrate them into the mainstream college community. In addition, EPCC workforce development programs for NAFTA-dislocated workers are not producing a new labor force with transferable or core skills. External observers and program participants alike considered the dislocated workers to be "second class" or second rate students.

Certain private proprietary schools have been identified as organizations delivering quality English as a Second Language (ESL) training, but few internal or external observers have recognized the exemplary language program provided by EPCC's Americana Village. A site visit and interviews with administrators at the Tecnologico de Monterrey located in Ciudad Juarez yielded valuable insights into the viability to this cultural/language-training program. Rather than trying to re-invent language-training programs for each new contract, EPCC is concentrating on perfecting its English language training program that is producing documented results teaching English in a foreign environment. Local businesswomen and dislocated workers who knew about the program praised the total immersion process used by the program

COMMENDATION

The EPCC Americana Village provides exemplary English language-training courses to non-English speaking foreign students preparing for professional employment opportunities in an international job market.

FINDING

The role and scope of EPCC's educational mission is unclear to local business leaders and employers. Many respondents believe the college's central mission is to provide technical training as opposed to academic education. Community leaders told TSPR the college cannot be effective trying to be "all things to all people." The Texas Legislature, however, mandates a total of nine services that community colleges must provide.

These wide-ranging services include such activities as post-secondary academic instruction, continuing adult education courses, remedial or developmental education, and vocational/occupational training programs. The fact that the Legislature mandated but did not prioritize these services is one reason for the diversity within and among Texas community colleges.

Given the economic indicators of El Paso County and West Texas, it is understandable that the business community believes the central function of EPCC should be to provide technical training rather than academic

education. Yet, closer analysis of the business-specific requirements from the workforce system supports the need for a blend of technical and academic education.

According to the Upper Rio Grande Workforce Development Board grant application for National Reserve job training money, "of the El Paso businesses surveyed, 62 percent stated that basic skills (such as, math, reading and writing) are necessary for their employees to have, while 85 percent responded that interpersonal skills (such as teamwork, professional communication and presentation) are necessary for all their employees. These skills are classified as "basic" because they are expected of every high school graduate, but 37 percent of the El Paso population has less than a high school education."

One of the strongest incentives for new business development is the promise of an available and trainable workforce. North Carolina Community College guarantees relocating employers that it will deliver a trained labor force. The key questions asked of any prospective employer are "What types and what levels of skilled laborers does your industry required?" and "How many of each skill level will your industry employ?" Customized training programs are then implemented. This commitment to meeting the needs of new industries with a workforce of pre-determined quantity and quality has resulted in a statewide economic resurgence. In addition, a review of the North Carolina webpage identifies to any employer or prospective student work skill competencies achieved within North Carolina degreed programs or certificates.

Recommendation 36:

Prioritize EPCC's workforce training and development.

To prioritize EPCC's workforce training, college officials should directly participate in the local workforce board's coordination and planning process. EPCC also should strengthen its links with local employers to clarify the college's educational mission.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president designates and empowers the vice president of Workforce Development and Lifelong Learning to represent EPCC on the Upper Rio Grande Workforce Board.	January 2000
2.	The president designates and empowers the vice president of Workforce and Lifelong Learning to represent EPCC on the Economic Development Council of the Greater El Paso Chamber of Commerce.	January 2000

3.	The vice president of Workforce Development and Lifelong Learning uses contacts developed at the boards to integrate current community needs in course curriculum.	March 2000
4.	The president meets with his designee periodically to incorporate feedback from the two boards into the EPCC strategic and operation plans.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Local business and community leaders consider some EPCC vocational training proposals to be competitive with private sector occupational training providers. Others think the college's programs are inconsistent with the region's goal of training for higher skill, higher paying jobs.

Two programs, cosmetology and truck driving training, recently initiated at the college are particularly controversial. Private schools say they already provide the necessary professional training for licensing and certification in these occupations and that any programs offered at EPCC are redundant and competitive.

EPCC, on the other hand, can give academic instruction in core competencies work skills that could lead to increased wages and advanced degrees, both of which would serve to raise per capita income. The president wrote TSPR that "EPCC programs are offered at only a fraction of the cost and are available to students who otherwise could not access such programs." He goes on to say that students "in these programs enjoy a vast array of support services...(that) are not available at proprietary schools."

The Texas Higher Education Coordinating Board (THECB) states in its rules for community colleges Chapter 9 Subchapter G that

> The Board recognizes that to prepare a literate and trained workforce to be available for economic stability and development requires a true joint partnership between public and private sectors. Accordingly, the Board encourages contractual agreements between institutions of higher education, business, industry, and other agencies to forge common partnership of joint planning, facilities, laboratories, delivery systems, and evaluation efforts. The Board policy intends to provide institutional incentives for colleges to work with business, industry, and

government in development of an educated workforce for Texas.

The Texas Council on Workforce and Economic Competitiveness and its member agencies, including the THECB, Texas Workforce Commission, and the State Board of Education, promote partnerships to enhance the economic well being of the state's workforce development efforts. The council and the state agree that the local workforce board and the Texas Workforce Commission must certify all training vendors (proprietary schools and community colleges) by July 2000.

EPCC administers locally the state's customized training grant programs for employers-Smart Jobs and Skills Development. Although EPCC is the leading agency providing workforce and customized workforce-training programs, its efforts have met with less than favorable results. The director of these programs is knowledgeable and cooperative, but does not have sufficient support to market the programs, to identify customer needs completely, or to track customer satisfaction.

The director has the responsibility for initiating and implementing the grants, but has no authority to hire personnel to implement training, purchase equipment and supplies for training, or generate employer reimbursements. The proprietary schools and employer community have also criticized the customized training program for not pursuing partnerships with the private training providers that have effective programs. Consequently, there is a gap between what employers need and what EPCC is providing.

Rather than pursuing partnerships for cosmetology and truck driving training programs, EPCC chose to absorb the cost of initiating these new continuing education programs. Cosmetology, a lower wage scale training course, is already offered in at least two El Paso public school districts and at various private professional schools. Moreover, a major defense-related employer and a business organization told TSPR that EPCC had considered eliminating an electrical technology program necessary for their employee training while instituting the cosmetology and truck driving programs.

EPCC has initiated collaboration with Project ARRIBA (Advanced Re-training and Re-development initiative in the BORDER=1 Area). This initiative is modeled after Project QUEST in San Antonio that received "Innovations in American Government" award from Harvard University in 1995. The program's success is based on partnerships with local economic development agencies, the city, the community college, and the business community.

Recommendation 37:

Establish partnership agreements with local professional schools, community-based organizations, and employer business leaders.

To implement effective workforce training programs expedite the process of contracts and grants. To increase client/customer satisfaction, create mechanisms for integrating clients' and customers' needs into the educational/job training system and curricula.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the vice president of Workforce and Lifelong Learning to inventory internal and external training curricula. Strengths and weakness of each program should be identified.	January 2000
2.	The vice president meets with employers to hear their needs and concerns about EPCC training programs.	January 2000
3.	Where employer expectations are not being met, the vice president looks at private programs that meet employer expectations for potential partnering. The goal should be to exceed employer expectations.	February 2000 and ongoing
4.	The vice president implements a strategy to continuously improve each training program.	Ongoing

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

MEDIA RELATIONS

FINDING

Print and broadcast correspondents agreed that EPCC provides one of the best press briefing packages of any comparable institution or organization for board meetings. The packages contain detailed background information on all agenda items that are scheduled for discussion at the EPCC Board meetings. Although some correspondents said that they would appreciate receiving their packages on a more timely basis so they could have more time to prepare their questions before the meeting, they said that this was a minor complaint. Correspondents also agreed that access to EPCC administrators is good.

COMMENDATION

EPCC maintains good relations with the local print and broadcast media and provides access to information about administrative meeting schedules, agenda items, and interviews with administrative personnel.

FINDING

A review of press releases presented to TSPR showed that primary emphasis was placed on announcements of events or seminars at EPCC rather than feature articles on success stories about students, alumni, faculty or programs. Departments and programs market themselves and program coordinators often contact the media directly rather than wait for the office of Public Relations and Marketing to act on their behalf. Staff and students alike blame the media for "bad press."

Moreover, public service announcements have not been developed as an effective tool to promote the college. During the 1998-1999 school year, EPCC spent approximately $47,000 of its marketing budget on broadcast media for registration announcements. Another $10,000 was spent on radio and television advertisements for truck driving classes.

Recommendation 38:

Assign a public information specialist the task of developing press information on the successes of the five EPCC campuses.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Public Relations & Marketing and the director of Media Relations develop a press release strategy as	January 2000

	part of comprehensive marketing communications strategy.	
2.	The director of Media Relations assigns a public information specialist to identify successes for each of the five EPCC campuses.	February 2000
3.	The director of Media Relations and the vice president for Public Relations and Marketing review and update press release strategy based on article placements and effective delivery of image and goals of the public information specialist.	March 2000 and ongoing
4.	The vice president for Public Relations and director of Media Relations review press plan quarterly to monitor the strategy's effectiveness.	April 2000 and ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 5
FACILITIES USE AND MANAGEMENT

This chapter examines El Paso Community College's (EPCC) use and management of facilities in five sections.

A. Facilities Organization and Planning
B. Use and Condition of Facilities
C. Design and Construction Management
D. Custodial and Maintenance Operations
E. Energy and Conservation Management

Unlike state universities, public community colleges in Texas do not receive state funds to maintain, operate, construct, or renovate facilities. Generally, state funds may only be used to pay for instruction, instructional support, and student services under strict guidelines. State funds are allocated to community colleges on a formula-based system.

BACKGROUND

Community colleges have the statutory authority to levy taxes to pay for the maintenance and operation (M&O) of the college programs and facilities. Once the voters approve the M&O tax rate, the voters do not have to approve changes in tax rates; the board of trustees has that authority within certain limits set by the state or by an election.

To construct or renovate facilities, most community colleges issue general obligation bonds repaid by a tax levied in the district for debt service. The voters must approve tax-supported general obligation bonds (GO bonds) and a debt service tax in a general election. Debt service taxes may be used only to pay the principal, interest and associated costs of bonds; these taxes may not be co-mingled with M&O taxes.

Another way to finance bonds is to issue revenue bonds. These bonds do not require voter approval because revenue sources other than taxes pay off the debt. Voters of the district established El Paso Community College in June 1969, but defeated a proposal to tax themselves to support the community college and construct buildings. Since the voters did not approve a tax levy, the board and interested citizens asked for state financial assistance, and the Legislature appropriated funds to establish the college. When the college opened in 1971, classes were held at various locations in the city. Later, leased facilities were obtained from the Department of the Army in the Logan Heights area of Ft. Bliss. The Logan Heights facilities have since been returned to the Department of the Army.

In September 1974, an election was held to levy taxes, and voters approved issuing $19.7 million in GO bonds to purchase and construct buildings. Due to lawsuits filed challenging the election, the district could not levy taxes until the 1975-76 year. In addition to these GO bonds, the district has issued approximately $32 million in revenue bonds for facilities.

A complex of buildings was purchased from El Paso ISD in 1974 that became the Rio Grande Campus. The Valle Verde Campus was completed in time for the fall 1978 opening of classes. Another new campus, Transmountain, was fully operational by fall of 1979. The last two campuses, Northwest and Mission Del Paso were completed in 1993 and 1998, respectively.

Most of the campuses have undergone additions and renovations since they were originally built. Unique characteristics of the campuses include modular buildings that have been converted to permanent facilities; and vintage buildings in the historic area of the city converted to classroom, laboratory, library, and office space. The Central Service Center houses most of the administrative services for the college. This building was built in 1960 and was purchased by EPCC in 1976.

EPCC facilities are located on five main campuses, two centers, and a leased building. A campus is defined by college administrators as a location that has complete facilities for students including classrooms, laboratories, offices, a library, food services, bookstore, and other student services. If a location does not have all the required facilities, it is called a center. Satellite facilities that are public, private, or governmental buildings are also used for specific programs, but are not included in this review. The district facilities and the location of each are described in **Exhibit 5-1**.

Exhibit 5-1
EPCC Facilities and Locations

Facility Name	Type	Location
Valle Verde (VV)	Campus	East of downtown El Paso
Transmountain Campus (TM)	Campus	North of downtown
Rio Grande Campus (RG)	Campus	Center of the city, adjacent to historic district
Northwest Center (NW)	Campus	Upper valley region, northwest of El Paso
Mission Del Paso (MDP)	Campus	Lower valley region,

		southeast of the city
Central Services Center (CSC)	Center	Downtown, in warehouse district
Career Training Center (CTC)	Center	South-central area of the city
Institute for Economic & Workforce Development (IEWD)	Center (Leased)	Downtown

Source: EPCC Self-Study, 1991-1992 and Telephone Directory.

As shown in **Exhibit 5-2**, these facilities occupy 418 acres and contain 1 million gross square feet.

Exhibit 5-2
Land and Square Footage by Campus
July, 1998

Campus/Center	Acres	Gross Square Footage
Valle Verde	130	480,218
Transmountain	94	199,440
Rio Grande	8	152,660
Northwest Center	84	38,688
Mission Del Paso	100	68,066
Central Service Center	2	52,352
Career Training Center	0.4	8,691
IEWD	*	*
Total	**418.4**	**1,000,115**

Source: EPCC Facilities and Construction Services.
** Building was acquired after the reporting date.*

Gross square footage (GSF) is defined as space measured from the outside of the walls of a structure. Net square footage (NSF) is a building's useable square footage. Assignable square footage (ASF) is the space available for occupation and does not include areas designated for specific use such as restrooms, circulation areas, janitor closets, and similar areas.

FACILITIES ORGANIZATION AND PLANNING

The responsibility for facilities management belongs to the vice president for Resource Management, who reports to the executive vice president. Reporting to the vice president are two functional areas, Facilities and Construction Services and Physical Plant.

Exhibit 5-3 illustrates the administrative organization.

Exhibit 5-3
Resource Management Organization
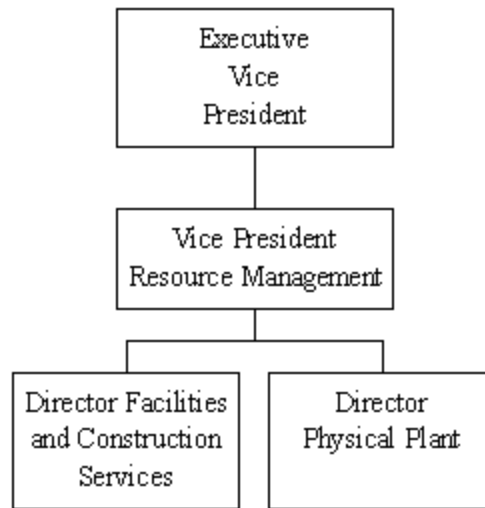
Source: EPCC office of Resource Management.

The job description for the director of Facilities and Construction states that the position develops and monitors on-going construction, facilities and engineering operations/maintenance, and property acquisitions. A construction engineer, who does preliminary project design, reports to the director, and a construction supervisor reports to the construction engineer. Two carpenters, three painters, one floor layer, one construction worker, and six maintenance workers report to the construction supervisor.

Exhibit 5-4 charts the department organization.

Exhibit 5-4
Facilities and Construction Services Organization

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                    ┌─────────────────┐
                    │ Director Facilities │
                    │  and Construction  │
                    │     Services      │
                    └─────────────────┘
                             │
                 ┌───────────┴───────────┐
          ┌──────────────┐       ┌──────────────┐
          │  Facilities  │       │ Construction │
          │  Specialist  │       │   Engineer   │
          └──────────────┘       └──────────────┘
                 │                       │
          ┌──────────────┐       ┌──────────────┐
          │    Clerk     │       │ Construction │
          │              │       │  Supervisor  │
          └──────────────┘       └──────────────┘
                                         │
     ┌──────────┬──────────┬──────────┬──────────┬──────────┐
┌─────────┐ ┌──────────┐ ┌─────────┐ ┌────────────┐ ┌────────┐
│Carpenters│ │Construction│ │ Painters │ │Maint. Workers│ │ Floor │
│   (2)   │ │  Worker  │ │   (3)   │ │    (6)     │ │ Layer  │
└─────────┘ └──────────┘ └─────────┘ └────────────┘ └────────┘
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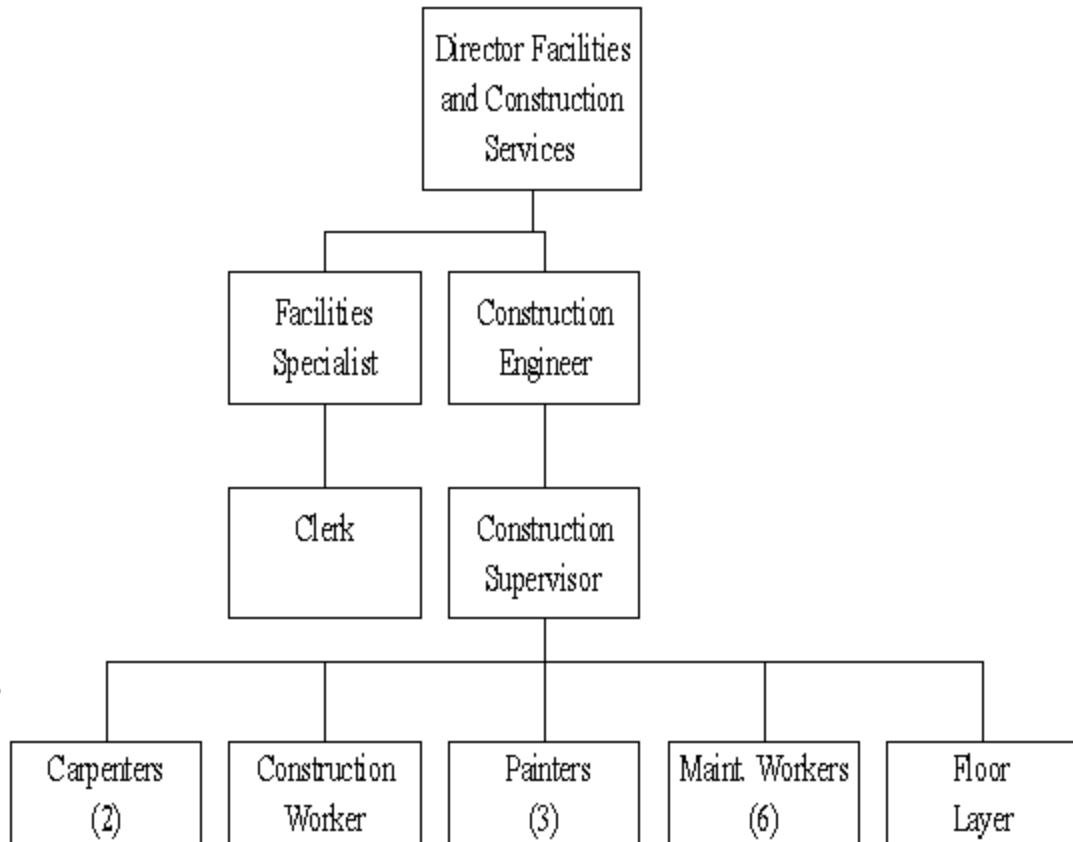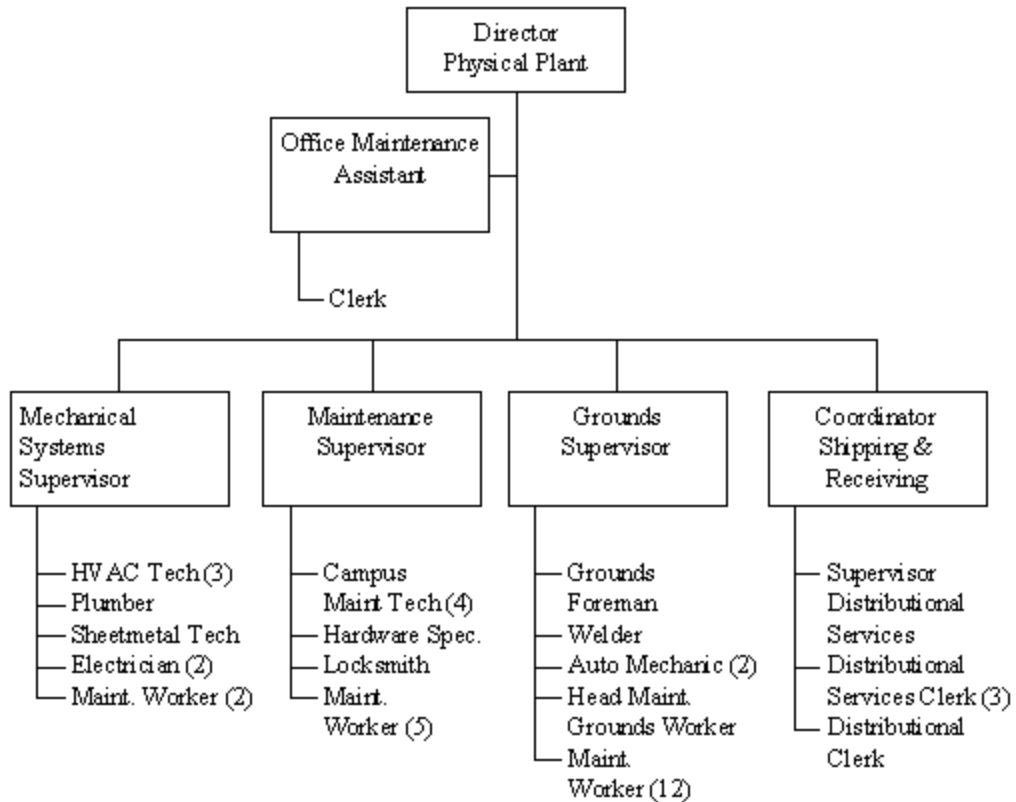
Source: Director, Facilities and Construction Services.

As stated in the job description, the director of Physical Plant develops, maintains, and monitors the overall appearance, condition, and quality of the district's land, equipment, and facilities. Reporting to the director are an office assistant, a mechanical systems supervisor, a maintenance supervisor, a grounds supervisor, and a coordinator for shipping and receiving. Reporting to each supervisor are several personnel with different job functions.

Exhibit 5-5 depicts the organization of the department.

Exhibit 5-5
Physical Plant

Director Physical Plant
Office Maintenance Assistant
— Clerk

Mechanical Systems Supervisor
— HVAC Tech (3)
— Plumber
— Sheetmetal Tech
— Electrician (2)
— Maint. Worker (2)

Maintenance Supervisor
— Campus Maint Tech (4)
— Hardware Spec.
— Locksmith
— Maint. Worker (5)

Grounds Supervisor
— Grounds Foreman
— Welder
— Auto Mechanic (2)
— Head Maint. Grounds Worker
— Maint. Worker (12)

Coordinator Shipping & Receiving
— Supervisor Distributional Services
— Distributional Services Clerk (3)
— Distributional Clerk

Source: Director, Physical Plant.

FINDING

The college does not have a current official master plan for facilities. With five presidents from 1990 to 1999, the college's planning efforts have undergone significant changes depending on the vision of each new president. Some planning has occurred as evidenced by the orderly expansion and renovation of various facilities of the district. However, long range facilities plans have been put on hold until a vision for the college's future has been determined. In April 1999, the college president created strategic planning committees to produce a strategic plan for the college. The charge to each committee is identical.

These committees are charged with examining the mission statements of the college and then charting the future course and direction of the institution as they relate to program offerings, curriculum, student services, facilities, and fiscal affairs.

Estimates of when these committees will produce a final strategic plan range from one year to 18 months. No effort is being made in the

meantime to develop long-range plans for facilities until these committees have finished their work. Site analysis and master plan documents have been prepared for the Rio Grande and Northwest facilities; these plans are not part of a comprehensive facilities plan for the college district.

A former college president established strategic goals for various areas of the college, including facilities, for 1998-2001. Listed as strategic goals for facilities are:

- Maximize usage of existing facilities,
- Update and implement the Facilities Master Plan,
- Provide safe and environmentally sensitive college facilities,
- Centralize administrative and non-instructional support personnel,
- Provide appropriate instructional and non-instructional facilities.

A workable facilities master plan that can be updated and implemented according to the strategic goals is not readily available. A study submitted by MGT Consultants to the director of Planning and Development titled *El Paso Community College District, Facilities Master Plan, Discussion Draft* was issued April 23, 1991. The study presented estimates of enrollment and facilities needs through 2005. No other document could be located that appeared to be a facilities master plan.

A search of board meeting minutes did not reveal any action by the board concerning the study; no mention was made of the study being approved by the board. Assuming this plan is the one referred to in the strategic goals, evidence showing that the plan has been updated or implemented is not apparent. The study is commonly referred to as the Cannon report derived from the name of the consultant who wrote it.

The study contains some valuable information that would be of benefit to many areas of the college. Enrollment projections in the study would be beneficial to instructional and student services administrators to determine if actual current enrollments correspond to those projected in the study. The methods of measuring space utilization would be useful for determining efficiency of facilities use. Projections of future facilities needs could be compared to present acquisition and construction plans.

Recommendation 39:

Prepare and adopt a Facilities Master Plan, using the El Paso Community College District Facilities Master Plan, Discussion Draft 1991 as a base document that could be updated for implementation.

Recommendations in the study should be reviewed and a determination made whether the recommendations were or could be implemented. Most importantly, the entire study should be made available to the strategic

planning committee as a possible model for the development of an official facilities master plan for the college.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Resource Management forms a committee composed of representatives of major college departments that will review the draft facilities master plan study performed in 1991.	January 2000
2.	The committee reviews the plan and prepares a report on its findings on the validity and usefulness of the plan.	February 2000
3.	The vice president for Resource Management forwards the completed report to the strategic planning committee for consideration.	March 2000

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

FINDING

Job descriptions do not clearly describe the functions and responsibilities of each of the organizational units concerned with facilities management. According to the director of Facilities and Construction Services, interior construction, repairs, and renovations are the responsibility of Facilities and Construction, a fact not mentioned in the job description for the director.

Exterior building and grounds maintenance is the responsibility of the director of Physical Plant according to common understanding between the two directors. No clear definition exists of the difference between interior and exterior maintenance. There is good communication and cooperation between the two departments, however, which has meant that the necessary work has been accomplished.

The grounds supervisor's job description states the position title as supervisor of Buildings and Grounds, yet the duties listed do not include any responsibility for building maintenance. The job description of the supervisor of Maintenance states the position is responsible for interior and exterior maintenance.

Recommendation 40:

Revise job descriptions to describe job requirements of each position in the organizational units concerned with facilities maintenance and construction.

Supervisors at each level should examine their own job descriptions and those of all positions they supervise to determine if the descriptions reflect current responsibilities and practice. Job descriptions should be revised with the knowledge and input of affected employees. The revised descriptions should convey the primary purposes and responsibilities of each job.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Resource Management reviews departmental job descriptions within the guidelines of the Personnel Services Department.	December 1999
2.	Supervisors and subordinates together review individual job descriptions and make necessary changes.	January 2000
3.	The vice president submits approved job descriptions to Personnel Services for review and approval.	February 2000
4.	The vice president distributes approved job descriptions to employees.	March 2000

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

USE AND CONDITON OF FACILITIES

Since the college opened in 1971, the buildings and grounds have been expanded and renovated extensively to accommodate the growing population of students enrolled in academic, vocational, remedial, special interest, professional development, and work training programs. Accompanying the growth in facilities needs was the increased demand for support services space. This growth has required the college to use its facilities to the maximum extent possible.

EPCC has innovatively used former barracks and portable classrooms that have been converted to permanent structures. Modular buildings, converted to permanent structures, are used at the Americana Language Village located on the Valle Verde campus. Leased facilities have been used in different parts of the district. Facilities have been donated by private and public entities.

Exhibit 5-6 compares the size of the district's campuses in 1990 and 1998.

Exhibit 5-6
EPCC Campus Gross Square Footage, 1990 and 1998

Campus/Center	GSF 1990	GSF 1998	GSF Under Design 1998	GSF Increase
Valle Verde	413,486	480,218		66,732
Transmountain	154,000	199,440		45,440
Rio Grande	152,283	152,660	15,011	15,388
Career Training Center	8,667	8,691		24
Central Services Center	52,352	52,352		0
Northwest	N/A	38,688		38,688
Mission Del Paso	N/A	68,066	42,369	110,435
Total	**780,788**	**1,000,115**	**57,380**	**276,707**

Source: EPCC Facilities and Construction department, and discussion draft,
Facilities Master Plan, 1991.

With the completion of projects under design, the district will have increased its available space by 35 percent from 1990 through 1998. Much

of the additional space was constructed to serve a geographical area, not necessarily to alleviate space shortages.

Comments received in focus group meetings generally praised the condition of facilities on all campuses. Responses included "facilities are great," "very nice campus," "clean and attractive," "facilities are excellent," and "good facilities plan." Negative comments received are primarily concerned with custodial issues, the need for more custodial staff, restroom attention, and more frequent lunchroom cleaning. A few people complained of the lack of parking space and the need for expanded facilities.

Several administrators, including the executive vice president and campus provosts, commented that the level of facilities maintenance is adequate or above average. Administrators and employees consistently said that instructional space is adequate for the present but will not be in the near future if growth continues. Specialized areas are needed, according to employees, for libraries, laboratories, offices, technical training areas, and work areas.

These comments correspond to an evaluation in the Cannon report. The consultant reported that an imbalance between instructional and non-instructional capacities existed in 1990 and that if non-instructional space required to support a campus were taken into account, the campuses were at a saturation level. A balance would have required conversion of instructional space to non-instructional space. The same situation is perceived to exist with present facilities.

Higher education institutions in Texas are required to report to the Texas Higher Education Coordinating Board (THECB) data that can be used to conduct space utilization studies. From standards developed by THECB, studies can be performed to measure the efficiency of space utilization at each university and technical college. These reports can then be used to support requests for additional facilities.

Community colleges in the state are required to submit only a facilities inventory report to the THECB. This report contains room numbers, square feet, and condition information but not enough data for space utilization analysis. EPCC submits this report as required to the THECB.

THECB has not developed space utilization standards for community colleges apparently because these institutions do not receive state funds for building construction or maintenance, and do not have to obtain approval from THECB for building projects. Due to the unique nature of programs and services conducted by community colleges, it is questionable whether THECB standards for other institutions would be

applicable to community colleges. Florida has developed space utilization standards for community colleges in that state.

FINDING

In Facilities Management, A Manual for Facilities Management, third edition, published by APPA: The Association of Higher Education Facilities Officers, deferred maintenance is defined as "... projects that were not included in the maintenance process because of a perceived lower priority status than those funded within available funding."

Two types of deferred maintenance are also identified in the publication, maintenance that does not cause a facility to deteriorate, and maintenance that does cause deterioration. For this study, deferred maintenance is assumed to mean maintenance that causes deterioration of facilities.

Deferred maintenance became a major subject for higher education administrators in the 1970s when they began to realize that serious problems had developed in existing facilities because older buildings had been neglected in the haste to build new facilities. Roofs were leaking, mechanical systems were malfunctioning, and walls were crumbling. Budgeted funds had not been adequate to keep the facilities in a proper state of repair.

In the 1980s, legislators, higher education board members and administrators initiated surveys to determine the extent of deferred maintenance on college and university campuses. A study conducted by the APPA and the National Association of College and University Business Officers in 1995 estimated that the cost of maintenance backlog in the nation's colleges and universities reached into the billions of dollars.

The realization emerged that the cost of renovating and repairing facilities to correct a backlog of maintenance requirements was causing serious budget problems. In many cases, there simply was not enough money to eliminate maintenance backlog. Without adequate funding, repairs continued to be postponed. At the same time, the cost of repairs continued to escalate, compounding the deferred maintenance problem.

Reports submitted by EPCC to the review team state that the district has no deferred maintenance. A visual inspection of facilities confirms that the statement is essentially correct. The visible condition of facilities belonging to EPCC indicate that the facilities are clean and in good repair. Evidence of deterioration was nonexistent, although underground facility components were not visible.

EPCC has avoided a backlog of deferred maintenance by allocating funds every year to major maintenance and renovation needs. Approximately $700,000 has been transferred from operating funds to plant funds each year to be used not only for major maintenance but also for the requests from other departments for renovation or construction projects, according to the vice president for Resource Management.

Priority is generally given to maintenance repairs that require immediate action, such as roof replacement or replacing essential equipment. **Exhibit 5-7** is a list of typical maintenance projects accomplished from 1994 to 1998.

Exhibit 5-7
Examples of Major
Repair and Renovation Projects
1994 through 1998

Year	Project and Location	Cost
1994	Re-coat roofs, TM and VV campuses	$94,187
1995	Re-coat roofs, TM campus	$51,610
1996	Re-roof, RG - Oregon Center	$68,224
1996	Seal/waterproof courtyards & walkways - VV	$79,000
1996	Replace gym wood floor - VV campus	$102,680
1997	Up-grade HVAC systems, TM campus	$101,100
1997	Re-coat roof, VV campus	$116,144
1997	Cooling tower installation, VV & TM campus	$85,000
1998	Upgrade stage lighting, TM	$57,285
1998	Re-surface tennis courts, VV	$28,344

Source: EPCC Physical Plant.

COMMENDATION

EPCC has prevented the accumulation of deferred maintenance by systematically identifying and funding major repairs and renovations each year.

FINDING

EPCC has not conducted a recent space utilization study. A space utilization study measures the efficiency of the use of available space by (1) examining how frequently space is actually being used during certain time periods, (2) determining what percentage of available seating is used when a room is occupied, and (3) determining if occupied space conforms with standard space allocations.

The results of such a study include the identification of surplus space, inadequate space, inefficient use of space, and other opportunities for increasing space productivity. As EPCC has extensively renovated or constructed new buildings in the last few years, the study would be a valuable aid in justifying future renovation or new construction requirements.

The data required to conduct a study are available, but are not systematically collected and organized in usable form. The associate vice president for Student Services said that office has information on student occupancy of classrooms and laboratories, but that the class scheduling process is labor intensive and leaves little time for collecting and organizing data.

The associate vice president said that upon installation of a new management information system (SCT Banner 2000), the office could furnish the data on a timely basis. Installation of various portions of the software is scheduled to take place at different intervals, but to be completed by 2002. Other useful but limited data are found in the faculty resource center in the Instructional Support Services Department. A methodology for conducting a space utilization study is a part of the Cannon report and could form the basis of a current study.

Recommendation 41:

Conduct a space utilization study of district facilities.

EPCC should analyze the existing facilities to determine if the college is efficiently using available building space. The study should include (1) developing space allocation and usage standards, (2) identifying data requirements and sources, (3) collecting data and consolidating it into a report, and (4) analyzing the results. The space utilization study would be an integral part of any facilities master plan the college develops; however, the study would be beneficial even in the absence of a formal facilities master plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

| 1. | The director of Facilities and Construction Services assisted by the | January |

	Construction Engineer develops space utilization standards.	2000
2.	The director of Facilities and Construction Services identifies data required and sources of the data.	March 2000
3.	The director of Facilities and Construction Services coordinates with other administrators who can furnish required data and develops a plan for data collection.	April 2000
4.	The director of Facilities and Construction Services collects data and prepares the study.	May 2000
5.	The director of Facilities and Construction Services analyzes the study and prepares a report for vice president for Resource Management.	June 2000
6.	The Facilities and Construction Services director forwards the report to the vice president for Resource Management for review and action.	July 2000

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

FINDING

EPCC has not adopted a plan for the continued use or disposal of the Central Service Center (CSC) building. In the Cannon report, the consultant stated that in general, the condition of existing facilities in 1990 was excellent, except for CSC. The consultant offered possible options for the district on what to do with the building. The consultant stated that the study required follow up by the board.

The board needs to communicate about the future of the building to the community, either as a part of a comprehensive facilities master plan or as a site plan. The building is in need of repair, renovation, or disposal. Improvements to this building have intentionally been delayed pending the formulation of a definite plan for the building's future.

Almost 10 years after the consultant study, the building is still in substandard condition. The building is maintained to keep it functional and is clean; however, the building's exterior shows the need for repair, and little has been done to alleviate its antiquated appearance. The director of Physical Plant said that the building is equipped with inefficient rooftop air conditioning systems and is expensive to maintain.

CSC was built in the 1960s and purchased by EPCC in 1976. It has undergone substantial remodeling. The building houses many of the

administrative service functions of the district, including the institutional computing system, printing shop, and numerous offices for administrative and staff employees. Little warehouse space exists.

The building does not meet the requirements of the Americans with Disabilities Act of 1990 (ADA). Corridors are narrow and will not accommodate wheel chair traffic; it is difficult for non-impaired persons to pass in the hallways and stairwells. Bathrooms are not equipped with doorways that will accommodate wheelchairs, and bathroom fixtures do not meet ADA requirements.

Employees have become frustrated with the building; one employee referred to it as "a sick building." Another employee described the building as "crowded, hot, unsafe, and inaccessible" Employees have been told for several years that a new administrative building was to be built which would replace CSC, but that has not happened.

In the meantime, maintenance for the building continues to be expensive, the costs of renovating the building are increasing, and construction costs for a new replacement building are escalating.

ADA regulations do not require an institution to perform a major renovation to a building to meet accessibility standards. However, the law does require that if a building is renovated, it must be brought into compliance with ADA standards. The costs to remodel the building to make it more attractive and functional would be high due ADA requirements. For this reason, remodeling seems to be the least desirable option.

Other options are to: (1) convert it to warehouse space or maintenance and repair shops, (2) sell the building and build a new facility at a new location, or (3) demolish the building and build a replacement on site. Many factors will have to be analyzed before any plan is adopted, including the wide range in costs to implement the various options.

Recommendation 42:

Develop a plan of action for the future use or disposition of CSC facility, either as part of district facilities master plan or as a site plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	valign=topThe vice president for Resource Management requests authority from the executive vice president and president to begin to plan on how to use CSC building.	January 2000

2.	With presidential authority, vice president for Resource Management forms a committee to examine possible options for the future of CSC, obtaining assistance from architects or engineers if necessary.	February 2000
3.	Committee completes study, prepares recommendations, and submits report to the president.	June 2000

FISCAL IMPACT

Costs for this recommendation cannot be determined at this time.

DESIGN AND CONSTRUCTION MANAGEMENT

Responsibility for design and construction management is delegated to the director of Facilities and Construction Services who is assisted by a construction engineer and a draftsman. The construction engineer is a licensed engineer in Mexico, not in Texas.

Building or renovation projects are submitted to the director for initial consideration. The director evaluates the project for feasibility, priority, and preliminary design. From this information, cost estimates are prepared and the project request is returned to the originator of the request for action through proper administrative channels and the district board. Approved projects are transmitted back to the director for his initiation, management, and completion.

The director of Facilities and Construction Services and staff design projects that do not require the services of an architect, engineer, or other professional. Bid specifications are prepared for projects that must be bid, and the project is submitted to interested parties for bidding. After construction begins, the director performs the functions of project management until the project is successfully completed.

For major facilities construction or renovation, the director acts as district liaison to architects, engineers, consultants, governmental agencies, utility companies, and contractors. The director prepares requests for qualifications and solicits presentations from interested architectural firms. Architect presentations are scheduled, and the director serves as a member of the architect qualification review committee. After architect presentations are complete, a recommendation is prepared for the board of trustees, which makes the final architect selection. Architect fees are negotiated in the selection process.

The director of Facilities and Construction Services also has the responsibility to ensure that building and renovation projects meet ADA guidelines. The Student Services Department has a Center for Students with Disabilities. One of the functions of this department is to audit and identify facilities compliance with ADA standards.

The coordinator of Center for Students with Disabilities said that EPCC is making good progress toward removing barriers and providing access to disabled persons. In the coordinator's estimation, the district facilities are at least 90 percent compliant with standards and Facilities and Construction Services is very accommodating when asked to make needed changes.

From 1996 to 1999, Facilities and Construction Services has completed six major campus additions or improvements and has three in progress. **Exhibit 5-8** details certain data on each project.

Exhibit 5-8
Major Construction and Renovation Projects
1996 through 1999

Project	Year	Architect Fee ($)	Consultant Fee ($)	Cost* ($)	Square Feet	Cost per Sq. Ft.
RG-Learning Resource Center	1996	46,270	3,270	927,560	14,018	$66
TM-classroom addition	1996	90,017	25,095	1,013,896	4,544	$69
VV-road & parking	1996	100,611	34,547	1,570,920	N/A	N/A
VV-classroom addition	1997	412,538	63,735	6,081,987	64,400	$94
Americana Village	1997	60,859	14,747	995,606	24,576	$40
Lower Valley Campus (MDP)	1998	Design/ Build	37,962	6,823,842	63,000	$108
MDP-truck driver training	1999	130,000	17,953	1,437,086**	7,000	$205
Law Enforcement	1999	277,819	9,563	2,736,874**	N/A	N/A
CBS building	1999	229,500		1,821,000**	N/A	N/A

Source: Facilities and Construction Services.
*Total cost including architect, consultant, and construction amounts.
**Budgeted amounts.

Change orders are formal documented changes to the original construction contract. These changes may or may not affect the total cost of construction. Change orders are necessary on most all construction

projects because of unforeseen conditions. However, a large number of change orders tends to indicate insufficient planning. EPCC builds in a 10-percent contingency factor on construction projects for change order costs. On all but one of the projects listed for 1996-99, change order cost has been below the 10-percent allowable.

Bidding is not required for architect and other professional fees. Architect fees are normally negotiated between the owner and the architect, either as a specific amount or as a percentage of construction costs. EPCC has traditionally used the architect-general contractor method for construction contracts, which employs one firm to design a building and another to construct the building.

EPCC used a different process to build the Lower Valley Campus, called the design-build delivery method. Under this concept, the owner employs one management firm to design and build a project. The management firm obtains all necessary architectural, engineering, consultant, and construction services. The owner is not involved in any bid processes.

Exhibit 5-9 details the architect fees and change orders as a percentage of the cost of construction for projects completed or under construction from 1996 to 1999.

Exhibit 5-9
Architect Fees and Change Orders as Percent of Construction Costs
Projects 1996-1999

Project	Construction Cost ($)	Architect Fee ($)	Architect Fee %	Change Order amounts ($)	Change Order %
RG-LRC	878,020	46,270	5.3	24,119	2.7
TM-Classroom	898,784	90,017	10.0	69,036	7.8
VV-Parking	1,435,762	100,611	7.0	46,815	3.3
VV-classroom	5,605,714	412,538	7.3	336,279	6.0
Americana Village	920,000	60,859	6.6	123,167	13.3
Lower Valley Campus(MDP)	6,785,880	N/A	N/A	249,607	3.7
MDP-truck driver training	1,437,086*	130,000	9.0	incomplete	N/A
Law	2,736,874*	277,819	10.0	incomplete	N/A

Enforcement					
CBS building	1,821,000*	229,500	12.6	incomplete	N/A

Source: Facilities and Construction.
*Budgeted amounts.

FINDING

EPCC does not have documented design standards except for the building code manuals, which are used to comply with local, state, and national construction requirements. Standards provide guidelines to be used in designing specific building components or systems. By using pre-determined standards, architectural and engineering design time is reduced and the need for redesigning every building component on every building project is eliminated.

Standardization is most commonly determined by researching and evaluating existing facilities to identify building components that produce quality operation and cost effectiveness. Typical standardized items include space allocations, classroom sizes, HVAC systems, exterior and interior finishes, plumbing and lighting fixtures, and other items that produce optimum value in cost and operation.

Typical construction standards include procedures for selecting architects and other professionals, methods of change order management, requirements for building commissioning (testing of and training on building systems to ensure that all operate as intended), and general fee guidelines used to negotiate architects' and consultants' fees.

A survey of five institutions similar in nature to EPCC indicates that three of the institutions have some form of design and construction standards in place. The institutions surveyed were Alamo Community College, Austin Community College, North Harris Montgomery Community College, San Jacinto Community College and Tarrant County Community College. Two of the institutions said that a standards handbook is under revision or development. Another institution said that the standards handbook was developed about eight years ago and had not been updated because there were no immediate plans for future construction. The remaining two did not have documented standards, relying instead on architects and engineers to prepare designs as needed.

Recommendation 43:

Develop a design and construction standards handbook.

Design standards should include space allocation factors, standardized materials and equipment, and quality control measures. Construction standards should include an architect or consultant selection process, prevailing typical architect fees, prevailing square footage costs of various types of construction, and building commissioning procedures.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Resource Management forms a team to determine the data required for a design standards handbook; team should include maintenance personnel.	February 2000
2.	The team collects and organizes data needed for standardization.	May 2000
3.	The director of Facilities and Construction and staff develop standards.	June 2000
4.	The Facilities and Construction director submits handbook for administrative approval including the board of trustees.	August 2000
5.	The Facilities and Construction director publishes handbook and distributes to architects and engineers as needed.	
6.	The Facilities and Construction director updates standards handbook.	Ongoing

FISCAL IMPACT

Costs for this recommendation cannot be determined at this time.

CUSTODIAL AND MAINTENANCE OPERATIONS

Maintenance and Operations (M&O) costs reported to THECB by community colleges include expenditures for physical plant administration, custodial service, maintenance and repair services, utilities, and groundskeeping services. **Exhibit 5-10** compares the M&O expenditures of EPCC with other similar institutions.

Exhibit 5-10
Comparison of Operation and Maintenance (M&O) Costs
Peer Institutions
Fiscal 1998

Community College	Current fund revenues ($)	Current fund expenditures ($)	Operation & maintenance expenditures ($)	M&O % of current revenues	M&O % of current expenditures
El Paso	**104,893,589**	**98,260,839**	**5,228,846**	**5.0**	**5.3**
Austin	95,824,614	85,217,231	7,591,769	7.9	9.0
Laredo	39,889,095	38,264,573	2,574,484	6.5	6.7
North Harris Montgomery	79,985,536	75,792,052	5,113,331	6.4	6.7
San Jacinto	77,932,964	72,194,185	8,808,603	11.3	12.2
Tarrant County	95,223,110	94,381,519	12,131,902	12.7	12.9

Source: Texas Community College Database System, Fiscal Year ended August 31, 1998,
State Auditor's Office.
Note: Revenues and expenditures exclude auxiliary enterprise funds.

According to the exhibit, EPCC spends less than its counterparts to maintain and operate its facilities. It might appear that EPCC is managing its facilities economically, but there is a question if the institution is spending enough on facilities operations. Additionally, the costs reported by each college may be based on different accounting methods used and therefore, may not allow for comparison.

Many factors can influence the amount of expenditures necessary to adequately fund the maintenance and operations of an institution. Some of these factors include: (1) the age and types of facilities, (2) the geographic location, and (3) the number of campuses or buildings. A more in-depth analysis is required before reaching any conclusion on EPCC's maintenance and operations spending.

EPCC contracts with private firms to furnish the following services:

- custodial service,
- pest extermination,
- trash disposal,
- medical waste disposal,
- elevator service,
- vehicle oil and lubrication,
- mainframe computer maintenance, and
- shop towels and mats cleaning.

As a condition of the lease agreement, an outside firm maintains the IEWD building under a full-service agreement.

EPCC began outsourcing its custodial services in 1978. The contract is bid every three years and will be re-bid in spring 2000. Contract provisions require the contractor to:

- staff at required levels,
- perform daily cleaning services seven days a week,
- issue credit for contractor's employee absences,
- train contractor's supervisory and cleaning personnel,
- provide vacation, hospitalization, and holiday sick leave employee benefits, and
- obtain and maintain liability and worker's compensation insurance coverage.

Cost of carpet cleaning is not included in the contract bid price but is available at an additional cost of 8 cents per square foot.

Cleaning is performed primarily in the evening with crews brought in as needed. The contractor is required to provide at least one porter or maid during the day to keep bathrooms clean, mop up spills, remove trash, and other general cleaning duties. At the Valle Verde campus, two day maids and two day porters are required, at the Rio Grande campus two maids or porters are required. The day custodians do not perform maintenance work but are required to report broken furniture, missing or burned out lamps, or broken glass to the director of Physical Plant.

The contractor is required to furnish cleaning supplies and equipment as part of the bid amount. Specifications of the custodial service bid do not include an amount for restroom supplies and plastic trashcan liners. Instead, the specifications state "the contractor shall procure and distribute restroom supplies and plastic trash can liners at a cost not to exceed ten percent of the contractor's cost."

The director of the Physical Plant has assigned the maintenance supervisor the responsibility for monitoring the performance of the contractor. The supervisor makes site inspections to determine the quality level of service performed by the contractor and works out any problems that arise between the college and contractor.

Exhibit 5-11 is a comparison of custodial costs per gross square foot for fiscal 1994 through 1998. Costs include custodial services, supplies, and miscellaneous expenses.

Exhibit 5-11
Custodial Costs
Fiscal 1994 through 1998

Year	Contract Cost	Supplies Cost	Total Cost	Square footage	Contract Cost/square foot	Supplies Cost/Square foot	Total Cost/square foot
1998	$634,834	$269,418	$904,252	1,000,365	$0.64	$0.27	$0.91
1997	$569,908	$192,103	$762,011	976,816	$0.58	$0.20	$0.78
1996	$444,940	$253,199	$698,139	939,362	$0.47	$0.27	$0.74
1995	N/A	N/A	$646,778	834,225	*	*	$0.78
1994	$522,800	$79,822	$602,622	834,225	$0.63	$0.09	$0.72

Source: EPCC Comptroller and Physical Plant.
*Costs were not separated this year.

The total cost per square foot for custodial service has increased 26 percent from 1994 through 1998 but the greatest increase occurred in 1998. The director of Physical Plant said that the significant cost increase from 1997 to 1998 is because the frequency of restroom cleaning was increased due to customer requests.

FINDING

The director of Physical Plant is responsible for the maintenance of buildings, systems, and equipment belonging to EPCC. Three departments under his supervision have supervisors who direct the work of their respective units.

The Mechanical Systems & Utilities supervisor is responsible for the maintenance of heating, ventilating, air conditioning systems (HVAC), plumbing and electrical maintenance, water and waste disposal. Nine employees report to the supervisor: three HVAC technicians, one plumber, one sheetmetal technician, two electricians and two general maintenance workers. Workers are centrally located at Valle Verde campus and are dispatched to wherever work is performed.

A major function of the Mechanical Systems & Utilities supervisor is to monitor and regulate the operation of the district's HVAC equipment by a computerized energy management program. The program permits monitoring of campus room temperatures and other information from a computer located in the supervisor's office. The system can also run from a remote computer, an advantage for monitoring systems during evenings and weekends.

The Maintenance supervisor is responsible for the custodial contract monitoring and interior and exterior maintenance of the district's facilities. Under his supervision are four campus maintenance technicians, a hardware specialist, a locksmith, and five maintenance workers. The four campus maintenance technicians are stationed at Rio Grande, Transmountain, Northwest, and Mission Del Paso. Since the department is located on the campus of Valle Verde, that campus does not have an assigned maintenance technician but is serviced by the central unit. The campus technicians perform daily routine maintenance and other jobs as determined by work orders transmitted to them from the central maintenance office. The department also moves furniture and equipment as requested.

The Grounds supervisor has 17 people under his supervision, 14 grounds workers, a welder, and two automotive mechanics. Four of the grounds workers are assigned to campuses other than Valle Verde. Primarily this unit is responsible for watering, mowing, trimming, fertilizing, and cleaning grounds and parking lots. Another major function is maintaining college vehicles. Vehicles are assigned to various departments, and each department is responsible for minor maintenance to the vehicles, including oil and filter changes, tire maintenance, and cleanliness. The automotive mechanics perform repairs on the vehicles as needed. At present, the Grounds supervisor has been released approximately half time to work on a computer Y2K project for the college.

Each of the departments dispatch workers to the other campuses as determined from the work order system.

Physical Plant does not have an adequate work order system. The system in place has been written in-house and provides basic information necessary to describe the work to be done but does not include information for work management.

Two documents are used in the system, a work order and a design/work request. Any employee or student can request services from the director by telephone, fax, or campus e-mail. They also can request services by completing and submitting a design/work request for construction or renovation projects. A clerk in the director's office prepares a work order using information contained in the work requests. Work orders contain the following information:

- maintenance number,
- date received,
- time received,
- originated by,
- campus,
- phone number,
- room number,
- supervisor,
- problem,
- work completed by,
- person hours to complete and
- date completed.

The supervisors receive a copy of the work order but do not necessarily approve each before the work is done. Work orders for routine jobs are faxed to the campus maintenance worker, followed up with the hard copy of the work order through campus mail. Jobs that cannot be accomplished by the campus worker are performed by central services after approval from a supervisor. Upon completion of the job, the worker signs the work order and returns it to the appropriate supervisor. The supervisor signs and stamps the order completed and returns it to the clerk who enters the completion data into the work order database.

Physical Plant does not have a documented preventive maintenance plan and must enter preventive work orders manually in the work order process. This situation is being addressed. The supervisor of Mechanical Systems & Utilities has submitted a purchase requisition for a new computer program that will provide a documented preventive maintenance plan, keep an inventory of systems and equipment, generate preventive work orders automatically, and provide significant sources of management

information. Until the program is installed, it is unclear how work orders generated by the computer program will enter the work order system.

Regular management reports produced out of the work order system consist of a monthly status report showing open and completed work orders. This report categorizes work orders by a code, such as HVAC, room requests, maintenance, work design, and property control. Reports can be produced on any field in the work order database.

The work order system should be able to prioritize work requests, cost information, availability of funds, and customer sign-off. As a part of the system, a method of customer feedback should be developed to measure the satisfaction level with the work completed. The supervisor of Grounds wrote the work order computer program using a database and programming language; the program is not a commercially written one. According to the Grounds supervisor, the program can be modified to incorporate additional data and report information.

Recommendation 44:

Revise work order system's software program to include additional management information.

As the computerized work order software program was designed and written by an employee of the EPCC Physical Plant department, (the supervisor of Grounds), using C+Basic computer programming software, modifications to the software program can be accomplished by the supervisor of Grounds.

The revised program should incorporate a way to assign priorities to service requests, from low priority to emergency. The work order should indicate funds are available to pay for the work. Costs of parts and materials used on jobs should be incorporated into the work order system to provide labor and materials cost analyses. Labor costs can be calculated using the data field "person hours to complete," already a part of the program. Measures of customer satisfaction should be provided, either as a part of the actual work order or as a separate instrument.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Physical Plant determines changes to work order system, coordinating with the supervisor of Grounds who wrote the program.	February 2000
2.	The programmer (supervisor of Grounds) revises work order system program.	April 2000

3.	The director of Physical Plant implements revised work order system including training of personnel.	May 2000

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

FINDING

The Physical Plant and Facilities and Construction Services policies and procedures manuals are out of date. Much of the information documented in the existing manual are dated 1984 or earlier. Except for a few instances, policies and procedures have not been revised to document current practice and requirements.

The primary purpose of a policy and procedures manual is to ensure employees are informed and an organization's operations are consistent. A policy and procedures manual also ensures employees are treated fairly and held to common standards and procedures. In the absence of current policies and procedures, supervisors and employees are not fully informed about what the organization should do, how it does what it is should, what is expected of employees, what the work standards are, or how various situations are to be handled. Overtime, personnel changes, methods changes, and new activities emerge. Unless policies and procedures are kept up to date, the result is likely to be confusion rather than guidance for employees or anyone interested in the operation.

Recommendation 45:

Revise or create new policy and procedure manuals in the Physical Plant and Facilities and Construction Services departments to reflect current practice.

Old policies should be examined for relevance to current situations and new policies created as needed to produce an updated policy and procedure manual for the departments. Significant policy revisions may need approval by higher authorities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Resource Management initiates study of departmental policies and procedures manuals currently in existence.	January 2000
2.	With assistance from the department directors and staff, the vice	March

	president makes necessary changes to policies, securing administrative approval if necessary.	2000
3.	The vice president for Resource Management and staff revise procedures to implement policies and document current activities of the departments.	May 2000
4.	The vice president for Resource Management publishes and distributes new policies and procedures manuals and communicates manual contents to employees.	July 2000

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

FINDING

EPCC employees have taken college courses on college time and not made up the time lost according to a complaint received by the review team. Employees may take college classes on their own time with reduced or no fees charged. Under certain conditions classes can be taken on college work time, but the time lost must be made up in most instances. A supervisor of the employees taking the classes said that the time was substantially made up, but that sufficient records were not kept to document the additional time worked to make up for lost job time.

Recommendation 46:

Develop written procedures for the employees of the Physical Plant and Facilities and Construction Services departments establishing conditions under which employees may take college courses on college time and including specific record keeping requirements to document lost job time and time made up by extra work.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Resource Management prepares written procedures governing the conditions under which employees may take college classes on college time, including documentation required for time lost and time made up.	December 1999
2.	The vice president for Resource Management communicates the procedures to supervisors and employees in writing.	January 2000

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

ENERGY AND CONSERVATION MANAGEMENT

FINDING

Conservation has been a priority at EPCC for several years. Beginning in 1979, the district has implemented numerous conservation programs. The district's pro-active attitude toward conservation has resulted in not only electrical conservation but in other forms of energy as well as water.

The college has converted 14 vehicles to propane as an alternate, cleaner fuel.

Adopting xeriscape landscaping techniques where possible is a routine practice of water conservation. Xeriscape landscaping uses plants that are native to a region and require minimal maintenance. The desert environment of El Paso is conducive to xeriscape methods.

Restrooms have been equipped with infrared controlled faucets and flush valves. All new construction specifications use the latest in water conservation technologies. The director of Physical Plant estimated that these measures have resulted in savings of one million gallons of water per year.

In 1992, EPCC requested an energy survey through the LoanSTAR program. The Texas LoanSTAR program was offered to local governments, school districts and community colleges in the form of low interest loans to fund energy conversation and reduction projects. Projects recommended for implementation were to be paid back over a four- or five-year period from the reduction of utility bills.

Facilities surveyed included Valle Verde, Transmountain, and Rio Grande, involving 663,227 square feet. The energy audit recommended modifications to pumping systems, replacement of fluorescent ballasts with electronic ballasts (ballasts are power converters in fluorescent lighting), and installation of thermal storage units at Valle Verde and Transmountain campuses. Thermal storage units use ice made at night while electric rates are low to cool buildings in the daytime when electric rates are higher. At the Rio Grande campus a "free" cooling system was recommended that uses cooling tower water in the spring and fall without use of a chiller to cool buildings.

The cost of design and construction of the energy efficient systems was estimated at $1,292,697. A loan from the LoanSTAR program provided $1,221,270, and the electric company provided a rebate of $96,710. The college had a positive cash flow of $25,283 considering loan and rebate amounts.

According to the director of Physical Facilities, the thermal storage units at Valle Verde and Transmountain were completed in 1997. At the same time, the free cooling system at Rio Grande was installed. The loan received from LoanSTAR to finance the installation has already been paid back according to the director.

In 1997, the U.S. Environmental Protection Agency (EPA) acknowledged EPCC and its employees for their outstanding achievement in completing lighting upgrades as a participant in Green Lights, a federal energy savings program. In 1998, EPCC received another recognition from the EPA as a summa cum laude member of the 1998 honor society, earning high honors for achieving their energy efficiency goals. **Exhibit 5-12** details electric costs from 1994 to 1998.

Exhibit 5-12
Electrical Energy Consumption
1993 through 1998

Year	Budget	Actual	Cost /sq. ft.	KWH*	Cost/KWH	Square Feet
1997-98	$1,668,938	$1,201,458	$1.20	18,111,537	$0.07	1,000,365
1996-97	$1,445,607	$1,303,352	$1.33	16,314,197	$0.08	976,816
1995-96	$1,287,091	$1,468,844	$1.56	16,880,092	$0.09	939,362
1994-95	$1,061,310	$1,243,199	$1.49	16,010,286	$0.08	834,225
1993-94	$1,061,310	$1,181,130	$1.42	17,044,846	$0.07	834,225

Source: EPCC Physical Plant.
*Kilowatt hours

An analysis of the energy consumption data reveals that from 1994 to 1998, EPCC increased the total square footage of its facilities by 20 percent and at the same time reduced the cost per square foot for electrical energy by 18 percent. Despite increased costs in electrical utility rates, the district has maintained the cost per KWH at essentially the same level.

Energy conservation measures at EPCC are ongoing. The district has installed a computerized energy management system capable of

monitoring all HVAC operating systems from either a single computer terminal in the Physical Plant office or from a laptop computer in a technician's home when necessary. Room temperatures anywhere in the district facilities can be monitored and adjusted from the same computer terminal.

Moreover, the district is replacing older pneumatic sensor controls with new digital sensors to increase the efficiency of the energy management system. Further measures include installation of variable speed motors on air handling equipment and pumps, replacement of exterior lighting with sodium bulbs, and replacement of incandescent exit lamps with energy-efficient lamps.

COMMENDATION

EPCC has contained or reduced its electrical energy costs through a highly effective program of energy management.

Chapter 6
ASSET AND RISK MANAGEMENT

This chapter addresses El Paso Community College's (EPCC) asset and risk management functions in four sections.

A. Cash and Investment Management
B. Risk Management
C. Fixed Assets
D. Bond Indebtedness

The goal of asset and risk management is to invest community college assets to achieve maximum rates of return; reduce the risk of financial losses from unforeseen events; safeguard assets from loss through damage and theft; and manage debt while minimizing interest costs.

BACKGROUND

The vice president for Resource Management has responsibility for all financial and accounting functions of the college. The assistant vice president for Budget and Financial Services reports to the vice president for Resource Management. Cash management and investment management functions are the responsibility of the assistant vice president for Budget and Financial Services. **Exhibit 6-1** shows the Resource Management organization.

Exhibit 6-1
EPCC Business and Financial Services Organization
Fiscal 1999
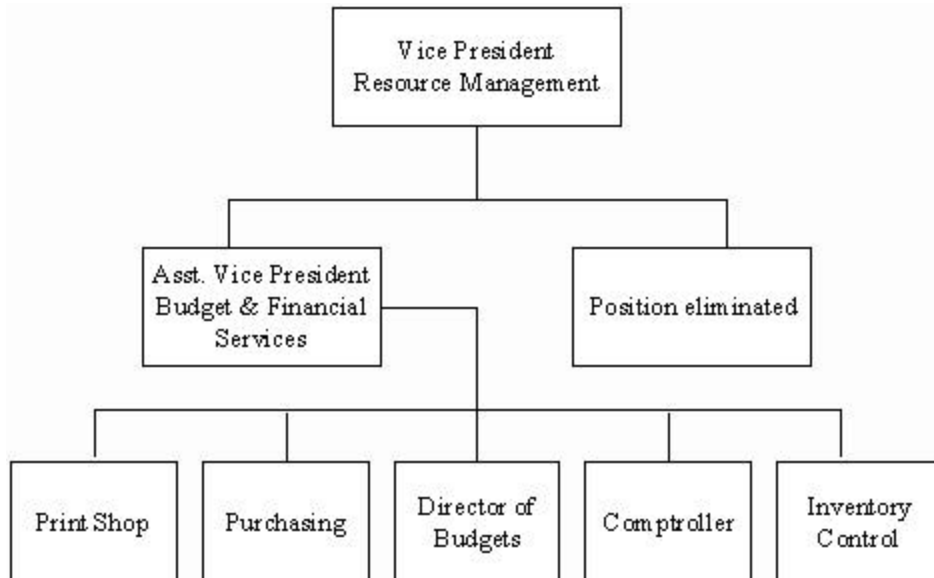
Source: EPCC Finance and Administrative Services.

The college receives funds from a variety of sources to pay for goods and services.

Exhibit 6-2 provides an overview of the college's revenues for fiscal 1998.

Exhibit 6-2
EPCC Revenues for Fiscal 1998

Source of Revenue	Fund Category			Total
	Unrestricted Funds (1)	Auxiliary Enterprises (2)	Restricted Funds (3)	
State Appropriations-General Fund	$ 30,483,581		$ 5,884,147	$ 36,367,728
Tuition and Fees	19,820,957			19,820,957
Taxes for Current Operations	17,559,769			17,559,769
Federal Grants and Contract	259,882		27,747,394	28,007,276
State Grants and Contracts			448,754	448,754

Sales and Services & Auxiliary		1,546,303		1,546,303
Local Grants and Contracts	128,058		655,908	783,966
Interest Income	1,212,785		105,777	1,318,562
Miscellaneous	586,577			586,577
Total	**$ 70,051,609**	**$ 1,546,303**	**$ 34,841,980**	**$ 106,439,892**

Source: EPCC Comprehensive Annual Report.

1. *Unrestricted funds are funds received by the college that have no limitation or stipulations by external agencies or donors.*
2. *Auxiliary Enterprise funds are used for activities that serve students, faculty, or staff. Examples are food services, bookstores, intercollegiate athletics, and college parking.*
3. *Restricted funds are available but have restrictions from outside agencies or persons.*

The college's largest funding source is state appropriations. State support is distributed using a funding formula that is intended to pay the cost of administrative and instructional expenses. A detailed cost study is performed each year to determine the administrative and instructional formula base. The median cost of academic programs at local community colleges statewide is used as the basis for the formula rate recommendations. The Texas Higher Education Coordinating Board makes funding recommendations to the Texas Legislature based on amounts calculated by the formulas.

Tuition and fees from students and local property taxes make up the majority of the college's unrestricted revenues. The largest block of restricted funding is derived from Federal grant and contract funds. The majority of these funds represent student financial aid, the largest source being the Federal Pell Grant Program, which provides approximately $21 million in student aid.

The Bursar's Office receives all cash and checks and makes daily deposits in the treasury account. The Bursar's Office consists of three departments; tuition, cashiers, and accounts receivable.

The Tuition Department handles the registration process and receives all student checks, cash, and credit card payments. The tuition department also processes student refund checks.

The Cashier's Department handles manual transactions associated with continuing education payments, catalog sales, transcripts, and in-town employee travel reimbursements. Accounts Receivable is responsible for collecting library fines, parking fines and processing invoices for advertising revenue for the campus newspaper and the Texas Workforce Commission payments for the books and tuition of dislocated workers.

The Bursar's Office includes seven full-time and two part-time cashiers. In addition, the office hires part-time seasonal cashiers to assist during peek periods, such as registration. For control purposes, each cashier is assigned a unique identification number and is accountable for all transactions processed with that number. At the close of each day, the computer prepares a summary report that shows the cashier's collections of cash, checks, and credit card payments. Cashiers must reconcile their collections to the report and personnel from the Accounting Department then verify the reconciliation. A deposit slip is prepared for each cashier's deposits for audit purposes. The college uses an armored car service to pick up cash and checks from each campus for deposit to the bank.

All funds received by the college are held in bank or investment accounts. EPCC operates a network of 22 bank accounts.

Exhibit 6-3 presents EPCC's bank account structure along with a brief description of the account's purpose and use.

The district manages its cash balances using personal computers to access bank account balances, make wire transfers, and originate intrabank and interbank transfers. Additionally, the district uses several comprehensive computer-based spreadsheets to track cash flows among the various accounts.

The Treasury account is the college's main operating account and it is a sweep account. A sweep account is a service provided by the bank whereby cash in multiple bank accounts is transferred or swept into a single account each day. The non-sweep accounts are generally zero balance accounts (ZBA's). Only funds needed to honor outstanding checks are kept in ZBA accounts; otherwise, they are maintained at a zero balance.

The Accounts Payable, Payroll, and Student Refunds accounts are ZBA accounts. Operating funds are automatically transferred from the Treasury account into these accounts as necessary to honor outstanding checks. All cash in the Treasury account is invested in overnight repurchase agreements to maximize interest earned on the college's operating funds.

Exhibit 6-3
EPCC Bank Accounts

Account Name	Purpose
Treasury Account	Main operating account
Payroll	Issue payroll checks, zero balance account (ZBA)
Accounts Payable	Issue checks to vendors, (ZBA)
Student Refund	Issue student refund checks
Federal Funds	Receive and disburse Pell Grant proceeds and other federal funds
Workers' Compensation Fund	Issue workers' compensation claims checks
Debt Service Reserve Fund	Set aside funds for future debt payments
1994 Interest and Sinking Fund	Payment of principal and interest on outstanding bond issue
1995 Interest and Sinking	Payment of principal and interest on outstanding bond issue
1996 Construction Bond Fund	Depository account for bond proceeds
1996 Interest and Sinking Fund	Payment of principal and interest on outstanding bond issue
1996 Contractual Obligation and Acquisition (COA) Bond Fund	Depository account for bond proceeds
1996 COA Interest and Sinking	Payment of principal and interest on outstanding bond issue
1997 Combined Fee Revenue and Refunding Bond Fund	Depository account for bond proceeds
1997 Interest and Sinking	Payment of principal and interest on outstanding bond issues.
Interest and Sinking 1997 - Series B	Payment of principal and interest on outstanding bond issue
Combined Fee Revenue and Refunding Bonds, Series 1998 Interest & Sinking	Payment of principal and interest on outstanding bond issue
Combined Fee Revenue Bond, Series 1999	Depository account for bond

	proceeds
Combined Fee Revenue Bond, Series 1998 Interest and Sinking Fund	Payment of principal and interest on outstanding bond issue
Public Property Financing Contractual Obligation, Series 1999 Bond	Depository account for bond proceeds
Public Property Financing Contractual Obligation, Series 1999 Bond	Depository account for bond proceeds

Source: EPCC Finance and Administrative Services.

According to district officials, the district's financial advisor, First Southwest Company, informed the district that separate bank accounts were required for the different bond issues. While the college's large number of bank accounts seems high compared to its peer group of community colleges from around the state as shown in **Exhibit 6-4,** some districts maintain money market accounts with TexPool to comply with bond covenants. Additionally, maintaining separate accounts helps to facilitate the accounting process, and the bank fees associated with the accounts (approximately $10 per month) are minimal.

Exhibit 6-4
Comparison of EPCC and Peer College Accounts

| College	Operating Accounts (excluding campus and school funds)
El Paso	**22**
Alamo	8
Austin	1
North Harris Montgomery	5
Tarrant County	3

Source: EPCC Business and Financial Services and Peer Districts.

CASH AND INVESTMENT MANAGEMENT

Effective cash and investment management requires creating beneficial banking relationships; timely and accurately forecasting cash requirements so that funds are available when needed; and maximum returns on assets deposited in appropriate, approved, and safe investment vehicles.

The day-to-day functions associated with the college's cash and investments are the responsibility of the Comptroller. The Comptroller is responsible for ensuring that cash is available to meet the district's obligations and that idle cash is invested safely and legally at the highest rates possible. **Exhibit 6-5** shows the Comptroller's organization.

Exhibit 6-5
EPCC Comptroller's Department
Fiscal 1999
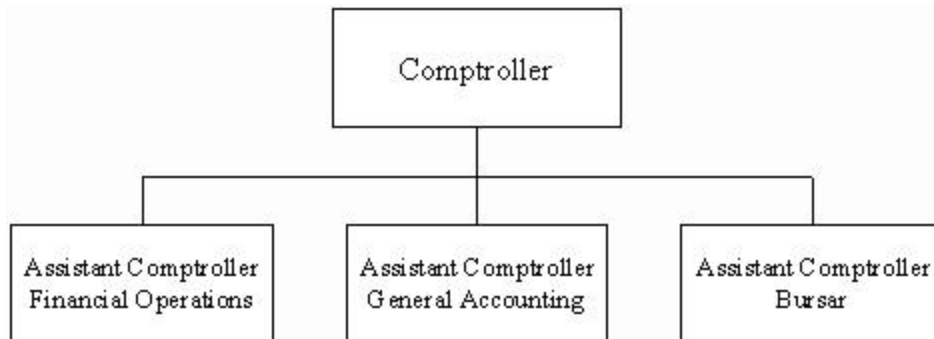
Source: EPCC Comptroller.

EPCC maintains its bank accounts at Chase Bank. The college awards depository contracts every two years through a competitive bidding process. The district's current depository contract with Chase Bank is effective through August 31, 2001. All services provided by Chase Bank are charged to the district on a fee schedule agreed to in the depository contract. The college pays bank charges each month as opposed to maintaining compensating balances in accounts to cover fees.

In accordance with the Public Funds Investment Act (Act) under Section 2256.005 of the Government Code, school districts (including community college districts) must adopt local investment policies. The Act requires each school district to maintain a written investment policy that primarily emphasizes the safety of principal and liquidity, and also addresses investment diversification, yield, maturity and the quality and capability of investment management. Additionally, the Act requires the investment policy to include the following elements:

- A list of the types of authorized investments in which the funds of the school district may be invested;
- The maximum allowable stated maturity of any individual investment owned by the school district; and
- The maximum allowable average dollar-weighted maturity (based on the stated maturity date of the portfolio) of any individual pool invested in by the school district. A school district is required to adopt a separate written investment strategy for each fund under its control. Each investment strategy must describe the fund's investment objectives, using the following defined priorities in order of importance:
    1. With the suitability of the investment to the financial requirements of the entity in mind, the investment must fit within the district's investment policy guidelines.
    2. Preservation and safety of principal-the investment objective should focus on low risk investments, such as government bonds and money market securities
    3. Liquidity-the investment must be easily convertible to cash without significant loss.
    4. Marketability-the investment should be able to be bought and sold quickly and easily. In common use, marketability is interchangeable with liquidity, but liquidity implies preservation of the value when a security is bought or sold.
    5. Diversification-spreading risk by putting assets in several categories of investments.
    6. Yield-the rate of return or profit on the investment, expressed as an annual percentage rate.

The Act requires school districts to develop their policies to comply with local board and administrative objectives and to assess their investment policies and strategies annually.

FINDING

EPCC maintains a written investment policy that was last updated on August 26, 1998. The policy is patterned after the Public Funds Investment and includes verbatim much of the language and the required provisions dealing with the required standard of care, training of investment officers, ethics and conflicts of interest, investment objectives, and authorized investments.

The Act permits school districts to invest in a variety of investment vehicles summarized in **Exhibit 6-6.**

Exhibit 6-6
Public Funds Investment Act - Authorized Investments

Investment Instrument	Description
Bank Deposits & CDs	Demand deposits in bank accounts and certificates of deposits issued by banks.
Repurchase Agreements (Repo's)	Generally issued by banks on an overnight basis and represent agreements between a seller and a buyer, usually of U.S. Government securities, whereby the seller agrees to repurchase the securities at an agreed upon price and usually at a stated time.
Governmental Agency Obligations	Obligations issued by U.S. governmental agencies such as the Federal National Mortgage Association ("Fannie Mae").
U.S. Treasury Securities	Treasury bills: Short-term obligations with maturities of one year or less. Treasury notes: Medium-term obligations with maturities of one year to ten years. Treasury bonds: Long-term obligations with maturities of more than 10 years.
Investment Pools	Public investment funds that allow governmental entities to pool idle cash with other governmental entities to achieve liquidity, safety of principal, and the highest possible investment return such as Logic, TexPool, and Lone Star. Participating entities own a pro-rata share of the underlying assets of the fund in which they participate.
Commercial Paper	Short-term obligations with maturities ranging from two to 270 days issued by banks, corporations, and other borrowers. The commercial paper must meet certain credit guidelines established by nationally recognized credit reporting agencies.
Bankers' Acceptance	Time drafts drawn on and accepted by a bank with maturities of less than 270 days and that meet strict credit requirements.
No-load Money Market Mutual Funds	Pooled funds registered and regulated by the Securities and Exchange Commission that invests in highly liquid and safe securities, including the instruments discussed above. The fund must not charge a sales commission.
Guaranteed Investment Contract	Contracts secured by governmental obligations.

Source: Chapter 2256 of the Texas Government Code.

EPCC's investment policy lists its authorized investments to include the following:

- Interest bearing accounts in the college's depository bank accounts
- Certificates of Deposit
- U.S. Government Obligations
- Repurchase Agreements
- Local Government Investment Pools

In practice, EPCC's investment strategy has historically been extremely conservative. As recently as fiscal 1997, 100 percent of the college's investment portfolio was invested in certificates of deposit (CDs), which are typically the most conservative and one of the lowest yielding fixed income investment on the market. Even at the end of fiscal 1998, over 72 percent of the college's portfolio was invested in CDs, with the remainder of the portfolio invested in overnight repurchase agreements (REPOs). **Exhibit 6-7** compares EPCC's investment portfolio to several of its peer districts as of fiscal 1998. And, **Exhibit 6-8** compares EPCC's investment yield to its peer districts.

Exhibit 6-7
EPCC and Peer College's Investment Portfolio as of June 30,1999

Investment	El Paso		Alamo		Austin		North Harris Montgomery		Tarrant	
Type	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Certificates of Deposit	$ 32,633,000	73%								
Overnight Repurchase Agreements	$ 12,334,418	27%					$ 9,426,988	31%	$ 950,000	3%
Investment Pools (TEXPOOL, LOGIC)			$ 12,733,234	19%	$ 45,830,868	90%	$ 9,634,491	32%	$ 8,531,281	25%
Commercial Paper			$ 14,494,053	21%			$ 1,127,387	4%		
U.S. Treasuries			$ 13,387,277	20%	$ 1,003,750	2%	$ 452,813	1%	$ 9,992,250	29%
U.S. Agencies			$ 27,068,109	40%	$ 3,988,620	8%	$ 9,930,952	32%	$15,046,500	44%
Total	$ 44,967,418	100%	$ 67,682,673	100%	$ 50,823,238	100%	$30,572,631	100%	$34,520,031	100%

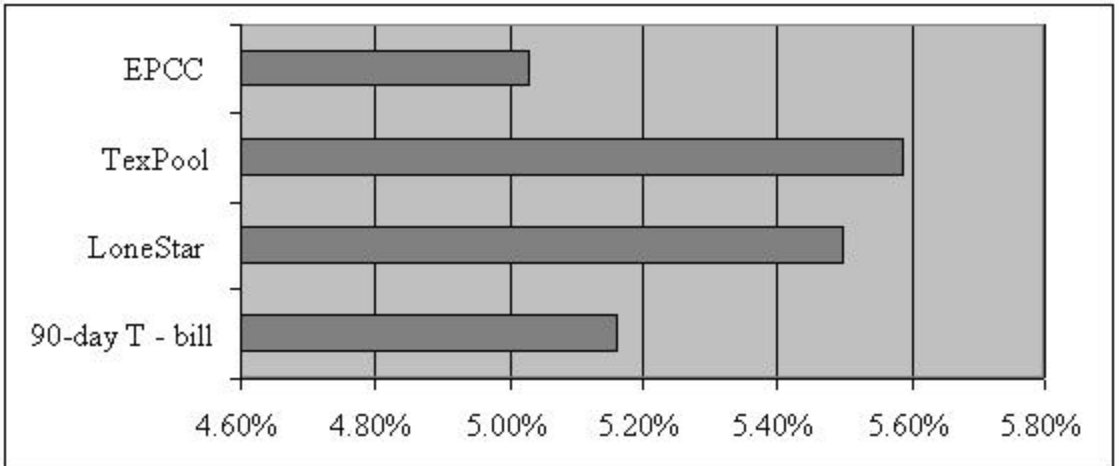*Source: EPCC Finance & Administrative Services and Peer Districts.*

Exhibit 6-8
Comparison of Investment Yield, Fiscal 1997-98
EPCC and Peers

Community College District	Weighted Average Yield on Investment Portfolio
El Paso	**5.06%**
Alamo	5.83%
Austin	5.95%
North Harris Montgomery	6.42%
Tarrant County	5.83%
Average excluding EPCC	**6.01%**

Source: EPCC Business and Financial Services and Peer Districts.

EPCC's investment yield for fiscal 1998 was almost a full 1 percent less than the average of its peer colleges. Each of the peer college's investment portfolios were significantly more diversified than EPCC and had a much higher investment return. According to EPCC's investment policy, *"The college's cash management portfolio shall be designed with the objective of equaling or exceeding the average returns on the thirteen week U.S. Treasury bill rates."* As shown in **Exhibit 6-9** the college's investment performance fell short of its goal for fiscal 1998, based on the average 90-day T-Bill investment rate of 5.16 percent.

Exhibit 6-9
Comparison of Investment Yields
Fiscal 1997-98

Source: EPCC Finance and Administrative Services.

Even though the college's investment policy specifically allows investment pools, the college's Investment Advisory Committee sought approval from the Board of Trustees to invest in TexPool. After receiving and analyzing proposals from the three largest investment pools in Texas, the college's Investment Advisory Committee recommended TexPool as the pool most appropriate for the college's investment objectives. And in August 1998, the college's Board of Trustees approved the committee's recommendation. Since that time, the college's portfolio has changed significantly and as of June 30, 1999, over 90 percent of the college's investment portfolio was invested in TexPool.

District officials have acknowledged the college's historically conservative investment philosophy. And to enhance returns on the college's investment portfolio and consolidate various treasury related functions, the college recently created a new position-Treasury Services Manager.

Exhibit 6-10 shows excerpts from the position's job description.

Exhibit 6-10
Proposed Treasury Manager Job Description (June 1999)

Job Summary: Responsible for all investment activities for the College district's funds in compliance with the district's investment policy and State rules and regulations.	
Essential Functions	**Yearly Percent of Time**
1. Investment of district's funds in compliance with college policy and state law	25%
2. Monitor bond funds, track bond expenditures in compliance with IRS rules regarding arbitrage rebate, monitor bond related budgets for compliance with spending requirements, monitor agreement of bond budgets to cash balances in bank	20%
3. Produce detailed cash flow forecasts, coordinate maturities and withdrawals to provide sufficient funds for operating cash activities	15%
4. Prepare accounting related reports as necessary from data compiled from financial statements, FSR reports, banking statements, bond transcripts, indirect cost reports, CAFR statistics and compile bond information related to new debt offerings or refunding.	15%
5. Prepare monthly, quarterly and annual investment reports	5%
6. Monitor collaterization of colleges bank balances, maintain	5%

pledge securities file	
7. Develop and recommend procedures for cash collections and payments to maximize investable funds; prepare audit schedules related to cash and investments.	5%
8. Observe financial market indicators, studies, financial trends and use available educational tools to maintain appropriate expertise	5%
9. Other duties assigned by Controller	5%
	100%

Source: EPCC Comptroller.

With the exception of Alamo Community College, none of the other peer community colleges have positions that are similar to EPCC's proposed treasury manager. Alamo Community College has a treasurer who performs most of the duties described above and serves as the college's investment officer. In accordance with Public Funds Investment Act, each investing entity must designate with board approval one or more employees to be the investment officer responsible for investing the entity's funds. The other peer community colleges conduct their daily cash management and investment using a combination of staff and management positions in the finance and accounting departments.

Exhibit 6-11 provides an overview of the positions involved in the cash and investment management function at EPCC and its peers.

Exhibit 6-11
Summary of Cash and Investment Management Responsibilities
EPCC and Peers

College	Investment Officer	Other Positions Responsible for Daily Cash And Investment Management Activity
El Paso	Assistant Vice President for Budget and Financial Services and Comptroller under the direction of the Vice President for Resource Management	Comptroller and staff
Alamo	Treasurer under the direction of the Vice Chancellor for Fiscal Affairs	Treasurer
Austin	Vice President of Business	Accounting Manager and

	Services	staff
North Harris Montgomery County	Executive Director of Finance and Treasury	Financial Analyst
Tarrant County	Director of Finance under the direction of the Vice Chancellor for Business Affairs	Chief Accountant

Source: EPCC Business and Financial Services and Peer Colleges.

Several of the investment officers with whom the review team spoke voiced similar approaches to their investment practices. Each stressed the importance of maintaining good working relationships and continuous dialogue with investment professionals at banks and brokerage firms as a way to keep abreast of market rate conditions.

While the college certainly needs to improve its investment performance, hiring a low-level treasury manager may not be the most effective way to accomplish this task. There are a number of private money management firms, banks, and brokerage firms that specialize in investing portfolios for private companies, individuals, and governmental entities. EPCC's portfolio falls under what most investment professional would categorize as "short-term fixed-income or public funds portfolios." Many banks and brokerage firms have departments that specialize in this particular segment of the market.

Investment management firms offer several advantages including access to sophisticated interest rate and market data information, the ability to make larger block trades and obtain more favorable prices on securities and instantaneous access to changing market conditions.

Recommendation 47:

Outsource the college's investment management activities to improve the college's yield on its portfolio.

Investing operating funds is not a core function of the college and can be more efficiently and effectively conducted by outside specialists.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The assistant vice president for Budget and Financial Services and the Comptroller develop a plan to outsource the college's investment management activities including a request for	December 1999

	proposal to issue to prospective firms.	
2.	The plan is submitted to the board for approval. The Board approves the plan.	January 2000
3.	Purchasing issues the requests for proposal in accordance with the district's policies on professional services.	January 2000
4.	The district's investment committee evaluates the proposals and recommends a money management firm to the board for approval.	February 2000
5.	The board approves the recommendation and instructs the college's legal counsel to prepare an investment management contract.	March 2000
6.	The contract is executed and the money manager begins work.	March 2000

FISCAL IMPACT

According to investment professionals with The Tracs Corporation (a financial services company that provides investment services to numerous school districts and municipalities in Texas) and Merrill Lynch, the college should be able to boost its yield a minimum of 50 basis points net of management fees (1 percent is equal to 100 basis points) above the returns offered through an investment pool such as TexPool.

Most investment management firms charge a management fee based on the size of the assets under management. For a portfolio the size of EPCC's, the fee should range between 10 and 20 basis points. Actively managing the college's portfolio will involve greater use of available investment instruments and more flexibility in purchasing securities with different maturities and higher rates of return for the college's portfolio of approximately $50 million dollars. This equates to an annual increase in interest income of $250,000 (.5 percent of $50 million dollars). The college could also use existing staff to coordinate activities of the money manager and eliminate the need to hire the proposed treasury manager.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Outsource the college's investment management activities.	$125,000	$250,000	$250,000	$250,000	$250,000

FINDING

The Public Funds Investment Act also requires public entities to prepare reports of investment activity at least quarterly. The Act requires the reports to contain the following information:

- *A detailed description of the investment position of the entity on the date of the report,*
- *For pooled funds, a summary statement, prepared in compliance with generally accepted accounting principles, that states the: (A) beginning market value for the reporting period; (B) additions and changes to the market value during the period; (C) ending market value for the period; and (D) fully accrued interest for the reporting period.*
- *The book value and market value of each separately invested asset at the beginning and end of the reporting period by the type of asset and fund type invested.*
- *The maturity date of each separately invested asset that has a maturity date.*
- *The account or fund or pooled group fund in the state agency or local government for which each individual investment was acquired.*
- *The compliance of the investment portfolio of the state agency or local government as it relates to: (A) the investment strategy expressed in the agency's or local government's investment policy; and (B) relevant provisions of this chapter.*

EPCC's investment report contains the required information such as the changes in market value and book value by fund type. However, the report is not formatted in the way that is easily understood. Although most of the college's portfolio has historically been concentrated in just a few assets, as the district diversifies its portfolio, it will become important to produce reports that convey the district's investment activity in a clear and concise manner.

Recommendation 48:

Modify the quarterly investment reports to convey the college's investment portfolio activity to include all of the information required by the Public Funds Investment Act and the college's investment policy.

It is imperative that the board receive a report that is comprehensive in detail and provides the essential information in a user-friendly format.

IMPLEMENTATION STRATEGIES AND TIMELINE

| 1. | The investment committee meets and develops a prototype. | December 1999 |

	investment report that includes all of the required information as required by the Act and internal policy.	- January 2000
2.	The modified report is prepared and submitted to the board for the second quarter ending February 2000.	February 2000

FISCAL IMPACT

This recommendation could be implemented with current resources.

RISK MANAGEMENT

An effective risk management program provides cost-effective insurance and loss-control techniques that minimize financial liability for the college and its employees. Sound risk management involves:

- identifying operational areas where hazardous situations may occur or opportunities for physical property loss may exist to minimize exposure for potential financial loss; and
- analyzing the cost-effectiveness of health, workers' compensation and property insurance, as well as alternative insurance coverage, such as self-insurance and other current products.

EPCC's risk management functions are divided between two departments. The director for Purchasing is responsible for acquiring and monitoring property, casualty, liability, and school insurance coverage. Employee health and workers' compensation insurance responsibilities are the responsibility of the associate vice president for Human Resources. In addition, a safety specialist responsible for coordinating safety-training programs reports to the associate vice president for District Support Services.

Health and life insurance for EPCC employees is provided under the Texas Employees Uniform Group Insurance Program, the program under which all state employees are insured, with the exception of physical plant employees. This program offers a variety of coverages and carriers. All employee premiums for health insurance and the first $5,000 of life insurance coverage are paid by the state. The employee pays partial premiums for spouses and dependents. The Human Resources Department of the university administers health and life insurance for all EPCC employees.

The college self-funds its workers' compensation program. This means that the college assumes the risk of workers' compensation losses and pays all claims rather than paying an insurance company to assume the risk. The college has found it more cost-effective to self-insure than to carry workers' compensation with a commercial carrier. The college uses a third-party administrator, a joint venture of Lindsey Morden Claim Services, Inc., and Rogers and Belding Risk Management Services, Inc., to control and contain workers' compensation expenses. The administrator provides additional services including program administration, claims processing and review, loss control/risk management consultation, medical bill auditing, and excessive claims coverage.

FINDING

The college has made a strong commitment to employee safety and training that has positively affected the college's workers' compensation costs. The college's workers' compensation payments decreased by 45 percent from fiscal 1996 ($582,000) to fiscal 1998 ($316,000). The college has a full-time safety coordinator who administers a wide range of safety programs and conducts more than 16 safety workshops on a variety of different topics including:

- Back safety
- Blood-borne Pathogens
- Carpal Tunnel Syndrome
- Confined Space
- Ergonomics
- Fire Safety
- Hazard Communication
- Hazard Communication Refresher Course
- Hazard Communication Standard (Spanish)
- Heat Stress
- Laboratory Safety
- Materials Handling (Proper Lifting)
- Personal Protective Equipment
- Portable Fire Extinguishers
- Right to Know
- Safety Awareness

The district attributes much of its success in reducing workers' compensation claims to its safety training programs, its self-funded workers' compensation plan, and the work of its third-party administrator that helps the district monitor its claims. **Exhibit 6-12** shows the college's workers' compensation claims history.

Exhibit 6-12
Workers' Compensation Claims History
Fiscal Years 1995-96 to 1997-98

Fiscal Year	Beginning-of-Fiscal Year Liability	Current Year Claims and Changes in Estimates	Claim Payments	Balance at Fiscal Year-End
1995-96	$1,320,000	$12,000	$(582,000)	$890,000
1996-97	$890,000	$341,000	$(416,000)	$815,000
1997-98	$815,000	$201,000	$(316,000)	$700,000

Source: EPCC Annual Financial Reports.

In addition to its proactive preventive safety training courses, the district also closely monitors claims activity to identify areas within the college that have a high incidence of claims to assess appropriate remedies. The district also analyzes claims activity with a focus on employees' performance to assess the potential for abuse by under-performing employees.

COMMENDATION

EPCC has significantly reduced the cost of its workers' compensation claims over the past three years.

FINDING

Property and liability insurance on buildings designated as Educational and General are self-insured by the State of Texas. EPCC obtains and pays for the following property and liability insurance coverages:

- Property and casualty coverage for buildings designated as auxiliary;
- Property and liability coverage for vehicles;
- Blanket employee dishonesty protection;
- Commercial general liability protection;
- Umbrella excess liability protection; and
- Crime protection coverage.

The director for Purchasing administers all property, casualty, and liability policies. The policies were put out for bid in December 1998, with policies going into effect in February 1999. **Exhibit 6-13** summarizes the college's property, casualty, and liability insurance coverage through February 2000.

Exhibit 6-13
Summary of Insurance Coverage
Fiscal 1999

Insurance Company	Type of Policy	Annual Premium	Policy Term	Limits
Scottsdale Insurance Company	Commercial Package Policy: • Buildings and Contents • Business Personal Property Others • Employee Benefits Liability • Crime Coverage (public employee dishonesty, theft,	$47,131	2/28/99 - 2/28/00	$84,094,597 total limit $2,000,000 $2,000,000 total limit, $1,000,000 each claim $500,000; $250-$1,000 deductible

Scottsdale Insurance Company	destruction, disappearance) • General Liability			$2,000,000 total limit; $1,000,000 each occurrence
Scottsdale Insurance Company	Auto Liability	$60,371	2/28/99 - 2/28/00	$1,000,000 total liability; $500,000 for uninsured motorist
Scottsdale Insurance Company	Umbrella - Excess General Liability	$7,868	2/28/99 - 2/28/00	$5,000,000 excess total; $10,000 deductible
Scottsdale Insurance Company	Blanket Inland Marine • Contractors Equipment • Computers • Cameras & Equipment • Motorcycles	$5,025	2/28/99 - 2/28/00	$115,465 $12,811,924; $60,000; $28,056
Scottsdale Insurance Company	Boiler & Machinery	$5,523	2/28/99 - 2/28/00	$30,000,000 total limit; $2,500 deductible

Source: EPCC Purchasing Department.

During the college's recent procurement process for insurance coverage, the college received bids from only two insurance agencies: Rogers & Belding (Rogers) and Pineda-Rodehaver Agency, Inc. (Pineda). The college hired a consultant - Advanced Risk Management - to evaluate the proposals and submit a report and a recommendation on the best combination of insurance coverage and premium cost. The agencies were instructed to submit their bids based on the coverage provided by the prior-year insurance company, Travelers. **Exhibit 6-14** presents the consultant's comparison chart that was provided to the college as part of his report.

Exhibit 6-14
Property and Casualty Insurance Premium and Coverage
Comparison prepared by
Advanced Risk Management

	PREMIUM COMPARISON	
Coverage	**Pineda-Rodehaver Agency**	**Rogers & Belding**
Buildings & Contents	$48,817	$35,971
Business Income	Included	Included
Inland Marine	$2,230	$13,219

Crime	$3,250	$1,805
General Liability	$11,810	$18,274
Garage Liability	$1,045	Included
Boiler & Machinery	$4,502	Included
Auto	$64,554	$45,033
Umbrella	$13,991	$6,905
Total	$150,199	$121,207 *
* 3 year rate guarantee		
COVERAGE COMPARISON		
Buildings & Contents	$86,971,597 *	$84,044,617
Business Income	?	$2,100,000
Inland Marine	$175,465	$13,015,445
Crime	?	$500,000
General Liability	$1,000,000/$1,000,000	$1,000,000/$2,000,000
Garage Liability	?	$1,000,000/$3,000,000
Boiler & Machinery	Comprehensive	?
Auto	$1,000,000	$1,000,000
Umbrella	$1,000,000	$1,000,000

Source: EPCC Business and Financial Services.

The consultant's report discussed the pros and cons of each of the agency's proposals and concluded with the following recommendation: "*It appears that the best combination of coverage and cost is offered by Rogers & Belding.*" Rather than follow the consultant's recommendation, the Board of Trustees awarded the insurance coverage to Pineda-Rodehaver.

The insurance procurement process was not handled through the Purchasing Department. Instead, the college allowed the consultant to solicit the bids. Because insurance services do not fall under the definition of professional services in Sec. 2254.002 of the Texas Code, a competitive bid is required. Since the procurement process was not handled by Purchasing, the requests for proposal were not properly advertised and the integrity of the bid process was compromised.

Recommendation 49:

Re-bid the college's property and casualty insurance coverages using appropriate purchasing procedures.

The Board awarded the college's insurance to an agency that submitted a higher bid than the agency that actually received the outside consultant's recommendation. Also, since the college did not properly advertise the request for proposal, it may have missed bids from other insurance agencies and, consequently, may not have gotten the best coverage for the least cost. Finally, commercial insurance rates in Texas have fallen lately, and the college may be able to lock in on low insurance premiums for several years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director for Purchasing prepares a request for proposal (RFP) to obtain property and casualty insurance and submits a copy to the Board of Trustees for review.	December 1999
2.	Following board approval, the director for Purchasing issues the RFP.	January 2000
3.	Proposals are received and evaluated by the vice president for Resource Management, director for Purchasing and other designated members of the evaluation team, considering all factors, including coverage limits, premium costs, insurance company's quality and credit ratings and quality of service.	February 2000
4.	The vice president for Resource Management presents the recommendation to the Board of Trustees for approval.	February 2000
5.	The insurance coverage selected in the procurement process is put in place.	February 2000

FISCAL IMPACT

This recommendation could be with implemented with existing resources. While some cost savings may be derived from lower insurance premiums, it is impossible to quantify the potential savings.

FINDING

In addition to obtaining property and casualty insurance coverage, the college contracts with its insurance agency to obtain guidance and advice on a variety of risk management and insurance matters. The contract calls for the agent to work closely with EPCC personnel, in the following areas:

1. Identifying risks and development of the optimum risk management program for EPCC.

2. Preparation of insurance specifications for submission to various insurance markets.
3. Obtaining insurance proposals for EPCC from as many companies as may be required to represent the best market response.
   Insurance companies must be AM Best ratings of A VII or higher. AM Best is a recognized insurance rating system.
4. Analyzing reports of proposals received, with recommendations on coverage offered and the best proposal(s) received, to exclude any commission or other fees.
5. Analyzing policies received to verify compliance with proposed coverage.
6. Providing claims administration service to make certain EPCC receives prompt, accurate service.
7. Providing ongoing advice, analysis and assistance to EPCC risk management program.
8. Consult with EPCC attorneys on liability immunities and/or any legal requirements inherent in the acquisition of insurance coverage for a public educational institution.

The college's contract with the insurance agent is a fixed-fee contract that included services rendered by the agent in procuring property and casualty insurance for the college. The college's current insurance agent is Pineda-Rodehaver (Pineda), which replaced the college's former insurance agent Rogers and Belding (Rogers), which had been the college's agent for over 10 years. The college made the switch to Pineda after a bid process for agent services in October 1997. Pineda was awarded the contract even though their bid of $18,000 annually was $5,500 higher than Rogers' bid of $12,500.

Information obtained by TSPR indicates that the original Request For Proposal (RFP 97.06) dated July 25, 1997 was prepared and advertised. The RFP requested responses no than August 14, 1997. A specific requirement in the RFP # A stated*; "Firms should have a total annual premium volume of at least $5 million."* The RFP was placed in the September 1997 Board of Trustees Agenda. According to information received, the RFP was pulled from the September 1997 agenda by the President's office and the Purchasing Department was directed to issue a new RFP.

A new RFP, 97-06A was prepared dated September 22, 1997 and closed on October 7, 1997. The only change made in the RFP pertained to specific requirement # A, and was revised to read; *"Firms should have a total annual premium in volume of at least $3,000,000."* RFP 97-06A was placed in the October 1997 Board of Trustees Agenda as item 4.5. A proposal analysis committee comprised of five college representatives and the president of Advanced Risk Management recommended that an

annually renewable contract, in the amount of $12,500 be awarded to Rogers & Belding insurance agency. The RFP requested fixed fee bids for consulting services, but states that "*it will be acceptable to have EPCC's premium included in the firm's profit sharing volume or similar arrangements based on profitable volume with one or more companies writing EPCC's account but all monetary gain shall be disclosed annually and approved and EPCC shall have access to the Agent's/Agency's books of accounts to verify periodically the total remuneration earned by the agent/agency from EPCC's account.*"

The objective of contracting with an outside insurance agency is to obtain independent and objective consulting advice in the insurance procurement process. To allow the insurance agent to have a vested interest - earn commissions in the outcome of insurance purchases may compromise the agency's objectivity based on the agency's work and financial relationship with particular insurance companies.

Recommendation 50:

Modify the insurance agent/consultant contract to eliminate potential conflicts of interest with commercial insurance companies and re-bid the insurance agent/consultant contract.

The college should obtain the services of an independent insurance consultant that will work on behalf of the college on a fee basis and not be allowed to receive commissions from insurance companies.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.<	The vice president for Resource Management and director for Purchasing modifies the college's insurance consulting contract to remove commission based incentives and prepares a request for proposal for review by the Board of Trustees.	December 1999
2.	Following board approval, the director for Purchasing issues the RFP.	January 2000
3.	Proposals are received and evaluated by the vice president for Resource Management, director for Purchasing and other designated members of the evaluation team, considering all factors, experience, level of independence, fees, and quality of service.	January 2000
4.	The vice president for Resource Management presents the recommendation to the Board of Trustees for approval.	February 2000
5.	The insurance coverage selected in the procurement process is put in place.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The college does not have a comprehensive written risk management plan or process that establishes objectives for risk management activities, identifies and evaluates risks and designs a program to protect the college at a reasonable cost. Risk management is split among three areas. The director for Purchasing handles property and casualty, while the director for Human Resources administers employee benefits and workers' compensation. In addition, a safety specialist responsible for coordinating safety-training programs reports to the associate vice president for District Support Services. No area has a person with the skill sets or experience to serve in a risk management capacity with oversight of all aspects of the college's insurance programs. In fact, the director for Purchasing has had no formal training in property and casualty insurance administration.

It is not uncommon to have various risk management functions divided among different departments. Of the four peer districts consulted by the TSPR team-Austin Community College, Alamo Community College, North Harris/Montgomery Community College and Tarrant County Community College-only Austin has a risk management coordinator responsible for both workers' compensation and property and casualty insurance coverage.

However, it is a good business practice to have a comprehensive risk management plan that outlines the responsibilities of the various individuals with functional responsibilities. And, even if outside consultants are hired to assist with certain tasks, employees with oversight responsibility for specific risk management duties should be adequately trained in their respective discipline.

Recommendation 51:

Develop a comprehensive risk management plan to include training for staff with management and administrative responsibilities over specific risk management functions.

A plan will provide overall direction and coordination for the college's risk management functions and for the staff with administrative responsibilities. Selective training will help develop staff expertise in specific risk management disciplines.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Resource Management establishes a risk management committee to develop a comprehensive risk management plan for the college. The committee should be made up of employees with functional responsibilities in risk management to include the director for Purchasing, the director for Human Resources, safety training specialist, and other designated staff.	December 1999
2.	The committee meets and develops the plan including a training and continuing education plan.	January - February 2000
3.	The plan is submitted to the board for approval.	March 2000
4.	After board approval, the plan is communicated to affected employees and staff training begins.	March 2000 - Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FIXED ASSETS

Managing fixed assets is the responsibility of the district coordinator for Property Control, who reports to the associate vice president for District Support Services. The District Support Services Department is responsible for:

- Receiving fixed assets from vendors;
- Tagging all fixed assets with pre-numbered college inventory tags;
- Delivering fixed assets to users;
- Updating the college detailed fixed asset subledger;
- Preparing journal entries for recording fixed asset transactions on the general ledger;
- Reconciling the fixed asset subledger to the university general, and
- Inventorying of fixed assets.

The District Support Services operates a central shipping and receiving area along with a warehouse for surplus property that will be reassigned to a different location or that has become unserviceable or obsolete. When items are received, the receiving report is compared to the purchase order to verify the accuracy and condition of the items shipped. A property control clerk accesses the purchasing system's receiving module and updates the system to show that the item was received. The items are then tagged with pre-numbered college inventory tags and the tag number, description, building and room number are put into the fixed asset sub-ledger. When this procedure is completed, the item is delivered to the user department and the user/employee signs the key-receiving document acknowledging receipt of the item. Donated items must be approved by the vice president for Resource Management before the college accepts them. Once accepted, they are also tagged and routed to the appropriate location.

The Property Control coordinator reconciles the detailed fixed asset sub-ledger to the general ledger each month. A copy of the reconciliation is retained in District Support Services, and one copy is sent to the Comptroller. Journal vouchers for recording fixed asset transaction to the general ledger are sent to accounting each week.

According to the director for Property Control, the district plans to conduct fixed asset inventories on a five-year cycle. The last inventory was conducted during fiscal 1996-97. The district also has made plans to adhere to guidelines pertaining to the equipment purchases using federal dollars. Under the Office of Management and Budget (OMB) Circular A-110, Property Management Standards for Assistance Agreements "*a physical inventory of equipment shall be taken and the results reconciled with the equipment records at least once every two years.*"

Exhibit 6-15 provides a summary of the college's fixed assets.

Exhibit 6-15
EPCC Fixed Assets
As Of August 31, 1998

Description	Balance 5/31/99	Percentage
Land & Land Improvements	$9,205,062	9.3%
Buildings	59,896,062	60.1
Construction in Progress	549,126	0.6
Leasehold Improvements	364,690	0.4
Furniture & Equipment	29,261,635	29.6
Total	**$ 99,276,575**	**100%**

Source: EPCC Fiscal 1998 Annual Report.

FINDING

The college's policy is to capitalize all items with an original cost in excess of $300. Additional "controlled " assets that cost less than $300 are also tagged and recorded on the fixed asset subledger. "Controlled" assets are assets that the college determines must be secured and tracked due to the nature of the items, such as calculators, keyboards, typewriters, cameras, and audio and video recording equipment.

The college has over 23,000 items on its fixed asset ledger, with approximately 17,000 valued at less than $1,000. After being criticized by their outside auditors for not having had a physical inventory of assets since 1988, the college conducted a districtwide physical inventory during fiscal 1996-97. As a result of the inventory, the college made a $4.5 million adjustment to their financial records (decrease) to reflect old, obsolete, discarded, and otherwise lost assets. Capitalizing all expenditures greater than $300 in the general fixed asset group places an unnecessary burden on the college's accounting systems and staff.

Recommendation 52:

Increase the fixed asset capitalization threshold to $1,000.

Since the college has a tagging system in place to account for and track controlled items, raising the capitalization threshold should not adversely impact the college's ability to account for asset purchases. Additionally,

increasing the fixed asset threshold will greatly reduce the time and resources devoted to tracking and counting the assets as part of the district's annual physical inventory

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services meets with the Comptroller to develop a plan to change the district's capitalization policy.	December 1999
2.	The associate vice president for District Support Services submits the plan to the vice president for Resource Management for approval before submitting it to the Board of Trustees for review. The vice president for Resource Management submits the plan to the board for review.	January 2000
3.	Upon approval by the board, the new policy goes into effect.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The college's Property Control Manual was last updated in 1998, which coincided with physical inventory conducted in the 1996-97 fiscal year. The college has not done an effective job of communicating policies and procedures governing the movement of college property. The high incidence of missing and obsolete equipment discovered during the fiscal 1997-98 external audit suggests a need for the college to raise accountability standards and upgrade control mechanisms for tracking fixed assets.

Information obtained by TSPR indicates an environment where accountability standards are lacking and district employees are not fully cooperating with established procedures. Additionally employees have not been adequately informed about the importance of tracking college assets or adequately trained on property control procedures.

The review team randomly selected ten assets from the district's fixed sub-ledger and attempted to locate the assets by matching their tag numbers, descriptions, building and room number as indicated on the sub-ledger. Items selected were shown on the sub-ledger to be in the college's library at the Villa Verde campus, Central Service Center, and television studio. Of the ten items selected, only five or 50 percent were found in the correct location.

Recommendation 53:

Update the college's Property Control Manual, and require the internal auditor to review the college's fixed asset procedures, controls, and inventory records.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services directs the coordinator for Property Control to update the Property Users Manual.	December 1999
2.	The coordinator for Property control consults with Comptroller to establish procedures for reconciling the fixed asset sub-ledger with the general ledger and to establish communication protocols between Property Services and accounting.	January 2000
3.	The coordinator for Property Control submits the revised manual to the associate vice president for District Support Services for review.	February 2000
4.	The associate vice president for District Support Services submits the manual to the vice president for Finance and Administrative Services for review and submission to the board for approval.	February 2000
5.	After board approval, revised manual is sent to all affected employees and training begins to communicate policies and procedures regarding the maintenance and movement of fixed assets.	March 2000
6.	The vice president for Resource Management with board approval directs the internal auditor to begin testing the college's fixed asset procedures and fixed asset inventory.	May 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

BOND INDEBTEDNESS

The vice president for Resource Management is responsible for issuing bonds, debt obligations, and refinancing. Day-to-day responsibilities in these areas have been delegated to the Comptroller. The college district issued two bonds in February 1999: a $1.7 million contractual obligation bond for equipment purchases and an $8.3 million combined fee building and refunding bond for building construction, renovation, and improvement of college facilities. EPCC's total bond indebtedness was almost $45.5 million as summarized in **Exhibit 6-16**.

Exhibit 6-16
EPCC Bonds Payable as of August 31, 1998

Bond Issue Name	Series	Purpose	Issue Date	Source of Revenue for Debt Service	Amount Authorized	Amount Outstanding
Revenue	1991	Acquisition of Equipment, Construction and Improvement of Buildings and Retirement of 1984 Bonds	7/91	General Use and Tuition Fee	$8,750,000	$ 1,010,000
Revenue	1993	Refunding of 1988 and 1991 Bonds	6/93	General Use and Tuition Fee	6,225,000	5,405,000
Revenue	1994	Construction of Buildings	1/95	General Use and Tuition Fee	7,000,000	1,260,000
Revenue	1995	Construction, Improvement and Maintenance	12/95	General Use and Tuition Fee	2,900,000	2,740,000
Revenue	1996	Construction and	4/96	General Use and	6,000,000	5,905,000

		Improvement		Tuition Fee		
Contractual Obligation	1996	Acquisition of Equipment	5/96	Ad Valorem Tax Revenue	1,450,000	535,000
Revenue	1997	Construction, Improvement and Maintenance of Buildings and Refunding of 1994 Bonds	12/96	General Use and Tuition Fee	15,405,000	15,305,000
Revenue	1997B	Construction, Improvement and Maintenance of Buildings and Refunding of 1994-Bonds	9/97	General Use and Tuition Fee	13,300,000	13,300,000
		Total				$45,460,000
		Bond Discounts				574,587
		Total Bonds Principal Net of Unamortized Discount				$44,885,413

Source: EPCC Annual Report.

EPCC's bond debt at the end of fiscal 1998 increased by more than 131 percent since fiscal 1995. For the same period, the college's revenues from all sources increased by only 30.7 percent, and the college district's property values increased by 31.2 percent.

As shown in **Exhibit 6-16**, the revenue source used to service all of EPCC's bond debt, with the exception of the 1996 Series, is tuition and general use fees assessed to students. General use fees or building use fees are assessed to students for the use and availability of the facilities of the college, and are generally used to fund the cost of building repairs and

renovations. Both tuition rates and general use fees are established locally by the college's Board of Trustees.

Exhibit 6-17
Summary of EPCC Bond Debt, Total Revenue and Property Tax Values
Fiscal 1998-95

Description	Percentage Increase Fiscal 1995-98	1997-98	1996-97	1995-96	1994-95
Bonds Payable	131%	$45,460,000	$38,485,000	$25,812,000	$19,636,854
Total Revenue	30.7%	$76,443,934	$67,621,906	$63,855,293	$58,461,765
Pledged Revenue Available for Debt Service (1)	48.0%	$5,493,577	$4,760,382	$4,363,826	$3,710,830
Debt Service Requirements (principal and interest)	127.7%	$3,952,846	$3,056,911	$2,325,683	$1,735,942
Coverage Ratio (Revenue divided by Debt Service Requirements)	-35.0%	1.39	1.56	1.88	2.14
Estimated Value of EPCC District Taxable Property	32.2%	$18,420,857,446	$16,269,397,265	$15,744,753,844	$13,930,374,638

Source: EPCC Fiscal 1998 Annual Report.
(1) Includes building use fees, tuition and interest income.

The college may pledge up to $15 of tuition income from each enrolled student per semester to service bond debt. The Board of Trustees set the building use fee pledged to service bond debt at $9 per semester credit hour in the fall of 1998 and $10 per semester credit hour starting in the fall of 1999.

For the 1996 Public Property Finance Contractual Obligations, according to the district's annual report, "local taxes for current obligations are pledged for payment of the Obligations; however, payments are being funded from Technology Fee Revenues."

According to the district's annual audit report, *"the amount of bonded debt is limited by statute to the extent that the aggregate annual bond taxes in the District shall never exceed $.50 per $100 valuation of taxable property in the District. For the fiscal year ended August 31,1998 the college had no general obligation debt; no tax rate was established for the purpose of debt service."*

The college is required to maintain a debt coverage ratio of 1.25. This means that the pledged revenue estimated to be collected by the district during the next fiscal year and each succeeding fiscal year must be at least 1.25 times the debt service requirement (principal and interest) for the fiscal year. As shown in Exhibit 6-17, EPCC's debt coverage ratio was 1.39 at the end of fiscal 1998. This indicates that the college has sufficient pledged revenue to meet its future obligations.

Chapter 7
FINANCIAL MANAGEMENT

This chapter addresses El Paso Community College's (EPCC) Financial Management functions in four sections:

A. Budgeting and Planning
B. Internal Auditing
C. Accounts Payable and Payroll
D. Tax Rate and Collections

Financial management is one of the most important activities in a community college because it enables the college to plan, monitor, and maximize its limited resources. Financial management is most effective when resources are acquired and spent based upon established goals and priorities. In addition, efficient financial management ensures internal controls are operating as intended. Moreover, in such an environment, technology increases productivity, and reports are generated to help management reach its goals.

BACKGROUND

EPCC is considered a special purpose, primary government according to the definition in Government Accounting Standard Board (GASB) Statement 14. While EPCC receives funding from local, state, and federal sources and must comply with the spending, reporting, and record keeping requirements of these entities, it is not a component of any other government unit.

EPCC must follow the financial accounting policies required by the Texas Higher Education Coordinating Board (THECB) for Texas Public Community and Junior Colleges. These requirements substantially are in conformity with the requirements of the Government Accounting Standards Board (GASB); the American Institute of Certified Public Accountants (AICPA) Industry Guides for Colleges and Universities; AICPA generally accepted accounting principles; and the National Association of College and University Business Officer's Financial Accounting and Reporting Manual for Higher Education.

In 1997-98, EPCC received 35 cents of every dollar it spent from state sources, 26 cents from federal sources and 39 cents from local sources. **Exhibit 7-1** presents a three-year summary of actual revenues by source.

Exhibit 7-1
EPCC Actual Revenues by Source
1995-96 through 1997-98

Source	1995-96		1996-97		1997-98		3-year Change
Local	$36,196,225	37%	$38,384,992	39%	$41,616,134	39%	15%
State	34,267,775	35%	33,737,492	34%	36,816,482	35%	7%
Federal	26,590,776	28%	27,171,628	27%	28,007,276	26%	5%
Total	**$97,054,776**	**100%**	**$99,294,112**	**100%**	**$106,439,892**	**100%**	**10%**

Source: Audited Financial Statements for years indicated.

State revenues are determined by a legislative formula based on projected contact hours offered for various courses. Local revenues primarily consist of tuition and fees, which are collected from students at rates approved by the board. Local property taxes are based on local property values and the district's tax rate. Federal revenues are received for financial aid and student workstudy programs.

The Texas Higher Education Coordinating Board (THECB) establishes accounting and reporting standards for community colleges and other institutions of higher learning in Texas. THECB requires colleges to classify expenditures in the functional categories described in **Exhibit 7-2**. These expenditure classifications are required by THECB to facilitate comparison of expenditures of all colleges and institutions of higher education in Texas.

Exhibit 7-2
THECB Functional Category Descriptions

Category	Description
Instruction	Includes faculty salaries, departmental operating expense, and vocational teacher training expense.
Public services	Includes cost of activities designed primarily to serve the general public such as correspondence courses, adult study courses, public lectures, radio and television stations, workshops, demonstrations, and similar activities.
Academic support services	Includes cost to operate libraries, instructional administrative expenses, and faculty development leaves.
Student services	Includes cost to administer activities such as admission and

	registration, student financial services, and other activities for the benefit of students.
Institutional support services	Includes cost of salaries and other costs for the government of the college, the president's office, business and fiscal management, administration, data processing, campus security, logistic activities, and support services.
Operational and maintenance of plant	Includes cost of plant support services, building maintenance, custodial services, ground maintenance, and utilities.
Scholarships and fellowships	Includes financial aid to students.
Auxiliary enterprise expenditures	Includes operational cost of self-supporting activities to benefit students, faculty, and staff such as on campus bookstores and food services.

Source: Texas Higher Education Coordinating Board-Definitions of the Elements of Institutional Costs.

The college does not use these classifications in its internal accounting system. The financial categories the college uses for internal financial reporting purposes are different and are shown in **Exhibit 7-3**. Each year, for financial statement reporting purposes, the college must convert its classification categories to comply with those of THECB.

Exhibit 7-3
EPCC Budgeted Expenditures by Function
Fiscal Years 1996-97 through 1998-99

Function	1996-97	1997-98	1998-99	3-year Percent Change
General administration	$3,718,536	$4,311,414	$4,592,789	24%
Student services	5,134,781	5,228,557	5,495,366	7%
General institutional services	5,973,800	5,812,011	6,398,376	7%
Staff benefits	2,558,429	3,077,434	3,138,492	23%
Resident instruction	30,270,445	30,987,319	32,233,111	6%
Library	2,157,120	2,282,104	2,739,809	27%
Extension & public service	2,387,775	3,085,750	3,242,529	36%

Physical plant operation & maintenance	5,661,411	6,506,372	6,555,617	16%
Transfers	2,710,312	2,783,562	2,957,276	9%
Total expenditures	**$60,572,609**	**$64,074,523**	**$67,353,365**	**11%**
Student enrollment:				
Credit programs	**19,845**	**19,132**		
Continuing education	**7,585**	**8,401**		

Source: EPCC 1996-97 and 1998-99 Budget documents.

EPCC's expenditure budget increased over the previous year, 1997-98, to accommodate a full academic year at the Mission del Paso Center. The increase includes a salary increase for existing employees, and enhanced programs, services, and staff in many areas.

Exhibit 7-4 presents a three-year summary of actual expenditures by function as required by THECB.

Exhibit 7-4
EPCC Actual Expenditures by Function
1995-96 through 1997-98

Function	1995-96	1996-97	1997-98	3-year Change
Instruction	$32,410,952	$33,409,866	$35,426,876	9%
Public services	3,609,876	3,985,365	5,209,571	44%
Academic support services	8,389,694	8,569,547	8,310,210	(1)%
Student services	7,551,703	7,387,917	7,330,461	(3)%
Institutional support services	13,024,783	12,702,852	13,342,414	2%
Operation and maintenance of plant	4,639,884	5,157,372	5,228,846	13%
Scholarships and fellowships	21,165,303	21,204,533	23,412,461	11%
Auxiliary enterprise expenditures	336,615	620,630	1,528,891	354%
Total	**$91,128,810**	**$93,038,082**	**$99,789,730**	**10%**

Source: Audited Financial Statements for years indicated.

Total expenditures increased 10 percent over the three-year period due to salary improvements for all faculty and staff and an overall increase in the expenditures budget.

Public Services increased by 44 percent due to the increase in courses offered to the community, especially language programs.

Operations and Maintenance increased by 15 percent due to additional maintenance and custodial service for new instructional space completed during the 1996-97 fiscal year.

Scholarships and fellowships increased by 11 percent because of changes in THECB reporting requirements for staff scholarships funded by a transfer from the Auxiliary fund.

The highest increases have been in auxiliary enterprise expenditures. Auxiliary Enterprise expenditures increased 354 percent due to the following factors:

- additional funding of the college's athletic program;
- reporting changes required by THECB;
- a full year's operation of food services;
- a full year's operation of parking area expenditures; and
- expenditures created by the establishment of the El Paso County Community College District Foundation.

The Auxiliary Fund accounts for activities that essentially are self-supporting and that serve students, faculty, or staff. It is comprised primarily of bookstore operations managed by Barnes and Noble and cafeteria operations managed by Chartwells. Auxiliary Fund revenues primarily are generated from commissions earned from these operations. Revenue also comes from vending and video game machines, donations for the Athletic Program started in 1995, and vehicle registration fees. In 1996, the college began collecting vehicle registration fees to better monitor vehicles on campuses. Revenues from these fees are used to provide additional security for campus parking areas.

Auxiliary Fund expenditures include funding of activities related to the establishment of the El Paso County Community College District Foundation, which the Auxiliary Fund has been supporting since the fall of 1997. The foundation is registered as a Texas non-profit corporation. Its purpose is to raise private funds, enhance the activities and image of the college district, and serve as an outreach to the greater community.

The foundation serves a supportive role within the district to ensure the college's ability to meet the expanding needs for diverse, accessible, and

exemplary higher education within the El Paso community. Once the foundation becomes a separate entity, the Auxiliary Fund will not support it any longer. Auxiliary funds also are spent for staff scholarships, senior citizens programs, tuition reimbursement plans, three different staff associations, and the athletic program.

Exhibit 7-5 summarizes Auxiliary Fund financial activity from fiscal 1996-97 through July 31, 1999. Three broad categories are shown: Student Activities, Auxiliary Services, and Inter-Collegiate Athletics. Deficits from Inter-Collegiate Athletics are funded from surpluses generated by Auxiliary Services activity.

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Exhibit 7-5
Auxiliary Fund Financial Activity
Fiscal 1996-97 through 1998-99

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	Student Activities	Auxiliary Services	Inter-Collegiate Athletics	Total
REVENUES				
Student activity fee	$263,460	$0	$0	$263,460
Bookstore commission		391,970		391,970
Vehicle registration		275,462		275,462
Vending commissions		217,041		217,041
Cafeteria operations		266,691		266,691
Interest	8,852			8,852
Other		16,422	106,405	122,827
Total Revenues	**$272,312**	**$1,167,586**	**$106,405**	**$1,546,303**
EXPENDITURES				
Salaries and wages	29,046		144,986	174,032
Cafeteria Operations		328,824		328,824
Vehicle registration		242,699		242,699
Foundation		250,549		250,549
Other	194,331	148,310	190,146	532,787
Total Expenditures	**$223,377**	**$970,382**	**$335,132**	**$1,528,891**
EXCESS OF REVENUES OVER (UNDER)	**$48,935**	**$197,204**	**$(228,727)**	**$17,412**

EXPENDITURES				
TRANSFERS				
Intrafund athletic program		$(221,855)	$221,855	
To plant fund		25,004		25,004
To unrestricted fund - Scholarships		(379,696)		(379,696)
Total Intrafund Transfers		(576,547)	221,855	(354,692)
REVENUES OVER EXPENDITURES AND TRANSFERS	**$48,935**	**$(379,343)**	**$(6,872)**	**$(337,280)**
Beginning Fund balance at September 1, 1997				$1,256,518
Ending Fund balance at August 31, 1998				$919,238
FISCAL 1999 SUMMARIZED ACTIVITY				
Total Fiscal 1999 Revenues through July	$237,636	$819,407	$161,273	$1,218,316
Total Fiscal 1999 Expenditures through July	$(239,182)	$(298,095)	$(356,598)	$(893,875)
EXCESS OF REVENUES OVER EXPENDITURES	$(1,546)	**$521,312**	**$(195325)**	**$324,441**
TRANSFERS				
To plant fund		(54,999)		(54,999)
To unrestricted fund - Scholarships		(419,860)		(419,860)
Total Intrafund transfers		(474,859)		(474,859)
TOTAL REVENUES OVER EXPENDITURES AND TRANSFERS	(1,546)	46,453	(195,325)	(150,418)
FUND BALANCE, JULY 31, 1999				**$768,820**

EPCC's vice president of Resource Management (formerly Financial and Administrative Services) is responsible for EPCC's financial management functions as well as Facilities and Construction Services, Personnel Services, Information Technology Systems, and the Physical Plant.

The associate vice president for Budget and Financial Services primarily is responsible for the Finance Department, which includes the budget office and district accounting operations. The associate vice president for Budget and Financial Services also oversees Purchasing and Property Control. Fifty staff members, including three part-time positions, assist the associate vice president for Budget and Financial Services in performing financial management duties. Additionally, 10 student workstudies assist in the payroll, accounts payable, and general accounting areas, and 50 seasonal employees assist in processing tuition. **Exhibit 7-6** presents the Finance Department's organization, and **Exhibit 7-7** presents its budget for 1997-98 and 1998-99.

Exhibit 7-6
Finance Department Organization
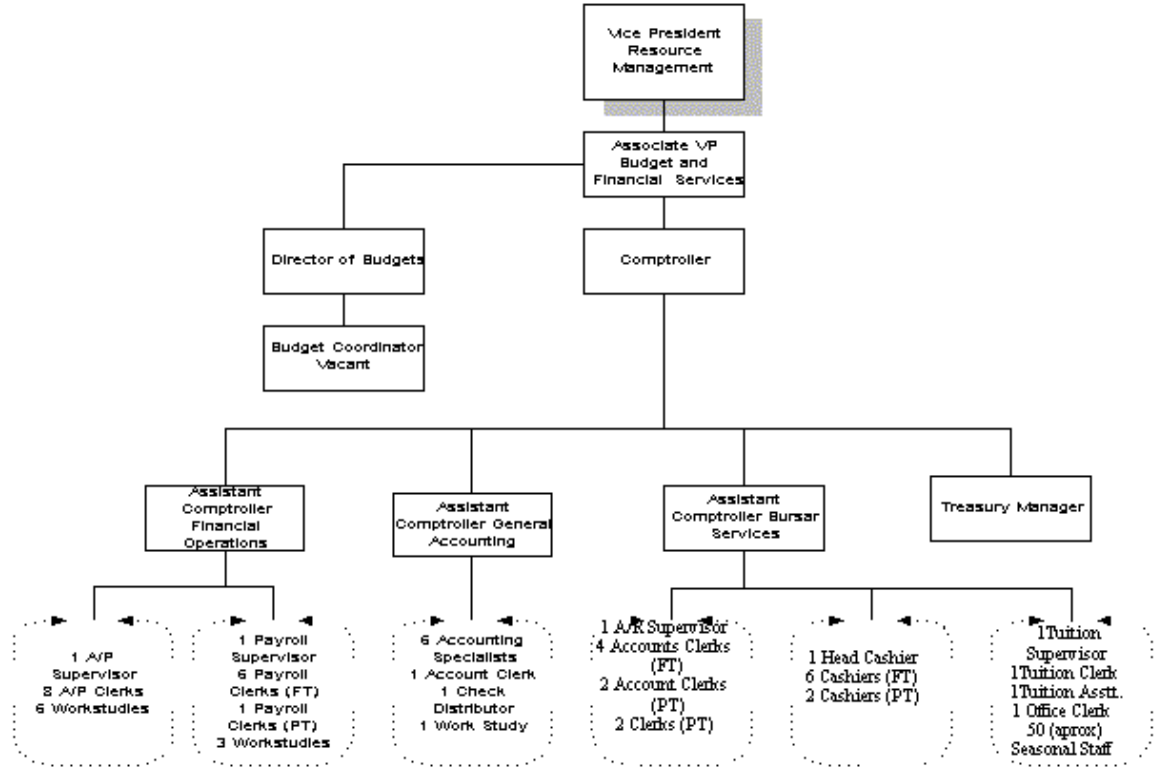
Source: EPCC Finance and Information Office.

The EPCC Comptroller's Office oversees cash, makes investments, and directs accounting services. Accounting services includes recording and reporting collections, disbursements, and other financial activities of the college. General Accounting is responsible for financial reporting and check distributio n. Financial Operations processes disbursements to employees, vendors, and processes these disbursements into the college's accounting system. Accounts Receivable collects funds due to the college. The Comptroller's Office overall goal is to provide efficient services and support the college's mission.

The Budget Office assists in the preparation of the annual budget instructions and calendar; conducts budget development workshops; coordinates budget development activities with the president, Budget Committees, and the board; and prepares budget-related reports for internal and external submission.

Exhibit 7-7
Finance Department Budget 1998-99

Description	Associate Vice President's	Comptroller	Accounting Services	Budget Office	Total

	Office				
Salaries	$95,492	$78,474	$1,136,793	$198,454	$1,509,213
Supplies	3,264	2,428	143,752	9,057	158,501
Travel	629	522	1,445	1,275	3,871
Total Expenses	**$99,385**	**$81,424**	**$1,281,990**	**$208,786**	**$1,671,585**

Source: EPCC Budget Office.

BUDGETING AND PLANNING

Budgeting and planning are critical for effective financial management and control. The process of allocating and prioritizing resources plays a more important role in college districts than in privately owned organizations. The type, quantity, and quality of college districts goods and services often are not subject to market forces of supply and demand; therefore, the budget primarily reflects decisions made by the board, college administrations, and the community.

EPCC's budget is prepared for the following nine functional departments:

- President's office
- VP, Instructional & Student Services
- Executive dean, Valle Verde Campus
- Executive dean, Transmountain Campus
- Executive dean, Rio Grande Campus
- Northwest Center
- Mission del Paso Center
- Executive dean, Institutional Development
- VP, Resource Management

Each departmental head is responsible for preparing the budget for his or her area. In accordance with the president's 1999-2000 budget instructions, each department prepares its budget in two phases. The phase I budget mainly is based on the current year's budget. The phase II budget is for funding requirements that exceed phase I amounts.

Departmental heads finalize their budget requests through internal departmental hearings and deliberations. Phase II budget requests are considered in the order of the operational priorities of departmental heads. The Budget Office receives budget requests for all departments and tracks them in the budget system.

A Districtwide Budget Committee reviews and evaluates departmental budget requests through a rigorous hearing process. Each department head is given at least one opportunity to describe departmental financial needs and requests to the budget hearing committee. At the conclusion of the individual budget hearings with all the departments, the budget committee develops the funding strategies and recommendations for the president. The college president may either accept the budget committee's recommendations or modify them.

The formal budget calendar is presented in **Exhibit 7-8**.

Exhibit 7-8
FY 1999-2000 Budget Calendar

Month	Action
March 29 - April 1	Budget workshops conducted.
April 1 - May 10	Budgets developed by executive levels.
April 22 - 30	Internal budget hearings conducted (suggested dates).
April 29	Executive areas submit three Unit Improvement Plans to Office of Institutional Effectiveness for consideration under $100,000 allocation.
May 4	District Institutional Committee selects Unit Improvement Plans to be funded from $100,000 allocation.
May 5	BF7 forms due to Office of Facilities & Construction.
May 10	Budget Detail forms due to Budget Office by 4 pm.
May 11 - 31	Budget requests compiled and analyzed by Budget Office.
May 15	BF7 decisions made and any Phase Two requests resulting from these BF7 decisions due to Budget Office.
June 1 -14	District Budget Committee hearings conducted.
June 15 - 24	Funding recommendations developed by District Budget Committee.
June 25 - 30	District Budget Committee prepares recommendation package for president, and budget heads are advised of funding decisions.
July 1	Funding recommendations presented to president.
July 1 - 19	President's recommended budget presentation developed.
July 20	President presents recommended budget to the Board of Trustees.
August 17	Board of Trustees adopts budget.
September 1	FY 2000 commences.
March	Development, approval, and distribution of budget preparation instructions and guidelines.
March	Development of budget calendar.
March	Conducting budget workshops.
April	Departments prepare phase I and phase II budgets.

April	Department heads hold internal budget hearing.
April - May	Finalization of phase I budget and determination of priorities for the phase II budget by the departmental head.
May	Budget Office receives budget requests from all departments.
May	Budget Office inputs budget requests into a computerized budget tracking system.
June	District Budget Committee conducts budget hearings individually with all departments.
June	District Budget Committee develops funding recommendations.
June	District Budget Committee prepares recommendation package for president and departmental heads.
July	Funding recommendations presented to president.
July	President recommends budget to the Board of Trustees.
August	Board of Trustees approves budget

Source: EPCC 1999-2000 Budget Instructions.

FINDING

Since the fiscal year 1995-96, EPCC's comprehensive annual financial report (CAFR) has been issued in accordance with GFOA's award program for excellence in financial reporting. In fact, the district has received GFOA's Certificate of Achievement for Excellence in Financial Reporting in the fiscal years 1995-96 and 1996-97. EPCC also expects to win the award in the third consecutive fiscal year of 1997-98. These certificates are presented to government units whose reports achieve the highest standards in governmental accounting and financial reporting. These standards require clarity, comparability, and completeness.

The certification programs are concerned with the efficient and effective communication of financial information, not financial health or conformity with accounting standards. An entity could have serious financial problems, receive an adverse audit opinion, and still receive the award as long as such problems are clearly communicated and presented. To receive the award, the financial report must, "communicate clearly the government unit's financial picture to enhance understanding of the logic underlying the traditional governmental financial reporting model and ...address ...user needs."

COMMENDATION

EPCC received certificates of achievement from the Government Finance Officers Association for its comprehensive annual financial report for fiscal 1995-96 and 1996-97.

FINDING

EPCC's board does not establish annual goals and budget priorities that departmental heads can use as a guideline to develop their budgets for the next year. Prior to developing the 1999-2000 budget, the president formed a budget committee consisting of 35 members, who were to receive and evaluate budget submissions from department heads, deliberate, and make funding recommendations to the president. However, in the absence of annual goals and budget priorities, the budget committee does not have the guidelines necessary to direct it deliberations.

In the past, EPCC departments have used the previous year's budget as a basis to develop the budget for the coming year. This method leads to allocating a significant portion of the college's resources according to the estimates of expenditures by the departmental heads. A review of the budget information contained in the 1999-2000 budget packets given to the departments for budget preparation did not include any information concerning the college's annual goals and budget priorities. Until annual goals and priorities are established, the district cannot be sure it is allocating resources to its highest priorities.

Recommendation 54:

Establish annual goals and budget priorities so that the college's resources are allocated to its highest priorities.

EPCC management should establish the college's goals and budget priorities each year before beginning the budgeting process. It should use the strategic plan as the framework to develop budget priorities. These priorities should be determined at the department level and included in budget instructions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board instructs the director of Budgets to develop annual goals and budget priorities.	December 1999
2.	The board approves annual goals and the budget priorities.	January 2000
3.	The director of Budgets includes annual goals and budget priorities in the budget packet sent to department heads.	May 2000
4.	Departmental heads consider budget priorities when	May through

developing their budgets.	July 2000

FISCAL IMPACT

This recommendation could be implemented at no cost to the college.

FINDING

EPCC's method of allocating budget resources results in excessive budget transfers. For the most part, the college's resources are allocated to departments based on their expenditure budgets. Since allocation of resources is not based on the departments' actual needs, departments must regularly transfer funds between accounts and/or object codes to keep departmental budgets in balance at all times. For example, if a department receives money for full-time salaries, but needs it for office computer supplies, it must initiate a budget transfer request to move the funds to the desired account.

Under the college's written policy, all budget transfers need prior approval of the president. However, in actual practice the president or vice-president approves only transfers out of the budgeted full-time salaries to another account. The board does not get involved in budget transfers. The transfers are made through manual vouchers or electronic transactions in the budgetary system. Some transfers are necessary and are expected in any budget system. However, when transfers are numerous or unnecessary, the effort to initiate, review, process, and input budget transfers is wasted. Then budget transfers become an administrative burden causing unwarranted strains on personnel, space, paper, and computer resources.

Exhibit 7-9 summarizes budget transfers processed during June through August 1998.

Exhibit 7-9
Summary of Budget Transfers
June 30, 1998 through August 31, 1998

Departments	Total Number	Total Dollar Value
Rio Grande Campus	31	$78,839
Transmountain Campus	24	72,510
Instructional & Student Services	16	60,651
Instructional Development	7	52,871

Mission del Paso Center	3	35,600
Valle Verde Campus	19	34,767
Financial & Administrative Services	6	16,902
Northwest Center	4	12,900
President/Board of Trustees	4	11,453
Total transfers	**114**	**$376,493**

Source: EPCC director of Budgets.

However, due to the modified zero-based approach adopted for the 1999-2000 budget year, it is expected that budget transfers will be reduced because the purpose of the zero-based budget approach is to address actual needs.

Recommendation 55:

Review, update, and revise EPCC's policies and procedures related to budget transfers.

The college should review its policy on transfers and revise it to reflect current practice. A policy review should include a determination of what the college considers important in budget management, such as appearance and avoidance of account and object code deficits, bottom line, or expenditure control. The college should design and enforce a policy to match its budget management philosophy.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president of Financial and Information Services instructs the director of Budgets to review the existing policy on budget transfers and to draft a new policy.	December 1999
2.	The director of Budgets drafts a budget policy that reflects the college's budget control philosophy.	December 1999
3.	The associate vice president of Financial and Information Services reviews the policy draft and forwards it to the vice president of Resource Management and the president for review and approval.	January 2000
4.	The president reviews and approves the draft and places it on the board agenda for approval.	January 2000
5.	The board approves the new budget transfer policy.	February

		2000
6.	The associate vice president of Financial and Information Services instructs the director of Budgets to prepare budget transfer procedures that reflect the new policy.	February 2000
7.	The director of Budgets drafts budget transfer procedures that reflect and incorporate board policy.	February 2000
8.	The associate vice president of Financial and Information Services reviews and approves the new budget transfer procedures.	February 2000
9.	The new policies and procedures are disseminated throughout the college and take effect.	March 2000

FISCAL IMPACT

This recommendation could be implemented at no cost to the college.

FINDING

Every year budgetary provisions are made for vacant full-time and part-time positions. Because these vacant positions are not filled for months and years, funds allocated in the annual budget for these positions remain partially or fully unused. These funds are diverted through budget transfers to accommodate overspending in other budgetary accounts (for example, supplies, travel, and equipment, etc.) within the same or other departments. Therefore, vacant positions exist in almost every department. The estimated budgeted amount of full-time vacant positions was $2.6 million and $2.7 million as of as of October 31, 1998 and July 13, 1999, respectively. **Exhibit 7-10** presents a summary of vacant positions by department.

Exhibit 7-10
Summary of Vacant Positions by Departments
October 31, 1998 and July 13, 1999

Departments	October 31, 1998		July 13, 1999	
	Vacancies	Dollar Value	Vacancies	Dollar Value
Instructional & Student Services	29	$624,957	31	$662,015
Institutional Development	15	$446,026	15	$482,872
Financial & Administrative	18	$548,338	19	$467,486

Services				
Valle Verde Campus	14	$404,881	15	$413,417
Rio Grande Campus	12	$300,318	11	$301,382
Transmountain Campus	5	$113,233	7	$146,116
President & Board of Trustees	1	$19,176	5	$114,207
Northwest Center	2	$51,633	3	$65,180
Mission del Paso Center	3	$57,879	3	$64,787
Total	**99**	**$2,566,441**	**109**	**$2,717,462**

Source: EPCC Budget Office

Recommendation 56:

Assess the college's staffing needs and eliminate vacant positions that are not required for the normal administrative operations from the budget.

During the budget process, budget heads should be instructed to assess staffing needs and determine how many positions are required to provide a given level of service. Based on this assessment, vacant positions should be filled if they are needed. If not, they should be eliminated. Resources that become available from the elimination of these positions should be reallocated in accordance with the college's priorities.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs departmental heads to assess their staffing needs to provide a given level of service.	December 1999
2.	Departmental heads assess their staffing needs to provide given level of service and identify vacant positions that are not required.	December 1999
3.	The director of Personnel Services obtains the list of vacant positions from all departments and determines the cost associated with those vacant positions.	January 2000
4.	The director of Personnel Services initiates the process to fill needed positions and eliminate unnecessary ones.	April 2000
5.	The director of Budgets identifies priority areas where additional funding is needed and submits a reallocation plan for funds that	May 2000

	become available due to the elimination of vacant positions.	
6.	The president reviews the reallocation plan and obtains board approval for the reallocation of resources.	June 2000

FISCAL IMPACT

This recommendation could result in cost savings if various positions are eliminated and funds tied to such positions are not reallocated to other areas. However, it is not possible to compute cost savings because these factors are unknown.

FINDING

EPCC does not have policies and procedures to monitor and control the budget, resulting in inadequate accountability for expenditures in excess of the budget. Although department heads are given monthly reports comparing actual vs. budgeted expenditures in their areas of responsibility; significant variances are not investigated or explained. Instead, budget variances are removed by transferring funds between the accounts and/or object codes to balance the budget. Effective budget management and control techniques require timely investigation into significant variances as well as policies and procedures to prevent budget line items from being exceeded without proper authorization.

Recommendation 57:

Require executive level officials to review budget variance reports and explain significant variances monthly or quarterly.

Policies and procedures should be developed for budget monitoring and controls at each executive level that require review, investigation, explanation, and timely corrections for variances above certain pre-defined limits.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Board of Trustees instructs the director of Budgets to develop policies and procedures for budget monitoring and controls at the executive level.	January 2000
2.	The director of Budgets develops policies and procedures for budget monitoring and control at the executive level.	January 2000
3.	The director of Budgets discusses implementation of the policies and procedures for budget monitoring and controls with the staff	January 2000

	who have fiscal responsibilities at the executive levels.	
4.	The director of Budgets implements policies and procedures for budget monitoring and controls at the executive level.	February 2000

This recommendation could be implemented with existing resources.

FINDING

EPCC's official budget document is not as informative and descriptive as it could be. The budget is a bound copy of various computer printouts containing budgeted numbers without any color contrasts, graphics, or other visual aids. It contains no informative and descriptive overview of the college's operations, finances and goals. Neither is there a discussion of the college's future-outlook nor of the El Paso economic environment in which the college operates. As a result, the college is losing a tremendous opportunity to use its budget document as a communications tool.

A budget document can and should be more than just a financial plan. In fact, budgets are most useful and effective when used as a means for both the college staff and the community at-large to understand the inner workings of the college. The college has an opportunity to "tell its story" when the budget communicates what is behind and beyond the numbers.

The Government Finance Officers Association's (GFOA) is a national organization that promotes excellence in the form, content, and presentation of budget documents through budget award programs. The GFOA's program is designed for any governmental entity. These programs establish a number of criteria for exemplary budget documents and provide certification awards to nonprofit entities whose budget documents meet the criteria. Many educational institutions across the country, including community colleges, use the criteria to apply for the award, but some use them merely to improve their budget document's content, format, and presentation.

The director of Budgets recognizes the shortcomings of EPCC's budget document. Typically, organizations do not improve their budget documents because they believe they lack sufficient resources to produce a document that meets GFOA standards. However, some districts find creative ways to produce a GFOA-certified budget document in spite of limited resources.

For example, some school districts form cooperative alliances with local colleges and universities that benefit college students and the district. For instance, El Paso ISD's Internal Audit Unit has partnered with the University of Texas at El Paso (UTEP) in a program designed to assist

students in career choices and give them practical work experience before they graduate. The university sponsors the program, which is known as Cooperative Education (Co-op). During the 1996-97 school year, EPCC's Internal Audit Unit was recognized as the Co-op's Local Employer of the Year. Many of the students who worked with Internal Audit have gone on to careers in accounting, business, and finance in the El Paso area. EPCC already employs a number of workstudy students throughout the college. These existing resources could easily be shifted to working on a GFOA budget project.

The associate vice president for Financial and Information Services informed us that when the current budget director was hired in June 1998, the award program was discussed with him and EPCC's goal was to produce a new budget document for the fiscal year 1999-2000. However, due to a comprehensive modified zero-based budget, time has not permitted him to concentrate on the GFOA budget award program, which will be a priority for the next budget year.

Recommendation 58:

Produce a budget document that serves as a communications device, policy document, and financial plan.

The college should use the GFOA criteria as a guide to enhance the content, format, and presentation of its budget document. Financial data should be clarified using charts, tables, larger fonts, written analysis, and executive level summaries. In addition, the college should explore the possibility of using workstudy students to produce a budget document that meets GFOA criteria. Students could, under the supervision of college personnel, conduct interviews, produce graphs and perform analysis. The college and the students would derive mutual benefits from this collaborative effort.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the director of Budgets to establish an alternative budget format.	January 2000
2.	The director of Budgets enlists the assistance of students to develop a work/study program involving students interested in helping the college improve its budget document.	January-March 2000
3.	The director of Budgets and the director for Financial and Information Services develop a work plan for students enrolled in the budget improvement project.	May 2000
4.	Work begins on improving the budget document.	May 2000-

		May 2001
5.	The director of Budgets submits the college's 2001-2002 budget document for GFOA certification.	October 2001

FISCAL IMPACT

This recommendation could be implemented at no cost to the college. Workstudy students already are being compensated.

INTERNAL AUDITING

The purpose of an internal audit function is to review and appraise the reliability and integrity of internal control systems, evaluate the accuracy and reliability of accounting and reporting systems, and determine the extent to which resources are employed economically and efficiently. EPCC has had an internal audit function since the latter part of fiscal 1996. Prior to that time, the auditor position had been vacant for three years.

The director of Audit Services has no staff and reports directly to the executive vice president who reports to the president. This reporting relationship is designed to raise Internal Audit Service's level of visibility within the college. Over the past three years, Internal Audit Service's annual budget has averaged $56,124 as shown in **Exhibit 7-11.**

Exhibit 7-11
Internal Audit Budget
Fiscal 1996-97 through 1998-99

Account	1996-97	1997-98	1998-99	Average
Salaries	$48,725	$51,154	$52,667	$50,849
Supplies	$2,275	$2,275	$2,275	$2,275
Travel	$3,000	$3,000	$3,000	$3,000
Total	**$54,000**	**$56,429**	**$57,942**	**$56,124**

Source: 1996-97 through 1998-99 Budget.

TSPR arrived onsite to conduct the performance review on July 6, 1999. On July 7, 1999, the president placed the director of Internal Audit Services on administrative leave. The president told TSPR that the director's contract, which expires August 31, 1999, would not be renewed.

A great deal of controversy surrounds this issue and allegations of impropriety by both parties are under investigation by local authorities and will not be discussed in this chapter except to address internal controls that may be needed to prevent future problems from arising. The president said, however, that the college needs an internal auditor and the position would be filled as soon as possible.

FINDING

(EPCC's internal audit function is not as effective as it could be because it lacks a mission, has no audit plan, and suffers from deficient reporting relationships.) **Exhibit 7-12** presents a summary of internal audit reports

issued over the past three years and shows that not many audits were performed on key, high-risk operational areas, such as purchasing, payroll, and contracts. In fact, of the 25 reports written over a three-year period, only 11 were actual audit reports; the rest were a memoranda.

Exhibit 7-12
Summary of Audit Reports and Memorandums
Fiscal 1996-1999

Report Title	Date	*Type	Report Title	Date	*Type
Preventing Fraud and Improving Control Over Recording Part-time Work Hours	7/1/99	A	Background Information Prior to a New College Policy on Fraud and Investigations.	10/26/98	M
Follow-up on Production of Excess Administrative Reports	6/29/99	A	Documentation of Audit Observations Concerning Facility Use	10/20/98	M
Poor Controls over Requisitions by College Departments from the Bookstore	6/1/99	A	Recommendation to Audit Function of Purchasing and Contracts	7/20/98	M
Safety Office	5/17/99	A	Audit of Banes Construction Change Orders for VV Classrooms	7/16/98	A
Use and Documentation of College Vehicles	5/12/99	A	Audit of 1995/96 First Quarter Attendance and Fees for SBDC Seminars	7/15/98	A
Increasing the Amounts for Capitalized Equipment and Petty Cash	4/1/99	M	Risks of Not Reviewing Any of Information Technology Operations	6/19/98	M
Improving our Internal Controls, Ethical Environment. and	2/21/99	M	Improving Our Management of Employee Conflicts of Interest	6/12/98	M

Reducing Legal Exposures					
Initial Audit Survey of the Department of Public Safety	2/17/99	**A**	Production of Excess Administrative Reports	3/6/98	**M**
Concerns on the Planning for the Integrated Administrative Software System	2/14/99	**M**	Audit of the Driver Training Program	1/26/98	**A**
Confirmation to CPA on Receiving Audit Reports and Confidentiality	11/24/98	**M**	First Review of Construction Change Orders-F.T. James	11/6/97	**A**
Request to Add Part-time Position to Internal Audit; & 5/13/99 FY 2000 Budget Request	11/19/98	**M**	Audit of Local Travel Expenditures of Accounts 3-40000 (Student Government Association) and 2-01416 (Student Leadership & Community Development)	11/7/96	**A**
Information from Keynote Speaker at Austin Conference on Fraud	11/18/98	**M**	Survey of Elective Tax Shelter Annuities	10/22/96	**M**
Concerns and a Process for Anonymous Comments on Policies	11/5/98	**M**			

Source: Internal Audit Services.
* A= Audit or Review Report; M= Memorandum

The effectiveness of EPCC's internal audit function has been an issue since 1996. In fact, EPCC's external auditors had comments on the function in 1997 and again in 1998. The auditors noted in their 1996-97 management letter to the board that:

"...we noted that a formal work plan related to the internal audit function had not been established for the fiscal year ended 1997. The lack of a formal work plan can lead to inadequately planned work projects or performance of internal audits of areas or operations not consistent with the priorities of the College."

EPCC concurred with the auditor's comments and responded that executive team members would develop a formal work schedule for the remainder of the fiscal year and for each year thereafter. However, when TSPR requested a copy of the 1999 audit plan, we were told one did not exist.

In their 1997-98-management letter to the board, the external auditors wrote:

"Based on a review of the internal audit reports, it was noted that not all reports contain a response from the 'auditee'. Also there does not appear to be a formal corrective action plan from the auditee addressing the internal auditor's report recommendations....there is no evidence of the internal auditor following-up on the reports issued to ensure that formal action...is being implemented."

Again, EPCC concurred with the external auditor's comments and responded that the college was establishing an internal audit committee that would be charged with the following responsibilities:

- Prepare a policy statement for the Internal Auditor's Office.
- Prepare a procedure that will establish a formal work plan for the Internal Auditor's Office.
- Prepare guidelines to be followed when conducting an audit and procedures necessary for follow-up and a required time frame for each.
- Define how the results of an audit are to be used.

In November 1998, the interim president established an audit committee composed of six members representing the faculty, professional, and classified staff of the college. The makeup of the committee is presented in **Exhibit 7-13**.

Exhibit 7-13
Internal Audit Committee

Area of College Represented	Member's Position
Administrator	*Associate Vice President, Student Services
Administrator	Comptroller

Administrator	Division Dean, Public Service & Technology
Faculty	Accounting Instructor
Professional Support Member	Coordinator, Veterans Affairs Office
Classified Staff Member	Supervisor, Accounts Receivable

Source: Draft of Board Policy 2.01.13 and EPCC Internal Correspondence.
*Committee Chair

The committee drafted a board policy establishing guidelines for the day-to-day operation of the internal audit function. The final draft was completed in June 1999. As of the September 21, 1999, board meeting, the policy had not been adopted.

The policy, however, requires a good deal of improvement prior to its adoption. If adopted in its present form, it will surely weaken, not strengthen the audit function because it does not contain certain elements of an effective internal audit policy. For example, the policy has the auditor reporting to the very individuals whose operations will be audited.

For an internal audit function to be effective, certain key elements must be present. The Institute of Internal Auditors (IIA) is the primary national professional organization for internal auditors with over 54,000 members and 210 chapters throughout the world. The IIA establishes standards, issues pronouncements, and provides resources, support, and training for the internal auditing profession. The IIA defines the internal audit function as follows:

"an independent appraisal function established within an organization to examine and evaluate its activities as a service to the organization. The objective of internal auditing is to assist members of the organization in the effective discharge of their responsibilities. To this end, internal auditing furnishes them with analyses, appraisals, recommendations, counsel, and information concerning the activities reviewed."

The IIA has established *Standards for the Professional Practice of Internal Auditing*. These standards are the criteria by which the operations of an internal auditing department are evaluated and measured. The standards established by the IIA include both general and specific standards as well as guidelines suggesting means of meeting the standards. There are five general standards for the professional practice of internal auditing.

Exhibit 7-14 evaluates EPCC internal audit policy against these five general standards and demonstrates that EPCC falls far short.

Exhibit 7-14
General Standards for the Professional Practice of Internal Auditing
Compared to the EPCC's June 1999 Draft of Internal Auditor Policies

General Standard	Description	EPCC's Policy	Explanation
Independence	Internal auditors must be independent of the activities they audit. They must have the support of senior management and of the board so they can gain the cooperation of auditees and perform their work with proficiency.	Not Addressed	The policy has the auditor reporting to the very individuals whose operations will be audited. Moreover, access to the board is not open, as it should be. Instead, access is only allowed during executive session and only upon recommendation of the Executive Vice President.
Professional Proficiency	Internal auditors must have the technical proficiency and educational background to perform audits with due professional care. They must be able to obtain the knowledge and skills necessary to fulfill their responsibilities.	Not Addressed	The policy does not establish minimum qualifications for the auditor. The former director was a certified internal auditor with a master's degree in public administration with at least 16 years experience. Although the director's position is currently vacant, the president said it would be filled.
Scope of Work	The scope of work should encompass the internal auditor's responsibility to evaluate the adequacy of internal controls as well as compliance with policies, procedures, laws, and regulations. Scope of	Not Addressed	The policy restricts the auditor's ability to use discretion regarding individual contacts. In fact, it will require the auditor to report individual contacts to the executive vice president.

| | work also involves reviewing the means of safeguarding assets, appraising the economy and efficiency with which resources are used, and determining whether operation and program results meet established goals and objectives. | | who will decide which individual contacts warrant further investigation and will set the parameters for further investigation. For example, if an individual has evidence of wrong doing and presents this evidence to the auditor, the auditor would not be able to follow up on the information without the prior approval of the executive vice president and the Internal Audit Services committee, which is composed of auditees. Indeed, senior management and the board should provide general direction as to the scope of work and the activities to be audited. However, all systems, processes, operations, functions, and activities within the college must be subject to the auditor's evaluations without restriction. |
| Performance of Audit Work | Audit work should include planning the audit, examining and evaluating information, communicating results, and following up on findings and recommendations. | Not Addressed | The policy will require the auditor to obtain approval from the executive vice president prior to expanding an audit. This should be left to the discretion of the professional auditor based upon the circumstances. Moreover, the policy states that audit findings will not be shared with. |

			or released to any individual or agency outside of the EPCC district without prior written permission from the president, executive vice president, or board. While this restriction is appropriate, it is also necessary to give the auditor other options if it is learned that top managers and/or directors are committing fraudulent acts. What to do in these instances should be clearly and specifically spelled out in the policy.
Management of the Internal Auditing Department	The Internal Audit Unit should be properly managed so that audit work fulfills expectations of senior management and the board, resources are employed effectively and efficiently, and audit work conforms to professional standards. These goals are met through Internal Audit's mission statement, audit plan, policies and procedures, staff recruitment and training efforts, and quality assurance program.	Not Addressed	The policy does not address adequate staffing of the internal audit function, which was inadequately staffed even when the director's position was filled. One auditor is insufficient to audit the college's diverse operations as demonstrated by the limited number and nature of audits performed over the past three years.

Source: Institute of Internal Auditor Professional Standards.

Perhaps the most important of the five standards is the requirement related to auditor independence. The Statement of Responsibilities of Internal auditing issued by the IIA says that internal auditors should be independent of the activities they audit. Auditors are independent when they can carry out their duties freely and objectively. To be effective,

auditors must be able to render impartial and unbiased judgements during the course of their work.

Recommendation 59:

Rescind board policy 2.01.13, abolish the current Internal Audit Committee, and establish an audit committee of the Board of Trustees.

EPCC should abolish the present audit committee and re-establish it as a committee of the board. The college also should rescind internal audit board policy 2.01.13 and establish a new board policy and audit charter that adopts and reflects IIA professional standards, especially those regarding independence, reporting relationships, and scope of work. In particular, the board policy should allow the auditor unhindered access to all college records relevant to the audit being performed, and remove the auditor from political pressure or fear of censure. Even the best internal audit staff will be ineffective if top management does not support its activities. This means, among other things, that internal auditors must have direct access to top management and to the board. Otherwise, the auditor has no recourse in cases of misconduct or fraud involving senior management itself.

The charter should provide a statement of purpose, authority, and responsibility and ensure that the internal auditor reports functionally to the audit committee, while reporting administratively to the appropriate level of senior management.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president places an item on the board agenda to rescind board policy 2.01.13.	January 2000
2.	The board rescinds board policy 2.01.13 and establishes an audit committee of the board.	January 2000
3.	The board charges the audit committee with the responsibility to develop an internal audit policy and an internal audit charter.	January 2000
4.	The board audit committee drafts an internal audit board policy and charter that reflect IIA professional standards.	February 2000
5.	The board audit committee submits a draft of the internal audit board policy and audit charter to the full board for review, approval, and adoption.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The internal audit function is understaffed. Although the college plans to fill the director of Audit Services position as soon as possible, one internal auditor is not sufficient to provide the college adequate audit coverage; its operations are too numerous and diverse. For example, the college operates on a total budget of $100,900,000, has 3,189 employees, 19,132 students, and operates through 12 locations in El Paso.

Many departments and programs should be audited. For example, the college's contract with Barnes and Noble to manage campus bookstores has not been subjected to competitive bid in over 12 years. Moreover, bookstore activity has not been audited in years. As a result, the college cannot be sure that adequate controls are in place or that it is receiving all the benefits to which it is entitled under the contract.

The largest of EPCC's peers in terms of full-time student equivalents and total current fund expenditures has two internal auditors. On average, the peers have 1.2 auditors and total current fund expenditures of $98.7 million. EPCC has one auditor and total current fund expenditures of $99.8 million. Tarrant County is an anomaly. It is the second largest peer college and the only one without an audit function. However, the director of Finance told TSPR that the college probably should have one.

Exhibit 7-15 compares EPCC's audit staff to that of peer colleges.

Exhibit 7-15
Internal Audit Staff
EPCC and Peer Colleges

Community College	Audit Staff	Full-time Equivalent Students*	Total Current Fund Expenditures Fiscal 1998
Alamo	2	24,902	$155,838,711
Tarrant County	0	16,263	$101,515,376
El Paso	1	13,607	$99,789,730
Austin	2	16,733	$86,080,722
North Harris	1	13,399	$77,713,240
San Jacinto	1	11,736	$72,205,131
Peer Average	**1.2**	**16,607**	**$98,670,636**

Recommendation 60:

Fill the director of Internal Audit Services position by March 2000, and hire at least one part-time staff auditor to provide assistance.

EPCC should fill the director of Internal Audit Services position by March 2000. In addition, the college should hire a part-time staff auditor to ensure that the audit function is adequately staffed.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The board approves a part-time staff auditor position.	January 2000
2.	The president instructs the director of Personnel Services to develop a staff auditor job description.	January 2000
3.	The director of Personnel Services posts the director and part-time auditor positions.	January 2000
4.	The director of Personnel Services receives resumes and arranges interviews between appropriate college personnel and qualified prospects for both positions.	January-February 2000
5.	The director of Personnel Services develops a short list of prospects for the positions and submits them to appropriate personnel for review and comment.	March 2000
6.	The director of Personnel Services fills the positions and the auditors commence their duties.	March 2000

FISCAL IMPACT

The director of Audit Services position can be filled with existing resources because the position is in the budget. The average salary for an auditor with four to five years professional experience is about $36,000 based on the Texas Society of C.P.A's 1998 Management of an Accounting Practice salary survey. Assuming the part-time auditor works 20 hours a week, the salary would be halved. When benefits of 22 percent are added, the total fiscal impact of implementing this recommendation is

$21,960 per year. The cost for the first fiscal year prorated over six months would be $10,980.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Fill the director of Internal Audit Services position by March 2000, and hire at least one part-time staff auditor to provide assistance.	($10,980)	($21,960)	($21,960)	($21,960)	($21,960)

FINDING

In February 1999, the director of Internal Audit Services submitted a draft policy on fraud and investigations to the executive vice president. At the same time, the auditor submitted a companion policy on ethics and conduct. However, the college has not adopted either policy. As a result, EPCC does not have a fraud prevention and investigations policy. Based on discord experienced during the auditor's tenure, as well as the controversy surrounding the auditor's dismissal, the college could benefit from a fraud and investigations policy. The policies the auditor submitted to the executive vice president are comprehensive and discuss the subjects shown in **Exhibit 7-16**.

Exhibit 7-16
Draft of Fraud and Ethics Policies

Fraud Policy Topics	Ethics and Conduct Policy Topics	Ethics and Conduct Policy Topics
Policy Objectives	Override of College Policies, Procedures, or Internal Controls	Software
Scope and Definitions	Self-dealing and Close Employment	Consulting Contracts with Previous Employees
Management's Responsibility	Outside Employment	Personal and Professional Behavior
Notification	Sexual Harassment and Misconduct	Public Comment and the Use of Official Information
Investigation	Use of Public Resources	Conflicts of Interest
	Vehicles	Close Personal

		Relationships
	Employee Time	Gifts
	Political Campaigns and Elections	Discounts
	Expense Claims	Adherence to Law and Policies
	Liability for Property Loss	

Source: Draft of Fraud and Investigations and Ethics and Conduct Policy.

A comprehensive fraud and investigations policy is a necessary companion to a solid system of internal controls. While, effective internal controls are a good defense against fraud and misconduct, internal controls alone cannot detect all fraudulent activity. Top management must create and encourage an ethical environment in which there is zero tolerance for fraud and dishonesty. One of the greatest weapons in fraud prevention is a comprehensive fraud and investigations policy.

Fraud policies must be comprehensive enough to recognize that fraud comes in many different colors. **Exhibit 7-17** presents 11 activities that fall under the fraud umbrella.

Exhibit 7-17
Types of Fraud

Types of Fraud	Explanation
Bribery	The giving, receiving, offering, or soliciting of any "thing of value" to influence an official in the performance of, or failure to perform, the lawful duties of that official.
Commercial Bribery	The giving, receiving, offering, or soliciting of any "thing of value" in order to influence a business decision without the victim's (usually a business organization) knowledge or consent.
Illegal Gratuity	The giving, receiving, offering or soliciting, after the fact, of any "thing of value" for or because of an official act that has been taken.
Conflict of Interest	A conflict of interest occurs when a person acts on behalf of an organization; and has, a hidden bias or self-interest in the activity undertaken; and the hidden bias or self-interest is adverse to the interests of the organization being represented.

False Statements and False Claims	Occurs when anyone knowingly and willfully falsifies a material fact or makes a false or fictitious representation or files a false or fictitious claim that results in economic or financial loss to the party to whom the false representation has been made.
Extortion	Occurs when a person or organization obtains something from another individual or organization under color of official office and/or through the use of actual or threatened force or fear, including fear of economic or fiscal loss.
Mail and Wire Fraud	Occurs when anyone uses a telephone, telegraph and/or the U.S. Postal Service to discuss or either send or receive correspondence or documents in furtherance of fraudulent activity.
Conspiracy	Occurs when there is the specific intent to commit a crime; and there is an agreement with another person to engage in or cause that crime to be performed, and one of the conspirators commits an overt act in furtherance of the conspiracy.
Breach of Fiduciary Duty	Occurs when a person, who is employed by and owes a duty to an organization or another individual, does something that is not in the best financial interest of that organization or individual.
Embezzlement	The fraudulent conversion of personal property by a person in possession of that property where the possession was obtained pursuant to a trust relationship.
Failure to Report a Federal Felony to Appropriate Authorities	Occurs when an individual knows that a fraudulent act has been committed under federal law; and fails to report the fraudulent act to appropriate U.S. law enforcement authorities; and then actively engages in concealing the fraudulent act or evidence of the fraudulent act.

Source: "Recognizing the Elements of Fraud" by Mark R. Simmons, CIA, CFE.

TSPR learned that the University of Colorado recently adopted a fraud policy. The background section of that policy states:

"In recognition of the negative impact fraud may have on the financial resources and reputation of the University of Colorado, in the March 1998 Regent Audit and Financial Advisory Committee meeting ... called for the

creation of a 'no tolerance' policy on fraud.... The Board of Regents recognizes the need to set forth its expectations regarding conduct that adversely impacts the University. Such conduct can take many forms. The purpose of the proposed Fraud Policy is to define actions the Board of Regents find clearly unacceptable, and thus warrant discontinuation of its association with those engaging in such actions."

Exhibit 7-18 outlines key elements of the University of Colorado's fraud policy.

Exhibit 7-18
Key Elements of the University of Colorado's Fraud Policy

Policy Section	Description of Key Elements
Purpose and Goals	- Communicates board's intolerance for fraud. - Promotes a control environment that deters fraud. - Defines and conveys each employee's personal responsibility and accountability for reporting a suspected fraud. - Requires allegations of fraud be promptly and objectively investigated. - Requires specific actions and outcomes when fraud has been found.
Definitions	Defines and provides examples of fraudulent acts.
Policies	Sets forth specific policies related to reporting and investigating fraudulent acts as well as consequences of such acts. Examples include: - Will not hire anyone found guilty of fraud. - Will ensure a system of prudent internal controls to deter and detect fraud. - Will recognize that all employees have a responsibility to report fraud to the Department of Internal Audit. - Will promptly investigate reports of suspected fraudulent acts to the degree deemed appropriate based upon the judgment of the Department of Internal Audit and respective Campus Police Department. - Will ordinarily terminate, immediately without eligibility for rehire, the employment of any employee involved in the perpetration of a fraud. - Will seek complete recovery of losses, report fraudulent acts

| | to the criminal justice authorities for prosecution to the fullest extent of the law, determine the underlying cause of fraudulent acts, and implement prudent corrective actions to prevent further occurrences. |

Source: University of Colorado Fraud Policy.

Recommendation 61:

Adopt a comprehensive fraud and investigation policy.

EPCC should adopt and adhere to without exceptions, a comprehensive fraud and investigation policy and communicate its commitment to creating an ethical environment. The former audit director's draft of fraud and ethics policies is a good place to start; however, the college should consider combining the provisions of these policies into a single fraud and investigations policy.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president reviews the existing draft policies on fraud and investigations and ethics and conduct to determine how they could be combined into a single fraud and investigations policy.	January 2000
2.	The president reviews fraud policies of other colleges and organizations that could improve the college's draft.	January 2000
3.	The president combines the policies and places a single draft policy on the board agenda for review and approval.	January 2000
4.	The board reviews and adopts the policy on fraud and investigations.	February 2000
5.	The policy is implemented and distributed throughout the college.	February 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

ACCOUNTS PAYABLE AND PAYROLL

Accounts payable and payroll operations are critical functions in any organization, especially a community college district. Vendors and employees must be paid on time. Moreover, legal mandates must be fulfilled such as those related to payroll tax withholding, reporting, and filing payroll information with appropriate governmental agencies.

EPCC's accounts payable function is staffed with a supervisor, eight clerks, and six work-study students. The accounts payable supervisor reports to the comptroller through the assistant comptroller of Financial Operations. Accounts Payable processed an average of 1,454 check disbursements every month during the period from September 1997 through June 1999.

The payroll function is staffed with a supervisor, seven clerks, and three work study students. The payroll supervisor also reports to the comptroller through the assistant comptroller of Financial Operations. Payroll processed an average of 3,325 disbursements every month during the period from September 1997 through March 1999. Employees are paid once a month, 37 percent through direct deposit. There are two regular pay dates, the 15th and 25th of the month, and several special pay dates for special instructors. Special instructors are full-time and part-time faculty employees with contracts for a fixed term. Special instructors' payroll is processed on the 25th of each month along with the other administrative and professional categories. However, special payrolls are run for them each time there is a break in the academic semesters.

Exhibit 7-19 presents the schedule of pay-dates for different employee categories.

Exhibit 7-19
Summary of Pay-dates by Employee Categories

Employee Categories	Payment Dates
Administrative	25th each month
Professional	25th each month
Full-time faculty	25th each month 14th of May for special instructors 10th of December for special instructors
Part-time faculty	25th of each month 15th of February for special instructors 14th of May for special instructors 2nd of July for special instructors

	6th of August for special instructors 10th of December for special instructors
Full-time classified	25th of each month
Part-time classified (Hourly)	15th of each month
Workstudy	15th of each month

Source: EPCC Payroll Department.

Actual payroll costs for 1997-98 were $52.6 million or 53 percent of total current fund expenditures. Compared to peer colleges that responded to requests for comparative data, EPCC is second from last in the percentage of total payroll cost to total current fund expenditures.

Exhibit 7-20 compares EPCC and peer college payroll costs as a percentage of total current fund expenditures.

Exhibit 7-20
Summary of 1997-98 Actual Payroll Costs
EPCC and Peer Colleges

District	Number of Employees	Total Payroll	Current Fund Expenditures Fiscal 1998	Payroll Expenditures per Employee	Percentage of Payroll to Expenditures
Austin	4,370	$61,634,024	$86,080,722	$14,104	72%
North Harris	1,678	$46,586,808	$77,713,240	$27,763	60%
Tarrant County	2,500	$56,363,985	$101,515,376	$22,546	56%
El Paso	3,189	$52,624,213	$99,789,730	$16,502	53%
Alamo	1,869	$81,285,643	$155,838,711	$43,492	52%
Peer Average	**2,604**	**$59,698,935**	**$104,187,556**	**$22,926**	**57%**

Source: EPCC Payroll Department and Peer College Audited Financial Statements.

Accounts payable and payroll functions are performed in-house using separate modules for each application. These modules interface with the

accounting function. Accounting entries are processed manually through general journal vouchers. The accounting system processed an average of 6,903 general journal entries every month from September 1997 through June 1999. The college is acquiring new computer software for its critical financial functions such as payroll, accounts payable, and purchasing. Plans are to implement the payroll and accounts payable modules by January 2002 and January 2001 respectively. All financial functions under the new software will be interfaced with the accounting system, which will eliminate manual processing of general journal vouchers for accounts payable and payroll.

FINDING

Accounts Payable clerks perform duplicative steps when processing accounts payable vouchers, and do not take full advantage of the computer system's capabilities. Four documents are required before Accounts Payable releases a check: (1) the purchase requisition; (2) the purchase order; (3) the receipt report; and (4) the vendor's invoice. These documents are checked to see if the specifics match and for mathematical accuracy, and proper authorizing signatures. However, it is not necessary for Accounts Payable to review or receive purchase requisitions because each purchase order provides sufficient evidence that a purchase was approved.

EPCC district officials believe this practice has helped Accounts Payable uncover errors and, therefore, adds additional internal controls to the payment process.

Recommendation 62:

Stop physically matching the purchase requisitions to purchase orders and only match the purchase orders, receipt reports, and vendor invoices.

Accounts payable processing could be performed more efficiently if clerks did not waste time with a four-way match. Typically, accounts payable functions require only a three-way match to pay an invoice. The purchase order should serve as adequate documentation that the order for goods or services was properly authorized. The internal controls should be improved by enhancing the procedures rather than duplicating the effort.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The comptroller instructs the accounts payable clerks that a four-way match is unnecessary and should be eliminated.	January 2000

2.	The comptroller redirects the flow of paper copies of purchase orders and receipt reports to avoid inefficiencies.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The Purchasing and Accounts Payable departments both set up new vendors in the accounts payable module. Sometimes both departments set up accounts for the same vendor. With the result, the same vendors have multiple accounts in the accounts payable system. Functionally, the Accounts Payable Department should focus on processing and recording purchases and disbursements to vendors. Occasionally, Accounts Payable needs to add new vendors into the system; however, this activity must be controlled and coordinated through the Purchasing Department. Accounts Payable is setting up vendors in the same system through which it pays vendors. Consequently, duties are not segregated.

Recommendation 63:

Assign responsibility for setting up new vendors in the accounts payable module to the Purchasing Department.

Only the Purchasing Department should set up new vendors to the accounts payable module. Accounts payable staff, who are responsible for processing and recording disbursements and purchases should only have access through Purchasing. Accounts Payable staff should focus on checking that purchases are adequately approved, goods and services have been satisfactorily received, and that the accurate number of purchases and disbursements are processed and recorded on a timely basis.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The comptroller requests the Information Technology Department to deny accounts payable staff the capability to set up new accounts in the accounts payable module.	January 2000
2.	The comptroller informs the Purchasing Department that only members of that department will set up new vendors in the system.	January 2000
3.	The comptroller informs the accounts payable staff of the change in procedure.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Every month, the Payroll Department must process belated supplementary/special payrolls in addition to the regular payrolls. These exceptional payrolls are caused by delays in the processing of documents for new employees, contract extensions for the existing employees, termination notifications, time sheets, and benefit and deduction details by various departments. Processing exceptional payrolls causes interruptions in routine operations and results in accumulating a backlog of regular work for the Payroll Department. It also results in lots of time and resources being unnecessarily spent on review, corrections, and follow-up effort by payroll clerks.

Exhibit 7-21 shows the amount of supplementary payroll and extra payment transactions caused by supplementary payrolls processed during fiscal 1997-98 and 1998-99 (through March 31, 1999).

Exhibit 7-21
Supplementary Payroll Processing Information
Fiscal 1997-98 and Fiscal 1998-99 (through March 31, 1999)

Period	Amount	Direct Bank Transfers	Automated Payroll Checks	Manual Payroll Checks
Fiscal 1997-98	$216,080	154	98	127
Fiscal 1998-99 (through March 31, 1999)	$243,086	198	1,219	95

Source: EPCC Payroll Department.

Recommendation 64:

Improve payroll coordination to ensure payrolls are processed in a timely manner every payroll period.

The Payroll Department should identify the most frequent payroll actions and develop a time schedule for the actions to be performed. Each departmental head should assign responsibilities for timely performance of the identified payroll actions in their respective departments.

The Payroll Department should hold a workshop with the responsible staff to give the necessary training and to explain the importance of timely

processing. The Payroll Department should seek the assistance of department heads each time a payroll action is delayed and develop a periodic reporting system on delayed payroll actions and their effects on regular payroll processing.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The president instructs the Payroll supervisor to identify frequently required payroll actions and prepare an agenda for the meeting of departmental heads or their designates.	January 2000
2.	The president instructs the Payroll supervisor to organize a workshop to train departmental staff with payroll responsibilities on accurate and timely processing of payroll actions every pay period.	January 2000
3.	The president directs department heads to assign responsibilities for timely performance of payroll actions in their departments and to ensure these individuals attend the payroll workshop.	January 2000
4.	The president informs department heads they will be held accountable for ensuring cooperation between their departments and Payroll.	January 2000
5.	The Payroll supervisor conducts the workshop.	February 2000
6.	The Payroll supervisor prepares a quarterly report identifying delayed payroll actions by each department and their effects on processing the regular payroll.	March 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Because departmental supervisors do not submit information on employee terminations to Human Resources on a timely basis, employee terminations are not processed into the payroll database timely, resulting in payroll being processed and disbursed to employees no longer employed by the college. When the overpayment is discovered, the Payroll supervisor must initiate recovery proceedings. The supervisor notifies the employee of the overpayment and attempts to recover it.

The associate vice president of Financial and Information Services said that in most instances the overpayments are recovered. However, the

delays in notifying the Payroll Department that do occur represent an internal control weakness that could result in large overpayments.

There is a risk that wrongful disbursements will not be detected. There also is a risk of write off of receivables if previous employees are not traceable or are not able to pay for whatever reasons. As of August 31, 1999, the outstanding amounts related to the terminated employees was $628.

Recommendation 65:

Conduct a detailed verfication of the payroll database with existing employees' personal and payroll details to ensure the accuracy of the information upon which payroll is based is accurate.

There has not been an audit of the payroll database since 1989. The college has an average staff of about 2,500 employees with constant changes in their payroll status. It is imperative that college payroll database is audited to verify the accuracy of payroll information in the system and to ensure that the employees:

- are bona fide by cross reference to the properly approved Human Resources records;
- are currently serving the college by cross reference to the properly approved work evidence;
- are compensated at the properly approved applicable rate;
- compensations are allocated to the correct operational activity;
- deductions are in accordance with the personnel records; and
- net pays are disbursed in accordance with the personnel records.

IMPLEMENTATION STRATEGIES AND TIMELINES

1.	The president directs an audit of the payroll database.	January 2000
2.	Internal Audit Services includes an audit of the payroll database in the audit plan.	March 2000
3.	The auditors perform the audit and submit a report.	April 2000
4.	The Payroll and Human Resources Departments conduct periodic reviews to ensure accuracy of the payroll database.	July 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

TAX RATE AND COLLECTIONS

In addition to receiving state and federal funds, community colleges levy and collect local property taxes to support operations. The tax rate consists of two components: (1) a maintenance and operations component for meeting operating costs; and (2) a debt service component to cover the costs of indebtedness. This rate is applied to the assessed property value to compute the college's total levy.

EPCC has an interlocal agreement with the City of El Paso to collect local property taxes. The city also collects taxes for other major taxing jurisdictions, such as the county, school districts, and Thomason Hospital. Each month the city provides EPCC a tax collection report. The peak collection period begins around November and continues through February. The city also collects EPCC's delinquent property taxes using the services of a delinquent tax attorney.

EPCC's property tax rates have not increased substantially in over 10 years. The 1998-99 tax rate was approximately $.11 per $100 of property valuation. This rate represents an increase over the previous year of less than a penny. Property tax revenues as a percentage of unrestricted current fund revenues have remained virtually unchanged over the last three fiscal years. As **Exhibit 7-22** shows, property taxes account for about 25 percent of unrestricted current fund revenues.

Exhibit 7-22
Property Tax Revenue
Fiscal 1995-96 through 1997-98

Revenues	1995-96	1996-97	1997-98	3-year Average
Property Tax Revenues	$15,995,177	$17,366,845	$17,559,769	**$16,973,930**
Unrestricted Current Fund Revenues	$63,855,293	$67,621,906	$76,443,934	**$69,307,044**
Percentage of Property Tax Revenues to Unrestricted Current Fund Revenues	25%	26%	23%	**25%**

Source: 1993-96 through 1997-98 Comprehensive Annual Financial Report (CAFR).

The college's 1998-99 assessed tax rate of $.11 per $100 of assessed property value is one of the lowest in El Paso. Moreover, the college has not substantially increased its tax rate over the past 10 years. Since 1989-1990, the property tax rate has grown an average of only 1.9 percent per year, the second lowest among El Paso's taxing jurisdictions.

Exhibit 7-23 depicts the average annual growth in tax rates over the past 10 years among the major El Paso taxing jurisdictions.

Exhibit 7-23
Percentage Increase in Property Taxes
Major El Paso Taxing Jurisdictions
1989-90 through 1998-99
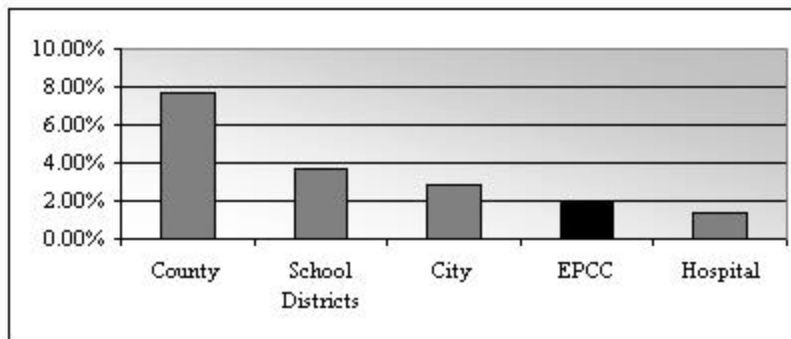
Source: 1993-96 through 1997-98 Comprehensive Annual Financial Report (CAFR).

Among peer colleges, EPCC's property tax rate is about average. EPCC's rate ranks third highest among the four responding peer colleges.

Exhibit 7-24 compares EPCC 1997-98 property tax rate to that of peer colleges.

EPCC and Peers
1997-98 Property Tax Rate
per $100 of Assessed Value

District	1997-98 Rate*
North Harris	$.12
Alamo	$.11
EPCC	**$.10**
Tarrant County	$.06

Austin	$.05
Peer Average	**$.09**

*Source: Peer college surveys. *Rounded to the nearest hundredth of a cent.*

FINDING

EPCC's tax collections as a percentage of its total tax levy has averaged about 99 percent since fiscal 1993-94. Delinquent taxes outstanding as of August 31, 1998 were 8 percent of the 1997-98-tax levy. When compared to peer districts, EPCC's current tax collections are slightly lower than average while delinquencies are higher than average. For example, EPCC current tax collections for fiscal 1997-98 were 99.3 percent of the current year levy compared to 99.7 percent for the peers. In addition, EPCC's delinquent taxes outstanding as of August 31, 1998 were 8 percent of the 1997-98 levy compared to an average of 3 percent for the peers.

Exhibit 7-25 presents percentages of the 1997-98 current year levy collected for EPCC and the peers. **Exhibit 7-26** presents cumulative delinquent taxes outstanding as of August 31, 1998 as a percentage of the current year levy.

Exhibit 7-25
Percentage of 1997-98 Levy Collected
as of August 31, 1998

District	Total Collections	Total Levy	Percentage
Tarrant County	$29,201,279	$29,229,666	99.9%
North Harris	$26,491,999	$26,544,907	99.8%
Alamo	$42,893,795	$42,982,681	99.8%
El Paso	**$17,224,290**	**$17,339,203**	**99.3%**
Austin	$13,900,113	$14,024,231	99.1%
Peer Average	**$28,121,797**	**$28,195,371**	**99.7%**

Source: EPCC and Peers 1995-96 Financial Statements.

Exhibit 7-26
EPCC and Peers
Delinquent Taxes Outstanding as of August 31, 1998

District	1997-98 Levy	Delinquent Taxes As of August 31, 1998	Percentage Delinquencies To Levy
El Paso	**$17,339,203**	**$1,401,687**	**8%**
Tarrant County	$29,229,666	$1,375,011	5%
Austin	$14,024,231	$692,904	5%
North Harris	$26,544,907	$668,730	3%
Alamo	$42,982,681	$781,339	2%
Peer Average<	**$28,195,371**	**$879,496**	**3%**

Source: EPCC and Peers 1995-96 Financial Statements.

Several local factors such as the economy, the personal financial condition of El Paso residents, and efforts of the delinquent tax attorney directly affect EPCC's tax collection and delinquency rates. These factors also affect the collection rates of other El Paso taxing jurisdictions. Unfortunately, the effort of the delinquent tax attorney is the only factor over which the taxing jurisdictions have any control. When EPCC's delinquencies are compared to other large El Paso jurisdictions, the delinquency rates are comparable, as shown in **Exhibit 7-27**. In fact, EPCC's delinquency rate is slightly below average.

Exhibit 7-27
EPCC and Other El Paso Taxing Jurisdictions
Delinquent Taxes Outstanding as of August 31, 1998

Jurisdiction	1997-98 Levy	Delinquent Taxes As of August 31, 1998	Percent of Delinquent Taxes To Levy
Ysleta ISD	$57,383,159	$6,894,937	12%
Hospital	$32,820,632	$3,907,472	12%
County	$50,482,898	$5,001,445	10%
City of El Paso	$96,919,724	$8,235,641	9%
EPCC	**$17,339,203**	**$1,401,687**	**8%**
El Paso ISD	$122,548,099	$9,779,529	8%

Average without EPCC	$72,030,902	$6,763,805	9%

Source: Audited Financials and City of El Paso Tax Collection Reports.

EPCC does not have a tax collection policy to guide the activities of the delinquent tax attorney. Such a policy would specify the district's position on initiating lawsuits for back taxes and for dealing with foreclosures and the sale of delinquent properties. In the absence of such a policy, decisions that directly affect EPCC are, by default, left to the attorney.

Recommendation 66:

Establish a delinquent tax collection policy for the college that reflects the college's interest in its dealings with the delinquent tax attorney.

These policies would address procedures for seizing and handling the property of delinquent taxpayers, including those that have been obtained by the college in lawsuit judgments.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president of Resource Management meets with the City of El Paso tax collector and develops a recommended tax collection policy and manual, which include guidelines for pre-judgment and post-judgment collection steps to be followed by the outside law firm.	December 1999
2.	The vice president of Resource Management presents the new policy manual to the president for review and input into procedures.	January 2000
3.	The president presents the new policy manual to the board for approval.	February 2000
4.	The vice president of Resource Management conveys the new policy manual to the City of El Paso and the law firm for immediate implementation.	February 2000
5.	The comptroller begins holding quarterly collection meetings to receive a progress report on delinquent tax collections.	Ongoing

FISCAL IMPACT

This recommendation can be implemented with existing resources.

Chapter 8
PURCHASING, RECEIVING, AND DISTRIBUTION

This chapter addresses the purchasing, receiving, and distribution functions of El Paso Community College (EPCC) in two sections:

A. Purchasing
B. Receiving and Distribution

Effective purchasing processes ensure high quality supplies, equipment, and services are purchased from the right source, in the right quantity, and at the lowest price in accordance with local and state purchasing guidelines. These criteria must be met without sacrificing quality and timeliness.

Effective receiving and distribution functions ensure properly ordered merchandise is received in good condition and is delivered to the correct destination in a timely manner.

PURCHASING - (PART 1)

Various local, federal, and state laws guide purchasing. The ongoing challenge is to balance the needs of customers with legal requirements, while exercising sound stewardship for limited resources.

Since locally elected boards govern both school districts and community colleges, many of the governance provisions of the Texas Education Code (Education Code) are applicable to both entities. However, as institutions of higher education, community colleges are also subject to laws related to public universities. Moreover, as agencies of local government, community colleges are subject to certain provisions of the Local Government Code.

Before the 76th Texas Legislature's passage of H.B.1542, the applicability of the Education Code's purchasing requirements to community colleges was ambiguous and conflicted with certain provisions of the Local Government Code. H.B. 1542 addressed this confusion by making the provisions of the Education Code relating to the purchase of goods and services applicable to community colleges-as they now are for school districts. Competitive procurement methods outlined by the Education Code must be used for purchases valued at $25,000 or more in the aggregate for each 12-month period, except for contracts for the purchase of vehicle fuel and produce. Additionally, H.B. 1542 provided that to the extent of any conflict with any other law, except one relating to contracting with historically underutilized businesses, the provisions of the Education Code prevail.

Education Code provisions governing procurement have changed considerably in recent years. Community colleges, however, now can select among eight methods for competitively purchasing goods and services valued at $25,000 or more in the aggregate over a 12-month period. These methods are presented in **Exhibit 8-1**.

Exhibit 8-1
Competitive Procurement Methods

Purchasing Methods	Method Description
Competitive bidding	Requires bids to be evaluated and awarded based solely upon bid specifications, terms and conditions contained in the request for bids, and according to the bid prices offered by suppliers and pertinent factors affecting contract performance. Forbids negotiation of prices of goods and services after proposal opening.

Competitive sealed proposals	Requires the same terms and conditions as competitive bidding, but allows changes in the nature of a proposal and prices after proposal opening.
Request for proposals	Generates competitive sealed proposals and involves several key elements, including newspaper advertisement, notice to proposers, standard terms and conditions, special terms and conditions, a scope-of-work statement, an acknowledgment form/response sheet, a felony conviction notice, and a contract clause.
Catalog purchase	Provides an alternative to other procurement methods for the acquisition of computer equipment, software, and services only.
Interlocal contract	Provides a mechanism for agreements with other local governments, the state, or a state agency to perform governmental functions and services.
Design/build contract	Outlines a method of project delivery in which the school district contracts with a single entity to both design and construct a project.
Job order contracts	Provides for the use of a particular type of contract for jobs (manual labor work) for minor repairs and alterations.
Construction management contracts	Outlines the use of a contract to construct, rehabilitate, alter, or repair facilities using a professional construction manager.

Source: Texas Education Agency.

The law prohibits using competitive bidding for certain types of professional services, including engineering, architectural, accounting, land surveying, and certain other services. For purchases valued between $10,000 and $25,000 in the aggregate over a 12-month period, the law requires written or telephone price quotes to be obtained from at least three suppliers.

EPCC's purchasing policies authorize the Board of Trustees to delegate responsibility for procurement to the Purchasing Services Department, and no employee may legally bind the college to any contractual obligation without the board's approval. Specific responsibilities of the Purchasing Department include:

- Processing requisitions;
- Issuing purchase orders;
- Assisting in preparation of bid specifications;
- Preparing bid packages and overseeing the bid process;

- Receiving, tabulating, and analyzing bids;
- Resolving problems with vendors, orders and deliveries;
- Maintaining the database of vendor contracts;
- Overseeing the college's property insurance policies;
- Assisting in preparing bids for disposal of surplus equipment;
- Obtaining quotes for the acquisition of goods and services; and
- Coordinating with Distributional Services on delivery of goods to specific locations within the college system.

The department, located at the Central Service Center at 432 Frederick Road, operates on a $258,000 annual operating budget, of which 92 percent is salaries. EPCC's director of Purchasing is responsible for the day-to-day management and seven full-time staff. The director reports to the associate vice president of Budget and Financial Services. The present director has been in the position since March 1999. **Exhibit 8-2** present's the Purchasing Department's organization.

Exhibit 8-2
Purchasing Department Organization
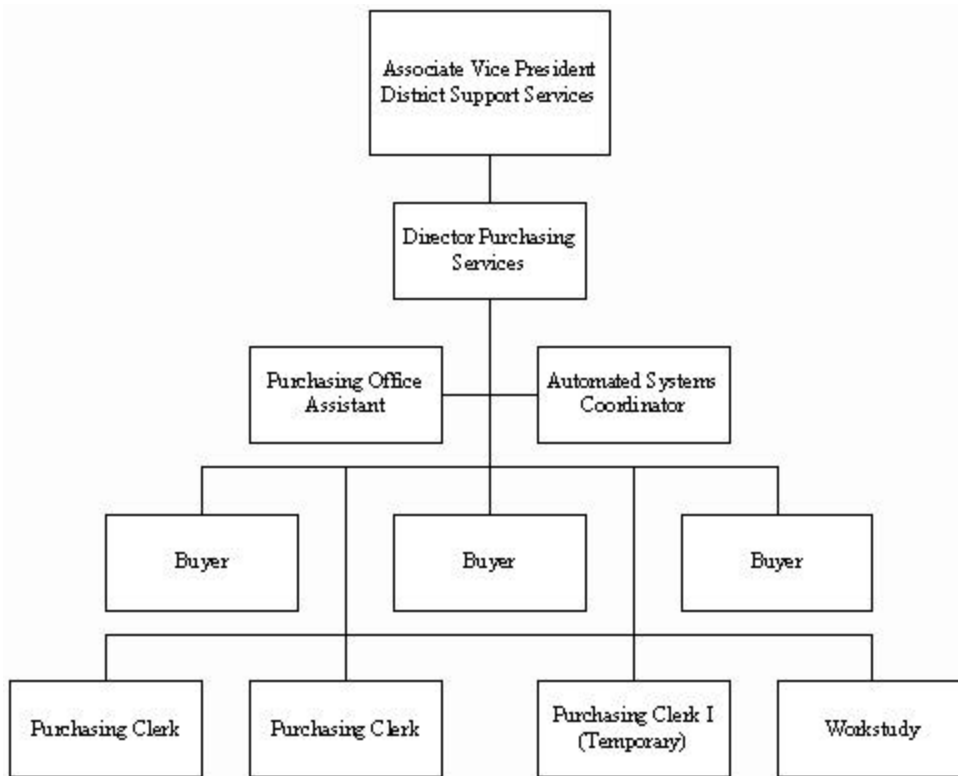
Source: EPCC Purchasing Department.

The college's current policies and procedures set forth dollar limitations and approval levels for purchases and defines the types of purchases the

college makes. **Exhibit 8-3** presents purchasing thresholds and requirements, and **Exhibit 8-4** describes the general types of purchases made by the college.

Exhibit 8-3
Purchasing Thresholds and Requirements

Dollar Amount	Purchase Requirements
Under $50.00	Use Petty Cash Procedures
$50.01-$199.99	Emergency purchases-Use check request Non-emergency purchases-Processed by Purchasing Department
$200.00-$9,999.99	Pre-approved by the board as long as the expenditure is included in the college budget. Equipment costing $300.00 or more must be acquired through the Purchasing Department.
$10,000 or more	Must be approved by the board in advance and subject to state competitive purchasing laws.

Source: EPCC Purchasing Procedures Manual.

Exhibit 8-4
Types of Purchases

Type of Purchase	Description
Service Contracts	The Purchasing Department issues contracts for any ongoing service regardless of dollar value.
Construction Procurement, Architectural/Engineering Service, Building Renovation/Repair	The Facilities and Engineering Department manages construction, design, and renovation type projects, including bid preparation, evaluation, and award. The Purchasing Department coordinates the bid process.
Registrations and Memberships	Acquired using check requests. Purchasing is not involved.
Purchases from State Contracts	While the college does not participate in purchases from the state at this time, it may do so in the future upon approval by the Board of Trustees.

Bookstore	Office supplies may be purchased through the bookstore using a purchase requisition.

Source: EPCC Purchasing Procedures Manual.

The Purchasing Department receives about 5,000 requisitions annually resulting in an average of 4,200 purchase orders. In May 1999, the department began tracking purchases by commodity classes established by the Texas General Services Commission (GSC). Some of the goods and services purchased and categorized into these classes include vehicles, computer equipment, furniture, paper products, copiers, classroom supplies, and maintenance and repair services.

The procurement process begins with an identified need and ends with the fulfillment of that need through the delivery of goods or the performance of services. Budget heads or their designees approve all purchase requisitions and the board approves requisitions totaling $10,000 or more. Any one of at least 80 budget heads or their designees within the college's departments and programs may approve a purchase requisition. The process of initiating a requisition and generating a purchase order is outlined in **Exhibit 8-5.**

Exhibit 8-5
Purchasing Process

Activity	Responsibility
Generate Requisition	Requesting Academic/Administrative Employee
Approve Budgeted Expenditure	- Budget Head or designee(s) - Board of Trustees if expenditure $10,000 or more.
Verify Budget Account	Budget Department and/or Fiscal Monitor
Verify Account Numbers and Signatures on Requisition	Purchasing Clerk
Enter Requisition into System	Purchasing Clerk
Obtain Quote or Match Requisition to Competitive Solicitation, if any.	Buyer/Purchasing Director
Convert Requisition to Purchase Order, if not Bid.	Purchasing Clerk

Initiate Bid Process if Required	Buyer/Purchasing Director
Recommend Bid Award	Bid Evaluation Committee
Approve Bid Award	Board of Trustees
Issue Approved Purchase Order to Supplier	Purchasing Clerk
Deliver Filled Order to College	Supplier
Receive, Verify, Check Order	Receiving & Distribution
Process Discrepancies, Ensure Vendor Performance	Purchasing Clerk/Buyer
Match Paperwork, Pay Vendor	Accounts Payable

Source: EPCC Purchasing Department.

FINDING

EPCC does not consistently comply with Education Code competitive bidding requirements. The Education Code requires competitive bid methods to be used for contracts valued at $25,000 or more in the aggregate for each 12-month period. TSPR was told that the college is unable to monitor compliance with the law because purchases are not planned. Nor are the mechanisms for identifying, capturing, and monitoring purchases used although EPCC has the technological capability in place. For example, only since March 1999, when the director began working for the college, have purchases been tracked by commodity code. To capture purchases and produce reports by commodity code, the new director simply created a commodity field in the purchasing system. Now, all purchase requisitions are coded with GSC commodity codes and entered into the system.

The college also fails to identify departmental needs, gather product and vendor information, or use performance measures. Departments order goods and services when needed without regard to the needs of the college as a whole. Decisions to go out for bid often are made after the fact. As a result, Purchasing typically is the "last to know" and excluded from the planning phase of major purchases and often relegated to the end of the bidding process.

To illustrate, in December 1997, the college purchased three vans for $68,400 under a contract with the State Energy Conservation Office to provide services to certain El Paso community centers. The vans were delivered to the college on December 31, 1997, the same date as the invoice. However, the requisition and purchase order for these vehicles

were issued on January 12 and 13, 1998, respectively-too late to be bid. The ordering department's justification for not competitively bidding the vehicles was that they had to be purchased quickly to avoid a deadline for spending the funds. However, the requestor could not provide TSPR evidence of the deadlines. On the contrary, the contract stated that the period of performance was from December 1, 1997 to August 31, 1999-adequate time for competitive solicitation to occur.

To test EPCC's compliance with Education Code requirements, TSPR obtained a list of fiscal 1999 purchase orders by vendor and identified all vendors with purchases totaling of $25,000 or more. TSPR then examined the procurement method used to acquire the goods or services. Through July 18, 1999, 94 vendors had received orders totaling $25,000 or more per vendor.

Purchases from 24 of these vendors were not made in accordance with Education Code. Instead of using one of the methods outlined in the code, these purchases were made either after the fact or as spot purchases. These purchases comprise 8 percent of the total value of the purchases TSPR examined. Seventy-nine percent of the value was acquired using one of the Education Code's procurement methods and 13 percent was exempt-meaning that the purchase was exempt from Education Code provisions. Sole source purchases and contracts for professional services are examples of exempt purchases. **Exhibit 8-6** summarizes the results of the analysis. **Exhibit 8-7** presents noncompliant purchases by commodity and amount.

Exhibit 8-6
Aggregate Purchases of $25,000 or More
Fiscal 1999

Method of Procurement	Number of Vendors	Total Amount	Percentage of Total
Catalog	12	$4,129,319	29%
*RFP	13	$3,924,095	28%
Competitive Bid	18	$2,776,857	20%
Exempt	22	$1,879,687	13%
No Competitive Method Used	**24**	**$1,151,817**	**8%**
State Contract	4	$189,899	1%
Design/Build	1	$98,183	1%
Total	**94**	**$14,149,857**	**100%**

Exhibit 8-7
Noncompliant Purchases by Commodity
Fiscal 1999

Commodity	Amount
Vehicles	$146,550
Maintenance Supplies	$144,525
Office Supplies	$118,993
Furniture	$84,849
Daycare Services	$81,500
Other	$70,849
Library Books	$70,542
Temporary Staffing	$63,373
Computer Equipment	$58,800
Instructional Supplies	$58,689
Roofing Services	$53,386
Equipment Repair	$49,808
Advertising Services	$48,340
HVAC Services	$45,214
Painting Services	$30,679
Security Services	$25,670
Total	**$1,151,767**

Recommendation 67:

Prepare competitive bids for goods and services acquired for $25,000 or more in the aggregate per year, and hold budget heads and the Purchasing Department responsible for compliance with competitive bidding provisions of the Education Code.

The college immediately should prepare bids for goods and services acquired for $25,000 or more in the aggregate for a twelve-month period as required by the Education Code. Moreover, the college should make every effort to ensure compliance with competitive bidding laws in the future.

Identifying purchases requiring competitive solicitation should be a collaborative effort. Purchasing and ordering departments must work together to identify such purchases. The budget process is the place to start. Budgets for the year substantially are completed by July, and departments have a firm grasp on projected expenditures. If any budgeted expenditure equals $25,000 or more in the aggregate for like items or categories, Purchasing should be notified so that the appropriate acquisition method can be chosen.

Purchasing should prepare a bid calendar based on departmental expectations of purchases that will require competitive solicitation. The bid calendar is a tool Purchasing should use to schedule, monitor, and control bid activity. Purchasing then can anticipate the types of commodities that will be needed and bid them before they are purchased.

Finally, the Education Code establishes criminal penalties for noncompliance with its purchasing provisions. The college's purchasing policy states that *"contracts proposed by the Board for the purchase of goods and services shall follow the current Texas Education Code for Purchasing Contracts."* The college simply should not tolerate noncompliance with its purchasing policies and procedures, particularly when such noncompliance violates the law.

Decisive punitive measures, including termination and criminal prosecution, should be imposed on any employee who knowingly and willfully violates Education Code purchasing provisions. The college should reiterate its purchasing policies emphasizing they will be strictly enforced. Moreover, budget heads should be held accountable to ensure that employees comply with purchasing policy provisions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president instructs the director of Purchasing to identify instances of noncompliance with the Education Code.	January 2000
2.	The president instructs the director of Purchasing to prepare bids for commodities that were obtained by a process that was out of compliance with Education Code provisions.	January 2000
3.	The president instructs the director of Purchasing to recommend ways to monitor and ensure compliance with the Education Code	February 2000

	in the future.	
4.	The president and board issue a joint memo reiterating EPCC's competitive solicitation policies, emphasizing that deviations from such policies will not be tolerated.	February 2000
5.	The president and board notify budget heads that they will be held accountable for compliance with purchasing policies and that punitive measures including termination and criminal prosecution may result from noncompliance.	February 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

(PURCHASING-PART 2)
FINDING

EPCC does not have a comprehensive procurement strategy to guide procurement efforts, track and reduce costs, monitor product quality, and manage vendor relationships. Procurement management plans provide the framework for understanding and accomplishing each objective of the purchasing and procurement function. Those objectives are to obtain the right goods or services: (1) at the right price, (2) at the right time, (3) in the right quantity, (4) of the right quality, and (5) in the right place.

A procurement plan would require EPCC's Purchasing Department to acquire an appreciation for the service, financial, and operating needs of ordering departments. A procurement plan also should develop clear definitions and assign responsibilities.

The absence of procurement planning causes inefficiencies in the procurement process such as overlapping purchases, rushed purchase orders, and small dollar, high volume purchases. Moreover, whenever there is no plan or course of direction, miscommunication, confusion, and waste are inevitable.

TSPR was told that too many EPCC purchases are ad hoc, unplanned, and uncoordinated. Each department initiates purchases based on its own needs and is free to negotiate its own prices to purchase whatever it wants, whenever it wants as long as it has an adequate budget. Indeed, Purchasing reviews all requisitions and occasionally revises prices, sources, and terms; but, for the most part, each department controls its own procurement needs. The Purchasing Department simply oversees and expedites the process. TSPR was told that "Purchasing was just used as the 'rubber stamp' in order for vendors to get paid." While the trend in purchasing is toward decentralized purchasing, oversight and control should be maintained centrally to ensure that all activities add value. Moreover, Purchasing must preserve the integrity of the process while ensuring that the college always receives the best value. A procurement plan empowers the Purchasing Department to add value to procurement activities throughout the college while sharing its unique expertise with internal customers.

To illustrate EPCC's lack of adequate procurement planning, Purchasing has not negotiated supply agreements with vendors for non-value added or frequently used goods and services such as maintenance, office, and general supplies. Supply agreements involve shifting some of the responsibilities normally held by the purchasing organization to the supplier. The purpose of supply agreements is to improve overall procurement efficiencies by lowering costs, optimizing the supply chain,

and increasing customer satisfaction. Typically, MRO (maintenance, repair, and operating) products are prime candidates for supply agreements since they have a high-transaction cost, but low unit cost and are repetitive and generic in nature.

Moreover, except for purchases made through the General Services Commission and the Educational and Institutional Cooperative Service, the college is not a member of any purchasing cooperatives. A purchasing cooperative is two or more independent organizations that join together to purchase goods and services to obtain better prices than could be obtained if each firm made purchases on its own. In 1997, the Center for Advanced Purchasing Studies (CAPS)-a non-profit organization dedicated to promoting strategic purchasing through research and information-conducted a study of firms that participate in purchasing cooperatives. The center found that private firms participating in the study achieved annual savings of 13.4 percent by buying through cooperatives.

A final example of the need for a comprehensive procurement plan is found in the college's relationship with Barnes & Noble Corporation, the private book vendor that manages the college's bookstores. EPCC has not solicited bids for the bookstore management contract in 13 years. The last time the college solicited bids was in 1986, the year Barnes & Noble was awarded the contract. The original contract term was for five years, but the contract has been continually extended through January 2000. However, contract terms have not changed substantially, including the college's share of revenues from bookstore operations.

TSPR compiled desirable procurement plan characteristics from several different sources. For example, the Federal Transit Administration's (FTA) publishes a Best Practices Procurement Manual. This manual provides recipients of FTA funds suggestions on conducting third party procurements to help them meet the FTA standards. The manual states:

> " A basic purpose for maintaining formal plans regarding procurements well in advance of issuing the solicitations is to enable more deliberate and coordinated decision-making in moving forward with the procurements and related activities. In addition, procurement planning is the best opportunity to identify potential consolidation of procurements (e.g., several internal customers purchasing furniture or personal computers in the same time frame)... Finally, the advance procurement plan also proves useful in responding to procurement challenges... Contracting officials should recognize that the plan is fluid and that their customers' needs will change, but even this change can be more orderly if the base plan has been documented.

A change is simply accomplished through a plan update, rather than being passed around by word of mouth or memorandum which tends to result in confusion and indecision. "

Exhibit 8-8 presents elements of a well-defined procurement plan complied from various sources, including the *FTA Best Practices Procurement Manual*.

Exhibit 8-8
Procurement Plan Elements

Sources for Plans	• The preparation of an advance procurement plan can begin with data already prepared for service and financial planning purposes. • Historical usage is a valuable source for the plan, particularly when compared to the operating budget and reviewed by customers. • Another method available to assist with preparation of the plan is to conduct a survey of internal customers.
Plan Activities	• Identify procurements. • Identify customers. • Document time requirements. • Identify funding sources. • Recognize important dates. • Document process for developing specifications. • Document process for tabulating and evaluating solicitations.
Plan Contents	• Definition of Purchasing's role in identifying and structuring outsourcing arrangements for specific commodities and services. • Tools developed enabling internal customers to assess the effectiveness of the Purchasing Department. • Benchmarks and performance measures Purchasing will use to measure and assess its effectiveness. • Discussion of the ways in which Purchasing can add value to the college through proactive purchasing strategies. • Extent to which available technology can be employed throughout the procurement function, including purchasing and soliciting bids over the internet. • Strategies employed to optimize the supply chain through vendor supply agreements. • Strategies to involve Historically Underutilized Businesses

	in supplying the college.
	• Methods employed, such as procurement cards, to move responsibility for small dollar, routine purchases to user departments.
	• Explanation of Purchasing's role in contract management.
	• Description of vendor evaluation program.
	• Copy of purchasing policies and procedures.
	• Describe purchasing cooperatives college is a member of and specific commodities purchased through the organization.

Sources: FTA Best Practices Manual, TEA Financial Resource Accountability Guide,
National Association of Educational Buyers Journal, and Purchasing Today Magazine.

Recommendation 68:

Develop and implement a comprehensive procurement plan that balances the needs and interests of all stakeholders in the procurement process, while improving efficiencies and reducing costs.

EPCC should recognize that customer dissatisfaction, bottlenecks, and waste result from a lack of adequate procurement planning. EPCC's executive level management should encourage and support cooperative efforts among purchasing, ordering departments, and suppliers to develop a single, comprehensive procurement strategy. When management supports coordinated activities that are designed to merge and integrate divergent interests, the outcome is an effective procurement process from which everyone benefits.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president appoints the director of Purchasing to chair a procurement plan committee composed of representatives of key stakeholders in the procurement process.	January 2000
2.	The committee collects data on various procurement issues such as commodities purchased, usage patterns, purchasing practices, available sources, customer needs, technological constraints, and best procurement practices.	January through June 2000

3.	The committee evaluates the data, drafts a plan, and submits a draft to the president.	July 2000
4.	The president reviews and approves the plan and instructs all stakeholders to begin implementing the plan.	July 2000
5.	Stakeholders provide feedback to the committee on the strengths and weaknesses in the procurement plan subsequent to its implementation.	August through December 2000
6.	The plan is continually modified, updated, and improved based upon stakeholder input and changing needs.	December 2000 and thereafter

FISCAL IMPACT

Participation in purchasing cooperatives is but one element of a comprehensive procurement plan. If the college achieved, conservatively, two-thirds of the savings noted in the CAPS study by consistent participation in purchasing cooperatives, the annual savings would be $1,788,332 based on a three-year average of purchases. Assuming it would take almost a full year to develop and implement the plan, none of these savings would be achieved during the first year. This amount was determined as follows:

Purchases	Amount
1996-97	$24,136,839
1997-98	$20,404,052
1998-99 (estimated)	$22,521,577
Three-year Average	$22,354,156
Two-thirds the CAPS rate	8.0%
Estimated Annual Savings Two-thirds the CAPS rate	
$1,788,332	

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop and implement a comprehensive	$0	$1,788,332	$1,788,332	$1,788,332	$1,788,332

procurement plan that balances the needs and interests of all stakeholders in the procurement process, while improving efficiencies and reducing costs.					

FINDING

EPCC's Financial Records System's (FRS) computerized purchasing module has online requisitioning, approval, and inquiry capability. The system also determines the availability of funds by budget code, but ordering departments do not use these features because they claim the system is too cumbersome and is not user friendly.

Before the availability of online requisitioning, Purchasing entered all requisitions into the system. Online capability was intended to decentralize requisitioning and thereby streamline the procurement process. Information Technology (IT) developed user guides and conducted workshops to train employees to use online requisitioning, but in September 1996, implementation of the system's online capability was "suspended until further notice." The notice never came. Consequently, the onerous task of entering requisitions fell back upon Purchasing. In fact, one Purchasing clerk is dedicated full-time to entering manually prepared requisitions received from ordering departments. As of August 13, 1999, the Purchasing Department had entered 3,830 requisitions into the purchase order system.

User reluctance to create requisitions online creates inefficiencies and slows down the entire purchasing process. During focus groups, buyers said that an inordinate amount of their time is spent tracking the status of requisitions. For example, when a department wishes to check the status of an order it calls Purchasing. To determine the order's status, Purchasing needs to know the requisition number, which users do not know because they did not enter the requisition into the system. If users entered their own requisitions, they would know the number because the computer automatically assigns one to each requisition. Under current procedures, Purchasing must rely on its collective memory to find the requisition or manually search for it using such clues as type of commodity, date goods were ordered, or requesting individual.

To test the time it takes for purchasing to receive a requisition, TSPR randomly selected and reviewed 30 requisitions processed during fiscal 1999. **Exhibit 8-9** summarizes the results of the review and shows an

average of 22 days between the requisition date and the date Purchasing received the requisitions.

Exhibit 8-9
Average Days for Purchasing to Receive Requisition
Fiscal 1999

PO Number	Requisition Date	Date Received in Purchasing	Days Elapsed
P900960	8/26/98	11/30/98	96
P901825	12/3/98	3/2/99	89
P901225	11/2/98	12/17/98	45
P900050	6/10/98	7/21/98	41
P900063	6/10/98	7/21/98	41
S900043	6/10/98	7/21/98	41
P901836	2/12/99	3/25/99	41
P902301	4/14/99	5/14/99	30
P902153	3/25/99	4/21/99	27
P901820	2/15/99	3/9/99	22
P902532	5/13/99	6/3/99	21
P902166	4/14/99	5/5/99	21
P901629	3/9/99	3/30/99	21
C907362	2/17/99	3/5/99	16
P901824	3/8/99	3/24/99	16
P901150	1/13/99	1/25/99	12
P900979	11/2/98	11/13/98	11
P900789	11/12/98	11/23/98	11
P901427	2/22/99	3/2/99	8
P901147	11/17/98	11/25/98	8
P901194	12/3/98	12/11/98	8
P901473	3/2/99	3/9/99	7
P901783	3/3/99	3/9/99	6
P902107	3/4/99	3/9/99	5

P901093	1/14/99	1/19/99	5
P900553	9/17/98	9/21/98	4
P900566	10/12/98	10/15/98	3
P902398	6/3/99	6/4/99	1
P900146	9/2/98	9/2/98	0
P901261	2/15/99	2/15/99	0
Average Days Elapsed			**22**

Source: TSPR's review of 30 randomly selected purchase orders.

Moreover, the system does not have the graphical interface, which enables users to interact with the computer and its programs-a feature to which Windows users are accustomed. Users also must switch between several screens to enter information. TSPR observed the purchasing clerk entering requisitions online and examined FRS online requisition and approval training materials, noting that although the system has limitations given current technology, it is workable and is by no means too difficult to learn. EPCC has made significant investments in a new system called Banner 2000. The new system is expected to bring the college's technology up to date and alleviate processing inefficiencies. The purchasing module has many capabilities not available on the existing system, such as online inquiry for open purchase orders by vendor, buyer, fund, organization, account, department, and program. The new system is expected to eliminate the online requisitioning difficulties experienced with FRS. However, the purchasing module is not scheduled for installation until January 2001.

Recommendation 69:

Require all departments to use the online requisitioning and approval features of the Financial Records System, and transfer responsibility for requisitioning from the Purchasing Department to user departments.

No system, no matter how useful or effective, can succeed without management's full support. EPCC should require every department to begin using the FRS system's online requisitioning, approval and inquiry features. This mandate would decentralize the requisitioning process and remove an unnecessary processing burden from the Purchasing Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president requires all executive level heads to implement online requisitioning in their departments by March 2000.	January 2000
2.	The associate vice president of Information Technology Systems directs the managers of Information Technology to update user guides and revive workshops originally developed to train departments to use online requisitioning, approval, and inquiry.	January 2000
3.	The associate vice president of Information Technology Systems directs managers of Information Technology to develop a training calendar to coincide with the president's deadline.	January 2000
4.	The associate vice president of Information Technology Systems directs the managers of Information Technology to coordinate the technical aspects of transferring online requisitioning responsibilities from the Purchasing Department to the user departments.	January 2000
5.	The president approves the training calendar and makes workshop attendance mandatory for all employees involved in the requisitioning process, including those with approval authority.	February 2000
6.	The managers of Information Technology begin training workshops.	February 2000 through March 2000
7.	Departments begin entering their own requisitions and approvals, and inquiries are made online.	March 2000 and Ongoing

FISCAL IMPACT

One purchasing clerical position is responsible for entering requisitions full-time. If users were responsible for entering their own requisitions, the college could eliminate this position for total savings of $15,755 per year ($12,672 salary plus $3,083 benefits.). Assuming the position was eliminated in March 2000, $6,565 would be saved the first year. Other savings in the form of improved productivity among buyers also would accrue for the college; however, such savings are impossible to calculate accurately.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Require all departments to use the online requisitioning and approval	$6,565	$15,755	$15,755	$15,755	$15,755

features of the FRS system, and transfer responsibility for requisitioning from the Purchasing Department to user departments.					

(PURCHASING-PART 3)
FINDING

Users complain that it takes too long to issue a purchase order. During a focus group with the buyers, TSPR learned some users have lost faith in the process. In addition, survey results show that users are not receiving their orders within a reasonable time frame. For example, 41 percent of faculty and staff survey respondents disagreed or strongly disagreed that goods and services are received within two to four days. Forty percent also disagreed or strongly disagreed that goods and services are received within 5-14 working days. Thirty percent felt unable to get emergency items on time. Moreover, focus group, public forum, and verbatim survey comments reveal a perception that the purchasing process is slow.

Exhibits 8-11 and **8-12** present a summary of survey results and comments obtained during public input.

Exhibit 8-11
Survey Results

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Goods and Services I request are usually ordered within 2-4 days of the request.					
14%	27%	12%	24%	7%	16%
Goods and Services I request are usually ordered within 5- 14 working days.					
16%	24%	10%	28%	5%	17%
I am able to get materials and supplies timely when I have an emergency.					
7%	23%	12%	31%	4%	23%

Source: TSPR Survey Results.

Exhibit 8-12
Focus Group, Public Forum and, Verbatim Survey Comments

- *Purchasing process is a little slow. It could take 3 months to receive lab supplies if you send the purchase requisitions by mail. We could use some improvements on this.*
- Don't know if purchase is bottleneck, but over 30 computers approved for purchase in May/June 98 received June 1999. No kidding!
- Purchasing needs new up grade computers. Very slow in meeting demands.
- Too slow!!!
- The purchasing process is lengthy. It takes two weeks to get a P.O.

number issued and sometimes over 2 months to get materials and supplies delivered.

- Purchasing takes months; on budget reports, never sure if included.
- Process is slow, especially for grant purchases.
- Personally walk P.O. to expedite.
- Takes 2 months to get a purchase order.
- Needs to become more efficient with faster service.
- It takes too long for processing and I have no contact with the purchasing agents.
- Faster service and turnaround time.
- Streamline equipment purchases.
- A more rapid turnaround on requisitions is paramount.

Source: TSPR Public Forum and Focus Group Comments.

Purchasing does not compile statistics on how long it takes to issue a purchase order. Therefore, TSPR randomly selected 110 purchase orders generated during fiscal 1999 to calculate the number of days between the date Purchasing received the requisition and the purchase order date. Based on this analysis, the average number of days to issue a purchase order is 28 calendar days.

Exhibit 8-13 presents a summary of the analysis and shows that it took longer than 28 days to generate 39 percent of the purchase orders.

Exhibit 8-13
Days to Issue a Purchase Order

Days	Purchase Orders	Percent of Sample
1-7 days	24	22%
8-14 days	20	18%
15-21 days	12	11%
22-28 days	11	10%
Over 28 days	43	39%
Total	**110**	**100%**

Source: TSPR Calculations based on a Sample of 110 Purchase Orders.

The Purchasing director's goal is to issue a purchase order within three days after receiving a requisition. This goal is ambitious considering that only nine of the purchase orders summarized in **Exhibit 8-13** were issued

in three days or less. EPCC's peers issue a purchase order an average of three days after receiving a purchase order as shown in **Exhibit 8-14**.

Exhibit 8-14
Peer Colleges
Average Days to Issue Purchase Order

College	Time
Austin	3 days
Tarrant County	2 days
San Jacinto College	3 days
Average	**3 days**

Source: Peer College Surveys.

To understand the factors causing bottlenecks in the purchasing process, TSPR analyzed the days elapsed for one requisition in the sample that took 105 days to process. Although specific reasons for this extended timeframe could not be determined from the analysis, it is obvious that a sense of urgency is lacking along the processing chain. **Exhibit 8-15** presents the results of the analysis.

Exhibit 8-15
Analysis of Days Elapsed
Purchase Order P900928

PO#: P900928
Amount $994.00
Description: Polyethylene Drying Racks for Science Lab
Total Days Elapsed: 105
Days Elapsed After Purchasing Received Requisition: 97

Date	Action	Days Elapsed
9/21/98	Requisition Initiated	0
9/23/98	Requisition Approved	2
9/29/98	Requisition Received in Purchasing	6
10/2/98	Requisition Forwarded to Budgeting	3
11/13/98	Purchasing Receives Requisition back from Budgeting	42
11/17/98	Buyer Receives Requisition	4

12/9/98	Buyer Faxes Requisition to Vendor for Quote	22
12/17/98	Vendor Quote Received and Buyer Approves Requisition	8
1/4/99	Purchase Order Issued	18
Total Days Elapsed		**105**

Source: TSPR review of supporting documentation and information supplied by buyer.

As **Exhibit 8-15** illustrates, achieving a three-day turnaround time will require all parties involved to make requisition processing a high priority. Moreover, purchasing thresholds must be raised, and the Purchasing Department must eliminate duplicative processing steps.

To illustrate, purchase orders valued at $1,000 and under comprised 57 percent of purchase orders issued and 5 percent of purchase order value during fiscal 1999 (through July 8, 1999). In comparison, purchase orders with a value greater than $1,000 comprised 43 percent of purchase orders issued and 95 percent of purchase order value. Fiscal 1998 figures are comparable.

Exhibit 8-16 presents an analysis of fiscal 1998 and 1999 purchase orders by dollar category.

Exhibit 8-16
Purchase Orders by Dollar Category
Fiscal 1998 and 1999 (through July 8, 1999)

Dollar Amount	Fiscal 1999		Fiscal 1998	
	Number	Amount	Number	Amount
Under $50	129	$2,376	150	$2,236
$50-$200	523	$62,685	567	$69,203
$201-$500	934	$328,558	1,025	$377,048
$501-$1000	703	$522,903	771	$612,893
$1001-$5000	1106	$2,563,860	1,291	$2,990,189
$5001-$9999	382	$2,900,517	411	$3,125,160
$1000-$25000	137	$1,834,456	150	$2,087,807
Over $25,000	88	$10,552,625	126	$11,139,517

Total	4,002	$18,767,980	4,491	$20,404,053
POs $1000 and Under	57%	5%	56%	5%
POs Over $1000	43%	95%	44%	95%

Source: EPCC Purchasing Department-PO Report by Dollar Category.

Exhibit 8-16 shows clearly the Purchasing Department wastes valuable resources processing low-value orders. Purchasing functions are more effective when responsibility for making low-value purchases is shifted from buyers in the Purchasing Department to clerical personnel in the ordering departments. The investment in processing low-dollar orders should be in proportion to their value. Some organizations issue procurement cards to resolve this problem. Procurement cards shift high volume, low-dollar purchases to users without compromising internal controls.

With lower thresholds, Purchasing would continue to oversee departmental purchases but would not be involved in all procurement details. For example, the responsibility for obtaining quotes for purchases $1,000 or less would be shifted to departments. Purchasing would simply review the department's paperwork to ensure that the requisite number and type of quote was obtained, an approved vendor was selected, and the best price was chosen. Purchasing also would ensure that the department provides adequate justification when the lowest quote is not selected.

Duplicative processing steps also contribute to inefficiencies in the purchasing function. For example, Purchasing duplicates the work of Distributional Services (DS), the department responsible for receiving and distributing purchased goods. DS completes a key receiving form for all incoming deliveries for which a purchase order was issued. The key receiving form proves receipt of the merchandise. A DS employee checks the merchandise against the DS copy of the purchase order, completes a key receiving form, and enters receipt data into the computer to update the purchase order file. The status field of the purchase order screen will then show an "F" if the receipt finalized the order. If the receipt did not finalize the order, the purchase order screen will show the back ordered quantity. The DS employee manually logs each key receiving form and forwards the log along with copies of the key receiving forms to Purchasing.

The Purchasing clerk checks the log to ensure that all key receiving forms are present, pulls the department's copy of the purchase order, and manually updates its status. If the order is complete, the clerk writes "completed" across the top of the purchase order and files it in the completed order file. If the order is partially complete, the clerk updates the purchase order and places it back in the file to await the balance of the

order. Then, instead of relying on the system, the clerk enters an additional status code in the system to update the purchase order file again. This laborious process extends beyond duplication of effort; it triples effort. DS updates the status of orders initially when it enters receivers into the system. The purchasing clerk updates the actual purchase order then updates the status a third time using an additional code in the system.

Another example of wasted processing effort concerns entering requisitions into the system. After the clerk enters requisitions, they are given to the appropriate buyer for review and approval. If the buyer finds better prices and makes changes to the requisition, the requisition is given back to the clerk who must re-enter the changes. This duplicates effort because the clerk must enter data from the same requisition more than once. The effort is particularly burdensome if the requisition contains many changes. Instead, the buyer could review the requisition after it is assigned a number and initially logged into the system, but before all details are input.

Recommendation 70:

Raise purchasing thresholds to shift responsibility for making low-value purchases from the Purchasing Department to ordering departments, and eliminate duplications in the purchasing process, and develop a procurement card program.

EPCC should raise its purchasing thresholds to allow ordering departments greater flexibility in purchasing goods and services. Raising thresholds also would give the Purchasing Department more flexibility to focus on tasks such as bid writing, procurement planning, and vendor management. Moreover, higher thresholds would give the department more time to streamline purchasing by eliminating activities.

Exhibit 8-17 suggests alternative thresholds based on Texas Education Code guidelines.

Exhibit 8-17
Suggested Purchasing Thresholds

Purchase Requirements	Primary Responsibility	Approval Requirements	Purchase Levels
Use Competitive Procurement Method outlined in Education Code	Purchasing Department in coordination with user department if necessary.	• Budget Head • Director of Purchasin	$25,000 or more

		g • Board of Trustees	
Competitive Sealed Quotations from at least three vendors	Purchasing Department in coordination with user department if necessary.	• Budget Head • Director of Purchasin g • Board of Trustees	$10,000 - $24,999
Written or faxed quotations from at least three vendors	Purchasing Department	• Budget Head • Buyer	$1,001 - $9,999
Quotations from one or more vendors telephoned, faxed, or written.	User Department	• Budget Head • Buyer	$0 - $1,000

Source: Education Code and TSPR..

In addition, the college should develop a procurement card program to shift responsibility for relatively low-dollar purchases to ordering departments. Procurement cards are designed to maintain control of expenses, while the reducing administrative costs associated with authorizing, tracking, and paying specific small, recurring purchases. Typically, businesses use procurement cards to purchase small-dollar routine items that would normally be purchased with a purchase order. Moreover, the distribution of procurement cards can be limited to authorized employees, and controls can be built into the cards allowing the college to promptly access, track, and evaluate employee spending patterns.

EPCC should build controls into the procurement cards that limit the total dollar amount that can be spent; limit the types of items that can be purchased; and set limits on where the bill is sent and the level of detail included on the bill. The college also should consider whether a procurement card vendor offers clients electronic billing and electronic access to accounts; and make sure that the vendor has sound fraud prevention and customer services programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president instructs the director of Purchasing to propose alternative purchasing thresholds that would provide more flexibility for the department, while giving Purchasing oversight responsibility for relatively low-dollar purchases.	January 2000
2.	The president instructs the director of Purchasing to identify commodities used by the college that could be purchased with procurement cards and to identify departments in the college that would benefit from a procurement card program.	January 2000 through March 2000
3.	The president instructs the director of Purchasing to survey procurement card programs offered by banks and other financial institutions and to select a program that meets EPCC's goals and objectives without compromising internal controls.	February 2000
4.	The president reviews and approves the alternative thresholds and the procurement card program.	March 2000
5.	The president places the new purchasing thresholds on the board agenda for approval.	March 2000
6.	The board approves the new purchasing thresholds.	March 2000
7.	The Purchasing director informs everyone about the new purchasing thresholds and puts them into effect.	April 2000
8.	The president instructs the director of Purchasing to implement the procurement card program after all appropriate controls are in place and operating effectively.	May 2000

FISCAL IMPACT

As the purchasing process becomes more efficient, the department's focus can shift from transaction processing and crisis management to customer service, process improvement, and strategic planning.

(PURCHASING-PART 4)
FINDING

Some users are so disenchanted with the purchasing process that they choose to circumvent the process rather than go thorough it. Some departments have engaged in after-the-fact or "done deal" purchasing, in which purchase orders are generated *after* goods and services are acquired. TSPR was told that maintenance areas are notorious for after-the-fact purchases and that they justify their noncompliance by referring to the purchases as "emergencies."

Based on reports provided by the Purchasing Department, the number of after-the-fact purchases is growing. During fiscal 1998, for example, 54 after-the-fact purchase orders totaling $115,088 were generated. However, 108 after-the-fact purchase orders totaling $152,841 have been generated through August 18, 1999. This represents a 100-percent increase in the number of after-the-fact purchase orders and may represent only the "tip of the iceberg."

Exhibit 8-18 summarizes after-the-fact purchases by department or program and shows that 12 departments made 75 percent of the purchases. Indeed, maintenance areas made more after-the-fact purchases during fiscal 1999 than any other department or program.

Exhibit 8-18
After-the-Fact Purchases by Department or Program
Fiscal 1999 through August 18, 1999

Department/Program	Amount	Number of Purchase Orders	Percentage of Purchase Orders
Operations and Maintenance	$44,877.70	39	36%
Grounds Maintenance	$7,862.62	9	8%
Student Association	$7,192.10	8	7%
Facilities and Engineering	$22,152.14	5	5%
Workforce Development and Customized Training	$2,352.75	4	4%
Institutional Economical Workforce Development	$1,342.75	3	3%
Dean/Student Administrative Services FY '97	$3,104.81	2	2%

Institutional Development	$901.50	2	2%
Public Affairs	$1,627.00	2	2%
Safety Office	$4,479.00	2	2%
VP Instruction/Student Services	$866.79	2	2%
Workforce Development	$11,288.47	2	2%
Budget Office	$391.30	1	1%
CE/CS Health, Public Service, and Applied Art	$1,078.00	1	1%
Center for Instructional Telecommunications	$638.00	1	1%
Commercial Art	$230.40	1	1%
Comptroller	$1,024.80	1	1%
Counseling	$675.00	1	1%
Custodial	$322.00	1	1%
Distributional Services	$489.00	1	1%
Division Office/Business and Applied Arts	$120.00	1	1%
Executive Dean	$504.00	1	1%
Facilities Construction	$890.00	1	1%
Financial Aid	$976.00	1	1%
Information Technology	$1,475.00	1	1%
Institutional Evaluation	$489.84	1	1%
Institutional Service Center - Valle Verde	$336.38	1	1%
Instructional Student Services	$1,035.00	1	1%
Intercollegiate Athletic Programs	$1,079.80	1	1%
Library	$3,296.00	1	1%
Literacy Programs	$866.80	1	1%
Microcomputer Support	$24,380.00	1	1%
Nursing	$1,486.00	1	1%
Reading	$738.16	1	1%

Registrar	$514.00	1	1%
Resource Development	$455.26	1	1%
SBA/SBDC Special Events	$391.00	1	1%
Small Business Development Center	$209.93	1	1%
Upward Bound 78/99	$279.79	1	1%
Women in Technology	$421.50	1	1%
Grand Total	**$152,840.59**	**108**	**100%**

Source: Purchasing Department Schedule of After-the-Fact Purchases.

Frustration with the purchasing process is sometimes cloaked under the guise of "emergency purchases." TEA's Financial Accountability System Resource Guide (FASRG) describes two types of emergency purchases. The first "results from an eminent threat to the health, safety, or welfare of students." Purchases of this type may be made only after a formal board action declaring an emergency and authorizing the purchase. Examples would be the materials required to repair a facility damaged by fire or a tornado. The second is defined by local policy, which is typically designed to meet an immediate need to protect assets or secure facilities. For example, if vandals break the windows of a building, an immediate need exists to secure the building and protect the contents from theft as well as the elements. The FASRG concludes that "care should be taken that emergency purchases do not result from improper planning rather than from a true emergency. It is important that the district attempt to eliminate emergency purchases for non-emergency situations as much as possible and require that all emergency purchases be fully justified."

One of the primary problems with after-the-fact purchases is that the college doesn't know if it is receiving the right goods, at the right price, in the right quantities, in accordance with state and local laws. Secondly, controls designed to check the availability of resources and encumber existing funds are circumvented. Finally, policies and procedures adopted to limit unauthorized purchases are rendered ineffective.

EPCC's purchasing manual states that the authority to contract for the college rests with the board and its designees and that the board has designated the Purchasing Department to contract on behalf of the college. According to the manual, unauthorized personnel who contract in the name of the college may be subject to disciplinary action, legal action, and personal liability. However, current policies and procedures do not contain any provisions related to emergency purchases. New policies and

procedures still in the draft stage contain a section on after-the-fact transactions, but it does not prescribe punitive measures for unauthorized purchases. Moreover, although the draft contains FASRG's definition of an emergency purchase, it does not define nor establish clear policies for emergency purchases as defined by the college. However, the draft does provide that the college attempt to eliminate emergency purchases for non-emergency situations as much as possible and requires all emergency purchases to be fully justified.

Recommendation 71:

Establish clear definitions and policies for emergency purchases, and develop strong punitive measures for unauthorized, after-the-fact purchases.

The college should adopt clear policies and procedures for emergency purchases. These policies should clearly define what constitutes a valid emergency purchase and establish guidelines for making them. In addition, punitive measures should be developed for employees who engage in unauthorized after-the-fact purchases. For example, the McAllen Independent School District holds employees who purchase or order items or services without following the district's purchasing policies and procedures personally responsible for payments to vendors or return of items. Houston Metro considers failure to follow procurement procedures a fireable offense. Moreover, vendors should be reminded that a purchase order represents a binding contract on the college. Without a valid purchase order, the college is not obligated to perform. Therefore, the college should clearly communicate to vendors that it will not honor invoices arising out of after-the-fact purchases; every invoice must be supported by a valid purchase order or it will not be paid.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing drafts a policy for emergency purchases that clearly defines an emergency purchase and outlines the specific circumstances in which the college will allow after-the-fact purchases.	December 1999
2.	The director of Purchasing drafts a list of proposed punitive measures for employees who make unauthorized after-the-fact purchases.	December 1999
3.	The director of Purchasing drafts a policy stating that the college will not honor invoices that are not supported by an approved purchase order and drafts a letter notifying vendors of the policy.	December 1999
4.	The president reviews and approves the emergency purchases	January

	policy, the list of proposed punitive measures, and the vendor payment policy.	1999
5.	The president places the emergency purchases policy, list of proposed punitive measures, and vendor payment policy on the board agenda for approval.	January 1999
6.	The board reviews and adopts the emergency purchases policy, list of proposed punitive measures, and vendor payment policy.	January 1999
7.	The director of Purchasing incorporates the new policies into the department's policies and procedures manual.	January 1999
8.	The director of Purchasing issues a memo to all employees informing them of the new policies as well as posts a notice on the college's intranet Web site.	February 2000
9.	The new policies go into to effect and are strictly enforced.	February 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources. However, when after-the-fact purchasing is eliminated, the college will benefit from negotiating the best prices as well as controlling and coordinating purchases throughout the college district.

FINDING

Non-employee contracts include vendor and consultant agreements, which relate to a variety of products and activities such as maintenance, food service, workforce development, and office and instructional supplies. There were 245 non-employee contracts outstanding as of July 9, 1999 with a value of $7,883,326. Proper negotiation and monitoring of non-employee contracts is vital to ensuring that EPCC receives quality goods and services that meet management's objectives. However, EPCC typically does not involve the Purchasing Department in non-employee contract negotiations. In fact, this activity is diffused throughout the college among various departments and programs. Conse-quently, Purchasing rarely has the opportunity to weigh in with its unique expertise during contract negotiations. TSPR was told that Purchasing's primary contract management activities included assigning a number to new contracts, verifying the vendor is not an employee, signing the contract, approving contractor payments, and maintaining a contract database showing vendor, contract terms, budgeted amount, and responsible buyer.

Some contracts result from outsourcing agreements the college has with various vendors to privatize activities such as food service, custodial

services, and the bookstore. Privatization involves transferring a service or function formerly operated by internal employees to an outside contractor. Purchasing's participation in non-employee contract negotiations is especially crucial at EPCC, because several important operations have been outsourced. Further, Purchasing's advice and unique insight will become even more critical as the college identifies new outsourcing opportunities.

Exhibit 8-19 presents recent outsourcing contracts negotiated and awarded without Purchasing's input or involvement.

Exhibit 8-19
Recent Contract Negotiated without Purchasing's Involvement

Contract Description	Contract Date	Contract Award	Terms
Truck Leases	July 1998	$12,479.83 per month	Minimum of one year
Coca Cola Vending	April 1999	$2,564,400	12 years
Real Estate	May 1999	$358,500	One time purchase
Advertising	March 1999 April 1999	$35,000 $50,000	Various

Source: EPCC Purchasing Department.

Not only should Purchasing have a vital role in the negotiation of non-employee contracts on the front end, Purchasing also should have a role during and at the end of the contract period. Although user departments have the responsibility to monitor and control contract performance, Purchasing is better suited to develop and coordinate vendor evaluation and cost reduction activities collegewide. For example, Purchasing can monitor customer satisfaction with particular vendors collegewide and is in a better position to recognize and exploit cost reduction opportunities. These abilities become particularly important as the contracts come up for bid.

To illustrate, EPCC has a three-year custodial services contract with an outside vendor. The maintenance supervisor monitors the contractor to ensure it performs according to the contract and resolves disputes between the college and the contractor. However, EPCC does not know if it is more cost-effective to continue outsourcing custodial services or to bring it back in-house. No cost-benefit analysis has been performed that would enable the college to make this determination. Moreover, no assessment or

comparisons of the contractor's performance are made against other available alternatives.

Recommendation 72:

Involve the Purchasing Department in non-employee contract negotiations, collect contract performance data, and perform cost-benefit analysis at the end of all contracts.

The director of Purchasing should be involved in non-employee contract negotiations to ensure that the college always gets the best value for its resources. Also, as part of its vendor evaluation process, Purchasing should gather data on vendor contract performance. This data coupled with data generated from a cost-benefit analysis will prove valuable when contracts come up for bid. Cost-benefit analysis performed prior to re-bidding privatization contracts will allow the college to ensure that privatization continues to make sense economically.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president issues a memo to budget heads instructing them that the director of Purchasing or a designee must always be represented in non-employee contract negotiations.	January 2000
2.	The president instructs the director of Purchasing to develop a schedule and methodology to perform cost-benefit analysis on privatized operations and to make recommendations to either bring functions back in-house or continue to outsource.	January 2000
3.	The director of Purchasing includes contract performance as a component of the college's overall vendor evaluation program.	January 2000
4.	The director of Purchasing devises a cost-benefit methodology and applies it to privatized contracts to determine the cost-effectiveness of continuing to outsource.	February 2000 and ongoing

FISCAL IMPACT

Although there could be some fiscal impact with Purchasing's involvement in contract negotiations, it cannot be reasonably quantified.

FINDING

The Purchasing Department approves payments to vendors for services performed under contractor service agreements. Either the director of Purchasing or one of the buyers will approve these payment vouchers indicating that the services have been performed satisfactorily. This

practice represents an unnecessary step in the payment process as well as a violation of the principle of segregation of duties. According to this principle, purchasing and payment functions should be kept separate. The Purchasing Department should not be responsible for contracting for the college while at the same time approving contract payments.

TSPR examined several payment vouchers that showed a Purchasing employee's signature clearly circled in the voucher's approval section. The signature certified "that consulting services have been rendered in accordance with contract terms and conditions and all documentation required has been submitted, approved, and accepted by the El Paso County Community College District."

By approving these vouchers for payment, Purchasing is representing that the contractor has performed satisfactorily under the contract. However, Purchasing should not make this determination; it is the user department's responsibility. The user department is in a much better position to verify the contractor's performance and approve the payment.

Recommendation 73:

Eliminate Purchasing's approval of contractor payment vouchers.

EPCC should not require Purchasing's approval of contractor payments. While Purchasing should be called upon at times to verify contract prices or terms, it should not approve contractor payments. This should be the sole responsibility of appropriate employees in the user department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president of Resource Management informs the comptroller and the director of Purchasing that Purchasing's approval will no longer be required on contractor payment voucher.	January 2000
2.	The comptroller directs the Accounts Payable supervisor to revise the contractor payment voucher to eliminate Purchasing's approval box.	January 2000
3.	The comptroller directs the Accounts Payable supervisor to inform the Accounts Payable clerks that contractor payments may be made without Purchasing's approval.	January 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

EPCC's vendor list consisted of 7,877 vendors at the end of May 1999. Both Accounts Payable and Purchasing add vendors to the list, and many vendors have more than one entry. A vendor list this large is unmanageable and creates a risk that some vendors on the list may be illegitimate or unsuitable.

As of July 19, 1999, the college had used 2,876 vendors. Assuming active vendors represent those used at some time during fiscal 1999, the estimated percentage of inactive to active vendors is 37 percent. Therefore, 63 percent of the vendor list was dormant during fiscal 1999.

In addition, EPCC does not have an approved vendor list or a vendor evaluation process. Both are critical to effective vendor and contract management. Without an effective vendor management program, the college has no way to evaluate contract performance or to build mutually beneficial relationships with vendors. Consequently, establishing reliable, continuous sources of supply becomes more difficult. Elements of a vendor evaluation program include:

- Annual vendor satisfaction surveys based on four criteria: (1) price; (2) quality; (3) delivery; and support/service.
- A scoring system to rate and rank vendors based on evaluation criteria.
- Vendor recognition awards, programs, and events, for example, vendor of the year, most responsive vendor, and best service provider.
- Adaptation of vendor evaluation program to both internal and external suppliers of goods and services. For example, the program should evaluate EPCC's mail distribution center as well as external package delivery services.
- An information database on vendor performance, service, and quality.
- A bid calendar showing projected bid renewal dates for commodities provided by specific vendors.
- Performance measures such as merchandise return rate, on time delivery rate, quantity reliability, vendor response time, and frequency of price increases.
- Continuous monitoring and evaluation of long-term contract performance.
- Use of Historically Underutilized Businesses.

The Tarrant County Community College (TCCC) district is compiling an approved vendor list, which includes the names and addresses of various vendors and the products they offer. Vendors are encouraged to submit their names for the list, and the district uses the list for competitive bidding solicitations. In addition, TCCC distributes the list to campus

departments to be used in preparing requisitions. Departments are instructed to avoid using vendors that are not on the list.

Recommendation 74:

Purge the vendor list, develop an approved vendor list, and establish a vendor evaluation process.

For internal control purposes, EPCC should purge the vendor list of vendors that have not been used during the past 12 months. Each year, Purchasing should determine the most frequently used commodities based on historical data. The college then should publish notices in the newspaper and on its Web site specifying the categories of items to be purchased and soliciting the names, addresses, and telephone numbers of vendors interested in supplying the college. For each category of commodities, the college should compile an approved vendor list of responsible vendors that respond to the published notices and any additional vendors the college wants to include. The college also should ensure that small and minority vendors are adequately represented.

The college also should collect information from ordering departments on vendor performance. This information could be used to "weed out" unreliable and ineffective vendors and identify those who perform well and would serve as the basis for developing a comprehensive vendor evaluation program.

Exhibit 8-21 presents a sample vendor evaluation form.

Exhibit 8-21
Sample Vendor Evaluation Form

Vendor Name:			
Date:			
Vendor No.:			
Purchasing	**Yes**	**No**	**Explanation**
Continually suggests cost-saving possibilities			
Has competitive prices			
Holds backorders to a minimum			
Anticipates our needs			

Supplies current catalogs			
Is prompt and accurate on technical assistance			
Advises of any potential troubles			
Promptly replaces rejected items			
Is courteous and helpful			
Has a sincere desire to serve			
Delivers without constant follow-up			
Expedites and handles all orders courteously			
Has knowledge of products and industry			
Keeps abreast of new product development			
Provides specified quality products			
Handles complaints properly			
Receiving			
Delivers on time			
Produces adequate packaging			
Identifies or marks packages correctly			
Makes courteous deliveries			
Provides proper and accurate delivery receipts			
Accurately packs shipment lists with containers			
Shorts purchase order quantities			
Overages from quantity on purchase order			
Continually suggests cost-saving possibilities			
Continually suggests cost-saving possibilities			
Continually suggests cost-saving possibilities			

Source: Eagle Pass Independent School District Purchasing Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing instructs each buyer to purge from the vendor list any vendor that has not been used during the past 12 months.	January 2000
2.	The director of Purchasing determines the commodities ordered most frequently over the last 12 months, as well as goods and services needed in the future and compiles a standard commodities list.	January 2000
3.	The director of Purchasing publishes a notice in the newspaper and on the Web site soliciting basic information from vendors interested in supplying the college commodities on the list.	February 2000
4.	The director of Purchasing develops a vendor appraisal form designed to measure user satisfaction with vendor performance and establishes a vendor evaluation program.	February 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources except for the minimal cost of publishing notices in the newspaper.

FINDING

In May 1999, the college solicited Requests for Qualifications (RFQ) for architectural and engineering services to build a parking lot on the Rio Grande campus and to expand facilities at the Northwest Center campus. Education Code bidding requirements do not apply to professional services such as legal and architectural services. However, section 2254.004 of the Government Code requires that in procuring architectural, engineering, or land surveying services, a governmental entity shall: (1) first select the most highly qualified provider of those services on the basis of demonstrated competence and qualifications; and (2) then attempt to negotiate with that provider a contract at a fair and reasonable price. These solicitations were advertised in the *El Paso Time*s on April 28, 1999 and May 2, 1999. However, the closing date specified in the RFQ for receipt of all portfolios was May 4, 1999, less than a week after the solicitation was first advertised. Although this short time frame does not violate any law, it does not represent good business practices. In fact, one firm noted the deadline did not provide sufficient time to respond to the RFQ.

Additionally, the RFQ stated that a review committee would evaluate and rank all portfolios in accordance with evaluation criteria set forth in the RFQ. Responses were to be evaluated using a scoring system that was based on assigning weight factors to specific qualifications.

Exhibit 8-22 summarizes these factors.

Exhibit 8-22
Request for Qualifications
Weight Factors

Criteria	Weight
Specialized design capabilities to include recent experience with designing parking structures.	30 points
Capacity and capability of the business to perform the work within the time limitations required. Proposal shall include description of measures the firm will take to assure timely completion of the project. In addition, include information attesting to the financial stability of the firm.	25 points
Control of costs, quality of work, and ability to meet schedules. Submit your recent records showing performance and number of contracts with government agencies and private industry, and a record of performance on all contracts with the college. Include information regarding project budget overruns.	25 points
Evidence of follow-up engineering services to assure completion of	10

punch list and warranty items.	points
Total	**90 points**

Source: Rio Grande and Northwest Center RFQs.

The above criteria were to be used to select the top five ranked firms that the committee would interview. These firms were to be awarded up to a maximum of 20 additional points based on the overall quality of the interview. In addition, the RFQ stated that references would be checked and points deducted for evidence of poor performance. After the interview and checking of references, the top three firms would be selected.

The RFQs stated that the evaluation and selection of an architect would be conducted in accordance with the procedure outlined in the RFQ. It was not. The contract summarily was awarded to one of the respondents at the board's May 18, 1999 meeting. No evidence of the scoring system was in the bid file. Moreover, no interviews were conducted, and no references were checked. Further, the review committee was comprised of two board members, the director of Facilities, and the associate vice president of Support Services, and the construction engineer, in violation of the college's own purchasing policies and procedures, which state:

> "The final responsibility for bid evaluation rests with the Purchasing Services Department. However, the requesting department's assistance is required in determining whether highly technical or complex bids meet specifications. "

On May 28, 1999, the El Paso Chapter of the American Institute of Architects (AIA) registered a protest with the college, citing the short notification of the submission deadline and the hasty fashion in which a selection was made. The executive committee of the AIA asked to be placed on the agenda of a future open board meeting yet to be held.

It is highly unusual for board members to participate on a competitive solicitation evaluation committee particularly when those same individuals will later vote on who receives the award. It is also unusual to advertise competitive solicitations two days before they are due. The Texas Education Agency's Financial Accountability System Resource Guide sets forth the purpose of the competitive solicitation process as follows:

- "Gives opportunity to bid...on the same undertaking...upon the same thing;"
- "Requires all bidders be placed upon the same plane of equality...each bid; upon the same terms and conditions;"

- "Stimulates competition and prevents favoritism;" and
- "Secures the best work and materials at the lowest practical price."

This situation might have been avoided if the college had adhered to more comprehensive procedures as well as Education Code requirements. In most organizations, under the jurisdiction of the Education Code, the Purchasing Department processes all bids and handles all vendor contact, with technical assistance when required, during the solicitation process to ensure consistency and integrity.

One of the first projects the director of Purchasing completed after being hired in March 1999 was drafting comprehensive purchasing procedures. The drafted procedures define more clearly the requirements for competitive solicitations. For example, current procedures have no provision for evaluating RFQs. They do require that bids be tabulated and evaluated by the bid analysis committee; however, the make-up of that committee is not defined. The drafted procedures, however, contain procedures governing RFQs. These procedures require Purchasing to convene an evaluation team composed of, but not limited to, three or more representatives of the requesting department and a representative of Purchasing. These procedures are more comprehensive than existing procedures but have not been adopted because they have been under legal review since March 1999.

Recommendation 75:

Adopt the purchasing procedures drafted by the director of Purchasing, which currently are being reviewed by legal counsel, and adhere to their more comprehensive, stringent provisions.

EPCC's legal counsel has been reviewing the director of Purchasing's draft of the new purchasing procedures since March 1999. The draft is 16 pages long and is written in outline form. The college should expedite the legal review of these procedures and adopt them immediately. After adoption, the college should adhere to its provisions, which also reflect applicable provisions of the Education Code.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president instructs legal counsel to expedite review of the drafted purchasing procedures.	January 2000
2.	The president and the director of Purchasing review and approve the final draft of the purchasing procedures.	January 2000
3.	The procedures go into effect.	January 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

EPCC's competitive solicitation process begins with the development of specifications for needed goods or services and ends with board approval of a contract with a supplier selected to provide those goods and services. **Exhibit 8-23** presents an overview of EPCC's competitive solicitation process.

Exhibit 8-23
Overview of Competitive Solicitation Process

Step	Activity	Responsibility
I.	Develop specifications	Requesting department with assistance from Purchasing when needed.
II.	Compile suggested supplier list and evaluation committee participants	Requesting department
III.	Organize bid packet contents -General conditions -Instructions to bidders -Bid proposal form -Required notices -College map	Purchasing
IV.	Compile and print competitive solicitation packets	Purchasing/Print Shop
V.	Advertise competitive solicitation	Purchasing
VI.	Organize bid opening activities	Purchasing
VII.	Conduct bid opening	
VIII.	Tabulate and analyze presentations	Purchasing
IX.	Evaluate vendor responses	Evaluation committee
X.	Prepare recommendation for board agenda	Evaluation committee
XI.	Approve recommendation and award contract	Board of Trustees

Source: EPCC's Purchasing Department.

In March 1999, EPCC changed its bid process in two ways:

1. Bid openings will take place only one day per month.

2. Two board members will be present during bid evaluation, which will take place once a month on an alternate day.

Exhibit 8-24 presents the revised schedule for the remainder of fiscal 1999.

Exhibit 8-24
Revised Bid Opening/Evaluation Schedule
July through December 1999

Monthly Board Meeting	Bid Opening	Bid Evaluation
July	Monday, June 28	Thursday, July 1
August	Monday, July 26	Thursday, July 29
September	Monday, August 23	Thursday, August 29
October	Monday, September 27	Thursday, September 30
November	Monday, October 25	Thursday, October 28
December	Monday, November 22	Thursday, November 25

Source: EPCC Purchasing Department.

The first of these modifications will certainly stifle the bid process and disturb Purchasing's workflow because it reduces the number of days Purchasing has to prepare solicitations. TSPR learned that the department had 12 bids to process in just two days. The second modification promises to compromise the integrity of the entire bidding process. While members of the board have every right to question bids and vote their preferences, they should not be involved in bid evaluations, even as observers. Just their presence could influence the outcome even though no words are spoken. Eye contact, body language, or innocuous gestures could be interpreted to indicate a board member's preference, thereby compromising the entire process.

Recommendation 76:

Open bids more frequently than once per month, and exclude board members from the bid evaluation phase of the process.

The college should preserve the effectiveness and integrity of the bid process by administering it in a manner that is fair, impartial, and above reproach. Even the appearance of impropriety should be avoided. Moreover, the important role of Purchasing and other departments involved in the process should not be overlooked or compromised by the unnecessary acceleration of time frames. Ample time must be provided to develop and review specifications, determine objective bid award criteria, advertise the bid, respond to vendor questions, tabulate and analyze bid responses, and recommend a vendor for bid award. Establishing reasonable time frames and delineating appropriate responsibilities for each activity is crucial to the effectiveness and integrity of the process.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president notifies the board of (1) the revocation of recent changes in the bid process that allowed only one day for bid opening and (2) a prohibition against board participation in bid evaluations.	January 2000
2.	The president issues a memo revoking changes in the bid process and instructing everyone to adhere to bid procedures described in the college's purchasing manual.	January 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

TSPR reviewed bid files maintained in the Purchasing Department and selected five for closer examination. Generally, TSPR found the bid files were cluttered and unorganized. One of the files selected for detailed examination was so disorderly TSPR could not determine what the bid was for. Neither could TSPR determine the bid's value, the work performed on the bid, nor who received the award. Other items noted during TSPR's detailed examination of the bid files included:

- Bid opening sign-in sheets were not fully completed.
- Copies of newspaper ads were not maintained in the bid files.
- No justification was given when the second lowest bidder was selected.
- Time of receipt was hand-written on bid packages rather than automatically imprinted with a time clock.
- Files were so unorganized that performance data such as how long it took to perform each step in the process was not readily determinable.

- Notices required by Section 231.006 of the Texas Family Code and Section 44.034 (a) of the Texas Education Code were not always in the file. (The Family Notice, required under the Family Code, is to determine whether the bidder owes child support, and the Criminal Notice, required under the Education code, is to determine whether the bidder has ever been convicted of a felony.)

Accurate and adequate record keeping are fundamental to an effective competitive bidding process. Bidding activities should be documented precisely and systematically to withstand the constant scrutiny of management, vendors, outside agencies, and the general public. Moreover, it is important that bid files are neat and orderly so that events taking place throughout the process can be easily followed and understood by those not directly involved. Items typically included in bid files are:

- Request for solicitation
- Specifications
- Bid advertisement
- Pre-bid conference minutes
- Bid attendance sign-in sheets
- Returned bids
- Envelopes showing time and date stamp
- Bid tabulation and analysis
- Justification if lowest bidder not selected
- Board award notices
- Bid schedule
- Notes and correspondence
- Bid bond
- Copy of contract/purchase order

Recommendation 77:

Develop a checklist of all items that are required to be in bid files, and organize each file according to a table of contents based on the checklist.

The Purchasing Department should develop a checklist of all items required in bid files. A checklist ensures the competitive bidding requirements of the Education Code are documented and bids are properly tabulated, analyzed, and awarded. Bid files should be separated into sections with appropriate labels for each section.

Exhibit 8-25 presents a sample bid file checklist.

Exhibit 8-25
Sample Bid File Checklist

	Check	Index
I. Pre-Bid Conference Documentation		
Request for solicitation	X	
Specifications	X	
Newspaper ads	X	
List of suggested suppliers	X	
List of evaluation committee members	X	
Bid packet components	X	
Pre-bid minutes and correspondence	X	
II. Bid Conference Documentation		
Bid attendance sign-in sheets	X	
Returned bids	X	
Bid bond	X	
III. Post Bid-Conference Documentation		
Bid tabulation and analysis	X	
Award recommendation	X	
Justification if lowest bidder not selected	X	
Copy of board minutes documenting award	X	
Copy of contract or purchase order	X	
IV. Notes and Correspondence		

Source: TSPR..

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Purchasing instructs a purchasing clerk to design a bid file checklist.	January 2000
2.	The director of Purchasing instructs the purchasing clerk to reorganize bid files by dividing them into tabbed sections labeled based on the checklist.	January 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

Although EPCC's three buyers have 46 years of combined purchasing experience, the director is the only employee in the department with a Bachelor degree and the Certified Purchasing Manager (C.P.M.) designation. C.P.M. is the purchasing profession's standard of competence and proficiency. C.P.M is a nationally accepted designation recognized by all purchasing organizations and professionals. Those who earn the title demonstrate their knowledge of generally accepted procurement practices, techniques, and trends.

EPCC does not recognize buyer position as a professional position and has relegated it to clerical status. Two of the three responding peer colleges consider a buyer a professional position. Among the responding peers, only one has a buyer who has attained a professional designation. EPCC's buyer salaries at the low-end are comparable to peers, but at the top of the range, peer salaries are generally higher. **Exhibit 8-26** compares EPCC's buyer information with that of peer colleges that responded to TSPR's request for comparative data.

Exhibit 8-26
Buyer Job Classification and Professional Designation
EPCC and Peers

College	Buyers	Professional Position?	Salary Range	Buyers with Professional Designations
Austin	4	Yes	$25,000-$40,000	1-CPPB*
El Paso	**3**	**No**	**$30,000-$35,000**	**None**
San Jacinto	1	Yes	$25,000-$32,000	None
Tarrant County	3	No	$27,000-$39,000	None

Source: Peer Surveys.
* Certified Professional Public Buyer

According to the National Institute of Governmental Purchasing, a professional organization for buyers in government, "The national trend in governmental purchasing is for mandatory certification of procurement personnel. It is a symbol to the taxpayers that the people managing tax dollars have reached a high level of education and experience and are knowledgeable about government purchasing." In Texas, the 75th Legislature mandated by statute that all purchasing personnel of state agencies be trained and certified to the extent required by GSC.

Purchasing employees of state agencies must be trained and certified by November 30, 2001 to continue purchasing.

This requirement does not apply to community colleges that are not state agencies. However, their purchasing employees may participate in the GSC training and certification program. Moreover, should present trends continue, mandatory certification requirements could be extended to community college purchasing employees in the future.

Several national organizations exist to promote professional excellence and enhance the success of purchasing professionals. These organizations are presented in **Exhibit 8-27** along with the professional designations they offer and the requirements to attain the designation.

Exhibit 8-27
Professional Purchasing Organizations

Designation(s) Offered	Requirements
National Association of Purchasing Management (NAPM) C.P.M.-Certified Purchasing Manager	• Five years of full-time purchasing and supply management experience, or a four-year college degree plus three years of full-time purchasing and supply management experience. • Pass all four modules of the C.P.M. exam.
National Institute of Governmental Purchasing (NIGP) CPPB-Certified Professional Public Buyer CPPO-Certified Public Purchasing Officer	*Certified Professional Public Buyers (CPPB)* • Bachelor degree strongly recommended. • If no bachelor degree 5 years total purchasing experience which must include 3 current years in public purchasing • Increase in total contact hours in classroom if the candidate does not have a bachelors degree: 12 college credit hours or 96 contact hours in purchasing seminars (a 3-day NIGP course represents 24 contact hours) *Certified Public Purchasing Officers (CPPO)* • Degree is required for CPPB designation • If the candidate holds a CPPB but does not have a bachelors degree: 8 years total

	purchasing experience including 6 current years in public purchasing; of which 3 years must be in public purchasing management functions • Increase in total contact hours in classroom if the candidate holds a CPPB but does not have a bachelors degree: 18 college credit hours or 144 contact hours in purchasing seminars (a 3-day NIGP course represents 24 contact hours) *Testing requirements* • A written examination will be given for the CPPB certification, and both a written and oral examination are given for the CPPO certification. Examinations may be taken only after applications are approved and applicant has received written confirmation of approval
Texas General Services Commission (GSC) CTPP-Certified Texas Public Purchaser CTPM-Certified Texas Procurement Manager	*Certified Texas Public Purchaser (CTPP)* • One year of experience and successful completion of a written test after required coursework in Texas purchasing principles. *Certified Texas Procurement Manager (CTPM)* • Three years experience and successful completion of a written and oral test after required coursework in Texas purchasing principles.

Source: NAPM, NIGP, and GSC Websites.

Recommendation 78:

Require buyers to work towards one or more of the professional designations offered by national purchasing organizations, and provide incentives, including rewards for successful completion.

EPCC should expect and promote professional development among its buyers. In addition, the buyer position should be elevated from clerical to professional status. However, only those buyers who attain a professional designation should be eligible for a related salary increase. Likewise, buyers should understand that their professional designation, as well as demonstrated skill and knowledge of the latest purchasing trends and techniques will used as criteria to evaluate their job performance.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president instructs the director of Personnel Services to reclassify buyer from clerical to professional and to assign appropriate salary grades to the position.	January 2000
2.	The president instructs the director of Personnel Services to add education, experience, and professional designation requirements to the buyer job description.	January 2000
3.	The president instructs the director of Purchasing to make professional growth and achievement an element of each buyer's performance evaluation.	January 2000
4.	The president instructs the director of Purchasing to develop an incentive program for buyers to encourage them to attain a professional designation.	February 2000
5.	The president reviews and approves the professional development incentive program.	February 2000
6.	The director of Purchasing presents the incentive program to the buyers and informs them of the college's expectation that they attain a designation and continue their professional development.	February 2000

FISCAL IMPACT

The ultimate fiscal impact will depend on the nature of the college's incentive program. However, assuming the college pays the cost of attaining the C.P.M designation, the cost of continuing education courses and NAPM membership fees, as well as providing a 10-percent salary increase upon certification, the fiscal impact per buyer would be as shown below. These costs are based on information obtained from NAPM's customer service department and Web site.

One-time Costs Per Buyer C.P.M. Course Fees (4 modules @ $85/module)	**$340**
Total One-time Costs Per Buyer	**$340**

Annual Costs Per Buyer	
Salary Increase (10 percent of $32,500 salary range midpoint)	$3,250
NAPM Annual Membership	$170
Continuing Education Costs	$1,500
Total Ongoing Costs Per Buyer	**$4,920**

Assuming the buyers begin working towards certification in fiscal 1999-2000 and complete their certification requirements in fiscal 2000-01, the fiscal impact would be $1,530 in fiscal 1999-2000 ($170 membership fee + $340 course fees x 3 buyers); $10,260 in fiscal 2000-01 ($170 membership fee + $3,250 salary increase x 3 buyers); and $14,760 each year thereafter ($170 membership fee + $1,500 continuing education costs + $3,250 salary increase x 3 buyers).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Require buyers to work towards one or more of the professional designations offered by national purchasing organizations, and provide incentives, including rewards after completion.	($1,530)	($10,260)	($14,760)	($14,760)	($14,760)

RECEIVING AND DISTRIBUTION

The college does not have a traditional warehousing function that involves maintaining inventories, requisitioning supplies, computing reorder quantities, restocking shelves, and "picking systems," which facilitate removing stock from shelves to fill orders. All merchandise is delivered to recipients within 24 hours of receipt. Distributional Services (DS) receives, inspects, and distributes materials and supplies that the college acquires through purchase orders. The only warehouse facility is not used to stock merchandise but serves as a storage facility for business records and unused equipment.

Distributional Services receives about 95 percent of deliveries in a 624 square foot receiving area located behind the Learning Resources Center at the Valle Verde Campus. The bulk of these deliveries result from purchase orders. The other 5 percent represent items such as school and office supplies, which typically are acquired through check requests and are picked up by the requestor. In some instances, deliveries of large quantities of merchandise or bulky items are delivered directly to the user. In these instances, DS coordinates with Purchasing and the ordering department to have a DS representative onsite prior to the delivery to inspect the merchandise and complete a receiving report. One supervisor, three full-time distribution clerks, and eight part-time drivers carry out the day-to-day activities of DS. One Distributional Services clerical position is vacant.

FINDING

EPCC's various departments and programs issue requisitions to obtain supplies and materials as needed. Vendors deliver these supplies and materials directly to the DS center located on the Valle Verde campus where they are inspected, counted, checked against the order, and delivered to the proper location within 24 hours. This practice is similar to "just in time" inventory techniques employed by manufacturing entities whereby materials are delivered "just in time" to be used in the manufacturing or assembly process. DS acts as a point of control and allows the college to avoid the additional costs of storage and staffing associated with operating a traditional warehouse facility.

COMMENDATION

EPCC saves administrative time and overhead by delivering supplies and materials "just in time" to ordering departments.

FINDING

Distributional Services receives and distributes packages to EPCC's campuses and departments twice a day. Over the past three years deliveries have averaged 30 packages per day. The department has logged an average of 67,400 miles per year over the past three years. Yet, no merchandise has been reported lost, stolen, or missing in 10 years. Moreover, the department has an excellent safety record, experiencing only three injuries in the last three fiscal years.

COMMENDATION

EPCC's Distributional Services Department effectively manages deliveries and has an excellent safety record.

Chapter 9
GENERAL SUPPORT SERVICES

This chapter addresses El Paso Community College's (EPCC) general support services in six sections.

A. Copying and Printing
B. Campus Book Stores
C. Safety and Security
D. Vehicle Acquisition, Maintenance, and Disposal
E. Campus Mail Service
F. Food Services

General support functions provide the services necessary for faculty, administration and staff to fulfill the college's mission. EPCC delivers services through internal service departments, independent contractors, and administrative support employees. The efficient delivery of these services is critical to EPCC's success in the classroom and in the community.

COPYING AND PRINTING

Copying and printing are important support services for community colleges. These services are generally organized on a cost reimbursement basis to provide printing and copying at prices comparable to those of private enterprises. The funding category for these services are referred to as college auxiliary enterprises or internal service funds.

At EPCC, the administrative responsibility for printing and copying is divided between the college district's print shop, the district Publications Office, and the Instructional Service Centers. Occasionally, large volume, multi-color production orders are sent to private enterprise print shops.

The vice president for Workforce Development and Continuing Education oversees the print shop and the district Publications Office as shown in **Exhibit 9-1**. The campus deans oversee the Instructional Service Centers.

The print shop and the Publications Office are co-located in the Central Service Center. Each is under the direction of a manager. The Instructional Service Centers are located at all campuses and are under the direction of the director of Instructional Support Services. The print shop and Publications Office are used primarily for large volume or multi-color printing and copying, however, the capability of the print shop is limited to one and two color printing requirements.

Small volume and black and white copying and printing orders are processed in each of the campus Instructional Service Centers. The Instructional Service Centers also assist faculty and staff with word processing, mail distribution, and supplies distribution. In addition, the Instructional Service Centers sell paper, envelopes, and other small supplies to instructional departments located on their campuses.

All print job requisitions that are too large to be processed in the Instructional Service Centers go through the Publications Office. The Publications Office manager approves departmental requests to use outside printing services.

Exhibit 9-1
EPCC Print Shop and Publications Office
Organization

```
                    Vice President
               Workforce Development and
                  Continuing Education
              ┌──────────────┴──────────────┐
      Publications                      Print Shop
        Manager                          Manager
          │                                │
     Graphics                         Bindery
     Designer                         Supervisor
          │                                │
      Staff                           Bindery
      Writer                          Apprentice
          │                                │
     Typesetter                       Senior Offset
                                      Technician
          │                                │
   Customer Service                    Offset
   Representative                     Technician
          │                                │
    Photographer                     Press Camera
                                     Operator (PT)
          │
   Photographer (PT)
```
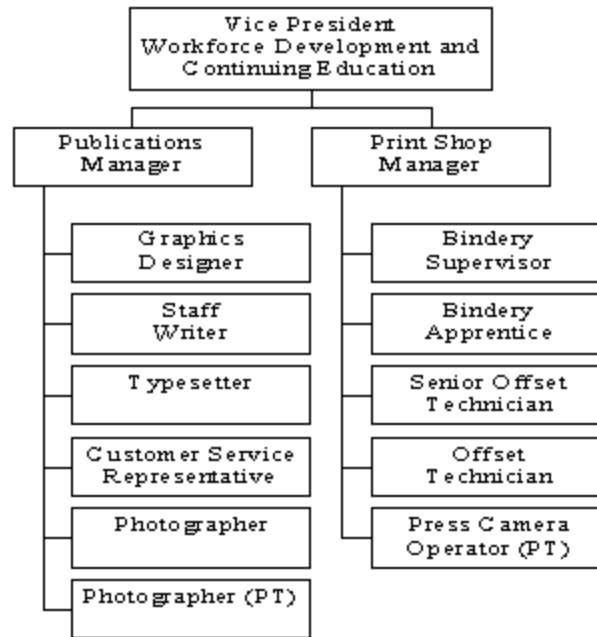
Organization *Source: Print shop, EPCC.*

The number of impressions, (sheets of copied or printed paper) produced by the print shop each year is shown in **Exhibit 9-2**.

Exhibit 9-2
Operating Statistics
Print Shop
1995-1999

	1995-1996	1996-1997	1997-1998	1998-1999

Number of Press Impressions	3,167,334	2,982,012	3,028,894	2,728,553
Number of Copier Impressions	2,244,597	1,843,929	2,741,017	2,212,031
Total Number of Impressions	**5,411,931**	**4,825,941**	**5,769,911**	**4,940,566**
Number of Jobs	2,546	2,286	2,506	2,234

Source: Print shop, EPCC.

FINDING

El Paso Community College does not have an equipment replacement plan, and most of the large presses and binders are almost 20 years old. The cost and age of the larger pieces of equipment are presented in **Exhibit 9-3**. This expensive, hard-to-replace equipment is critical to print shop operations. Replacing this equipment will cost more than $300,000 and months to replace through the bidding process. During this time, the print shop will not be able to meet the needs of faculty and staff.

Exhibit 9-3
Print Shop and Publications
Equipment Inventory

Equipment	Purchase Year	Original Cost	Replacement Cost
A.B.Dick Offset Press	1973-74	$11,123	$17,753
IBM Selectric Typewriter	1974	590	895
Bindfast II Binder	1978	2,230	Not available
3-Spindle Paper Drill	1978	2,822	6,595
IBM Selectric Typewriter	1978	745	895
NuArc Plate Finishing Table	1979	1,209	1,195
NuArc Plate Finishing Sink	1979	740	700
NuArc Flip-Top Platemaker	1979	3,606	6,795
Heidelberg KORS Press	1979	61,950	110,000
Reflection Densitometer	1979	1,036	2,100
O&M Pile Feed Folder	1979	13,768	37,495
Rosback Booklet System	1979	33,595	62,000
Interlake Stitcher	1979	2,509	3,995

Paper Jogger	1979	1,049	2,495
SGT L-Sealer and Shrink Tunnel	1979	2,655	6,269
NuArc Process Camera	1980	6,831	9,000
Electric Punch	1985	3,849	4,640
Superchief Press	1986	19,795	25,000
Optical Character Reader	1988	4,995	7,500
Transition Densitometer	1989	995	1,640
Total		**$176,092**	**$306,962**

Source: EPCC Print shop manager.

The print shop and the Publications Office operate at a deficit because not all production costs are allocated to the user departments. The printing and copying function is not operated as an internal service fund in which all costs are allocated to user departments. Materials and supplies are allocated, but salaries are not. The print shop and Publications Office budget for 1998-1999 is provided in **Exhibit 9-4**.

Exhibit 9-4
Print Shop and Publications Office Budget
1998-1999

Description	Revised Budget
Salaries and Wages	$330,521
Materials and Supplies	160,500
Travel	2,000
Furniture and Equipment	50,000
Total Expenses	**$543,021**
Total Charges to User Departments	($266,500)
Total Projected Deficit	**($276,521)**

Source: EPCC Monthly Budget Report for 6/30/99.

The difference between the total budget and the amount charged back to user departments for production materials and supplies represents the projected deficit for these departments. The projected deficit for school

year 1998-1999 is $276,521. Since materials and supplies are only a fraction of the cost of running a print shop, the instructional departments do not bear the full burden of printing and publication costs. As a result, the true instructional printing costs are not known. Consequently, neither the departments, nor print shop staff can compare the cost of its printing and copying operations with the private sector.

Recommendation 79:

Operate the print shop and Publications Department as an internal service fund and allocate all costs to departments using their services.

EPCC should allow the print shop and Publications Departments budget to cover any potential future equipment replacement until such time that the internal service fund is operating with a positive fund balance. Full cost reimbursement of all print shop and Publication Department services should be implemented to allocate the true cost of graphics production to the departments that use these services. By operating as an internal service fund, the department could recognize depreciation of equipment by systematically allocating the cost of the assets over their useful lives. Department payroll costs, travel, training and all other operational costs, including depreciation, should be allocated to the user departments by selling services to the departments based on clearly stated prices. Full cost reimbursement would eliminate the planned deficit shown in **Exhibit 9-4** . The department would generate sufficient inter-departmental charges to offset its operation costs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The print shop manager and the Publications manager each calculate the cost of each service to be provided, and develop a pricing schedule to be distributed to all departments.	May 2000
2.	The print shop manager, the Publications manager and the controller develop procedures for establishing an internal service fund and submit the plan to the associate vice president for District Support Services.	June 2000
3.	The associate vice president for District Support Services submits the plan to the president and the board for approval.	July 2000
4.	The president and the board approve the plan.	July 2000
5.	The associate vice president for District Support Services prepares a memo to all departments outlining the plan and includes the pricing schedule in time for the new school year.	August 2000

| 6. | The print shop manager and the Publications Manager prepare an equipment maintenance and replacement schedule that reflects the increase in its budget due to full cost reimbursement. | August 2000 |
| 7. | The associate vice president for District Support Services and the Budget director calculate the impact on departments and make the necessary budget adjustments for the new school year. | August 2000 |

FISCAL IMPACT

Additional inter-departmental revenue generated from full cost reimbursement will provide additional funds to the print shop and Publications Office for necessary equipment replacement. The departments will benefit from having a comparative pricing structure to compare with private graphics companies.

FINDING

Overall responsibility for printing and copying is assigned to the vice president for Workforce Development and Continuing Education and is further split between the Publications Manager and the print shop Manager as shown in **Exhibit 9-1**. Copying and printing are support services and are typically included with other general support services such as food service, bookstore, and mail service. Administering these services normally is the responsibility of an administrative manager or business office manager. A survey of peer colleges found that the graphics functions are usually assigned to the college business officer or the director of Plant and Facilities.

The division of responsibility between the print shop and the Publications Office reduces operational efficiency. The Publications Office manager supervises six employees including the publications writer, graphic designer, typesetter, customer service representative, photographer, and photo assistant. The print shop manager supervises five employees including a senior technician, bindery supervisor, press operator, bindery apprentice, and camera operator. Although these two offices are separate administratively, they are joined operationally. The combined staff is situated in a common location and performs a seamless operation of processing printing and copying requests from intake to production and distribution. Without definite lines of authority, there is no one person accountable to assign task priorities and resolve potential disputes.

Recommendation 80:

Assign responsibility for printing and copying operations to the vice president for District Support Services.

Printing and copying should be assigned to the vice president for District Support Services who can assign supervision of the two departments to one manager.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president assigns responsibility for the print shop and Publications to the vice president for District Support Services.	December 1999
2.	The vice president for District Support Service assigns responsibility for printing and copying to one person and evaluates the salary for that position.	January 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The college leases 45 copiers that are distributed throughout the campus and were obtained at the discretion of the departments. For example, on March 10, 1998, the college leased 20 copiers for $58,869.70. Each copier was reque sted by a different employee. The responsibility for procurement and replacement of copiers has not been assigned to one department or person. Although the Purchasing Department purchases or leases copiers, any college department can request and receive a copier without central approval. A survey of peer colleges found that copier procurement is usually centralized with final authority assigned to the college Printing Department or the Budget Department.

Recommendation 81:

Assign responsibility for copier procurement to a central department and conduct a collegewide needs analysis for copying to determine the optimum quantity, location, size, and capabilities of copiers, and redistribute the copiers as needed.

Procuring copiers involves more than just placing the order and receiving the equipment. Procurement involves planning and budgeting for copiers, the approval process, and the actual purchase and lease of the machines. Procurement should begin with determining the college's need for copiers. Those in charge should not only determine the quantity but also the size, location, brand and capabilities of the copiers. One central department should be accountable for this process so that the needs of all campuses and departments can be considered and so that each copier is adequate for the designed task.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for District Support Services assigns responsibility for copier usage to a position with the authority to monitor and approve copier requisitions.	January 2000
2.	The assigned administrator conducts a needs analysis and determines the location and capabilities of existing copiers.	February 2000
3.	The administrator drafts policies and procedures for copier purchases and submits them for approval to the president	March 2000
4.	After the president approves the purchases, the assigned administrator distributes the policies and procedures to all college departments.	April 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

B. Campus Book Stores

General support functions provide the services necessary for faculty, administration and staff to fulfill the college's mission. EPCC delivers services through internal service departments, independent contractors, and administrative support employees. The efficient delivery of these services is critical to EPCC's success in the classroom and in the community.

CAMPUS BOOK STORES

Barnes & Noble Corporation operates EPCC's bookstores. Privatizing bookstore operations is a common practice among community colleges. Private bookstore companies have mass purchasing power and proven operations that college-managed bookstores cannot match. In addition, the contract guarantees revenue to the college regardless of the stores' profitability. The associate vice president for District Support Services oversees the bookstore contract operation at EPCC.

The college has contracted with Barnes & Noble Corporation to provide the college three campus bookstores and service to four off-campus sites including:

- Sufficient quantity of recommended and suggested course books, whether new or used, and all other educational supplies, tools, and materials students use in pursuing their courses;
- Speculative merchandise such as books, soft goods, stationary and gifts, imprinted sporting goods, desk and room accessories, and other items sold in college bookstores;
- Disposition of any surplus books or other distress merchandise it has acquired regardless of the cause;
- Sales of office supplies to the college at a 10-percent discount; and
- Charge sales for supplies for college departments and offices.

The contractor provides the above services to each campus and employs the bookstore staff. The college provides:

- Heat, light, utilities and air conditioning required for operations;
- Offices, furniture, file cabinets, telephone, cash registers, safes, and office machines currently available for bookstore use;
- All equipment repairs and building and equipment maintenance services for premises; and
- Trash, garbage, snow removal and extermination service.

The contractor began bookstore operations at EPCC in 1986 with a five-year contract that has been extended through January 31, 2000. EPCC has not solicited bids from any other bookstore management company since 1986.

The contractor provides for an annual guarantee to the college of $250,000 or the following percentage whichever is greater:

- 8 percent of all gross sales up to the first $2,000,000 in sales;
- 9 percent of all gross sales for the next $2,000,000 in sales; or
- 10 percent of all gross sales over $4,000,000.

Gross sales are defined as all sales less voids, refunds, sales tax, discounted sales, pass-through income, and uncollected sales. The contract also provides for $15,000 annually in scholarships and an annual $20,000 designated as a Presidential Scholarship, and a $5,000 annual donation to the college baseball team.

FINDING

EPCC has not solicited bookstore management competitive bids since 1986. The contract is virtually the same contract as was written in 1986. A survey of six peer colleges found that three different bookstore management companies are operating in similar schools with the contractual provisions indicated in the following table (**Exhibit 9-5**).

Exhibit 9-5
Survey of Peer College Bookstore Management Companies

College	Bookstore Operator	Guaranteed Revenue $	Scholarships	Other Revenue	# Bids in 15 years	Work-study Students
Alamo	Texas Book Company	$513,009 plus 11.6% of gross sales over $5,500,000	Yes	Discount to employees	Three	No
Tarrant County	College	NA	NA	NA	None	NA
San Jacinto	College	NA	NA	NA	None	NA
North Harris	Follet	No	Yes	No	No	None

Austin Community College	Barnes & Noble	$400,000 up front + 5% of gross sales	None	None	Bid in 1990	None
Laredo	Barnes & Noble	$175,000 annually	None	20% discount to college	Bid 6 years ago	None
Texas Southmost	Texas Book Company	Greater of $75,000 or 3% of gross sales	$10,000 annually	None	None	None
EPCC	Barnes & Noble	Greater of $250,000 or 8% of first $2,000,000 plus 9% of next $2,000,000 plus 10% of gross sales over $4,000,000	$35,000	$5,000 annual donation to the baseball team	1	12

Source: Texas School Performance Review (TSPR) telephone survey 1999.

Austin Community College uses Barnes & Noble and receives $400,000 up front, plus 5 percent of gross sales without reducing the percentage of gross sales by the amount of the up front payment. EPCC currently receives the greater of $250,000 or 8 percent of the first $2,000,000 in gross sales, plus 9 percent of the next $2,000,000, plus 10 percent of gross sales over $4,000,000.

Based on the current contract with Barnes & Noble, EPCC was paid $395,619 in the fiscal year ending August 31, 1999 based on gross sales of $4,556,194.

Recommendation 82:

Solicit competitive bids from bookstore management companies before the current contract expires.

TSPR has identified several bookstore companies that contract with community colleges to operate on-campus sites to sell books, supplies, and other merchandise to students, employees and the general public. EPCC

should follow proper college procurement procedures to solicit proposals from these companies as well as the current contractor to determine if costs savings or revenue increases are possible.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services surveys other community colleges and universities to compile a list of viable bookstore operators.	December 1999
2.	The associate vice president for District Support Services in coordination with the director of Purchasing prepares Invitations to Bid and submits them to prospective operators and also places notices in newspapers and trade magazines.	December 1999
3.	The associate vice president for District Support Services, the controller and the director of Purchasing review the bids and make recommendations to the president and the board.	January 2000

FISCAL IMPACT

If EPCC competitively bids its bookstore contract, an arrangement similar to Austin Community College could be negotiated. The potential fiscal impact of a similar contract to Austin Community College will yield additional annual revenue of $232,190, calculated as follows:

Total Sales 02/98 through 01/99	$4,556,194
Multiply by 5 percent	x .05
Percentage of Gross Sales	$227,809
Add: Up-Front Payment Negotiated	400,000
Total Potential Revenue from Competitively Bidding Contract	$627,809
Less: Amount paid by Barnes & Noble in FY 08/31/99	(395,619)
Annual Savings Beginning in 2000-01	$232,190

Note: Total sales and amount paid by Barnes & Noble were obtained from the Barnes & Noble College Bookstores, Inc. Schedule of Sales calculation for the period February 1998 through January 1999.

Anticipated annual revenue increase is estimated at $232,190 per year. In 1999-2000, this revenue would reflect seven months of revenue left in the contract year, thus (7 x $19,349 = $135,443).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Solicit competitive bids from bookstore management companies before the current contract expires.	$135,443	$232,190	$232,190	$232,190	$232,190

FINDING

Bookstore supplies are too expensive for students. The prices of 15 items from the college bookstore were compared to the prices for the same items at an office supply store in El Paso. The results are provided in **Exhibit 9-6**.

Exhibit 9-6
Comparative Prices of Bookstore Merchandise

Item	EPCC Bookstore Price	Local Office Supply Store Price	Percent EPCC Price Exceeds Local Supply Store
1. Binder (2-inch)	$4.39	$3.99	10%
2. Blank computer diskettes	$4.99	$4.99	0%
3. Scientific calculator	$17.95	$14.99	20%
4. 3 x 5 Index cards (100)	$.68	$.55	24%
5. Coloring pencils (12)	$1.99	$1.29	54%
6. Highlighter (one)	$1.79	$.46	289%
7. Protractor (6-inch)	$.69	$1.99	(188%)
8. Mechanical pencil	$4.99	$3.49	43%
9. Pencil lead refills	$1.99	$1.33	50%
10. Loose paper (300 sheets)	$2.99	$1.34	123%
11. Spiral subject notebook (5 subjects)	$5.99	$3.99	50%
12. Dictionary (Merriam Webster)	$4.99	$4.5	11%

13. Thesaurus (Merriam Webster)	$3.99	$4.50	(11%)
14. Ball point pens (BIC - 10)	$1.79	$.70	156%
15. Back Pack	$39.99	$29.99	33%

Source: EPCC Bookstore and local office supply store.

EPCC employees receive a 20-percent discount, but students do not. Prices are based on the contractor's nationwide price list. Prices are the same for New York and Los Angeles as they are for

El Paso. Consequently, students and faculty buy supplies from local school supplies vendors. In a recent forum of students, the most frequent comment about the bookstores was that the textbooks and supplies are too expensive. According to the contract with EPCC, the contractor must provide supplies at prices competitive with the local market. EPCC can request proof that the contractor is offering competitive prices, however, this request has not been made.

Recommendation 83:

Require the bookstore contractor to comply with contract's pricing provisions.

The college should require the contractor to comply with the contract and reduce its prices to be competitive with the El Paso market. Moreover, the college should review bookstore prices annually to determine if the contractor is complying with the contract's competitive pricing provisions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services directs the bookstore management to document that the bookstores' prices are competitive with the local market.	November 1999
2.	The associate vice president for District Support Services assigns a staff member to select 30 items randomly from the bookstore and compare the prices with the same items in local markets.	December 1999
3.	The associate vice president for District Support Services directs the bookstore management to comply with the competitive pricing provision.	January 2000

FISCAL IMPACT

This recommendation could initially reduce revenue to the bookstore because of lower prices, but in the long run, revenue could be improved when students and staff purchase more supplies and merchandise from the bookstore.

FINDING

Students on North American Free Trade Agreement (NAFTA) grant contracts sometimes are unable to purchase books because the edition or publisher changed, and the contract is specific about title, edition, and author. NAFTA grants are available through the Texas Workforce Commission for students who lost their jobs because of the economic impact of NAFTA legislation.

The Texas Workforce Commission issues a contract to each student that specifies which books can be bought with federal funds. When the student goes to the bookstore to buy the book with a voucher, the specified book may not be available or is discontinued. The grant will not pay for a substitute book. As a result, NAFTA contract students cannot buy textbooks until the contract is amended. This situation may result in the students' starting class without textbooks.

Recommendation 84:

Develop a process for expediting amendments to NAFTA contract students so students can purchase the necessary books to start class.

The contract amendment process should closely monitor any changes in textbooks and ensure that the Texas Workforce Commission and the Financial Aid Office is notified of those changes.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Financial Aid coordinates with the Texas Workforce Commission through the local workforce development board to develop an expeditious method to amend NAFTA student contracts when necessary.	December 1999
2.	The director of Financial Aid and the bookstore manager monitor changes in textbooks and notify the Texas Workforce Commission when changes affect students.	January 2000 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

C. Safety and Security

General support functions provide the services necessary for faculty, administration and staff to fulfill the college's mission. EPCC delivers services through internal service departments, independent contractors, and administrative support employees. The efficient delivery of these services is critical to EPCC's success in the classroom and in the community.

SAFETY AND SECURITY

A safe and secure environment is essential for students, faculty, and other college district employees. A safety and security program should include prevention, intervention, and enforcement as well as cooperation with municipal and county governments. The college's safety and security program is the result of the coordinated efforts of the college district's Safety Office and the EPCC Police Department.

The Safety Office has one full-time employee who reports to the associate vice president for District Support Services and is responsible for the following:

- Coordinating, implementing, and monitoring a safety program;
- Training employees to reduce potential injuries and practice safety in their work areas;
- Investigating and documenting accidents and safety complaints or violations;
- Coordinating, conducting, and evaluating periodic safety and fire inspections of all district facilities;
- Evaluating programs and policies and procedures for compliance with local, state, and federal agencies' safety, health, and environmental regulations;
- Serving as liaison with various state and federal regulatory agencies (Environmental Protection Agency, Occupational Safety and Health Administration) and local departments;
- Distributing first-aid supplies;
- Managing hazardous waste disposal programs; and
- Preparing and implementing emergency procedures and evacuation planning for natural disasters, fires, gas leaks, power outages, and bomb threats.

The EPCC Safety Specialist, who is a full-time employee, and one part-time safety clerk, carry out the daily activities of the Safety Office. The safety specialist holds a monthly meeting with college employees and their supervisors. Safety specialists also disseminate safety program

requirements to appropriate division chairs, managers, and supervisors in their areas of responsibility. In addition, the safety specialist provides training based on legal requirements and employee needs. This training includes the following:
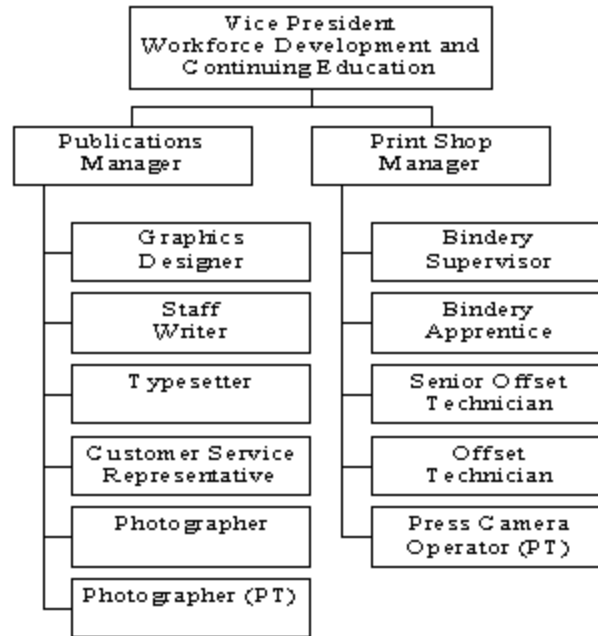
- Hazard communication courses and refresher courses;
- Hazard communication standard (Spanish version);
- Office ergonomics;
- Lower back injury prevention (proper lifting);
- Portable fire extinguisher usage; and
- Other safety training as needed.

The Safety Office analyzes the impact of federal, state, and local laws and regulations on the college's safety program and recommends necessary changes. Although this position is vacant, previous administrators have developed and implemented a comprehensive array of programs and procedures to ensure the safety of students, staff, and faculty.

The EPCC Police Department located in the Learning Resource Center of the Valle Verde (VV) campus provides the security for EPCC. Additional police officers are located in the Transmountain (TM) and Rio Grande (RG) campuses. Additional patrol services are provided for the Central Service Center (CSC), Mission Del Paso (MDP), Northwest Center (NWC), and the Institute for Economic and Workforce Development (IEWD). The EPCC Police Department is under the supervision of a chief of police. An interim chief currently holds this position because the former chief of police was reassigned. The interim chief reports to the EPCC executive vice president.

Exhibit 9-7 presents the Police Department's organization.

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Exhibit 9-7
EPCC Police Department
Organization

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                    Vice President
               Workforce Development and
                  Continuing Education
            ┌──────────────────┬──────────────────┐
       Publications                        Print Shop
        Manager                             Manager

        Graphics                           Bindery
        Designer                           Supervisor

         Staff                             Bindery
        Writer                             Apprentice

        Typesetter                         Senior Offset
                                           Technician

      Customer Service                       Offset
      Representative                        Technician

       Photographer                        Press Camera
                                           Operator (PT)

     Photographer (PT)
```

Source: EPCC Police Department.

Police Department peace officers are certified through the Texas Commission on Law Enforcement Officers' Standards and Education (TCLEOSE) and the Texas Code of Criminal Procedure, Article 2.12. Security officers are commissioned by the Texas Board of Private Investigators and Private Security Agencies. Certified peace officers can issue citations but security officers cannot. The El Paso County Community College District board of trustees through the Texas School Law Bulletin authorizes the department.

Department peace officers have completed First Aid, CPR certification, or an Emergency Care Technician course and are licensed by the Texas Department of Health. All peace officers have completed and qualified on the state required firearms course. The department has established good rapport with the El Paso Police Department and the Sheriff's Department. Information is exchanged, and joint investigations that occur on district property are conducted.

The Police Department officers are trained to handle a full range of college community services including emergency requests, fire emergencies, traffic accident investigations, auto thefts, and any other unlawful acts including reported infractions of EPCC drug and alcohol policies. Officers also provide a number of public assistance services including:

- Unlocking vehicles;
- Jump starting dead vehicle batteries;

- Providing campus escorts;
- Medical emergencies;
- Delivering emergency messages;
- Making presentations about personal protection awareness to faculty, students, special groups, associations or clubs;
- Unlocking doors; and,
- Checking on the safety of persons and any other appropriate need or request.

The EPCC Police Department prepares and distributes literature that includes safety tips, hotline telephone numbers, and traffic and parking regulations. The Department also distributes a brochure on sexual assault and sexual harassment that details the college policy and provides definitions, procedures for reporting an offense, possible sanctions, and counseling services. Distribution of this information is required by the Student Safety Responsibility Act. The Counseling Department at each campus provides counseling for students and makes referrals to other community support services when appropriate. Counseling for employees is available through the Personnel Services Department.

EPCC's Police Department prepares a monthly report of crime statistics and submits it to the Texas Department of Public Safety as required by Student Safety Responsibility Act. A 12-month summary of these offenses is contained in **Exhibit 9-8.**

Exhibit 9-8
EPCC Reported Crimes
June 1998-May 1999

Offense	# Of Offenses Reported	# Unfounded	# Of Actual Offenses	# Offenses Cleared by Arrest
Criminal Homicide	0	0	0	0
Forcible Rape	0	0	0	0
Robbery	0	0	0	0
Assault	14	1	13	5
Burglary	3		3	1
Larceny/Theft	187	9	178	11
Motor Vehicles Theft	13		13	2
Total	**217**	**10**	**207**	**19**

The Police Department Budget is presented in **Exhibit 9-9**.

Exhibit 9-9
EPCC Police Department Budget
1997-2000

Area	1997 Budget	1998 Budget	1998 Actual	1999 Estimated Actual	1999 Phase 1	2000 Phase 2
Director	$48,146	$48,146	$48,146	$63,646	$48,146	
Professional/Technical	142,545	154,397	119,620	128,138	154,397	
Classified F/T	780,651	800,609	744,674	792,289	800,609	143,700
Classified P/T		14,465	11,417	14,465	14,465	7,904
Student Workers	4,086	4,086	3,044	4,086	4,086	4,000
Overtime	12,332	10,132	24,335	35,732	35,732	14,268
Supplies/Service	66,075	69,034	78,075	115,000	80,422	18,200
Travel	743	743	1,632	743	743	7,757
Furniture/Equipment	0	0	0	0	21,623	21,623
Total	**$1,054,578**	**$1,101,612**	**$1,030,943**	**$1,154,099**	**$1,160,223**	**$217,452**

Source: EPCC Police Department.

FINDING

The EPCC Police Department is understaffed and lacks equipment and essential information systems.

The demands on the Police Department are increasing. Officers for special events are needed and the expansion of the college's facilities has increased the need for additional officers. Also, extension of class hours, and the need to adequately cover each campus will require additional officers.

Mission Del Paso will add new facilities and programs, and the student population will increase. The Workforce Development Center expansion will require additional police services to provide security. The officers to provide these services will have to be pulled from existing campuses. New athletic programs will create demand for officers to provide crowd control

and to respond to emergency situations. The department also should provide 24-hour patrols of all campuses and facilities. Moreover, the crime stoppers board is requesting an officer to make presentations, attend fund raisers, facilitate awareness programs and perform other duties as needed. This increased demand will require five additional peace officers.

Rio Grande and Transmountain campuses are without full-time clerical support to serve as receptionists and perform vehicle registration. The lack of a full-time clerk prevents the lieutenant from performing important duties, such as inspecting and supervising personnel. An additional clerical support person is needed to fill in when absences arise. When the vehicle registration clerk or dispatcher is out of the office, a manager must assume their duties.

A third clerk is needed at the Valle Verde campus due to the workload from increased citations, the number of vehicles registered, and the number of appeals filed monthly.

EPCC does not have enough police vehicles. There are 15 vehicles for 31 officers. Moreover, not all vehicles are equipped with radios and emergency lights. The Police Department vehicle inventory is provided in **Exhibit 9-10.**

Exhibit 9-10
EPCC Police Department
Patrol Vehicles Inventory

Campus	Unit #	Make/Year	Mileage	Mobile /Radio	Overhead /Lights	Siren
Valle Verde	47	Ford Ranger /1992	28,505	YES	YES	NO
Valle Verde	48	Ford Ranger/1992	23,651	NO	YES	NO
Valle Verde	49	Ford Ranger/1992	79,370	NO	YES	NO
Valle Verde	63	Chevy Corsica/1995	90,171	NO	NO	NO
Valle Verde	64	Ford Tempo/1994	111,810	YES	YES	YES
Valle Verde	67	Chevy Corsica/ 1997	40,799	NO	NO	NO
Valle Verde	71	Crown Victoris/1994	170,818	YES	YES	YES
Valle Verde	77	Ford Ranger/1996	37,432	YES	YES	NO

Valle Verde	85	Ford Escort /1995	43,646	YES	YES	NO
Transmountain	62	Ford Escort/1995	61,518	YES	NO	NO
Transmountain	78	Ford Ranger/1996	56,631	YES	NO	NO
Rio Grande	59	Ford Escort/1995	84,610	YES	NO	NO
Rio Grande	84	Ford Ranger/1997	28,107	YES	YES	NO
Mission Del Paso	90	Ford Ranger/1998	14,126	YES	YES	NO
Northwest Center	68	Chevy Corsica/1995	86,026	YES	NO	NO
Total Vehicles 15 (7 trucks, 8 cars)						

Source: EPCC Police Department.

The base radio that is used to communicate with patrols is not capable of reaching all campuses, and there are many dead spots on campuses where communication is not possible. There are only two patrol vehicles with lights and a siren. According to the EPCC police chief, Texas statutes require vehicles to have red lights and an audible signal to be an authorized emergency vehicle. This requirement precludes almost all of the police department vehicles from being authorized emergency vehicles. Most police cars are small pickups because they were cheaper to purchase than regular patrol cars. Some police cars are high mileage cars that were once used for drivers' education classes. These cars do not have radios, sirens, or flashing lights.

The EPCC Police budget is so deficient that the department cannot buy essential equipment and supplies. Officers cannot obtain training beyond state-mandated training because of budget constraints, and because the department cannot afford for the officers to be gone from work due to inadequate staffing. In a TSPR interview, the interim police chief stated that the department lacks sufficient funds for uniforms, overtime, operational supplies (vests, night sticks, chemical agents), staffing levels, vehicles, and training. In fact, many officers are buying their own weapons, as is a common practice in the El Paso Police Department.

EPCC's Police Department has no person qualified to follow up on investigations. Consequently, crimes that warrant further investigation are dropped. **Exhibit 9-8** shows that only 19 of 207 reported crimes resulted in an arrest. This process frustrates officers and causes low morale. Criminals are not prosecuted and cases are not resolved.

Finally, the department does not have computers for all staff. As a result, case reports and monthly mandatory reports are compiled manually, making the process tedious and slow.

A review of best practices in recent TSPR reviews found that the El Paso Independent School District review followed the Fort Worth Independent School District (FWISD) model. FWISD implemented a five-year program with the City of Fort Worth in which the city police department provides shared security services for its secondary schools. The City of Forth Worth passed a one-half cent sales tax to fund this program. The district paid half the payroll costs for 41 officers, one sergeant, and one lieutenant. The 41 officers were distributed among 24 secondary schools and also provided patrols for elementary schools. FWISD reported that the increased visibility of law enforcement had a positive effect on student behavior.

Recommendation 85:

Develop a program for shared police officer services between the City of El Paso and EPCC.

EPCC should develop a program to leverage its resources by sharing costs for police officers with the City of El Paso. The program should add five police officers and three clerical support staff. Additional costs for personnel, equipment, supplies, training and maintenance should be divided between the city and EPCC.

EPCC should provide employment counseling services for officers and clerical support staff not hired by the El Paso Police Department and help dislocated workers find employment with local school districts, the University of Texas at El Paso, and elsewhere in the college district.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The college president contacts the City of El Paso mayor to discuss developing a shared services program.	December 1999
2.	The president and mayor develop a draft plan.	January 2000
3.	The president and the mayor present the plan with an interlocal agreement to the El Paso City Council and EPCC board for review and comment.	March 2000
4.	The El Paso City Council and EPCC board approves the final plan and interlocal agreement.	March 2000
5.	The president and associate vice president for Support Services	April 2000

		develop action steps, with assignments and timeline to implement the plan.	
6.		The president and the associate vice president for Support Services implement the plan.	August 2000

FISCAL IMPACT

The fiscal impact of this recommendation is based on the Fort Worth model. Average salary and benefits (computed at 37 percent of salary) for El Paso Police Department officers were obtained from the El Paso Police Department. Equipment, materials, supplies, and other expenses were based on estimates contained in the Fort Worth model for its 1997-1998 School Security Initiative. Fiscal impact estimates shown in **Exhibit 9-11** are based on assumptions that EPCC and the City of El Paso would each pay 50 percent for payroll, equipment, materials, supplies and other costs.

Exhibit 9-11
EPCC Police Department
Shared Services Plan

Line Item	One-time (Costs)	Annual Savings (Costs)
Payroll & Related Benefits		
Eliminate 41 positions in the EPCC Police Department		$1,284,035
Add: 36 police officers (36x$46,286x50%)		($833,148)
Add: 3 dispatchers and 5 clerical support staff (8x$20,840x50%)		($81,920)
Add: One Lieutenant ($60,280x50%)		($30,140)
Add: One Sergeant ($53,430x50%)		($26,715)
Add: Overtime Pay (160 hrs. x 36 officers x $24.36 per hr x 50%		($66,259)
Net Savings (Cost) of Shared Payroll		$245,853
Equipment		
Eliminate 1999-2000 capital outlay budget		$21,623
Add: 6 police vehicles (6x $19,000 x 50%)	($54,000)	
Add: 6 mobile radio systems (6 x $2,250 x 50%)	($6,750)	

Add: 6 portable hand held radios (6 x $2,500 x 50%)	($7,500)	
Add: 6 mobile data terminals (6 x $3,500 x 50%)	($10,500)	
Add: 6 prisoner screens (6 x $280 x 50%)	($840)	
Add: 6 bar and siren assemblies (6 x $1,498 x 50%)	($4,494)	
Add: 6 push bumpers (6 x $259 x 50%)	($750)	
Net Savings (Cost) of Shared Equipment	($84,834)	$21,623
Materials, Supplies, and Other Equipment		
Eliminate EPCC Police Department's remaining 1999-2000 budget		$44,157
Add: fuel and maintenance costs (20 vehicles x 20,000 miles x 38 cents x 50%		($76,000)
Add: uniforms and equipment for 38 officers (38 x $1,996 x 50%)		($37,924)
Add: cost of annual training for officers (38 x $3,000 x 50%)		($57,000)
Add: office supplies and support for officers (38 officers x $3,500 x 50%)		$86,500
Net Savings (Cost) of Shared Materials, Supplies, and Other		($301,581)
Net Savings (Cost)	($84,834)	($34,105)

EPCC is considering purchasing hardware and software to access the Texas Crime Information Center and National Crime Information Center (TCIC/NCIC) that would no longer be required if the shared services model is implemented.

Although the analysis shows a one-time cost of $84,834 and annual costs of $34,105, security service would be increased, providing more patrols especially after business hours and provide an investigation capability previously unavailable.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04

Develop a program for shared police officer services between the City of El Paso and EPCC.	$0	($118,939)	($34,105)	($34,105)	($34,105)

FINDING

The electronic building security system (DSX-Access) that controls access to buildings and sets alarms is so compromised that the interim police chief is unable to discern who has access and authority to open buildings and shut off alarms throughout the campus. This system unlocks buildings automatically according to pre-set information entered into the DSX computer located in the Police Department. The database must be updated regularly when new employees are hired, employees are terminated, or responsibilities change. Persons who no longer have authorized access to this system should be purged immediately when their authorization status has been removed. Although notification is sent to the chief when employees are added or old ones have left, the process of purging and updating access to this system has not been strictly followed. Consequently, the new Chief of Police does not know who has access to the system and to what level of access persons are assigned. This situation opens up an opportunity for unauthorized persons to open buildings at unauthorized dates and time for criminal purposes.

Recommendation 86:

Determine who has access to the DSX alarm system and what kind, then establish control procedures to limit access.

The Chief of Police should determine who has access to the DSX system and remove authorizations from individuals who should not have access. Moreover, the chief should develop and implement controls over granting access authorization to employees. Only approved employees should control access to the college's buildings.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Chief of Police scrutinizes the DSX-Access alarm system to determine who has access to the system.	December 1999
2.	The Chief of Police develops an internal control system that includes purging unauthorized persons from the system to ensure that only authorized persons have access.	January 2000 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

EPCC's police officers do not have access to the Texas Crime Information Center and the National Crime Information Center (TCIC/NCIC) database of stolen vehicles. Officers obtain this information from El Paso ISD through telephone calls. For example, 13 vehicles were reported stolen on EPCC campuses from June 1998 to May 1999. Each time, the investigating officer was unable to list this information on the statewide crime information center without first asking for assistance from El Paso ISD. Access to this database can be obtained from the Texas Law Enforcement Tracking System (TLETS) but the Police Department must submit an application.

Recommendation 87:

Apply for access to the TCIC/NCIC database of stolen vehicles.

The college should immediately submit an application to TLETS for access to the TCIC/NCIC database of stolen vehicles and eliminate the practice of obtaining required information from El Paso ISD.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Chief of Police prepares and submits the appropriate application with approval of the college president.	December 1999
2.	The Chief of Police develops a training schedule for officers and staff who will be accessing the database upon receipt of access.	January 2000

FISCAL IMPACT

Installing this database will require the department to purchase one computer with a modem and a printer. The hardware will cost $2,500. No additional personnel are required and there are no application fees. Training is minimal and can be accomplished during normal working hours.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Apply for access to the TCIC/NCIC database of stolen vehicles.	($2,500)	$0	$0	$0	$0

FINDING

Activities that affect the Police Department often are planned and implemented without consulting the department. For example, the college purchased a video monitoring system for $110,000 but has not installed the system because of the additional $280,000 required to install fiber optics lines.

Additional delays have been caused by the vendor's scheduled workload. The system will require additional staff to monitor the system. The number of staff required will depend upon how many hours per day the system is monitored. A survey of peer colleges found that only one of the six peer colleges does not have a video surveillance system. This survey is included in **Exhibit 9-12.**

Exhibit 9-12
Comparison of Peer Colleges'
Video Surveillance Systems

Community College	Use/Do Not Use	Comments
Alamo	Use	Only a portable camera used for special purposes. Alamo College has a request to seek bids for an expanded system.
Tarrant County	Use	Each campus has its own system
San Jacinto	Use	Each campus has its own small system. San Jacinto plans to expand its system.
North Harris	Use	Only the Kingwood Campus has a system. There is also a portable camera for special situations. Montgomery County is purchasing a system for one building.
Austin	Use	Only in the bursar's office for financial security.
Laredo	Do not use	NA

Source: Peer community college survey.

Recommendation 88:

Include the Police Department in planning and implementing any operation that involves safety and security.

The EPCC Police Department is responsible for student and employee safety and security. In order to uphold this responsibility, the EPCC Police Department should be involved in planning and implementing policies, procedures and systems affecting safety and security.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The executive vice president prepares a memo directing the director of Purchasing to submit all purchase requisitions affecting the Police Department to the Chief of Police for approval.	December 1999
2.	The executive vice president meets semi-monthly with the EPCC Chief of Police to discuss any activities affecting campus safety and security.	January 2000 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

D. Vehicle Acquisition, Maintenance, and Disposal

General support functions provide the services necessary for faculty, administration and staff to fulfill the college's mission. EPCC delivers services through internal service departments, independent contractors, and administrative support employees. The efficient delivery of these services is critical to EPCC's success in the classroom and in the community.

VEHICLE ACQUISITION, MAINTENANCE, AND DISPOSAL

Buyers employed in the Purchasing Department purchase all college vehicles. The purchasers solicit bids for vehicles when user departments submit a purchase requisition. Some vehicles are acquired through capital leases, while others are straight purchases. There is no policy, however, directing purchasers when to make purchases and when to choose to lease vehicles.

Capital leases are financial arrangements with automobile dealers in which periodic lease payments are made for the use of a vehicle for a specified time. At the end of the lease period, the vehicle may be purchased for a nominal amount of money. For example, a 1996 Ford Ranger was leased on June 4, 1996. The lease payments were $263.66 per month for 47 months. At the end of the lease period, the college purchased the vehicle for a nominal fee of $236.88. Vehicle acquisitions are usually not budgeted and are purchased as the need arises. Each college department is in charge of its own vehicles from acquisition, to operations and maintenance, and finally to disposal.

Exhibit 9-13 lists the number of vehicles by department.

Exhibit 9-13
EPCC Vehicle Inventory
By Department

Department	Number of Vehicles
Academic Computer Service	1
Center for Instructional TV	2
Distribution Services	5
Drivers' Education	13
Emergency Medical Technician	2

Assistant to the President - Foundation	1
Facilities and Construction	7
Media Services	2
International Program	3
Language Center	2
Literacy and Workforce Development	2
Management Information Systems	2
Montana Vista Community Center	2
Operations and Maintenance	26
Police Department	13
President's Office	1
Property Control	2
Recruitment and Outreach	1
Safety Specialist	1
Sparks Community Center	2
Student Activities	1
Total	**91**

Source: EPCC Vehicle Maintenance Department.

The age distribution of these vehicles is shown in **Exhibit 9-14**.

Exhibit 9-14
EPCC Vehicle Inventory
By Year Model

Model Year	Number Vehicles
1999	10
1998	15
1997	6
1996	9
1995	10

1994	5
1993	0
1992	16
1991	1
1990	0
1989	5
1988	3
1987	1
1985	1
1983	2
1982	2
1981	1
1980	2
1978	1
1975	1
Total	**91**

Source: EPCC Vehicle Maintenance Department.

As **Exhibit 9-14** shows, 60 of 91 vehicles are more than three years old and, therefore, are not covered by new car warranties. Vehicles that are not under warranty are maintained and repaired by the college Vehicle Maintenance Department, located at the Central Service Center. The mechanics provide some preventive maintenance as well as major repairs including engines and transmissions. They do not provide oil changes or vehicle lubrication. These services are contracted out to Lube 'n Go. Lube 'n Go changes oil and oil filters, performs lubrication services, and services transmissions and gearboxes. The college uses this outside service for vehicles that are covered by warranties as well as to provide routine maintenance that would otherwise tie up both college mechanics.

College vehicles are replaced when the user department determines that a replacement is needed. The old vehicle is traded in, sold through sealed bids, or transferred to another college department. For example, the Police Department recently received three high-mileage cars that had been used by the Drivers' Education Department.

FINDING

No single individual has responsibility for vehicle acquisition, maintenance, or disposal. EPCC has no comprehensive policy on vehicles In addition, vehicle acquisitions are not planned during the budgeting process. User departments purchase vehicles as needed. When vehicles are acquired, more consideration is given to cost than function. For example, mechanics estimate that 90 percent of all air conditioning repairs are performed on police pickups because the small engines and small compressors are not dependable when operating at slow speeds, such as when patrolling campuses. In the last twelve months, four patrol pickups had their air conditioners replaced. Each replacement cost the college approximately $350.

Recommendation 89:

Centralize vehicle procurement authority and develop and implement policies and procedures on vehicle acquisition, maintenance, and disposal.

Accountability for vehicle procurement, maintenance and disposal should be vested in one department rather that fragmented throughout all departments. Although vehicles are bought or leased by the Purchasing Department, any department that has or needs a vehicle initiates the procurement process. A survey of peer colleges found that four of the six peer community colleges have a centralized vehicle procurement process in which the user department's requests for vehicles is considered part of the colleges' budgeting process. Vehicle requirements should be developed as part of the budget process. Once vehicles are obtained, responsibility for maintaining and ultimately disposing of the vehicles should be assigned to one department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services assigns responsibility for vehicle acquisition and replacement to the director of Physical Plant.	December 1999
2.	The director of Physical Plant drafts vehicle procurement and use policies and procedures and submits the draft to the president and the board for approval.	January 1999
3.	The director of Physical Plant conducts an evaluation of the equipment needs of the college and prepares a report for the budget committee.	February 1999
4.	The director of Physical Plant prepares purchase requisitions and submits the requisitions with the appropriate approval to the Purchasing director.	February 1999

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

The EPCC Vehicle Maintenance Department does not have a tracking system for vehicle maintenance. The chief mechanic maintains a manual file for each vehicle. Each time a vehicle is serviced or repaired, a copy of the repair order is placed in the file. There is no automated vehicle maintenance tracking system. Mechanics rely on memory to know when vehicles need preventive maintenance.

The department cannot determine without considerable effort how much money has been spent on repairs for a particular vehicle or when a vehicle is due for preventive maintenance. To determine the repair cost for any vehicle, the mechanic has to pull the file and add the job tickets manually. The mechanics try to remember when each of the 91 vehicles is due for an oil change or tune up.

A vehicle maintenance information system software (VMIS) is essential for an effective preventive maintenance program. A review of TSPR best practices found that El Paso ISD uses a VMIS and the related automotive parts purchasing system that can be fully integrated in the maintenance operation. A fully integrated VMIS could enable the college to track and record important vehicle maintenance information such as date of last service, the mileage since the last service, the history of recurring problems, and scheduled maintenance prompts. VMIS provides immediate, online access to maintenance schedules and other essential information vital to the physical operation of fleet maintenance facilities.

Recommendation 90:

Purchase and install a vehicle maintenance information system.

A vehicle maintenance information system would fully automate fleet maintenance. The system would provide immediate, online access to maintenance schedules and other essential information, such as cost tracking, which is vital to the physical operation of the EPCC Vehicle Maintenance Department.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Physical Plant and the chief mechanic review demonstrations of VMIS from vendors selected in a formal bid process.	December 1999

2.	The director of Physical Plant and the chief mechanic recommend which software to purchase to the associate vice president for District Support Services.	January 2000
3.	The associate vice president for District Support Services presents the recommendation to the president and board.	February 2000
4.	The board approves purchase of the system.	March 2000
5.	The director of Physical Plant and the chief mechanic arrange for training the chief mechanic and the assistant mechanic.	April 2000
6.	The director of Physical Plant and the chief mechanic determine desired reports.	April 2000
7.	The chief mechanic implements the system.	May 2000

FISCAL IMPACT

This recommendation would require a one-time cost of $3,000 for VMIS software to be installed at one maintenance facility. Additionally, a new personal computer at a cost of $1,700 would be required because the current Vehicle Maintenance Department computer does not have the capacity to operate the software.

Training costs for one EPCC employee are $750 per day plus estimated travel expenses of $400 for the employee to attend the training. A maintenance contract for the software can be purchased for an additional $510 per year to cover software enhancement, new releases, and a toll-free long-distance technical assistance telephone number.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Purchase and install VMIS	($6,360)	($510)	($510)	($510)	($510)

FINDING

The Vehicle Maintenance Department lacks adequate work and storage space. For example, the maintenance shop has only one repair bay that can be used to service vehicles. There is one other bay, but it is covered with old parts and debris. A survey of peer community colleges found that all of the peer colleges that had more than 50 vehicles had at least three repair bays. One of the colleges had seven bays and another had six. In addition, EPCC has no room to store parts, tools, and equipment securely. As a result, the mechanics have to send out for routine parts when they are needed instead of ordering and stocking a sufficient supply.

Recommendation 91:

Clean up the second vehicle maintenance bay and purchase or build additional storage space.

A safe, clean, and uncluttered work area promotes safety as well as efficient operations. The pile of debris cluttering the maintenance facility is unsafe and renders half of the fleet maintenance space unusable. This area should immediately be cleaned and surplus equipment and supplies securely stored in an area constructed or purchased and placed on site.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The director of Physical Plant sends a maintenance crew to the vehicle maintenance facility to remove debris.	December 1999
2.	The director of Physical Plant determines if it is more cost effective to build or purchase a storage area at the vehicle maintenance facility and proceeds accordingly.	January 2000
3.	The chief mechanic and assistant mechanic store supplies in the secure storage area.	January 2000

FISCAL IMPACT

Purchasing small storage building would require a one-time cost of $1,500. Constructing that same building would cost $800 in materials. The Maintenance Department could supply the labor during normal working hours at no additional cost to the college.

| Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Clean up the second vehicle maintenance bay and purchase or build additional storage space.	($1,500)	$0	$0	$0	$0

E. Campus Mail Service

General support functions provide the services necessary for faculty, administration and staff to fulfill the college's mission. EPCC delivers services through internal service departments, independent contractors, and administrative support employees. The efficient delivery of these services is critical to EPCC's success in the classroom and in the community.

CAMPUS MAIL SERVICE

The East and West Campus deans are responsible for overseeing the Instructional Service Centers (ISC), which house mail and distribution services. The Instructional Service Centers are housed at the five campuses.

Exhibit 9-15 presents the organization of the Instructional Service Centers.

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Exhibit 9-15
Instructional Service Centers
Organization

</div>
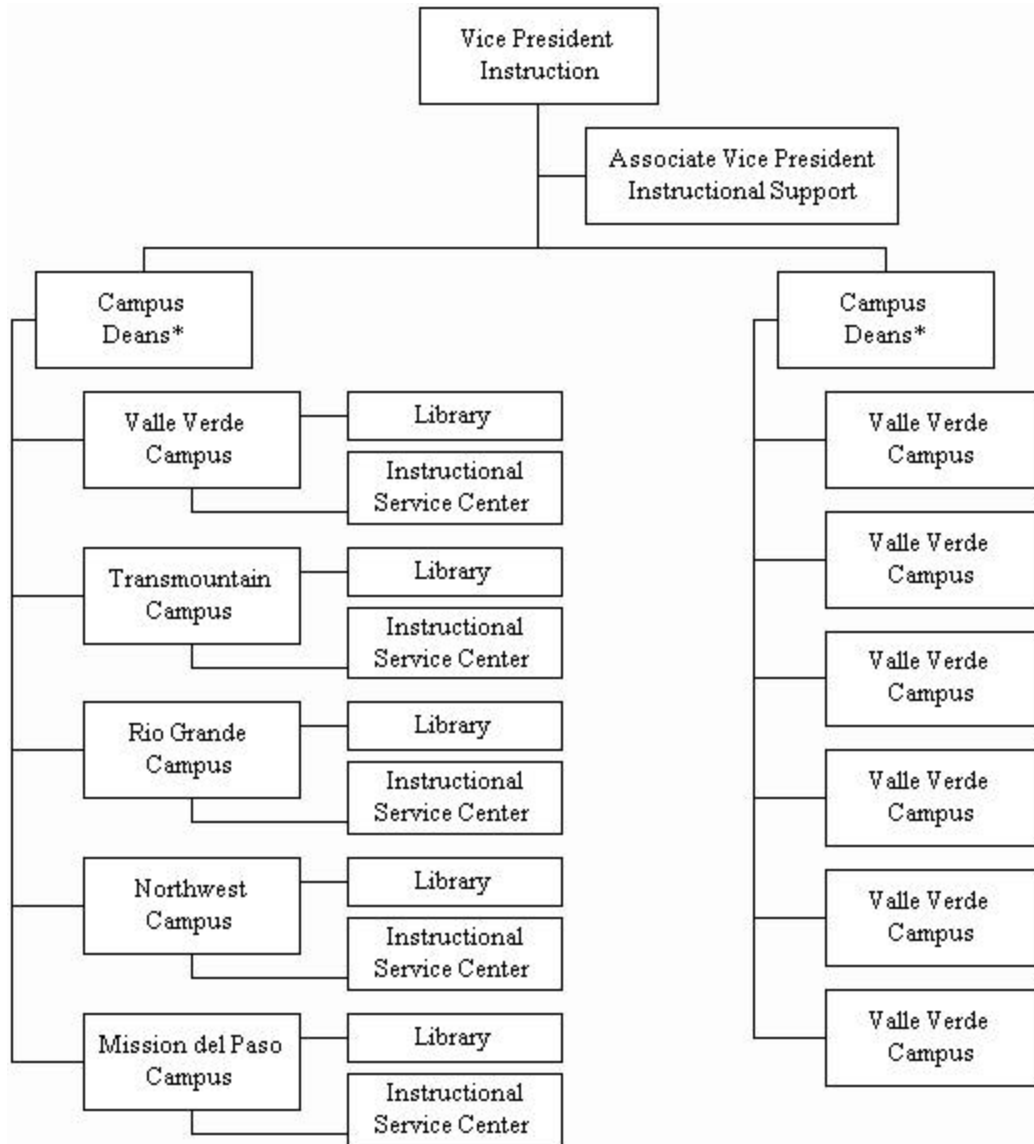
Source: EPCC Instructional Service Center.

Mail is delivered to the Instructional Service Centers (ISC) where the mail service staff sorts and redistributes it to departments as well as to individual faculty and staff. Departments also sort mail and distribute it to the appropriate individual who are not assigned a "mail box" at ISC.

FINDING

A district internal mail distribution survey was conducted in 1996 and the results were released in December 1996. The survey found the following:

- 94 percent of respondents rated the mail service as either excellent or good;

- 81 percent rated handling of time sensitive materials as excellent or good;
- 40 percent of the respondents do not know how to use mailing lists; and
- Only 50 percent of the respondents are aware of the pickup and delivery times of their intercampus mail.

From the results of this survey, the distribution services mail centers developed and implemented a quality improvement process. Additionally, the Mail Service Department analyzed incoming and outgoing mail and determined that 33 percent of all mail pieces contain deficient address elements that could cause them to be delayed or undelivered. As a result of this finding, the Mail Services Department developed a process for address matching. This particular process entails software that measures the quality of the address.

COMMENDATION

EPCC's Mail Service operations and Distribution Services Departments provide campuses excellent mail distribution and copying services.

FINDING

Although the Mail Service and Distribution Service Departments operations are commendable, problems in mail delivery occur because the mail recipients do not fully understand the mail distribution process. The survey conducted in 1996 found that 40 percent of the respondents did not know how to use mailing lists, and 50 percent were not aware of the pickup and delivery time of mail for their departments. By not using mailing lists, the sender risks omitting some recipients from group mailings. Also, a private company independently verifies mailing lists for address accuracy. This process significantly reduces the risk of mail not being delivered because of an incorrect address. Lack of familiarity with the pick up and delivery schedule could cause a delay in mail delivery in situations where a letter was placed in the pick up box after the scheduled pick up for that day.

Recommendation 92:

Develop an instructional pamphlet describing the services of the Mail Services Department and conduct internal mail distribution surveys every two years.

The college should develop an information pamphlet that includes mail pickup and delivery times, as well as instructions on how to develop

mailing lists. Additionally, the pamphlets should provide a help number for persons with questions. During faculty and staff in-service days, the pamphlets should be distributed and staff should be available to answer questions. Finally, the college should conduct training sessions for secretaries and administrative assistants, as well as a follow up surveys every two years.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services instructs the Mail Service staff to develop an instructional pamphlet.	December 1999
2.	Mail Service staff coordinates with the Publications Department and print shop to prepare and distribute an instructional pamphlet.	January 2000
3.	The associate vice president for District Support Services instructs Mail Service staff to conduct training sessions for secretaries and administrative assistants on Mail Service operations.	February 2000
4.	The Mail Service staff conducts follow-up surveys every two years to measure the success of the program.	May 2000

FISCAL IMPACT

This recommendation could be implemented with existing resources.

F. Food Services

General support functions provide the services necessary for faculty, administration and staff to fulfill the college's mission. EPCC delivers services through internal service departments, independent contractors, and administrative support employees. The efficient delivery of these services is critical to EPCC's success in the classroom and in the community.

FOOD SERVICES

El Paso Community College has contracted its food service operations to Compass Group USA, Inc., through its Chartwells division. Chartwells is operating under an agreement until a contract can be negotiated. In addition to Chartwells, the college has solicited fast-food franchises such as Subway to establish food service operations at some of its campuses. Subway is operating at the Northwest Center, Rio Grande Campus and Mission Del Paso.

EPCC plans to establish a food-court concept at each of its campuses by bringing in other fast-food vendors, but the college has not been successful in this effort. According to the terms of the agreement, EPCC shall provide without cost to Chartwells, the following:

- Necessary space for the operation of services;
- All utilities and facilities reasonable and necessary including heat, hot and cold water, steam, gas, lights and electric current, garbage removal services, sewage disposal services, and office space as deemed reasonable by EPCC;
- All food equipment, facilities and floor space; and
- Maintenance and repair or replacement of facilities and equipment including a cash register system.

Chartwells agrees to operate two campus food operations on a profit and loss financial arrangement. Chartwells agrees to pay EPCC 5 percent of net retail sales. Chartwells also agrees to split all profit with EPCC in excess of $35,000 annually.

FINDING

EPCC is not adequately auditing food service financial data. The associate vice president for District Support Services is responsible for food service operations. According to the terms of the agreement, Chartwells shall keep all records on file for a period of three years from the date a record is made. Chartwells shall, upon reasonable notice, give EPCC or its authorized representative the opportunity at a reasonable time, of

inspecting, examining, auditing and copying such Chartwells records that are directly relevant to the financial arrangements set forth. In other words, EPCC can audit the contractor's books to verify that the calculation of commissions paid is accurate and that profit is accurately reported. EPCC is not auditing the books of Chartwells but rather is relying on Chartwells to calculate and pay the appropriate commission.

Recommendation 93:

Perform quarterly audits of the food service operations to verify the accuracy of commissions paid and the accuracy of profit calculation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services instructs the Food Services manager to provide a monthly recap of revenue and expenses to the EPCC controller.	December 1999
2.	The EPCC controller assigns a staff accountant to review the financial statements and at random times audits the accounting records.	January 2000 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

EPCC is not repairing food preparation equipment in a timely manner. A walkthrough of the food preparation area at Valle Verde campus revealed that an oven, a fryer, and a steamer were not in working condition. In addition, the walk-in freezer door was frosting over because of inadequate insulation.

EPCC is responsible for maintaining the food preparation equipment at no cost to Chartwells. The assistant Food Service manager said that when equipment needs repair or replacement, he notifies the EPCC maintenance department. Although the temporary loss of the use of this equipment is not critical to food preparation, this situation creates an unnecessary inconvenience.

Recommendation 94:

Inventory the condition of food service equipment and implement a maintenance request process that brings needed repairs to the attention of the Maintenance Department in a timely manner.

IMPLEMENTATON STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services coordinates with the Food Service manager and the director of Physical Plant to inventory the condition of food service equipment and to develop an equipment repair and replacement process that addresses the needs of food service operations in a timely manner.	December 1999
2.	The Food Services manager conducts an inventory of the condition of food service equipment.	January 2000
3.	The Food Services manager forwards copies of maintenance requests to the associate vice president for District Support Services for monitoring.	As needed

FISCAL IMPACT

This recommendation could be implemented with existing maintenance department resources. Repairs of this equipment would not cause an expenditure of resources beyond what would reasonably be expected during the college school year. Therefore, no additional resources would be necessary.

FINDING

According to the terms of the food services agreement, the contractor shall provide professionally trained, salaried management personnel. All management personnel hiring and assignment shall require the client's approval. The contractor will notify the client thirty (30) days in advance of all management personnel reassignments. There is no documentation that EPCC participated in or approved hiring activities for food service operations.

The Food Services supervisor was recently left in charge of food service operations at the Valle Verde campus because the manager was absent for approximately six weeks setting up operations for another client. The newly hired Food Services Supervisor had received no training and does not understand the administrative operations of the department. Although he had considerable experience in cafeteria operations, he had not worked in a college food services environment.

Recommendation 95:

Ensure that the contractor complies with the terms of the contract by providing training for food service personnel who meet the requirements of the agreement.

Review the qualifications of food service management staff and provide documentation that these persons are approved by EPCC.

IMPLEMENTATON STRATEGIES AND TIMELINE

1.	The associate vice president for District Support Services reviews the training curriculum of food service employees to determine if training is provided in compliance with the terms of the contract.	December 1999
2.	The associate vice president for District Support Services in coordination with the Chartwells Food Services manager develops and implements a hiring policy and procedure that incorporates approval from EPCC for all food service management positions.	January 1999

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 10
STUDENT SERVICES

This chapter contains a discussion of El Paso Community College's (EPCC) student services in seven sections.

A. Student Recruitment
B. Admissions and Registration
C. Testing, Advising, and Counseling
D. Student Financial Aid
E. Center for Students with Disabilities
F. Office of Diversity
G. Job Placement and Cooperative Education

BACKGROUND

To enhance instruction and fulfill their broad mission, community colleges provide a variety of services that help traditional students transfer to four-year higher education institutions; and help non-traditional students gain specific workplace skills for credit. These services routinely include recruitment, registration, advising, job placement, orientation, financial aid, tutoring, retention, and personal development through an assortment of extracurricular activities.

Student development divisions manage federally funded and state-administered programs aimed at students who are academically or economically disadvantaged, have a disability, and/or who have limited English proficiency. Career counseling complements academic advising to help students meet the challenges of the workforce.

Technology plays a critical role in delivering student services. The staff depends upon mainframe and microcomputers to register students, schedule classes, keep records, send bills and maintain student files.

Exhibit 10-1 shows the organization of the Student Services administration before September 1999.

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Exhibit 10-1
EPCC Student Services Organization
Before September 1999

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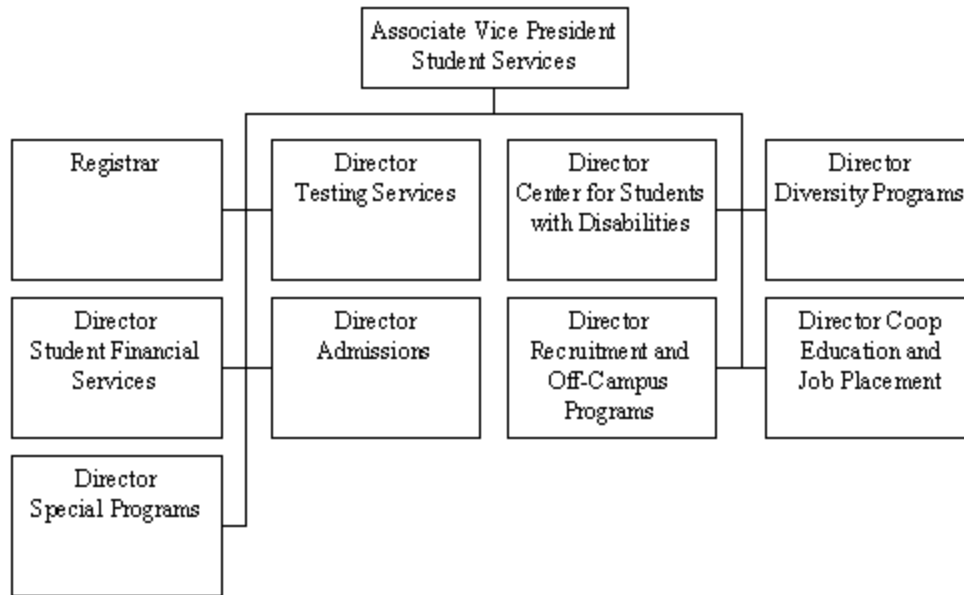
Source: EPCC Student Services.

In a reorganization of Student Services in September 1999, Diversity Programs and Special Programs were removed from Student Services. One department, Counseling, was added. The current organization chart is shown in **Exhibit 10-2**.

Exhibit 10-2
EPCC Student Services Organization
Effective September 1999
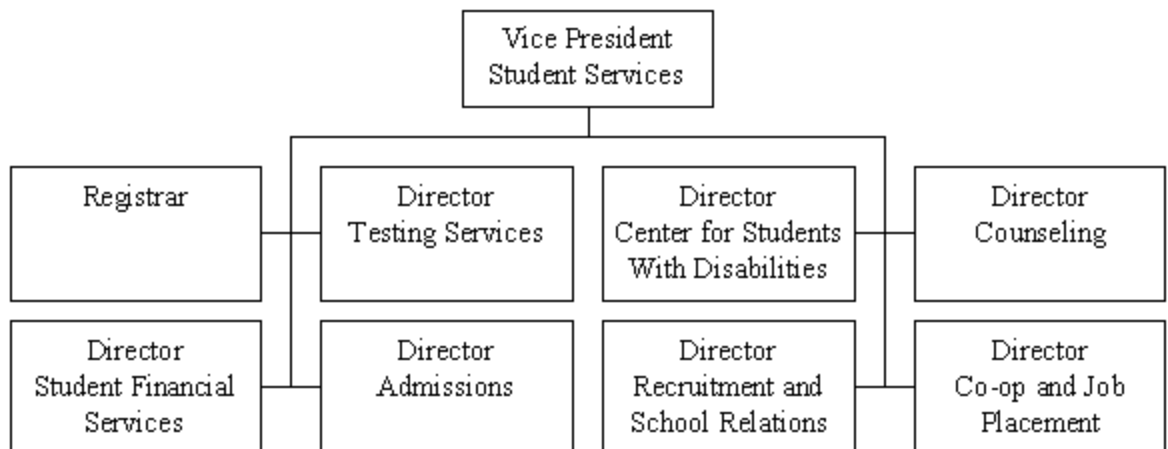
Source: EPCC Student Services.

In 1998-98, Student Services had 178 employees and a budget of about $5.3 million (**Exhibit 10-3).**

Exhibit 10-3
Student Services Department
Budget and Full-time Employees
1998-99

Department		Budget	Full-time Employees
Administration (Associate Vice President for Student Services)		$386,473	6
Recruitment		$232,300	7
Registrar		$1,426,154	50
Admissions		$682,169	23
Testing		$569,408	24
Student Financial Services	Financial Aid	$882,820	35
	Veterans Aid	$199,711	7
Special Programs		$80,252	2
Job Placement/Cooperative Education		$280,847	11
Diversity		$95,587	2
Center for Students with Disabilities		$ 411,732	11
Total		**$5,247,453**	**178**

Source: EPCC Student Services.

Although students may get information about services at other campuses, most student services functions are concentrated at the Valle Verde campus.

STUDENT RECRUITMENT

EPCC serves more than 27,000 students. El Paso is the fourth largest city in Texas and the 22nd largest city in the nation. EPCC's enrollment grew by one percent between 1995 and 1997, the same as Austin Community College and a little more than its other peers as indicated in **Exhibit 10-4.**

Exhibit 10-4
Fall Enrollment Trends
El Paso vs Peers
1995-1997

College	1995		1996		1997		% increase 1995-97
	Academic	Technical	Academic	Technical	Academic	Technical	
El Paso	**10,867**	**3,325**	**10,666**	**3,254**	**10,868**	**3,626**	**1.0**
Austin	10,283	3,405	10,056	4,054	10,198	3,553	1.0
San Jacinto	7,521	3,409	7,479	3,768	7,134	3,697	.99
North Harris			8,749	2,918	9,189	3,003	*.96
Alamo	16,881	3,985	17,650	3,996	17,890	4,077	.94
Tarrant	6,169	2,058	6,664	2,154	7,288	2,471	.84

Source: Texas Higher Education Coordinating Board (THECB), Community and Technical College Division, Institutional Effectiveness, Research Office
* North Harris reported enrollments differently in 1995; percent increase for North Harris therefore is for 1996-97.

One professional administrator, one clerical staff, and five classified employees staff the Recruitment Office. The administrator and a secretary are located at the Valle Verde campus; other staff are assigned to other campuses. TSPR was told by the director that two positions have been vacant for more than six months because applicants were deemed not qualified and/or the salary offered was too low.

There are 57 public high schools and 12 private high schools in EPCC's service district. According to Texas Education Agency data, about 50 percent of the high school population do not go to college.

FINDING

EPCC does not have an effective coordinated recruiting program with the secondary schools in the community. Students in a focus group conducted by TSPR said that other area four-year institutions have a stronger presence at career days at high schools and do more direct mail recruiting. The recruitment office generally does not initiate recruitment activities, but responds to requests from external sources, such as high schools and community based organizations. Staff activities consist of campus tours, presentations, booths, and material distribution.

The Recruitment Office tracks its activities but does not measure the effectiveness of its efforts. For example, the office recorded 452 activities for 1998-1999, including events, such as speaking to classes, attending school fairs, and providing campus tours to visitors. The office estimates that in those activities, 57,233 contacts were made, although some of those may have been counted more than once.

When the Recruitment Office staff attends an event, they hand out the course catalogue, the next semester class schedule, and an admission application. The application is stamped in red "Recruitment & Off-Campus Programs," so the office could measure its effectiveness by calculating how many of the applications were stamped in red.

If the data is compiled, however, it is not reported to the Recruitment Office. The Recruitment Office staff also ask event participants to fill out a card if they are interested in additional information or in attending EPCC. The cards are entered into a database in the Recruitment Office, and participants are mailed follow up information requested. The office, however, does not track the mailings.

Besides the activities of the Recruitment Office, personnel from several other Student Services offices also undertake recruitment activities. For example:

- Job Placement and Cooperative Education staff visit schools and conduct tours of the EPCC campus for high school co-op classes.
- Student Financial Aid staff visit schools, high school student organizations, housing projects, and business groups to provide information on available financial aid.

- Diversity Office staff conduct limited informal recruitment activities with community based minority groups and high school student organizations.
- Some campus provosts and counselors work to enroll high school students in Dual Credit classes (courses that count for both high school graduation and also college credit) and Tech Prep courses (high school courses that count towards an associate degree at EPCC). These courses will lead to EPCC enrollment, but no coordinated collegewide strategy exists to use these programs for recruitment.
- Counselors provide program information and veteran's benefit information to military personnel who are preparing to leave the military at Fort Bliss.

The activities of the various Student Services sections are not formally reported to or tracked by the Recruitment Office. The director of Recruitment does not coordinate schedules to prevent overlap in recruitment activities. Each department develops and distributes flyers and other materials. Generated within the student services offices and reproduced on the office copying machine, the materials are generally unsophisticated, and not easily understandable. There is no continuity in format and appearance; some even lack the college logo.

No funds for advertising or marketing are in the Recruitment Office budget, and the Recruitment Office does not coordinate with the college's Public Information/Public Relations office. Media advertising last year focused on public information, not on publicizing programs or the advantages of attending EPCC.

Recommendation 96:

Create and implement a coordinated student recruitment and outreach effort that includes enrollment goals and outcome measures among Student Services and the Office of Public Information/Public Relations.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president for Student Services creates an Outreach and Recruitment Team headed by the director of Recruitment. Each section of student services and each campus provost designate a representative to serve on the Outreach and Recruitment Team.	January 2000
2.	The Outreach and Recruitment Team creates an inventory of recruitment activities and resources.	January-February 2000

3.	The Outreach and Recruitment Team provides input to the Office of Public Information/Public Relations for a coordinated recruiting campaign, including a theme, a format, and logo to be used for consistency and brand recognition on all printed and electronic recruitment efforts.	March 2000 Ongoing
4.	The Outreach and Recruitment Team sets goals for enrollment increase and, with the help of Institutional Research, devises evaluation strategies to measure the effectiveness of outreach activities.	March 2000 Ongoing
5.	The Outreach and Recruitment Team creates an annual calendar of recruitment activities with dates and department/personnel assignments. The Outreach and Recruitment Team makes all decisions about outreach activities.	Ongoing
6.	The Outreach and Recruitment Team has weekly meetings to schedule and coordinate activities and to track campaign effectiveness.	Ongoing

FISCAL IMPACT

This recommendation can be accomplished with existing resources. Coordinating activities and centrally developed recruitment materials, however, should result in savings in future years.

ADMISSIONS AND REGISTRATION

Texas Community Colleges have an open door admission policy, which means that students can be admitted if they have a high school diploma, a GED, or if they are attending or have attended college previously. An applicant who did not graduate from high school or pass the GED may petition for admittance by "Individual Approval" if the applicant is at least eighteen years of age or his/her high school class has graduated. Applications for admission to EPCC are available at admissions offices at each campus. Admissions staff assist students through the admissions process and plan campus-based orientation for new and returning students. To be admitted to a community college, a high school transcript, a copy of a GED certificate, or an official transcript of college work showing passing grades must be sent to the admissions office from the prior school or testing agency.

The 1997 Texas Legislature mandated that, effective with the fall 1998 semester, all students are subject to the Texas Academic Skills Program (TASP) before registration. TASP requires testing, remediation, and advising students attending a public institution of higher learning in Texas. The program is designed to assess the student's basic academic skills and ability to do college-level course work. The test assesses reading, writing, and mathematics skills. A student who tests below the acceptable standard on TASP must participate in remediation each semester of enrollment until all sections of the TASP test are passed. Students may retake the test as many times as needed and only the section(s) of the test they failed must be retaken.

Students may be exempted from the TASP if they can provide official documentation of the following:

- Successful completion of three college level semester credit hours before fall 1989;
- ACT composite score of 26 or higher, with individual math and English scores of no less than 22; scores can be no more than five years old;
- SAT of 1180 or higher combined, with a minimum of 550 in math and 550 in verbal; scores can be no more than five years old; or
- Texas Assessment of Academic Skills (TAAS) reading Texas Learning Index (TLI) of 89, math TLI of 86, writing scale score of 1780; TASS scores can be no more than three years old.

The office of Registrar and the Admissions office have a combined staff of 73 and a combined budget of $2,108,323. The functions performed by these offices are shown in **Exhibit 10-5**.

Exhibit 10-5
Functions of Admissions and Registration
El Paso Community College

Admissions	Registration
Produce & receive application for admission	Produce course catalogue
Receive required documents for admission (transcripts, test scores, etc)	Produce schedules for credit, non credit and continuing education courses
Refer student to assessment	Certify class role to faculty
Determine mode of admission (high school graduate, transfer, transient, concurrent, etc.)	Maintain records: grades, change of grades, grade point, transcripts, etc.
Maintain records	Prepare official reports to governing agencies
Certify eligibility to enroll	Make graduation arrangements

Source: EPCC 1998-99 Catalog.

The functions of the Registrar's office are varied; the workload fluctuates as the school year progresses. The work demands attention to detail and accuracy. Efficient operation requires teamwork and careful work scheduling.

Preparing a catalog and course schedule is work that must be accomplished up to a year in advance when the office is not experiencing the high traffic inherent at the beginning and end of each semester. The colleges official reports to governing agencies must be accurate. Failure to certify student rolls for class participation accurately can result in a financial loss to the college.

A registration work sheet is included in the course schedule. The work sheet reduces the time it takes to enroll because students have the required information before starting the process. Early phone registration is available for approximately one month from 8:00 a.m. to 11:00 p.m.

Students register on a schedule according to their birth month during early registration, and during open registration periods, which follow the early registration period. Late walk-in registration is also conducted by a birth month schedule. After students select a schedule of classes, the computer calculates the total amount of tuition and fees due. The majority of student

registration is conducted by touch-tone phone, 75 percent to 80 percent each semester. The high percentage is due in part to the extended days and hours in which early telephone registration is available.

The current telephone registration system is reactive; a student enters the course number for a specific desired course at a specific campus, and the computer indicates whether or not space is available. The college has purchased an administrative information management system, SCT Banner 2000, which has a proactive student enrollment component. The student enters a preferred course number, time frame, and campus; the computer will search the course schedule and display available matches. Under the Banner system, students will be able to register online, 24 hours a day. The system will be able to register 6,000 students in four days.

FINDING

The registration intake windows are the initial points of contact between students and college staff. During times of peak activity at the beginning of semesters, especially during late enrollment and the designated period that students may drop and add courses, both students and staff are stressed by long lines of students awaiting assistance and student disappointment resulting from filled or canceled classes. It is important for everyone in the office to be aware of course offerings, because each staff member will at some point be helping students to enroll.

The Registrar initiated a staff cross-training program and a team approach to improve office efficiency and to minimize staff and student frustration. All staff in the department have been trained in customer service and dealing with difficult people. To ensure that students are greeted by college personnel who are friendly and helpful, staff members rotate duty at the intake window in two to three-hour shifts.

The staff emphasizes prompt customer service. When a student submits an application packet, a staff member evaluates the documentation and the student's TASP status. Students who are TASP exempt may register 24 hours after submitting their packet. Students who have a TASP deficiency are provided immediate, personal technical assistance. The CARES Hotline, a telephone information service for students, is available from 8:00 am to 6:00 p.m., Monday through Friday. About 15 part-time staff rotate shifts on the telephone to answer questions.

A group of four regular employees and one contract specialist works as a team on the official reports to governing agencies. The team has developed written procedures for compiling reports that can be used in new employee orientation. The team approach ensures continuity in case

of personnel turnover and accuracy in reporting because so many "fresh eyes" review the data.

COMMENDATION

Cross training and job rotation in the Registrar's Office contributes to an efficient, effective, and customer friendly operation.

FINDING

The Admissions Office and the Registrar are experiencing problems with technology. The current data management system is at least 14 years old, is not reliable, and does not interface with other student service functions like financial aid, testing, and placement.

Students in good standing have been deleted from the data base. Incorrect grade point averages have been calculated. Financial aid students in arrears or not currently enrolled have continued drawing financial aid.

The new administrative information management system, SCT Banner 2000, has an integrated student services component, but it is not scheduled to be online until 2001. The Informational Technology department anticipates that it will take at least a year, and perhaps longer, for the system to be fully operational.

Austin Community College, Houston Community College, and North Harris/Montgomery County Community College District are implementing or have recently implemented the student services component of a new integrated administration system, Datatel. These colleges formed a study/support group to share experiences, problems, and solutions. The colleges found that learning about the experience of comparable institutions that are ahead in the conversion process to be valuable. They also have collaborated to compel the vendor to make changes to the software that would make it more adaptable to the community college environment.

Following the lead of North Harris/Montgomery County, Austin Community College has a Datatel Update web site, accessible for all employees of the college. The weekly update provides a rumor hotline to dispel misinformation; the site also has temporary solutions to implementation problems, the latest schedule for training answers to frequently asked questions, and other helpful information.

Recommendation 97:

Form a study group to prepare for a smooth transition to the SCT Banner 2000 integrated student services component.

Forming relationships now with comparable institutions that have implemented Banner SCT will be helpful, but it will also be helpful to form relationships with community colleges that have implemented other management systems. Early identification of common problems and needs will enhance the college's ability to address solutions and training needs quickly.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice president of Student Services convenes a Banner Implementation Study Group of representatives of each section of Student Services.	December 1999
2.	Information Technology assigns a representative from its department to meet with the Student Services Banner Implementation Study Group.	January 2000
3.	The Student Services Banner Implementation Study Group forms alliances with other community colleges that have implemented modern integrated data management systems.	January 2000- Ongoing
4.	The Student Services Banner Implementation Group formulates implementation plans that address needs, problems, solutions, and training.	January 2000- Ongoing

FISCAL IMPACT

This recommendation could be accomplished with existing resources.

TESTING, ADVISING, AND COUNSELING

EPCC offers Texas Academic Skills Program (TASP) testing prior to enrollment and assessment testing in reading, writing, and mathematics for placement. The college also administers an English language placement test for those who wish to enroll in English as a Second Language (ESL). The college offers GED testing in English and Spanish for adults who wish to obtain a Texas Certificate of High School Equivalency.

The college is an official test site for a variety of state and national examination programs such as the Texas Board of Private Investigators and Security Agent exams and the American College Testing (ACT) program. Non-students have access to testing services for which the college charges a cost-recovery fee. The college administers institutional challenge examinations, like the nationally recognized CLEP and DANTES exams, which allow students to earn college credit by examination.

The EPCC testing department also has an instructor services component that directly supports enrolled students and faculty. Testing centers provide make up and retesting services for all credit and television courses. Tests are provided to the testing center by the faculty member and are administered by testing center staff within the time period specified by the faculty member.

EPCC administers over 100,000 tests each year. The largest comprehensive assessment and faculty support testing center is located at the Valle Verde campus. Other test centers are located at the Transmountain and Rio Grande campuses, and the Northwest and Mission del Paso Centers provide placement testing and instructor testing support.

Prior to 1993, counseling was centralized, and all counselors reported to one dean. Between 1993 and August 1999, counselors were assigned to campuses, and reporting varied by campus. The counselors at each campus chose a lead counselor, but the lead counselor did not report to a central supervisor or even to the same staff position at each campus. For example, the lead counselor at Valle Verde reported to a division dean, while at Trans Mountain and Rio Grande, the lead counselors reported to the provost. Despite the integral role of counseling and advising in student services, counseling and advising were not part of the Division of Student Services during that time. The reorganization of Student Services effective September 1999 recentralized the counseling function, bringing it back under the administration of the Vice President for Student Services.

FINDING

Testing is conducted continuously on a set schedule. Testing Schedules and associated costs, if any, are printed in the course schedule and are posted on the Student Services Web site. Make-up testing services are available to students on a walk-in basis. The Valle Verde testing center offers Saturday hours to support students who are unable to test during normal operating hours. During the summer months, evening sessions are also available.

COMMENDATION

The college provides a broad spectrum of testing services to accommodate student needs and schedules.

FINDING

According to interviews with staff and administrators, approaches to student advising and procedures for working with students vary from campus to campus under a decentralized organization. While the unique programs offered at the campuses require some unique advising and counseling strategies, students would benefit if the college had a policy that clarifies the roles and responsibilities of counselors and communicates to students what counseling and advising services the college offers.

Counselors describe their activities in three main areas. About 65 to 70 percent of their time is spent in academic advising (working with students on degree plans, helping to select classes, explaining state requirements and TASP). About 10 to 15 percent is spent helping students identify career options with the remaining time devoted to providing a minimum level of personal counseling to help them handle financial, social emotional stress. The job title of counselor does not accurately reflect the work activities, which are primarily advising activities.

Recommendation 98:

Develop a policy that clarifies the functions of personnel who are advising and counseling students and clearly identify the qualifications and expectations of each function.

The advising/counseling policy should clearly identify the responsibilities of the advisor and the qualifications, service expectations, and training requirements of those fulfilling the role. The policy should distinguish between the roles of the advisor and the counselor.

IMPLEMENTATION STRATEGIES AND TIMELINE

| 1. | The president directs the vice president for Student Services to | January 2000 |

	convene a task force to develop an advising-counseling policy for the college.	
2.	The task force conducts research and writes an advising-counseling policy with administrative guidelines for assignment, training, and implementation.	February-March 2000
3.	The new policy is implemented.	Summer 2000
4.	Advisors and counselors elect a representative task force to meet quarterly to review and evaluate the policy and administrative guidelines, and to make recommendations when appropriate.	Fall 2000 and Ongoing.

FISCAL IMPACT

This recommendation could be implemented with existing resources.

FINDING

Students in focus groups said too few counselors are available to advise students. Problems the students have encountered include enrolling in the wrong classes because they do not understand the prerequisites; failure to complete a degree program because a needed course is not offered; insufficient information about tutoring and other support services.

Several factors contribute to the inadequate advising services. The Southern Association of Colleges and Schools' accrediting guidelines recommend one counselor per 500 students; the EPCC counseling load is about 900 students per counselor. According to faculty job descriptions, an essential function of the full-time faculty is to "serve as an academic advisor," but some students and faculty say that not all faculty participate in advising and scheduling activities.

Helping students with scheduling is not part of the faculty job description. During peak periods for advising, campuses often bring in part-time workers to assist with advising. Training for advising is minimal.

Recommendation 99:

Assign each student who declares an educational goal an advisor who is qualified and prepared to assist the student in career options, degree plans, and scheduling.

"To serve as an academic advisor" is already identified as an essential function of the full-time faculty and is part of their job description. The

college should formalize the student and faculty advising relationship and operationalize the advising function by defining specific responsibilities. Training for advising students should be a focus for full-time faculty and for temporary advisors who are hired for peak enrollment periods.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The vice-president for Student Services directs the campus provosts to ensure that all faculty members are trained for and assigned advising responsibilities.	January 2000
2.	The vice-president for Student Services determines the number of additional advisors necessary to ensure that every student who declares an educational goal will have an advisor.	February-March 2000
3.	The Department of Human Resources devises a plan for moving the counselor and student ratio to the ratio recommended in the Southern Association of Colleges and Schools' accrediting guidelines.	Fall 2000
4.	Deans and department heads will ensure part-time temporary advisors have annual training to ensure they are knowledgeable about the most current offerings and requirements.	Fall 2000 and Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

STUDENT FINANCIAL AID

Student Financial Aid provides access to higher education for eligible students who could not otherwise afford to attend the college. Financial aid programs, policies, and services complement efforts to recruit and retain eligible students. Financial aid usually takes the form of grants, work-study programs, and loans. Grants are monies that the student does not have to pay back. Work-study lets students work and earn money to help pay for school. Loans must be paid back by the students, but typically have low interest rates and flexible payback schedules.

Although the primary responsibility for financing an education rests with the student and the immediate family, many students require additional assistance to finance their educational goals. EPCC, through the Student Financial Aid office, offers financial assistance based on documented financial need to those students who would otherwise not be able to attend the college. Because El Paso is described as one of the poorest counties in the nation, it is not surprising that 78 percent of EPCC students receive financial aid.

Awards from financial aid programs funded by the federal and state government are administered according to the laws and guidelines governing those programs. Priority is given to students with the greatest documented need whose complete applications are received by the deadline dates. The Student Financial Aid office administers the following programs among others:

- Veteran's Financial Aid
- Federal Pell Grant (PELL)
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Texas Public Educational Grant (TPEG)
- Federal Leveraging Education Assistance Part (LEAP)
- State Student Incentive Grant (SSIG)
- Federal College Work-Study Program (FCWS)
- State College Work-Study Program (SCWS)
- Texas Tuition Assistance Grant Program (TTAG)
- Emergency Loans
- EPCC General Scholarships

EPCC, like some other higher education institutions, has elected not to participate in the Federal Guaranteed Student Loan (FGSL) program. At one time, EPCC's default rate for FGSL was so great that it threatened the loss of $19 million in federal grant funds. Since the average EPCC FGSL loan was very small ($300-$500), it is more prudent to explore methods other than FGSL (work-study, grants, scholarships) to provide financial assistance to needy students. When *no* other assistance is available, the

college helps students get local loans with an interest rate comparable to the FGSL rate.

FINDING

The EPCC Student Financial Aid office has a Web page that is linked to the Student Services page, which is listed on the EPCC home page. The Student Financial Aid Web page contains EPCC data for the following subjects:

• Financial Aid Available	• Scholarships
• Eligibility Requirements	• Ability to Benefit
• Deadlines	• Veterans Affairs
• Steps to Take to Apply for Student Financial Aid	• Office Locations, Telephone Numbers, and Hours

In addition, the Web page has links to three additional student financial aid sites: FinAid; FAFSA; and FastWeb.

FinAid is a comprehensive annotated collection of information about student financial aid free for all users. The *New York Daily News* called FinAid "the hottest site on the Internet for financial aid tips." The site has won awards from the College Board, the National Association of Student Financial Aid Administrators, the National Association of Graduate and Professional Students, and the American Institute for Public Service. The site contains the information about grants and scholarships available nationwide and provides the following useful links:

- Financial Aid Applications: forms and instructions
- Answering Your Questions: Aid Advisor provides personalized help
- Calculators: tools to help applicants determine amount of financial need
- Beyond Financial Aid: online information about testing, college admissions, and career placement.

FAFSA, the U.S. Department of Education's student financial aid Web site, contains an online form to file a Free Application for Federal Student Aid (FAFSA). The site contains tips and shortcuts, records needed,

information for navigating the site, and links to other online education resources.

FastWEB allows students to set up a personalized profile that will match specific skills, abilities, and interests to fastWEB's database of over 400,000 scholarships in six simple steps. The site provides information about local and federal aid and detailed information on other loan, work-study, and grant programs at over 4,000 schools.

COMMENDATION

The Student Financial Aid Web site contains comprehensive information that enables students to research information about available financial resources.

FINDING

The Student Financial Aid Web site is available to anyone who has a computer and/or access to the Web. The EPCC students most likely will need Student Financial Aid information, however, students are also the most unlikely to have access to a computer and a link to the web. The fact that family income qualifies them for financial aid makes it unlikely that they have the resources to own a personal computer. They often have jobs and/or family responsibilities that limit the time they have to use public Web links.

The area outside the Student Financial Aid office at the Valle Verde campus has been wired for six computer stations for student use, but computers have never been installed. In addition, the computers available at some campus libraries cannot access the Student Financial Aid web site because they have a different version of Netscape, the Web server. Students can access the Student Financial Aid Web site using the computers in the campus computer labs, but are generally restricted to using lab computers to a period of one hour, which is not enough time to do a comprehensive search.

Recommendation 100:

Make the student financial aid Web page more accessible to EPCC students.

The college can install six computers outside the Student Financial Aid office for student use, and upgrade computers in libraries and labs that currently lack the appropriate software to connect to the Web page. These measures will expand access to student financial aid information, and relieve the over-burdened staff by enabling more students to access

information on their own, allowing Student Financial Aid counselors more time to work with students who cannot perform research on the computer.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The President directs Student Financial Aid and Instructional Technology to purchase and install six computers outside the Student Financial Aid office and t ensure that the Student Financial Aid Web page is accessible at all campus libraries.	January 2000
2.	The new computers are installed.	March 2000
3.	The office of Student Financial Aid develops a marketing initiative to alert students and citizens about the resources available on its Web page.	April 2000 and Ongoing

FISCAL IMPACT

The estimated cost of six computers is $7,200. Because the Student Financial Aide page is available from some libraries, the college should incur no cost in making it available at all of them.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Make the student financial aid Web page more accessible to EPCC students.	($7,200)	$0	$0	$0	$0

FINDING

The financial aid process relies on information from registration and admissions, and those offices in turn rely on the financial aid office. The current technology system supporting student services is not reliable, and each section has "stand alone" silos of data that cannot be used by other sections because the system is not integrated thus employees spend significant time manually reconciling data to ensure that it is correct.

Staff anticipates that the SCT Banner 2000 administrative management information system will fully integrate financial aid and admissions. However, full implementation for student services is not scheduled until 2001. Currently, student services staff is developing protocols and functions so that the Banner system can be customized to Student Financial Aid's needs.

The Student Financial Aid office can increase its efficiency by using other available resources. For example, the largest source of Student Financial Aid funds is the federal Pell Grant Program. In the year 2000, the federal government will require Pell reports to be filed electronically using Pell software, which can be downloaded from the Department of Education Web page.

The Department of Education also provides free training in using the software. Although the Student Financial Aid office already files its Pell reports electronically, the office is not using other applications of the Pell software, such as streamlining award letters, tracking tools for student aid reports, and checking applications for errors.

Recommendation 101:

Begin using the Pell grants software immediately.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Student Financial Aid office downloads the Pell software immediately to all applicable computers.	December 1999
2.	The President directs the budget office to allocate contingency funds for staff to travel to Washington, D.C. for training in using all applications of the Pell software.	December 1999
3.	The director of Student Financial Aid works closely with the director of Information Technology to plan the integration of the Pell software with SCT Banner 2000.	December 1999 And ongoing
4.	Two Student Financial Aid staff attend training sessions annually to keep up with Pell software applications changes and enhancements; they in turn train Student Financial Aid personnel and other appropriate Student Services staff who work with Student Financial Aid.	Year 2000 and Ongoing

FISCAL IMPACT

The fiscal impact assumes that four staff would travel to Washington, D.C. for training, and that an overnight stay would be necessary. Airline fare is assumed to be $400 and hotel/food to be $161 per diem for 2 days. An additional $50 per person is assumed for airport parking and ground transportation. Four people x $772=$3,088. In the following years, two staff would attend training.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Begin using Pell Grant software immediately.	($3,088)	($1,544)	($1,544)	($1,544)	($1,544)

FINDING

Federal and state financial aid programs have strict rules about the eligibility for and administration of funds. The rules frequently are adjusted as a result of changes in the program and/or state and federal legislation. Sanctions for errors are included in the regulations for many of the programs, including requirements for the educational institution to reimburse the government for funds when errors in administration occur.

Despite the millions of dollars going through the Student Financial Aid office on an annual basis, EPCC has had error free audits from the federal government offices of financial aid and veteran's benefits for the past seven years. The positive record is attributed in part to previous ongoing training in various Student Financial Aid programs. However, the Student Financial Aid travel allocation in the 1999-2000 budget draft examined by TSPR showed a decline in funding for travel for the financial aid training program (**Exhibit 10-6**). The amount expended in 1997-99 exceeded the budget allocation, so the 1999-2000 budget was increased, but not to the extent requested by the Student Financial Aid office.

Exhibit 10-6
Travel Budget for Student Financial Aid
1996-2000

	1996-97 Actual Budget	1997-98 Actual Budget	1998-99 Actual Budget	1999-2000 Budget Request	1999-2000 Budget
Student Financial Aid	$7,200	$1,569	$1,664	$10,000	$4,731
Veteran's Financial Aid	$3,000	$682	$682	$3,700	$1,450
Total	**$10,200**	**$2,251**	**$2,346**	**$13,700**	**$6,181**

Source: Student Financial Aid 1999-00 Budget Planning Documents.

The college does a good job of identifying and accessing multiple student aid programs to serve students who need financial assistance for access to higher education. However, as the federal and state student financial aid programs expand, the complexity of administering the programs increases. Updates on changes in programs and reporting requirements are presented at national workshops by the Department of Education in Washington, D.C. and/or at the state, regional, and national conferences of the National Association of Student Financial Aid Association (NASFAA). For example, the 1999 NFSFAA conference agenda offered over 100 special interest sessions, with half of them related directly to administering federal loan programs. The college should appropriate adequate resources to ensure that the financial aid staff is properly trained to administer programs.

Recommendation 102:

Ensure that staff is appropriately trained and that cross training is implemented to ensure efficient and accurate administration of student financial aid programs.

Given the environment of multiple programs with unique regulations for eligibility, administration and reporting; frequent changes in regulations; and penalties for errors in administration, it is in the best interest of the college to ensure that student financial aid staff continue to take advantage of the available training for administering and improving their programs.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The Student Financial Aid office identifies sources for the most critical financial aid program training and develops a "train-the-trainer," plan by which representative staff are trained and instructed to train their peers.	December 1999
2.	The Student Financial Aid office devises a training schedule that ensures the most cost efficient and effective training on administering the financial aid programs.	December 1999
3.	The Student Financial Aid office submits the budget.	December 1999 Ongoing
4.	The vice president for Student Services and the vice president for Instructional and Student Services review the budget and ensure that this critical need is given priority in future budgets. A budget amendment should be made for the current year.	January 2000 Ongoing

FISCAL IMPACT

The fiscal impact assumes that six trips a year will be taken at $1,500 each to cover cost of conference registration, travel, room, and board. Only four trips will occur in 1999-2000.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Ensure that staff is appropriately trained and that cross training is implemented to ensure student financial aid programs are efficient and accurately administered.	($4,500)	($9,000)	($9,000)	($9,000)	($9,000)

FINDING

The Family Educational Rights and Privacy Act of 1974 (FERPA) prohibits the college from disclosing student/family financial information with the public. The configuration of the financial aid counters and counseling offices, however, makes private conversations impossible.

Students' initial contacts with financial aid staff occur at counters, with no barriers or separations between the students. At the Mission del Paso campus and the Transmountain campus, a more private cubicle behind the counter is available for students who desire privacy.

In spring 1999, the Student Financial Aid office at Rio Grande moved into new space that has appropriate space for privacy. At the Valle Verde campus, where most of the college's student financial aid traffic occurs, the counter is crowded with students and counselors. Behind the counter are about seven small cubicles for private counseling, but the cubicles do not have doors or walls that reach to the ceiling. Students in neighboring cubicles, staff, and students who are engaged in other activity in the area can easily overhear discussions about personal and family financial matters.

Recommendation 103:

Ensure privacy for students discussing family financial information with financial aid counselors.

Every campus should have appropriate space for students who request privacy when discussing family financial matters with a counselor. EPCC should use existing offices or cubicles that lend themselves to more privacy.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the Office of Facilities to work with the director of Student Financial Aid to identify appropriate private space for student/counselor conferences at Valle Verde campus.	January 2000
2.	The director of Student Financial Aid ensures that all counselors offer students the opportunity for private counseling if they desire it.	August 2000 Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing funds if other space is identified.

CENTER FOR STUDENTS WITH DISABILITIES

The rehabilitation act of 1973 (section 504) prohibits discrimination against any qualified person with disabilities in any program or activity receiving federal financial assistance. The office for civil rights of the department of education enforces the law prohibiting specific discriminatory activities, including the assignment of students with disabilities to segregated classes or facilities. Title II, public accommodations, of the American Disabilities Act (ADA) prohibits state and local government discrimination in public services, programs, or activities.

The EPCC Center for Students with Disabilities provides students with disabilities equal access to, and the ability to benefit from, all programs, services, and activities offered non-disabled students at EPCC. These students have varying disabilities, including sensory impairments, physical disabilities, learning disabilities, psychiatric, and emotional disabilities. As demonstrated in **Exhibit 10-7**, the Center has served an increasing number of students over the last four years, and an increase is projected for 1999-2000.

Exhibit 10-7
Disabled Students Served by
EPCC Center for Students with Disabilities
1995-2000

Year	Disabled Students Served
1995-96	586
1996-97	634
1997-98	863
1998-99	805 (to 7/30/99) 1,054 Projected through 8/31/99*
1999-2000	1,287 Projected*

Source: EPCC Center for Students with Disabilities
* Projections based on average increase 95-98 and added non-credit requirements.

FINDING

The center provides comprehensive support services to students with disabilities, including: counseling, registration assistance, specialized tutoring, note taking, readers, and sign language interpreting. Other services include: test assistance, diagnostic testing, and instruction and supervision in the use of adaptive equipment. At risk students are monitored for progress and possible needed changes to their accommodation plan. The center also provides consultation with faculty and staff on course and curricula adaptations, testing accommodations, specific disabilities related to instructional requirements, accessibility requirements, and ADA concerns.

The budget for the Center for Students with Disabilities is $411,732; 30 percent of the funding comes from federal Carl Perkins funds, and the rest comes from local funding sources. Daily activities are carried out by the director, a developmental education instructor, a support services coordinator, three counselors, 12 full time classified staff, 20 part-time classified staff, and nine work-study students and interns. Approximately 1,800 hours of direct support services a week are provided per semester.

Staff assignments, schedules and tracking information are accomplished using the R-Base data management system. The center collects comparison data and statistical information, and continually develops and tests new and innovative approaches such as Guided Study and the Stipend System for note taking, to keep up with the needs of the disabled student population.

The center maintains an extensive inter-college network, as well as extensive community contacts, to enhance services for disabled students. Additionally, department representatives provide an extensive outreach program to area high schools.

The center has a nationally recognized tutor training program. The training, 60 to 80 hours in length, covers such topics as approach content; diagnosis of needs; how to prioritize; interactive processes; memory skills; and questioning techniques. A member of the staff has conducted tutor training for public schools throughout the state under an interagency contract with the Texas Education Agency.

COMMENDATION

The Center for Students with Disabilities offers a wide range of services to students and faculty and maintains an exemplary tutor-training program.

OFFICE OF DIVERSITY

Texas' first plan for improving minority participation in Texas higher education was a federally monitored effort from 1983 to 1988. It was established as the result of negotiations between the federal government and the State of Texas stemming from a lawsuit (*Adams v. Richardson*) dealing with the dual system of predominantly White and predominantly Black institutions rooted in the past era of segregation. In 1988, a second five-year plan--called the Texas Educational Opportunity Plan for Public Higher Education--was initiated without a federal mandate. This second plan continued the efforts of the first plan.

Despite both plans, Black and Hispanic representation in Texas colleges and universities, which should mirror their representation in the state's college-age population, has fallen short of the state's goals. Therefore, a third Texas education opportunity plan, *Access and Equity 2000*, represents the state's continued and intensified commitment to continue and build upon, and not replace, previous efforts.

The THECB developed *Access and Equity 2000* with the help of a 20-member advisory committee representing administrators, faculty, and students of Texas public colleges and universities. The plan provides for status reports based on data reported to the Coordinating Board by institutions on the current representation of minorities in various elements of higher education and offers recommendations for improving the participation of minorities in higher education. The plan's implementation is designed to respond to the diversity goals described in the Master Plan for Texas Higher Education, 1993 adopted by the THECB.

To encourage the widespread adoption and implementation of the principles, goals, and recommendations of *Access and Equity 2000*, the Texas Plan Advisory Committee recommends the steps listed below for each public institution of higher education:

- Establish a committee, consisting of high-level administrators, faculty, staff, and students, to identify and respond to campus factors that positively or negatively affect recruitment and retention of underrepresented students, faculty, administrators, and professional staff on each campus.
- Establish a committee, consisting of high-level administrators and students, to identify problems in the financial aid process and develop recommendations for eliminating them.
- Establish a community advisory committee, consisting of high-level administrators, community leaders, faculty, and students to identify and respond to community factors that positively or negatively affect recruitment and retention of underrepresented

students, faculty, administrators, and professional staff on each campus.

- Create a student advisory board, with minority representation, to consult with administrators at the highest levels and report formally to governing boards on issues affecting minority recruitment, enrollment, and retention of underrepresented students on each campus.
- For optimum effectiveness, establish procedures whereby access and equity officers report to administrators at the highest level.
- Initiate and continue dialogue among administrators, faculty, and staff to ensure their awareness of important issues concerning the participation of minorities in higher education.
- To encourage the acknowledgement and recognition of the benefits of diversity, conduct seminars regularly to allow administrators and faculty to discuss the importance and value of diversity.
- Establish collaborative efforts--involving parents, students, community leaders, and business and industry representatives--to develop a seamless educational system from K-12 through higher education.

FINDING

The activities of the Diversity Office are splintered and uncoordinated. The office coordinates annual events like "Black History Month," "Women's History Month," and Cinco de Mayo celebrations. Although activities and programs held in connection with these celebrations are exemplary, they do little to ensure that cultural diversity is the center of dialogue about curriculum, human resources, student recruitment and retention. The recommended institutional actions recommended by the College Coordinating Board for implementation of *Access and Equity 2000* are not assigned responsibilities through the Office of Diversity, and they have not been adopted nor implemented by the college in an organized way.

Under the leadership of an interim director, the office offered excellent minority student leadership programs during 1998-99, involving minority artists, writers, and community leaders as role models in round-table discussions with students. Leadership and mentoring programs have been proven effective in retaining students. However, the leadership programs are not ongoing and do not have funding in next year's budget.

Recommendation 104:

Implement the institutional steps recommended by the College Coordinating Board in the *Access and Equity 2000* plan.

The principles, goals, and recommendations of *Access and Equity 2000* are comprehensive. To ensure that culture diversity is the center of dialogue about the entire scope of institutional operations, the function should be strategically placed in the institutional organization. The Texas Tech diversity program, which is mission-driven and is under the direct oversight of the president, is a good model.

IMPLEMENTATION STRATEGIES AND TIMELINE

|		
1.	The president repositions the Office of Diversity to report directly to him or to the executive vice president.	December 1999
2.	The Diversity Office director convenes a stakeholder task force that is representative of the committee recommended for Access and Equity 2000.	January 2000
3.	The task force researches other higher education diversity programs for best practices.	January-March 2000
4.	Using information about best practices at other colleges and the Access and Equity 2000 recommendations, the task force creates a mission, goals, and implementation strategies for the EPCC Office of Diversity.	April-May 2000
5.	The director of Diversity works with the budget office to formulate budget recommendations to the president.	June 2000
6.	The diversity plan is implemented.	September 2000

FISCAL IMPACT

This recommendation can be accomplished with existing resources.

JOB PLACEMENT AND COOPERATIVE EDUCATION

The two primary functions of the office of Job Placement and Cooperative Education (JP&CE) are 1) identifying placements for Cooperative Education students who must have work experience for academic credit; and 2) taking job postings from employers and finding job openings for students and others who want a job. The office has a budget of $242,350 and in 1998-99 had 12 employees.

Exhibit 10-8 shows the organization of the office.

Exhibit 10-8
Cooperative Education & Job Placement
Organization
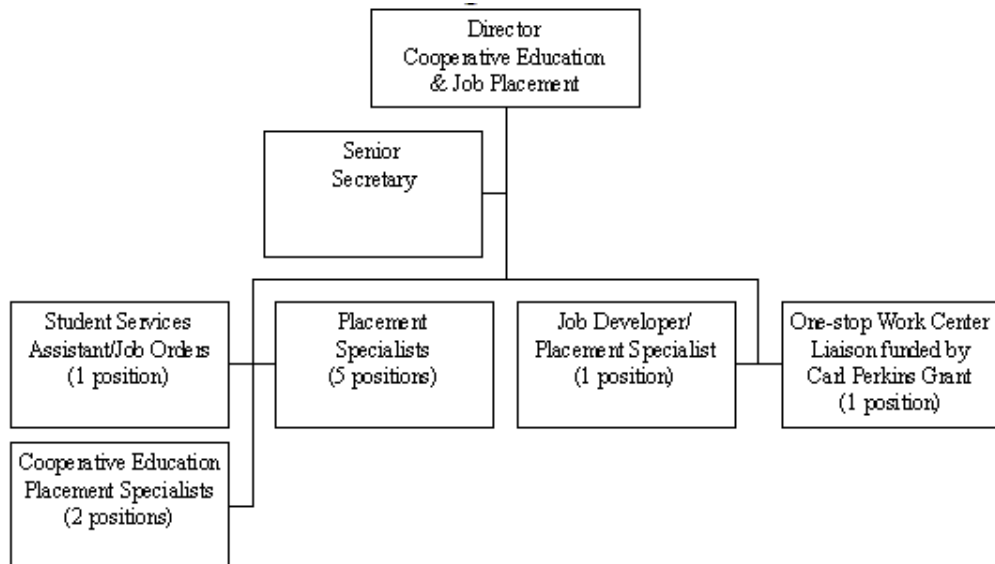
Source: EPCC Office of Cooperative Education and Job Placement.

Two staff members are assigned primarily to service the co-operative education function, one person to process documentation and one person to work with co-op faculty, students and employers. To perform the placement function, five job placement specialists provide individual counseling to students and assist in matching student applicants to available jobs. Placement specialists assist students in preparing resumes, which are kept on file for one year. One placement specialist also works with employers to develop new job openings, and employers previously using the placement service regularly phone in new openings.

A student service assistant receives information on job openings, records the listing on an index card, and posts it on the office wall under broad categories. The student service assistant also enters job openings into a

computer database and transmits them electronically to other campuses. At the other campuses, job openings are printed out and posted on bulletin boards. The JP&CE office has one staff member, funded by a grant, assigned to work two or three days a week at the one-stop job center maintained by the Upper Rio Grande Workforce Development Center.

Exhibit 10-9 reflects trends in placement activity for three years. The available documentation shows that a very small percentage of the student population, .01 percent to .02 percent, have been placed in jobs by the office.

Exhibit 10-9
Cooperative Education & Job Placement
Activity and Placements
1996-99

Year	Total Student Population	Number Students Interviewed (Duplicated Headcount)	Local Jobs Developed	Known Hires	Known Hires as Percent of Student Population
1996-97	19,698	5,149	1,125	380	.02%
1997-98	19,845	5,100	1,212	285	.01%
1998-99	19,132	4,095*	1,135*	328*	.02%*

Source: EPCC Office of Cooperative Education and Job Placement.
* Estimated annual.

TSPR analyzed the types of placements and the wages for student placements for January to June of 1999. Almost 70 percent of placements are for part-time jobs, as might be expected for students. **Exhibit 10-10** shows types of placements.

Exhibit 10-10
Cooperative Education and Job Placement Office
Types of Job Placements
January-June, 1999

Type of Job	January	February	March	April	May	June	Total	% of

Placement								Total
Permanent/Part-time	3	13	5	11	6	10	48	32%
Permanent/Full-time	3	3	1	6	9	8	30	20%
Temporary/Part-time	17	10	8	7	4	9	55	37%
Temporary/Full-time	1	1	4	0	8	0	14	10%
Temporary/Flex-time	0	0	2	0	0	0	2	1%
Total Job Placements	**24**	**27**	**20**	**24**	**27**	**27**	**149**	**100%**

Source: EPCC Office of Cooperative Education and Job Placement.

Exhibit 10-11 reflects the wages for the jobs in which the JP&CE office placed students. Wages for 54 percent of the job placements were at or below the minimum wage.

Exhibit 10-11
Cooperative Education and Job Placement Office
Wages for Student Job Placements
January-June, 1999

Wages for Student Job Placements	January	February	March	April	May	June	Total	% of Total
Less than Minimum Wage	0	0	1	1	1	0	3	2%
$5.16 (Minimum Wage)	6	18	14	15	14	9	76	52%
$5.16 to $7	18	4	5	8	5	14	54	37%
$8 to $10	2	2	0	0	3	2	9	6%
$11-above	0	0	1	0	4	0	5	3%
Total Job Wages	**26**	**24**	**21**	**24**	**27**	**25**	**147**	**100%**

Reported							

EPCC itself is the largest single customer of the JP&CE office. As **Exhibit 10-12** shows, 19 percent of all placements are with EPCC. Almost 90 percent of placements are in the service and secretarial/clerk area.

Exhibit 10-12
Cooperative Education and Job Placement Office
Wages for Student Job Placements
January-June, 1999

Employer or Employer Type	Number of Placements	Percent of Total Placements	Example of Placements
Services	46	29%	Cashiers, couriers, movers, drivers
Secretary/Clerk	40	25%	Clerks, receptionists, file clerks, data entry clerks
EPCC	**30**	**19%**	**Cashier, data entry clerk, tutor**
Technical	10	6%	Programmer, auto cad, system installer
Retail/Sales	7	4%	Sales clerk, stocker
Food Service	6	4%	Waiter, kitchen helper
Cooperative Education	5	3%	Office clerk, engineering aide, auditor
Government	4	3%	Recreation instructor, clerk
Health	4	3%	Nursing aide, dental hygienist, medical transcriber
Day Care	4	3%	Children's day care helper
Manufacturing	2	1%	Sheet metal helper
Total	**158**	**100%**	

Source: EPCC Office of Cooperative Education and Job Placement.

FINDING

According to the EPCC catalogue of courses, the college offers 23 degree plans in eight disciplines that require a work experience for degree completion, and according to the director of JP&CE approximately 410 co-op placements are required each year. Although two positions are allocated for co-op recruitment in the JP&CE office, the manual for Cooperative Education teachers states that finding placements for co-op students is a part of the *faculty member's* job description.

The JP&CE director and co-op faculty members interviewed by the TSPR said that faculty members *do* perform this function. Only if for some reason the instructor needs help in finding a placement, the JP&CE office provides assistance.

Records of the JP&CE office provided to TSPR indicated minimal activity in co-op placement. According to the data provided, of the approximately 410 co-op placements per year, the office has made only 13 co-op placements since 1996. In an interview with TSPR, one co-op faculty member said that JP&CE had never found a co-op placement for a single student in the instructor's program.

Cooperative education placement specialists provide recruiting activities through their work with high school cooperative education classes. The specialists conduct mock interviews and campus tours for high school cooperative education classes. These activities receive high ratings from participants, but JP&CE has no data to indicate whether the efforts actually result in enrollments. Cooperative Education placement specialists also conduct work-related issue workshops (discrimination, workplace sexual harassment, etc.) for cooperative education classes.

While outcome data is essential for evaluating and improving a program, JP&CE has no systemic plan for gathering and analyzing data and using it for planning. For example, the JP&CE office does not regularly collect data on how many students remain in jobs related to their work experience.

The THECB requires outcome data for all students to be maintained, The board developed the *LONESTAR* (*Lon*gitudinal *E*valuation, *S*tudent *T*racking, and *R*eporting) system to track student retention, graduation, transfer and employment rates. The system matches social security numbers of EPCC students with higher education enrollment data generated by THECB and employment information derived from the state's unemployment insurance database.

The last study of co-op students was conducted in 1990-93 under a School to Work Transition Grant from the Department of Labor. Based on LONESTAR data, an analysis of retention, graduation, transfer, and employment outcomes of cooperative education students compared to the general student population was conducted. The Cooperative Education students in the study had the following characteristics: 25 percent were employed when they entered the cooperative education program; 80-90 percent completed 30 or more college credit hours, and 80-90 percent had a 2.5 or higher grade point average. The study produced the following findings:

- a 30 to 33.5 percent cooperative education graduation rate over the three-year period, significantly higher than graduation rate of the general population of students;
- the percentage of cooperative education students continuing in college or employed was slightly lower than, but comparable to, that of the general population;
- the percentage of cooperative education students in college or employed after three years met the state standard of 85 percent;
- enrollment in cooperative education declined over the three-year period of study in contrast to an overall EPCC 10.5 percent enrollment increase.

The research study recommended additional research, particularly to identify the reasons for declines in enrollment, but a follow-up study was not conducted.

The most recent employer/student satisfaction survey was conducted seven years ago in the fall of 1992. This study found the surveyed employers were satisfied with EPCC graduates in all attributes measured: attendance, tactfulness, adaptability, initiative, dependability, organizational ability, assignment completion, communication with fellow workers, and demonstration of basic competencies. Between 90 to 96 percent of the surveyed students said that their cooperative education work experience contributed to their career goals by helping them achieve their training plan objectives and developing new competencies. Interestingly, 44 percent of the surveyed students said that the work experience effected changes in their career goals.

Because Cooperative Education is clearly an instructional program, the kind of data collected by these studies should be regularly gathered, analyzed, and used for planning, improving, changing or expanding the program. Placement of the cooperative education in an office located in the Student Services Division detracts from the instructional and accountability emphasis that the program should be given.

The college president reorganized the college administration in August 1999, creating a new position, vice president for Workforce Development, Life-long Learning, and Technical Education. The new organization clearly identifies the lines of authority and accountability for technical education. Because the cooperative education function is clearly related to technical education, it would be desirable for that function to be placed under the supervision of the newly created position, as illustrated by the dotted box in **Exhibit 10-13.** Such an organization would facilitate precise job descriptions, allow clearer instructional focus, and advance outcome accountability for the Cooperative Education support function.

Exhibit 10-13
EPCC Administrative Reorganization Effective August 1999
With Recommended Placement of Cooperative Education Function
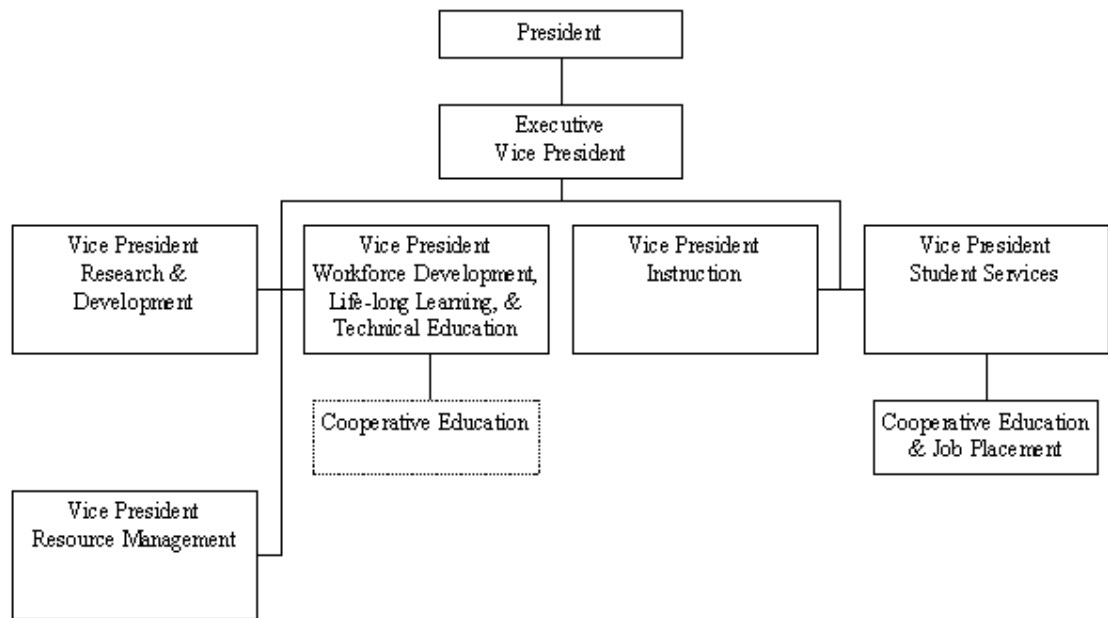
Source: TSPR.

Recommendation 105:

Move the cooperative education placement function from Job Placement and Cooperative Education in Student Services to the Vice President for Workforce Development, Life-long Learning, and Technical Education.

Realigning cooperative education placement personnel to report to the new vice president would bring together the placement function with the instructional function of the cooperative education program, which *is* a technical education program. Reassigned placement specialists could work more closely with cooperative education faculty and deans to ensure

quality assurance through the regular collection and use of data to improve and/or expand the cooperative education program.

Regular interaction with the cooperative education faculty and focus on that program would also enable cooperative education placement personnel to develop work experience sites for new programs as the cooperative education program expands.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs that the two cooperative education positions and all cooperative education functions currently located in the Placement office in Student Services be reassigned to report directly to the vice president for Workforce Development, Life-long Learning, and Technical Education.	January 2000
2.	The vice president for Workforce Development, Life-long Learning, and Technical Education convenes a taskforce of placement personnel, cooperative education faculty, and deans to develop clear quality assurance and program support expectations, and assigns time-lines and responsibilities for implementing a plan.	January-March 2000
3.	Outcome and satisfaction data for Cooperative Education is regularly collected and used for program improvement.	Ongoing

FISCAL IMPACT

This recommendation could be accomplished with current resources by transferring the compensation of the current cooperative education job placement specialists ($46,501, salary and benefits) from the JP&CE office to the vice president of Workforce Development, Life-long Learning, and Technical Education.

FINDING

The JP&CE placement record keeping system is duplicative and unreliable. The cooperative education instructor manual identifies ten different required work experience documentation forms. Paper copies of two of the documents are also kept on file in the division chair's office. Copies of four of the documents are kept on file in the co-op office. Copies of two other documents are kept on file in *both* the division chair's office and the co-op office.

Exhibit 10-14 reflects the current documentation process.

Exhibit 10-14
Cooperative Education Work Experience Documentation Forms

Form	Co-op Faculty	Division Chairs	Co-op Office
Co-op course syllabus	Keep on file.	Keep on file.	N/A
Official class roster	Keep on file.	Keep on file.	N/A
Co-op class roster with training sites	Send copy to division chair and co-op office.	Keep on file.	Keep on file.
Training plan	Keep on file. Send copy to division chair and co-op office.	Keep on file.	Keep on file.
Mid-term student self-evaluation	Optional to keep on file.	N/A	N/A
Mid-term employer evaluation	Optional to keep on file.	N/A	N/A
Employer's final appraisal of student performance and verification of hours	Optional to keep on file. Forward to co-op office.	N/A	Keep on file.
Final work experience report	Optional to keep on file. Forward copy to co-op office.	N/A	Keep on file.
Site visit documentation form	Keep on file. Forward copy to co-op office.	Optional.	Keep on file.
Class attendance roster	Keep on file. Forward copy to Co-op office.	N/A	Keep on file.

Source: EPCC Office of Cooperative Education and Job Placement.

Other departments find it hard to access work experience documentation, which they may need to verify a student's work experience because none of these documents is stored electronically. Accuracy and completeness of documentation is questionable because no one person is assigned responsibility for ensuring that the policy is carried out and that all documents are properly filed and retained in multiple locations.

Recommendation 106:

Streamline and improve Cooperative Education record keeping to ensure accessibility, accuracy, and integrity of required documentation.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs that a Cooperative Education task force review current record keeping processes and develop a new process that uses current electronic capabilities of the college to automate the system.	January 2000
2.	The vice president for Workforce Development, Life-long Learning, and Technical Education assigns responsibility to a single office fore verifying that all records for a student are collected on a single database.	Spring 2000
3.	All personnel with responsibility for contributing to cooperative education records and all personnel with need for accessing the records are trained in the new system.	Spring 2000 Ongoing

FISCAL IMPACT

This recommendation could be accomplished with current resources.

FINDING

Under the Cooperative Education and Job Placement organization, EPCC currently employs five job placement specialists who assist students in locating jobs. Much of their placement activities are manual, duplicative, and ineffective as evidenced by the number of placements shown in **Exhibit 10-9**. The lack of automation makes the current placement system inconvenient for students and employers and labor intensive for everyone, including the staff. Students who are seeking a job must go to a campus during business hours to read posted cards or printouts to find a match for their interests, experience, and skills. If employers call seeking a referral for a job, they are invited to come into the placement office and review the resumes. However, it is unlikely that small employers would find time to go to the placement office to review paper resumes, one by one, looking for an applicant match for an opening. Employees must regularly review and purge outdated resumes and job listings, a task that can be automated in an electronic database.

Services would be greatly enhanced by an automated job matching system. The college could improve its job placement services and reduce costs by using HIRE TEXAS, the *free* automated job matching service provided by the Texas Workforce Commission and administered by the local Workforce Development Boards. HIRE TEXAS is an online

employment service that allows job seekers and employers to do their own job-matching, twenty-four hours a day, 365 days per year. The free service allows users to run actual matches to find the jobs or workers that best meet their needs.

Job seekers can review all job openings on line, or select a job type and location to "speed search," without submitting an online application. Or, they can fill out an online application, entering their skills and experience. The completed online application is automatically entered into the applicant pool for companies to view. The online application stays online for one year and it can be updated at any time. Accessibility for students would be greatly expanded, as the HIRE TEXAS could be accessed from any computer, anywhere, at anytime. Therefore students would have access from EPCC's computer learning labs and libraries, and from home if they have a personal computer.

Employers enter the specific skills needed to fill a job, and--on the same day--view the qualifications of all the applicants who have those skills. With a click of the mouse, they can find out how to contact the candidates who are most promising. They no longer have to read every application to find the best candidates, or hire a service to do it. When applicants include an e-mail or phone number, employers can contact them immediately to set up an interview.

Employers can ask the system to prescreen applicants for a preferred characteristic; for example, employers can ask the system to identify all qualified EPCC students *before* other qualified applicants. HIRE TEXAS provides additional services for users. Students can get data on employment trends and prevailing wages. Employers can get data on employment trends, information on tax credits, and details on how to access local resources.

Because the regional Workforce Development Boards administer federal and state job training funds, as well as funding for support services such as transportation and child care, a close relationship with the local board and the community college is advantageous. The JP&CE office currently assigns a grant funded placement specialist to work at the Upper Rio Grande Workforce Development center two days a week. Other community colleges have even closer associations with local workforce development boards. For example, the Capitol Area Workforce Development Board (CAWDB) staff is housed at the administrative offices of Austin Community College. The CAWDB has five "One-stop Job Placement" centers which help job seekers use HIRE TEXAS, provide work-readiness and resume workshops, and help match job seekers with available job training funding. One of the one-stop centers is located on an

Austin Community College Campus and staffed by CAWDB. ACC assigns a student financial aide specialist to work at the one stop center.

Recommendation 107:

Partner with the local Workforce Development Board and use HIRE TEXAS for job placement services.

Using an automated job matching system will enable the college to reduce the number of personnel in job placement. The college can train administrative personnel, counselors, librarians and faculty in the use of HIRE TEXAS, expanding the number of college personnel who can refer students to available job placement services. The savings in personnel costs can be used to market HIRE TEXAS internally to students, and to educate employers how to use HIRE TEXAS to identify sources of funding for job training and give preference to EPCC students in hiring. Partnering with the work force board will leverage the college's dollars, because the work force board also has available funds for training and marketing.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president directs the vice president for Student Services to develop a plan to use HIRE TEXAS as the automated job matching service for the college.	December 1999
2.	The president directs the vice president for Student Services to convene a task force including placement specialists and student financial aid counselors to meet with the Workforce Development Board staff to plan better coordination of services.	January 2000
3.	The president directs the technology department to add a link to HIRE TEXAS from the EPCC home page.	January 2000
4.	The president directs staff and faculty development to train administrators, counselors, librarians, and full-time faculty on HIRE TEXAS so they can knowledgeably refer students who need jobs.	January 2000 Ongoing
5.	The vice president of Student Services, in collaboration with the Workforce Development Board and Public Information and Marketing, develops and implements a plan for marketing HIRE TEXAS to students and employers.	January 2000 Ongoing

FISCAL IMPACT

Using HIRE TEXAS will not cost the college additional funds but rather the use of an automated job placement service would enable the college to

reduce the number of staff currently allocated to the job placement function. This recommendation assumes that five positions (totaling $127,557) would be eliminated; the actual 1998-99 salary plus benefits of those positions is as follows:

Job Placement Specialist	$21,700
Job Placement Specialist	$26,984
Job Placement Specialist	$28,635
Job Developer	$30,994
Student Services Assistant	$19,244

The fiscal impact assumes elimination of the five positions in May 2000, so the savings for 1999-2000 is the actual compensation for June, July, and August ($127,557 — 12 x 3 = 31,889). The estimated savings for 2000-2004 is based on the current compensation for the eliminated positions, and assumes a two percent increase in compensation costs each year. No savings are calculated for the transfer of current space or equipment, as those assets will remain with the placement function. The college could redirect the savings to training costs and marketing the HIRE TEXAS program.

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Partner with the local Workforce Development Board and use HIRE TEXAS for job placement services.	$31,889	$130,108	$132,710	$135,365	$138,071

FINDING

Proprietary schools compete with community colleges in offering career and technical education training. While community colleges are competitive in quality and cost of training, proprietary schools usually guarantee job placement for their graduates, something community colleges in general do not do. Legislators at both the state and local level have discussed linking funding of community college career and technical education programs to successful outcomes, including transfer and employment, so many community colleges are exploring ways to offer job placement services to their degree and certificate completers.

EPCC's current placement services focus on helping current or new students find entry-level, minimum wage jobs. Minimal formal placement efforts are made for students completing a degree or certificate that leads directly to the workplace, placing terminal graduates/completers of the college's degree and technical programs. A formal placement service for graduates would enhance the stature of the program and make the program more attractive to students. It would also enable the college to maintain data to protect future funding. There are three options for the college to implement a placement program for terminal graduates/completers.

It is possible to use HIRE TEXAS. According to the Texas Workforce Commission, the current statewide HIRE TEXAS system has approximately 1.4 million applications and 400,000 jobs, the largest applicant-job pool in the state. An average of 40 new job postings are added daily, and 70 percent of applicants on file have two or more years of college.

As an alternative, the college could host a web-based private portal for degree/program completers to register their profiles and employers to post their job openings. A private portal system works much like the HIRE TEXAS system, but would be restricted to EPCC graduates and program completers. Employers accessing the system are assured that when they use the system, they are getting trained workers. The college would have an opportunity to tailor the job matching system to meet the specific needs of its users. In a private portal system, program completers and graduates complete a profile, telling the employer/organization of their "ideal job." In such a system, employers complete a job posting profile listing location, hours, salary, and required skills and qualifications.

An automated job matching application continuously searches the database for matches between candidate profiles and employer postings. When matches occur, candidates receive notification of the position they have matched and are invited to pursue the position, or to respond to a limited number of prescreening qualification questions. If matched candidates answer the qualification questions to the employer's criteria, they are screened in.

Screened-in candidates and employers controlling the posting are notified immediately when the candidate has been screened in. A desirable feature of a job-matching program for the college is automated performance measure functions to show how the system is performing. The system can be designed to provide quarterly or annual specifics about the number of times employers and job applicants accessed the system, number of postings in the system, how many employers are getting matches etc. Compensation information can be requested in the job listings, so information on entry level salaries can be tracked.

A third option is to contract with a private company that provides job-matching services. Using web based application powers, private vendors host the job matching application. The sponsoring institution needs no special internal hardware/servers, but because the application is web based, students, faculty and employers can access the system from anywhere at anytime. Vendors usually provide a consultant team which sets up the application including web site design to mirror the college's web site look and provides continued system support and system reviews. If the college chooses this option, accountability reporting capabilities should be specified in the Request for Services.

Recommendation 108:

Provide a placement service for program completers and degree graduates to enhance services to students and employers.

Because the college has options for implementing this recommendation, the fiscal impact could vary from zero to as much as $100,000 per year based upon system sophistication and the specifications. This college could immediately begin to use HIRE TEXAS for this purpose and evaluate its performance against criteria the college develops.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president convenes a task force including the vice president for Student Services and the vice president of Workforce Development, Life-long Learning, and Technical Education to plan for a job placement service for program completers/graduates.	January-March 2000
2.	The president directs the vice president of Student Services and the director of Job Placement expand current placement services to offer all program completers/graduates assistance in finding jobs.	September 2000
3.	The vice president for Student Services works with institutional research to develop evaluation criteria for job placement services for program completers/graduates using the criteria and specifications developed by the task force.	September 2000 Ongoing
4.	The president directs staff and faculty development to train administrators, counselors, librarians, and full-time faculty on HIRE TEXAS so they can knowledgeably refer students who need jobs.	September 2000 Ongoing
5.	The vice president recommends enhancements and/or changes to the placement service as necessary.	Sept. - October 2000

	Ongoing

FISCAL IMPACT

This recommendation could be implemented with existing resources.

Chapter 11
MANAGEMENT INFORMATION SYSTEMS

This chapter reviews El Paso Community College's (EPCC's) management information systems in four sections.

A. Organization and Staffing
B. Technology Planning
C. Network Infrastructure
D. Acquisition of Hardware and Software

Management Information Systems (MIS) provides computer hardware and software support to an organization.

Network infrastructure is the underlying system of cabling, phone lines, hubs, switches, routers and other devices, which connects the various parts of an organization through a Wide Area Network (WAN). If a sound infrastructure is in place, most users can access people and information throughout their organization and beyond, greatly facilitating their ability to accomplish the responsibilities of their job. Without a network infrastructure, such capabilities are available piecemeal, usually to individuals who have the vision and the resources to create this capacity for themselves.

Given the benefits, many organizations, are finding that to achieve success, they must invest in a network infrastructure. This is particularly true in a community college environment, which typically has a central campus with multiple campus locations.

Typically, a WAN allows users to communicate with personnel within the organization through tools such as electronic mail systems. It also provides a bridge to the Internet and World Wide Web which allows anyone connected to the WAN to access information and people outside the organization. WANs are usually "closed." With security measures, persons cannot access information housed within the WAN without a password and/or personal identification number.

ORGANIZATION AND STAFFING

The associate vice president of Information Technology Systems, who reports to the vice president for Resource Management, manages the Information Technology Department (IT). IT is primarily responsible for administrative computing and manages eight primary functions including computer operations, information center operations, systems and programming, network services, micro computer support, documentation and training, telecommunications, and records management.

Exhibit 11-1 presents IT's functional organization structure.

Exhibit 11-1
IT Organization Structure
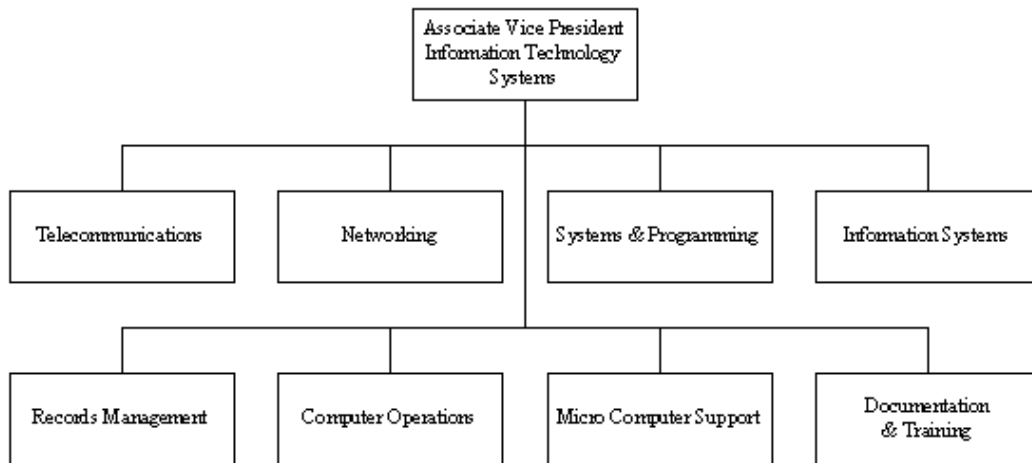
Source: EPCC Organization Chart, August 1999.

IT is staffed with 57 positions, seven of which are part-time. **Exhibit 11-2** presents a summary of positions and related staffing within the department.

Exhibit 11-2
IT Department Staffing by Position

Position Description	Number of Positions
Associate Vice President	1
Technology Resource Specialist	1
Senior Secretary	1

Telecommunications Assistant	1
Data System Manager	4
Information Technology Manager	4
PC Applications Specialist	1
Senior Programmer/Analyst	5
Programmer/Analyst	7
Computer Operator Supervisor	1
Computer Operators	4
Data Base Administrator	1
Network Engineer	1
Network Technician	1
Networking Specialist	1
Netware Systems Specialist	2
Documentation and Training Coordinator	3
Clerk II (Two part-time)	3
PC Systems Specialist	6
Senior Communications Specialist	1
Communications Specialist	1
Communications Technician	1
Telecommunications Assistant	1
PBX Operations Aide (All part-time)	4
Help Desk Attendant	1
Total	**57**

Source: Information Technology Organization Chart, July 1999.

Exhibit 11-3 presents a summary of IT's actual expenditures for 1998-99 and budgeted expenditures for 1999-2000.

Exhibit 11-3
Information Technology Systems
1998-99 and 1999-2000 Budgeted Expenditures

Line Item	1998-99 Expenditure	1999-2000 Expenditure (est.)	Percent Increase (Decrease)
Salaries	$1,763,270	$1,782,312	1%
Materials, Services, & Supplies	1,692,020	1,714,006	1%
Travel/Training	33,262	19,950	(40%)
Furniture & Equipment	200,000	267,000	34%
Other Expenses	(115,000)	(98,000)	15%
Total	**$3,573,552**	**$3,685,268**	**3%**

Source: EPCC 1999-2000 Budget Form 1, 7/23/99.

Exhibit 11-3 shows that IT's budget rose 3 percent from 1998-99 to 1999-2000. This increase is primarily due to increases in equipment and software purchases. Although the 1999-2000 budget is slightly higher than the 1998-99 budget, the department's training budget decreased 40 percent.
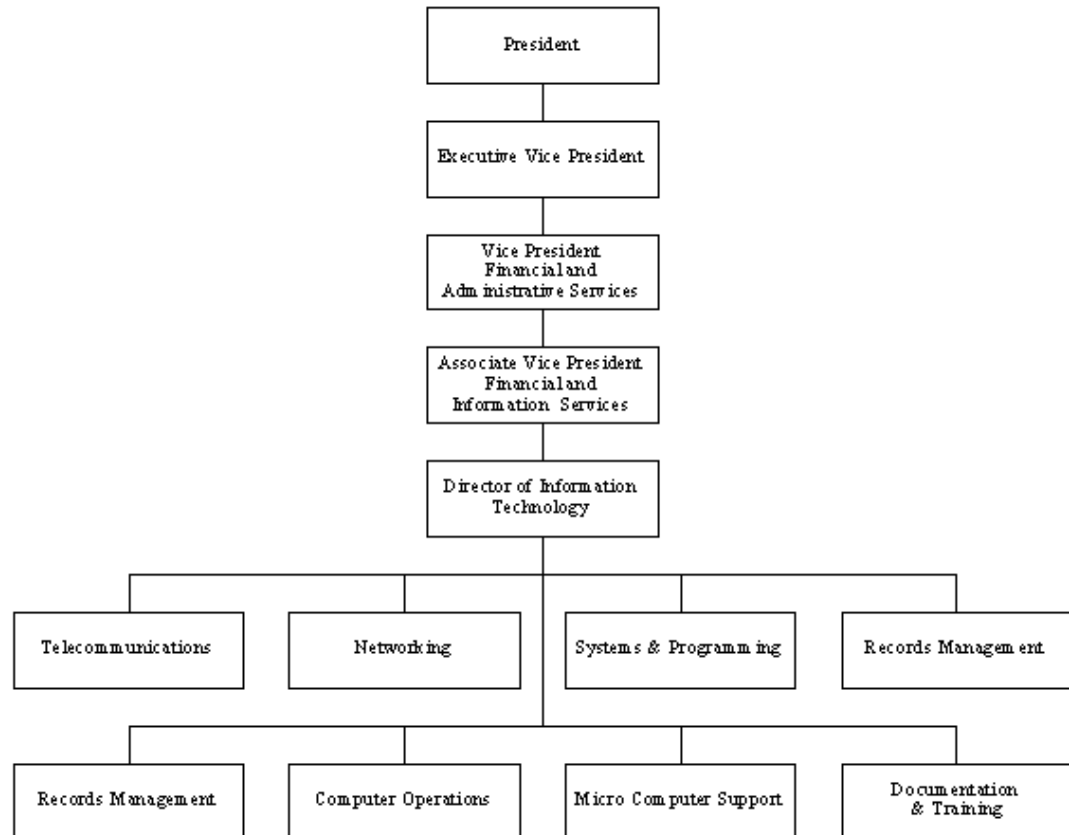
Academic Computing Services (ACS) is the primary instructional computing resource for EPCC students. ACS maintains "general use" computer labs at each campus where students have access to the Internet and use the computers for instructional purposes. The ACS coordinator reports to the associate vice president for Instructional Services and is responsible for seven computer labs containing 832 personal computers and two IBM AS/400 mainframes.

FINDING

IT historically has not been a high priority within EPCC's organization structure, having lost its vice president for Management Information Systems in 1993 as the result of a reorganization. That 1993 reorganization created an associate vice president for Financial and Information Services, to which the director of IT reported. Before the current president restructured EPCC's organization on July 27, 1999, the director of IT reported to the associate vice president for Financial and Information Services.

Exhibit 11-4 presents the reporting relationship of IT before the July 27, 1999 reorganization.

Exhibit 11-4
IT Reporting Relationship Before July 27, 1999 Reorganization

```
                        ┌─────────────────┐
                        │    President    │
                        └────────┬────────┘
                                 │
                        ┌─────────────────────┐
                        │ Executive Vice President │
                        └──────────┬──────────┘
                                   │
                        ┌─────────────────────┐
                        │   Vice President    │
                        │   Financial and     │
                        │ Administrative Services │
                        └──────────┬──────────┘
                        ┌─────────────────────┐
                        │ Associate Vice President │
                        │    Financial and    │
                        │ Information Services │
                        └──────────┬──────────┘
                        ┌─────────────────────┐
                        │ Director of Information │
                        │     Technology      │
                        └──────────┬──────────┘
```

Telecommunications	Networking	Systems & Programming	Records Management

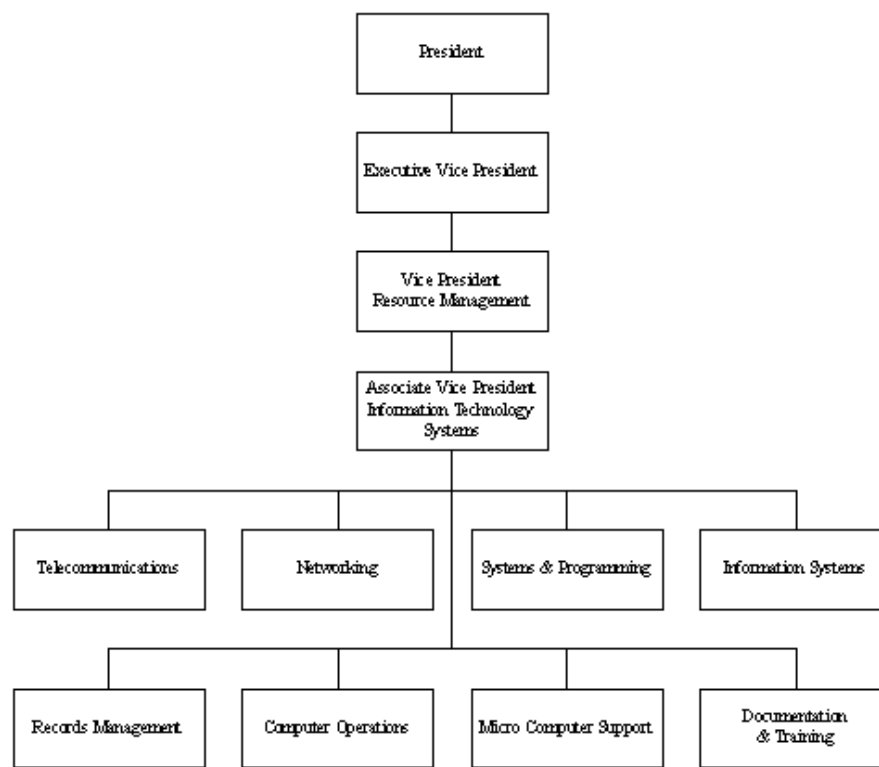| Records Management	Computer Operations	Micro Computer Support	Documentation & Training

Source: EPCC Organization Chart, 5/13/99.

Exhibit 11-4 shows that IT historically was four reporting levels down from the president, and three levels down from the executive vice president. As a result, IT employees told TSPR that the administrative leadership team and the board do not recognize the strategic importance of information technology and, therefore, do not have the vision to implement technology that will position EPCC for the challenges of the future. Moreover, employees perceive that executive management does not fully understand the need to allocate sufficient budget resources to staff training and technical support, capital funding for hardware and software needs, and salary increases, resulting in low morale within the department. For example, historically executive management gave low priority to the following critical areas:

- Providing additional technical support for the user community;
- Standardizing specifications for hardware and software purchases;
- Controlling users' orders for computer hardware and software that require IT support without first consulting IT; and
- Approving a plan for licensing computer software.

Although the president restructured EPCC's overall organization on July 27, 1999, the Information Technology Department (IT) still does not receive a sufficiently high priority. In the revised structure, IT still reports three levels from the president, and management has not embraced the concept of a chief information officer responsible for managing information technology.

Exhibit 11-5 shows IT's reporting relationship in the restructured organization.

Exhibit 11-5
IT Reporting Relationship After July 27, 1999 Reorganization

```
                          President
                              |
                   Executive Vice President
                              |
                       Vice President
                    Resource Management
                              |
                   Associate Vice President
                   Information Technology
                          Systems
                              |
   -----------------------------------------------------------
   |                |                  |                      |
Telecommunications  Networking  Systems & Programming  Information Systems
   |                |                  |                      |
Records Management  Computer Operations  Micro Computer Support  Documentation & Training
```

Source: EPCC Reorganization approved by board of trustees, 7/27/99.

Although the associate vice president is a member of the president's administrative leadership team and attends biweekly meetings with the president and executive vice president, the new reporting structure still impairs IT's ability to accomplish its mission. The department's priorities must be filtered through both vice president and executive vice president reporting levels. To be successful collegewide, IT's vision must be communicated to the highest levels of management to ensure that the EPCC's vision for technology is appropriately implemented.

Corporations and government agencies are increasingly appointing a Chief Information Officer (CIO) to establish a technology vision for the organization. A CIO works with senior management helping them apply technology solutions to business problems.

Recommendation 109:

Create a chief information officer position and elevate the reporting relationship of the Information Technology Department to report directly to the executive vice president.

A strong CIO helps organizations acquire the right technology to meet its business needs at a cost the organization can afford. CIO's are responsible for managing all IT functions within an organization, not just managing the computer room.

Exhibit 11-6 presents the recommended reporting relationship for IT.

Exhibit 11-6
Recommended Reporting Relationship for IT
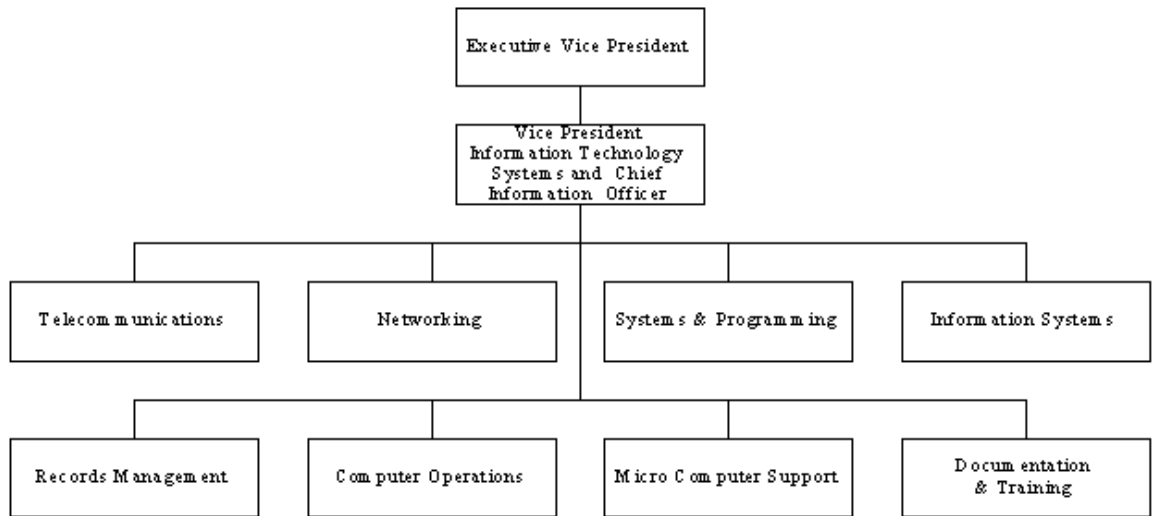
Source: TSPR Review Team.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president creates the position of vice president for Information Technology Systems and Chief Information Officer reporting to the executive vice president.	January 2000
2.	The board approves the reorganization.	January 2000

3.	The president formally notifies the administrative leadership team of the new position title and reporting relationship.	February 2000
4.	The president posts the position for chief information officer and begins to conduct a search.	March 2000
5.	The president hires a chief information officer.	August 2000
6.	The chief information officer begins employment with the college.	September 2000

FISCAL IMPACT

The chief information officer would receive vice president-level compensation, which is approximately $90,000. EPCC offers fringe benefits from 20 to 30 percent of salary for full-time faculty and staff depending on an individual's classification and benefit selection from a menu of fringe benefit options. To be conservative, a 25-percent fringe benefits rate is assigned to the chief information officer position. The fiscal impact of this recommendation, therefore, is $112,500 annually ($90,000 x 1.25 = 112,500).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Create a chief information officer position and elevate the reporting relationship of the Information Technology Department to report directly to the executive vice president.	$0	($112,500)	($112,500)	($112,500)	($112,500)

FINDING

Academic Computing Services (ACS) does not report to IT, but instead reports to the associate vice president for Instructional Services. As a result, ACS labs do not receive adequate technical support for PCs and software used by EPCC students. Although IT is not responsible for providing technical support and training for ACS computer labs, TSPR learned that, to the extent resources are available, IT provides limited technical support to the computer labs. With limited technical support and training, campus local area networks (LANs) supporting PCs are

sometimes down for extended periods of time, and faculty and students do not receive adequate training to use software applications.

Seven ACS labs, which are located at EPCC's five campuses and Fort Bliss, contain a total of 832 computers. The labs are staffed with 54 lab assistants who provide technical assistance, limited training, and limited computer support. None of the lab assistants are network technicians, and most are not skilled in troubleshooting network and PC-related problems. However, during the summer of 1999, ACS hired one Netware specialist and one personal computer systems specialist. ACS does not officially maintain or support all instructional computer labs. There are several computer labs and classrooms that are supervised by instructional deans, with technical support provided by instructors, ACS staff, or IT as needed.

Because academic and administrative computing functions report to separate departments, there is no single point of contact in ACS to address hardware and software problems as well as strategic technology issues. As a result there is no formal structure for supporting the ACS labs, and technical support and training services are fragmented.

The District Technology Committee, appointed by college management and representing EPCC departments, is studying the lack of structure within ACS. In June 1999, the committee proposed a new structure in which ACS would report to a director of Academic Computing, including all technical support personnel for ACS. Based on the proposal, the director of Academic Computing would still report to the associate vice president for Instructional Services. This still results in fragmented application of limted information technology dollars and IT Support.

Recommendation 110:

Combine academic computing and administrative computing functions into one technology organization.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for Information Technology Systems, in cooperation with the District Technology Committee and the vice president for Instruction, review the existing academic and administrative technology structure.	February 2000
2.	The associate vice president for Information Technology Systems, with input from the District Technology Committee and the vice president for Instruction, reorganizes the Information Technology Department to include both academic and administrative computing functions.	April 2000

| 3. | The executive vice president and president approve the reorganization. | May 2000 |
| 4. | The board of trustees approves the reorganization. | June 2000 |

FISCAL IMPACT

This recommendation can be implemented with existing resources.

TECHNOLOGY PLANNING

In 1995, EPCC's administration decided to replace the college's administrative computing hardware and software. At the time, EPCC's computing platform operated in a mainframe environment with customized software applications that were primarily supported by in-house programmers and third-party vendors. The hardware on which software applications were running was 13-14 years old. The hardware and software were so old that many of the equipment and software vendors that sold EPCC the products were dropping the maintenance support for the products. As a result, IT had to obtain third-party support for the hardware and software and if the support was not available locally, out-of-town vendors had to be hired to provide support.

Moreover, the old administrative systems were not integrated. Personnel/payroll, financial records, purchasing, student records, and budget systems each had the information needed to operate independently, but one system could share information with the another. For example, if the Budget Office needed employee salary information to develop a departmental budget, the salary information would be requested from the Personnel Office, that would create a report and provide it to the Budget Office to be manually entered into the budget system.

IT, with executive management's direction, decided to move to an open platform, client/server-based computing environment with a fully integrated administrative information management system (AIMS) with a central server providing information to all connected modules (for example, payroll/personnel, financial records, budgeting, etc.). To prepare for this new system, IT recommended EPCC purchase "bridge software" to use over the old administrative software system, while the college evaluated, purchased, and installed the new AIMS.

The board approved the purchase of Oracle Relational Database Management software (Oracle) in its May 1996 meeting, and IT employees were trained to use Oracle and develop related applications. Additionally, a collegewide committee of users was formed to evaluate an AIMS package that was standards-based, client/server capable, and had a significant installed base in Texas colleges. A request for proposals (RFP) was issued in May 1998, vendor demonstrations were conducted during June and July 1998, and Systems & Computer Technology's (SCT) Banner2000 AIMS was selected and approved by the board in February 1999.

In February 1999, EPCC's board approved the purchase of the fully integrated SCT Banner2000 AIMS totaling $2.8 million, including the following modules and related services:

- Student System
- Financial Aid System
- Financial System
- Human Resources System
- Voice Response System
- Strategic Enrollment Management
- Planning and Training
- Web for Executives
- Web for Students
- Web for Advisors and Faculty
- Web for Employees
- Web Services Training

The purchase price also included software licenses and fees, implementation support and training, telephone registration hardware, additional software, and Digital Equipment Corp Alpha hardware.

In May 1999, IT formed a Banner2000 Implementation Team consisting of four separate sub-teams that will coordinate implementation activities.

Exhibit 11-7 presents the composition and definition of the Banner2000 implementation team.

Exhibit 11-7
SCT Banner2000 Implementation Team
Composition and Definition

Team	Definition
President's Administrative Team	EPCC's senior level executive management. This team is responsible for high-level policy and planning. This team resolves district and AIMS budget issues.
Project Management Team	This team is composed of senior leadership in the functional areas affected by the implementation. The team sets the procedure for business operations, is responsible for overall contract compliance, and budget and functional area resources.
Functional Area Team	This team is composed of mid-level cross-functional representatives of the areas being implemented. The team ensures that the module being implemented adheres to the organization's processing methodologies and that decisions for any one of the component parts is acceptable to the other components.
Work Team	Work teams are established as needed to perform specific activities in the project plan. The teams are cross-functional and are used to test business models with constituents across

	the college to gather feedback that will help build an enterprise-wide solution.

Source: EPCC Information Technology Department.

SCT, in cooperation with EPCC's IT Department, also conducted a project organization and planning seminar in May 1999. During this seminar, the implementation teams were refined, and a timeline for implementing each module of the Banner2000 system was established.

A steering committee was created to set policy for business operations and have overall responsibility for contract compliance, budget, policy, and resources. Additionally, process teams were formed for the student, financial aid, finance, and human resources modules, as well as a technical team consisting of IT personnel. SCT expects the Banner2000 system to be fully implemented by January 2002.

Exhibit 11-8 presents the projected timeline for implementing Banner2000's four primary modules.

Exhibit 11-8
Banner2000 Project Implementation Schedule

Module	Begin Module Education (A)	Projected Implementation Date
BANNER Finance	August 2, 1999	September 2000 or January 2001 (B)
BANNER Student	September 20, 1999	December 2000 (Admissions) April 2001 (Registration)
BANNER Financial Aid	January 17, 2000	February 2001
BANNER Human Resources	January 9, 2001	January 2002

Source: SCT Banner, May 1999.
(A) The date SCT consultants define current business practices and conduct process analysis.
(B) EPCC may decide to implement BANNER Finance in January because September is the month during which the fiscal year is closed.

FINDING

The Year 2000 (Y2K) problem is an entire category of date-related issues that potentially may affect equipment and computer systems at EPCC. EPCC's IT Department formed a Y2K Task Group in 1997 and began working internally on Y2K compliance issues, including modifications to in-house systems, third-party software upgrades, personal computers, and embedded processes. Embedded processes are date-sensitive microchips installed in various products to accomplish specific functions and include items such as VCRs, photocopiers, answering machines, pagers, mobile phones, fax machines, and time locks.

To prepare for the Year 2000, the Y2K Task Group established the Y2K Compliance Office in February 1999 and hired a Y2K compliance coordinator, a personal computer systems specialist, and an embedded systems specialist. These three individuals, along with the director of Information Technology and a secretary comprise the Y2K Project Team that is responsible for coordinating and implementing Y2K compliance.

As a result of the Y2K Project Team's efforts, as of August 1999, the majority of EPCC's hardware, operating systems, software applications, networks, and telecommunication systems were more than 90 percent Y2K compliant, with 100 percent compliance expected by fall 1999. Examples of mission-critical hardware and software applications that are Y2K compliant include:

Third-Party Application Software:

- Financial Records and Purchasing Systems
- Accounts Receivable System
- Human Resources and Payroll
- ORACLE database and tools
- Imaging

In-house Applications Software:

- Student Information Systems
- Budget, Property Control, Lonestar system

Other Hardware and Software Applications:

- Mainframe/Mini/Server Hardware - Over 10 Computers are all Y2K-compliant
- Mainframe operating systems Software
- Mainframe vendor software

- PC Hardware - Some older systems are not compliant and will be phased out
- PC Software - The newer versions of PC applications are Y2K compliant
- Network servers, software, and equipment
- Telecommunications - switches, telephones, and telecommunications software

As of August 1999, the Y2K Project team identified 1,397 pieces of equipment with embedded processes. Ninety-eight percent of the equipment is Y2K compliant. The remaining 2 percent will be compliant by fall 1999.

In July 1999, the Y2K Contingency Planning Group developed a "Y2K Districtwide Contingency Plan" to implement if EPCC cannot operate through the first week of January 2000. The plan contains five specific goals:

- Develop procedures to ensure that appropriate departments can restore the college's essential operations as quickly as possible;
- Develop procedures for contacting key college employees in the event of a college closing;
- Develop procedures for contacting remaining college employees if the college closes;
- Develop procedures for contacting the general public if the college closes; and
- Develop a communications plan and implement the plan in fall 1999 to increase employee awareness and to notify the college family and the public of these efforts and procedures.

COMMENDATION

EPCC's critical applications and related systems are Year 2000-compliant and contingency planning is under way in sufficient time to make a smooth transition to the year 2000.

FINDING

In March 1990, the Information Technology Department developed a draft Management Information Systems Long Range Plan. The plan covered a 10-year period and contained assumptions, goals, and objectives for the anticipated direction of EPCC's technology in the following areas:

- Organization and Management;
- Programs and Services;
- Acquisition and Maintenance of Equipment;

- Institutional Relations;
- Marketing;
- Support Services; and
- Facilities.

The March 1990 draft plan also included the estimated costs to implement the technology plan over an eight-year period. However, the plan does not include specific implementation strategies, timelines, or position accountability to make the plan a reality. TSPR also found no evidence the March 1990 draft plan was ever adopted, implemented, or updated.

In 1996-97, EPCC formed an Instructional Technology Committee to develop a vision for technology along with a three-year implementation plan. The framework for the plan addressed the acquisition and management of equipment and software used directly to deliver instruction, including computing facilities, audio-visual equipment, and technologies used for delivery of distance learning, in classrooms, labs, faculty offices, and sites where the students use the technology.

The Instructional Technology Master Plan was completed in 1997, but did not address business or administrative computing. TSPR reviewed the plan and found that it includes 29 "guiding principals" to be used as a "minimum base" from which EPCC must operate to develop instructional technology. The plan does not include goals, objectives, implementation strategies, position responsibility assignments, timelines, or budget resources allocation. In addition, the technology plan does not sufficiently address long-range plans for computerizing the entire college, replacing outdated computer equipment, training, and integrating academic and administrative computing under one technology umbrella. In other words, the plan is more theoretical than practical and contains no implementation initiatives essential to bringing the Instructional Technology Committee's vision to a reality.

With the arrival of the new president, two separate committees were formed to address long-term technology planning for EPCC: the District Technology Committee (DTC) and the Blue Ribbon Strategic Planning Committee (Blue Ribbon Committee). The DTC replaced the original Instructional Technology Committee. The Blue Ribbon Committee, formed as EPCC's long-term strategic planning committee, has both internal and external technology subcommittees. Additionally, the Blue Ribbon Strategic Planning Committee's internal and external technology subcommittees are working parallel with the DTC with little integration and coordination other than the participation of the director of IT as vice chair of the DTC and as a resource person for the external technology subcommittee.

Exhibit 11-9 presents the membership and charge for each committee.

Exhibit 11-9
Technology Planning Committees
Membership and Charge to Each Committee

Committee	Charge	Membership
District Technology Committee	The technology committee will determine how best to equip EPCC with state-of-the-art technology for both instructional and administrative purposes, to ensure adequate maintenance and support of the technology and to ensure that faculty and staff members receive appropriate and adequate training on current technology.	• Computer Information Instructor (Chair) • Director of Information Technology (Co-Chair) • Representatives from Information Technology Department (2) • Division Dean from Trans Mountain Campus • Faculty senate representative from Trans Mountain Campus • Instructors (5) • Counselor (1) • Librarian • Director of Purchasing Services • District Coordinator of Continuing Education • Technical Coordinator for Instructional Support services • Lab Assistant from Academic Computing Services (1) • Lab Assistant from Drafting Lab (1)

		• Student Government Representative (1)
Blue Ribbon Strategic Planning Committee	Examine the mission statements of the college and chart the future course and direction of the institution as they relate to program offerings, curriculum, student services, facilities, fiscal affairs, literacy, workforce development, technology, community image, and future expansion.	*Internal Strategic Planning Committee - Subcommittee on Technology* • IT Data Systems Manager (Chair) • IT Senior Programmer Analyst • Drafting Instructor • Advanced Technology Center Instructor • Assistant Director of Human Resources *External Strategic Planning Committee - Subcommittee on Technology* • Orthodontist • Attorney • Corporate President • Corporate Vice President • Director of IT (Resource Person) • Computer Information Instructor/Coordinator (Resource Person)

Although, the DTC includes IT data systems managers who are client liaisons for administrative computing functions and "power users" such as the coordinator for Continuing Education, the committee's membership does not include adequate representation from the administrative and operational units that will use technology in the future. For example, the committee membership roster does not include representatives from financial management, human resources, student services, and support services functions. Each of these functions has critical information processing needs and can provide valuable input to the technology planning process.

While **Exhibit 11-9** shows that EPCC has two committees conducting technology planning, the college still does not have a comprehensive long-range technology plan to guide technology decisions to support its overall goals. However, at its May 5, 1999 meeting, the DTC used the 1997 Instructional Technology Plan as the baseline for developing an outline for a new District Technology Plan.

Exhibit 11-10 presents the DTC's outline for the District Technology Plan.

Exhibit 11-10
Proposed Outline for EPCC's District Technology Plan

I. Guiding Principles

II. Infrastructure

     A. General technology goals
     B. Statement of objectives for three years
     C. Objectives for next year

III. Instructional Technology (Including the library and ACS labs)

     A. General technology goals by division and other units
     B. Statement of objectives for three years
     C. Objectives for next year

IV. Administrative Technology

> A. Administrative Information Management System plan for all administrative units
> B. General technology goals for all other technology
> C. Statement of objectives for three years for all other technology

Source: District Technology Committee, Master Plan Subcommittee Minutes, 5/5/99.

Exhibit 11-10 shows that the DTC's proposed outline for the District Technology Plan does not address implementation or the allocation of budget resources to fund the plan. Members of the DTC told TSPR the committee is developing an operational plan that includes the allocation of funds for technology resources as a part of the overall Technology Master Plan. A well-developed technology plan includes goals, objectives, detailed implementation strategies (complete with timelines and position responsibility), and a technology budget that is linked to the college budget to ensure financial resources are allocated to technology initiatives based on priorities included in the technology plan.

Recommendation 111:

Broaden the membership of the District Technology Committee and develop a comprehensive technology plan with implementation strategies, position responsibility, timelines, and link it to both the college budget and long-term strategic plan.

Representatives from financial management, human resources, student services, and support services functions should be added to the District Technology Committee (DTC) to broaden the technology perspective to include input from users with critical information processing needs. Additionally, the efforts of the Blue Ribbon Strategic Planning Committee's technology subcommittees should be coordinated with the DTC to develop a comprehensive technology plan that emphasizes implementation initiatives, links to the college's long-term strategic plan, and allocates budget resources based on priorities included in the plan.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The president expands the membership of the DTC to include representatives from financial management, human resources, student services, and support services functions.	December 1999
2.	The chairpersons of the DTC and Blue Ribbon Strategic	December 1999

	Planning technology subcommittee schedule monthly meetings to coordinate the planning efforts of both committees.	and monthly thereafter
3.	The chairperson of the DTC, in conjunction with the committee membership, revises the outline for the District Technology Plan to focus on implementation and priority funding for technology initiatives.	January 2000
4.	The DTC prepares the technology plan.	January - March 2000
5.	The chairperson of the DTC and chairperson of the Blue Ribbon Strategic Planning Committee reconcile any differences noted in the parallel technology planning efforts.	April - May 2000
6.	The chairperson of the DTC, in conjunction with the chairperson of the Blue Ribbon Strategic Planning Committee, includes the District Technology Plan as part of EPCC's strategic plan.	June 2000
7.	The chairperson of the DTC monitors the implementation of the District Technology Plan.	June 2001 and annually thereafter

FISCAL IMPACT

This recommendation can be implemented with existing resources.

FINDING

EPCC's IT Department does not have sufficient human and financial resources to support the transition to the client/server-based, open system environment required by SCT's Banner2000 AIMS. Although EPCC has purchased SCT's Banner2000 AIMS, data systems managers, senior programmer analysts, and programmer analysts within IT have little experience supporting a client/server-based environment.

Programmer analysts are trained as COBOL programmers and spend the majority of their time supporting in-house legacy systems. As a result, the SCT Banner2000 AIMS includes the cost of implementing the system and training IT technical personnel and users. EPCC purchased a total of 4,928 implementation and training hours to be used over a three-year period. Based on the implementation and training schedule prepared by SCT consultants, a total of 3,292 training hours will be used for training IT personnel and users through 2002.

Exhibit 11-11 shows the allocation of training hours purchased from SCT Banner.

Exhibit 11-11
Allocation of Implementation and Training
Hours Purchased from SCT Banner
As of October 1999

Type of Implementation/Training	Hours
Banner Financial Aid	360
Banner Finance	396
Banner Human Resources	396
Banner Student	468
Business Process Analysis	400
Remote Database Administration Services	320
Project Management	408
Project Planning	24
Technical Training for IT Personnel	520
Subtotal hours scheduled to date	**3,292**
Hours available for future use	1,636
Total Hours Purchased	**4,928**

Source: SCT Banner2000 Project Implementation Schedule, October 1999.

Exhibit 11-11 shows that approximately 520 hours of technical training are allocated to IT personnel to learn to support SCT Banner2000 modules, with a portion of the 1,636 hours available for IT personnel in the future if necessary. The remaining hours are allocated to project management, business process analysis, and implementation and training.

In April 1997, all IT programming staff attended three weeks of Oracle database management training for Developer Forms, Reports, Discoverer, and Browser at a cost of $43,500. Oracle is the database management system that supports SCT Banner2000. Even though some programmers attended Oracle training in 1997, many programmers did not receive hands-on training because they were assigned to the Y2K project in 1997.

Moreover, no Oracle training was offered in 1998 because EPCC began the vendor selection process for the new AIMS, and IT was not sure the system selected would be Oracle-based. Consequently, TSPR learned from IT managers that programmers feel they have not been adequately trained to use Oracle database management software, originally licensed in May 1996. However, IT management told TSPR that, although the COBOL programmers are responsible for maintaining legacy systems while training and implementing Banner2000, they are capable of transitioning to the new platform with adequate training and more hands-on experience.

IT's 1999-2000 in-town travel and training budget for IT's network, telecommunications, microcomputer support, documentation and training, and information center personnel (25 full-time positions) is $18,000-$9,000 of which is allocated to in-town travel and $9,000 for actual in-town training. IT management told TSPR the 1999-2000 training budget is not sufficient to cover the training needs of IT staff not trained on the Banner2000 AIMS. The 1999-2000 in-town training budget allocates $360 per employee ($9,000 — 25).

In addition to the lack of specific expertise with client/server applications and related training, IT does not have sufficient technical support for the transition to a client server-based environment. A client/server-based environment is user-driven and requires a level of technical support that is adequate to service PCs, local area networks (LANs), and wide area networks with access to the servers.

The IT Department has six technicians to support over 3,500 computers throughout EPCC, or 583 computers per technician. More significantly, IT management is concerned about potential turnover within the department due to attrition and the ability to acquire the appropriate skill sets to replace existing technical support personnel, as well as provide sufficient training for new hires because of El Paso's geographic location.

Even with insufficient technical support, IT is sometimes unaware of the level of user satisfaction. The department does not survey the entire user community annually. Although surveys are conducted annually to determine user satisfaction levels with documentation and training, microcomputer support, and telecommunications units, surveys are not conducted to determine users' satisfaction with the Systems and Programming unit. Systems and Programming is responsible for maintaining and supporting EPCC's legacy systems as "client liaisons" assigned to different areas of the college. TSPR learned that surveys are not conducted because data systems managers claim they do not receive calls from users complaining about the level or quality of service provided by IT. Therefore, the number of complaints received are used as a measure

of user satisfaction because some IT employees feel surveys "get in the way" and they will spend too much time "counting things."

However, TSPR also learned that, in most instances, user complaints about inadequate service or responsiveness are not communicated to the department and, therefore, are unknown to data systems managers. For example, during interviews with managers of various functional areas throughout EPCC, TSPR team members learned of several instances of user dissatisfaction with the level of technical support provided by data systems managers.

IT management told TSPR that, even though data systems managers act as "client liaisons", some college departments assign their own "departmental liaisons" and discontinue using data systems managers. When these departmental liaisons leave the department, there is a lack of systems and programming support, which increases the level of dissatisfaction with the IT Department. TSPR learned that Student Services is an example of a department that lost its departmental liaison, and IT has assigned a programmer as a temporary liaison to the area to address user complaints.

With the recent growing popularity of business process reengineering, information services outsourcing is recognized as a viable alternative to traditional internal staffing strategies. Community colleges and four-year institutions of higher education are looking to outsource functions that are tangential to teaching to focus more on activities that will meet the needs of students in the next millennium.

Delaware Community College contracted its administrative computing, data center operations, network infrastructure support. Raritan Valley Community College contracted its administrative computing, data center operations, academic computing, network technical support, desktop support, help desk operations, and training to an external service provider as well.

According to the GartnerGroup, a global information technology research firm, there are several reasons to contract out information services to an external service provider, including enabling an organization to:

- Focus on core competencies;
- Find skilled information systems professionals;
- Re-skill existing staff for emerging needs;
- Gain control of hard-to-manage functions;
- Reduce costs and convert fixed costs to variable; and
- Form preferred vendor relationships and share risks.

The GartnerGroup concludes that, reducing costs is one of the reasons to contract out information services to an external service provider, but savings are difficult to achieve. An entity's information technology budget must be about 150 percent of the provider's direct costs to enable the vendor to provide the real front-end savings.

Citing a recent survey conducted by Deloitte & Touche in the United States and Canada in 1999, about one-third of respondents looking to contract information technology services were looking for cost reduction. The remaining two-thirds were outsourcing for one or more of the reasons outlined above.

Exhibit 11-12 shows the current costs of IT operations at EPCC.

Exhibit 11-12

EPCC Annual IT Costs				
IT Function	**Positions**	**Salaries**	**Training**	**Total**
Information Systems	23	$760,205	$31,549	$791,754
Systems & Programming	5	224,164	1,500	225,664
Computer Operations	5	117,118		117,118
Microcomputer Support	6	182,253		182,253
Networking	5	159,373		159,373
Telecommunications	6	130,791	350	131,141
Documentation & Training	3	104,859		104,859
Records management	3	41,896	100	41,996
Subtotal	56	1,720,659	33,499	1,754,158
Fringe benefits (25% of Salaries)	-	430,165	-	430,165
Totals	**56**	**$2,150,824**	**33,499**	**$2,184,323**

Source: EPCC IT Department.

Exhibit 11-13 compares the cost to outsource this function. **Exhibit 11-14** shows the costs of implementing the Banner system.

Exhibit 11-13
EPCC IT Costs vs Outsourcing Costs

Total EPCC costs contracted	**$2,184,323**

Service provider estimates at $80,000 per person (56 FTE x $80,000)	($4,480,000)
Annual Incremental Cost	($2,295,677)

Source: TSPR.
Note: IT Industry sources use $80,000 per position in estimating outsourcing costs.

Exhibit 11-14
Schedule of SCT Banner AIMS Solution
Costs Purchased by EPCC (Costs are budgeted)

	Total Costs	Three-Year Payout Schedule Proposed by SCT		
		1998-99	**1999-2000**	**2000-01**
Banner 2000 Software License Fees	$869,680	$869,680	$0	$0
Implementation Support and Training	930,660	310,220	310,220	310,220
Telephone Registration Hardware	166,000	142,000	12,000	12,000
Additional Software Costs	65,265	65,265	-	-
Software Maintenance	443,711	136,678	147,612	159,421
Microform Indexing Upgrade	50,000	50,000	-	-
Computer Hardware (DEC Alpha)	300,000	150,000	100,000	50,000
Total Cost of SCT Banner AIMS	$2,825,316	$1,723,843	$569,832	$531,641
Actual payments made/budgeted by EPCC for complete implementation.	**$2,825,316**	**$1,067,139**	**$1,136,000**	**$622,177**

Recommendation 112:

Develop a detailed plan for the implementation of the SCT Banner system including the training of IT staff and a pay-for-performance plan.

Costs to outsource the IT function and the SCT Banner implementation exceed the cost to upgrade salaries and retrain staff. While outsourcing the IT function would immediately result in acquiring qualified staff to implement the Banner system. EPCC's IT management feels its staff can be reskilled to perform this implementation, and as the cost chart outlines, this is a more cost effective approach. EPCC's IT management will need to develop a detailed training and implementation plan to accomplish this. Part of the plan should include a pay-for-performance plan that details the information staff needs to learn, how the implementation should progress, and when staff salaries will be adjusted to reflect the new skill sets. Staff that cannot be retrained will need to be terminated and new staff, with the requisite skills, will need to be hired to replace them.

Exhibit 11-15 outlines the amount of training dollars EPCC will need to dedicate to implement the Banner system and retrain staff.

Exhibit 11-15
Schedule of Incremental Training Required to
Upgrade Skills for Banner Implementation

	1999-2000	2000-2001	2001-02	2002-03	2003-04
Adjust salaries to market for required skill sets (1)	$0	$0	($230,685)	($461,371)	($692,056)
Increase training budget (2)	-	$0	$0	($148,900)	($148,900)
Net Savings (Cost)	$0	$0	($230,685)	($610,271)	($840,956)

IT Department are phased in over a three-year period. Salary adjustments are
phased in at 33% each fiscal year.
Note (2): The training budget is increased beginning in the 2001-02 budget year because
2000-01 is the last year of additional training purchased.

Exhibit 11-16 outlines a market survey of IT salaries. This exhibit details the how salaries would be upgraded to reflect the market after the IT staff has been retrained and the Banner system implemented. Staff salary changes must be tied to actual development of a plan and implementation of the Banner system. Staff must be able to effectively demonstrate the new skills prior to changing staff salaries.

Exhibit 11-16
Schedule of incremental Salary Adjustment Required to Maintain
Appropriate Skill Sets for Banner 2000 AIMS

Position Description	Number of Positions	Avg. Market Salary	Total Market Salary Cost	Total 1999-2000 Salary Cost	Incremental Salary Adj.
Associate Vice President	1	$70,381	$70,381	$65,097	$5,284
Technology Resource Specialist (A)	1	39,804	39,804	39,804	-
Senior Secretary	1	24,076	24,076	20,032	4,044
Telecommunications Assistant	1	26,431	26,431	26,431	-
Data System Manager (B)	4	40,244	160,976	211,053	(50,077)
Information Technology Manager	4	59,920	239,680	176,799	62,881
PC Applications Specialist	1	40,244	40,244	23,521	16,723
Senior Programmer/Analyst	5	53,220	266,100	206,637	59,463

Programmer/Analyst	7	46,276	323,932	222,732	101,200
Computer Operator Supervisor	1	46,276	46,276	31,972	14,304
Computer Operators	4	40,244	160,976	70,271	90,705
Data Base Administrator	1	53,220	53,220	49,600	3,620
Network Engineer	1	53,220	53,220	39,455	13,765
Network Technician	1	40,244	40,244	28,674	11,570
Networking Specialist	1	53,220	53,220	30,000	23,220
Netware Systems Specialist	2	46,276	92,552	66,060	26,492
Documentation and Training Coordinator	3	40,244	120,732	110,796	9,936
Clerk II (Two part-time)	3	25,032	37,548	32,621	4,927
PC Systems Specialist	6	40,244	241,464	182,352	59,112
Senior Communications Specialist	1	40,244	40,244	39,109	1,135
Communications Specialist	1	42,538	42,538	27,051	15,487
Communications Technician (A)	1	16,432	16,432	16,432	-
Telecommunications Assistant (A)	1	24,907	24,907	24,907	-
PBX Operations Aide (All part-time) (C)	4	26,618	106,472	26,618	79,854
Help Desk Attendant (A)	1	14,288	14,288	14,288	-
Subtotal Positions and Salary Cost	**57**		**2,335,957**	**1,782,312**	**553,645**
Add : Fringe			583,989		138,411

benefits at 25% of salaries					
Total Salary and Fringe Benefits	**57**		**$2,919,946**	**$1,782,312**	**$692,056**

Source: TSPR survey, El Paso market.
Note (A): In those instances where market salary data was not available for positions listed, market salary was set equal to the current salary for the position.
Note (B): The Market Salary Survey showed that data systems managers were overcompensated for the functions performed. As a result, market salaries are lower than current salaries
Note (C): PBX positions are part-time and were not included in the market survey because a pool of funds is set aside for all part-time PBX operator aides. As a result, market salary was set equal to the current pool for the part-time positions.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for Information Technology Systems, in conjunction with the Vice president for Resource Management appoints a team to develop a training and implementation plan.	January - March 2000
2.	The associate vice president for Information Technology Systems, in conjunction with the vice president for Resource Management ensures staff are trained.	March - April 2000
3.	Implementation of Banner System begins.	May 2000
4.	Implementation of Banner System complete.	December 2000
5.	The associate vice reviews staff shift sets and alters salaries accordingly.	January 2001

FISCAL IMPACT

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Develop a detailed plan for the implementation of the SCT Banner system including the training of IT staff and a pay-for-performance plan.	$0	$0	($230,685)	($610,271)	($840,956)

NETWORK INFRASTRUCTURE

A key function of a WAN is to connect the Local Area Networks (LANs) that are located throughout the enterprise. A LAN typically will be found within a building and connects all the users within that building to one local network. By connecting the LAN to a WAN, all LAN users gain access to others in the enterprise as well as to the electronic world beyond. An enterprise or community college that has every user connected through a LAN to a WAN has established the infrastructure necessary to take full advantage of the telecommunications capabilities that exist today and those that will be available tomorrow.

FINDING

EPCC is rapidly moving into a new technological era of computer networks, distributed processing, Intranets, GroupWare, the Internet, and distance learning. As the college moves from terminal/minicomputer environment to one of networked desktop computers, client/server applications and distributed databases, the role of the IT department will be redefined.

EPCC's network infrastructure consists of a WAN that connects the college's five campuses, the Central Services Center, and the Institute for Economic and Workforce Development (IEWD) through a Time Warner SONET Fiber Optic ring and T1 lines for voice, data, and video. Each campus and the IEWD is connected through T1 lines and Cisco routers and switches, and HP hubs, using a Cisco 7500 router located at the Valle Verde campus as the primary routing hub.

The Cisco 7500 router is one of two Internet connections: one with Whitehorse, a local Internet Service Provider, and a cable and wireless connection through the Central Service Center. The networking infrastructure also includes e-mail servers and a Pix firewall to prevent intruders from accessing EPCC's internal network through its Internet connection.

Exhibit 11-17 graphically depicts EPCC's WAN.

Exhibit 11-17
EPCC's Wide Area Network
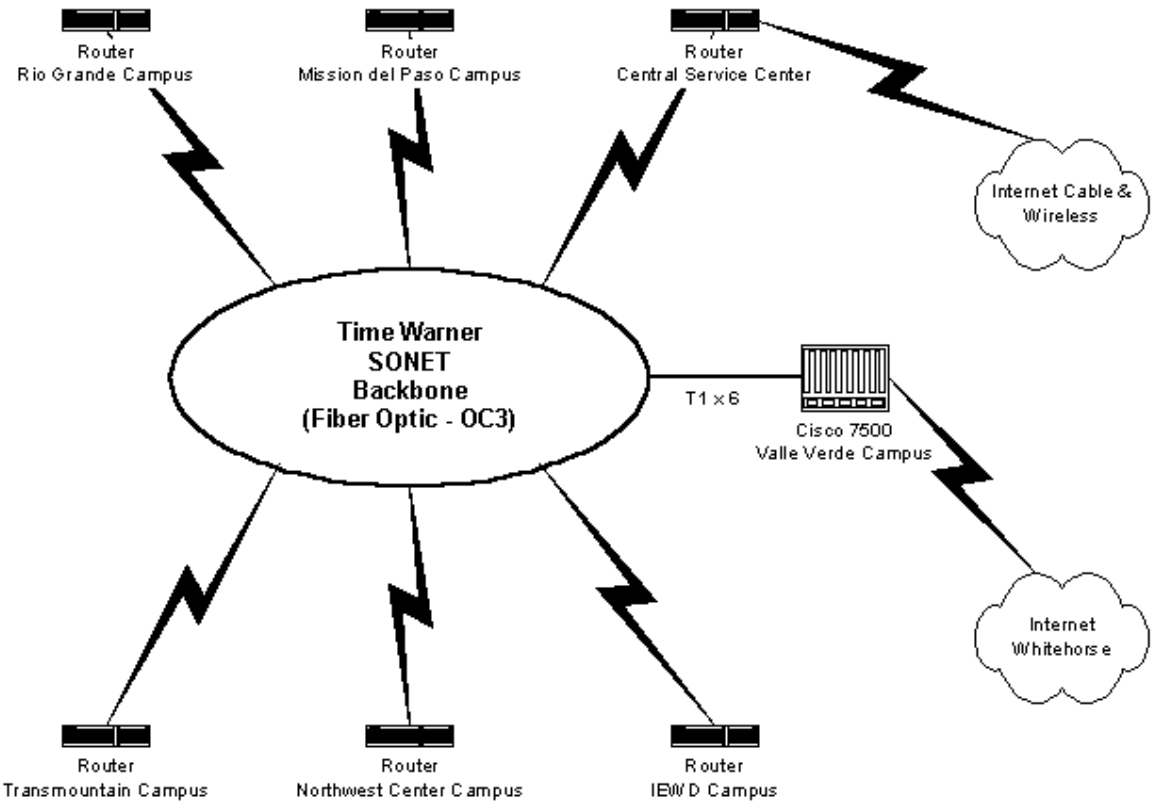
Source: EPCC IT Department, August 1999.

EPCC has made a significant investment in its network and communications infrastructure.

Since September 1997, EPCC has invested $650,000 plus $100,000 annually for seven years to lease its SONET Backbone equipment, and will spend an additional $155,000 annually to maintain the Cisco routers and switches, SONET /Flexr equipment, Internet circuits, and Novell software licensing.

In addition to the SONET Backbone, T1 lines, routers switches, and hubs, EPCC's WAN consists of:

- 33 Novell NetWare 4.11 Servers in the IT Department;
- 30 Novell NetWare 4.11 Servers in Academic Computing Services and other instructional areas (14 on the SONET Backbone and 16 in LANs only);
- 1 Novell NetWare 4.11 Server in the Drafting Department (not on SONET Backbone, LAN only);
- 1 Microsoft NT Server in the Business Department (not on SONET Backbone, LAN only); and
- Communication Server for connection to mini computers.

Students, staff, and administrators share the following network software through the WAN and LANs installed at each campus:

Districtwide Software Used with WAN

- Netscape 4.5 (Internet Browser)
- GroupWise 5.5 (e-mail, calendar, and appointment functions)

Instructional Software used with LANs

- Plato training software (instructional software on instructional servers)
- Discovery (instructional software on instructional servers)
- Writers WorkBench (instructional software on instructional servers)

COMMENDATION

EPCC has established a network infrastructure with a high-speed WAN and campus LANs to meet its current and future connectivity needs.

FINDING

One of the exemplary services provided by IT is the Rio Grande Free-Net (RGFN). RGFN, with support from EPCC and the Sierra Providence Health Network, was made available for public access in December 1993. RGFN provides free Internet access through 86 modems and Telnet for residents of West Texas, southern New Mexico, and Juarez, Mexico and students who do not own or cannot afford to buy a computer. EPCC reports that more than 44,000 El Paso area residents first used the Internet through RGFN and that the network has more than 8,000 registered users.

RGFN's free Internet service is available through local school districts and public libraries where Internet e-mail addresses are assigned and computers are available for those who cannot afford them. The service hosts more than 150 local public and not-for-profit entities on its WEB pages, which are hit 250,000 times each month. Local government and school districts in the El Paso area had their first home pages on RGFN and EPCC's first home page was developed on RGFN.

RGFN is the primary entry point to the Internet for local school districts and the public library system and is accessed at a rate of 5,500 connections each day. Not-for-profit entities and El Paso-area social services agencies use RGFN to reach low-income citizens with printable immunization records, reading and learning programs, public television programming

schedules and children's programs, legal data, job banks, and a variety of social and recreational facts and news. EPCC also uses RGFN to provide health care information to the poorer areas of the El Paso community via the Internet. For example, RGFN, in cooperation with Sierra Providence Health Network, provides health information through a Healthcare Guide link on its Web page that provides information on various health topics such as diabetes, cancer, and heart attack prevention.

RGFN publishes an Internet user's guide in Spanish and is deeply involved in literacy and ESL programs. In January 1997, RGFN received a $25,000 grant from AT&T to train bilingual Parent Internet Trainers at the elementary school level. As a result of this grant, more than 200 local residents know how to access and use the Internet. RGFN also provides Internet training to approximately 1,000 users each year and has trained more than 2,000 school librarians and teachers since January 1994.

In August 1996, RGFN was recognized by *Texas Monthly* magazine as one of the top 100 Web sites in Texas and, in 1998, was a semi-finalist in three categories and a finalist in the Public Access category for the Global Information Infrastructure (GII) Awards program. The GII Awards program is the Internet industry's premier leadership initiative honoring a wide variety of businesses, organizations, and communities. The awards showcase advancements that are possible in all sectors of business and society when network and Internet technology are creatively applied.

COMMENDATION

EPCC's Rio Grande FreeNet provides free Internet access for low-income residents of the El Paso area and has been recognized by *Texas Monthly* and the Global Information Infrastructure Awards program for its creative use of Internet technology.

FINDING

As of August 1999, 90 to 95 percent of EPCC's administrative computers and 60 to 65 percent of computers in computer labs were connected to the WAN. Northwest Center, Mission del Paso, and the Institute for Economic Workforce Development are 100 percent networked, while the Valle Verde, Transmountain, and Rio Grande campuses are 40-45 percent networked. As a result, 2,500 of EPCC's estimated 3,500 to 4,000 PCs are connected to the SONET Ring Backbone. However, student computer labs are coming on line regularly and IT is connecting them to the network as staff availability permits.

The WAN provides students and faculty access to the Internet that is essential to delivering information used for academic research and

instruction. Without access to the Internet and the ability to communicate via electronic mail, EPCC students and faculty do not fully realize the benefits of the information age. These benefits include access to on-line research, library databases maintained by various colleges and universities throughout the world, and web Sites with up-to-date information to enhance teaching and learning.

Recommendation 113:

Complete the installation of Wide-Area Network connections at the Valle Verde, Transmountain, and Rio Grande campuses.

Since 90-95 percent of EPCC's administrative computers are networked, IT should make connecting the three remaining campuses to the network a priority. Connecting all EPCC campuses to the WAN will allow students and faculty access to the Internet and open countless avenues for them to enhance their research, teaching, and learning experiences. EPCC has not made implementation of the network a priority, stopping and starting the project.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for IT determines the status of networking efforts at each campus.	January 2000
2.	The associate vice president for IT, in cooperation with the data systems manager responsible for networking, prioritizes the stages in networking the remaining campuses.	January 2000
3.	Network technicians connect campuses to the WAN based on priorities established by the associate vice president for IT.	February - July 2000
4.	Rio Grande, Transmountain, and Valle Verde campus connections to the WAN are completed.	August 2000

FISCAL IMPACT

This recommendation can be implemented with existing resources. EPCC allocated $211,000 in the 1999-2000 budget for client networking and equipment upgrades.

ACQUISITION OF HARDWARE AND SOFTWARE

EPCC's administrative computing functions are supported by an array of hardware and software applications. **Exhibit 11-18** presents a summary of EPCC's primary administrative computing platforms and related software applications that reside on each platform.

Exhibit 11-18
Primary Hardware Platforms and Related Software

Hardware Platform	Related Software
HP3000 960 and HP3000 987, MPE-ix Operating System	**Human resources and payroll systems.** These systems were created by a third-party vendor and are maintained by a third-party vendor, with in-house support as needed for interfacing. **Student information systems.** EPCC's largest and most complex system includes student information (credit and continuing education courses), admissions, registration, telephone registration, student receivables, financial aid, testing, advising, catalog and schedule, facilities, state reports, job placement, property control, budget, CODA degree audit, and LONESTAR student tracking. The system is written in COBOL and is maintained in-house.
DEC VAX 4000 (2), Open VMS Operating System	**Financial records and purchasing systems**. These systems were purchased from a third-party vendor and are maintained by SCT. Interfaces and bridges are written and maintained in-house.
DEC Alpha 4000 and 4100, Unix Operating System	**Oracle database management and Banner2000 systems**. The Oracle database management system and testing for the new Banner2000 AIMS are maintained on the Alpha 40000. The Alpha 4100 was purchased for installation of Banner2000 modules including Student, Financial Aid, Finance, Human Resources, Voice Response, Imaging, Web for Faculty, Web for Student, Web for Employee, and Web for Executives.
Data General Avion 5500, Unix Operating System	**Imaging system**. The Imaging module included with Banner2000 will replace this imaging application.
Sun Sparc Workstation	**Rio Grande FreeNet.** Free Internet access services for El Paso-area residents.

Source: EPCC Information Technology Department, August 1999.

Other administrative computing hardware includes HP workstations, Compaq file servers, a Canon CAR system, two Periphonics VPS7000 voice response units, and miscellaneous workstations and servers.

EPCC also has hardware and software to support its migration to a client/server environment including IBM compatible personal computers, Windows 3.1, Windows 95, Windows 98, and Windows NT operating systems, Novell Netware 4.11, and Groupwise 5.5 for E-mail.

IT states that the EPCC has between 3,500 and 4,000 personal computers for both administrative and instructional purposes. This computer inventory includes a variety of IBM-compatible computers that range from 8088 to Pentium II technology. The computer inventory is spread among the five campuses and centers and the Central Service Center, where IT is located.

Exhibit 11-19 presents the total value of EPCC's computer inventory as of June 3, 1999 by location.

Exhibit 11-19
EPCC Computer Inventory by Location
As of June 3, 1999

Location	Dollar Value	Percent
Valle Verde Campus	$3,562,287	39%
Central Service Center	1,837,120	20%
Rio Grande Campus	1,610,494	18%
Transmountain Campus	1,096,151	12%
Northwest Center	449,038	5%
Mission Del Paso Campus	378,697	4%
Career Training Center	131,678	2%
Total	**$9,065,465**	**100%**

Source: EPCC computer inventory listing, 6/3/99.

FINDING

TSPR reviewed EPCC's computer inventory and noted that it included a significant number of outdated PCs. Computers included in inventory were purchased as early as 1985, with more than 60 percent purchased between 1985 and 1996. As a result, the majority of computers used by

EPCC employees are 486s with MS DOS and Windows 3.11 operating systems. IT programmers use older Pentium 586s that run Windows 95 operating system software. The computer inventory also includes a significant number of 286s and 386s, which are based on IBM AT technology and do not have a graphical user interface (GUI), commonly referred to as "point-and-click" technology.

IT programmers who use older technology will need to replace their hardware and software to make the transition to the open system, client/server environment required to implement the Banner2000 AIMS. IT is making an effort to upgrade its computer hardware and related software as it makes the transition, but EPCC does not have the capital funding to keep pace with changes in technology.

The director of IT is exploring the possibility of implementing a PC leasing program for the college. EPCC's total cost of owning PCs, however, must first be established to determine if PC leasing is feasible. One of the District Technology Committee's subcommittees is studying EPCC's total cost of owning PCs.

In 1997, IT prepared a position paper on "Institution-Wide Leasing of Personal Computers" in which it attempted to build a case for implementing a PC leasing program for EPCC. The paper cited two examples of organizations that successfully implemented PC leasing: the Texas Legislative Council (TLC) and North Carolina Baptist Hospital/Bowman Grey School of Medicine at Wake Forest University (NCBH). The TLC implemented a lease through a third-party leasing company for about 3,000 PCs under a three-year lease, and all equipment is replaced every three years.

At the time, NCBH leased 1,000 PCs on a 30-month lease with a six-month extension to be used to turn over the equipment. The lease includes every type of computer equipment, including mainframes and desktops; and has a "technology refresh" option that allows NCBH to replace the equipment with current technology and recast the lease. NCBH expects to have all 6,000 of its computers replaced by 2000.

According to a GartnerGroup research report from January 1999, only 25 percent of the total cost of ownership of a laptop computer is in hardware and software. Forty-six percent of the total cost of ownership is in end-user operations, 16 percent is in administration, and 13 percent is in technical support. End-user operations costs include costs incurred by end users to maintain the health of their environment and to maintain their own familiarity and education level on their computer. These costs include down-time, spending an excessive amount of time on cosmetic changes to documents or the PC environment, and using the PC for personal

activities, formal learning, casual learning, data management, or applications development.

The GartnerGroup research shows that best-in-class organizations and businesses evaluate several high-level business drivers that affect the decision to lease or purchase PCs and define the associated evaluation criteria. Before a decision is made to implement a PC leasing program, best-in-class organizations ask four key questions:

- What is the organization's real computer equipment replacement life cycle?
- Does the organization have the means to track the equipment during its life cycle?
- Does the organization plan to lease this equipment as part of a well-considered strategy with strong consensus throughout the organization?
- Are the software applications and processing requirements reasonably stable?

Exhibit 11-20 depicts the drivers used to evaluate a decision to implement a PC leasing program.

Exhibit 11-20
PC Leasing Decision Model
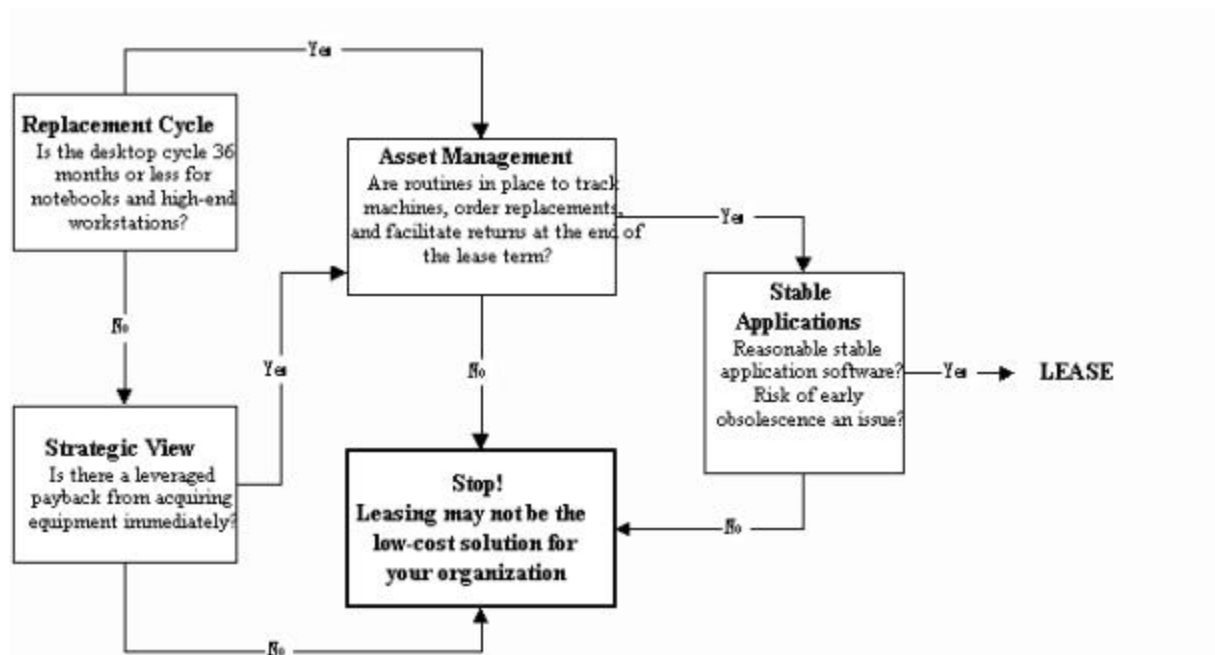
Source: GartnerGroup, Leasing Decision Drivers for PCs, Laptops, and Distributed Equipment, 1/21/99.

The GartnerGroup also reports that successful leasing programs are tightly integrated and linked to a technology life cycle plan. Best-in-class enterprises establish replacement criteria as technology is installed. Based on research involving the above questions that drive PC leasing decisions, the GartnerGroup developed a strategic planning assumption that, through 2002, organizations that successfully link technology life-cycle management to their evaluation and implementation of an information technology leasing strategy will reduce computer equipment related expenditures by 15 percent.

Once enterprises decide to implement a PC leasing program, they typically build a financial model to evaluate the financial alternatives for leasing its PCs. The most likely result is that some amount of equipment will progress through each of four generalized decision outcomes:

- The equipment is returned to the leasing company before the scheduled lease ends;
- The equipment is returned to the leasing company at the end of the lease with no penalties or extra payments;
- The lease is extended for some period of time; and
- The equipment is purchased at the end of the original lease.

Based on the evaluation of the expected outcomes above, enterprises determine the most probable outcome before soliciting potential PC leasing vendors. GartnerGroup research shows that most organizations find that the model is most sensitive to the amount of equipment returned to the leasing company without additional penalties. To show the financial benefits of leasing, enterprises typically must return 50 percent of the equipment to the lessor.

EPCC's move to the Banner System makes PC leasing an attractive option for the college.

Recommendation 114:

Implement a PC leasing program to reduce the cost of ownership and maintain state-of-the-art technology for the college.

EPCC should first complete its analysis of the total cost of ownership of desktops, laptops, servers, and mainframes before implementing a PC leasing program. Once the total cost of ownership is determined, IT will be in a better position to evaluate the benefits of a well-considered PC leasing strategy.

Once the cost of ownership is determined, EPCC should evaluate its high-level drivers, build a financial model based on the expected outcomes

from the leasing program, and develop a leasing request for proposal (RFP). The leasing RFP should include, at a minimum, the following provisions:

- EPCC's basic objectives in evaluating a leasing proposal,
- Minimum contract terms and conditions,
- Mode of payment (monthly, quarterly, advance, etc.),
- Type of lease, and
- Requests for qualifications, financial information, costs, and customer references.

To further protect its interest, EPCC should develop its own master lease contract and expected service level agreement between the college and the potential vendor as part of the RFP process. Strategic provisions of the master lease contract should include language covering topics such as sublease provisions, lessor assignments, early termination, upgrade provisions, extensions, fair market value purchase options, and serial number substitution.

Service level agreements are critical vendor management tools and help build partnerships and provide a measurement base to evaluate the leasing vendor's performance. Without service level agreements, it is virtually impossible for a potential vendor to know what EPCC expects and equally impossible for EPCC to understand whether vendors did what they were supposed to do. As a result, the service level agreement for a lease contract should include commitments for product availability, accuracy of equipment configurations, initial failure rates, and invoicing accuracy. EPCC also should consider including additional services from the potential leasing vendor such as asset management, technology refresh, maintenance, backup and restoration, and appropriate performance targets in the service level agreement as well.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for Information Technology Systems oversees the determination of the cost of ownership of EPCC's PCs, laptops, and workstations.	January - March 2000
2.	The associate vice president for Information Technology Systems, in conjunction with IT managers and the vice president for Resource Management, build a financial model for the expected outcomes for PC leasing.	April - May 2000
3.	The associate vice president for Information Technology, in conjunction with the director of Purchasing, develops an RFP to select a PC leasing vendor.	May - June 2000

4.	The director of Purchasing issues the RFP and potential vendors respond.	June - July 2000
5.	The associate vice president for Information Technology Systems and director of Purchasing evaluate vendor responses	August - September 2000
6.	The associate vice president for Information Technology Systems, in conjunction with the director of Purchasing, negotiates the PC leasing contract.	September - October 2000
7.	The board approves the PC leasing contract.	November 2000
8.	The associate vice president for Information Technology Systems implements the PC leasing program.	January 2001

FISCAL IMPACT

The fiscal impact conservatively assumes that EPCC will replace approximately one-third of its current PC inventory each year at an average savings of 12 percent of the cost of purchasing similar PCs each year. The GartnerGroup estimates that a 38-month fair market value lease with a reasonable rate offers an average 14-percent savings opportunity.

As of June 3, 1999, EPCC's computer inventory was $9,065,463. Using this inventory as a base, EPCC will conservatively replace $3,021,821 in inventory each year ($9,065,463 — 3). Estimated annual savings are $362,619 ($3,021,821 x .12). Savings are prorated over eight months for 2000-01 ($362,619 x 8/12 = $241,746)).

Recommendation	1999-2000	2000-01	2001-02	2002-03	2003-04
Implement a PC leasing program to reduce the cost of ownership and maintain state-of-the-art technology for the college.	$0	$241,746	$362,619	$362,619	$362,619

FINDING

EPCC does not have a formal policy or procedure containing standards for hardware and software acquisition. Faculty and administrators routinely purchase hardware and software without formal advice and guidance from IT. As a result, some campuses and departments purchased incompatible

or inappropriate hardware and software that has caused network technicians to spend considerable time servicing nonstandard equipment.

More significantly, several departments have complained about the lack of responsiveness and timely support from vendors after software is purchased. For example, an on-line purchasing software product that was to enable users to create and approve requisitions and make inquiries about expenditures against their budget accounts was purchased but never fully implemented.

TSPR learned that decisions to purchase software are routinely made without the appropriate input from IT managers. For example, one EPCC department purchased Donor software to track alumni. After the software was installed and the vendor provided some training, IT was called to install the software on the network, help resolve software problems, and download student data. The department purchased the software without IT's involvement expecting the vendor to provide 100 percent support when only limited support was available, requiring IT to support software incompatible with EPCC systems and in which IT support personnel have no experience. Additionally, some departments upgraded clone computers on their own with the understanding that IT would not support the computers because they do not meet minimum specifications. However, the departments call IT and want access to the Internet, e-mail, or other programs that may not work on the upgraded clone computers because they do not meet minimum specifications.

Because the change in the technology industry is so rapid and the number of hardware and software products introduced to the market is increasing, even the most seasoned technology veterans find it difficult to keep up with hardware and software developments. Therefore, it is unreasonable to assume that faculty and administrators have the time to keep abreast of technological developments affecting their respective areas. As a result, it is essential to have formal standards for hardware and software purchases, guidance from IT for each acquisition. Department managers should follow these established standards and procedures to help users avoid serious mistakes in buying hardware and software.

Recommendation 115:

Develop a policy establishing hardware and software acquisition standards and requiring consultation with IT staff before hardware and software are purchased.

The policy should be specific about the standard hardware and software authorized for purchase and should state that IT staff must be involved in each decision to acquire technology. The standards should be published on

EPCC's Web page and Intranet so faculty and administrators are informed of the new policy. This process will shorten the time needed to acquire and install hardware and software; reduce IT's technical support workload; and guard against the introduction of incompatible hardware and software throughout the college. The standards should be revisited at least every six months to ensure they remain current.

IMPLEMENTATION STRATEGIES AND TIMELINE

1.	The associate vice president for IT presents recommended computer hardware and software standards to the District Technology Committee (DTC) for review.	January 2000
2.	The DTC either amends and/or endorses the computer standards.	February 2000
3.	The chairperson of the DTC takes the necessary steps to draft a policy for approval by the board.	March 2000
4.	EPCC's board approves the policy.	April 2000

FISCAL IMPACT This recommendation can be implemented with existing resources.

Appendix A
PUBLIC FORUM AND FOCUS GROUP COMMENTS

These comments are presented to illustrate community perceptions of the El Paso Community College (EPCC), and do not reflect the finding or opinions of the Comptroller or the review team. The following is a summary of comments received by focus area.

A. Organization & Management/Educational Service Delivery
B. Community Involvement/Personnel Management
C. Student Services/General Support Services
D. Facilities Use & Management/Computers and Technology
E. Financial Management/Asset & Risk Management/Purchasing

Organization & Management

- Must a community college have a president?
- Why are there <u>no</u> qualifications for board members? (beyond residency)
- Are we going back to a centralized system that didn't work six years ago?
- Campus-based management allows individual campuses to flourish and capitalize on their strengths.
- The New "Division Dean" position is going to create more problems than what we've ever had. How can one person be in charge of 600 sectional semesters, select and assign instructors (most of these sections are taught by part-time instructors), and evaluate all these instructors from campus to campus? The quality of instruction is going to decrease!
- It appears that EPCC is downsizing!
- Having a campus provost that knows the strengths and weaknesses of each campus and its advocates ensures that each campus receives its fair share of resources. We are going backwards!
- More involvement in financial management and information back to all concerned staff.
- Tell us about the reorganization-NOW!!!
- Instead of closing some programs like electronic training, the district should promote them.
- They need to concentrate more on the students' benefit and not solely theirs.
- Is the reorganization in line with the mission of the college?
- I am losing faith in the Board of Trustees and the Administration. Will there be a more effective organization, or is it politics as usual?

- Strategically plan to visit campuses when the student population is greater, rather than when it has diminished to so few you're unable to obtain an accurate census of the college needs-EPCC in general.
- There is poor knowledge of evaluations at satellite campus. Personnel need cross training to better assist the students. Students shouldn't have to wait days and drive to other campuses for basic service.
- Top heavy.
- Board members need to evaluate the benefits and disadvantages of changing Presidents and administrators so often. You can't get accustomed to management style when you need to get to know new people.
- The institutional effectiveness model has been a very positive force.
- Rio Grande has worked to develop good working relations with Partner Schools.
- The new president appears to be a dictator.
- Information with regard to EPCC in the media isn't trusted due to no valid information source.
- The Board is doing a fine job with the resources they have available. Growth has been tremendous, but the resources have not kept pace!
- The recruitment, selection, and hiring of the current president were political because local talent with the capability of performing the job was available.
- Administration is top heavy.
- The Board micromanages-even the new Board.
- The Board is unaware of department functions, and must learn the processes within the college.
- Board members were involved in the issuance process of student transcripts. Student called Board member and an exception was made to circumvent the process.
- Favors are being done for employees and students because of Board member involvement.
- The Board members abuse their power.
- Our current board is extremely effective, acts on issues as they arise, and are polite.
- Prior Boards were political stepping stones.
- How long will the honeymoon last?
- The President has support of the Board.
- In the past, management would "rob Peter to pay Paul."
- No one is aware of the reorganization, which is only hearsay.
- Provosts at EPCC are "audacious."
- Decisions made at lower levels change once they work their way up.

- There are too many signatures and levels, but the support area doesn't experience this problem.
- The organization doesn't facilitate "new" ideas without history of getting things done.
- Broad enforcement of policies and procedures. There are a variety of concepts of what the policies are, but copies can't be obtained.
- A 20-year strategic plan is being reproduced. All information will be brought together. Jury is out on effectiveness.
- There is a lack of information on the strategic plan.
- The Board has focused interest, but only acts on their best interest. Athletic fee passed immediately, but childcare got tabled even though they had sufficient information.
- Still learning about the president; student oriented; difficulty to meet with scheduling; pushing student activities; stood in line at late registration to learn problems.
- Provosts are middle persons and considered to be a waste. They don't always spend a $12 technology fee for computer and software upgrades, but utilize money for tennis nets.
- The courses offered in the catalogue are not in the schedule. The 772 section of classes in 1998 didn't make it and too many classes are being offered to increase campus enrollment.
- A more focused organization on "who makes decisions" is needed.
- Strategic planning is a joke, "EP Comedy College." Recruitment and enrollment isn't effective and the latest technology isn't current. The summer slam youth recruitment is understaffed.
- New focus on accountability is needed.
- Campus-based management was good; centralization will lose growth opportunities.
- Mission del Paso provost may have to reapply.
- The catalogue is obsolete.
- There is fear of the unknown.
- Position takes (i.e., Division Deans) place one week after school starts.
- There are politics in the reorganization. Where is the equal opportunity? Promises may have been made. Why apply?
- Board agenda deadline; not enough time.
- Unaware of policies and procedures which aren't followed.
- The faculty handbook, which was revised many years ago, is unavailable and incomplete. Why can't procedures be put on the Internet?
- Centralized divisions; 600 classes mostly taught by part-time faculty members.
- Instructional coordinators perform the same functions as Division Dean; overlap.
- 12-15 positions were reduced to seven deans.
- The coordinators will be reduced.

- The last reorganization changed the title of chair to deans.
- There is no Vice President for academic affairs-ombudsman for student or faculty.
- Vice Presidents are in every other area, with the exception of academics.
- Board meetings are highly political and secret.
- There are horrible personnel problems, along with student government and activities issues.
- Sexual harassment needs to be addressed by college personnel.
- Blue Ribbon determines where EPCC should be in five years, and internal decides how to get there.
- There is no clear idea of the mission.
- The President is open and taking positive steps to improve.
- Bewildered by the discharge of the internal auditor.
- A good return for taxpayer money.
- Campus management at Rio Grande is very good, which is impressive.
- What steps are being taken to hire people to interface with business community?
- The faculty is further ahead with their strategic planning, but not necessarily in tune with business-reorganization will help.
- The Board needs to stay out of day-to-day business and focus on setting policies in place.
- The new president needs more involvement with organizations interested in the economic development of the community.
- The strategic plan needs to be shared with the business community.
- The Board is on their P's and Q's because of several lawsuits against the college.
- The Board has politics and shows favoritism.
- According to board members and high-ranking employees, the new president is taking advice from the Interim President instead of making his own decisions.
- Too much hierarchy ("top-heavy") where $ are paying high salaries, instead of benefiting students.
- Strategic planning committees are ineffective. (i.e., Did not prepare for NAFTA and college didn't utilize federal dollars to help train displaced workers, particularly ESL.)
- The Board and President appear to be doing a good job because I've not heard anything negative.
- Opinion is that administration and common facilities (printing and purchasing) should be centralized, with teaching and instruction decentralized.
- Prior to the new President, the Board was a bit stagnant with traditional programs, even resistance.
- Before the new President, the Board had ineffective leadership with the former President.

- The new President increased communication to the community; however, his vision and strategic plan hasn't been seen. Therefore, we're unaware of his direction, but changes are being made.
- The President doesn't present good body language at WDB meetings.
- Moving to the IBM building was not wise.
- Centralization slows the process and is ineffective.
- Northwest Campus provides good service.
- Three different areas are moving in opposite directions and not moving forward as one community college. There is no integration of all programs.
- The Board received negative press; detracts from mission.
- Board given computers; displays an appearance of impropriety.
- Board has enjoyed better than most board press.
- People are more interested in public schools.
- The law firm should provide board training.
- Boards have done a good job growing and EPCC reached out.
- Presidents haven't been onboard long enough to be effective.
- There is a need to recruit administration that mirrors the community, not the community representative.
- There is no public strategic plan for the year 2000.
- There's a lack of connection between EPCC and University of Texas - El Paso.
- There isn't enough community representation on strategic planning.
- "Blue Ribbon" wrong image; most people don't feel represented.

Educational Service Delivery

- Effectiveness of college programs-recruiting from within the city. El Paso can support sports programs without going to Arizona, New Mexico, Illinois, or Michigan for ball players. There are students in El Paso that have maintained an A average and have been passed up.
- There is a problem with community college students and the transfer of credits from a 2-year to 4-year institution, such as UTEP not accepting transfer students credits from EPCC.
- All campus libraries need to have updated materials in every area of study.
- Community college programs suit the needs of ALL students, both young and old. The affluent as well as the poor students have a place at community college.
- A more suitable method of class scheduling is much needed.
- Registration procedures need improvement.

- An evaluation of the ESOL program's effectiveness is needed. Why are students from the ESOL 6th level not testing out of BASN courses?
- More centralization of certain programs is needed. There appears to be duplication of some services and departments.
- Most departments have newer computers. All computers in Registrar's office need upgrading and increased desktop space.
- Tech-PREP and HS-Articulation are very advanced and well developed.
- The ESOL-ESP Delivery System is unique in its ability to coordinate specific content with English language classes.
- Northwest Center needs all current campus computers!
- More evening classes are needed.
- More tutoring staff is needed.
- More selections in class times are needed.
- A full time accounting lab assistant is needed.
- Advanced classes are needed.
- Too much money is being utilized on sports and not on education.
- The homeless program is not cost effective.
- Advanced accounting classes are needed.
- EPCC needs to improve its ESOL programs
- An on campus bookstore is necessary.
- Student admissions, student registration, cashiers, etc. should at least be open during normal office hours. (i.e, 8 a.m.-5 p.m.)
- More availability of evening classes needs to be offered for those who work.
- TASP should not be required for college admittance.
- More classes like Science need to be offered.
- A Biology and Chemistry LAB is needed. All other campuses have these labs, with the exception of Northwest Center.
- We need sports and special activities to involve people in this community college.
- Why does the nursing program require additional courses beyond catalog requirements for re-entry?
- In the GED/CSD programs, supplies such as, textbooks, pencils, paper and other supplies are needed to aid students who can't afford them.
- The upper level math courses need to be more concerned with Math, rather than what the engineering students need to get by on.
- Why is the nursing program allowed to change its college grading system?
- Most support groups (e.g. Computer lab) are not beneficial. At group meetings, members stand around or play on the Internet, and when questions are asked they have no clue.

- We have an Instructional Effectiveness Program that has a lot of data, but does not share enough of it with faculty, staff, and students.
- The focus on dropouts and the unemployed should be continued.
- There needs to be more focus on student education rather than budget. Students of this community should be our MAIN focus!
- Classes should hold a minimum of ten or more students. Too many classes being taught by part-time instructors are cancelled. Cancelled classes impact students from local areas who are compelled to travel. (Ex: Anthony Canutillo's students who normally attend classes at Northwest Center, are now forced to go to other campuses because classes aren't taught near their location.) Classes for meeting requirements for an Associates degree should be taught at all locations, which would increase student growth. Eventually, classes won't make it and this will deter students from making choices as to whether or not they will invest in their education. So far, they can afford the financial costs for travel. Those who can afford these costs and are willing to make sacrifices will attend EPCC. The percentage attending New Mexico State University (NMSU) will become greater or vice versa at UTEP. Fewer students will be able to afford going to EPCC campuses.
- Nursing students are better prepared for work settings when they attend EPCC as opposed to UTEP.
- Kids attend class and are not serious about their education. It appears as though students want to collect financial aid dollars.
- Community college helps non-traditional students enhance their education.
- Some courses require too many prerequisites to enroll. I went to UTEP to acquire a statistics course without having to take prerequisites required by EPCC. The same is true in both academic credit and continuing education courses.
- EPCC needs to offer more continuing education courses at satellite campuses, particularly, art and sewing classes for senior citizens. EPCC should rotate courses between campuses. For example, massage therapy courses are only offered Downtown.
- EPCC should focus more on courses that assist with transitioning to 4-year colleges. (e.g., English composition)
- Include a section for children in the library.
- Administration makes exceptions for enrollment in certain programs at the college.
- EPCC has faculty that doesn't meet accreditation standards for the academic programs in which they teach or administer.
- Students are sometimes accepted in academic programs without the necessary prerequisites. When programs do not meet their

enrollment targets, students are allowed to take upper level courses without having taken the prerequisite courses.

- TASP has EPCC "messed up" because there are "A" and "B" students that can't pass the TASP. As a result, the students cannot get into upper level courses when they transfer to a four-year institute; and/or they can't get an associate's degree from EPCC.
- Poorly prepared high school students that may have a "B" average, but score low on the EPCC placement test, are placed in remedial courses for which they receive no credit.
- It's easier to transfer to NMSU than UTEP.
- Common course numbering isn't honored. (UTEP)
- If a student notifies EPCC of articulation problems, they will assist.
- There are various articulation agreements by course work.
- The educational program is very good.
- Cooperative education still talks with people who cannot be functional in English.
- Need to move towards quality-based instruction and performance measures. The only measure is a "D" or better.
- Students may not meet the prerequisites of higher level courses.
- Enroll 10,000 students, but enrollment has remained at 10,000. There is no identification of lost students.
- Distance learning has brought different segments of community-not aware of quality or direction.
- Registration is convoluted and many students do not register by phone.
- Too many second chances-state mandates create bottleneck.
- There is a lack of information on the web.
- Good and bad. Nursing is good (Allied Health), and you secure jobs. Employers don't look at associate's degree, and some who have transferred to UTEP are not prepared for the second part-depends on class.
- Part-time faculty often times are more effective teachers and care about the needs of students.
- Student who transferred to NMSU is having difficulty even though his/her GPA was a 4.0 at EPCC.
- ESL's non-traditional students feel ignored. Policies and curriculum change frequently. Use of ESL is not being transferred from one campus to another.
- Students don't feel as confident as they were at the University.
- Distance learning is not as effective. Electronics will cut-off the microphone speaker, rookies are working the cameras, and people are intimidated with the camera.
- Scheduling doesn't offer all classes in the catalogue, which affects degree plans or timing of completing degree.

- Effort for 2+2+2 9 articulation agreements between high schools and NMSU.(not with UTEP).
- Exemplary programs were named by Texas Higher Education Coordinating Board (THECB).
- National recognition for ESL and Veterans.
- Spanish and English GEDs recognized by the Federal Education Agency.
- Need allied health and forensics programs.
- Need bilingual delivery for Literacy Programs.
- Need NASA student experiments.
- Emerge distance learning.
- Childcare, TANF grant; only four articulations with four year.
- Need college credit courses at high schools.
- Student performance other 4 years recruit. UTEP says EPCC students are better than UTEP; NMSU good.
- The honors program has grown.
- This is good preparation for the workforce.
- Good job placement; LVN 100% passing on state exam.
- People do not complete academic programs. (statistics need to be reviewed).
- Can take classes without passing TASP.
- A preferable way is to spend the first two years in smaller-sized classes, which are better than larger university classes.
- Many students cannot read or write.
- The distance is good for people with transportation problems.
- "City fathers" will not allow increased pay scale in order to retain good students.
- No longer have retailing associates degree.
- No associates degree for industrial management; light industry.
- Lose about 20% of initial enrollment with the remainder as follows: 1/3 do well, 1/3 try; 1/3 are not prepared.
- Distance learning started before UTEP and does a very good job.
- College (nor community) did not predict NAFTA displaced workers situation.
- Training programs need to prepare individuals for new companies and industries coming to El Paso.
- More communication is needed between college and business community to assess what type of workers businesses have a need for.
- Employers feel that college offers flexible school hours for their employees attending school.
- The students for disabilities department needs to be completely revamped. No AA has ever worked "full-time" in department (with FT benefits).
- The college seems to remove employees who are totally committed to students.

- Unqualified people are in positions responsible for helping students succeed. (Ex. tutors who don't possess a GED trying to help students acquire their GED.)
- Transfer programs are not preparing those students who will attend UTEP. (Ex. Math and English).
- The nursing program is great! (Graduates are better than UTEP graduates.)
- AA students do not receive the appropriate counseling and help that's necessary to succeed.
- Distance learning students perform better than regular students.
- Texas should require all students to be proficient in ESL and SSL before they graduate. (Ex. grade school, high school, and college)
- Men's baseball and women's softball should not be here! The community college should be utilized for the students' education, preparation for the workforce and/or a 4-year university education, but not a stepping stone to university sports!
- People attending night school are better than those attending during the day, probably because they are working professionals.
- Superb!!! Teachers are selected based on their practical, real-world experience and knowledge, not their theoretical, "book" knowledge.
- Classes are smaller, and students are treated as individuals. The faculty works well with students and their job schedules.
- The President should ensure UTEP accepts all credits from here. For example, some classes taught here are sophomore-level, but junior-level at UTEP; therefore, UTEP won't accept those classes.
- At UTEP, administration does not appear to like EPCC, but faculty does like EPCC because of the caliber of students it produces.
- The quality of students in health care, allied health, and health sciences programs are good. There is good instruction in core classes.
- College provides students with basic skills. No advanced programs in skill training.
- Cannot attract instructors from industry because salaries at EPCC are not competitive.
- Students want to attend the University of Phoenix because of flexibility. EPCC does allow weekend distance learning. Students want an accelerated program.
- Faculty is not flexible and does not want to teach at night.
- There is a distant relationship with UTEP and most credits do not transfer.
- Can we get UTEP to partner with EPCC to get more advanced training?
- Accreditation at EPCC is important to the student. Cosmetology may not be anything more than a certificate.
- Distance learning is not advertised.

- Twenty years ago, EPCC was unwilling to develop electronic programs. Accelerated certificates are needed.
- Measurement of success is employment. "What happens to them?"
- Workforce doesn't meet our needs.
- No idea of curriculum design.
- There should be more focus on technology.
- Paralegals are good.
- There is no articulation with UTEP.
- Students don't pay attention to what's needed to transfer and have a need for better counseling.
- Distance learning is good.
- Student required to take TASP to audit courses of interest- currently I have MS + 25 hours. Needless to say I did not take class.

Community Involvement

- Sports programs use more money than the benefits for general student population.(Ex. the field etc.)
- The announcements of activities per semester need to be made more noticeable and given better attention so everyone is aware.
- More leisure activities are needed: a swimming pool, weight room, and sauna area.
- Student activity and student government representatives from Northwest Campus are needed.
- A work out room is needed.
- More flyers, etc. to promote the college and get business leaders involved are good.
- Offer jobs to students on campus.
- Larger bookstores are necessary.
- Student participation in the decision-making regarding athletic fees is needed. This affects ALL students; therefore, we should be considered.
- Better jobs that provide experience for students.
- Community Involvement is superb! Especially with the outreach that's taking place in programs like Women in Technology, PASS, etc. Both are excellent tools in reaching the public.
- Off-campus employers like to hire our students, especially part-time.
- We should have an annual fiesta to showcase our services to prospective students, businesses, potential employers of our students, and those staff who are new or don't get around much.
- The community needs to know about deafness. Many of the staff, faculty, and administrative areas don't understand us and need to be educated!
- The college continues to fill the needs of the community.
- More positive Public Relations are needed.
- Inform the community of students that started here and what they have accomplished. Doctors, Lawyers, Teachers, etc.
- The student government needs to become more involved with the student body and community. They represent a large group and have never done anything to recognize the students.
- The student government has an immense budget but only selective groups benefit.
- Community service through the Dental Hygiene, Lions and Ultrasounds programs is good.
- Partnership with Elementary and Secondary Schools is good.
- For certain programs that offer community service, the space given by the school is too small. For example, sometimes the small classroom is utilized for the Lions for Vision and there isn't enough space to assist many people.

- Phi Theta Kappa has good community involvement.
- ISC's work well and in cooperation with summer youth from high school, artistic students forming an environment to work from, work study students obtain experience for work outside in the community, etc. We train work experience students and they receive servic e credit as part of their course work.
- The media misrepresents issues from the college and never seem to "get it right."
- EPCC does not get involved at the primary education levels of the community. For example, El Paso Police Department Officers participate in crime awareness days and EPCC doesn't.
- The President of UTEP visited elementary schools to promote their scholarship program. EPCC needs to replicate this and present advantages of attending its community college.
- EPCC does a good job re-training displaced workers.
- EPCC isn't reaching out to educate women and/or the African-American community.
- The public relations and communications department for EPCC do poor marketing of the college.
- Positive things and exemplary programs are never communicated to the public; therefore, the public and community aren't aware that these programs exist.
- Students in K-12 public schools say "EPCC is where you go if you are dumb." This gives a very poor image in the community.
- Communication within EPCC is very bad. For example, some EPCC employees have no idea what the college is doing with workforce development and displaced workers.
- I have no idea what the Advanced Technology Center (ATC) does. This is due to poor information dissemination from within the college. ATC is doing well, but is not being recognized!!
- The student government represents the student body, but doesn't get involved with the community to give the college its recognition. They have an immense budget that isn't utilized to market the college.
- There is bad news on the front page, but good news in the "Living" section.
- Departments and programs market themselves. The college is improving, but since it has stopped, growth is stagnant.
- College does not use the web enough.
- EPCC publicity is not as high as ISDs, because the college doesn't contact the media enough to inform them of its news and activities.
- NAFTA Displaced Workers: Shooting too low, focusing on low-paying jobs and ESL, instead of trades that will allow them to make a living.
- Is a "Comedy College" and has "13th and 14th Grade."

- Is less expensive than university, but a better opportunity to learn because classes are smaller in size.
- College needs to have a better recruitment program for high school.
- Need to include students in recruitment materials.
- A commercial on the radio seems to support the "Comedy College" image that's been given.
- Academy vs. Technical College - What is the college's focus?
- The Job Placement Center is good, but has several low-level jobs.
- Some businesses send their employees to the community college to get training.
- The college should be more proactive in taking the initiative to build business partnerships.
- SGA is outstanding in participating in the community. (Ex. drug awareness.)
- They're utilizing their power to remove the church and build a parking lot.
- The community is upset about the college implementing vo-tech programs, which could remove students from outside training schools and companies.
- The library permits the community to utilize its facility and computers-citizens become students.
- Is the only community college that has a recognized crime stoppers program in Texas.
- Partners in education with elementary, middle and high schools.
- The student recruitment office is poor. It's a PR exercise and needs to follow-up with prospective students.
- The "College Without Walls" philosophy no longer exists.
- The athletic program is good.
- The college image is poor! El Paso Times press coverage is extremely negative, but the new president is working on it.
- The workforce development program is good, but it is an impossible job for the college to train the people who can't read or write at sufficient levels in their native language.
- The community college takes business leaders input.
- The college's general communication to citizens has improved a lot. (Ex. new president does a lot of talks around town)
- The college system has expanded to place campuses in the community.
- Agreement with UTEP to transfer credits to the university.
- EPCC is listening to businesses and their needs for future employees trained in college (i.e. curriculum changes to include training for workforce).
- EPCC is competing with the local cosmetology school by offering this program. However, the college doesn't offer industrial management and retailing programs.

- EPCC does a better job with recruiting high school graduates than UTEP and NMSU.
- The customized training for businesses is great. They still have to go through more training in their businesses.
- ESL and Spanish training is excellent, but programs aren't promoted well to the community.
- The college needs to offer more computer training for the business community.
- There is a need to market more to the community.
- There is a need to see measurable goals.
- Most feedback is "they were not helpful."
- The cosmetology program will directly compete with ten private schools in areas.
- The truck driving school is the same.
- There is a lot of bad press in the paper.
- Job training programs have businesses involved, but African-Americans are not being represented as graduates for replacement.
- Businesses are discriminating against African-Americans by stating in their job description, they want "people from the westside with westside mentality" - called "tracking."
- The Census Bureau states, El Paso is 3.5% African-Americans and the most educated group in city, but the unemployment rate for African-Americans is 32% and rising!
- Never heard anything bad.
- High School students don't seem to know about educational opportunities at the community college.
- EPCC's faculty should be allowed to visit high schools to talk about the community college opportunities.
- The community feels the college is a very good useful institution, but the public knows little about EPCC, and more about UTEP.
- The President should emphasize to the faculty that workforce development is our #1 priority. EPCC is perfectly set up to do this, not UTEP. The only thing of significance is that people get good jobs, not whether they're "educated" or "trained." When people look back ten years from now and El Paso's unemployment is at 2%, they should know it was accomplished by EPCC.
- EPCC, UTEP, and businesses need to work together to improve educational and technical training.
- EPCC needs to address the communities needs; and cosmetology is not a need of the community.
- El Paso does not have a tool and dye institute for manufacturing in the area. Electronic assembly is required in the area, call center skills, and basic supervisory talent is needed for different industries.
- Businesses are raiding one another's employees because of a lack of skilled workforce.

- Temporary employees cannot participate in grant funded training.
- Not responsive to business needs in specific industries (ex. manufacturing, electronics, and call centers).
- EPCC worked closely with companies that were recruited here, especially MCI/GC services. GC services used the high school vo-tech program more because they possessed more of what GC needed.
- Dislocated workers are not being trained well by EPCC, and the injection-molding program is the only bilingual program.
- Business leaders participated in focus groups before, but no action has been taken which is somewhat frustrating!
- Between EPCC and the industry, there's a disconnect regarding what EPCC is doing and what the industry needs.
- The business industry doesn't know what the college is doing. EPCC does not promote programs (educational, vo-tech, workforce development, continuing education) as parts of one thrust, instead these programs seem to run independently.
- Should be the leader in workforce development.
- Are they interested in solving the problem or getting their piece of the pie?
- A technical school is needed; can't do anything with an associates degree.
- Why are we obsessed with English?
- Need to hold fundraisers.
- No recruiting done.
- EPCC needs to fill its leadership role.

Personnel Management

- I believe there is not enough recruitment. Salaries are not high or at least competitive. I will not comment on some of the staff, but do they take a class/course on Ethics?
- EPCC should change to a bi-weekly pay system to relieve hardships on employees who make below 24K/year. This will facilitate their budgets and aid them with budgeting more efficiently.
- A more extensive and intensive recruitment of ex military and minorities, especially African-Americans (even though they make-up 3 percent of the El Paso market) needs to be done. This will facilitate a broad range of expertise needed for effecting and positive management of personnel resources.
- Salaries need to be comparable to other large cities and not just WEST TEXAS. This would increase the talent pool immeasurably.
- Do not use employee evaluations if they are not going to facilitate promotions and demotions for dead weight (people who are not

fired for not performing or doing their jobs), which makes morale extremely low.

- Practice true moral values and good human ethics that should be compensated.
- Interpreters need an increase in salary if they pass the evaluation for their interpreter level.
- We need more note-takers for the deaf and other disabled who can't take notes in the classroom. There are only two note takers for three deaf students.
- Staff should be given more than 2 percent for earning a higher degree.
- All raises should be earned for the performance on the job, not favoritism.
- Staff Development should be equally offered to all, not only some employees.
- Final decision making on positions applied for should be left to the interview committee members only!
- Hiring Practices need to be revised. (Favoritism)
- Being an educational institution, we need to encourage our staff to continue working towards their education.
- Recognize staff who have pursued their education through upgrades, promotions, and salary increases according to market.
- Allow staff to upgrade their knowledge by sending them to a couple of classes. (Ex. Win95, Access, Spreadsheets etc)!!!
- There are more full-time, certified and classified positions at Northwest Campus.
- More efficiency training for computer technicians.
- Better training is needed for registration to effectively help students.
- Easier advancements.
- Make salaries of part-timers commensurate with their duties.
- More hours for work-studies.
- Northwest Center needs an ESOL counselor.
- Full-time cashier needed for Northwest Campus.
- Up-Grade EPCC Police Personnel to professional status! (campus security)
- We need a larger library and a bookstore
- We need more selections of classes at Northwest Campus.
- Part-timers want: benefits; adequate post-tenure of review of faculty; recognition for what they have contributed to EPCC.
- A better selection criteria, E-Mail, and access to students.
- Employee salaries are among the lowest here in El Paso compared to other states in Texas. Upward mobility is very slow for employees with many years of services. Anyone from the outside can start at a comparable salary with someone who has 10 years of services.

- ISC Supervisor, supervising two departments each at different locations should make higher salary. Request full-time staffing at all ISC's.
- This college has no personnel management system. Salaries are low, reasonable chance of improving one's job and pay is non-existent. Benefits are given (not much), like education and then time denied to attend job promotion is purely political. Recognition is non-existent. The classified staff of this college is not-supported. We would ALL like to improve our lives. For a place that values education, we are basically denied, however, no personal betterment. We do not receive equal pay for equal jobs. One job is professional, one is classified, and one is paid $10K>$20K less per year. Promotion or pay increase should not depend on the likes or dislikes of one's director. A job well done should be compensated accordingly!
- EPCC trains its employees well.
- EPCC provides a good working environment for handicapped employees.
- Employment opportunities are readily available at EPCC.
- EPCC has a diverse faculty and staff.
- Classified staff do not get very many staff development opportunities.
- Employees are hired without going through the Human Resources selection process. For example, part-time employees are hired and converted to full-time employees without having to apply for the job.
- EPCC has a "good old boy" network for hiring employees.
- EPCC has a big problem with nepotism even though the college has a nepotism policy.
- Faculty positions are created to circumvent accreditation standards.
- Employees having relationships with upper management, sometimes receive faculty level compensation for doing staff-level or clerical jobs. Also, some staff performs faculty-level or administrative-level jobs and is not compensated for it.
- Some departments are pressured to hire friends of board members.
- In the spring 1999 semester, department was pressured to hire part-time instructors who were friends of the president.
- Employee morale is very low because of the inequity in hiring, lack of upward mobility, and minimal 1.5 percent raises.
- EPCC employees were afraid to complete the recent employee satisfaction survey because they were paranoid.
- Why can't staff evaluate their supervisors?
- There are no incentives for staff to complete their education!
- Part-time hiring is not competitive; it's based on who you know. There is no equal opportunity.
- Human Resources will overlook experience for degrees.

- It takes too long to hire. There are no checks and balances. System for hiring draconian; can take two to three months.
- They hire part-time and convert to full-time to circumvent the system.
- Lateral transfers of "deadwood effect" or personality conflicts.
- Board members make hiring recommendation. letters in application process.
- Supply and demand; 40 applicants for $16,000/yr.
- A new salary schedule is being developed to become more competitive. Salary decisions are made by the board before presentation is made on salary enhancement.
- Limited new employee retirement funds - TRS only.
- There is no work-study training.
- A lot of nepotism within the admissions and registration area.
- Hiring needs more customer awareness training.
- We need a selective committee for review of hiring.
- Sensitive to cultural diversification and affirmative action; sensitive to sexual harassment.
- Administration has 1 big review committee.
- Faculty has 2 committees: interview and executive.
- Coordinator hires part-time faculty (1 person) not good.
- 2nd in state (61%) in use of part-time faculty.
- Centralized coordinator cherry-picks part-time faculty.
- Coordinators are not relative to number of faculty reviewed.
- Who pays for travel to other campuses?
- Instructors not ranked by salary like other community colleges.
- Not being compensated on national level and recruiting doesn't compensate for travel.
- The performance evaluations don't work, there is no plan of action, tedious, and non-productive.
- The classified staff does have plan of action.
- Students evaluate tutors.
- Proposal to evaluate coordinators by part timers.
- Problematic personnel get moved, not terminated.
- Lost the states reimbursement because Texas Workforce Commission (TWC) has not approved contracts on a timely basis.
- Customized programming (plastic molding, mechanics, etc.) is good.
- Programs are misleading and unrealistic in expectations. (Ex. wanted to educate a displaced worker with a 3rd grade reading ability to become a network administration technician).
- There are horribly destructive personnel issues; racial discrimination; sexual harassment, and an administrator alleged to have sold drugs.
- Inappropriate relations between staff and students.
- Students are victims of racial slurs.

- Look for best quality; will recruit from outside.
- What policy is used? Where are job openings being posted? Communicating opportunities is not working.
- Opportunities need to be made available to local school districts.
- Hiring is mystic and the qualified are turned down unless you know someone.
- Not open to outsiders for new hires.
- Not everyone who teaches has a master's and non-credit courses don't need a master's.
- Hispanics are favored.
- Good staff development but could be improved, "sexual harassment" should be taught, part-timers do not require training and training opportunities not being given.
- Spotty development training to all faculty.
- Market salary for part-time; good pay scale.
- Continuing education should market credit course work.
- Human Resources questioned supervisors who give African-American employees "excellent" ratings.
- Administration covered up for a Hispanic teacher that gave one of her Hispanic student's an A although the student discontinued attending class.
- No African-Americans in Human Resources.
- There are approximately 25 African-American employees in the college, including janitors and work-study.
- Disparity in salaries among Hispanics, Anglos, and African-Americans for same positions.
- The college does a good job in hiring women and minorities (African-Americans, Hispanic, and Asian), although for minorities it's reasonably well.
- The ability to attract and retain quality adult education instructors is poor and job developers are not paid well.
- There are too many part-time instructors, therefore, they're not focused on instruction. Part-timers are not paid well.
- Part-timers have more practical knowledge because they come from the industry.
- Can't retain good instructors.
- Import people from out of town.
- Hiring is not reflective of the community.
- Pay more attention to quality; qualified.

Student Services

- The attention we have in the student services is wonderful.
- Overall, student services does a great job and have great employees.
- Student services are well organized.
- They help students more with their financial aid.
- They need to provide us with more help.
- Counseling needs more training regarding transfer issues.
- The counselors need to be trained better because they have an extremely difficult time advising for transfers. Counselors are only well trained when it comes to the EPCC's two-year programs.
- They need to stay open later in the evening.
- Counselors need to inform students about benefits (Financial Aid) and help them receive the benefits. Counselors and financial aid services need to be organized.
- The students who work need classes later in the day.
- All student service offices are understaffed and have no budget for equipment or supplies, which are very limited. Not to mention, the budget has been cut again this year.
- The Center with Disabilities has the best counselor, He is the only person in the disabled office who provides us with the facts, while others are hiding things from us.
- A cafeteria at Northwest Center is needed.
- Expanded materials are needed in all campus libraries.
- Too much money is going to SPORTS not to LABS (computers), and the equipment is outdated.
- We really need a larger library.
- Additional counselors and recruitment personnel are needed.
- Northwest Center needs an ESOL counselor.
- We need a full time cashier for better student customer service!
- We need the counselors to take us more serious.
- More communication counselors for special programs need to give more consideration and attention to the students.
- Answering machines are needed.
- Phone calls are not being answered.
- After leaving a message, sometimes it takes three days to hear back from them.
- Students are being looked at as a business and not as persons.
- Counseling should be able to inform all students of options available from an educational environment at EPCC to any other university. UTEP should work hand-in-hand with the residential students of El Paso, Cametillo, Anthony, etc; otherwise, more students will attend NMSU, or and out of town college to seek better endeavors. It appears that every time a student turns around,

more requirements are needed by UTEP. When are they going to acknowledge EPCC as part of their student goals?

- A better cafeteria with better food choices and prices is needed.
- A new cafeteria is needed at Rio Grande. We seem to be the orphan children of EPCC when it comes to food selections.
- Student services need more office space.
- The student services offices need better furniture and computers.
- Student Services (CSD) need larger offices to accommodate students confined to wheelchairs and to provide more privacy for counselors and students.
- Counselors who were hired need to have a better command of the English language.
- More space and rearrangement for a 225 is needed. Four departments are clustered up in one small area.
- Reasonable cafeteria prices for STUDENTS!
- Cafeteria prices are too expensive!!
- Larger working space is needed for the Registrar's office.
- Students need advance notice when classes are closed.
- EPCC's admission standards are very low and some students are admitted with limited English proficiency. However, courses are available for Spanish-speaking students.
- EPCC Valle Verde campus provides excellent student counseling services.
- The financial aid office is very helpful, including Veterans' services.
- Financial aid is readily available to Mexican Nationals, but not to foreign students from other countries here in U.S. with student visas.
- The student government had a budget surplus and used the money to hire themselves as student guides and part-time clerks which is wrong!!!!
- Financial aid constantly sends students back for more information and the department is very unorganized.
- The financial aid department needs to be more student/customer friendly.
- The financial aid office should open from 8:00 a.m. - 8:00 p.m. to serve those students who are employed.
- There are no consistent guidelines for processing financial aid applications.
- The Valle Verde campus library is understaffed to meet student needs. (e.g., librarians, aides, etc.)
- Students are not receiving adequate counseling due to lack of counselors.
- EPCC needs to hire a full-time person to provide counseling services to include, personal counseling for students with

problems. There is a need to assist single parents with childcare and transportation.

- The computer labs, testing center, and admissions offices are not customer friendly.
- There are too few counselors, no peer counselors or mentors, counselors are not pro-active, students must see counselors and there is no review of what was advised.
- There is no student health service.
- 82% of students receive financial aid.
- Food service is improving; getting food courts inviting franchise to come to campus; choices i.e. Subway.
- There are not enough counselors; better informed on programs.
- No student loans; default is too high.
- Trying to improve food service; food court.
- B lab computer center closes too early; people wait in line.
- Not responsive to weekend or evening students, only those students attending 8-5.
- Valle Verde has an evening coordinator; telephone service cuts off after 5:00 p.m.; in emergency situations, students can't be located.
- Libraries under-financed for acquisitions; books listed as assets.
- Foundation donations questionable; go through trustees for donations approval.
- Work-study program is good; minimum wage goes up, hour's cut.
- Instruction doesn't get work-study; most go to cafeteria or bookstore.
- Better allocation of work-study.
- Motivated students are prepared for workforce.
- Need more counselors to encourage students to continue; abusive relations.
- Need more student mental health counselor for retention.
- Mental health counselors needed; only have academic counselors.
- Mental health counselors could refer to other providers off campus. Crisis leads to dropouts and lowers retention because of more personal problems with students.
- Food service is fine.
- Computers need to be kept up to date.
- Counselors don't give good degree planning information nor do they follow-up.
- Good services.
- Students need to know about their options with financial aid and obtaining information.
- Students complain that counselors have not adequately advised them in degree planning.
- Students have serious problems with getting financial aid, especially African-American students who voice their dissatisfaction with something in college.

- There is no student health service.
- Registration is a mess!
- Food service is bad-all Mexican food.
- Food service is okay.
- Computer centers seem to run well with qualified staff.

General Support Services

- We should have larger offices and the flexibility where people won't struggle through and get lost.
- They have an exorbitant amount of mark ups on textbooks.
- Used books are still too high priced.
- Need more security.
- Need more books.
- You might need more books in the library.
- Why doesn't Mission Del Paso have a bookstore?
- The bookstore needs to pay more on books that are sold back to them.
- Most of the time it is not even 50% of what you paid for it.
- Mission de Paso - Buses for transportation with Sun Metro.
- Mission de Paso - On campus childcare.
- There is concern with students not being able to spend financial aid money at independent bookstores where they can purchase books at lower prices than the campus bookstore.
- What about book adoption list? Can independent bookstores access these in a timely manner?
- Complete Northwest Center Bookstore!
- Need longer hours for the cashier's office.
- Need campus security inside and outside.
- Security clerks, so security can walk campus grounds.
- ESOL counselors.
- Computer lab needs improving with more options such as video, audio, color copying and printing or otherwise.
- Vehicle for police department with radio Northwest Campus.
- To better attract and retain students at Northwest Campus, all services and privileges offered at other campuses should be afforded to Northwest Campus students; after all, their tuition is the same.
- Have payment plans for Summer I&II.
- Copying and printing services. Transmountain and Northwest Campuses are excellent.
- Need glass-frame instead of wall to entrance for user-friendlier atmosphere; same with Media Services/Transmountain.
- Request full-time personnel at all ISC campuses and center.
- Bookstore needs more space to allow everyone to move around. Hallways aren congested while waiting to purchase books.

- Rio Grande bookstore needs another location because purchasing lines are ridiculous and occurs each semester.
- Security needs to be more accessible.
- There needs to be more Xerox machines available to students.
- Bookstore needs to have a contract with other vendors. They seem to be too expensive for our students.
- The bookstore should give students the responsibility of getting own books and supplies
- A walk-in bookstore is a must!
- Textbooks in our bookstore are very expensive for our students. When the bookstore buys back from the student, they should at least buy them back with 80% of what the student paid.
- The computer lab is too small to assist too many students. More computers are needed. It's unfair for students to leave very early in the morning to have a computer to work on.
- Make up a club or group to donate and exchange textbooks.
- Bookstore prices are too high - EPCC could do a much better job at pricing.
- EPCC security patrols are needed in the parking area and to watch for suspicious persons!
- EPCC needs to be careful and maintain adequate parking for students.
- At Transmountain campus tutoring services are very good.
- Bookstore is too expensive. Why do we outsource to Barnes & Noble?
- The print shop does not have the proper equipment to service the growth.
- Police and security are not very visible in the evenings. I don't know what these guys are doing!
- One building had a bomb threat and the lieutenant refused to evacuate it.
- At Rio Grande campus police and security are not visible and the campus is in a bad area.
- Clerical staff in the police department is very rude.
- Copy and printing is good; customer surveys done; no check for college jobs or private.
- Can bypass purchasing by buying furniture through the bookstore.
- Bookstore contract administratively renewed for 12 years.
- Mail service is good and responds to special needs; work-studies may make mistakes.
- Committee to look at bookstore contract; too expensive.
- Students can only make copies in the library; now have debit cards.
- Not enough security, especially at night, some parking lights are out, won't rent cherry picker for one replacement.
- Parking lot phones are not effective.
- Print volume at Valle Verde is high; therefore, quality may suffer.

- One copy machine in grants.
- Trans Mountain good-excellent personnel good.
- Mission copy and print area is small; not well planned.
- Northwest has a small print area. The print shop closed during finals week.
- Workloads interrupted often by part-timers that come day of need.
- Valle Verde customer service is not good; overwhelmed.
- Barnes & Noble higher on campus than on-line or across the freeway.
- Office supplies are more expensive than Office Max. Some students must buy from bookstore.
- State tax charged in Texas; NMSU doesn't charge.
- Disparity in services from campus-to-campus yet all students pay the student fee.
- Distance too far from campus-to-campus for integrated services.
- Bad management of book orders.
- Campus mail service is "horrible." It takes 2-3 weeks to deliver inter-campus mail and items disappear.
- The mail sorting is bad.
- Safety: access cards at Mission don't work. No police officer available when faculty is left alone.
- Lighting at campuses is bad and the telephones are a waste of money.
- Not sure if telephones are lighted.
- High volume of car thefts. Valle Verde have a couple of thefts per week.
- Assaults and rape on campus.
- Police need training to perform job effectively.
- Understaffed campus police.
- Difference in faculty tracking; name ID.
- Printing and copying for faculty works well.
- Good bookstores; extended hours at the beginning of semester.
- Safety is good.
- Concerns of administration of police department.
- Relatively safe; haven't read any incidents.
- Campus security provides good emergency care.
- Campus bookstores are more expensive than other colleges and community.
- "Confidential" mail that is delivered is open at times.
- Sometimes college conveniently "loses" important mail sent through the system.
- Valle Verde and Transmountain are not safe and secure.
- Vandalism.
- Students stopped in "nice" cars.
- Campus bookstores are up-to-date and seem to have books.

- Why was bookstore outsourced to Barnes & Noble? EPCC should ensure there is accountability with Barnes & Noble so that student complaints are handled promptly and properly.

Facilities Use & Management

- We need more custodial services for the community college; need for a better faculty.
- Need to replace the water fountain to accommodate those confined to wheelchairs.
- We need more parking spaces?
- I don't agree with the new daycare center because that money should be used for something else, maybe to open more weekend classes.
- I would love to see some flexible child care. I have a child, therefore, it's more difficult to continue my education, but not impossible.
- Transfer personnel from ground maintenance to custodial services.
- Need assigned or designated staff parking.
- Law Enforcement is needed.
- VA Veteran Services are needed.
- Student Services are needed at Rio Grande.
- Areas at Rio Grande need more space. Many departments are shared with more than one person, which limits space to work efficiently at times.
- There should be better access for people with disabilities. Tutoring labs are claustrophobic. Rio Grande needs a gym just like the other campuses.
- Crosswalks must be improved because students come very close to being run over by the motorists who do not respect the pedestrians.
- Cashier is in an open area which is very unsafe
- Rio Grande's restrooms are old and unkept.
- Rio Grade needs to set up areas for students to get together and study outside the library or where they need to be quiet.
- More classrooms are needed. A large area to hold big events for all students at Rio Grande.
- Our restrooms need attention. The cafeteria hours should be extended.
- Individual concession stands should be available to venders.
- Need better facilities for part-time faculty.
- Transmountain facilities are great. Looking forward to improvements to Rio Grande and Mission Del Paso has a great location.
- Northwest is a very nice campus.
- Lunchroom areas need vacuuming at least once per day.
- Transmountain/ISC- Service is excellent. Would like to see glass-frame instead of wall to make entrance a more user-friendly environment. Would like to see bathroom facilities right next to cafeteria drainage, as it smells a lot like sewage problems. More student enrollment at Transmountain, more even with ten students

per class, would like to see hot meals in cafeteria rather than just sandwiches.

- Mission de Paso - ridge directly over campus to freeway. Too many service trucks congesting our access road.
- Provide noise installation for mechanical room, or relocate it!
- A little more storage space for all departments.
- A vehicle for maintenance department. Maintenance needs lap top computer to better control the heating/cooling.
- Building facilities are clean and attractive.
- Northwest desperately needs expansion, especially the library.
- The Valle Verde gymnasium is in excellent condition.
- Gymnasium should be built at the satellite campuses.
- Facilities throughout EPCC's system are well kept, inside and out.
- Community should be able to use EPCC facilities. TransMountain campus gave me the runaround when I wanted to use the facility.
- Facilities do not have enough custodial staff.
- Groundskeepers only work four hours per day and on Fridays drink alcohol on campuses. Management needs to keep an eye on grounds employees.
- Rio Grande campus has no color. The facilities need to be ergonomically enhanced!
- Maintenance has done a good job keeping the buildings up!
- On the Rio Grande Campus, some bathrooms have no ventilation.
- EPCC needs to invite the outside community to use the Transmountain facility.
- Generally, the facilities are in good condition!
- Planning is well done; changes with administration.
- Politics play a role in where buildings are placed.
- No preventive maintenance/good maintenance for money.
- Central services building located in bad neighborhood, bad security; was supposed to be temporary; if power goes out, no security.
- Valle Verde is stuffed. Transmountain has parking and location but no programs. Rio Grande has no parking.
- Not enough places for students to congregate; student union.
- Valle Verde stage located in the cafeteria and the only one on campus.
- Improve antiquated and run-down facilities.
- Get rid of flip desk in classroom; not enough desk space.
- Need wellness and health center, gym with weights and a nurse practitioner.
- Not ADA accessible, buttons don't open the door and installation was never completed.
- No central planning; now have plan with faculty input; Northwest Center does not have the facilities needed for student population.
- AC; sick building; need air cleaner.

- Faculty not consulted as users or stakeholders.
- Mission has no electricity in the courtyard area.
- Meeting rooms off campus; no auditorium.
- No theater for faculty; small at Transmountain, 400 maximum.
- No auditorium to meet community needs.
- Graduation not on campus.
- Internal building construction estimates high.
- Planning has been well done; could not predict or prepare for additional training space for laid off workers.
- Has done well considering voters don't approve bonds.
- Buildings are being used adequately.
- Future is being studied carefully and thoughtfully.
- IBM buildings too far from population that it serves.
- Campus facilities are equal; programs are not equal.
- Rio Grande has capacity problem.
- Not a good map or signage labeling of buildings; directions.
- Valle Verde campus police could not identify buildings and staff.
- Pretty campus at Valle Verde.
- Good parking at Valle Verde.
- Rio Grande campus kept very well.
- All buildings are presentable; each administrator proud of campus.
- Trying to meet future needs.
- Facilities are excellent. Having facilities in different campuses is good for reaching out to community.
- Rio Grande campus is worst of all five campuses. (Old, used to be EPISD Admin Building years ago) Campus is too small and the parking is bad.
- Put new campuses in areas where city is growing (east and west).
- No "bad press" about facilities.
- Campuses should be concentrated on the eastside because people there don't have the money to attend universities like those on the westside. People on the westside tend to be able to send their kids to universities. In addition, eastside campuses are more accessible to buses. Buses primarily go to westside so that service personnel can get to work on the campuses.
- The Executive Center is far from the people they serve.
- Executive Center has asbestos.
- ESL is offered in portables.
- Facilities vary from campus. Valle Verde needs to be upgraded. Northwest is good, but Rio Grande is disjointed.
- Need to coordinate with all public facilities for accessibility; not maximum use.
- ADA accessibility?

Computers and Technology

- Big tech Gap in what is needed for good jobs in El Paso and what we offer. i.e. Diesel Tech.
- They should have new computers to prepare us for the Y2K.
- They should offer more of a variety in the technology field.
- They need more programs for the kids in the neighborhood.
- They need to upgrade computers and have a workshop on what we should expect from Y2K.
- We should lease all computers, which would keep the technology fresh, and machines maintained.
- Oracle was purchased three years ago. We are now paying full maintenance and licensing. The only project that functions under Oracle is the on-line telephone book. $80,000 is a pretty expensive phone book. No other planned projects have come to fruition.
- EPCC agreed to purchase Banner software ($2 million this fiscal year) to make use of Oracle data to perform all functions at College. Realistically, it may do 70 percent of our functions, but the programs we have in place today cover 90 percent of our functional.
- Since Oracle doesn't function to even minimal expectations, isn't this project in grave danger of being abandoned?
- Bigger computer lab.
- At the Rio Grande campus the caliber of instruction as it pertains to computers and technology is excellent. Knowledgeable, courteous individuals maintain the lab. Classes are offered with the student's needs in mind.
- Bigger and better computer lab to accommodate the student population.
- There needs to be more computers available for staff.
- All offices need to be on the same sheet of music.
- Having old computers in some offices and new in others is not appropriate.
- We need a bigger computer lab!
- Update and upgrade all computers the same
- The Instructional Student Services Center needs to continue upgrading instructional technology to keep on top of educational goals for both students and instructors. The Instructional Student Services Center advisor staff and directors, VP all work hand in hand in keeping up with our training. Sometimes not enough funds available. We service each campus, center as a whole and the students needs.
- Northwest needs all campus computers and relivant hardware upgrade
- Students at Northwest need new computers.
- All campuses need better research materials with more options.
- EPCC needs to keep up with all existing technology. Instructors need to have realistic view of the real work and its capabilities.

- Transmountain's computer lab is well equipped and available for use by all students!
- I used the Rio Grande Free Net E-Mail account and it was not that good!
- Computers used for telephone registration are antiquated and cause students to make multiple calls to register.
- Some offices are over-equipped with computers while others are under-equipped.
- Some administrative offices get new computers each year, while student labs and other offices have computers with outside technology.
- Supervisors have more state-of-the-art computers than their secretaries.
- The entire institution is not on standard software or hardware. Everyone has his or her own type of hardware and software.
- Students are paying a technology fee and are not getting value for it. For example, some student labs still use dot matrix printers.
- Budget heads do not equally distribute the money for technology, which indicates poor planning and lack of foresight.
- Implementing administrative software.
- Can't keep up with purchasing to current technology; leasing computers is an idea.
- Technicians don't have time to do preventive maintenance.
- Departments have hired their own technical people.
- Not enough network support personnel.
- Can't find out network rollout schedule.
- No training on network.
- All new computers with three year warranty.
- Education tech and admin tech has no standardized software.
- Students taught on old software.
- Instructional and administrative technology deliberately doesn't communicate with one another. No coordination of system with support.
- Long range technology plans on web.
- Library received $500,000 TIF grant.
- Far behind; need to upgrade; when upgrades still outdated.
- On line registration and student services.
- Students access to computers lacking.
- Equipment dated.
- Tech support lacking.
- If you buy computers other than school approved, you don't get support.
- Academic computer center has no technical support.
- Nothing specified for students to have access to labs.
- Computers may be serviced from another division.
- MIS telling faculty how to teach on what equipment.

- Must buy off vendor list; causing problems for teaching on equivalent machines.
- Not enough tech support.
- Admin and instructional computers don't communicate.
- Master plan (4-5 years) ignored.
- Grant writing needs support; spirit must come from faculty (one grant writer).
- No one is doing grant research; checking availability.
- Need compensation for certified technical faculty to prevent flight to private industry.
- Need a long-term budget and planning for technology.
- Not all faculty have computers, e-mail, Internet or teaching classrooms.
- Five studios for distance learning; took away three studios for truck driving (only two students); classes serve 20.
- They are doing better planning; need good software users guide.
- Need training support.
- Businesses need to be able to access information on their system. (Ex. COC contract opportunities for small businesses to research on their website).
- College needs to partner with Chamber to promote technology training for small businesses to promote small business level.
- Administrative computers are up-to-date, but in computer labs, they're outdated and have viruses.
- Centralization for general computer functions is good (like in Computer Science), and decentralization in special computer functions (like accounting).
- EPCC seems to be staying up-to-date with computers and upgrades.
- Northwest Campus educational technology is excellent.

Financial Management

- Financial reports need to be available to anyone.
- Why do we need to pay an athletic fee?
- Directors should have more input on the budget process which was a huge waste of time since the data was not present when final budgets were set?
- Students with disabilities need to know the facts of how they plan the budget. The Center with Disabilities is hiding a lot of information from the students.
- Student government needs to be controlled a lot better.
- Students need to learn the proper chain of commands
- Students need to learn their responsibilities as well.
- Open budget hearing to all (students).
- More money set aside for clubs and student activities.
- Better programs to students, bringing then closer to the community.
- More financial monies for better marketing EPCC in student enrollment. EPCC should prioritize students' educational needs. Whatever location, the student should be able to seek his classes at whichever location is more convenient for him. Each campus should have all classes available to meet the students needs.
- Northwest Center needs to be afforded full funding parity (budgetary considerations) as other campuses.
- Need more monies in order to expand as the other campuses.
- Campus needs full funding.
- EPCC employees do not know the outcome of the "zero-based" budgeting process. A 35-member committee was chosen to implement this process for the first time.
- Budget resources were used for inappropriate purchases such as bottled water, Christmas ornaments, and sweet rolls.
- Budget committee choices are unknown.
- Budget presentations made based on history.
- Cannot budget for staff or raises.
- No students on the budget review committee; private matters; committee already trained in process; students can attend but not talk.
- Don't pay bills on time.
- Getting a check for COD is time consuming.
- Someone else may have encumbered budgeted money.
- Money shifted from budgets without knowledge.
- Travel must go through one travel agency.
- Long time to approve travel (one day to four weeks).
- No uniform faculty input on budget.
- No zero-based budget.
- No opportunity to change budget except board.

- Need paper trail on budget transfers college-wide for two years.
- No history of program expenditures.
- Internal auditor was good, but fired.
- Everyone has input on budget process.
- Citizens have input.
- Communicating use of funds is good.
- Community doesn't participate in budget.
- Appears good, but there is a lack of input from employees, students and community.
- Community needs to be informed about the "Internal Auditor Situation."
- Community not asked to be involved in budget process, especially African-Americans.
- Because of misappropriation of funds, College cleaned out Student Activities personnel because of "sex, drugs and rock and roll!"
- Tax rate has stayed the same or only increased slightly, so they must be managing money well.
- Citizens feel that intercollegiate athletics is a waste of tax money, but they have no input in the budget process.
- General opinion is that President was right about firing Internal Auditor.
- Raise taxes; but unaware of budget process.
- Workforce did not bill Texas Workforce Commission for $750,000 of training.
- Press indicates that financial management is not effective; no tight practices; impression is not good; and if you talk you will be fired.

Asset & Risk Management

- They should provide free health insurance for students who are enrolling full time.
- Part time instructors need health insurance.
- Students need health insurance.
- If not able to provide health insurance then maybe the college can help the student's to pay it.
- Provide good health insurance at a special rate.
- We need health insurance (optional) for the students (full). Maybe even have an infirmary on campus.
- Staff need more choices on health insurance.
- There seems to be some waste on the investment on some property.
- Staff has a good benefits package.
- Health insurance should have more availability to those employees to obtain a better insurance than HMO. According to years of service, should be automatic in receiving the best services possible.
- A student health insurance program should be investigated and instituted for student availability.

- Health benefits for part-time staff.
- Have an excellent health insurance already!
- Bond issuance should be considered and practiced more carefully as a means of revenue.
- Property is controlled fairly well based on what I see.
- EPCC's history on property control is not real good. A lot of equipment has been stolen.
- EPCC needs to develop a much better property control system.
- Computers are not always tagged before they are distributed.
- Some discussions of spending down reserves.
- No uniformity of asset acquisition throughout district; furniture varies.
- Good tracking of fixed assets; poor property control moved to different locations; no one is accountable for property.
- Insurance does not cover all losses; no information.
- Property or inventory system is questionable.
- People take equipment home indefinitely; buy replacements.
- No inventory of software.
- People buy their own software.
- No insurance coverage on computers; theft of equipment; no reimbursement.
- EPCC police are certified peace officers; had access to all classrooms.
- No GO bonds; rely on revenue bonds; high building use fees.
- Fee for faculty parking ineffective.
- College has good insurance program, but they have part-time employees working full-time hours to keep them from paying full benefits.
- Reported poor inventory management in 1998.
- EPCC received grant to buy computers for accounting but not to service or upgrade them. This is a common problem in college.

Purchasing

- Perform check and balance on purchases and get the lowest bidder, not just one bidder. Too many blanket purchase orders (noncompetition).
- Barnes and Noble has not been competitive for 12 years.
- Why must local contractors have an apprentice program before they can bid on EPCC contracts? It makes the bidding process go 10-20 percent higher.
- Three times this year I've had vendors complain that payment has not been timely. Each time I have requested a check, waited for a week run, and faxed a copy of a to-be-sent check to the vendor. One vendor cut off services for two weeks for lack of payment.

- Purchasing process is a little slow. It could take three months to receive lab supplies if you send the purchases requisitions by mail. We could use some improvements on this!
- Don't know if purchase is bottleneck, but over 30 computers approved for purchase in May/June 1998 received June 1999. No kidding!
- Purchasing needs new up grade computers. Very slow in meeting demands.
- Too slow!!!
- Police department needs updated equipment.
- Better vehicles.
- It is difficult to know the exact cost of something.
- Purchase requisitions are submitted and then the purchase order goes to the initiator, therefore, it's hard to track costs.
- I am certain there is corruption and self-interest in the purchasing of equipment and computers but I can't prove it.
- I hope local business people are given the first shot at providing goods and services to EPCC.
- EPCC should give business to vendors capable of doing the job or supplying goods and services, regardless of where they are from!
- The purchasing process is lengthy. It takes two weeks to get a purchase order number issued and sometimes over two months to get materials and supplies delivered.
- Purchasing changes the specifications on a computer purchase and bought a poor quality machine.
- College has a contract with one travel agency, but the employees can get a lower airfare elsewhere.
- The majority of library books are purchased from Barnes & Noble and they can be bought cheaper from another vendor.
- Perspective choice; potential conflict of interest developed master plan then bid on contract.
- Use state contracts for purchasing.
- Split purchase to avoid bid process.
- Tax collection is cooperative.
- Public library on-line system shared.
- Don't stock warehouse; delivery is good.
- Shipping and receiving is good.
- When user orders directly and receives directly, payables can be slow if no knowledge of receipt.
- Purchasing takes months; on budget reports, never sure if included.
- Purchasing may buy more expensive product than requested and less quality.
- State approved vendors are expensive.
- No good oversight of bidding process.
- Process is slow, especially for grant purchases.
- Personally walk purchase orders through to expedite.

- Not aware of shared services; maybe shared service with Region XIX on distance learning.
- Delivery centralized; problem on grant purchases against policy.
- Deliveries are not timely; frozen serum delivered to Valle Verde that sat at room temperature for several days.
- Sam's is not aware of bids.
- Not including all possible bidders.
- "Consolidation" discussions are looking at purchasing consolidation.
- Supervisors were paying for their own warehousing. Is there sufficient warehousing?
- Bidding process is a farce! Administration already know whom they want to pick.
- Sometimes textbooks are on back order in the bookstore for a couple of weeks.
- Should purchase locally.

Appendix B
FACULTY AND STAFF SURVEY RESULTS

Appendix B is divided into the following three parts;

A. DEMOGRAPHIC DATA
B. SURVEY QUESTIONS
C. VERBATIM

PART A: DEMOGRAPHIC DATA

Circle Answer

1. Gender (Optional)	Male	Female			
	41%	59%			

2. Ethnicity (Optional)	Anglo	African-American	Hispanic	Asian	Other
	34%	2%	57%	1%	6%

3. How long have you been employed by El Paso Community College?	1-5 years	6-10 years	11-15 years	16-20 years	20+ years
	43%	23%	18%	5%	11%

4. Are you a(n)?	a. faculty	b. administrator		c. clerical staffer	
	34%	9%		38%	

	d. support staffer (i.e. transportation, food services, etc.)				
	19%				

5. How long have you been employed in this capacity by El	1-5 years	6-10 years	11-15 years	16-20 years	20+ years

Paso Community College?					
	49%	23%	16%	7%	5%

PART B: SURVEY QUESTIONS

Section I: <u>Work Environment</u>. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column. (Definitions of Columns: SD = Strongly Disagree; D = Disagree; N= Neutral; A = Agree; SA = Strongly Agree; DK = Don't Know.)

STATEMENT	SD	D	N	A	SA	DK
1. EPCC is an exciting, challenging place to work.	3%	7%	16%	44%	30%	0%
2. A majority of students at EPCC are motivated and dedicated to learning.	1%	10%	14%	56%	14%	5%
3. Standards and expectations at EPCC are equal to or above those of most other community colleges.	1%	17%	13%	37%	16%	16%
4. EPCC faculty enforce high student attendance and learning standards.	3%	15%	11%	47%	14%	10%
5. EPCC faculty and staff work well together.	5%	15%	17%	46%	14%	3%
6. Faculty who do not meet expected work standards are disciplined.	15%	31%	9%	12%	4%	29%
7. Staff who do not meet expected work standards are disciplined.	14%	27%	10%	19%	3%	27%
8. Most employees (faculty and/or staff) in my immediate area are productive.	2%	7%	7%	56%	27%	1%
9. Faculty promotions and pay increases are based upon individual productivity.	39%	16%	14%	7%	2%	22%
10. Staff promotions and pay increases are based upon individual productivity.	36%	18%	9%	8%	3%	26%
11. I have the authority to adequately perform my job responsibilities.	3%	5%	6%	51%	35%	0%
12. I have adequate facilities in which to conduct my work.	9%	11%	7%	52%	21%	0%
13. I have adequate equipment and computer support to conduct my work.	11%	14%	6%	46%	23%	0%
14. I have adequate training to conduct my work.	3%	8%	3%	53%	33%	0%
15. Workloads are equitably distributed	13%	16%	14%	28%	9%	20%

STATEMENT						
among faculty and among staff members.						
16. I am held accountable for the quality and quantity of work I perform.	2%	1%	5%	55%	34%	3%
17. My immediate supervisor is a good manager.	4%	10%	10%	32%	42%	2%
18. Faculty observe posted office hours.	4%	16%	19%	33%	7%	21%
19. Staff observe posted office hours.	3%	6%	16%	47%	13%	15%
20. Faculty have a say in matters regarding budget and organizational decisions.	5%	15%	23%	22%	3%	32%
21. Staff have a say in matters regarding budget and organizational decisions.	15%	22%	14%	16%	2%	31%

Section II: Job Satisfaction. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column using the same definitions as in Section I.

STATEMENT	SD	D	N	A	SA	DK
1. I am very satisfied with my job at EPCC.	4%	7%	15%	39%	35%	0%
2. I plan to make a career at EPCC.	9%	9%	11%	36%	27%	8%
3. I am not actively looking for a job outside of EPCC.	9%	16%	15%	34%	23%	3%
4. Salary levels at EPCC are competitive for full-time faculty.	6%	9%	14%	15%	12%	44%
5. Salary levels at EPCC are competitive for part-time faculty.	12%	19%	17%	17%	7%	28%
6. My work is appreciated by my supervisor(s).	7%	8%	5%	48%	31%	1%
7. I am an integral part of the EPCC team.	4%	11%	11%	45%	25%	4%
8. I respect my immediate supervisor.	3%	2%	7%	40%	48%	0%
9. EPCC provides opportunities for career advancement.	16%	20%	11%	26%	15%	12%
10. EPCC provides opportunities for professional development.	7%	8%	14%	44%	20%	7%
11. There is a future for me at EPCC.	8%	9%	19%	33%	19%	12%
12. My salary level is fair for my level of	15%	31%	15%	25%	12%	2%

work and experience.						

Section III: **Board Governance and Administrative Structure and Practices.** Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column using the same definitions as in Section I.

STATEMENT	SD	D	N	A	SA	DK
1. The Board of Trustees is highly effective in carrying out its governance responsibilities for EPCC.	11%	16%	28%	20%	4%	21%
2. The Board of Trustees does not micro manage the affairs of EPCC.	9%	15%	27%	19%	4%	26%
3. Most administrative practices at EPCC are efficient.	7%	17%	18%	39%	5%	14%
4. Most administrative practices at EPCC are effective.	7%	16%	22%	37%	5%	13%
5. Administrative decisions are made quickly and decisively.	15%	27%	16%	24%	3%	15%
6. EPCC administrators are easily accessible and open to input.	13%	17%	25%	28%	7%	10%
7. Authority for administrative decisions is delegated to the lowest possible level.	11%	25%	19%	14%	4%	27%
8. Faculty and staff are empowered with sufficient authority to effectively perform their responsibilities.	6%	16%	16%	51%	7%	4%
9. Administrative processes are streamlined to avoid unnecessary time delays.	9%	34%	21%	20%	2%	14%
10. EPCC has the appropriate number of committees.	8%	14%	18%	25%	2%	33%
11. EPCC has the appropriate number of administrators.	9%	22%	18%	19%	5%	27%
12. EPCC has the appropriate number of academic departments.	4%	17%	15%	44%	9%	11%
13. Most administrative processes (e.g., purchasing, travel requests, leave applications, personnel, etc.) are highly efficient.	11%	28%	19%	22%	3%	17%
14. Access to EPC administrators is improved	11%	10%	24%	23%	6%	26%

through centralization.		

Section IV: College Operations. Please indicate your opinion of the operations of each of the following college functions by placing an "X" in the appropriate column for each college function.

College Function	Should be Eliminated	Needs Major Improvement	Needs Some Improvement	Adequate	Outstanding	Don't Know
a. Regular vocational and technical programs	0%	8%	15%	40%	9%	28%
b. Training for displaced workers	0%	16%	20%	27%	3%	34%
c. Customized business training	0%	5%	18%	33%	5%	39%
d. Academics to prepare for transition to four year institutions	0%	18%	18%	43%	11%	10%
e. Academics leading to professional careers	3%	10%	17%	50%	8%	12%
f. Athletics	22%	4%	10%	36%	4%	24%
g. Library	0%	15%	22%	47%	9%	7%
h. Health Services	0%	13%	14%	30%	4%	39%
i. Bookstore	1%	29%	24%	35%	3%	8%
j. Financial aid	0%	9%	17%	50%	3%	21%
k. Food service	2%	32%	18%	28%	6%	14%
l. Registration	0%	16%	30%	37%	6%	11%
m. Student admissions	0%	16%	20%	42%	4%	18%
n. Student recruiting	1%	15%	19%	40%	1%	24%
o. College planning	2%	17%	24%	29%	3%	25%
p. College budgeting	1%	24%	23%	22%	1%	29%
q. Purchasing	0%	22%	19%	25%	3%	31%
r. Personnel administration	0%	21%	21%	34%	2%	22%
s. Fund raising	3%	17%	16%	14%	2%	48%
t. Board governance	1%	15%	22%	23%	2%	37%
u. President's office	6%	14%	15%	27%	4%	34%

v. My Campus Provost	5%	10%	14%	31%	11%	29%
w. Academic computing	0%	12%	25%	39%	3%	21%
x. Administrative computing	0%	11%	18%	41%	2%	28%
y. Community relations	0%	13%	28%	40%	4%	15%
z. Government relations	0%	8%	18%	33%	1%	40%
aa. Marketing	0%	19%	18%	26%	4%	33%
bb. Financial management	0%	15%	17%	28%	2%	38%
cc. Grants and contracts	0%	12%	19%	27%	5%	37%
dd. Campus security	0%	22%	25%	40%	7%	6%
ee. Parking	1%	23%	28%	41%	4%	3%
ff. Administrative evaluations	2%	20%	22%	32%	1%	23%
gg. Faculty evaluations	1%	16%	16%	38%	5%	24%
hh. Staff evaluations	2%	17%	19%	33%	4%	25%
ii. Building maintenance	0%	28%	25%	35%	6%	6%
jj. Custodial services	0%	25%	23%	39%	9%	4%
kk. Grounds keeping	0%	16%	14%	51%	15%	4%
ll. Other (please specify)						

Section V: <u>Purchasing and Procurement Services</u>. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column using the same definitions as in Section I.

STATEMENT	SD	D	N	A	SA	DK
1. Goods and services I request are usually ordered within 2-4 days of the request.	14%	27%	12%	24%	7%	16%
2. Goods or services I request are generally received within five to 14 working days.	16%	24%	10%	28%	5%	17%
3. Materials, equipment, supplies, and services are generally of good quality.	4%	10%	10%	62%	8%	6%
4. The Purchasing Department provides adequate support and guidance for making purchases for my college or department.	14%	10%	9%	33%	3%	31%
5. The Purchasing Department has helpful and knowledgeable staff.	10%	7%	14%	33%	3%	33%
6. I can easily find out the status of my requisition or purchase order and expected delivery date.	9%	18%	9%	30%	3%	31%

STATEMENT						
7. I am able to get materials and supplies timely when I have an emergency.	7%	23%	12%	31%	4%	23%
8. I have the necessary computer equipment and training I need to prepare requisitions.	9%	14%	12%	39%	5%	21%
9. The purchasing and procurement process is relatively easy and convenient to use.	6%	18%	16%	27%	2%	31%
10. EPCC's purchasing process is effective.	9%	19%	15%	27%	2%	28%

Section VI: <u>General and Student Services</u>. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column using the same definitions as in Section I.

STATEMENT	SD	D	N	A	SA	DK
1. The quality of food served at EPCC is good.	22%	16%	16%	26%	5%	15%
2. Food served in EPCC dining facilities is nutritious.	14%	17%	24%	21%	5%	19%
3. EPCC has clean dining facilities.	11%	29%	16%	23%	7%	14%
4. EPCC food prices are reasonable.	21%	21%	16%	25%	3%	14%
5. EPCC dining facilities have convenient hours of operation.	10%	22%	24%	28%	3%	13%
6. Food service employees at EPCC are cordial and pleasant.	4%	11%	14%	46%	9%	16%
7. The bookstore's hours of operation are convenient.	2%	14%	12%	59%	4%	9%
8. Adequate books and supplies are always available in the bookstore.	4%	33%	17%	36%	4%	6%
9. The bookstore allows various methods of payment for convenience.	3%	2%	12%	50%	4%	29%
10. Bookstore employees are courteous and helpful.	4%	8%	13%	57%	9%	9%
11. The print ship completes my orders timely.	2%	7%	7%	49%	13%	22%
12. The print ship provides high quality reproduction and graphics services.	3%	3%	8%	51%	15%	20%
13. The cost of printing and reproduction is less than I would pay an outside vendor.	2%	10%	5%	34%	10%	39%

14. The print shop's hours of operation are convenient.	1%	5%	7%	51%	11%	25%
15. Print shop employees are courteous and helpful.	0%	5%	9%	49%	15%	22%
16. Mail is delivered on time.	3%	18%	12%	50%	11%	6%
17. Campus mail service is available at convenient hours of operation.	3%	6%	12%	60%	11%	8%
18. Campus mail service has the ability to process special items with large sizes, shapes, and weight in a timely manner.	0%	9%	15%	37%	9%	30%
19. Campus mail service employees are courteous and helpful.	3%	3%	13%	52%	17%	12%

Section VII: <u>Personnel Management</u>. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column using the same definitions as in Section I.

STATEMENT	SD	D	N	A	SA	DK
1. EPCC is able to recruit qualified employees.	7%	11%	21%	44%	10%	7%
2. EPCC is able to retain qualified employees.	8%	20%	16%	38%	9%	9%
3. The hiring process for full-time staff is fair, equitable, and timely.	20%	23%	10%	24%	4%	19%
4. The hiring process for part-time staff is fair, equitable, and timely.	14%	14%	14%	39%	7%	12%
5. Full-time faculty compensation is appropriate for this market.	2%	11%	14%	24%	9%	40%
6. Full-time faculty benefits are good.	1%	0%	12%	34%	14%	40%
7. Part-time faculty compensation is appropriate for this market.	9%	13%	20%	22%	6%	30%
8. Part-time faculty benefits are good	18%	16%	19%	16%	3%	28%
9. Faculty staff development is designed to help faculty meet student needs.	5%	11%	15%	43%	5%	21%
10. Staff development received by faculty helps meet student needs.	3%	10%	20%	39%	5%	23%

STATEMENT		SD	D	N	A	SA	DK
11. Technology-related staff development has helped me do my job better.		4%	14%	17%	44%	7%	14%

Section VIII: <u>Technology</u>. Please indicate your level of agreement or disagreement with each statement by placing an "X" in the appropriate column using the same definitions as in Section I.

STATEMENT	SD	D	N	A	SA	DK
1. EPCC uses technology as a learning tool for students.	2%	5%	11%	72%	6%	4%
2. EPCC has well-maintained computer labs.	2%	19%	11%	48%	10%	10%
3. EPCC provides computers with Internet access to faculty and staff.	6%	10%	8%	61%	8%	7%
4. EPCC data services center provides prompt and efficient technical service.	2%	9%	16%	46%	4%	23%
5. EPCC effectively uses e-mail for its faculty and staff.	9%	15%	7%	53%	6%	10%
6. EPCC uses technology to facilitate distance learning.	0%	5%	9%	62%	9%	15%
7. EPCC's Intranet provides me with access to relevant statistics about programs and services.	6%	11%	11%	52%	6%	14%
8. EPCC is committed to using technology to improve college administration.	4%	4%	14%	53%	10%	15%
9. I have received adequate training to use software applications on my computer.	10%	15%	13%	48%	9%	5%

PART C: VERATIM

Work Environment: *What changes would you like to see in the work environment at EPCC?*

- Need better classrooms and more chalkboards.
- It is inconvenient, if not difficult to use the overhead.
- Graphics calculators need to be more accessible to part-time faculty.
- Proper classification of positions is needed.
- I am totally underpaid!!
- Single faculty and instructional coordinator positions are simply overloaded and need greater support. (e.g. clerical, recruitment, and faculty support)
- The science equipment needs to be updated.
- If it doesn't impact the college, we need flexible office hours depending on the employee's needs.
- I would like a larger faculty office with more desks and phones for part-timers.
- We need a new president with leadership skills and vision.
- A new facility for the Central Service Center staff is needed.
- There should be equal opportunities for everyone based on performance, not favoritism.
- Need more available computers for classroom use.
- The department heads should be more involved with faculty within their own department.
- Need more training and access into the computer control systems in regards to HVAC building automation.
- I would like to see the needs of students put first.
- The staff and employees need to be a bit more productive and courteous.
- We need greater integration of part-timers into the organization culture.
- Better parking is needed.
- I think the cafeteria needs improvement.
- More accountability and a friendlier, helpful attitude in staff and faculty.
- EPCC is becoming a less potential environment. There is much favoritism from presidents (past and present) and board members.
- Need larger windows in working areas.
- Focus on quality control and accountability with the current reorganization
- Promotions and pay increases need to be based on work.
- Need monitors in classrooms for PowerPoint presentations and I will supply the computer and software.

- I would like all faculty and staff to be more student-oriented. Too many instances where students are given "the runaround" and not treated with respect!
- Need opportunities to attend workshops.
- Need more teamwork.
- Need better facilities for part-time faculty.
- We obviously need more space.
- Need more team building.
- Would like the President to respect the employees and give human treatment to all.
- Need equal pay for similar job positions at all campuses.
- The turnover in support staff is too high, which leads to inefficiency.
- Need more appreciation from supervisors for a job well done. Mistakes are observed too quickly.
- A shift in emphasis from faculty and administrator arguments to focus on the needs of the students, which faculty are highly qualified to assess.
- Inclusion of overwhelming part-time faculty members in all areas of community college life-decision making, benefits, respect, authority, tuition reductions for families, etc.
- Part-time faculty should have training on teaching, applying tests, etc. Facilities need to perform these activities. (e.g. office space)
- Need more respect for non-faculty.
- I would like for our area to be able to acquire adequate and updated equipment to perform our duties to the fullest and best possible extent. We usually seem to get "junk" equipment while the EPCC Comptroller gets state of the art.
- Less tense atmosphere due to management creating hush-hush and non-association with other departments with no explanation.
- Real accountability, merit raises, recognition of efforts, fair pay for what I do. Less favoritism and real concern for students rather than headlines. Allocation based on students is not adequately planned on campuses.
- Need more security for night classes.
- My immediate supervisor has been subjected to a great deal of criticism and could/should improve his people skills.
- I would like to see a new CSC building.
- Need more emphasis on English as the common language in the workplace.
- Student service administrators should be consulted more on policies and procedures.
- Facilities need a drastic improvement, equipment and supplies are lacking, and student learning standards have to be improved.
- Need a monitor in classrooms for Powerpoint presentations.

- I would like all faculty and staff to be more student-oriented. Too many times the students are given "the runaround" and not treated with respect.
- Need opportunities to attend workshops.
- Stop the favoritism!

Job Satisfaction: *What changes would improve your level of job satisfaction?*

- I think the salary could be better. Part-timers incur extra costs because extra trips are often required to take care of administrative things.
- Allow lateral moves throughout departments and jobs without the loss of salary that usually comes with such a move.
- Many staff has been in the same position for years because moving to a higher position is impossible; however, moving laterally usually entails the loss of pay which comes from years of service.
- Fulltime positions. Working more than 20 hours and no leave days off.
- Need white boards in every classroom and good computers for part-time faculty.
- Need to allow part time instructors to work more hours.
- Being a single faculty and instructional coordinator discipline, I need more help. I would like additional part-time salary to be able to hire part-time faculty to assist me with course and program development and recruitment activities.
- If my class had not been eliminated from the Fall semester.
- More money.
- The part-time faculty should have a greater amount of say-so in all areas of the college.
- Less paperwork.
- Salary levels are competitive for part-time faculty based on what others pay and they still need improvement.
- Many community colleges survive because they can hire part-time faculty whom they pay very little to teach a lot of courses.
- There is too much work and very low wages. We need an increase in salary, effective as of yesterday.
- Open up more fulltime slots for faculty and evaluate tenured faculty each semester.
- Have access to petty cash expenses.
- More tools and storage space is needed.
- It would be nice to have a fair chance at promotions and salary increases based on productivity.
- What about salary levels for staff (professional and classified)?
- Pay increases for all levels to meet with the increase in living expenses.

- Need proper staff and office equipment to perform up to my ability.
- Better manager and salary is needed.
- As a part-time instructor, I would like to be able to work more hours per week. Also, at American Language in particular, I as all part-time faculty members would like to have assignments for at least a semester instead of seven-week assignments.
- A full time job.
- Need better benefits for part-timers.
- I thought I'd have a future at EPCC, but with this new President Campion, no one seems to know if they'll even have a job. He's disrupted so much, the morale is low, and there's too much uncertainty.
- I think EPCC should open more full-time positions, instead of a lot of part-timers.
- Promotions and pay based on quality and quantity of your workload.
- Having a manager who acts in a more professional manner (she treats me fine personally), too high-strung; too much of a "sharer of information" and her relationship with some other administrators is poor.
- Have mandatory leadership and supervisory training. Have job titles that reflect actual duties. <u>Mine does not.</u>
- Need higher wages.
- More emphasis on professional development in the field is needed. Too much emphasis on "generic development".
- I want duties that match my job description.
- Part-time staff teaches the majority of classes, yet we don't receive pay increases at the same time as those who are fulltime. Also, <u>MOST</u> professional development is only offered at a time convenient for fulltime staff.
- I would like to see employees who are doing a good job commended and those who are not disciplined. Salary increases should be given on the basis of productivity and job performance-not "across the board".
- A fulltime position with EPCC.
- Give me authority to do my job and receive the proper and appropriate compensation.
- Stabilization...Too many changes and moves are confusing. They're making a lot of the great funding departments and positions, institutional. Most of these programs and departments are bringing in more funds and students into EPCC then some of the institutional departments.
- As a part-time instructor, my involvement in the affairs of the college is limited due to the fact that I am fulltime employed elsewhere. My employment is of a supplemental nature. I can

rarely participate in committee meetings or functions other than staff development held at night or on weekends.

- I would like to have a private office.
- To be able to have a drink of water at my desk and always have a computer with capabilities of producing what's needed. Information such as, advanced software and training.
- Also, need a proper working area provided. (i.e. offices, or private spaces, and lounge areas).
- Need a larger budget and more personnel.
- Intimidation by the President should be eliminated.
- Would like a salary equal to my counterpart at the main campus.
- I think salary levels for part-timers are too low.
- Need more training on existing and new software on a more personal basis-one-on-one training.
- Need better equipment and more working areas with windows. Working in an enclosed area for long periods of time are stressful.
- Over the years, in the event fulltime faculty received a raise, part-time faculty received only half that raise, so the disparity in pay ratios has increased, which has obviously negatively affected part-time perceptions of worth.
- Would like an opportunity for advancement-hire fulltime faculty!
- Would like opportunities within EPCC, to become fulltime on for training and career advancement.
- More advantages as far as going to out-of-town meetings and joining in on more projects.
- If the red tape was eliminated or at least cut down. There are too many politics and it's not what you know-but who. It's hard to get things approved and it takes too long-we're talking weeks to months.
- Increased opportunity to develop curriculum. Improvements in specialized equipment availability for further development of lecture material. Also, improve the salary.
- Getting the support from my supervisor.
- I love teaching, but in many ways, I do it in spite of the college. The politics are awful. Greater emphasis on merit would be nice.
- Recognition of certifications, degrees, and level of competency should be improved.
- Increase my pay salary and maybe allow part-timers to work more hours or provide more full-time jobs. I love my job here at EPCC. I just don't like that you never get promoted and the pay is lousy for part-timers.
- Respect and acknowledgement from those above me. I would like to also see those above me work an actual 40-hr week and not arrive late, take 2-hr lunch and leave early. I would also like to see them work, not just assign the work to secretaries and take all the credit.

- Compensation for the years of experience I brought to this job. It's unfair to start near the bottom of the salary schedule when my level of expertise is mandatory for this position/office to function properly.
- Salary that reflects the same pay range as the rest of the country in this field.
- More appreciation/feedback from my supervisor.
- I believe that my talents, skills and past work experience is underutilized.
- I would like to be compensated more adequately and fairly for the amount and quality of work I do. There should be proper communication on notification of upcoming changes.
- I would like to see employees who are doing a good job commended and those who are not disciplined. Salary increases should be given on basis of productivity and job performance instead of "across the board".
- A full-time position with EPCC.
- Give me authority to do my job and be compensated properly and appropriately.
- Fairness in workload and pay/promotion.
- A boss who appreciates the work I do and the time and effort I put into my job.
- He has time for everyone, but his own staff.

Board Governance and Administrative Structure and Practices: *What changes would you recommend to improve board governance and/or administrative structure and processes at EPCC?*

- I think the number of administrators could be reduced. I also think the number of programs could be reduced, specifically, the interscholastic sports program, which shouldn't exist.
- The board should hire administrators only after checking references, professional characters, and completing a background check.
- There are too many committees for <u>everything</u>! The sports programs are <u>not</u> what potential students need and a new President will only add more!
- Allow one coordinator in each discipline to control all campuses, especially if the discipline has a small number of classes.
- Decentralization does not work for small disciplines and inhibits offering courses at other campuses, (i.e. being under another division dean and budget). Small disciplines should be centralized and under one dean and budget but still be able to offer courses at other campuses.
- None.
- I believe there are too many committees, meetings, and flyers.

- The president of the college is shooting from his hip, by having no consultation with the EPCC community. Making arbitrary decisions.
- We need more productivity and quicker decisions toward crucial issues.
- Need to be more accessible and open to input.
- They need to stick to their charge and be more informed before accepting election to the Board.
- There are too many VP's and AVP's-professional support is not given proper respect for their positions or education.
- The administrative structure should shift to students.
- Why are there so many meetings?
- We get fewer answers from them upon returning from their meetings. This is where rumors and the bad name of EPCC start, in my opinion.
- We need to change administrators.
- Campion is cutting too many administrative positions, makes entirely to many "snap" decisions, and needs to work with the community needs, not what he thinks-he's confusing the whole EPCC environment.
- As of 9/1/99, we will have too few administrators doing too much work.
- I'm not familiar with the board governance and administrative structure.
- Authority is not delegated, we are absolutely not empowered, and too many of our staff is too frequently "out" on committees.
- The present changes made are very poor timed (right before the new year starts). Too many rumors that could have been addressed efficiently if the president timed changes better.
- Gads! It's a huge mess, Dr. Campion is not making the atmosphere any clearer and the board is not helping either.
- Need more Board education regarding academic and staff duties.
- Have one staff and one faculty on Board without the power to vote, but be able to help with issues that affect their areas.
- Parking is a joke. Faculty must buy their own parking stickers and yet there is NO supervision illegal parking. Also, it took over a month for the stickers to be mailed!
- Centralization of the college system is counter productive to this college's well-being. Leadership at the satellite campus will be negated and students are not served by these changes.
- The issue of decentralization vs. centralization has only affected the issue of where I teach a class. When the college decentralized, I had to designate a "home campus". After that, I mainly taught classes there-once or twice at another campus in the last five years.

- The people elected to serve on the Board should have higher qualifications and education. Administrators should have more authority rather than the Board.
- None.
- Maintain current structure.
- Reorganization is too drastic and developed without thorough knowledge of college.
- There are too many campuses and not enough classes.
- More night and weekend classes should be offered, rather than counting the number of students per class.
- An average should be taken so that the large classes can carry the small classes.
- Some committees are a waste of time. Nothing happens after hours of meeting. No follow-up information. Things just go on as usual.
- Just encourage administrators to keep focus on the faculty/student relationship. The students are like customers and their needs (not wants though) are paramount.
- Less centralization-more personal contact at each campus would allow administrators first hand knowledge.
- Board members need to be replaced more frequently.
- The new president needs to leave-this man is hurting students, staff, faculty, and community college's nationally.
- Too much red tape makes the college very inefficient. I applied for my job in December, interviewed in February and didn't get hired until April due to the slow process of the college.

PART C: VERBATIM

College Operations:

- Just because a displaced worker acquires a GED doesn't mean they have command of the English language. Students are set up to fail because they can't understand the lectures.
- The students need to pass the exams in order to continue receiving money.
- Most students can't pass exams and drop out of school.
- The "A" building is a dump. A real "stepchild".

Purchasing and Procurement Services: *What changes would you recommend to improve EPCC's purchasing/procurement process?*

- Needs to become more efficient with faster service.
- It takes too long for processing and I have no contact with the purchasing agents.
- Needs to become automated. The software is already in place but is not being used.
- Easy and fast when you need it!
- Need more money to buy computers for our department.
- More communication is needed.
- More follow-up is needed.
- They should not limit vendors used.
- Sometimes, the highest bids are taken because of friendships.
- Need less paperwork. Every department including grant programs should be on-line.
- Need more staff!!
- A more common sense approach and ability to distinguish normal vs. important vs. urgent requests.
- Sometimes vendors are changed without notice and the quality is not the same.
- Full implementation of on-line requisitions.
- It is easier to bring on materials than to mess in <u>an</u> area that we are not familiar with.
- My immediate supervisor is in charge of purchases.
- Training.
- Faster service and turnaround time.
- Clearer guidelines on exactly how and what "purchasing forms" are needed and some guidelines for all departments.
- Purchasing, personnel should give out same information and "know" what information to give out. You can call ten people with the same question and get ten different answers.
- Not my area at this college.

- Computer equipment and training supplies for faculty, colored chalk, markers for transparencies, and transparencies.
- Streamline equipment purchases.
- Hire more purchasing agents.
- Pay vendors in a timely manner. We have people who do not want to do business with us because we are such a slow payer.
- New director and IASS are needed. The staff needs computer training to upgrade their skills and make better use of tools available.
- Purchasing needs to be more aware of technology. Purchasing buys shoddy computers.
- A more rapid turn around on requisitions is paramount.
- Automate process and hire qualified professionals.
- Hire people who are knowledgeable and care about their jobs. The Purchasing Department is clueless, rude, and crazy.

<u>General and Student Services</u>: *What changes would you recommend to improve food service, bookstore, print shop, and campus mail operations?*

- The bookstore prices are way too high.
- Food service is a laugh-most of us stopped going there years ago.
- Need faster service and fruit salads in food services.
- The print shop over charges for lamination.
- Most changes are needed in the campus mail department. I was supposed to mail this survey on July 30, 1999, which is the day I received the survey. The employees are lazy and irresponsible.
- Get a new print shop manager.
- Need rapid and efficient mail distribution.
- The bookstore is too expensive.
- Have the Health Department inspect Food Services on a regular basis.
- Need a different food court and more staff.
- Food service should be open at certain times during student vacation periods for staff who work all year long.
- No service for personnel who work nights. Food area is dirty, food is expensive and greasy for day workers.
- Day = 6:30am to 3:30pm and Nights = 1:00pm to 10:00 pm. Don't even ask about Saturday staff!!
- Need better hours and training.
- Barnes and Noble charges too much for basics.
- Equip food services better.
- It takes too long to get something printed from the print shop, but they do excellent work!
- Since I am part-time, I rarely use these facilities.
- We don't have food services at the MDP campus.

- Mail could run twice a day.
- Evening hours are nonexistent.
- Fort Bliss mail service is inadequate.
- Bigger food service court should have better prices. A food plan payment for employees would be good.
- Food prices are too high for students to afford.
- I got this survey on 7/30 and it was due on 8/5!!
- All personnel in ISC's, where mail is delivered are excellent! All campuses.
- Bookstore should have more materials and the print shop hours should be longer.
- The mail process has to be streamlined so that mail is delivered promptly.
- Bookstore needs to look at cheaper prices for books and other material.
- We need food service at CSC.
- The food service is terrible. They were hired against the recommendation of the committee.
- The full-timers in ISC are rude, but the part-timers are wonderful. The bookstore has a huge mark-up of used books.
- The prices of food should be reduced.
- Bring the cost of food down. Students pay enough on tuition and books.
- The print shop produces poor quality work in an untimely fashion. Every single thing I have done at the print shop has had to be re-printed due to errors and poor quality.
- We don't have food service at MDP campus. Mail could run twice a day.
- Get rid of the current food service. The food is awful, prices high, and employees are rude.
- The bookstore's prices are too high.

Personnel Management: *What changes would you recommend to improve personnel management within EPCC?*

- Needs to be faster. We have lost good candidates for positions because our hiring system is slow and cumbersome for departments to work with. When people are seeking employment, they are not going to have the time to wait 2-3 months to be hired at EPCC.
- More staff development is needed for the faculty.
- More fulltime positions are needed.
- Part-time faculty should have better benefits, especially those working more than 20 hours.
- Hiring practices are not being done legally.

- Employees who are not productive should be replaced with people who want to work.
- More effort to retain good part-time faculty should be used.
- New employees should be told when they're getting paid and where their checks can be picked up.
- All paperwork pertaining to employment should be in one packet rather than having to go from one office to another or leaving campus to finish paperwork.
- Need to have a less bias process for hiring. Who cares if your mother works here, should the niece be hired for that purpose only?
- Give part-time faculty some benefits. (e.g. registration reduction for family)
- Someone needs to pay close attention to what the students' evaluations have to say about the instructors-some instructors have such a bad attitude and my students have told me horror stories. Students talk-they tell their friends and therefore the enrollment is low (one of the reasons). Solution: Really evaluate the instructors and keep the good ones, get rid of the bad ones!
- Part-time staff should get benefits.
- Get rid of deadwood: teachers who can't/won't teach and don't care.
- Stop hiring non-qualified relatives!!
- There has not been a required sexual harassment seminar in years (9-10?).
- From the time a person is interviewed to the time they are hired, takes too long. (4 to 6 months average to fill a vacancy)
- Stop hiring the least able instructors and people with questionable performance.
- There needs to be a closure of gap between part-time and fulltime salaries.
- Change the process for hiring part-time and fulltime.
- Improve the hiring practices and notices should be mailed to applicants on a timely basis.
- Part-time faculty can COBRA some benefits, but the cost is prohibitive-the company for health insurance is not always efficient.
- Hire more fulltime staff. Have the same job requirements for part/fulltime faculty and staff.
- Improve the process for activating part-time faculty. Currently, this is done by interoffice mail, it should be automated.
- Technical development should be improved, since there are faculty generations behind their environment.
- Change the benefits for part-time faculty by adding more hours available to them.

- Hire employees because of their qualifications, not because of their relation to someone who already works here.
- Current compensation study should help with classifications that need to be upgraded.
- The hiring committees are biased and unfair. Procedures are broken all the time. I have served on a committee and was disheartened at how things went.
- Improve time log between job opening and replacement.
- Change the hiring process for part-time and full-time.

Technology: *What changes would you recommend to improve technology within EPCC?*

- Ensure that every department has adequate computers and access to the technology the college uses.
- More computers are needed at Mission Del Paso.
- Need computer training for part-time faculty in late afternoons or Saturdays!
- Training is needed.
- Provide computers with email and Internet access to all full-time faculty.
- Need more advanced workshops to use software applications on my computer.
- Make technology (Internet) people safe.
- Technical services need more staff!!
- On site training. It is not convenient to travel (time, money etc.) for training.
- Not from EPCC. I taught myself!
- Entire college staff/faculty need to be on the Internet. (Too much paper is wasted with memos.)
- Needs to be funding formula for Student Services as there is for the Academic.
- I purchased my first computer 21 years ago and have carried a laptop all the years I've worked here. This is the first I've heard of Technology Services here. I've yet to see so much as an abacus.
- Don't know about number nine because the computers available to part-timers in Building B. or at the faculty office in Building C, top floor, really don't have the software or accessibility that I need.
- Some answers can only be answered as sometimes!
- More Macintosh equipment.
- The computers at NWC are horridly slow! At NWC and RG, efforts to provide Internet access is rigorous, but the system crashes too often, ruining a planned class activity.
- Train part-timers.
- Pay technology staff competitively.

- Our labs and classrooms have been horribly outdated. We are currently getting new computers to replace computers 5-10 years old. They wouldn't even run programs being taught. Classroom presentation equipment is desperately needed.
- The Board should listen to the recommendations from IT people.
- Better equipment and more funding allocated to Information Technology. Computer labs need lab assistants with better communication skills (English).
- Hire enough trouble-shooters to keep technology working.
- Hire qualified personnel.
- Provide adequate budget.
- Hold them accountable!
- Have well-trained techs and get decent computers-keep up with current software.

PART C: VERBATIM

General Comments:

- As a part-timer that teaches only one class, I do not get involved in all the areas suggested by the survey. Considering all the stuff that shows up in my mail folder, I wonder if there are too many people with not enough to do.
- I am not comfortable with some of the implications of the survey questions. I am not Anglo, but many people would probably call me that. I worry about the technology issues. We all too often leave out appropriate use of technology. Just because we use it, doesn't mean it's of benefit.
- EPCC is a good place to work, but there does not seem to be equitable treatment across the board. Staff and faculty are kept on when there is clear indication that they are ineffective. Good staff is often kept in positions where their skills are not being utilized to the utmost because there is little room for advancement within their area.
- Please consider streamlining the hiring process; we are losing good candidates to other jobs because they don't have the time to wait to hear from us.
- Many grant programs are brought into EPCC, but after the grant period ends, the programs are often dropped. Many of these are innovative and bring fresh ideas to the college.
- The president needs to be more familiar with all programs because they all do not work the same. (i.e. credit-non credit, workforce-literacy)
- The president needs to be more professional when dealing with students, instructors, and the community.
- Too many friends and family are hired within the departments.
- Board members should take more time in hiring administrative candidates. Example: background checks, experienced staff and faculty administrators.
- When we get people to do observations or to audit departments, we need qualified people working within that area, not elementary and high school instructors. Our programs don't work like public schools.
- Push distance learning harder in community.
- Don't waste anymore college funds on sports teams. Our students need skills, not baseball teams that do not further overall goals!
- Sincerely get rid of faculty or staff that are just here to get a paycheck. Students Notice!
- Handle personnel problems with real actions, not a slap on the wrists. We would have fewer lawsuits.
- Great campus!

- Good managers.
- Minor problems only.
- If I were fulltime, I might think differently, but maybe not.
- Eliminate the parking fee for students.
- Use these criteria:
  - Part time faculty - part time staff - $5.00
  - Fulltime staff - $10.00
  - Fulltime faculty - $10.00
  - Administrative positions - $50.00
  - Custodians - $0.00
- The equipment for the science labs is poor. My high school labs have more equipment that is better. I teach science at EPCC, and bring all of my own equipment and this really needs to be addressed.
- I find the college a very pleasant work place. I respect the institution and all the excellent programs that are in place. The same shuttle program is outstanding.
- The astronomy program is very strong at EPCC and it has grown over the years I have taught part time there and was very dismayed to see that it wasn't offered for the fall semester at Trans Mt. I was more dismayed no one told me.
- Need flexible work hours for the staff.
- There have been times when the part-time faculty did not have the teacher's manuals, which makes making it extremely difficult to make up tests - the teacher resources for books are not good. Please keep in mind that part-time faculty work in other jobs during the day.
- With the high turnover of presidents, they all come with new ideas, which is the opposite of the previous president's. (i.e. 1st centralize, 2nd decentralize, and 3rd centralize)
- There is large amount of discontent and confusion with the constant change in directors, only to be changed back after the next president is hired.
- The Board of Trustees needs to be educated with the function of the college.
- EPCC is doing a good job overall.
- EPCC is a great place to work.
- I feel that the bookstore needs to lower their book prices as well as their supplies.
- The cafeteria needs to provide better food and lower food prices.
- You all need to keep in mind that the college is dealing with primarily students, not with multi-millionaires or rich people.
- We need lower prices.
- EPCC is a great place to work. Most of the people are good to work with and the students are wonderful!

- There are areas that need to be strengthened-the library needs more funding.
- Custodial services also needs more attention.
- Approved facility projects to be finished, not done later.
- More classroom institution space.
- Raise the amount of the staff scholarship to $320.00
- Retreat for classified staff, faculty, and professional staff.
- Overall, I am happy to be part of the EPCC family. Great things could still be done. We all need more of these surveys to keep in constant communication. Whoever is responsible for this survey, "Good Job."
- I just feel this new president is going to ruin EPCC! I don't believe his program is going to work. Of course none of us really know what that is because he doesn't really confirm anything!! We read most of it in the press.
- Adding sports is ridiculous, firing people left and right, cutting positions, centralizing etc., is going to affect everyone. Bottom line: If it's not broke, don't fix it!!
- We need to provide occupational education, in Spanish, to this population-linked with active placement.
- Overall, I love my job at EPCC. I could not think of a better place to work for a young person.
- At this time, I am quite unhappy with upper management. Yes, the institution needs refurbishment and reorganization. However, we do not need to destroy lives in order to do so. What is going on now makes me want to throw up.
- The Board and Dr. Campion need to take people into account.
- We had an employee climate survey. Where are the results? Is anyone looking at it? Who cares besides me?
- VV buildings need letters for students to be able to identify which building they need to attend their classes in.
- I received this survey on 8/2/99 after deadline to complete and return.
- Tenure is granted to all applicants.
- Professional staff cannot be fired they are just transferred.
- We have a few decent administrators at the lower levels, all of the high level administrators are self-serving and inept.
- We need a more comprehensive review of grant funded projects to determine whether they are effective and should be incorporated into institutionally funded programs.
- EPCC is really a great place to work if one does his/her job well. I have had no major complaints, but since so much of the teaching is done by part-time and we have the same responsibilities, we should be paid better for our work, or at least equal.
- TM campus needs a better building maintenance because when it rains, it leaks in some offices, halls, and the cafeteria.

- An employee should be given a raise based on their job performance. A 2% raise each year is rather low. I think this needs to be increased.
- Mail needs to be put in part-time folders sooner. I received this form on 8/2/99 and it was not in my folder on 7/29/99.
- There are <u>no</u> benefits for part-time instructors. (e.g. No sick leave, civic (jury) duty leave, no insurance, no retirement, and no travel pay).
- Close to final exam time, we usually receive extensive surveys regarding EPCC. This is a terrible imposition on our time. We have research papers to grade, finals to make out, and music juries to participate in. Surveys should be sent out earlier in the school year.
- Non-computer related areas, such as English, do not seem to get the same access to technology and IT services. This seems to always be the case.
- These services are even more limited for part-time faculty. For the most part, I must rely on my own ability to buy technology to use technology. While the college has made some effort in recent times to make technology available, most of the equipment or software are <u>old</u> PC's that have been replaced and older software incompatible with what are seen as current standards in regular daily use. (i.e. Windows 95 applications)
- I realize that Spanish speaking people are the majority in this city, but there is a need to speak more English to the students instead of speaking what is easiest for them to understand.
- The President needs to spend more time getting to know the college, its programs, and initiatives rather than believing solely rumors or negative comments from a small group or one individual. His leadership by threats and negativism need to be corrected to a more humane and professional leadership style. He is a poor example of what a President can do to motivate a college.
- I wanted to improve my skills and found out that it was impossible because it was not on my job description
- I also applied for a job that was already designated to someone else, in which the application was only a formality.
- I've seen a lot of mismanagement that could result in many lawsuits. I know this because I used to work for a company that made sure that their employees were properly trained to help the customer.
- EPCC does not pay enough to ensure employee loyalty.
- Raise the standards of this college by recruiting qualified fulltime faculty and eliminate 75 percent of part-time faculty.
- We should have standards for testing. Example, biology or geology exams should be standardized. One test for all students, even if

they are not in the same class (different instructors). I suggest having a testing center to take care of that.

- Plan for a four-year college, starting with liberal arts, business, education, and later on sciences.
- Hire only qualified part-time faculty and give them benefits and reasonable salaries so they stay with the college.
- Part-timers are definitely "2nd class citizens".
- Salary is not commensurate with teaching responsibilities.
- Fort Bliss staff is not helpful.
- Facilities generally good.
- My particular problem: My scheduling for each semester left to "last moment," which is quite inconvenient and unnecessary.
- The part-time pool is enormous, but changing regularly as good, qualified teachers use EPCC as a training to move on to "real" jobs. This means that the number of inexperienced teachers remains high. I am one of the most experienced on my campus, but expect to move on too. Part-timers are given no benefits, have less authority than others, are not supported well enough by admin and often feel excluded from the EPCC family. The same quality of work is expected with less incentive. The flat pay and lack of advancement opportunities encourages teachers to give less than they are able because the harder they try, the less pay they receive. This affects the student population. It is "short term cheaper" to run a large adjunct faculty, but costs more in long term benefits.
- I think it's very important for departments to work together and help one another. EPCC lacks that at times. Teamwork is very important in producing effective and efficient work and providing quality service to our students. I think that more employees need to go the extra step for the students.
- The parking lots should be equipped with cameras.
- The Police Department needs better equipment such as vehicles, radios, bulletproof vests, and more in service training.
- The college needs to improve the marketing of the Police Department so the students, staff and faculty know their exact authority and jurisdiction.
- The college should implement only an all year round decal for the vehicles parked on campus.
- The college needs more visitors parking areas at each campus.
- The Police Department needs to be involved in the New Student Orientations.
- The college should offer a more rounded schedule of classes, i.e., Criminal Justice at all campuses.
- The college needs to see about getting a new contract for the bookstore. The price on books and other materials is ridiculous.
- EPCC should respond to current job market needs.

- The college seems to have been sliding in quality the last ten years. Politics have seemed to take over the environment. There is a general attitude that favoritism instead of merit is running the show. The questions about administrator firing has been rampant for four months (specified by name). This is not an atmosphere that encourages excellence.
- The pay system seems very unfair. Newer faculty is paid almost half of long-term faculty with sometimes a reversal of who contributes the most. Flat percentage raises have exacerbated this situation. Every year it becomes harder to financially stay in teaching.
- We appear to fund underutilized campuses better than where the students really are. The northwest campus never made logical sense to many of us but it appears the board and administration will make faculty salaries pay their unrealistic expectation of student increases.
- The environment has deteriorated steadily. The bathrooms (at VV) are consistently dirty and broken. The automatic flushers don't seem to work properly and it never gets better. One classroom's ventilation system is so loud it drowns out the teacher. In addition, dirt comes out of the ventilation heavy enough that the computers need to be dusted 2-4 times daily.
- The only problem I see here at the college is the job opportunities. There are not enough full-time positions available here at EPCC. I would really like to see this change take place. I have been working here for five years and I would really like to change my status from part-time to full-time.
- I see a low self-esteem problem in the clerical sector. Perhaps it is a result of the low wages paid to those job classifications here in El Paso. I would like to see people exchange more smiles without being afraid to help each other. True customer service is not just for students and the public; it's across departments. In spite of my heavy workload, I have strived to make a difference here at EPCC. I would like to see administrators express "Thanks" for a job well done more frequently. Not being appreciated is one of the biggest complaints I hear. When people really feel valued, they work happier and harder, improving efficiency and effectiveness.
- EPCC still offers a lot to the community and should be commended for its role in helping to improve the standard of living.
- I am not at all excited about my job at EPCC, but I stay because of the benefits.
- I feel strongly about the lack of English language skills here at EPCC. Students, faculty and staff tend to speak Spanish. This alienates the non-Spanish speakers and inhibits students from

getting a complete education. Students are not being prepared to leave the confines of El Paso.

- I feel strongly that I am very underpaid in my field (computer).
- I believe we have not met the community's need in promoting academic credit program to serve the manufacturing and transportation needs of El Paso.
- We do well in serving the social, childcare, and political needs of the community.
- We could review and improve our business/computer offering to meet El Paso's needs.
- I believe we have a fairly good image, which is generally well accepted by El Paso area citizens.
- Academic standards need to be upgraded at EPCC.
- The drop date is ridiculously late.
- Registration prerequisites are largely ignored. Students often are allowed to register for a course without the prerequisites.
- Classes are often allowed to occur even if the number of registered students is not met. And it is a waste of money and resources.
- Defects such as faucet leaks, outside entry doors left open and continuous flushing toilets are largely ignored by maintenance even after I have made calls for repairs.
- TM campus needs a better building maintenance because when it rains, it leaks in some offices, halls and cafeteria.
- An employee should be given a raise based on their job performance. A 2 percent raise each year is rather low. I think this needs to be increased.
- The current top administration is a negative example of how not to run a community college.
- The President and his Executive Vice President need to leave! This type of management has not been seen since the early industrial age.
- Please help all community colleges in this state get rid of this throwback, sick style of management!
- There is still a lot of favoritism with the new President-only difference is there are different people involved (that are favorites).
- Also, he clearly does not approve of employees taking vacation even though this is one of the benefits of EPCC.
- You are made to feel disloyal if you take vacation and this causes a lot of stress.
- Mainly, the college needs to be run as a business. If we were a private business, we would have gone under long ago!
- I feel the college would be a great place if run efficiently under a fair, moral, hard-working leader.

Appendix C
PUBLIC INPUT RESULTS

(Telephone Interview)
El Paso Citizenry
n=387

Survey Question		*Survey Response*				
		Yes	**No**			**Total**
1.	Do you live in El Paso County?	100%				100%
		Yes	**No**			**Total**
2.	Do you or anyone in your household work for the El Paso Community College?		100%			100%
3.	On a scale of one to ten where one is 'not at all effective' and ten is 'very effective', how effective is El Paso Community College in providing higher education and job training programs?					

'1'	**'2'**	**'3'**	**'4'**	**'5'**	**'6'**	**'7'**	**'8'**	**'9'**	**'10'**	**Total**
11%	1%	2%	1%	14%	6%	10%	24%	12%	19%	100%

		Better Job	**About the same job**	**Worse job**	**Total**
4.	Overall, would you say that El Paso Community College does a better job, about the same job, or a worse job of providing higher education and job training programs than other community colleges in Texas?	41%	53%	6%	100%
		A great deal	**Some**	**Not much**	**Nothing at all**	**Total**

5.	How much would you say you know about educational and job training programs and services provided by El Paso Community College? Would you say you know....	9%	39%	17%	35%	100%

Now I would like you to rate the performance of different groups of El Paso Community College employees in different areas of responsibility. As I read each one, please tell me whether the employees who are responsible do an excellent, good, fair or poor job in that area.

		SA	A	NO	D	SD	Total
6.	El Paso Community College makes good use of my tax dollars.	12%	61%	13%	9%	5%	100%

		SA	A	NO	D	SD	Total
7.	El Paso Community College interacts effectively with the business community.	15%	64%	15%	5%	1%	100%

		SA	A	NO	D	SD	Total
8.	El Paso Community College is sensitive to the needs of different racial and ethnic groups in the community.	23%	61%	9%	5%	2%	100%

		SA	A	NO	D	SD	Total
9.	It is important for El Paso Community College to offer intercollegiate athletics.	13%	54%	11%	15%	7%	100%

		SA	A	NO	D	SD	Total

10.	El Paso Community College's programs help attract new companies and jobs to the El Paso area.	10%	66%	12%	11%	1%	100%
		SA	**A**	**NO**	**D**	**SD**	**Total**
11.	El Paso Community College offers classes at times and places that are convenient and easy to access.	23%	62%	7%	7%	1%	100%
		SA	**A**	**NO**	**D**	**SD**	**Total**
12.	El Paso Community College does a good job of serving the business community's training and education needs.	16%	68%	9%	6%	1%	100%
		SA	**A**	**NO**	**D**	**SD**	**Total**
13.	El Paso Community College responds to changes in the economy or the business community's needs.	7%	65%	19%	8%	1%	100%
		SA	**A**	**NO**	**D**	**SD**	**Total**
14.	I would consider enrolling in classes at El Paso Community College.	20%	64%	4%	8%	4%	100%
		SA	**A**	**NO**	**D**	**SD**	**Total**
15.	I feel that the public is getting its money's worth with El Paso Community College.	13%	68%	6%	10%	3%	100%

		Yes	No		Total
16.	Do you attend classes or have you ever attended classes at El Paso Community College?	40%	60%		100%

		Yes	No		Total
17.	Has any member of your household attended classes at El Paso Community College?	50%	50%		100%

		Yes	No		Total
18.	Do you have access to a computer?	50%	50%		100%

Demographics

D1.	Now I have a few background questions and then we will be finished. First, how long have you lived in the El Paso Community College district?

Less than 1 year	1-2 years	3-5 years	6-10 years	10 or more years	Total
1%	5%	13%	8%	73%	100%

D2.	Counting yourself, how many people live in your household full time?

1	2	3	4	5	6	7	8	9	10	Total
9%	27%	20%	23%	12%	5%	2%	1%	1%	0%	100%

D3.	What is the highest grade of school or level of college you have completed?

Less than High School	High School Graduate	Some College	College Graduate Plus	Total
19%	25%	34%	22%	100%

D4.	Are you...							
	Married	**Widowed**	**Separated**	**Divorced**	**Never Married**	**Living Together**	**Total**	
	63%	9%	4%	4%	18%	2%	100%	

D5.	Are you currently...							
	Employed full-time	**Employed part-time**	**Unemployed**	**Retired or Disabled**	**Going to School**	**A Homemaker**	**Other**	**Total**
	50%	7%	8%	21%	3%	10%	1%	100%

D6.	Is your spouse currently....							
	Employed full-time	**Employed part-time**	**Unemployed**	**Retired or Disabled**	**Going to School**	**A Homemaker**	**Other**	**Total**
	60%	7%	2%	14%	1%	16%	0%	100%

D7.	Do you own or rent your current residence?			
	Own	**Rent**	**Live Rent Free**	**Total**
	68%	25%	7%	100%

D8.	What is your zip code?							
	Zip Code	**Percent**		**Zip Code**	**Percent**		**Zip Code**	**Percent**
	70000	.3%		79903	5.5%		79924	10.7%
	79002	.3%		79904	4.7%		79925	7.1%
	79013	.3%		79905	4.7%		79926	.3%
	79821	.3%		79907	6.0%		79927	8.9%
	79836	.3%		79908	.5%		79930	4.5%
	79838	.8%		79912	6.3%		79932	1.6%

	79849	1.3%		79915	6.5%		79934	2.6%
	79853	.8%		79916	.3%		79935	2.1%
	79900	.3%		79920	.3%		79936	10.2%
	79901	1.8%		79922	1.8%		79938	2.9%
	79902	5.8%		79923	.3%		79946	.3%
							Total	**100%**

D9.	Are you currently between the ages of...						
	18-24	**25-34**	**35-49**	**50-64**	**65 or Older**	**Total**	
	15%	19%	30%	17%	19%	100%	

D10.	Do you consider yourself...					
	Caucasian or White	**African-American**	**Hispanic**	**Something else**	**Total**	
	28%	3%	67%	2%	100%	

D11.	Last year, was your total household income before taxes...							
	Less than $5,000	**$5,000 - $14,999**	**$15,000 - $24,999**	**$25,000 - $34,999**	**$35,000 - $49,000**	**$50,000 - 74,999**	**$75,000 or more**	**Total**
	9%	18%	23%	18%	14%	12%	6%	100%

D12.	Record Gender		
	Male	**Female**	**Total**
	49%	51%	100%