

Standard I: Institutional Mission and Effectiveness

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

El Camino College's mission is stated in its Strategic Plan 2007-2010:

"El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."¹

A congress of various stakeholders of El Camino College, students, faculty, staff, and administrators from both campuses, at its Planning Summit in April of 2007 created this mission statement to help define our purpose.

First, the mission statement emphasizes the excellence and broad focus of our programs and services by focusing on the "quality" of our programs. In the mission statement, the phrase "comprehensive educational programs" captures the overall objective of the college by focusing on both the educational and vocational programs and services the college provides. The mission statement directly recognizes the "diverse" district served by the college, which is an amalgam of communities with widely different demographic characteristics in terms of household income, age, ethnicity, education level and career direction. The college defines diversity broadly and takes pride in its efforts to serve all segments of the community with programs and services such as basic skills development, college honors and transfer courses, vocational education and workforce development, and enrichment courses for the community.

El Camino College is a regional college that attracts student enrollment from outside of the service area because it has a large schedule of course offerings and more than 40 certificate programs. Students select the college because of its name recognition and reputation according to the 2006 Community Survey conducted by Kenney and Associates. In 2006, the College was approved to extend its geographical service area to include the Compton Community College District service area.

Evidenced by its broad array of course and program offerings and student services, El Camino College's mission statement truly captures the college's commitment to serving a diverse community with high-quality educational opportunities. Rather than solely focusing on a particular type of student, such as a full-time transfer student, the college has maintained a comprehensive set of academic programs, expanded its distance education offerings, and has created opportunities for success and excellence among its vocational, transfer-oriented and basic skills students. Recent efforts, such as the Basic Skills Task Force and Assessment of Learning (SLO) Committee, have begun to emphasize the further improvement of student learning and academic success at El Camino College. The addition of the Compton Educational Center further diversified the College.

El Camino College created core competencies that demonstrate its commitment to student

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learning. During flex day in 2006, staff, faculty, and managers created these core competencies to enhance our mission and focus our efforts on student learning outcomes. These core competencies are:

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

- I. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
- II. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
- III. **Communication and Comprehension:** Students effectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
- IV. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
- V. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.²

The 2007 Planning Workshop involved all of the district constituent groups, including representatives from Compton, in extensive discussion about the mission of the College as it relates to student learning. There was general consensus on the need to support high quality educational programs and services. This is wide agreement that the mission statement emphasizes the need to support quality educational programs and student success.

Self-evaluation

The College exceeds the expectations of this standard. The current mission statement is the result of the 2007 Planning Workshop in which more than 60 participants represented all of the College constituent groups including representatives from the Compton Center.

1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

The Office of Institutional Research (IR) measures academic performance by division, program and course for each term with grade distributions and success and retention rates published on the college's website³. Demographic and enrollment profiles⁴, published by term and annually, help the college determine the student body it serves and to monitor changes in that population. Institutional Research also produces demographic profiles for each department going through the

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program review process. Alongside the profiles, IR also mirrors the demographic portion of the student profile in periodic district profiles; this helps the college assess how effectively it is serving the various sub-populations of the region such as men and women, different age groups and different ethnic groups. ZIP code analyses of enrollments show how well the college is serving each region of the district, providing the ability to focus more efforts in areas that appear to be underserved⁵.

The effort to improve basic skills is just one example of how El Camino College serves its “diverse community.” Through the demographic profiles and trend analyses produced each term⁶, faculty, staff and administrators can implement program plans responsive to the changing needs of our student body. For example, although enrollment has declined in recent years, the percentage of students who are Latino has steadily increased. This prompted the College to examine programs to ensure that the needs of this growing (and diverse) group of students are being measured and addressed. The college is an active member of the Hispanic Association of Colleges and Universities (HACU) and has hosted consortia for programs such as *¡Excelencia! in Education* (an organization supporting research and practice that improves Latino student success). Institutional Research and the Counseling Division are currently conducting a long term evaluative study of Puente, the college’s program geared towards improving academic success and transfer-readiness for Latino students⁷.

Another method of assessing institutional effectiveness is through benchmarking and peer comparison. The Accountability Report for the Community Colleges (ARCC) highlights performance measures for El Camino College and the Compton Center and compares each to a set of peer colleges for each measure⁸. The administration and Board of Trustees at each campus receive reports to inform them about future campus plans to address the ARCC results⁹. In addition, IR creates periodic peer analyses comparing itself to similar urban/suburban colleges in Southern California on a variety of measures¹⁰.

A critically important way the institution knows it is addressing the needs of its student population is by asking the students themselves through comprehensive and program-level student opinion surveys. The Office of Institutional Research administered a comprehensive student opinion survey to a random sample of the student body in fall 2001¹¹. Beginning in 2005-06, the administration established a regular schedule of student surveys, with comprehensive, nationally-benchmarked surveys administered every other year, with focused surveys administered in alternating years. In spring 2006, ACT’s Survey of Student Opinions was administered¹², providing comparisons available to other community colleges across the nation. Through this survey, students informed the college that the issues most important to them (other than parking¹³) involved academic quality and educational offerings. El Camino College was proud to learn that students also were highly satisfied with these important academic issues. An example of an area of concern is on the student evaluation of Cultural Programs on campus. A finding from the 2006 ACT Survey of Student Opinions found that:

The College participated in the well-known Community College Survey of Student Engagement (CCSSE)¹⁴. The results will be published from this survey in summer 2008 that will include comparisons with other California community colleges, national averages and averages from a consortium of Hispanic-serving institutions. In spring 2007, students enrolled in distance education courses were surveyed to ensure that the Distance Education program and course

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offerings were meeting their needs¹⁵. The survey was also used as a planning tool to gauge interest in expanded program offerings in the future, ensuring that the educational offerings continue to remain “comprehensive.” Academic Affairs and the Distance Education Office are currently using the 2007 survey results in their near-term program plans.

Student opinion surveys also serve goals of institutional effectiveness by informing the college on topics that are not otherwise known such as the number of hours they work each week, preferred communication methods with the college, and language spoken in the home.

Similar to the student survey, the administration authorized a plan to survey the El Camino College workforce on a regular basis. The first faculty/staff survey since 2001 was administered in spring 2006¹⁶, with a faculty survey planned for spring 2008 (linked to the CCSSE). Additional faculty and staff surveys are planned for every 2 to 3 years.

Self-evaluation

The college exceeds this standard.

There were 33.5% of student respondents who were very dissatisfied with the availability of cultural programs on campus. This may be an indication that the number of cultural programs on campus are lacking or are unknown to students. In response to discovering that 25% of students speak at least some Spanish at home, the college signed on to the Spanish-language application project and has translated registration materials and parent surveys into Spanish¹⁷.

More than 2000 online student received a link to the locally-developed Online Student Survey in spring 2007. Seventeen percent (342) surveys were submitted. A number of conclusions could be drawn from the results. It determined that about 50% were fulfilling a general education requirement or completing a degree or certificate. The prevailing reason for enrolling in an online course was its convenience when working around work and family commitments. Over forty percent indicated a preference for the online format. The responses indicated that most of the students are also enrolled in other ECC classes, they are likely to repeat and that general education topped the courses of interest.

Of some concern was the fact that only 14% of the respondents had spoken to an ECC professional or faculty member prior to deciding to enroll in an online course while The overall conclusion was that students are very comfortable with the online environment and likely will enroll in another course. There was also significant interest in offerings that facilitate degree/certificate receipt.

Since the survey, the academic deans have collaborated with the distance education department to expand the offerings online and/or in the hybrid format. At this time, there are offerings within all six of areas enabling a student to satisfy the general education requirements.

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2. The Mission Statement is approved by the governing board and published.

Descriptive Summary

On June 18, 2007 the Board of Trustees approved the Mission Statement as part of the Strategic Plan 2007-2010.¹⁸ The mission statement is published in documents available to the public such as the college catalog, schedule, marketing materials, announcements and on the college's website¹⁹. It is also printed on college business cards, in the El Camino College Catalog and in the monthly President's Newsletter.

Self-evaluation

The College meets this standard.

3. Using the institution's governance and decision making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Since the last accreditation site visit, the College revised the mission statement in 2004 and again in 2007. The revision includes all of the major stakeholders in the review process and is approved by the Board of Trustees. The mission statement is in all major College publications, the College website, and Board of Trustees agenda.

Self-evaluation

The college meets the standard.

4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The mission statement plays a key role in the college's planning and decision making. The statement focuses on key characteristics, such as student success, quality, comprehensive educational programs and the educational needs of a diverse community.

Planning and budgeting supports the mission by supporting instructional and student service programs to promote student success. The district is in compliance with good fiscal practices. The College full-time to part-time faculty ratio is 62 percent and meets State required ratio. El Camino College values excellent instructional and student support services programs. The College offers a good mix of transfer, career/technical education programs, developmental, basic skills and community service programs. The College enrolls about 25,000 students every semester. The Compton Center enrolls 3,500 students every semester.

Self-evaluation

The college meets this standard.

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Planning Agenda

The College will review the mission statement every three years.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

- 1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Descriptive Summary

The College engages the various constituent groups in the governance processes to ensure as many people and groups as is possible participate in the planning and decision making of the College. Meetings are open and all staff may participate. The entire governance process is designed to support student learning and student success. All governance committees are required to post their agendas and minutes on the College website under the Board of Trustees links associated with the president's office.

In July 2006, the college formed an Enrollment Management Committee whose purpose is “to plan and create a responsive, flexible, educationally sound, research-based approach to enrollment management”²⁰. The college developed targeted Enrollment Management Plans²¹ in 2006-07 and in 2007-08 outlining a detailed action plan that included cost estimates for the various strategies. In addition, in the Spring 2007, the College held three Enrollment Management Summits. At the first Summit, various stakeholders including students, staff, faculty and administration discussed specific ways for the College to focus on improving student learning and institutional processes. The summits involved specific groups such as faculty and members of the Compton Center.

The College administration and Senate leadership formed the SLO Task Force, which developed a general implementation plan. The Task Force began its work by drafting institutional learning outcomes, as well as creating a permanent SLO committee. During the next two years, the college sponsored numerous flex activities to facilitate the exchange of ideas surrounding the development and assessment of SLOs²².

In fall 2005, the Vice President for Student Services organized a Student Learning Outcomes Workshop, specifically geared towards educating program directors and deans in student services

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on the process for writing and assessing SLOs. The attending campus leaders came away with at least one well-drafted SLO, together with an assessment plan for that SLO in the coming year.

By the end of spring 2006, the SLO committee recommended faculty coordinators to further progress among instructional faculty. Two faculty coordinators were selected by the VP/Academic Affairs and each was provided with a reassigned time. Working closely with administrators and the academic senate, these coordinators established the Assessment of Learning Committee (ALC), whose members include representatives from college administration, institutional research, and faculty from both campuses²³. Through a campus-wide discussion and voting process involving administration, faculty and the campus at large,²⁴ the ALC began its work by refining the institutional learning outcomes and renaming them “core competencies”. These were ratified by the academic senate in February 2007. Rather than first writing student learning outcomes for all courses and programs, the ALC’s strategy is to develop and implement complete student learning outcome assessment cycles, emphasizing how assessment results are used to inform self-evaluation of services offered and instructional methods. Workshops were offered to faculty and staff throughout the fall, and the spring 2008 flex day was dedicated to developing student learning outcome assessment plans.

During this time, El Camino College began to focus its professional development resources on methods for assessing student learning. The fall 2007 flex day offered several sessions on instructional innovations intended to advance student engagement and learning in the classroom. Research studies are under way to determine whether recently-introduced methods have an impact on student learning and academic success, including active learning methods²⁵.

Also in fall 2007, El Camino College expanded the leadership structure for the ALC, adding both a student services co-coordinator, as well as a faculty co-coordinator from Compton. The ALC is in constant motion, creating new events, updating website information and processing new course and program SLOs and assessment results on nearly a weekly basis. The ALC conducted three SLO fairs and a Mini-Conference during Assessment of Learning Week in October 2007, creating another opportunity for faculty to learn about the SLO process with a special emphasis on the assessment cycle. The fairs and conference included presentations, a guest speaker, workshops and informational tables to promote a faculty focus on the assessment of learning process. The Assessment of Learning Committee also hosted another student services SLO writing event in winter 2008 and is planning to offer at least two more mini-conferences in spring and fall 2008, with more activities, training and collaborations planned.

The College successfully uses systematic planning processes and evaluation to assess its effectiveness. The College is in the second generation of planning software. The first was called Q Builder; the second is called Plan Builder. The College is successfully completing program review and using the information for planning at the unit level. All major innovations and program development must be included in the unit plan, particularly if they are tied to a budget augmentation request.

Self-evaluation

Currently, the Plan Builder software is in use for each unit manager. Once completed, each vice president receives the unit plans and merges them into one plan for the area with prioritized

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augmentation plans. The next phase will integrate the separate area plans into one College plan for a three-year cycle with annual revisions completed by spring. As stated above, this is the second generation of planning software and will inevitably have some debugging in place. The plans will be completed in April and the College plan by May each year.

The College meets this standard. While campus participation is now increasing at an ever growing rate, El Camino College acknowledges that the campus as a whole was slow to respond to the initial call to focus on student learning and assessment of outcomes. Many more SLO and assessment plans must be created across campus and the SLO process needs to be integrated more fully into curriculum planning and program review processes. The next crucial need is a system to display, access and store college data for existing student learning outcome assessment plans. The ALC is in the process of reviewing the limited number of existing systems to select one that is most appropriate for El Camino College. A planned implementation date for this system is still being considered.

The College made very steady progress completing program reviews in academic affairs and student services. To date, 29 instructional program reviews²⁶ are complete and 16 student services program reviews are complete. Administrative services uses a program review model called flow charting and is nearly complete. The results of the latter are used to improve processes.

2. The institution sets goals to improve effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The College consistently sets goals to improve its effectiveness. The criteria it uses to set these goals are the college's vision, mission, philosophy and values statements as well as its guiding principles including its strategic goals. The aforementioned groups such as the College Council, the Council of Deans and the Area Councils as well as the Enrollment Management Committee continually evaluate the goal and revise them accordingly.

The college established its institutional strategic goals at a Planning Summit held May 15-16, 2003. Objectives for the summit in 2003 included reviewing external trends and internal data such as the budget, student demographics, student success, and retention reports, Partnership for Excellence (PFE) results, and El Camino's vision, mission, and values statements. Participants in the summit included all constituents groups—students, faculty, staff, administration—thereby offering a broad-based understanding of college goals and processes. From this summit the following Strategic Goals 2004-2007 emerged:

1. Support and constantly improve the quality of our educational offerings.
2. Promote student-centered learning to increase student success.
3. Support innovative practices that enhance the educational experience.
4. Foster a climate that promotes integrity and accountability.
5. Support and develop effective and motivated employees.

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6. Improve and enhance internal and external communication.
7. Incorporate flexibility into institutional structure process.

As the college began efforts to achieve these goals, many felt that some of the goals were difficult to implement because they were too broad and lacked a linkage to student success.

Although some of the goals were difficult to implement, progress was made during this period particularly in the area of student learning. The college promotes student centered learning by offering many specialized learning programs. Programs like Project Success²⁷, First Year Experience²⁸ and its Learning Communities, Supplemental Instruction²⁹ and the Puente Program³⁰ demonstrate effective models of student centered instruction³¹. In addition, a wide variety of innovative instructional and student service methods were implemented and evaluated campuswide (goals #2 and #3). Many of these practices were found to positively improve student success and encourage greater student engagement both inside and outside the classroom. Examples of these practices include service learning programs, active-learning instructional methods and matriculation services.

The College continually offers staff and faculty development programs. Staff development offers instruction in computer related tasks such as using Microsoft products more efficiently, training in teaching and learning online, and other enrichment programs like Women's Wall of Fame and Black History Month events. It also attempts to motivate its employees through events such as the Electric Cart Parade and various barbeques during flex day activities. However, there has been some discussion on campus whether or not these are effective means of motivation.

The college also hosted mini-conferences such as the Assessment of Learning Week (see above) and Holistic Approaches to Teaching and Learning, offered on May 4, 2007. Programs such as these highlight effective teaching and learning methods which faculty may adopt in their own classes or programs.

The college sponsored another planning summit on April 18-19, 2007³². Key constituents were in attendance including administrators, faculty, staff and students from both the El Camino College main campus and the Compton Center. The following are the results of the 2007 Planning Summit:

Strategic Initiatives

1. Offer excellent educational and student support services:
 - a) Enhance college services to support student learning using a variety of instructional delivery methods and services.
 - b) Maximize growth opportunities and strengthen programs and services to enhance student success.
 - c) Strengthen partnerships with schools, colleges and universities, businesses and community-based organizations to provide workforce training and economic development for our community.
2. Support self-assessment, renewal, and innovation:
 - a) Use student learning outcomes and assessment to continually improve processes, programs and services.

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- b) Use research-based evidence as a foundation for effective planning, budgeting and evaluation processes.
3. Modernize the infrastructure to support quality programs and services:
- a) Use technological advances to improve classroom instruction, services to students and employee productivity.
 - b) Improve facilities to meet the needs of students and the community for the next fifty years.

College representatives organized the goals under three initiatives as a way to focus campus efforts. The goals help to provide concrete ways for taking steps forward to achieve the overarching initiatives. The college maintained educational and service quality as an important campus initiative. This initiative will be achieved through efforts to 1) implement “what works” in the classroom and institutional processes, 2) take advantage of resources opportunities, and 3) strengthen partnerships with other institutions and organizations.

Many discussions during the Enrollment Management Summits held in the Spring 2007 centered around improving educational offerings. The Curriculum Committee plays a central role in this endeavor as well, whether it is via adding new course or updating out of date course outlines³³.

The college is continuing its efforts to implement and evaluate new methods to improve student learning. It also initiated recent efforts to maximize the use of available resources, such as state-wide funding initiatives, which can be used to expand and improve services to students.

El Camino College has had a strong connection to the community through programs such as workforce development, community education and by offering college courses in high school and community settings. The college is committed to improving vital links to the community and other educational segments. For example, in 2007 the college joined Cal-PASS (California Partnership for Achieving Student Success, a data-sharing consortium); future data-sharing opportunities will support the improvement of students’ college-readiness and success beyond El Camino College. In 2005, El Camino College began sponsoring a bi-annual “Principals Breakfast” with the President and other college representatives. The goals of the breakfast are to profile educational opportunities, provide updates important for principals and high school counselors, and to hear from local administrators to ensure the college is meeting their needs. In addition, Vice Presidents for Academic Affairs and Student Services also host annual meetings with district high school principals, providing a “report card” profile of how their former students are doing at El Camino College and discussing ways to coordinate additional educational and service opportunities with each school.

Finally, campus representatives spoke loud and clear at the 2007 Planning Summit about the need to improve campus infrastructure which may impede program quality in the future. The campus is now over 60 years old and many aging facilities need refurbishing or replacement. A Facilities Master Plan³⁴ has been developed to address both technological and infrastructure improvements campuswide.

The Planning and Budget Committee (PBC) approved the use of college-wide indicators³⁵ as an evaluation tool to use in plan development and to assist in determining the effectiveness of

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implemented plans. Beginning in 2008 for the 2008-09 planning and budgeting cycle, campus leaders will be required to link their program plans to specific strategic initiatives and justify plans and funding requests in terms of how they will contribute to these initiatives.

Self-evaluation

The college meets this standard. El Camino College is effective in implementing its goals, yet like any organization, improvement can be made. The integration of strategic initiatives into the program and division planning process helped to link planning and budgeting.

As with any large organization the college recurrently works on improving both the internal and external communication process. The campus email system has become a vital organ in the college's communication process. Other forms of communication include the president's newsletter, the college newspaper, The Union, and internal memos, etc. All governance committee meeting minutes are posted on the web, are over-summarized, missing much of the discussion that precedes decisions. Though some are not as detailed with verbatim information, they contain minutes of actions. Some faculty and staff leaders have expressed a desire to have verbatim minutes.

Planning Agenda:

The College should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives.

3. The Institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

El Camino College demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve. The college also organizes its key processes and allocates its resources to effectively support student learning. The college demonstrates its effectiveness by providing 1) a growing body of evidence of student learning outcomes achievement and 2) long-term and in-depth evidence of institution and program performance. The college uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The college assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

New strategic initiatives and new planning software has reinvigorated the process in the past year. Program review recommendations are prioritized and entered into the planning software for review by the vice presidents. All plans are reviewed and prioritized and then brought to

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PBC for consideration. The PBC reviews and discusses all finding requests from the vice presidents and advises the president.

The college made concrete efforts to more closely link campus goals with student and program outcomes and funding requests, especially program review and departmental plans. For example, Institutional Research produces a standard data set³⁶ of demographic and longitudinal performance data for each program undergoing periodic review. Department level questionnaires and student surveys³⁷ are used to assess satisfaction and program/service needs. In September 2006 the PBC adopted a model of evaluation of funded initiatives, integrated planning, resource allocation, implementation, and re-evaluation. PBC now reviews budget requests in light of college goals and objectives. Budget requests are typically accompanied by supporting research that demonstrates potential institutional improvement. When possible, follow-up funding is granted based on actual improvements following the initial funding.

The template for academic program review³⁸ uses a standard data set that supports program evaluation along with planning for future changes and development by departments. Student services program review³⁹ uses standard metrics by program to assist in evaluation and future planning.

The college develops an Educational Master Plan every three years to provide a comprehensive analysis for the campus community to plan for the future. Planning agendas are created that serve as a guide for campus program planning. A Facilities Master Plan is created to support evidenced-based planning for physical campus growth and modification.

A community survey⁴⁰ is conducted periodically to determine how El Camino College is perceived in the community and how well the college serves its district population. Changes may be made to the campus plan based on results of the survey.

Institutional Research provides many comprehensive research reports to the campus community, many of which are updated each year. The reports are often accompanied by explanatory narrative. Profiles of trend data and campus and community profiles are presented several times per year to a variety of college constituencies including administrators, managers, deans, new faculty and the campus as a whole.

Planning resources and research reports are provided on the Institutional Research and Planning website, available to the entire campus community.

Self-evaluation

The college meets this standard. Response to the availability of evidence on which to make decisions has been very positive; the increase in new requests for supporting research has grown 40% over the past 4 years. The use of performance indicators is promoted in several areas of the campus (e.g., PBC, Enrollment Management, campus planning). However, it is too early to tell how effective the use of performance indicators will be to improve program quality and student success. While global performance indicators are important markers of academic and service quality, caution is recommended when attempting to link broad campus-wide performance too

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closely with funding for specific program or service modifications. Performance can be due to a variety of factors, not just a particular intervention.

4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

In response to recommendations following the 2002 site visit, the College conducted a review and evaluation of its planning and budgeting process. Composed jointly of the prior District Planning Council and Budget Development Committees, the study found that most unit action plans were not funded; discretionary dollars were insufficient to fund strategic initiatives; the District did not establish annual priorities before the budget process began; the Budget Development Committee did not consider the master plan when reviewing budget requests; and the budgeting process was essentially a “roll over” operation that did not allow for new programs or services.

A second report, done at the request of the College Council, proposed that the college establish parameters for linking planning to budget development. Among the recommendations were to develop a planning/budgeting model directly linked to the College mission and master plan; develop common planning and budgeting terminology; build unit action plans from program review; hold each unit accountable for its budget; and set aside a percentage of the College budget each fiscal year to fund the highest ranked action plans, as rated by the President’s Cabinet and the PBC.

In the academic year 2003-2004, the District Planning Council and the Budget Development Committee merged into a single governance Planning and Budgeting Committee (PBC), with the following responsibilities: to create an integrated planning and budgeting model; to oversee the program review process and incorporate findings into the planning process; to implement a three-year cycle of both master and strategic planning; to coordinate facilities, technology, human resources and fiscal planning with the Educational Master Plan; to develop a long-range financial plan as part of the Educational Master Plan; to review and monitor implementation of on-going planning activities by measures of institutional effectiveness; to provide recommendations to the President regarding all planning activities, funding sources, enrollment management, and the Educational Master Plan⁴¹.

The PBC has voting representative from the Academic Senate, the Federation of Teachers, the classified employees, the associated student organization, management, and the superintendent/president.

To illustrate the new planning-budgeting process at work, approximately \$1 million was set aside in the Fiscal Year 2006-2007 budget for program innovation. Priority was assigned to plans which focused on student recruitment and retention. Program managers submitted 53 unit plan-based proposals, each of which was reviewed by the PBC. The Committee ranked all of the plans and recommended funding support for the top twelve. Among the proposals endorsed were

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1. A request, submitted by the Distance Education Committee, for \$112,000 in first-year funding to migrate more course offerings to the online format. Expenditures included \$36,000 for Etudes software licenses, \$12,000 for faculty stipends to convert to Etudes, and the remainder for staffing support. (Enrollment in distance education classes has increased almost four-fold in the past ten years.)
2. A proposal, submitted by Enrollment Services, for \$50,000 to augment the student services component of the 2006-2007 Enrollment Management Plan. Funds would pay for directional signage, post cards, student staffing, and a calling service for special events addressed to recruitment and orientation.
3. \$75,000 in partial-year supplemental funding for the First Year Experience (FYE) Learning Communities Program. FYE offers entering students nationally-recognized integrated courses (learning communities), specialized counseling, early group registration, FYE-dedicated faculty, peer mentoring, and other services.
4. \$25,000 in funding to enhance the financial aid process, which would allow for a) purchase of a software package that would reduce aid application processing time from six to two weeks, and b) staffing to keep the financial aid office open for an additional two evenings per week.

The PBC recommendations, totaling \$575,000, were forwarded to the College President and reviewed by the President's Cabinet. The Cabinet endorsed and the Board of Trustees approved requests for \$362,000 in funding (page 68 of Board agenda)⁴². The Committee deferred additional funding recommendations until the spring, when more program reviews would become available.

El Camino College has developed a three-year cycle for strategic and master planning. The current cycle (2008-2010) has begun with a research phase (institutional data, internal scanning [built from unit planning and program review], and environmental trend scanning), which was used as a foundation for the development of strategic initiatives.

The College now uses a model that maps the new strategic initiatives to measurable indicators of success in order to input college and unit plans into the College's new planning software, ECC Plan. At the same time, the comprehensive master plan is undergoing revision, with a timeline for Board adoption in summer 2008.

In the 3-year strategic plan and annual action planning cycles, every department inside and outside of instruction can use the program review process to develop its unit plans and input them into the College planning software. Divisions evaluate and prioritize these plans, forwarding priorities to area vice-presidents and the Planning and Budgeting Committee for final review before the president recommends funding to the Board. Unit plans must be coordinated with the strategic goals of the College, the most recent program review, and relevant accreditation planning agenda items. Department plans are also developed outside of program review. In winter 2008, campus leaders entered their program and unit plans with final approvals by the administration made in time for the 2008-09 budget cycle.

The budget development process itself has also undergone a structural revision. In a departure from the traditional "roll-over" practice of basing allocation decisions on prior-year spending patterns, the College has devised a budgeting model which both builds from and provides

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accountability for institutional planning (see history below). Expenditures are broken down into three strategic areas:

First, instructional budgets, which optimize the faculty-to-student relationship in the classroom and which configure full- and part-time faculty assignments to cover the program, course, and section offerings for the fiscal year;

Second, mandatory budgets, which cover the required costs of supporting instruction and operating the College (administrative and classified salaries with benefits, housekeeping expenses, supplies, debt service).

Third, the college uses discretionary budgets to fund the initiatives emerging from the unit, strategic and master planning process itself, and thus to institutionalize linkage between planning and budget.

Based on need, the instructional and mandatory budgets must be funded initially. The current planning-budget cycle has nonetheless allowed for significant infusions of funding for program initiatives by way of the discretionary budget.

The Grant Development and Management Office, the El Camino College Foundation, and the Community Advancement Division are sources of alternative funding for College programs. The Grants office provides coordination and oversight for all grant applications submitted by faculty and staff, and all grant-funded projects awarded to the College. Currently, public sector grant funding is decreasing, and private foundation grants account for less than 10% of grant funding overall. The latter remains a potential sector for growth. Grant funding is not a solution to shortages in operational revenue. It is, however, an excellent resource for testing new concepts and strategic initiatives.

The ECC Foundation functions to support the College, to identify financial resources available from within the community, and to build collaborative partnerships which make sharing of resources possible. The Foundation raises money from external sources, provides fiscal and investment management and oversight of all funds, and allocates funds for scholarships, campus programs and initiatives. The Foundation is also able to enhance the effectiveness of other campus fundraising efforts by extending the benefits of community resources and networks that it has established over time.

Since 2001-2002, ECC Foundation has grown dramatically. In the past 5 years, total contributions grew annually from \$250,000 to \$1,300,000, with \$800,000 distributed in 2005-06. This is a 4-fold increase in contributions and a 10-fold increase in distributed funds since 2000-01. This infusion of new funds has supported a new program, Foundation Scholarship Program, which provides funding for 128 new scholarships many with substantially higher dollar amounts awarded. One-thousand dollar multi-year scholarships have also been added, including 14 linked to District high schools.

Along with a significantly increased number of individual Foundation supporters, additional corporate partnerships have been formed. For example, Northrop-Grumman sponsors a \$100,000 5-year program in support of math and science teachers. Washington Mutual is also

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supporting future teachers with a \$60,000 gift and American Honda provides annual support for the South Bay Youth Orchestra. In addition, Boeing, Southern California Edison, and Southern California Gas have all partnered with the Foundation, providing support for various programs on campus. With the help of a newly expanded Board of Directors, ECC Foundation expects continued growth in the future in support of students and program innovations.

The Community Advancement Division provides economic and workforce development services through 13 different departments and 23 different grant funded projects. These services are provided directly to businesses and their employees throughout the South Bay. Some of these services that are grant funded are provided free of charge and some are charged a nominal fee. Some of the high level contract training is charged at a fee based on the ongoing market rate. Since 2002 this division has grown from 7 grants totaling \$1.2 million to 23 grants totaling over \$4 million. The contract fee-based trading has grown from over \$200,000 to over \$4 million.

This substantial expansion has allowed the division to fund programs and services that provide direct service to the business community. In addition, Community Advancement staff support job placement for students, job internships, high school outreach for vocational programs and other services that ultimately also lead to increased FTES for the college. These services to the campus only became available during the last two years because of the division's independent funding growth. The enterprise account that covers the fee-based contract training also allows the division to cover all of its expenses as well as contribute to the general fund.

The College has many avenues to initiate innovative practices. Faculty can apply for Programs such as mini-grants and iGrants offered through the ECC Foundation⁴³ that promote innovative learning practices. In addition, in the 2005-2006 and 2006-2007 years, the College funded special projects through the Augmentation Budget, which was money received from the partnership with the Compton Center.

Self-evaluation

The college meets this standard. The College has undertaken a major transformation of its planning processes, at the master and strategic planning levels, particularly with a design to integrate planning and budgeting cycles.

In recent years, the College has been under continuous funding pressure, in part from system-wide constraints imposed by restrictive state budgets, but also because enrollment growth targets have fallen short. The College has begun to explore non-state funding sources of revenue more aggressively, but with sensitivity to the risk that one-time or short-term infusions may mutate into a drain on unrestricted general funds when such funding is exhausted. The Grants and Foundation programs along with the Community Advancement Division have responded to this funding need with exceptional growth over the past few years.

Although the growth in the availability of one-time resources such as from grants and augmentation funds can provide start-up funds for special programs and innovations on campus, the college should improve its long-term support of these innovative practices to enhance the educational experience. Often, innovative practices are first funded through grant proposals and then are never institutionalized. For example, funding for programs like First Year Experience

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and Supplemental Instruction as well as academic hardware and software are not made permanent and therefore their funding is inconsistent.

With the College's new strategic planning process, a more integrated approach to resource development will be needed. An annual resource development/grants agenda needs to be formulated, with priorities attached to projects directly advancing goals and objectives identified in the plan. A resource development plan could be developed from the unfunded objectives and action plans identified by the divisions. External funding should have the highest institutional priority.

5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The college's mission states that "El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community." There are various methods in which the college strives to assess whether it is meeting the goals of the mission. The college collects assessment data from members of the campus community to stay on task with institutional objectives.

Internally, administrative level decision makers and faculty conduct program reviews and Student Learning Outcome (SLO) assessments. Externally, the college collects data using surveys to target groups among the community and student populations.

During Program Review academic departments and student service areas perform comprehensive self-studies of their programs and processes. The college collects data on student demographics and academic performance, method of instruction, learning environment, human resources, facilities, financial viability of the program, and governance. The purpose of Program Review is to look at programs and services in their current state and determine whether they are meeting the goals of the institution. The review recognizes strengths and weaknesses and recommends improvements.

Assessment through the Student Learning Outcome (SLO) process focuses on students' skills and educational results. Student-centered data is collected from an academic, student service, and environmental perspective. The assessment process includes information about quality of education and the ability for students to navigate through the institution's services. Additionally, the campus environment should contribute to Student Learning results.

Information from campus surveys are also used in assessing the institution's effectiveness. Survey results have been collected from all members of the campus community: Faculty, staff, students and administrators. The college has recently collected data on student, faculty and staff opinions about the campus. Campus wide survey results are compiled and tabulated by El Camino College's Institutional Research department. Individual programs and departments, with the assistance of Institutional Research, also gather opinions⁴⁴ from students served by each program on a regular basis.

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Each fall, Institutional Research produces a student profile report to help the college better serve our students. This report captures the vital first step of identifying the students we serve. This identification process is enabling our college to gear up programs and services for target populations, informing the campus of notable enrollment shifts such as the growth Latino students as a share of the student body. Campus surveys included additional information about students such as language spoken at home and number of hours worked each week. Academic performance data is also collected for the fact books⁴⁵ including unit load, retention, success, and persistence.

The Faculty and Staff Opinion Survey⁴⁶, completed spring 2006, focused on four topics: Campus Mission, Campus Climate, Communication and Student Service. In an anonymous forum faculty and staff were able to provide professional feedback about the campus. Institutional Research compiled data from employee responses to several items under the four topics. Some items included in the survey were related to: Familiarity with our mission, assessment of employee morale, innovation, and evaluation of student services.

The college publicizes research reports and analyses through a variety of avenues, both internally and externally. Through its open-access website, El Camino College posts student profiles and trend data, academic performance data, district profiles and survey results. In addition, many of these reports such as the fall term student profile and results from campuswide surveys are presented at trustee meetings that are open to the public. Major reports are also released to the student newspaper and quoted in community publications. Internally, the college posts daily enrollment trends on its Intranet (MyECC) and distributes enrollment reports to the entire college workforce periodically via email. Research findings are also presented widely on campus by way of presentations to committees (such as Academic Senate, Council of Deans, and Enrollment management), Management Forums and campuswide flex day assemblies. Therefore, the campus not only presents the data but also provides explanation of the implications with a ready forum in which to discuss and strategize solutions to concerns or problems. And finally, the President's and Institutional Research newsletters are just two examples of internal publications that disseminate data about the campus.

The college is currently developing a system with which campus representatives may access data directly and drill down to particular subset of interest. This system will facilitate data exploration and be used to support program and service improvements. Similarly, the college promotes independent access to college data through the Chancellor's Office Data Mart, empowering users to make the most of available data.

The dissemination of data about institutional quality would be meaningless if it is not explained and communicated effectively. The college relies on several methods to evaluate how effective the campus and public receives information. The most important method is the periodic community survey, administered by the office of Public Information and Marketing. The community survey gathers information on public knowledge and perceptions about the college. The most recent survey, administered in 2005, found that residents of the South Bay were very favorable towards El Camino College.

Internally, there are also a number of ways that El Camino College evaluates the effectiveness of its message. First, staff/faculty surveys frequently ask questions about communication and

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information sharing between administration and staff. In the spring 2006 survey, only 39% of faculty and staff felt that the college communicates openly and honestly with employees at all levels, while 43% felt that employees were well-informed. Since that time, however, great strides have been made to increase and improve the ways in which the campus distributes information.

A second way to discern how well data is communicated is through Institutional Research program review. The next review of Institutional Research services is scheduled for spring 2008. Results from this review will inform changes to how data is shared and explained campuswide.

Self-evaluation

The college meets this standard. The college uses assessment results garnered from program review, assessment of student learning outcomes, campus surveys and other campus analysis and accountability reports to greater or lesser degrees to communicate the quality of educational and service offerings at El Camino College. The college's new web design and expanded content plus wider distribution of assessment reports have provided knowledge and encouraged discussion and accountability of student achievement. This effort to communicate assessment results more broadly is developing and will continue to expand in the future.

SLO assessments should be summarized and published to serve both as examples for other faculty development learning outcomes assessments as well as to inform the campus community about what students are actually learning in the classroom. As stated above, the college intends to invest in a system to store and display student learning outcomes and assessment results in the future.

Program Reviews are divided into the three vice present areas and each one is responsible for ensuring timeline completion. The tables showing completion are available. The results of program review recommendations are prioritized at the division/unit level and may be included in the program plan builder software. These are reviewed and revised and may be reprioritized by the vice presidents and recommended for funding.

Planning Agenda:

Institutional Research should increase the number of general campus assessment results, performance measures and accountability reports published on its website and presented to constituent groups and the community at large.

6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The College planning process fosters improvement by setting ambitious strategic goals and being more focused on attaining those goals. Recommendations that were forwarded to the Planning and Budgeting Committee in the last 3 years resulted in an allocation of no less than \$3 million

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dollars being allocated for improvement in programs and services. Examples of programs specifically affected include Financial Aid, Release 18 (Datatel Colleague, college data system), and First Year Experience.

In 2002, the College introduced a new planning software known as Q Builder for each unit to develop its plans, budgeting proposals and evaluation. The software was used effectively for three years, however, there were some programming problems with it making difficult to continue use. The College spent the year researching new planning software in use at another local college. The software and training were rolled in Fall 2007. The new software is called Plan Builder and the units are currently in the first stage of implementation.

With the planning cycle underway, the College has begun to close the loop of assessment/evaluation, reflection and improvement. The College expects to maintain this cycle and continue to improve how well it evaluates assessment results in order to make and/or fund meaningful institutional initiatives.

One key support mechanism for this process is campus research capacity. The return to greater staffing in research and planning received resounding support from the College administration, the PBC, Academic Senate and the campus at large. In addition, research capability is expected to increase at the Compton Center with a full-time Research Analyst to be hired in 2008. Other programs, such as Career and Technical Education and some grant-funded projects, are hiring part-time project-specific researchers. The increased research and planning capacity will support the expansion of evidence-based decision making at El Camino College.

Self-evaluation

The College made a major commitment to institutional planning and budgeting starting in 2002. The process continued through 2005 and a change to a new planning was sought. This change slowed progress in the coordination of planning, budgeting and evaluation, however, since 2007 with the new Plan Builder planning software, the College is on the second generation of planning software.

7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

There are a variety of ways that El Camino College participates in this continuous evaluation process, from global campus planning down to individual course or service planning. The Comprehensive Master Plan (2004-2007) suggests a three-year planning cycle and off-year cycle to assure regular updates and continuous planning through the Planning & Budgeting Committee. Regular scheduling of the program reviews following standard guidelines assures a systematic review of all areas throughout campus.

El Camino College uses global data such as student profile trends and academic performance data to determine how well it is accomplishing its goals to provide effective programs and

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services. Information from external reports, such as the Accountability Reporting for the Community Colleges (ARCC) report, also provides indirect indicators of overall college effectiveness over time.

The college also drills down to study data on academic performance and accessibility as well as to conduct financial, service and curriculum needs assessments. Program review is the tool used to evaluate the effectiveness of campus programs and services. El Camino College's plan is to review programs and services every 6 years. This process has been accelerated to a 3-4 year time frame so that all programs will be reviewed under the comprehensive campus review currently underway.

Using a standard schedule of program reviews for each vice president's area ensures that every instructional program, student support service, the library and other learning support service is examined and assessed on a regular basis. Areas needing improvement that would require action plans and additional funding are then closely reviewed and prioritized by the vice presidents before moving the recommendations forward to the PBC and the President.

Each program review contains a program overview, including a linkage to recommendations from previous reviews; program statistics; curriculum discussion (for academic programs); program requirements (staffing, equipment, planning, student learning or service outcomes); and recommendations for improvement. Each vice president's area designates which departments or programs are to be reviewed each year.

Student opinion surveys provide valuable evidence that directly informs needs assessments and can indirectly evaluate student performance through student self-perception and evaluation. Not only are nationally-benchmarked surveys administered biannually, with special focus surveys in alternating years (e.g., distance education), individual departments frequently administer surveys to students and occasionally faculty for supporting evidence in program review. When used, results from these surveys are included in the review document.

El Camino College began its most recent cycle of program reviews in 2001-02, completing 12 reviews by 2004-05. In 2005-06, the college reviewed 11 programs in both Academic Affairs and Student and Community Advancement; 10 offices in Administrative Services also participated in this self-reflective review process. The college then reviewed 13 academic and 14 student service or community advancement programs; another 5 Administrative Services units were also evaluated. Reviews planned for completion in 2007-08 and 2008-09 include 30 academic programs and 3 SCA programs to complete one cycle of evaluation.

A critical and growing component of the evaluation process is the student learning outcomes (SLO) assessment cycle. Faculty and campus leaders who have created SLOs are immediately developing related assessments to evaluate teaching effectiveness in each area. Following one cycle of assessment, faculty will reflect on results to determine how instruction, materials, or facilities can be modified to improve student learning.

Self-evaluation

The program model developed in the late 1990's and used through the early 2000's was

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cumbersome. Revisions were made to the models in 2002-2004 and are currently going through the cycle. These current models used by the three areas need to be evaluated for effectiveness.

The addition of the Compton Educational Center under El Camino College has had definite impacts on the evaluation of programs. First, some departments have been more heavily affected by the Compton partnership than others, such as many of those under Administrative Services. This factor may contribute to reduced efficiency and service to the main campus which may be noted in a program review.

Data from Compton courses will be included in reviews conducted in 2008 or later, now that sufficient data has accumulated. An issue likely to arise is that differences in student goals and academic preparedness between the two campuses might affect outcomes. In response to this concern, future program reviews will display data and summarize conclusions separately for each campus.

The college meets this standard. El Camino College has well-structured program review templates that foster in-depth systematic analysis of program details. In addition, the Administration and the PBC evaluate the entire review document when considering funding requests. Program reviews are posted on the Academic Affairs website for anyone to review. The review should be consulted after the review process is complete, to enhance the linkage of program improvement and goal evaluation.

El Camino College demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished. The fact that the Office of Institutional Research is operating with minimal staff definitely has affected the availability of pertinent information; the recent addition of another researcher will definitely contribute to an increased research capacity for both program and college-wide self-evaluation.

Planning Agenda

The College will reassess the program review models and the SLO assessment process after the current cycle is completed.

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- ¹ El Camino Strategic Plan 2007-2010
- ² <http://www.elcamino.edu/academics/slo/corecomps.asp>
- ³ <http://www.elcamino.edu/administration/ir/acadperformance.asp>
- ⁴ <http://www.elcamino.edu/administration/ir/eccprofile.asp>
- ⁵ http://www.elcamino.edu/administration/ir/docs/research/brief3_enrollmentbyzip.pdf
- ⁶ Student Profile reports and demographic trend reports
- ⁷ *Puente: History and Trends* (forthcoming)
- ⁸ *Focus On Results: Accountability Reporting for the Community Colleges* (ECC sub-report)
- ⁹ http://www.elcamino.edu/administration/board/minutes/5-21-07_FINALminutes.pdf
- ¹⁰ Peer Analysis Report - IR
- ¹¹ Noel-Levitz Student Satisfaction Inventory - 2001
- ¹² http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
- ¹³ The college is addressing the parking issue in its Facilities Master Plan.
- ¹⁴ *Community College Survey of Student Engagement (CCSSE), Spring 2008* (forthcoming)
- ¹⁵ *Profile and Survey Results of Online Students, Spring 2007*
- ¹⁶ http://www.elcamino.edu/administration/ir/docs/surveys/Results_FacStaffSurvey_SP06.pdf
- ¹⁷ Spanish-language application (CCC-Apply), registration materials, parent surveys
- ¹⁸ http://www.elcamino.edu/administration/board/minutes/6-18-07_FINALminutes.pdf
- ¹⁹ <http://www.elcamino.edu/about/mission.asp>
- ²⁰ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=1126
- ²¹ *Enrollment Management Plan 2006-07 and 2007-08*
- ²² Flex Day agendas 04-05 through fall 2007
- ²³ <http://www.elcamino.edu/academics/slo/collegecommittee.asp>
- ²⁴ <http://www.elcamino.edu/academics/slo/history.asp>
- ²⁵ Research forthcoming
- ²⁶ http://www.elcamino.edu/administration/vpaa/program_review.asp
- ²⁷ <http://www.elcamino.edu/studentsservices/co/projectsuccess.asp>
- ²⁸ <http://www.elcamino.edu/studentsservices/fye/index.asp>
- ²⁹ <http://www.elcamino.edu/studentsservices/fye/si/index.asp>
- ³⁰ <http://www.elcamino.edu/studentsservices/co/puenteproject.asp>
- ³¹ Program Review for these programs?
- ³² KH Consulting, *Planning Summit Summary*, April 18-29, 2007.
- ³³ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106
- ³⁴ *Facilities Master Plan*
- ³⁵ *Performance Indicators, El Camino College, 2006-07*
- ³⁶ Standard data set, Program Review
- ³⁷ Samples of program review student satisfaction surveys
- ³⁸ Academic Program Review template
- ³⁹ Student Services Program Review
- ⁴⁰ The most recent *Community Survey* was conducted in 2005-06
- ⁴¹ *Educational Master Plan, 2007-2010*
- ⁴² http://www.elcamino.edu/administration/board/agendas/12-18-06_agenda.pdf
- ⁴³ <http://www.elcamino.edu/administration/foundation/>
- ⁴⁴ samples of Program Review Surveys
- ⁴⁵ Term and annual *Student Profiles* are published throughout each academic year
- ⁴⁶ *Faculty/Staff Opinion Survey, Spring 2006*