

A. Introduction

Mission: El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.

College History

On June 30, 1946, the South Bay community voted by an overwhelming margin of 10 to 1 to create El Camino Junior College (ECJC). From its modest beginning with 450 students and a handful of programs housed temporarily in repurposed World War II army barracks, the College has expanded to 34,500 students, 963 instructors, and almost 200 certificate and degree programs. In 2018-19 the college awarded 3,700 degrees and certificates. Over the past 74 years, the College has earned the community's consistent and strong support by developing strong ties to the community and establishing a tradition of instructional excellence, comprehensive educational offerings, and fiscal stability.

Since its founding, El Camino College Presidents have emphasized growth and excellence built upon a tradition of fiscal stability. The first President, Forrest G. Murdock (1947-1958) oversaw a period of tremendous growth that led to the construction of an expansive campus of modern buildings – all without incurring debt. This remarkable feat gave the college a fiscal stability envied by other districts. With the later additions of Marsee Auditorium and Shauerman Library, this infrastructure served the college and its community for over 50 years. In 1995, Superintendent/President Thomas Fallo led the district as it obtained voter approval for two facility bond measures totaling \$744,000,000. With this generous fiscal support, the college has upgraded classroom facilities, modernized instructional equipment, and embarked on multiple new constructions and renovations that have modernized the face of the campus. New construction includes large parking structures, a stadium, new athletic facilities, an administration building, multiple new classroom buildings, a community theater, recital hall, and a black box theater.

Throughout its history, ECC has maintained a close relationship with the surrounding community. Since 1952, the ECC Center for the Arts has enhanced the educational goals of the college while enriching the lives of our students and community. With a 2,048 seating capacity, the Marsee Auditorium houses popular music, dance and theatrical performances, providing a cultural hub in the South Bay community. The more modest sized Haag Recital Hall and Campus Theatre provide venues for classes, recitals, lectures, and festival events. Families and children from the community meet astronauts at Onizuka Science Day, build robots for our robotics competitions, and come to our theater and stadium to celebrate high school and junior high school graduations. Children from surrounding neighborhoods learn to swim in our pool, practice soccer with their club team, and take academic and recreational classes through our Community Education program.

In August 2006, ECCD reached out to support its neighbor, Compton Community College District (CCCD), in its quest to reestablish its accredited status. ECCD partnered with CCCD for thirteen years to support the required educational, institutional, and instructional improvements necessary to regain independent accreditation for Compton College. Led by CEO Keith Curry, Compton College celebrated the culmination of years of work when it was reaccredited in 2019 and formally separated from ECCD.

Since 2016, ECCD has been under the strong and capable leadership of Superintendent/President Dena Maloney. Dr. Maloney has overseen the complex, ongoing construction that is changing the face of the campus. She has reinvigorated the collegial and welcoming climate that ECC has long enjoyed, while maintaining the college's fiscal stability. Under her leadership the college is concentrating its efforts to improve student success, develop clear academic and career pathways, provide equitable learning opportunities, and develop programs that offer the career training necessary to meet the needs of our local economy.

In 2019, ECC staff, faculty, and students engaged in deep conversations about what ECC means to them. Out of this dialogue, the campus adopted the motto "Where you belong, where you succeed." This phrase perfectly embodies the importance of helping all our students feel welcome and included at ECC, while helping them achieve their educational goals. With a vigorous commitment to equity, our faculty are participating in equity trainings and culturally responsive teaching workshops, while working alongside programs that support African Americans, Latina/os, Pacific Islanders, Veteran's, and Foster Youth.

As the 21st century is well underway, El Camino College is on a strong trajectory of modernization and improvement. The major construction projects across campus are creating cutting edge learning environments for our students. With a balanced budget and a wide range of educational offerings, we continue to enjoy the support of the South Bay community. Most importantly, ECC students are achieving success in record numbers, with the attainment of degrees and certificates up a remarkable 54% in the last three years. From its modest beginnings 75 years ago, El Camino College has consistently provided a wide range of excellent programs to the South Bay community, while responsibly managing the money and resources entrusted to it.

Student Enrollment Data

Annual/Term Student Count												
	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Annual 2018-2019	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
El Camino	32,178	100.00 %	32,686	100.00 %	32,068	100.00 %	33,218	100.00 %	33,677	100.00 %	34,447	100.00 %

The ECC student count remained steady from 2013-14 through 2015-16 then began to rise slowly until 2018-19, when the student count was 34,447. Between 2013-14 and 2018-19, the student count rose a modest 7%.

Full Time Equivalent Students (FTES) Summary Report - Data & Format Area																		
Report Area																		
FTES Summary																		
	Annual 2013-2014			Annual 2014-2015			Annual 2015-2016			Annual 2016-2017			Annual 2017-2018			Annual 2018-2019		
	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES
El Camino	17,999.07	0.00	17,999.07	18,589.04	14.13	18,603.17	18,168.36	3.44	18,171.79	19,043.55	17.42	19,060.98	18,404.28	18.97	18,423.25	18,119.77	20.56	18,140.33
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FTES for ECC rose from about 18,000 in 2013-14 to a little over 19,000 in 2016-17. From that point, it then declined to 18,140 in 2018-19. Overall, however, FTES in 2018-19 had changed very little from 2013-14, hovering around 18,000.

Full-time/Part-time (Unit Load) Status Summary Report - Data & Format Area		
Report Area		
Full-time/Part-time (Unit Load) Status Summary		
	Fall 2019	
	Student Count	Student Count (%)
<input type="checkbox"/> El Camino Total	24,271	100.00 %
0.1 - 2.9	1,659	6.84 %
3.0 - 5.9	5,507	22.69 %
6.0 - 8.9	4,620	19.04 %
9.0 - 11.9	4,125	17.00 %
12.0 -14.9	6,349	26.16 %
15 +	2,009	8.28 %
Non-Credit	2	0.01 %

The majority of ECC students attend part time. While 65.57% of ECC students enrolled in less than 12 units in Fall 2019, 26.19% enrolled in between 12.5 and 14.5 units, and only 8.28% enrolled in over 15 units.

Full Time Equivalent Students (FTES) Summary Report - Data & Format Area																		
Report Area																		
FTES Summary																		
	Annual 2013-2014			Annual 2014-2015			Annual 2015-2016			Annual 2016-2017			Annual 2017-2018			Annual 2018-2019		
	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES	Credit FTES	Non-Credit FTES	Total FTES
El Camino	17,999.07	0.00	17,999.07	18,589.04	14.13	18,603.17	18,168.36	3.44	18,171.79	19,043.55	17.42	19,060.98	18,404.28	18.97	18,423.25	18,119.77	20.56	18,140.33
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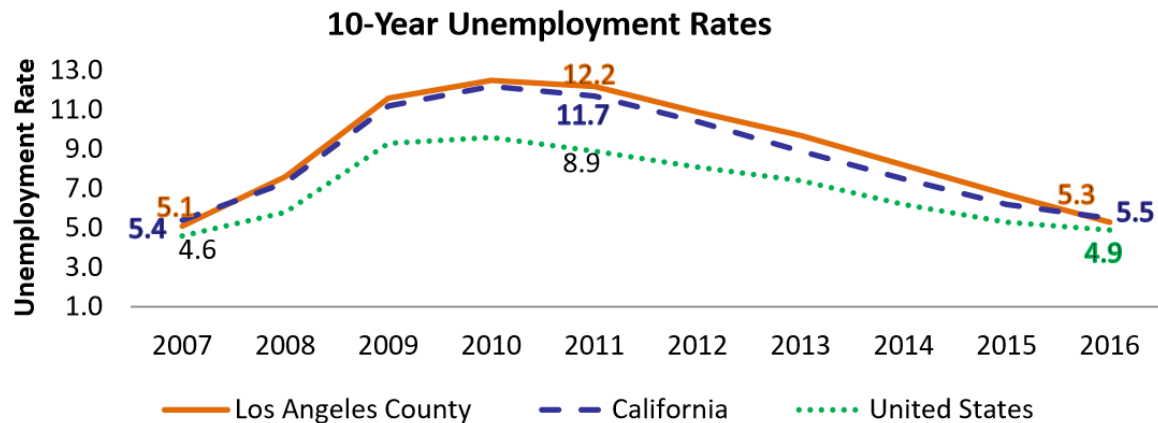
In 2013-14, ECC received 0 FTES for non-credit enrollment. Since then, the non-credit offerings have increased, with the college earning 20.56 FTES for non-credit classes in 2018-19. Nevertheless, in 2018-19 only 0.1% of the college FTES were earned for non-credit enrollment.

Labor Market Data

Employment: U.S., California, and Los Angeles County

The 2016 unemployment rate for Los Angeles County (5.3%) is at the lowest level since 2007 (Figure 10), yet remains higher than rates for the nation (4.9%).

Figure 10. Unemployment Rates by Region



Source(s): California Employment Development Department and Bureau of Labor Statistics

Unemployment trends reveal that unemployment rates are higher in the state level (5.5%) compared to the county and the nation. Unemployment rates between 2012 and 2016 have varied widely by service area city, with unemployment rates being highest in Compton, Inglewood, and Carson (Table 13).

City	2012 (%)	2013 (%)	2014 (%)	2015 (%)	2016 (%)	5-Yr Change
Carson	13.8	12.4	10.6	8.6	6.8	-7.0
Compton	16.5	14.8	12.7	10.4	8.2	-8.3
El Segundo	6.2	5.5	4.6	3.7	2.9	-3.3
Gardena	10.9	9.7	8.2	6.7	5.2	-5.7
Hawthorne	9.8	8.7	7.4	6.0	4.7	-5.1
Hermosa Beach	4.7	4.2	3.5	2.8	2.2	-2.5
Inglewood	14.1	12.7	10.8	8.8	6.9	-7.2
Lawndale	10.4	9.3	7.9	6.4	5.0	-5.4
Lomita	7.9	7.0	5.9	4.8	3.7	-4.2
Long Beach	11.9	10.6	9.0	7.4	5.7	-6.2
Los Angeles	11.5	10.3	8.7	7.1	5.6	-5.9
Manhattan Beach	4.6	4.1	3.4	2.7	2.1	-2.5
Redondo Beach	6.8	6.1	5.1	4.1	3.2	-3.6
Torrance	7.7	6.8	5.8	4.7	3.6	-4.1

Table 13. Five-Year Unemployment Trends by Service Area City

Source: State of California Employment Development Department

<http://www.labormarketinfo.edd.ca.gov/data/labor-force-and-unemployment-for-cities-and-census-areas.html>

Manhattan Beach and Hermosa Beach saw the least fluctuation during the period, with a 2.5 percentage point decline in the unemployment rate. In contrast, economic recovery has dramatically benefited Compton and Inglewood, which experienced an 8.3% and 7.0% drop in unemployment, respectively, from 2012 rates that exceeded 14%. However, unemployment rates remain high in these cities (8.2% for Compton and 6.9% for Inglewood). Other cities with 2016 unemployment rates above the county average include Carson (6.8%), Long Beach, (5.7%), and Los Angeles (5.6%).

Largest Occupations

Laborers and Freight, Stock, and Material Movers, Cashiers, and Retail Salespersons make up the three largest occupations within ECC's service area (Figure 11).

Figure 11. Largest Occupations and Earnings



Source: EMSI, May 2018

By 2025, the greatest job growth is expected to occur for Combined Food Preparation and Serving Workers (25%) and Waiters and Waitresses (15%), who receive median hourly earnings that range from \$10 to \$12, or about minimum wage (Table 14).

Table 14. Trend in Largest Occupations

Occupation	2016 Jobs	2025 Jobs	Change in Jobs (2016-2025)	% Change	2016 Median Hourly Earnings
Laborers and Freight, Stock, and Material Movers, Hand	19,133	20,784	1,651	9%	\$12.18
Cashiers	15,357	16,385	1,028	7%	\$10.64
Retail Salespersons	15,117	16,547	1,430	9%	\$11.58
Combined Food Preparation and Serving Workers, Including Fast Food	14,320	17,924	3,604	25%	\$10.61
Office Clerks, General	14,098	14,897	799	6%	\$14.65
General and Operations Managers	11,239	11,886	647	6%	\$53.75
Security Guards	10,472	11,617	1,145	11%	\$12.08
Stock Clerks and Order Fillers	9,885	10,555	670	7%	\$11.34
Waiters and Waitresses	9,554	10,980	1,426	15%	\$11.69
Customer Service Representatives	9,492	10,354	862	9%	\$17.15

Source: EMSI, May 2018

Highest Paying Occupations

Chief executives make up the largest group of the highest paying occupations (Figure 12) and is projected to show a two-point decline in job growth (Table 15).

Figure 12. Highest Paying Occupations and Earnings



Source: EMSI, May 2018

The median earning for Psychiatrists (\$130 per hour), who make up the third largest group, is the highest paying compared to other occupations. The greatest job growth is projected to occur for Nurse Anesthetists (29%), and Judges, Magistrate Judges, and Magistrates (22%), and who represent the smaller group in the group of highest paying occupations (Table 15).

Table 15. Trend in Highest Paying Occupations

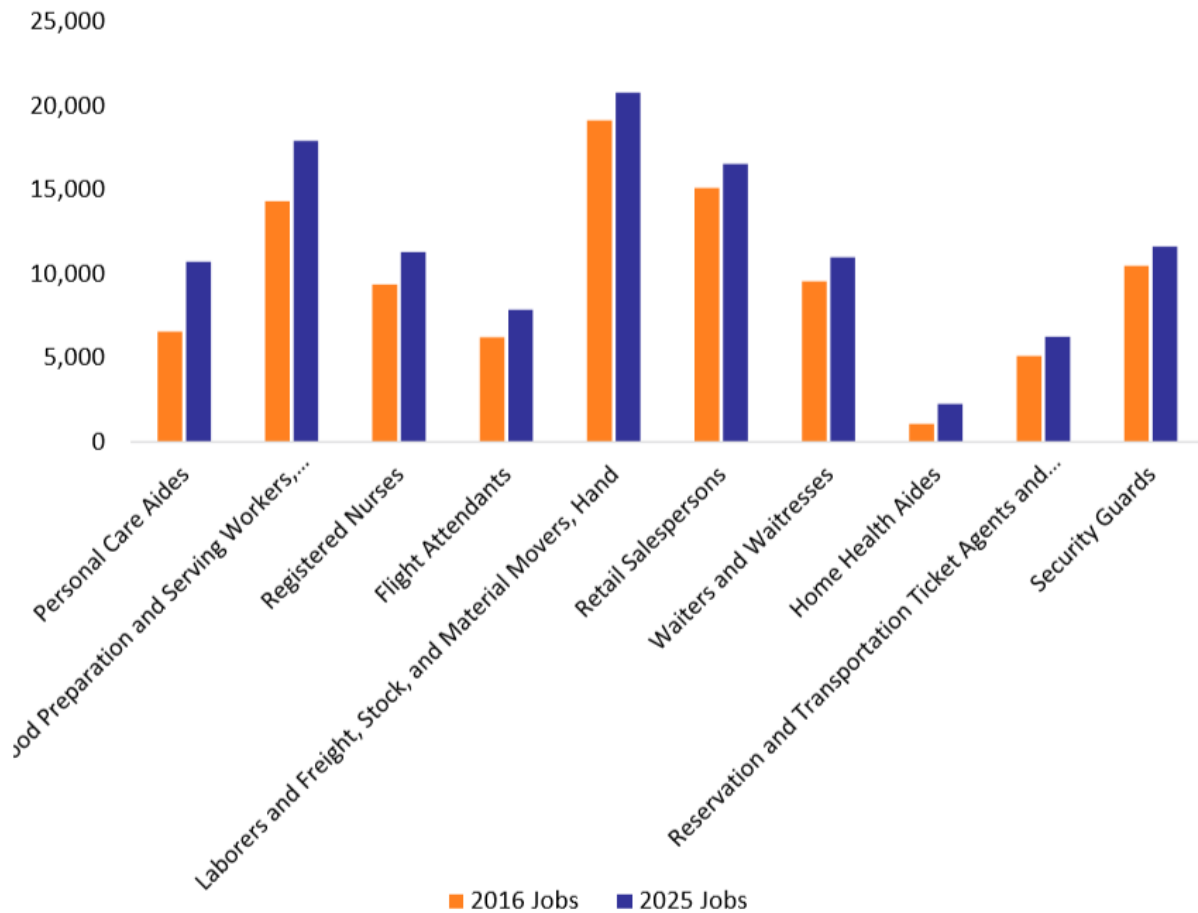
Occupation	2016 Jobs	2025 Jobs	Change in Jobs (2016-2025)	% Change	2016 Median Hourly Earnings
Psychiatrists	158	170	12	8%	\$130
Physicians and Surgeons, All Other	704	772	68	10%	\$120
Anesthesiologists	65	65	0	0%	\$118
Surgeons	135	134	-1	-1%	\$108
Oral and Maxillofacial Surgeons	27	31	4	15%	\$106
Chief Executives	1,295	1,263	-32	-2%	\$103
Internists, General	148	150	2	1%	\$92
Judges, Magistrate Judges, and Magistrates	23	28	5	22%	\$90
Orthodontists	42	47	5	12%	\$89
Nurse Anesthetists	41	53	12	29%	\$89

Source: EMSI, May 2018

Fastest Growing Occupations

Laborers and Freight, Stock, and Material Movers, Retail Salespersons, and Combined Food Preparation and Serving Workers, Including Fast food currently make up the largest group of the fastest growing occupations within the service area (Figure 13). The most rapid rate of growth in employment is expected to occur among Home Health Aides (112%), Personal Care Aides (64%), and Flight Attendants (27%) from 2016 to 2025 (Table 16). Several factors that may attribute to this growth include an aging population combined with changes in healthcare legislations. Despite this growth, they will continue to make up a smaller group of the fastest growing occupations.

Figure 13. Trend in Fastest Growing Occupations



Source: EMSI, May 2018.

Table 16. Trend in Fastest Growing Occupations

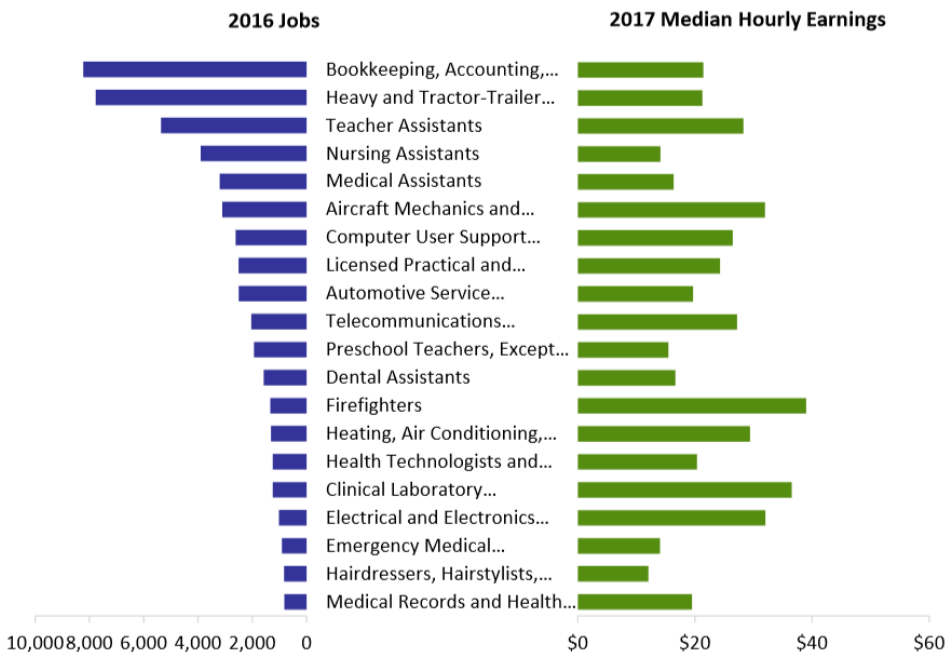
Occupation	2016 Jobs	2025 Jobs	Change in Jobs (2015-2024)	% Change	2016 Median Hourly Earnings
Personal Care Aides	6,558	10,727	4,169	64%	\$11.18
Combined Food Preparation and Serving Workers, Including Fast Food	14,320	17,924	3,604	25%	\$10.61
Registered Nurses	9,364	11,315	1,951	21%	\$46.11
Flight Attendants	6,218	7,871	1,653	27%	\$23.22
Laborers and Freight, Stock, and Material Movers, Hand	19,133	20,784	1,651	9%	\$12.18
Retail Salespersons	15,117	16,547	1,430	9%	\$11.58
Waiters and Waitresses	9,554	10,980	1,426	15%	\$11.69
Home Health Aides	1,068	2,262	1,194	112%	\$11.14
Reservation and Transportation Ticket Agents and Travel Clerks	5,112	6,262	1,150	22%	\$19.37
Security Guards	10,472	11,617	1,145	11%	\$12.08

Source: EMSI, May 2018

Largest Middle-Skill Occupations

Middle-skill occupations require either some college, postsecondary non-degree award, or associate's degree. Bookkeeping, Accounting, and Auditing Clerks, Heavy and Tractor-Trailer Truck Drivers, Teacher Assistants, Nursing Assistants, and Medical Assistants make up the five largest middle-skill occupations within the service area (Figure 14). Although, Bookkeeping is one of the largest middle-skill occupations, by 2025 its number of jobs is projected to decline by four percent, as is Telecommunications Equipment Installers and Repairers (-4%) and Electrical and Electronics Engineering Technicians (-9%). By 2025, the greatest job growth is expected to occur for Health Technologists and Technicians, All Other (46%) and Medical Assistants (32%), who will receive median hourly earnings that range from \$16 to \$21 (Table 17).

Figure 14. Largest Middle-Skill Occupations and Earnings



Source: EMSI, July 2018.

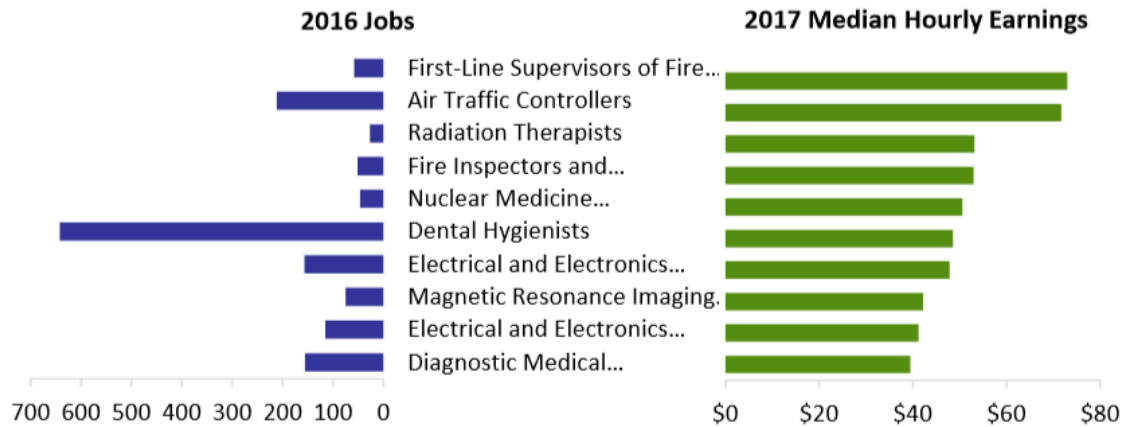
Table 17. Trend in Largest Middle-Skill Occupations

Occupation	2016 Jobs	2025 Jobs	Change in Jobs (2016-2025)	% Change	2017 Median Hourly Earnings
Bookkeeping, Accounting, and Auditing Clerks	8,226	7,866	-360	-4%	\$21.41
Heavy and Tractor-Trailer Truck Drivers	7,772	8,723	951	12%	\$21.27
Teacher Assistants	5,361	5,994	633	12%	\$28.26
Nursing Assistants	3,901	4,601	700	18%	\$14.11
Medical Assistants	3,201	4,218	1,017	32%	\$16.33
Aircraft Mechanics and Service Technicians	3,111	3,912	801	26%	\$31.94
Computer User Support Specialists	2,612	2,900	288	11%	\$26.45
Licensed Practical and Licensed Vocational Nurses	2,507	2,926	419	17%	\$24.29
Automotive Service Technicians and Mechanics	2,494	2,498	4	0%	\$19.67
Telecommunications Equipment Installers and Repairers, Except Line Installers	2,034	1,947	-87	-4%	\$27.20
Preschool Teachers, Except Special Education	1,939	2,244	305	16%	\$15.47
Dental Assistants	1,581	1,943	362	23%	\$16.66
Firefighters	1,332	1,477	145	11%	\$39.00
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,314	1,591	277	21%	\$29.40
Health Technologists and Technicians, All Other	1,248	1,827	579	46%	\$20.34
Clinical Laboratory Technologists and Technicians	1,244	1,408	164	13%	\$36.50
Electrical and Electronics Engineering Technicians	1,017	922	-95	-9%	\$32.02
Emergency Medical Technicians and Paramedics	906	1,053	147	16%	\$14.02
Hairdressers, Hairstylists, and Cosmetologists	827	1,063	236	29%	\$12.07
Medical Records and Health Information Technicians	819	963	144	18%	\$19.50

Highest Paying Middle-Skill Occupations

Dental Hygienists make up the largest group of the highest paying occupations (Figure 15) and is projected to show a 27 percent growth (Table 18). The median earning for First-Line Supervisors of Fire-Fighting and Prevention Workers (\$72.99) is the highest paying compared to other middle-skill occupations followed by Air Traffic Controllers (\$71.69) who make up the second largest group (Table 18).

Figure 15. Highest Paying Middle-Skill Occupations and Earnings



Source: EMSI, July 2018.

Table 18. Trend in Highest Paying Middle-Skill Occupations

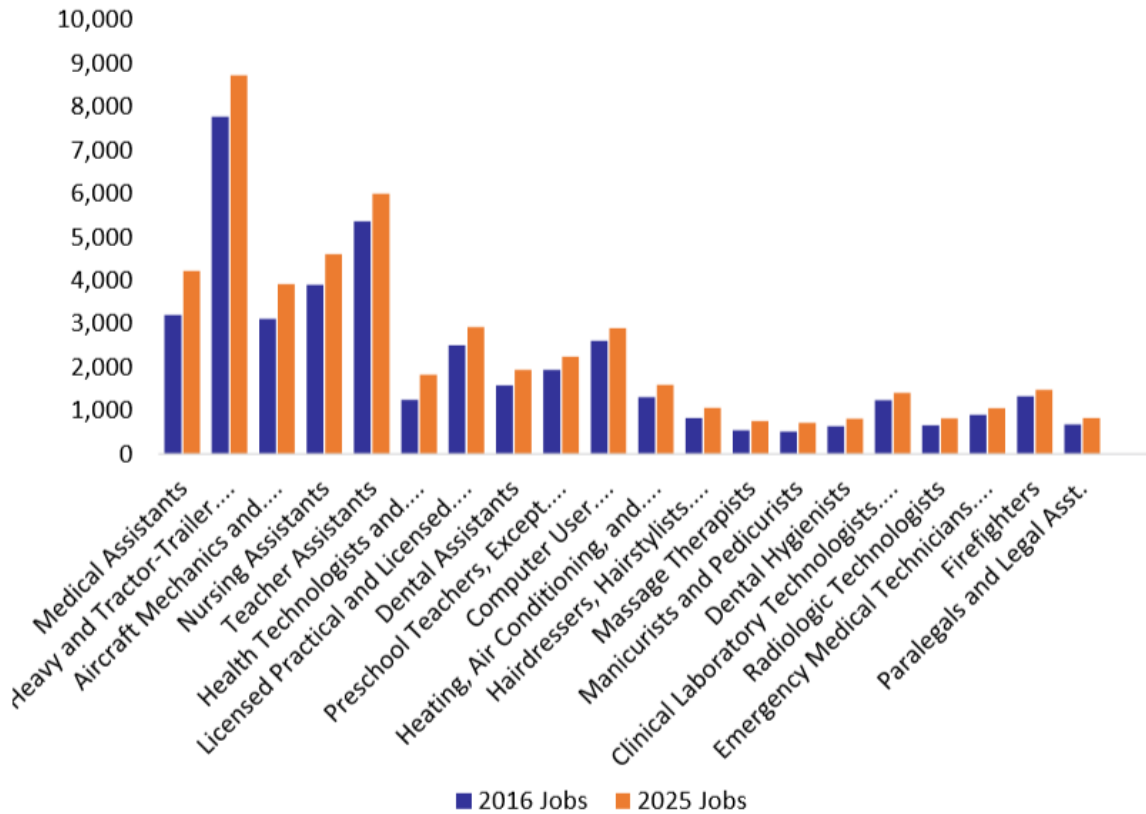
Occupation	2016 Jobs	2025 Jobs	Change in Jobs (2016-2025)	% Change	2017 Median Hourly Earnings
First-Line Supervisors of Fire Fighting and Prevention Workers	59	71	12	20%	\$72.99
Air Traffic Controllers	212	227	15	7%	\$71.69
Radiation Therapists	27	37	10	37%	\$53.16
Fire Inspectors and Investigators	52	51	-1	-2%	\$52.98
Nuclear Medicine Technologies	46	54	8	17%	\$50.57
Dental Hygienists	642	815	173	27%	\$48.56
Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	157	169	12	8%	\$47.85
Magnetic Resonance Imaging Technologies	75	100	25	33%	\$42.21
Electrical and Electronics Installers and Repairers, Transportation Equipment	116	80	-36	-31%	\$41.25
Diagnostic Medical Sonographers	156	210	54	35%	\$39.46

Source: EMSI, July 2018.

Fastest Growing Middle-Skill Occupations

Heavy and Tractor-Trailer Truck Drivers, Teacher Assistants, and Nursing Assistants are the top three largest groups of the fastest growing middle-skill occupations within the service area (Figure 16). The most rapid rate of growth in employment is expected to occur among Health Technologists and Technicians and All Other (46%), Massage Therapists (39%), and Manicurists (38%) from 2016 to 2025 (Table 19). Despite this growth, they will continue to make up a smaller group of the fastest growing middle-skill occupations.

Figure 16. Trend in Fastest Growing Middle-Skill Occupations



Source: EMSI, July 2018.

Table 19. Trend in Fastest Growing Middle-Skill Occupations

Occupation	2016 Jobs	2025 Jobs	Change in Jobs (2016-2025)	% Change	2017 Median Hourly Earnings
Medical Assistants	3,201	4,218	1,017	32%	\$16.33
Heavy and Tractor-Trailer Truck Drivers	7,772	8,723	951	12%	\$21.27
Aircraft Mechanics and Service Technicians	3,111	3,912	801	26%	\$31.94
Nursing Assistants	3,901	4,601	700	18%	\$14.11
Teacher Assistants	5,361	5,994	633	12%	\$28.26
Health Technologists and Technicians, All Other	1,248	1,827	579	46%	\$20.34
Licensed Practical and Licensed Vocational Nurses	2,507	2,926	419	17%	\$24.29
Dental Assistants	1,581	1,943	362	23%	\$16.66
Preschool Teachers, Except Special Education	1,939	2,244	305	16%	\$15.47
Computer User Support Specialists	2,612	2,900	288	11%	\$26.45
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	1,314	1,591	277	21%	\$29.40
Hairdressers, Hairstylists, and Cosmetologists	827	1,063	236	29%	\$12.07
Massage Therapists	548	760	212	39%	\$16.15
Manicurists and Pedicurists	517	716	199	38%	\$11.27
Dental Hygienists	642	815	173	27%	\$48.56
Clinical Laboratory Technologists and Technicians	1,244	1,408	164	13%	\$36.50
Radiologic Technologists	664	824	160	24%	\$33.96
Emergency Medical Technicians and Paramedics	906	1,053	147	16%	\$14.02
Firefighters	1,332	1,477	145	11%	\$39.00
Paralegals and Legal Assistants	682	827	145	21%	\$23.47

Source: EMSI, July 2018.

Demographic Data

Gender

Annual/Term Student Count												
	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Annual 2018-2019	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
El Camino Total	32,178	100.00 %	32,686	100.00 %	32,068	100.00 %	33,218	100.00 %	33,677	100.00 %	34,447	100.00 %
Female	16,712	51.94 %	17,068	52.22 %	16,808	52.41 %	17,443	52.51 %	17,786	52.81 %	18,133	52.64 %
Male	15,464	48.06 %	15,615	47.77 %	15,259	47.58 %	15,773	47.48 %	15,890	47.18 %	16,308	47.34 %
Unknown	2	0.01 %	3	0.01 %	1	0.00 %	2	0.01 %	1	0.00 %	6	0.02 %

The ratio of female to male students has remained fairly steady over the six academic year period between 2013-14 through 2018-19. In 2018-19, 52.64% of students were female, and 47.34% were male. There was a small 1.5% decline in the number male students between 2013-14 and 2018-19.

Age

Annual/Term Student Count												
	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Annual 2018-2019	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
El Camino Total	32,178	100.00 %	32,686	100.00 %	32,068	100.00 %	33,218	100.00 %	33,677	100.00 %	34,447	100.00 %
19 or Less	9,355	29.07 %	9,895	30.27 %	9,947	31.02 %	10,387	31.27 %	10,731	31.86 %	12,042	34.96 %
20 to 24	12,675	39.39 %	12,741	38.98 %	12,397	38.66 %	12,626	38.01 %	12,500	37.12 %	12,174	35.34 %
25 to 29	4,417	13.73 %	4,499	13.76 %	4,387	13.68 %	4,562	13.73 %	4,754	14.12 %	4,593	13.33 %
30 to 34	1,966	6.11 %	1,950	5.97 %	1,913	5.97 %	1,996	6.01 %	2,050	6.09 %	2,090	6.07 %
35 to 39	1,148	3.57 %	1,101	3.37 %	1,055	3.29 %	1,089	3.28 %	1,142	3.39 %	1,117	3.24 %
40 to 49	1,337	4.16 %	1,296	3.97 %	1,194	3.72 %	1,306	3.93 %	1,296	3.85 %	1,274	3.70 %
50 +	1,280	3.98 %	1,204	3.68 %	1,175	3.66 %	1,252	3.77 %	1,203	3.57 %	1,157	3.36 %
Unknown		0.00 %		0.00 %		0.00 %		0.00 %	1	0.00 %		0.00 %

Over the past six years, the age of El Camino College students has declined. The percentage of students age 25-50+ has remained fairly steady from 2013-14 to 2018-19. During that same six year period, the number of students 19 years or younger increased by about 6%, while the number of students age 20-24 declined by 4%. It is possible that outreach and dual enrollment efforts have increased the number of students coming directly to ECC from high school.

Ethnicity/Race

Annual/Term Student Count													
	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Annual 2018-2019		
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	
<input checked="" type="checkbox"/> El Camino Total	32,178	100.00 %	32,686	100.00 %	32,068	100.00 %	33,218	100.00 %	33,677	100.00 %	34,447	100.00 %	
African-American	5,751	17.87 %	5,548	16.97 %	5,031	15.69 %	5,022	15.12 %	5,003	14.86 %	4,825	14.01 %	
American Indian/Alaskan Native	59	0.18 %	53	0.16 %	55	0.17 %	58	0.17 %	55	0.16 %	72	0.21 %	
Asian	3,854	11.98 %	3,773	11.54 %	3,748	11.69 %	3,832	11.54 %	3,818	11.34 %	3,850	11.18 %	
Filipino	1,085	3.37 %	1,066	3.26 %	1,096	3.42 %	1,153	3.47 %	1,148	3.41 %	1,155	3.35 %	
Hispanic	15,040	46.74 %	15,815	48.38 %	16,067	50.10 %	16,932	50.97 %	17,406	51.69 %	17,859	51.84 %	
Multi-Ethnicity	1,283	3.99 %	1,487	4.55 %	1,461	4.56 %	1,555	4.68 %	1,531	4.55 %	1,611	4.68 %	
Pacific Islander	179	0.56 %	168	0.51 %	173	0.54 %	164	0.49 %	153	0.45 %	157	0.46 %	
Unknown	356	1.11 %	241	0.74 %	160	0.50 %	139	0.42 %	122	0.36 %	501	1.45 %	
White Non-Hispanic	4,571	14.21 %	4,535	13.87 %	4,277	13.34 %	4,363	13.13 %	4,441	13.19 %	4,417	12.82 %	
	<												

Since 2013-14, the percentage of American Indian, Asian, Filipino, Multi-Ethnic and Pacific Islander students remained fairly steady. The percentage of African American students declined by almost 4% and the white students declined by 1.4%. Between 2013-14 and 2018-19 the percentage of Hispanic students rose by 5.1%, from 46.74% to 51.84%.

Disability

California Community Colleges Chancellor's Office Disabled Students Programs & Services (DSPS) Summary Report												
	Annual 2013-2014		Annual 2014-2015		Annual 2015-2016		Annual 2016-2017		Annual 2017-2018		Annual 2018-2019	
	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
El Camino Total	1,967	100.00 %	1,876	100.00 %	1,914	100.00 %	1,685	100.00 %	1,549	100.00 %	1,689	100.00 %
Acquired Brain Injury	121	6.15 %	111	5.92 %	113	5.90 %	82	4.87 %	73	4.71 %	63	3.73 %
Attention Deficit Hyperactivity Disorder (ADHD)		0.00 %		0.00 %		0.00 %	163	9.67 %	146	9.43 %	153	9.06 %
Autism Spectrum		0.00 %		0.00 %		0.00 %	160	9.50 %	196	12.65 %	230	13.62 %
Developmentally Delayed Learner	76	3.86 %	74	3.94 %	85	4.44 %	80	4.75 %	67	4.33 %	71	4.20 %
Hearing Impaired	109	5.54 %	111	5.92 %	100	5.22 %	82	4.87 %	80	5.16 %	86	5.09 %
Learning Disabled	168	8.54 %	141	7.52 %	124	6.48 %	455	27.00 %	444	28.66 %	446	26.41 %
Mobility Impaired	262	13.32 %	258	13.75 %	242	12.64 %	206	12.23 %	177	11.43 %	178	10.54 %
Other Disability	937	47.64 %	909	48.45 %	987	51.57 %	214	12.70 %	132	8.52 %	150	8.88 %
Psychological Disability	228	11.59 %	206	10.98 %	204	10.66 %	213	12.64 %	202	13.04 %	274	16.22 %
Speech/Language Impaired	19	0.97 %	23	1.23 %	15	0.78 %		0.00 %		0.00 %		0.00 %
Visually Impaired	47	2.39 %	43	2.29 %	44	2.30 %	30	1.78 %	32	2.07 %	38	2.25 %

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Students who received services from Disabled Student Programs and Services (DSPS) comprised 6.11% of the total student count in 2013-14. By 2018-19 they comprised only 4.89% of the total student count. The most common disabilities in 2018-19 included learning disabled, psychological disability, and autism spectrum.

Special Populations

California Community Colleges Chancellor's Office			
Special population student count Summary Report			
	Fall 2019	Fall 2019	Fall 2019
	Unduplicated Head Count	Credit Enrollment Count	Credit FTES
El Camino			
ASEM - Achievement in a Science, Engineering, or Mathematics	313	1,006	172.82
CalWORKs - California Work Opportunity & Responsibility to Kids	180	519	73.64
CARE - Cooperative Agencies Resources for Education	115	384	49.82
DSPS - Disabled Students Programs & Services	999	2,859	347.54
EOPS - Extended Opportunity Programs & Services	1,406	5,281	652.12
First Generation	846	1,852	236.79
Foster Youth	176	557	68.99
Having A Low Level of Literacy	189	364	59.99
MESA - Mathematics, Engineering, and Science Achievement	240	767	124.35
Military (Active Duty, Active Reserve, National Guard)	20	69	9.70
Puente	175	692	76.35
Special Admit	2,400	4,423	614.42
Umoja	84	297	30.83
Veteran	253	797	103.17

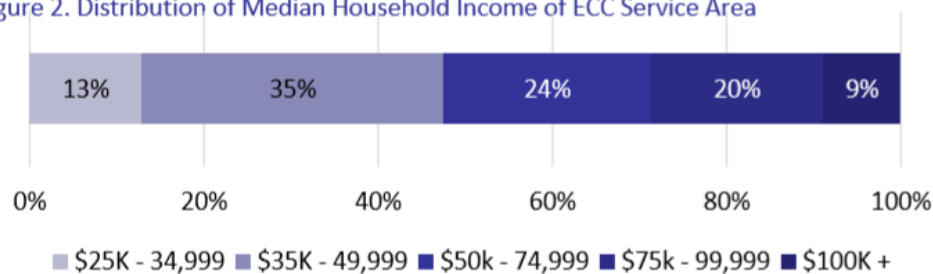
In Fall 2019, the College attained 8,424 FTES. Of that, the foster youth program enrolled a little less than 1% of the College FTES, veterans and active military comprised 1.22% of FTES, and EOPS served students who comprised 7.73% of FTES.

Socio-economic Data

Service Area Socioeconomics

An examination of socioeconomic factors helps consider the extent to which students who come from within the service area have the social capital that supports college achievement. The reported median household income for approximately 48% of the service area population was less than \$50,000 (see Figure 2; U.S. Census Bureau, 2016d). Thirty five percent reported a median income ranging between \$35,000 and \$49,999. According to the Federal poverty guidelines provided by the U.S. Department of Health and Human Services, for 2016, a family income of less than \$36,450 for a family of four would fall below 150% of the Federal poverty level. For individuals residing within the service area (Table 4; U.S. Census Bureau, 2016e), 22% lived below 150% of the Federal poverty line, a benchmark used as an indicator for eligibility for need-based financial aid.

Figure 2. Distribution of Median Household Income of ECC Service Area



Source: U.S. Census Bureau, American Community Survey, 2012-2016, S1903. <http://factfinder.census.gov>.

Table 4. 150% Poverty Rate for Individuals Residing within Service Area

City	Percent living below 150% Poverty
Carson	19%
El Segundo	12%
Gardena	27%
Hawthorne	34%
Hermosa Beach	6%
Inglewood	35%
Lawndale	30%
Lennox	44%
Manhattan Beach	6%
Redondo Beach	8%
Torrance	12%
Total	22%

Source: U.S. Census Bureau, American Community Survey, 2012-2016, S1701. <http://factfinder.census.gov>.

Financial Aid

California Community Colleges Chancellor's Office						
Financial Aid Summary Report						
	Annual 2013-2014	Annual 2013-2014	Annual 2013-2014	Annual 2018-2019	Annual 2018-2019	Annual 2018-2019
	Student Count	Award Count	Aid Amount	Student Count	Award Count	Aid Amount
El Camino Total	17,433	54,973	\$44,023,032	21,804	71,785	\$58,435,011
California College Promise Grant Total	17,114	33,517	\$13,723,893	20,173	39,532	\$14,647,113
California College Promise - Method A-? (unknown base)	414	691	\$238,533	178	215	\$69,552
California College Promise - Method A-1 based on TANF recipient status	138	234	\$129,168	16	18	\$6,486
California College Promise - Method A-2 based on SSI recipient status	145	253	\$139,656	55	65	\$15,778
California College Promise - Method A-3 based on general assistance recipient status	48	84	\$46,368	16	19	\$6,256
California College Promise - Method B based on income standards	12,272	22,807	\$9,277,349	13,197	24,877	\$9,343,037
California College Promise - Method C based on financial need	5,168	9,387	\$3,859,147	7,661	14,268	\$5,174,126
Fee Waiver – Dependent (surviving spouse and children) of deceased or disabled member of CA National Guard				1	1	\$460
Fee Waiver – Dependent of (children) deceased or disabled Veteran	33	61	\$33,672	49	69	\$31,418
Grants Total	8,314	20,372	\$29,358,242	10,833	30,880	\$42,409,496
Cal Grant B	1,477	2,634	\$1,686,250	3,092	5,126	\$3,807,353
Cal Grant C	85	136	\$29,150	170	270	\$118,509
CARE Grant	100	149	\$62,682	178	264	\$204,315
Chafee Grant	32	52	\$126,000	51	77	\$187,662
EOPS Grant	557	653	\$196,287	1,882	2,805	\$668,603
Full-time Student Success Grant				2,230	3,345	\$3,806,390
Other grant: institutional source				137	262	\$144,624
Pel Grant	8,171	15,032	\$26,743,073	10,122	15,466	\$32,492,540
SEOG (Supplemental Educational Opportunity Grant)	1,189	1,716	\$514,800	1,927	3,265	\$979,500
Loans Total	22	34	\$145,098	11	14	\$87,385
Other loan: non-institutional source	22	34	\$145,098	11	14	\$87,385
Scholarship Total	364	620	\$357,325	558	768	\$578,014
Scholarship: institutional source	19	36	\$23,312	118	124	\$137,925
Scholarship: non-institutional source	198	324	\$221,794	237	271	\$277,825
Scholarship: Osher Scholarship	153	260	\$112,219	210	373	\$162,264
Work Study Total	221	430	\$438,474	320	591	\$713,003
Federal Work Study (FWS) (Federal share)	221	430	\$438,474	320	591	\$713,003

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Between 2013-14 and 2018-19 the percentage of students receiving financial aid awards rose from 54% to 63%. While the total student count remained steady between 2013-14 and 2018-19, the number of financial aid awards rose an impressive 30.6%, from 54,973 to 71,785. ECC students received a total of \$58,435,011 in financial aid in 2018-19. In 2018-19, Pell Grants (\$32,492,540), California Promise Grants (\$14,647,113), Cal Grant B (\$3,807,353) and Full-time student success grants (\$3,806,390) awarded the largest dollar amounts to ECC students

Sites

1. El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506
2. El Camino Fire Academy
206 W. Beach Ave.
Inglewood, CA 90302
3. Small Business Development Center
13430 Hawthorne Blvd.
Hawthorne, CA 90250

Specialized or Programmatic Accreditation

1. California Board of Registered Nursing approved (Nursing Program)
2. HVAC Excellence Accreditation (HVACR Program)
3. Joint Review Committee on Education and Radiologic Technology (Radiologic Technology)
4. Commission on Accreditation for Respiratory Care (Respiratory Care)
5. Cosmetology ?
6. Fire and Emergency Technology: Paramedical Technician ?
7. Fire Technology ?

B. Presentation of Student Achievement Data and Institution-set Standards

[see Chapter 5.3B and Appendix E of *Guide to Institutional Self-Evaluation, Improvement, and Peer Review*]

Student Achievement Data Sample charts for both college-wide and programmatic data are provided below. These charts should be accompanied by narrative.

The narrative should discuss briefly how the definition and expected performance level were selected by the institution for the institution-set standards, and how the institution-set standards are used in conjunction with performance levels (across the college and within programs) for making institutional decisions and for continuous quality improvement. The institution's selfevaluation as to the analysis and use of the data, and the level of student achievement performance, should be reflected in the narrative and evidence.

Charts with relevant disaggregation Additional charts showing disaggregation by student demographics and by delivery format should be included as relevant to the institutional mission and the students it serves. These may include:

- *Age*
- *Online versus face-to-face courses/students*
- *Race*
- *College center versus main campus performance*
- *Gender*
- *Cohort group performance*
- *Socio-economic status*
- *Other categories as appropriate to the college's mission*

Data Other Than Student Achievement

Institutions are expected to have goals related to their mission. These goals will include student achievement, but will extend beyond student achievement to assess institutional quality and effectiveness across college operations. Institutional evaluation of achieving these goals (or related objectives) should include qualitative and quantitative data and analysis of the data.

Charts of these data, along with concise narrative analysis for institutional improvement and effectiveness, should be included in the Self-Evaluation Report, both at the beginning of the report and as relevant within the narratives for specific standards.

https://accjc.org/wp-content/uploads/Guide-to-Institutional-Self-Evaluation-Improvement-Peer-Review_Jan2020.pdf

In response to a new reporting requirement based on federal regulations for satisfactory institutional performance with respect to student achievement, El Camino College established, in March 2013, institution-set standards for course completion, degrees, certificates, transfers, job placement, and licensure exams. At that time, Compton College was not recognized as an independently-accredited institution, therefore, standards were based on combined data for the two locations (see [Methodology_ACCJC Institution Standards_rev 2014](#)).

Driven by the El Camino College mission (*El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community*, BP 1200, June 21, 2010), ECC set the following measures as institution-set standards:

Data Element	Definition of The Measure	Institution-Set Standard
Successful Course Completion Rate (Fall)	Number of Fall course completions with a grade of C or higher divided by the number of students who enrolled in Fall semester	65%
Degrees Awarded	Number of associate degrees awarded during the academic year	1,463
Certificates Awarded	Number of certificates awarded during the academic year	435
Transfer Counts	Number of students who attended during the academic year and transferred to a 4-year college/university the following Fall term	1,299

Successful Course Completion

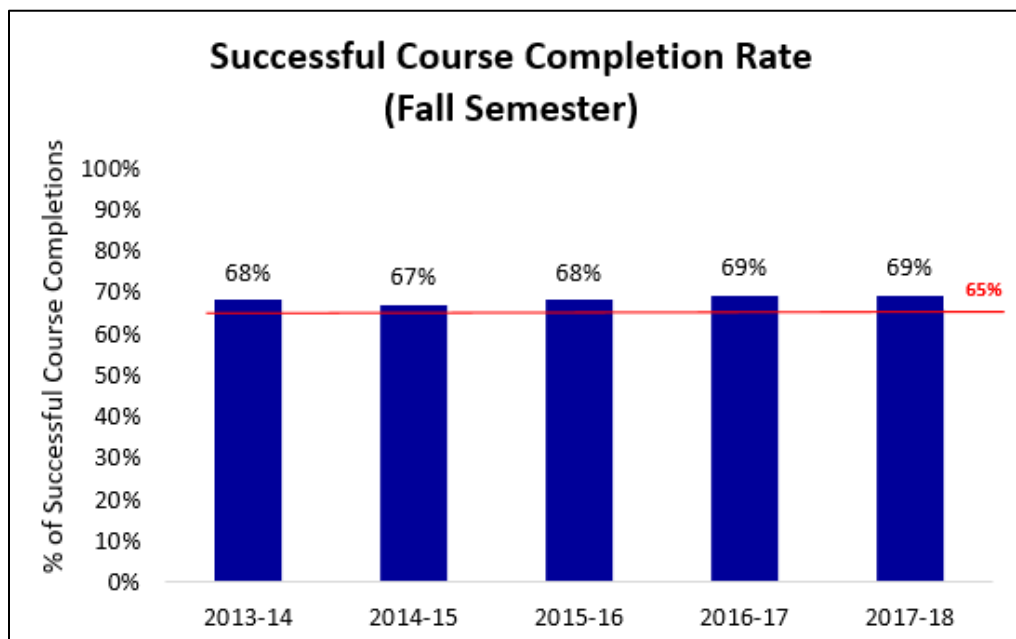
Success rates were analyzed across 10 years to average out the effects of external factors influencing enrollment composition, course offerings and academic performance (e.g., economic, state budgeting/funding, CSU/UC enrollment restrictions). In addition, success rates were analyzed across the most recent 5 years to reflect performance since Fall 2008 when Compton enrollments were beginning to stabilize. Another factor that contributed to setting the standard was the change in the withdrawal notation date that went into effect in Fall 2012 (shifted to census date), which likely contributed to a slight and permanent increase in success rates. The institution-set standard rate is set .5% to 1% points below performance in the last 5 years (since this is an exceptional period likely influenced by an increase in deferred CSU/UC-bound students, among other factors).

As observed in table 1 and chart 1 below, the successful course completion rate has remained steady and above the standard that ECC set for this measure (65%).

Table 1. Successful Course Completion: Institution-Set Standard, 2013-18 Trend, and Multi-Year Average

Data Element	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Multi-Year Average
Successful Course Completion Rate (Fall Semester)	65%	68%	67%	68%	69%	69%	68%

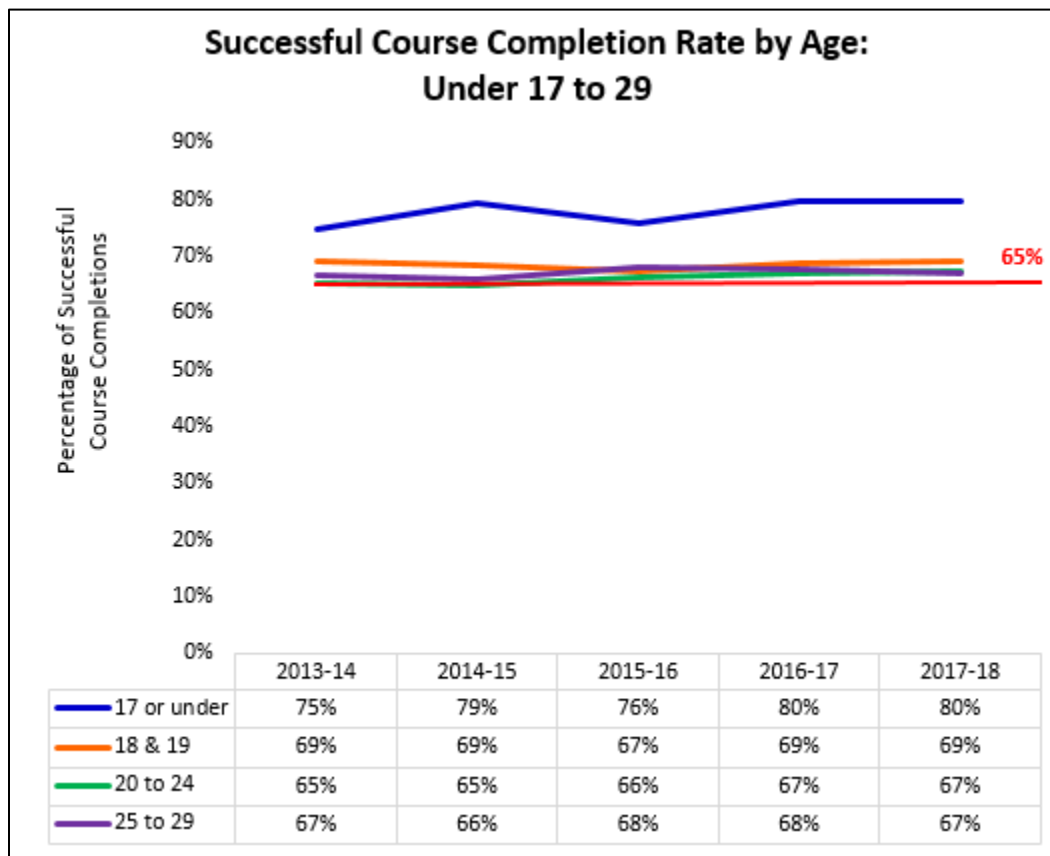
Chart 1. Successful Course Completion: 2013-2018 Trend and Institution-Set Standard



Add paragraph about attempts to improve

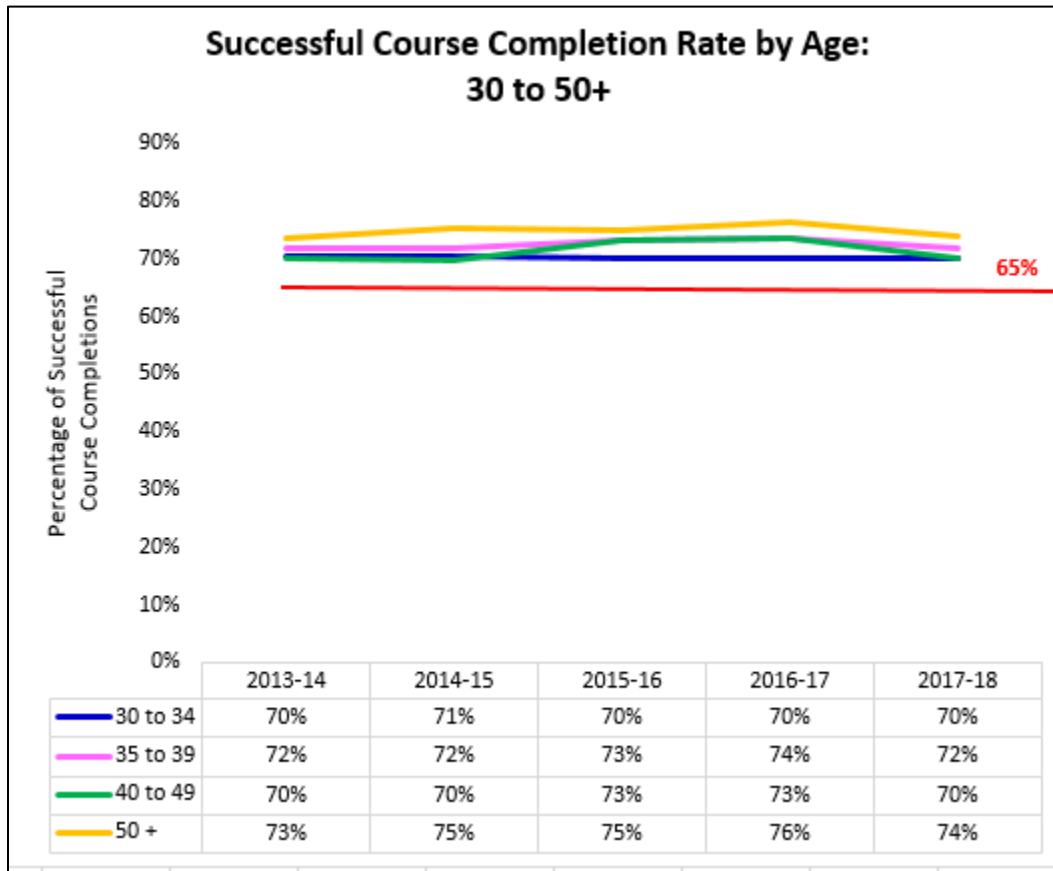
When disaggregated by age, the successful course completion rate for students 17 years old or younger is higher (75% or more, blue line in chart 2 below) than the rates for students between 18 and 29, which remain together, close to the standard, within a 65%-69% successful course completion rate range (see all other lines in chart 2).

Chart 2. Successful Course Completion by Age under 17 to 29: 2013-2018 Trend and Institution-Set Standard



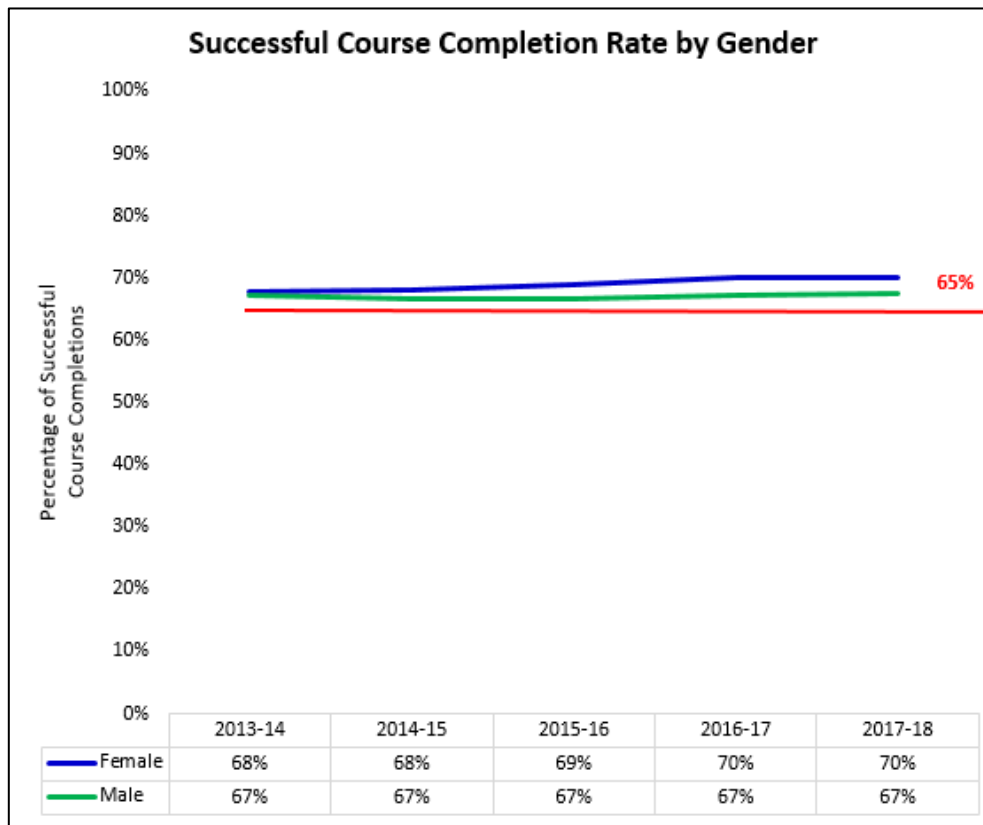
Students 30 years of age or older situate themselves above the 65% institution-set standard (see all lines in chart 3 below), within a 70%-76% successful course completion rate range, in between the youngest students and the middle-aged ones.

Chart 3. Successful Course Completion by Age 30 to 50+: 2013-2018 Trend and Institution-Set Standard



Throughout the period examined, female and male students showed a similar successful course completion rate (see lines green and blue in chart 4 below), although there was an increase for women in 2015-16 and 2016-17 (blue line).

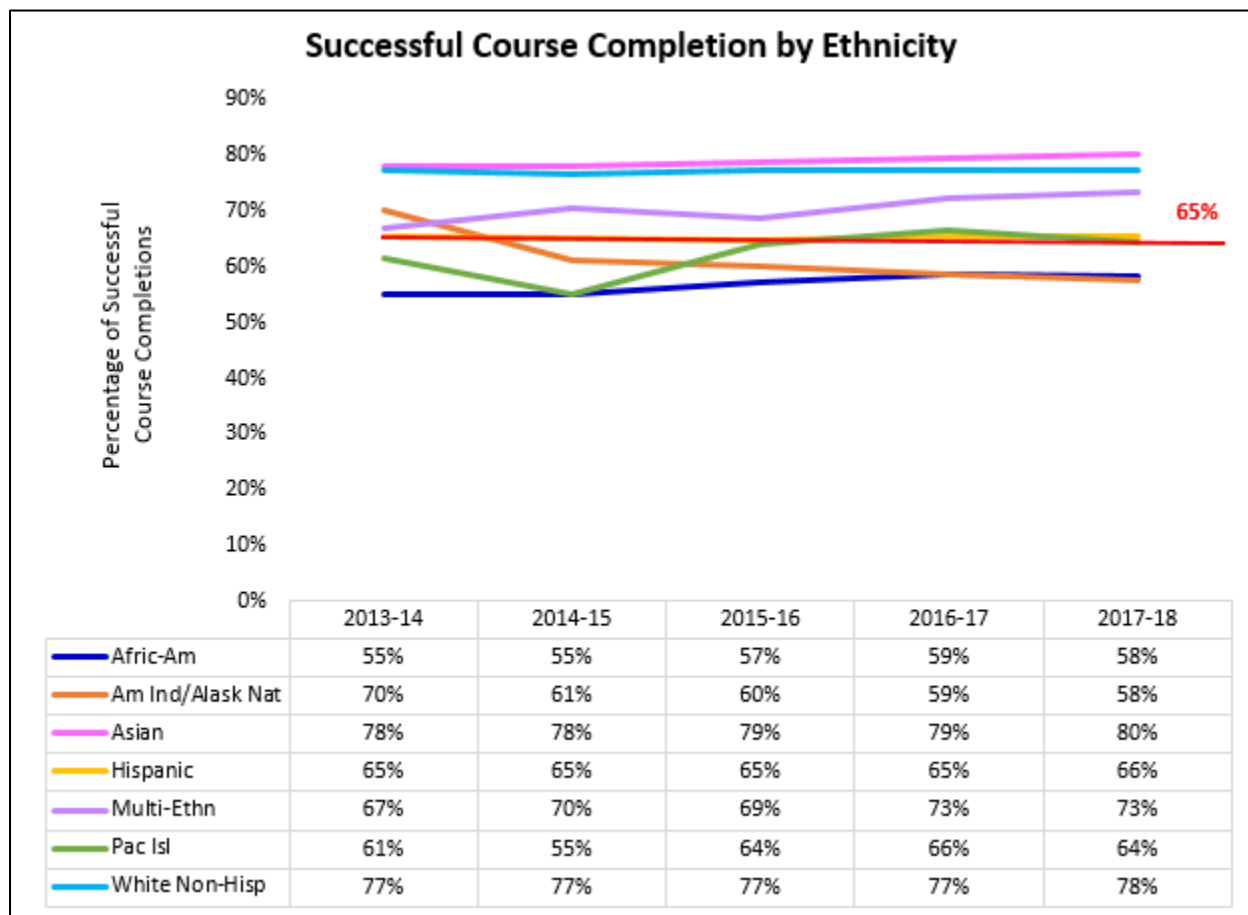
Chart 4. Successful Course Completion by Gender: 2013-2018 Trend and Institution-Set Standard



As observed in chart 5 below, successful course completion rates of multiethnic, Asian, and White Non-Hispanic students are above the 65% standard throughout all the periods examined (lines purple, pink, and light blue).¹ These last two groups of students kept their completion rates between 77% and 80%. During specific years of the period examined, the other three groups (African-American, American Indian/Alaskan Native, and Pacific Islander) experienced rates below standard. However, there was a 9% increase in the Pacific Islander rate from 2014-15 to 2015-16 (see table in chart 5).

Chart 5. Successful Course Completion by Ethnicity: 2013-2018 Trend and Institution-Set Standard

¹ Students who declared “unknown” ethnicity were not included in the chart.



Degrees Awarded

The standard for award of degrees was calculated based on the 3-year average of degree completion, replicating the process for negotiating performance targets used by Perkins IV Core Indicators.

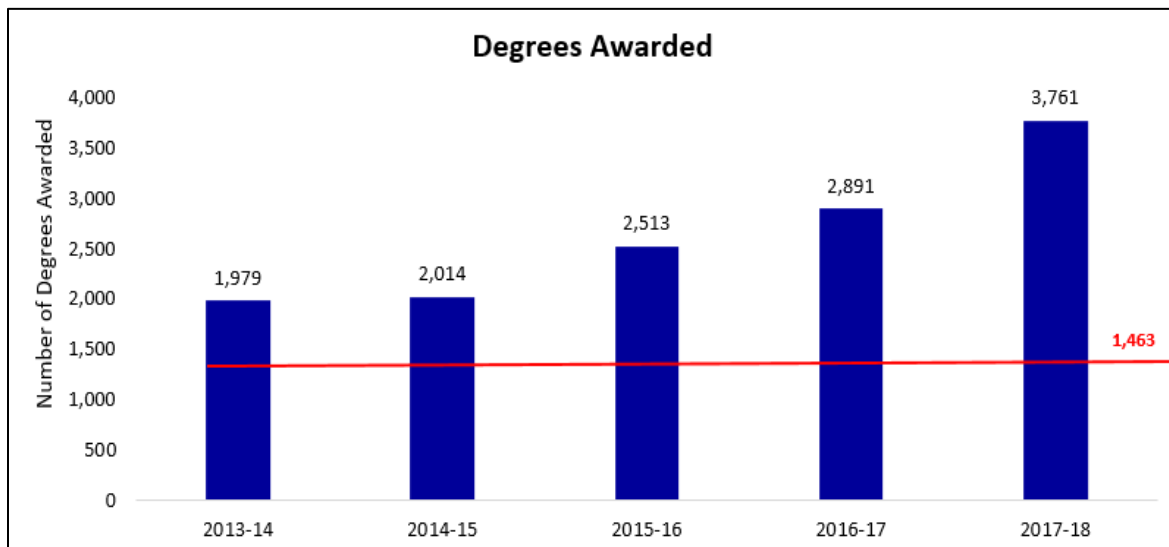
As depicted in table 2 and chart 6 below, the number of degrees awarded during the last five academic years has progressively increased. In addition, during the past five years, the College has exceeded the standard set for this measure (1,463 degrees per academic year).

Note: add paragraph about about measures taken to achieve these positive results – ADTs, degree audits?, software?, Ed Plans?, Outreach?

Table 2. Degrees Awarded: Institution-Set Standard, 2013-2018 Trend, and Multi-Year Average

Data Element	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Multi-Year Average
Degrees Awarded	1,463	1,979	2,014	2,513	2,891	3,761	2,632

Chart 6. Degrees Awarded 2013-2018 Trend and Institution-Set Standard



As observed in chart 7 below, students 24 years of age or younger (blue bars) surpassed the degrees institution-set standard (red line) during the last three years of the period examined. All other age groups are below standard.

Chart 7. Degrees Awarded by Age 2013-2018 Trend and Institution-Set Standard

Chart 8 below shows that female students (blue bars) have exceeded the degrees standard (red line) during the last three years of the period assessed. The same is the case for male students in 2017-18 (orange bar).

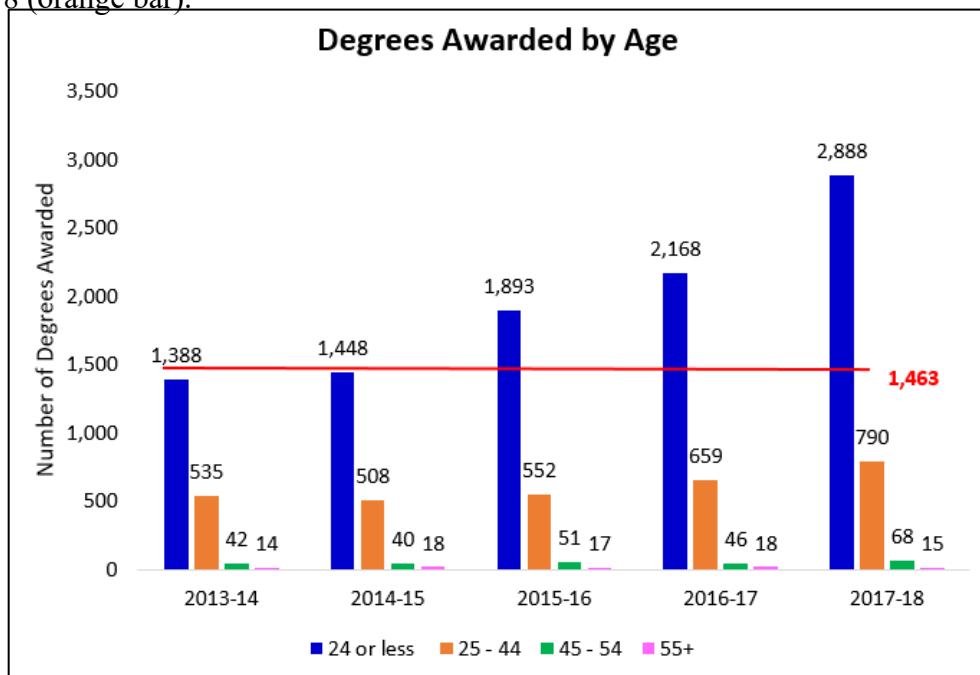
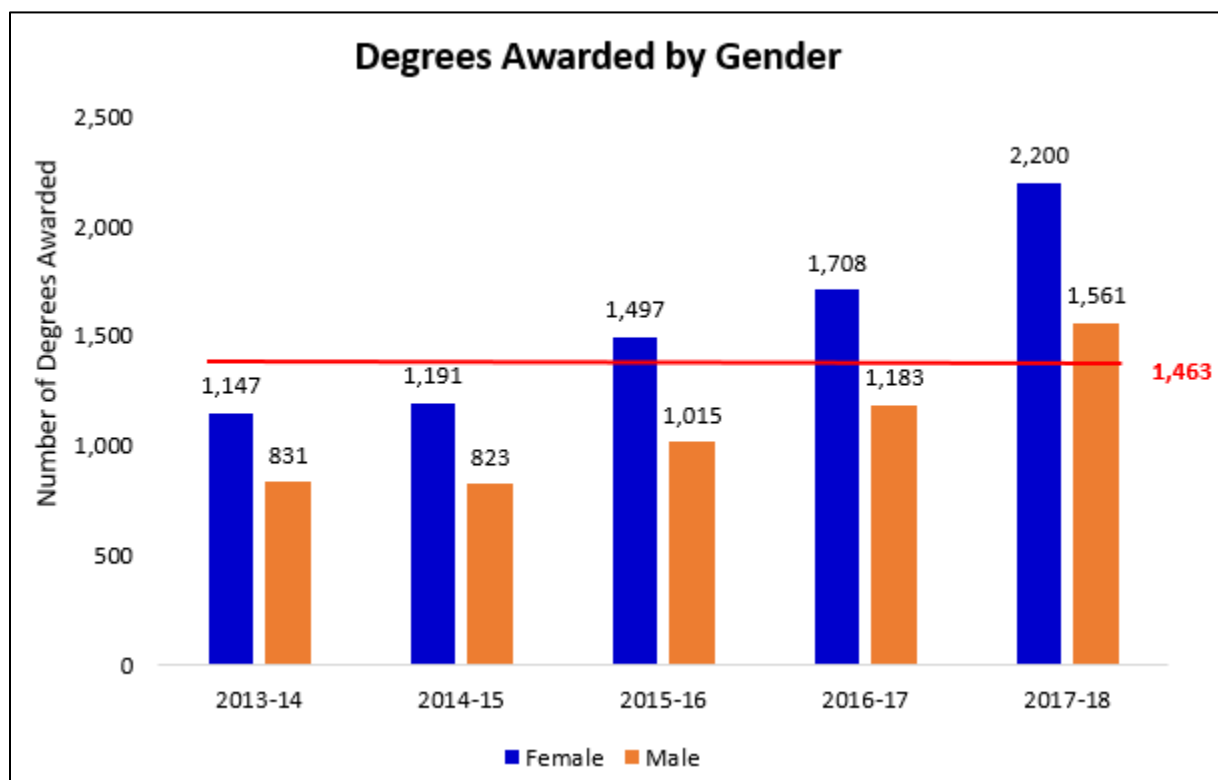
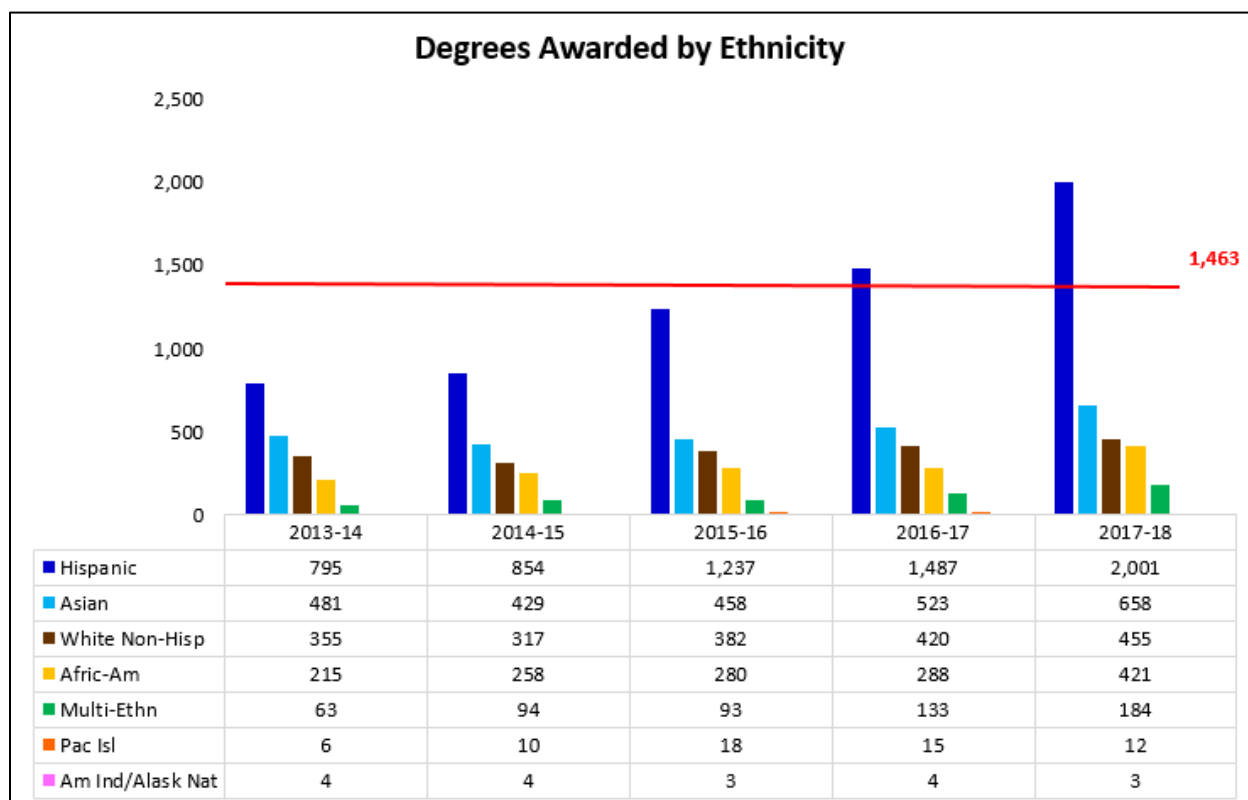


Chart 8. Degrees Awarded by Gender 2013-2018 Trend and Institution-Set Standard



During the last two years of the period examined, Hispanic students have exceeded the institution-set standard for degrees (see blue bars chart 9² below). All other groups show number of degrees awarded below the standard.

Chart 9. Degrees Awarded by Ethnicity 2013-2018 Trend and Institution-Set Standard



Certificates Awarded

The standard for award of certificates was based on the 3-year average of certificate completion. This is the same method used in the process for negotiating performance targets for Perkins IV Core Indicators.

Table 3 and chart 10 below show the number of certificates awarded during the last five academic years. As observed in chart 10, since 2015-16, there has been an increase in the number of

² Students who declared “unknown” ethnicity were not included in the chart.

certificates awarded. Additionally, except for 2014-15, the College has exceeded the standard set for this measure (435 certificates per academic year).

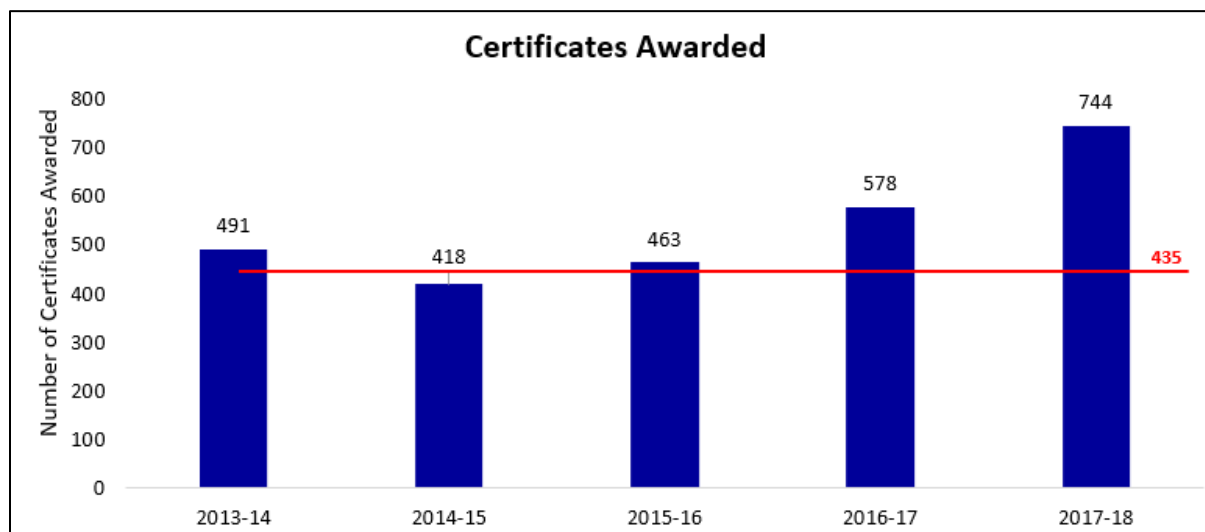
Add a paragraph here about measures that were taken to achieve these positive results.

Table 3. Certificates Awarded: Institution-Set Standard, 2013-2018 Trend, and Multi-Year Average

Data Element	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Multi-Year Average
Certificates Awarded	435	491	418	463	578	744	539

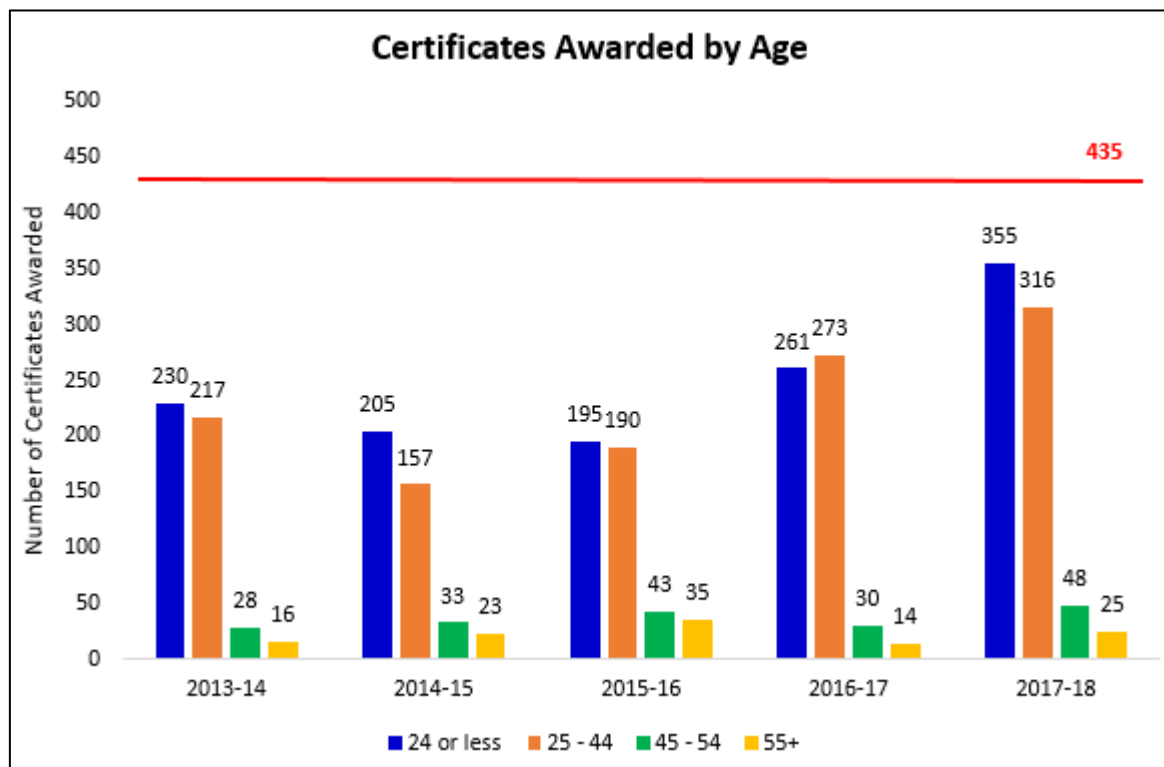
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Chart 10. Certificates Awarded 2013-2018 Trend and Institution-Set Standard



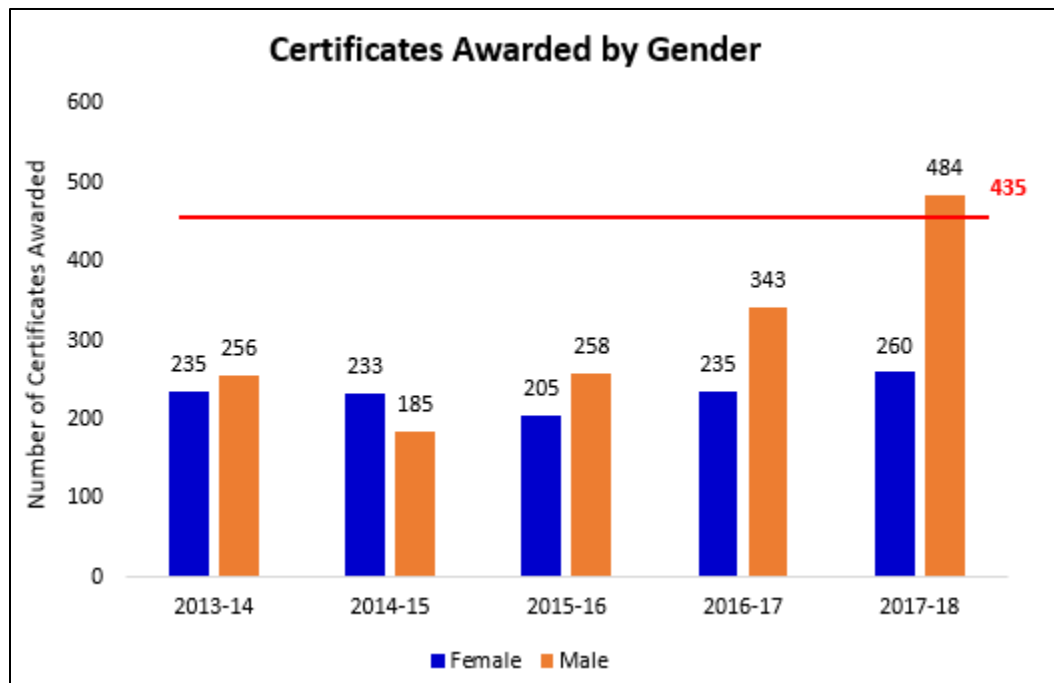
Although none of the age groups has achieve the certificates standard, certificates awarded to students 24 years of age or under (see blue bars, chart 11 below) have increased during the last three years. The same can be said for number of certificates awarded to students between 25 and 44 years old (orange bars).

Chart 11. Certificates Awarded by Age 2013-2018 Trend and Institution-Set Standard



As observed in chart 12 below, the number of certificates awarded to male students have increased during the last three years (orange bars), surpassing the institution-set standard (red line) in 2017-18. Although certificates awarded to women have not reached the standard, the number grew during the last three years of the period examined.

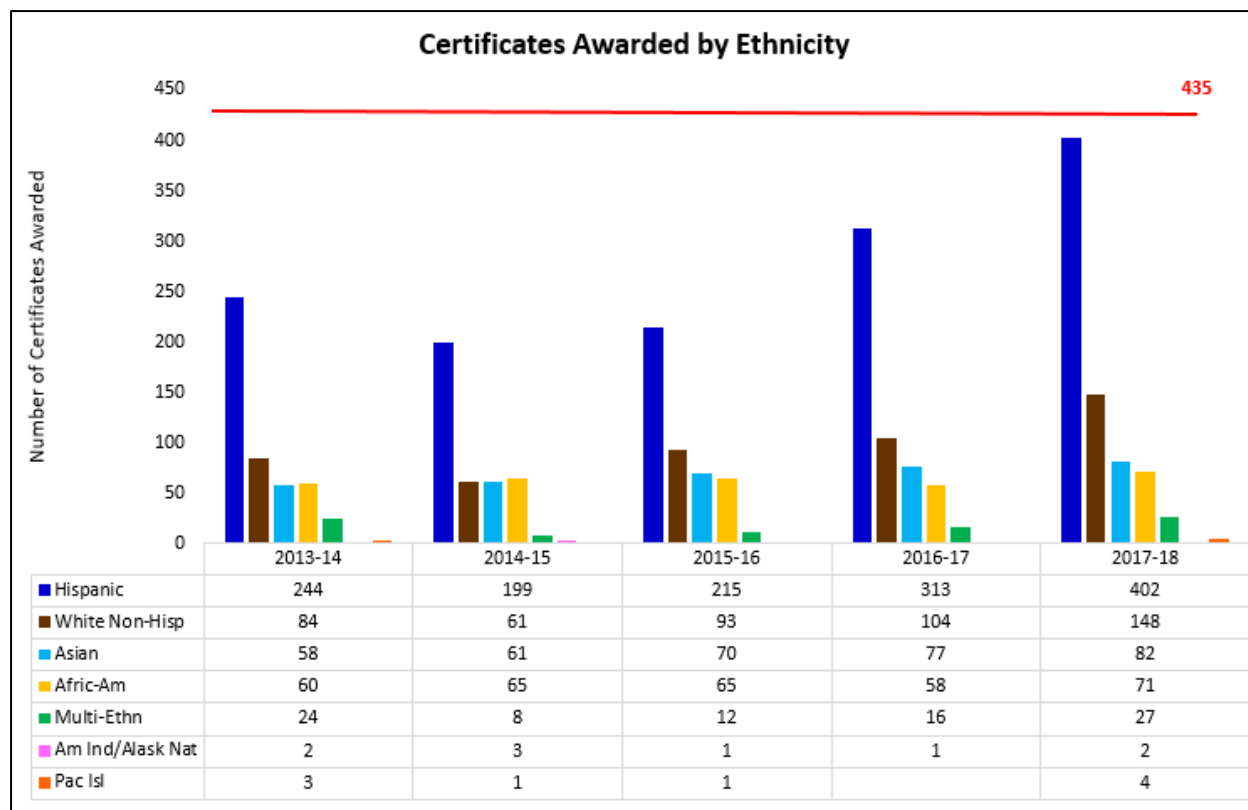
Chart 12. Certificates Awarded by Gender 2013-2018 Trend and Institution-Set Standard



When disaggregated by ethnicity, the number of certificates awarded concentrate in the Hispanic population. Although these awards have not reached the standard yet (see blue bars in chart 13³ below), certificates given to Hispanic students have increased during the last three years. The same description applies to certificates awarded to White Non-Hispanic students.

³ No data was available for certificates awarded to Pacific Islander students during 2016-17.

Chart 13. Certificates Awarded by Ethnicity 2013-2018 Trend and Institution-Set Standard



Students Who Transferred

The standard for number of students who transferred to a 4-year college/university in the following Fall term was based on the 5-year average of transfer students.

Since the 2014-15 academic year, there has been an increase in the number of students transferred (see table 4 and chart 14 below). Furthermore, all five years depict numbers of transfers above the College standard (1,299 transferred students per academic year).

Table 4. Students Who Transferred: Institution-Set Standard, 2013-2018 Trend, and Multi-Year Average

Data Element	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Multi-Year Average
Students Who Transferred	1,299	1,584	1,478	1,500	1,576	1,789	1,585

Chart 14. Students Who Transferred 2013-2018 Trend and Institution-Set Standard

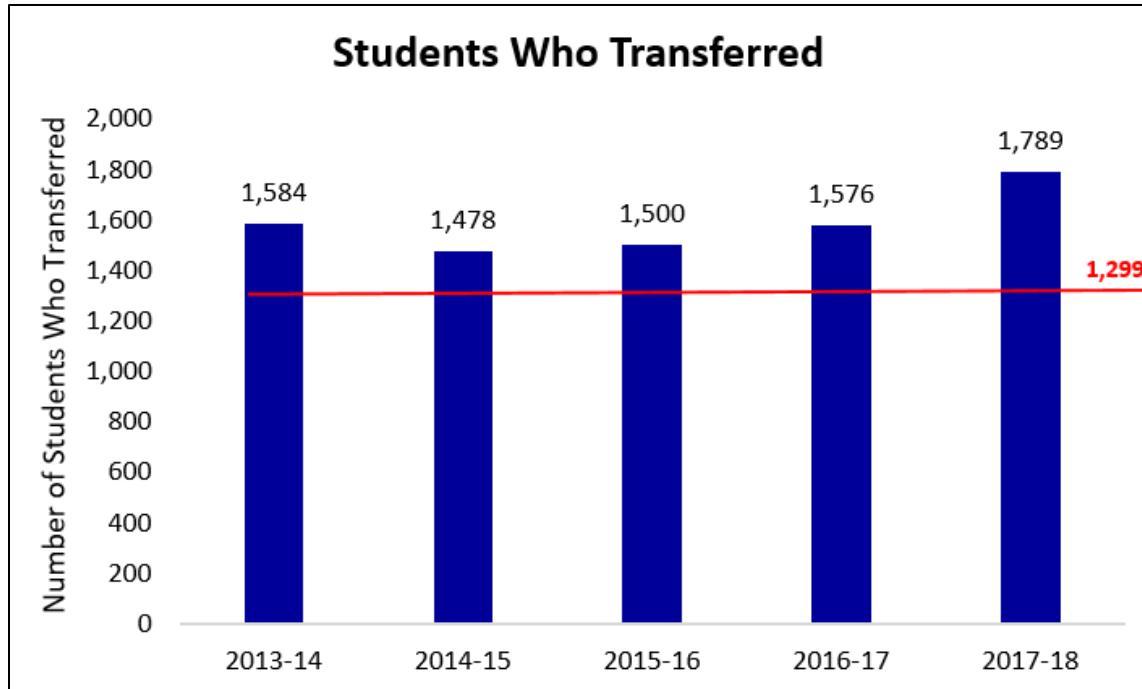
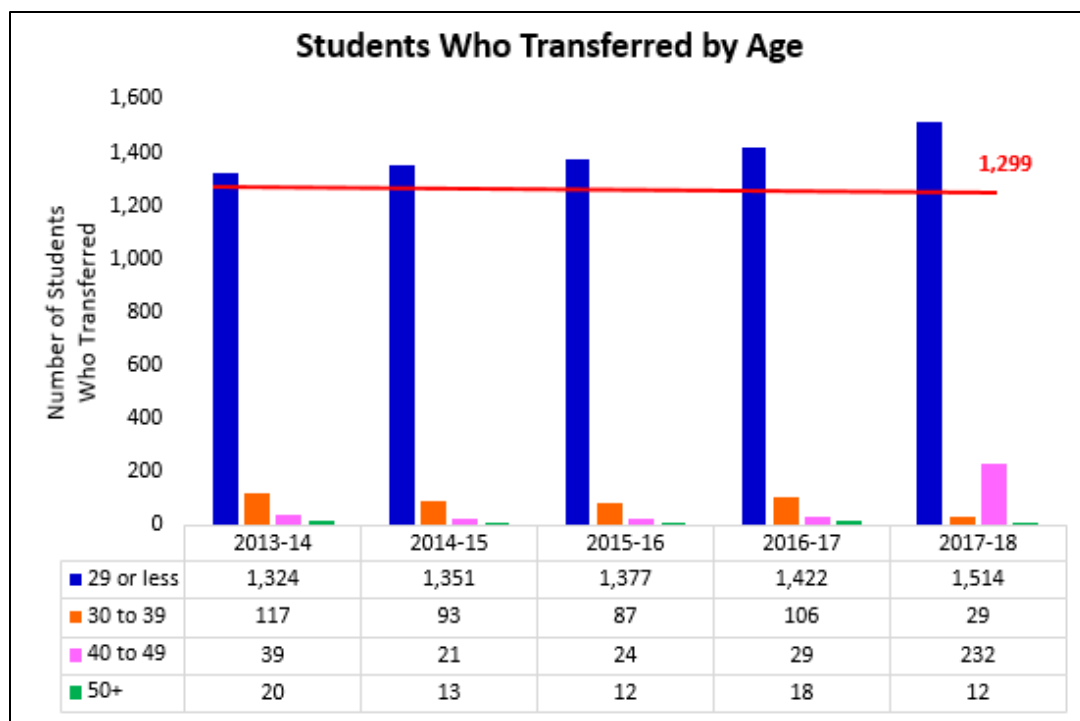


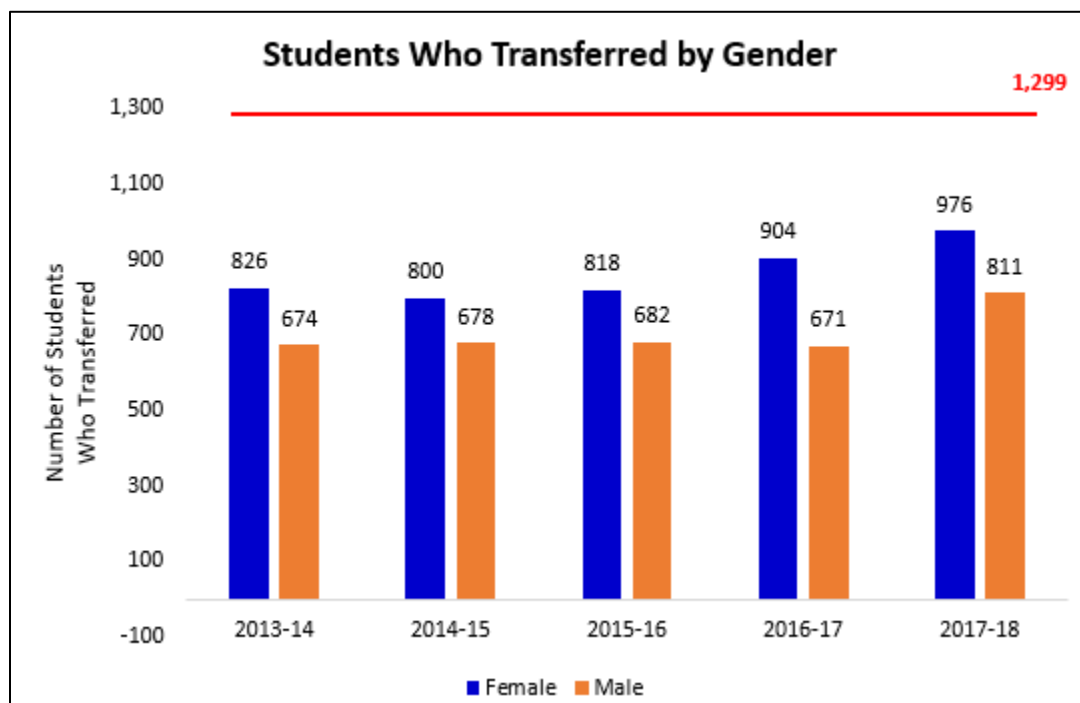
Chart 14 below shows that the number of students who transferred and are 29 years of age or younger has increased in the last three years, and exceeded the transfer institution-set standard during 2017-18.

Chart 14. Students Who Transferred by Age 2013-2018 Trend and Institution-Set Standard



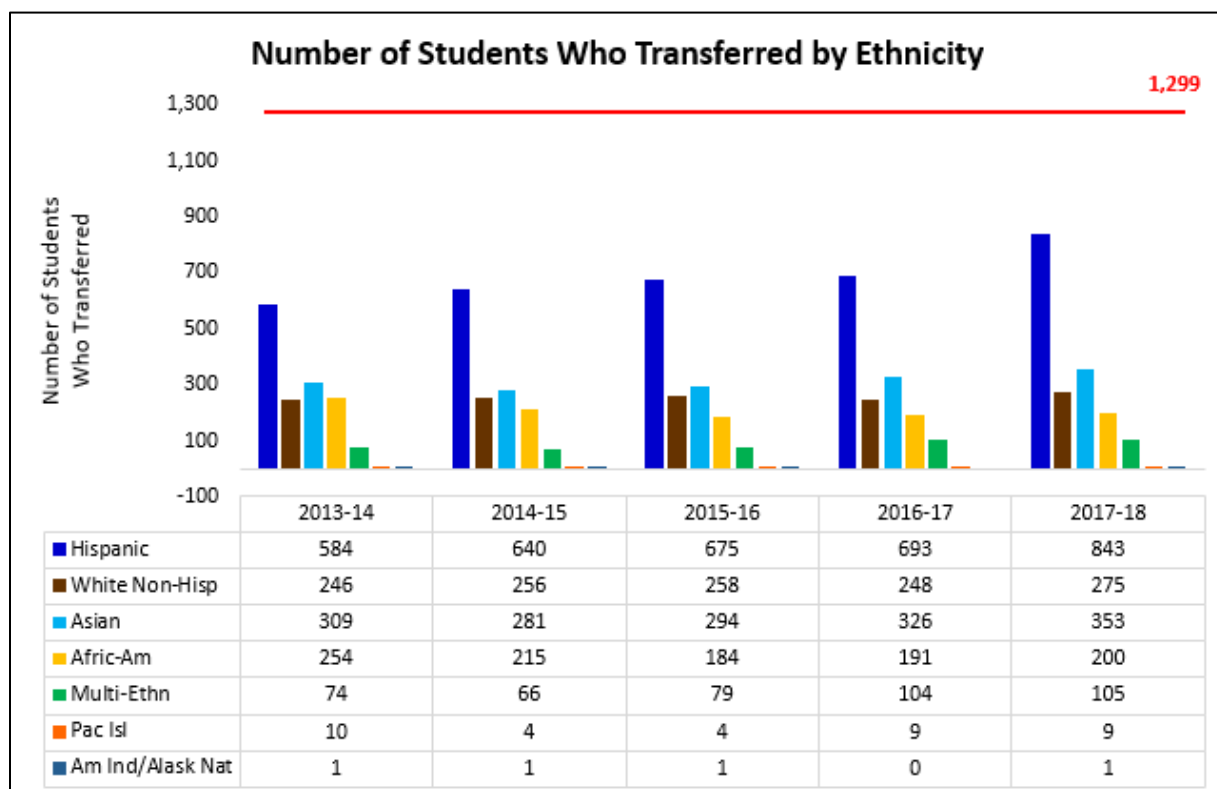
As observed in chart 15 below, although neither female nor male students surpassed the transfer standard (red line), the number of transferred female students (blue bars) has increased in the last three years.

Chart 15. Students Who Transferred by Gender 2013-2018 Trend and Institution-Set Standard



None of the student groups presented in chart 16 below has surpassed the transfer standard. However, transfers for Hispanic, African American, and Multi Ethnic students have grown in the last three years (blue, yellow, and green bars, respectively).

Chart 16. Students Who Transferred by Ethnicity 2013-2018 Trend and Institution-Set Standard



Institution-Set Standards for Career Technical Education Programs and Licensure Exams

In 2013, the Office of Institutional Research and Planning (IRP) was tasked with developing minimum standards for career technical education programs based on the data available. At the time, the CTE Outcomes Survey was the only multi-department tracking system IRP was aware of. The results of that survey were positive but had a low response rate. Because the responses were so positive, it is likely that the job placement standards established at that time were too high for many of the programs.

In 2017, the college sought to revise the CTE standards based on updated data and with more direct input from the programs. Department faculty assisted IRP in establishing new standards. The data source this time was the Perkins IV report developed by the California Community College

Chancellor's Office⁴. The Chancellor's Office has access to databases from UC, CSU, National Student Clearinghouse, and employment data by matching with state unemployed insurance rolls. This is much more comprehensive than what the college had in the past. Where applicable, programs were also provided with the Licensure Exam Pass standard and the most recent years of data available for those outcomes.

Institution-Set Standards for Career Technical Education Programs

In consultation with Institutional Research and Planning, all of the programs developed their own standard. This standard would be used as a baseline and could be altered as more data became available. There is a chance that job placement standards are set too low, as the five-year minimum and five-year average both overlap years that include the economic downturn so these numbers may be deflated. Table 5⁵ presents the institution-set standards set in 2017 for career technical education programs. The percentages highlighted in green show the rates that exceeded the program standard.

⁴ Although Perkins IV report tracked all ECC CTE programs, the College did not expand its reporting to include additional CTE programs that had data from the Perkins IV Core Indicators. ECC continued tracking only the programs included in the CTE Outcomes Survey.

⁵ Table 5 does not include standards for the Welding program and Air Conditioning and Refrigeration program since, at that time, they were not provided to the ECC Institutional Research Office. The asterisk in two cells means that data was not available at that time.

Table 5. Career Technical Education Program Institution-Set Standards, 2013-2018 Trend, and Multi-Year Average

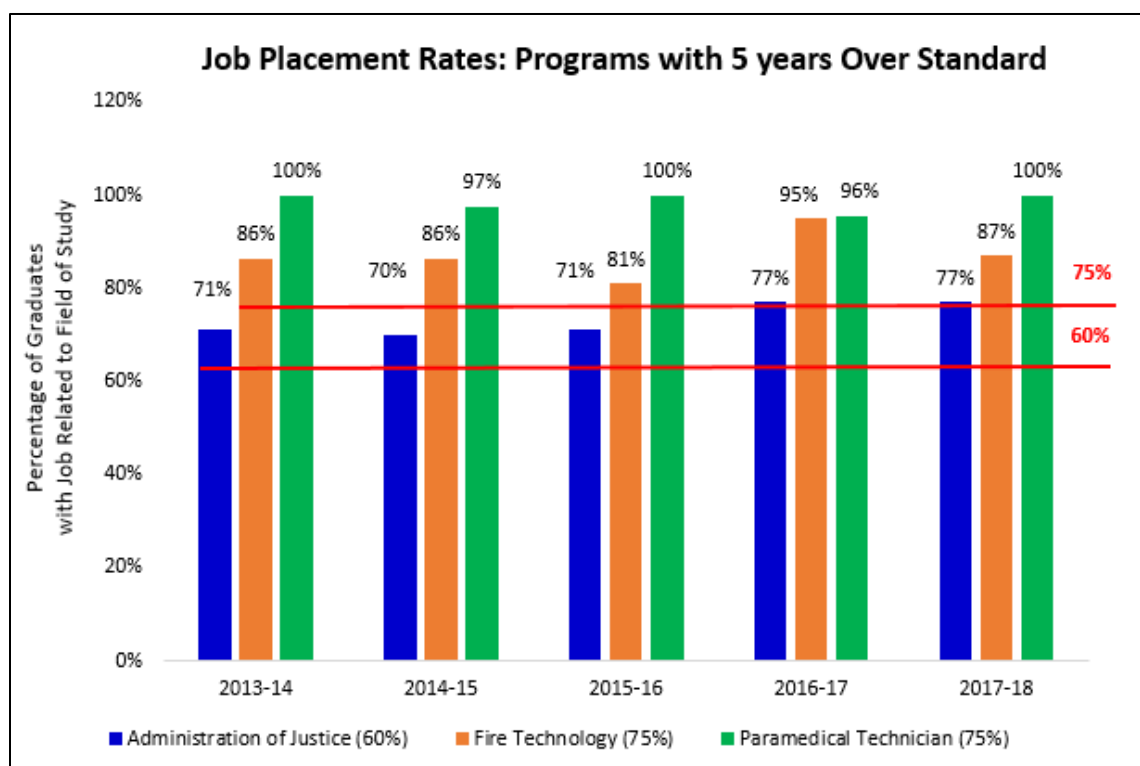
CTE Program	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Multi-Year Average
Administration of Justice	60%	71%	70%	71%	77%	77%	73%
Fire Technology	75%	86%	86%	81%	95%	87%	87%
Paramedical Technician	75%	100%	97%	100%	96%	100%	99%
Architectural & Architectural Technology	50%	56%	71%	48%	69%	81%	65%
Automotive Collision Repair	60%	68%	65%	67%	54%	68%	64%
Automotive Technology	60%	74%	68%	51%	62%	83%	68%
Child Development/Early Care and Education	55%	70%	63%	53%	62%	68%	63%
Marketing & Distribution	70%	89%	73%	71%	75%	60%	74%
Nursing	60%	84%	64%	57%	74%	83%	73%
Paralegal Studies	60%	72%	58%	78%	78%	80%	73%
Respiratory Care	60%	91%	65%	50%	75%	81%	72%
Accounting	53%	67%	48%	48%	78%	85%	65%
Cosmetology & Barbering	60%	65%	57%	58%	68%	71%	64%
Film Studies	65%	*	100%	100%	0%	67%	67%
Machining & Machine Tools	60%	80%	52%	56%	83%	93%	73%
Office Management	60%	100%	50%	100%	100%	*	88%
Sign Language Interpreter Training	62%	87%	58%	55%	63%	85%	69%
Business Administration	70%	77%	62%	59%	63%	75%	67%
Computer Information Systems	70%	82%	38%	56%	71%	62%	62%
Radiologic Technology	75%	76%	60%	64%	61%	90%	70%
Business Management	70%	68%	60%	53%	67%	75%	65%
Construction Crafts Technology	60%	71%	20%	50%	40%	56%	47%

Administration of Justice, Fire Technology, and Paramedical Technician surpassed their job placement standards throughout the period examined, since the percentage of graduates who secured a job related to their field of study was higher than the standard for all five years (see table 6 and chart 17 below).

Table 6. Career Education Programs Exceeding Job Placement Standard between 2013 and 2018

CTE Program	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18
Administration of Justice	60%	71%	70%	71%	77%	77%
Fire Technology	75%	86%	86%	81%	95%	87%
Paramedical Technician	75%	100%	97%	100%	96%	100%

17. Career Education Programs Exceeding Job Placement Standard between 2013 and 2018



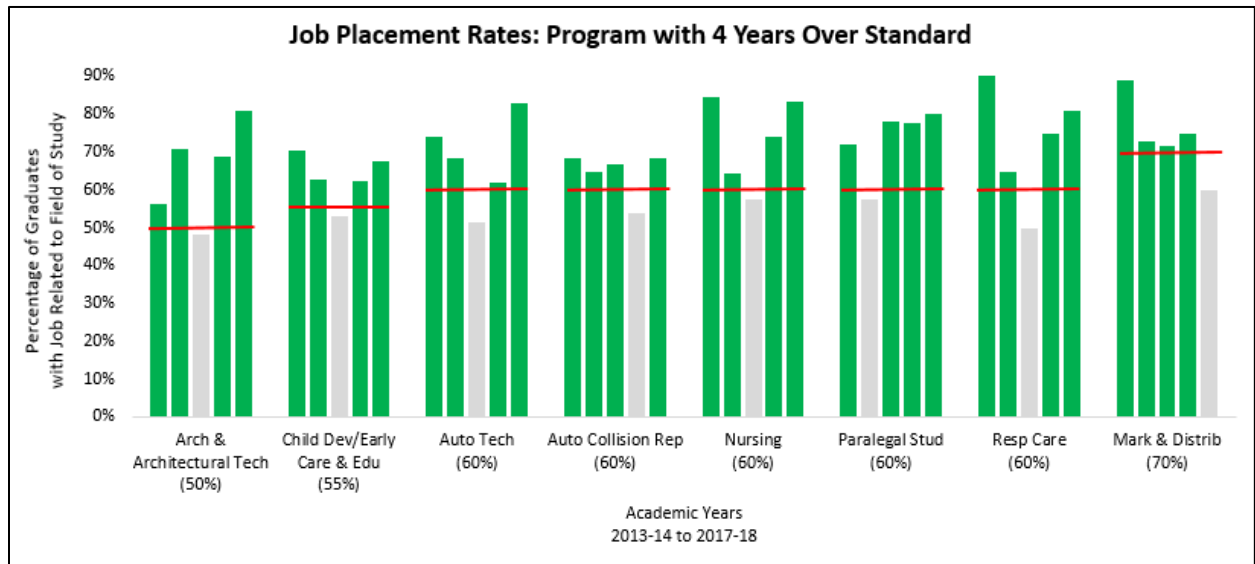
Chart

For the eight Career Education programs listed in table 7 below, the rate of graduates who secured a job related to their field of study was higher than the standard four out of five years (see green rates). In chart 18 below, each bar represents an academic year. The bars in green represent the four years in which the programs exceeded the standard (marked with a red line).

Table 7. Career Education Programs Exceeding Job Placement Standard 4 out of 5 Years

CTE Program	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18
Architectural & Architectural Technology	50%	56%	71%	48%	69%	81%
Child Development/Early Care and Education	55%	70%	63%	53%	62%	68%
Automotive Technology	60%	74%	68%	51%	62%	83%
Automotive Collision Repair	60%	68%	65%	67%	54%	68%
Nursing	60%	84%	64%	57%	74%	83%
Paralegal Studies	60%	72%	58%	78%	78%	80%
Respiratory Care	60%	91%	65%	50%	75%	81%
Marketing & Distribution	70%	89%	73%	71%	75%	60%

Chart 18. Career Education Programs Exceeding Job Placement Standard 4 out of 5 Years

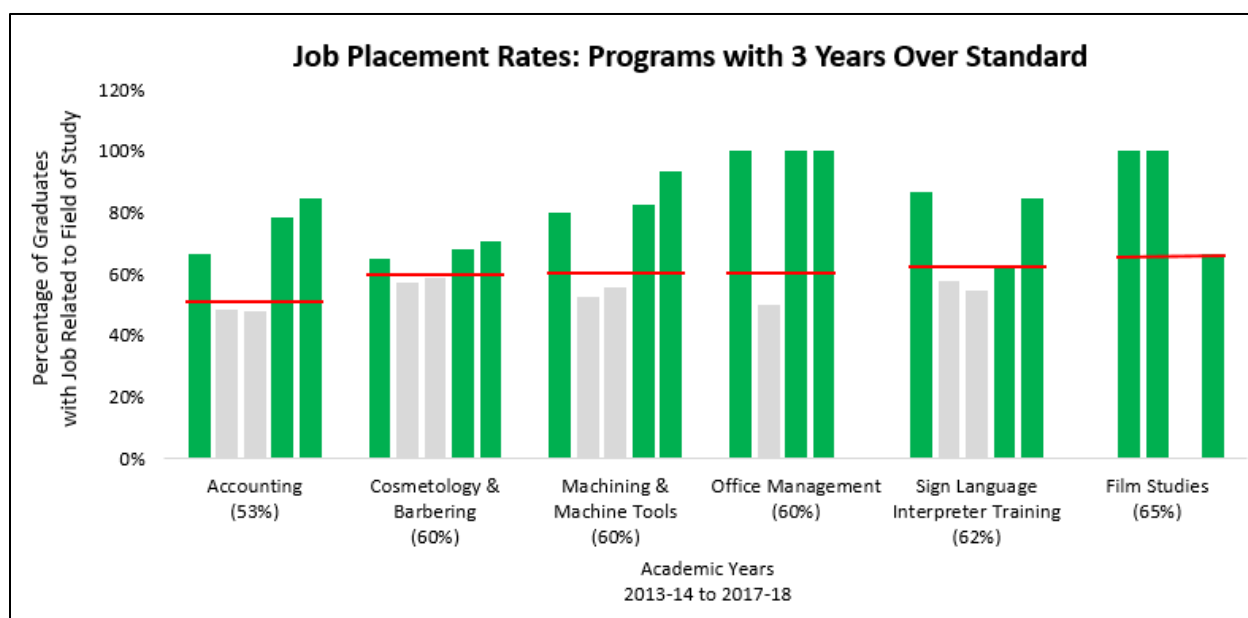


Six Career Education programs went above their job placement standard three out of five years (see green rates in table 8 below). In chart 19 below, each bar represents an academic year. The three bars in green represent the years in which the percentage of graduates who secured a job related to their field of study was higher than the standard (marked with a red line).

Table 8. Career Education Programs Exceeding Job Placement Standard 3 out of 5 Years

CTE Program	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18
Accounting	53%	67%	48%	48%	78%	85%
Cosmetology & Barbering	60%	65%	57%	58%	68%	71%
Machining & Machine Tools	60%	80%	52%	56%	83%	93%
Office Management	60%	100%	50%	100%	100%	*
Sign Language Interpreter Training	62%	87%	58%	55%	63%	85%
Film Studies	65%	*	100%	100%	0%	67%

Chart 19. Career Education Programs Exceeding Job Placement Standard 3 out of 5 Years

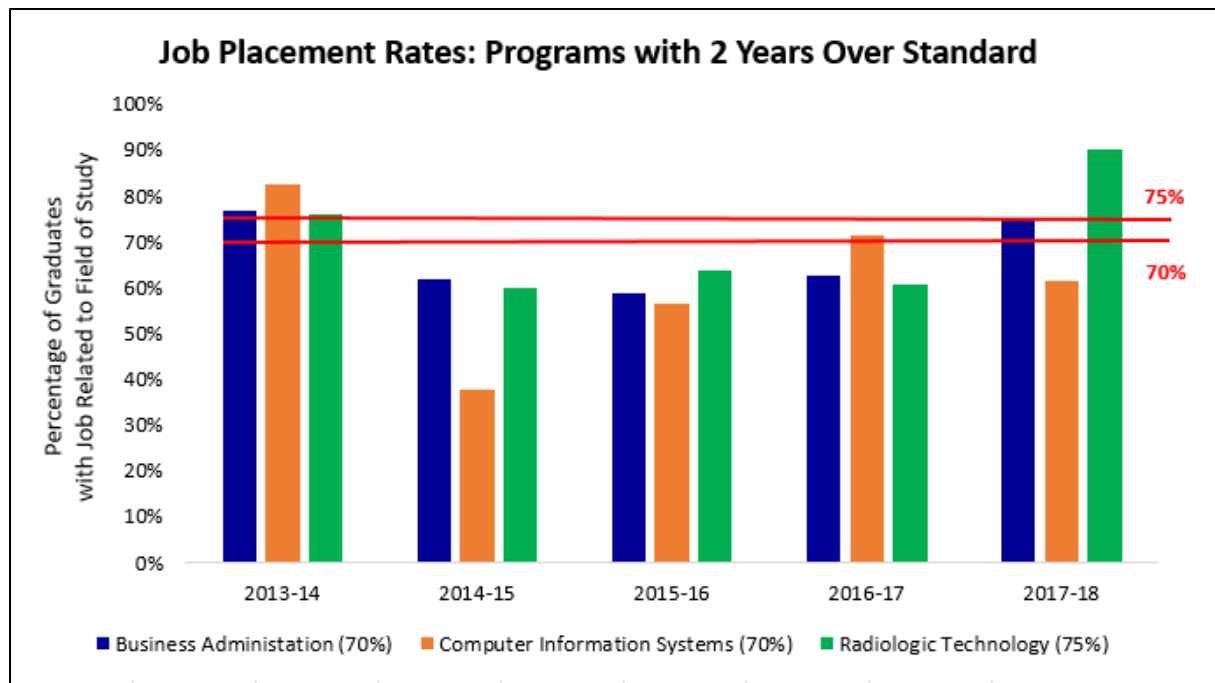


Programs who exceeded the job placement standard two out of five years were Business Administration (BA), Computer Information Systems (CIS), and Radiologic Technology (RT). Lower rates for these programs concentrate in 2014-15 and 2015-16 (see table 9 below). As observed in chart 20 below, only two blue bars representing the BA program surpassed the 70% standard (lower red line). Similarly, two orange bars representing the CIS program exceeded the same 70% standard. The RT program went above the 75% standard (higher red line) in 2013-14 and 2017-18 (green bars).

Table 9. Career Education Programs Exceeding Job Placement Standard 2 out of 5 Years

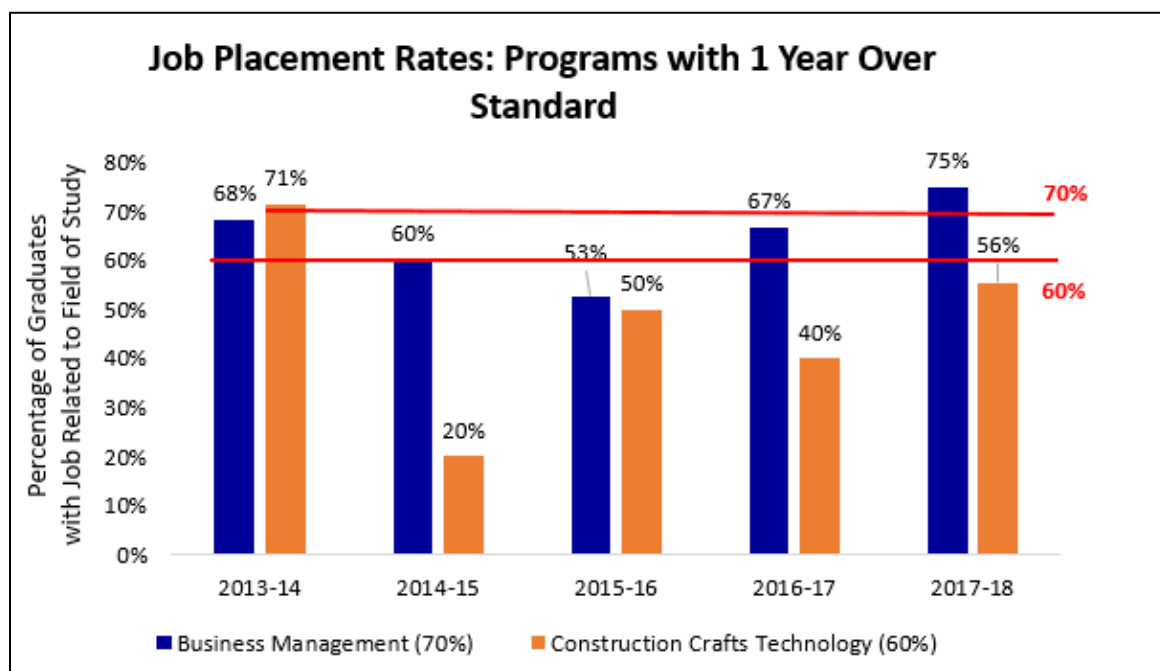
CTE Program	Institution-Set Standard	2013-14	2014-15	2015-16	2016-17	2017-18
Business Administration	70%	77%	62%	59%	63%	75%
Computer Information Systems	70%	82%	38%	56%	71%	62%
Radiologic Technology	75%	76%	60%	64%	61%	90%

Chart 20. Career Education Programs Exceeding Job Placement Standard 2 out of 5 Years



As observed in chart 21 below, Business Management (blue bars) surpassed its 70% standard (higher red line) in 2017-18. Construction Crafts Technology (orange bars) exceeded its 60% standard (lower red line) at the beginning of the period examined, in 2013-14.

Chart 21. Career Education Programs Exceeding Job Placement Standard 1 out of 5 Years



Career Technical Education Programs Licensure Exam Pass Standards

Table 10 below shows the Licensure Exam Pass Standards of five El Camino College Career Education Programs that required certification.⁶ It also includes the 2013-2018 passing rates for each of the programs, as well as the multi-year average rate. Across the period of years examined, both of the Radiological Technology exams show high passing rates above the 90% exam standard. Students taking the Cosmetology practical exam and the NCLEX-RN Nursing exam scored above standard throughout the period assessed. Only the Cosmetology written exam and the Respiratory Care test show passing rates below standard (see rates highlighted in red). Except for the Respiratory Care program, all other programs show in average passing rates above the exam standard (see multi-year average column).

Table 10. Licensure Exam Pass Standards, 2013-2018 Rates Trend, and Multi-Year Average

CTE Program	Name of Exam	Licensure Exam Pass Standard	2013-14	2014-15	2015-16	2016-17	2017-18	Multi-year Average
Radiological Technology	Radiography Examination	90%	100%	100%	100%	100%	100%	100%
Radiological Technology	Fluoroscopy Permit Examination	90%	100%	100%	100%	83%	100%	97%
Cosmetology	Cosmetology Written Exam	75%	49%	55%	92%	81%	72%	70%
Cosmetology	Cosmetology Practical Exam	75%	97%	80%	100%	85%	77%	88%
Paramedic Training	EMT Written Examination	75%	59%	97%	48%	83%	78%	73%
Nursing	NCLEX-RN	80%	97%	97%	95%	87%	92%	94%
Respiratory Care	NBRC-CRT (2012-2013) – Respiratory Therapist	80%	NA	71%	83%	83%	77%	79%

Institutional Effectiveness Outcomes as Performance Metrics

Besides the institution-set standards that the College established in 2013 as a response to federal regulations for satisfactory institutional performance with respect to student achievement, in 2014, the institution amended Board Policy 1200 to include performance metrics that would serve to measure progress on student achievement and institutional effectiveness. Called “institutional effectiveness outcomes”, the following metrics were selected based on those used in the USDE College Scorecard. Some of these metrics are the same or similar to the standards set in 2013.

a. Student Readiness Rate

Percentage of new, non-exempt, full-time students completing assessment, orientation, and an abbreviated or comprehensive education plan by the end of their first semester.⁷

b. Successful Course Completion Rate

⁶ Data for the Paramedic and Fire Academy programs is incomplete or unavailable, therefore, the programs are not included in table 10 above.

⁷ This metric is exclusive of El Camino College as was not based on the USDE College Scorecard.

Percentage of students earning an A, B, C, or P in a course.

c. Remedial Writing Completion Rate

Percentage of students successfully completing a college-level English course within six years whose first writing course completed was below the transfer level.

d. Remedial Math Completion Rate

Percentage of students successfully completing a college-level math course within six years whose first math course completed was below the transfer level.

e. Three-Term Persistence Rate

Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms.

f. 30-Units Achievement Rate

Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment.

g. Completion Rate

Percentage of degree, certificate, and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within their first six years of enrollment.

h. Transfer Rate

Percentage of students who transfer to a four-year university within six years of first enrollment.

i. Degrees and Certificates awarded

Number of degrees and certificates awarded during an academic year.

j. Number of Transfers

Number of students who transferred to a 4-year college/university in the following Fall term

k. CTE Completion Rate

Percentage of students who attempted more than eight units in vocational or CTE in a single discipline and completed a degree, certificate, or transferred within their first six years of enrollment.

Although standards for these metrics were not developed, the institution created a 2012-13 baseline, and 2019-20 goals (see [Institutional Effectiveness Outcomes ECC Infographic 2016-17](#)) to keep the College monitoring the metrics' progress and achieve the goals that had been set.

Table 11⁸ below shows the historical trends of all twelve metrics, multi-year averages, and the 2019-20 goals. For half of these performance measures, El Camino College was able to surpass the 2019-20 goals earlier than expected (see goals highlighted in red).

Table 11. Institutional Effectiveness Outcomes Metrics 2012-18 Trend, Multi-Year Average, and 2019-20 Goals

⁸ In the case of metrics with an asterisk in the 2017-18 year, tracking was discontinued as the Student Success Scorecard was streamlined into the Chancellor's Office Vision for Success goals.

The slight difference between number of degrees and certificates presented in table 11 and the amounts presented in table 2 and chart 6 (degrees), and table 3 and chart 10 (certificates) is due to the use of different data sources. Table 10 uses CCCO's Management Information System Data Mart, and the other charts and tables mentioned use El Camino College data.

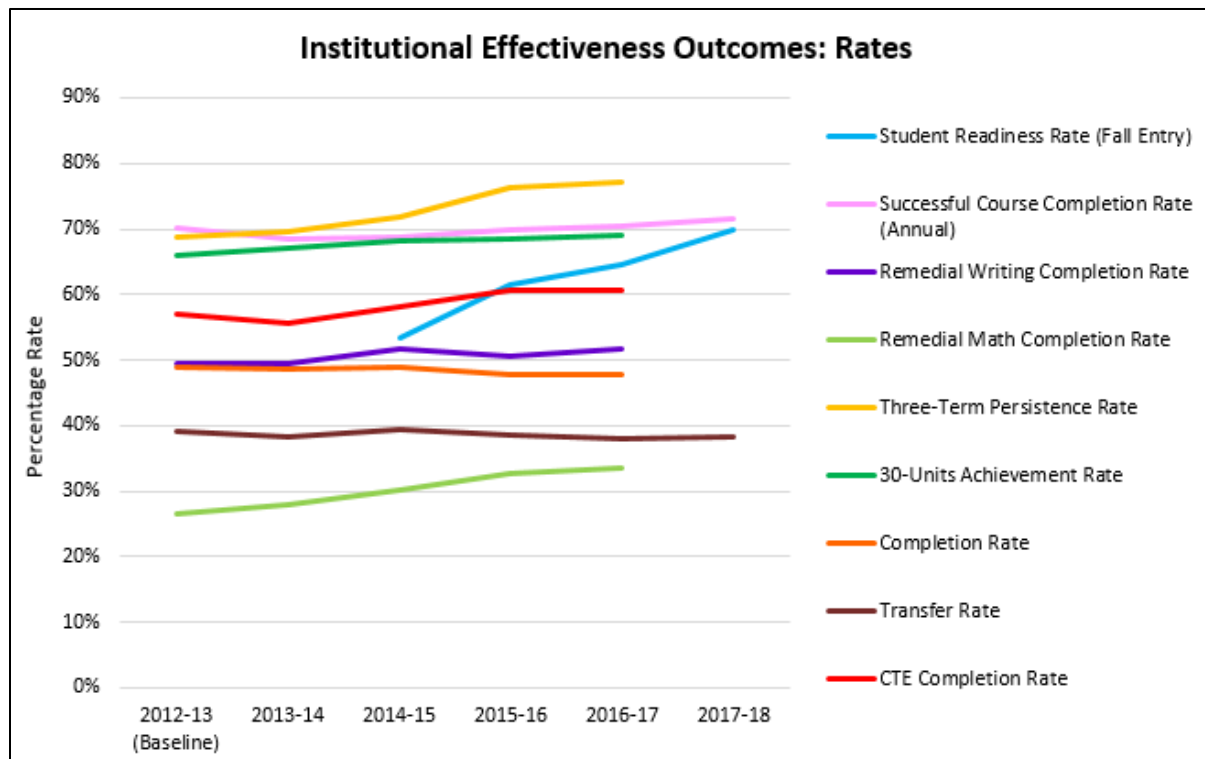
Institutional Effectiveness Outcomes Metrics	HISTORICAL RATES/COUNTS						Multi-Year Average	2019-20 (Goal)
	2012-13 (Baseline)	2013-14	2014-15	2015-16	2016-17	2017-18		
Student Readiness Rate (Fall Entry)	N/A	N/A	53.5%	61.5%	64.5%	69.9%	62.4%	100%
Successful Course Completion Rate (Annual)	70.2%	68.6%	68.8%	70.0%	70.3%	71.6%	69.9%	73.7%
Remedial Writing Completion Rate	49.5%	49.4%	51.6%	50.5%	51.7%	*	50.5%	54.3%
Remedial Math Completion Rate	26.4%	27.8%	30.1%	32.7%	33.5%	*	30.1%	29.6%
Three-Term Persistence Rate	68.8%	69.5%	71.9%	76.2%	77.0%	*	72.7%	72.1%
30-Units Achievement Rate	65.9%	67.2%	68.1%	68.6%	69.0%	*	67.8%	69.3%
Completion Rate	48.8%	48.6%	48.8%	47.8%	47.8%	*	48.4%	50.9%
Transfer Rate	39.1%	38.4%	39.3%	38.6%	38.1%	38.3%	38.6%	41.1%
CTE Completion Rate	57.1%	55.5%	58.0%	60.5%	60.5%	*	58.3%	60.2%
Degrees	2,012	1,998	1,977	2,463	2,783	3,299	2,422	2,232
Certificates	592	478	410	474	558	719	539	659
Transfers	1,437	1,584	1,478	1,500	1,576	1,789	1,561	1,509

Chart 22 below visually depicts El Camino College's progress in each of the student achievement metrics. Student readiness rate (turquoise line)⁹, remedial math completion rate (light green line), three-term persistence rate (yellow line), and 30-units achievement rate (dark green line) increased throughout the period of years examined.

The annual successful course completion rate (pink line) experienced a slight decrease in 2013-14 and 2014-15, and had a multi-year average of 69.9%, 3.8% below the 2019-20 goal. The remedial writing completion rate (purple line) did not show much fluctuation, with a multi-year average of 50.5% (also 3.8% below the 2019-20 goal). The completion rate (orange line) remained fairly steady, with a 48.4% multi-year average (2.5% below the 2019-20 goal). The transfer rate (brown line) experienced slight increases and decreases through the period, and had a multi-year average of 38.6% (also 2.5% below the 2019-20 goal). In 2013-14, there was a decrease in the CTE completion rate (red line), but the following year it increased. The next two years (2015-16 and 2016-17), it remained the same in 60.5% surpassing the 2019-20 goal (60.2%).

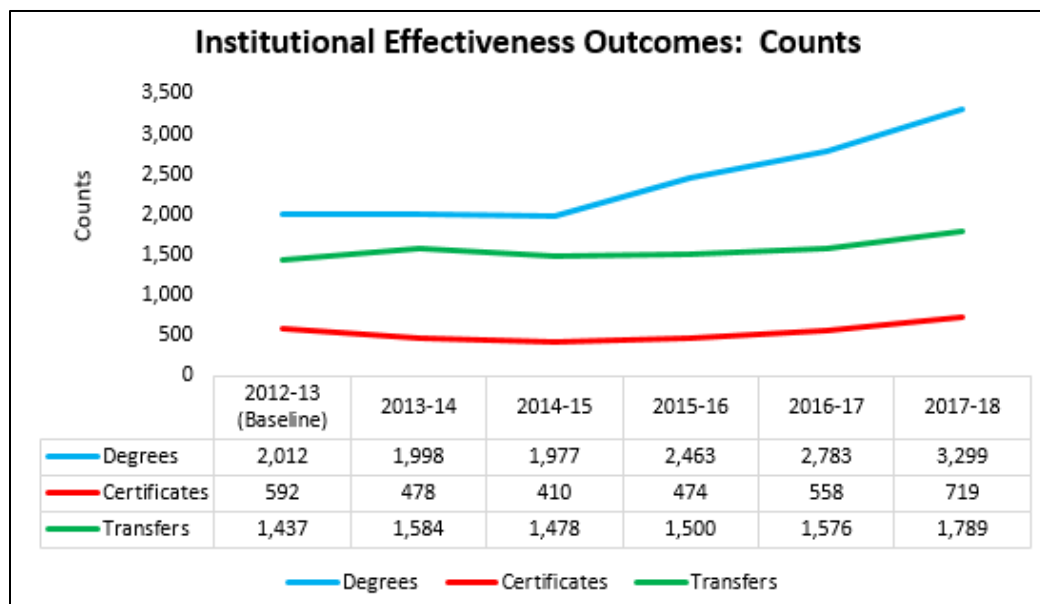
⁹ Student readiness rate was created as a performance metrics in 2014-15, therefore, it was not monitored during the previous two years.

Chart 22. Institutional Effectiveness Outcomes Rates: 2012-18 Trend



As observed in chart 23 below, the number of degrees awarded (turquoise line) decreased in 2013-14 and 2014-15, but started increasing in the three following years. The baseline for number of certificates (red) was set at 592. The following three years show decrease in relation to the baseline. However, from 2015-16 on, certificates awarded have grown surpassing the 2019-20 goal (659). The number of students transferred to 4-year institutions (green) experienced increases and decreases throughout the period, but the last two years show increases that go above the baseline (1,437) and the 2019-20 goal (1,509).

Chart 23. Institutional Effectiveness Outcomes Counts: 2012-18 Trend



El Camino College has used student achievement data as presented above to inform comprehensive master planning, strategic planning, and annual planning decisions. At the comprehensive and strategic planning levels, student achievement data, among other types of evidence, has served as the foundation for development of the master and strategic plans (see [Student Profiles report, 2016, 2017](#), [Survey of Entering Student Engagement](#), [Institutional Learning Outcomes reports 2015-2018](#), [success & retention rates dashboard](#), [academic program review dashboard](#), [student services review tool](#), among others). At the annual planning level, student achievement data has informed programs in designing their planning to address students' needs and challenges (see [program review reports 2015, 2016, 2018](#) and [Student Learning Outcomes report 2015-17](#)).

To increase student performance tracked by the metrics presented above, the institution developed two campus-wide plans to guide institutional improvement: The Enrollment Management Plan (see [2015-2018 and 2016-2019 enrollment management plans](#)) and the Student Equity Plan (see [2015-16 student equity plan](#), [2017-18 Student Equity Plan Executive Summary](#), and [2019-22 Equity Plan Executive Summary](#)). These plans have ensured taking action to meet the college's goals.

To reflect the California Community College Vision for Success and the sun-setting of the Student Success Scorecard, in Fall 2018, the Strategic Planning Committee updated the performance metrics that El Camino College would use to track student achievement (see [SPC meeting presentation Sep 28 2018](#) and [El Camino College Local Vision Goals infographic Dec 2019](#)). The performance metrics in tables 12 and 13¹⁰ below are the ones that the institution is currently

¹⁰ Goals highlighted in red have been already met.

tracking. Although standards for these metrics have not been developed, the institution is using baselines, and 2021-22 goals to monitor the metrics' progress and achieve the goals that have been established. Goals were set in same or higher percentages that the proposed by the Chancellor's Office.

Table 12. El Camino College Local Vision Goals: Completion, Transfer, Unit Accumulation, and Workforce

Vision for Success Goal	College Local Goal	Baseline Number	Current Number	2021-22 Goal
GOAL 1: Completion	1A: Increase All Students Who Earned a Degree by 20%	2441 (2016-17)	2,535	2,929
	1B: Increase All Students Who Earned a Certificate by 20%	437 (2016-17)	559	524
	1C: Increase All Students Who Earned and Degree or Certificate by 20%	2247 (2016-17)	2,409	2,696
GOAL 2: Transfer	2A: Increase All Students Who Earned an Associate Degree for Transfer by 35%	869 (2016-17)	974	1,173
	2B: Increase All Students Who Transferred to a UC or CSU Institution by 35%	1676 (2015-16)	N/A	2,263
GOAL 3: Unit Accumulation	3A: Decrease Average Number of Units Degree Earners Accumulate by 10%	87 (2016-17)	88	78
GOAL 4: Workforce	4A: Increase Median Annual Earnings of Students by 30%	24404 (2015-16)	N/A	31,767
	4B: Increase Students Who Attained the Living Wage by 39%	36% (2015-16)	N/A	0
	4C: Increase Career Education Students with a Job Closely Related to Their Field of Study by 10%	76% (2014-15)	N/A	1

Table 13. El Camino College Local Vision Goals: Equity

Vision for Success Goal	Aligned College-level Goal with ECC Disproportionately Impacted Groups	Baseline Number (2016-17)	Current Number (2017-18)	2021-22 Goal
GOAL 5: Equity 40% Decrease in Achievement Gaps Occurring in Metrics from Goals 1-4	1A: Increase Students Who Earned an Associate Degree (including ADTs)			
	Overall	2,441	2,535	2,929
	LGBT	27	36	48
	Black or African American	241	215	366
	1B: Increase Students Who Earned a Chancellor's Office Approved Certificate			
	Overall	437	559	524
	Black or African American	42	48	65
	1C: Increase Students Who Earned an Associate Degree or Certificate			
	Overall	2,247	2,409	2,696
	LGBT	23	37	43
	Black or African American	232	217	344
	2A: Increase Students Who Earned an Associate Degree for Transfer			
	Overall	869	974	1,173
	LGBT	10	12	20
	Black or African American	74	79	137
	2B: Increase Students Who Transferred to a CSU or UC Institution (2015-16 baseline)			
	Overall	1676 (2015-16)	1,837 (2016-17)	2,263
	Veteran	23	37	38
	Disabled	74	95	121
	Foster Youth	15	23	24
	LGBT	20	32	32
	Black or African American	181	201	282
	4B: Increase Students Who Attained the Living Wage (2015-16 baseline)			
	Overall	36% (2015-16)	40% (2016-17)	50%
	Foster Youth	14%	24%	37%
	Disabled	20%	23%	40%
	LGBT	21%	37%	41%
	Black or African American	30%	34%	46%
	Economically Disadvantaged	32%	37%	48%
	Hispanic or Latino	33%	37%	48%
	Female	34%	37%	49%
	4C: Increase Students with a Job Closely Related to Their Field of Study (2014-15 baseline)			
	Overall	76% (2014-15)	67% (2015-16)	84%
		DI group identified has insufficient data (count less than 10) to set goal		
Source: Data on Demand (VFS Data File)				
*40% gap decrease if cohort size remains the same as baseline				
Notes: Some other Race and More than One Race are excluded				
Goals not required for Metrics 3a & 4a				

El Camino College Local Vision Goals were used in the development of the **2019-22 Enrollment Management Plan** to maximize the College resources serving the greatest number of students, to maintain the greatest possible student access consistent with educational quality, and to respond to the students' needs. Similarly, the ECC Vision for Success goals were used as input to inform the development of key performance indicators of the current strategic plan (2020-23 Strategic Plan).

In conclusion, the evidence presented above demonstrates that El Camino College establishes appropriate standards of success or goals with respect to student achievement in relation to the institution's mission; gathers data on institution-set standards and performance metrics; and analyzes results on student achievement against goals and standards. These analyses have allowed the institution to make appropriate changes to increase student performance, educational quality, and institutional effectiveness.

C. Organization of the Self-Evaluation Process

ALO: Jean Shankweiler

Accreditation Co-Chairs: Claudia Striepe (2018-2020), Rory Natividad (2017-18),
Linda Clowers (2018-2019)

Add Steering Committee with Students

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Co-Chairs: Chris Gold, Russell Serr

VP Liaison: Jane Miyashiro

Committee: Kevin Degan (F), Melissa Fujiwara (F), Lissette Marquez (C), Gina Park (C), Karen Whitney (F), Janet Young (F), Gary Greco (M), Berkeley Price (M), Chris Jeffries (F), Stacey Allen (F), Traci Granger (F), Cesar Jimenez (M), Ana Milosevic (F)

Standard II: Student Learning Programs

Co-Chairs: Dipte Patel, Chuck Herzig, Linda Clowers

VP Liaison: Ross Miyashiro

Committee: Matt Cheung (F), Amy Grant (M), Crystle Martin (M), Marci Myers (C),

Standard III: Resources

Co-Chairs: Art Leible, Josh Troesh

VP Liaison: Brian Fahnestock (2018-19), Iris Ingram (2019-2020)

Committee: Pete Marcoux (F), Claudio Vilchis (C), Vladimir Vasquez (M), Maria Smith (M), Jorge Gutierrez (M), Dave Fuhrman (M), Gema Perez (C), Jeffrey Hinshaw (M), James Buysee (M), Gary Greco (M), Thurman Brown (M), Paul Yoder (C)

Standard IV: Leadership and Governance

Co-Chairs: Virginia Rapp, Matt Kline

VP Liaison: Jean Shankweiler

Committee Members: Julieta Ortiz Aramburo (C), Gema Perez (C), Luukia Smith (C),
Scott Kushigemachi (F/M), Rebecca Loya (F), Lucy Nelson (C), Walter Cox (M),
Linda Ternes (M), Jacquelyn Sims (M), Analu Josephides (F)

(F) – Faculty (C) – Classified (S) Student (M) - Manager

D. Organizational Information

President's Office Organizational Chart

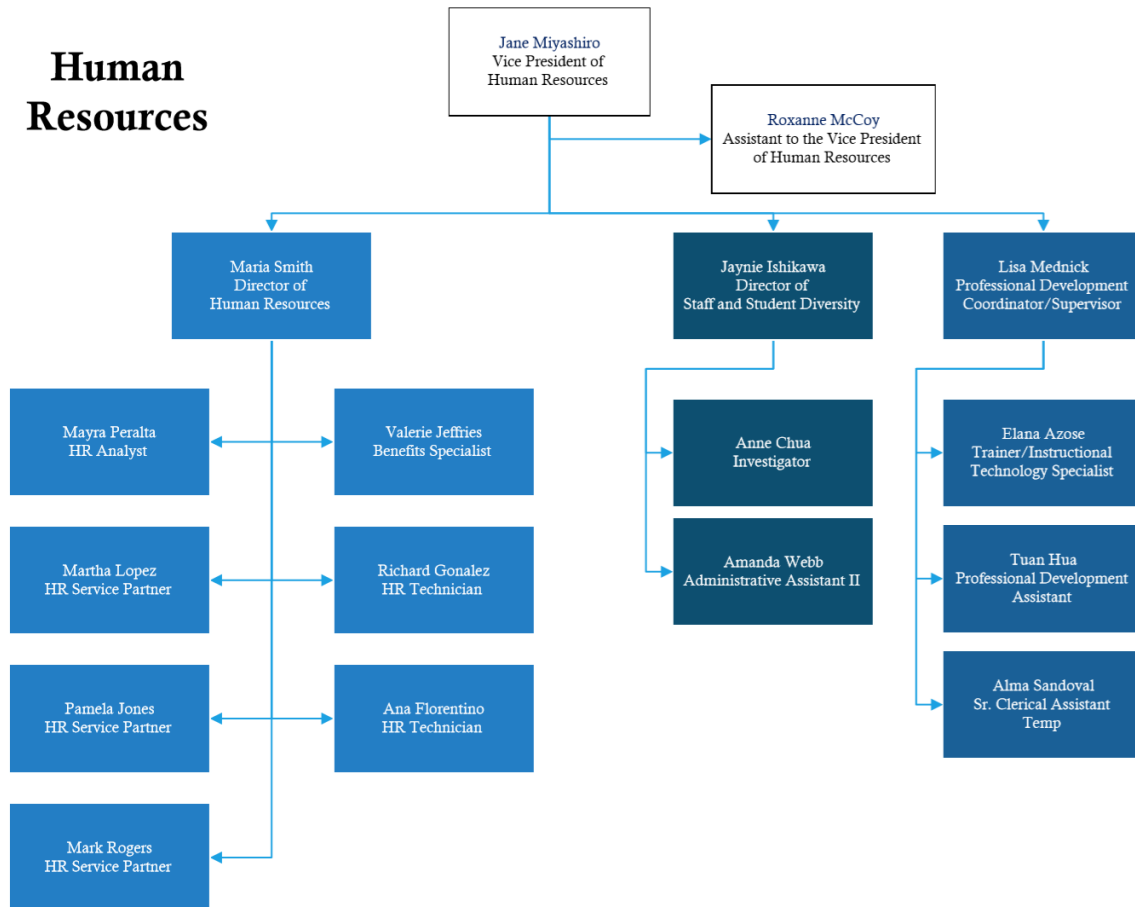
<p>Dena P. Maloney, Ed.D. Superintendent/President</p>
<p>Rose Mahowald Executive Assistant</p>
<p>Alicia Guevara Administrative Assistant</p>

OFFICES

<p><u>Office of Marketing & Communications</u></p> <p>Ann O'Brien Executive Director, Marketing and Communications</p> <p>Marc Stevens Director, Public Information & Government Relations</p> <p>Evelyn Somoza Marketing & Operations Supervisor</p> <p>Amy Hanoa Digital Media & Communications Coordinator</p> <p>Brad Seng Web Master</p> <p>Ellen Lorenz Graphics Specialist</p> <p>Eric White Digital Media & Design Specialist</p> <p>Lisa Tam Administrative Assistant</p>	<p><u>El Camino College Foundation</u></p> <p>Andrea Sala Executive Director</p> <p>Nancy Tonner Assistant Director</p> <p>Kate Choi Financial Officer</p> <p>Heidi Wang Development Officer</p> <p>Theresa Clifford Scholarship Specialist</p> <p>Katherine Umana Administrative Assistant</p>
<p><u>Institutional Research and Planning</u></p> <p>Viviana Unda Director</p> <p>Jeremy Smotherman Research Associate</p> <p>Marci Myers Research Analyst</p> <p>(vacant) Planning Analyst</p> <p>Carolyn Pineda Research Analyst</p> <p>Joshua Rosales Research Analyst</p> <p>Diora Hong Research Technician</p>	<p><u>Community Advancement</u></p> <p>Jose Anaya Dean, Community Advancement & Business Training Center</p> <p>Eldon R. Davidson Director, Contract Education</p> <p>Star Van Buren Director, Small Business Development Center (SBDC)</p> <p>Betty Sedor Program Director, Community Education</p>

Human Resources Organizational Chart

Human Resources



Academic Affairs Organizational Chart

ORGANIZATIONAL CHART

Jean Shankweiler, Vice President of Academic Affairs	
Vacant Associate Dean of Academic Affairs	Karen Lam Assistant to the Vice President
David Mussaw Enrollment Data Analyst	Cynthia Escutia Administrative Assistant
Lavonne Plum Curriculum Advisor	Araceli Palacios-Broadhead Clerical Assistant

Academic Divisions

<u>Behavioral & Social Sciences</u>	<u>Business</u>	<u>Fine Arts</u>
Christina Gold Dean	Virginia Rapp Dean	Berkeley Price Dean
Beverly Knapp Administrative Assistant	Adriana Estrada Director Career Education (CE)	Walter Cox Associate Dean
Courses/Programs: American Studies Anthropology Childhood Education Economics Ethnic Studies General Studies History Human Development Liberal Studies Philosophy Political Science Psychology Sociology Women's Studies	Dawn Koeller Administrative Assistant	Rick Christophersen Director Center for the Arts
Courses/Programs: American Studies Anthropology Childhood Education Economics Ethnic Studies General Studies History Human Development Liberal Studies Philosophy Political Science Psychology Sociology Women's Studies	Courses/Programs: Business Accounting Business Administration Business Management Marketing Office Administration Computer Information Systems Law/Paralegal Studies Real Estate Supervision	Patricia Amezcua Administrative Assistant
Special Programs: Int'l Education Program- (Study Abroad)		Courses/Programs: Art Communication Studies Dance Film/Video Music Photography Theater
		Special Programs Center for the Arts

<p><u>Health Sciences & Athletics</u></p> <p>Russell Serr Interim Dean</p> <p>Colin Preston Athletic Director</p> <p>Linda Olsen Administrative Assistant</p> <p>Courses/Programs:</p> <p>Adaptive Physical Education Aquatics Athletics (Men & Women) Contemporary Health First Aid Fitness Performance Laboratory Medical Assistant Physical Education Radiologic Technology Recreation Respiratory Care</p> <p>Special Programs</p> <p>Wanda Morris Director Nursing</p> <p>Portia Rushin-Sorunke Administrative Assistant Nursing</p> <p>Dawn Charman Director Radiological Technology</p> <p>Roy Mekar Director Respiratory Care</p>	<p><u>Humanities</u></p> <p>Debra Breckheimer Dean</p> <p>Scott Kushigemachi Associate Dean</p> <p>Michele Bynum Administrative Assistant</p> <p>Courses/Programs:</p> <p>Academic Strategies Chinese English ESL French German Humanities Italian Japanese Journalism Library Information Science Spanish Tutor Training</p>	<p><u>Industry & Technology</u></p> <p>David Gonzales Dean</p> <p>Ketmany Sundara Associate Dean</p> <p>Jeffrey Baumunk Director Public Safety</p> <p>Isabelle Pena Administrative Assistant II</p> <p>Courses/Programs:</p> <p>Administration of Justice - Police High School Explorer Academy - Peace Officer Standards & Training - (P.O.S.T.) Modules</p> <p>Air Cond. and Refrigeration Architecture Auto. Collision Repair/Painting Automotive Technology Computer Aided Design/Drafting Construction Technology Cosmetology Electronics Engineering Technology Environmental Technology Fashion Fire and Emergency Tech. - Fire Academy - Emergency Medical Technician (E.M.T.) - Paramedical Technician Institute (P.T.I.) Machine Tool Technology Manufacturing Technology Nutrition and Foods Welding</p> <p>Special Programs & Services</p> <p>Coop. Career Education Student Technology Achievement Resource Training Center (START Center) CTEA</p>
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<p><u>Library Learning Resources</u></p> <p>Crystle Martin Director</p> <p>Sheryl Kunisaki Assistant Director</p> <p>Donna Baldwin Administrative Assistant</p> <p><u>Special Programs and Services</u></p> <p>Distance Education Learning Resources Center Basic Skills Library Media Technology Center Tutorial Program Library Media Services Audio Visual Service Basic Skills</p>	<p><u>Mathematical Sciences</u></p> <p>Jacquelyn Sims Dean</p> <p>Marlow Lemons Associate Dean</p> <p>Marta Maaza Administrative Assistant</p> <p><u>Courses/Programs:</u></p> <p>Computer Science Mathematics Pre-Engineering</p>	<p><u>Natural Sciences</u></p> <p>Amy Grant Dean</p> <p>Mariam Santiago Administrative Assistant</p> <p><u>Courses/Programs:</u></p> <p>Anatomy Anatomy and Physiology Astronomy Biological Sciences Biology Botany Chemistry Env. Horticultural Science General Science Geography Geology Meteorology Microbiology Oceanography Physical Science Physics Physiology Zoology</p>
<p><u>Special Resource Center</u></p> <p>Gary Greco Director</p> <p>Lisette Marquez Administrative Assistant</p> <p><u>Courses/Programs:</u></p> <p>Education Development Sign Language/Interpreter Training</p> <p><u>Special Programs and Services:</u></p> <p>Disabled Students Program Region 9 - Regional Interpreter Training Consortium</p>		

Student Services Organizational Chart

STUDENT SERVICES Organizational Chart

Ross Miyashiro
Vice President, Student Services

Lucy Nelson
Assistant to the Vice President

Divisions and Departments

<u>Enrollment Services</u>	<u>Counseling & Student Success</u>	<u>Student Support Services</u>
Robin Dreizler Dean	Dipte Patel Dean	Idania Reyes Dean
Susan Pickens Administrative Assistant II	Kristina Martinez Associate Dean	Jose Acevedo Administrative Assistant II
Lillian Justice Registrar	Kathleen Cottle Administrative Assistant II	Edith Gutierrez EOPS/CARE/CalWORKs/Guardian Scholars Director
Steven Waterhouse Admissions & Records Supervisor	Jetta Franklin Secretary	David M. Brown EOPS/CARE/CalWORKs/Guardian Scholars Assistant Director
Lindsey Ludwig International Students Director	Yamonte Cooper (Faculty Counselor) Career Center Program Coordinator	Brian Mims (Faculty Counselor) Project Success Program Coordinator
Melissa Guess Financial Aid Director	Dr. Cynthia Mosqueda (Faculty Counselor) FYE Program Coordinator	Griselda Castro (Faculty Counselor) Puente Project Program Coordinator
Vacant Financial Aid Assistant Director	Rene Lozano (Faculty Counselor) Transfer Center Program Coordinator	Maribel Hernandez (Faculty Counselor) Puente Project Program Coordinator
LaJuan Steels Financial Aid Supervisor		Gregory Toya Student Development Director
Julieta Arámburo Outreach & School Relations Director		Brenda Threatt Veterans Program Assistant Director
Michelle Arthur Dual Enrollment Coordinator/Supervisor		
Karen Preciado Warrior Welcome Center Supervisor		

<p><u>Programs and Services</u></p> <p>Admissions & Records Evaluations- Graduation/Transfer International Student Program (ISP) El Camino Language Academy (ECLA) Records Residency Registration Transcripts</p> <p>Financial Aid</p> <p>Outreach & School Relations Dual Enrollment South Bay Promise</p> <p>Warrior Welcome Center</p>	<p><u>Programs and Services</u></p> <p>Academic Counseling</p> <p>Career Center</p> <p>First year Experience / Learning Communities</p> <p>Online Counseling</p> <p>Orientation</p> <p>RISE Center</p> <p>Student Success Program</p> <p>Student Success Support Program (SSSP)</p> <p>The Opportunity Project</p> <p>Transfer Center</p>	<p><u>Programs and Services</u></p> <p>EOPS/CARE/CalWORKs/Guardian Scholars</p> <p>KEAS</p> <p>Project Success</p> <p>Puente Project</p> <p>Reading Success Center</p> <p>Student Development Associated Student Organization Commencement Photo ID Student Clubs Student Conduct</p> <p>Student Grievances</p> <p>Veterans Center</p>
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<p><u>Student Equity and Achievement Program</u></p> <p>Nayeli Oliva Director</p> <p>Ann Libadisos Administrative Assistant I</p> <p><u>Programs and Services</u></p> <p>KEAS Program</p> <p>MANA Program</p> <p>PASS Mentor Program</p> <p>Reading Success Center</p> <p>Student Equity</p> <p>Student Equity Reenvisioned</p> <p>Student Leadership Institute</p>	<p><u>Campus Police</u></p> <p>Michael Trevis Chief</p> <p>Christina Kato Administrative Assistant II</p> <p>Grace Knox Sr. Clerical/Accounting Assistant</p> <p><u>Programs and Services</u></p> <p>Crime Prevention</p> <p>Parking Services</p> <p>Clery Act</p> <p>Shuttle Service</p>
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Administrative Services Organizational Chart

ORGANIZATIONAL CHART

Vice President, Administrative Services Iris Ingram	
Assistant to Vice President Shobhana Warriar	
Director, Bookstore Julie Bourlier Asst. Director, Bookstore Andy Nasatir	Business Manager Jeffrey Hinshaw Accounting Director Babatunde Atane
Director, Event Operations Bridget Delahunt	Executive Director, Facilities Planning, Operations & Construction Jorge Guiterrez
Director, Purchasing & Risk Management Michael Pascual	Asst. Director, Facilities Planning & Services Robert Brobst Asst. Director, Facilities Planning & Services Christopher Egnozzi
	Chief Technology Officer vacant

E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

El Camino College, founded in 1947, meets the minimum conditions for community colleges under the California Code of Education, The California Code of Regulations, Title 5: Education, Division 6: California Community Colleges (**ER1.1**), and the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation.

El Camino College derives its authority to operate as a degree granting institution from statute 70902 of the California Education Code. **(ER 1.2)**

The college is authorized to operate as a post-secondary educational institution and award degrees based on continuous accreditation by the ACCJC (Accrediting Commission of Community and Junior Colleges), a division of the Western Association of Schools and Colleges. Reaffirmation of ECC accreditation is noted in this letter from the ACCJC from 2015. **(ER 1.3)**

The ACCJC is recognized by the Commission on Recognition of Postsecondary Accreditation and by the US Department of Education.

Evidence List:

ER

1.1 [https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I3C0A67A0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=\(sc.Default\)&bhcp=1](https://govt.westlaw.com/calregs/Browse/Home/California/CaliforniaCodeofRegulations?guid=I3C0A67A0D48411DEBC02831C6D6C108E&originationContext=documenttoc&transitionType=Default&contextData=(sc.Default)&bhcp=1)

ER

1.2 https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=70902.&lawCode=EDC

ER 1.3 https://www.elcamino.edu/administration/vpaa/accreditation/docs/El-Camino-College_02_06_20151.pdf

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Students at the College enroll in a variety of courses that can lead to either an associate degree or a certificate of achievement/ accomplishment in one of eighty-one programs. These courses are listed in the college catalog. **(ER 2.1)** and the Schedule of classes **(ER 2.2)**

The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and balanced. Students are actively pursuing degrees and certificates, and, in 2016-17, 2,289 degrees and 518 certificates were awarded at El Camino College. **(ER 2.3)** This exceeds the institution set standards for degree and certificates of 1,463 and 435, respectively. In the last three years, there has been an 18% increase in the number of degrees and certificates awarded at El Camino College.

Enrollment trends and data are constantly monitored and evaluated . **(ER 2.4)**

Evidence List:

ER 2.1 College Catalog <http://catalog.elcamino.edu/>

ER 2.2 Schedule of Classes <http://www.elcamino.edu/academics/docs/ECC-fall-2019-schedule.pdf>

ER 2.3. ECC

Factbook http://www.elcamino.edu/about/depts/ir/docs/research/factbook/ECC_AnnualFactbook_2017.pdf pg 34.

ER 2.4. ECC

Factbook http://www.elcamino.edu/about/depts/ir/docs/research/factbook/ECC_AnnualFactbook_2017.pdf pgs 5-14

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

El Camino College currently offers eighty-one associate degrees. **(ER 3.1)** These degrees are supported by offerings from each of the eight academic divisions. Degree requirements are listed in the college catalog. **(ER 3.2)** The Economics AA-T here serves as an example, and individual departments within Divisions also list degree information and requirements **(ER 3.3)**

Of the 32 finalized Transfer Model Curriculum degrees, the College has seventeen transfer degrees approved by the State Chancellor's office and another five submitted for approval. Two degrees are in the review process with the College Curriculum Committee.

Information on CSU General Education Breadth requirements and Intersegmental General Education Transfer Curriculum can also be found in the catalog.

Data describing student enrollment in degree and non-degree programs are available via the Annual Factbook **(ER 3.4)**

Evidence List:**ER 3.1 College Catalog – List of**

Degrees <http://catalog.elcamino.edu/content.php?catoid=2&navoid=91>

ER 3.2 College Catalog Economics AA-T

degree http://catalog.elcamino.edu/preview_program.php?catoid=2&poid=293&returnto=85

ER 3.3 Political Science Dept. Degree

Requirements <http://www.elcamino.edu/academics/behavioralsocial/politicalsci/degree.aspx>

ER 3.4 Annual Factbook pgs 32 -

36 http://www.elcamino.edu/about/depts/ir/docs/research/factbook/ECC%20Factbook%202017-2018_FINAL_WEB.pdf

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The primary role and responsibility of the El Camino College Superintendent/President is to serve as the chief executive officer (CEO) of the College, administer Board policies and provide oversight of the District. Past Superintendent/President Dr. Thomas Fallo retired in February 2016, and the Board of Trustees appointed the current Superintendent/President, Dr. Dena Maloney, to begin in February 2016 after a nationwide search. Under the guidance of a consultant

selected by the Board, a large, broad-based committee comprised of representatives of the campus community, student government, and the community at large, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration. Employment of the CEO was formally noted in the minutes of the ECC Board meeting of November 15, 2016 (ER 4.1)

President Maloney has an office in the center of campus and is always available to staff, students, and the community. Presidents Newsletter February 10th 2016 contains some biographical detail (ER 4.2)

The Superintendent/President's employment contract notes the positive evaluation she received and states the extension of employment through 2021 (ER 4.3)

Evidence List:

ER 4.1 <http://www.elcamino.edu/administration/board/minutes/2015/11-16-15%20minutes.pdf>

ER4.2 <http://www.elcamino.edu/administration/president/archives/2016/presnews02102016.pdf>

ER 4.3 http://www.elcamino.edu/about/depts/hr/Maloney_Dena_Contract.pdf

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent firm audits the El Camino Community College District on an annual basis. The firm conducts the audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in the Government Auditing Standards, as issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees that notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations, as necessary.

Past, current and proposed budgets are found on the El Camino website (ER 5.1)

A listing of financial audits are noted on the El Camino webpage, (ER 5.2) along with findings from independent auditors which are noted in ECC annual financial reports (ER 5.3)

Financial Aid is also specifically mentioned in audit reports. (ER 5.4)

The last Financial Aid program review was written in 2013, and released in 2014 (ER 5.5) This review reports the default rates as follows:

"El Camino College's three –year cohort default rate (CDR) for the past three years is: 19.4 % for 2009 25.6 % for 2010 20.7% (draft) for 2011. The implications for a default rate exceeding 30 percent are devastating for an institution. Institutions that have a 3-year Cohort Default Rate of 30 percent or greater for any one federal fiscal year is required to establish a Default Prevention Task Force to reduce defaults and prevent the loss of institutional eligibility. (34 CFR 668.217) An institution will lose its eligibility to participate in all Title IV if its CDR is 30 percent or greater for three consecutive federal fiscal years."

The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two-year cohort, as defined by the Higher Education Opportunity Act of 2008. The chart below represents El Camino College's default rates per the latest report from the National Student Loan Data System (NSLDS) (**ER 5.6**)

THREE-YEAR OFFICIAL COHORT DEFAULT RATES (EL CAMINO COLLEGE)

FISCAL YEAR	2015	2014	2013
Default rate	15.8%	21.3%	19.7%
Number in default	37	91	83
Number in repayment	233	426	421

- These default rates apply to all locations of this institution.
- For further information on default rates please visit the [Cohort Default Rate Home Page](#).

This school system's six-digit OPE ID is 001197.

Evidence List:

ER 5.1 Past/Current Budgets <http://www.elcamino.edu/administration/budget/index.aspx>

ER 5.2 Financial Audits <http://www.elcamino.edu/administration/bond/financialaudits.aspx>

ER 5.3 2018 Final Audit Report

https://www.elcamino.edu/administration/board/audit/El_Camino_Community_College_District_Final_Audit_Report_2018.pdf

And specifically <http://www.elcamino.edu/administration/vpsca/FinancialAidOffice-Spring2014.pdf> pg 16

ER 5.4 Financial Aid

https://www.elcamino.edu/administration/board/audit/El_Camino_Community_College_District_Final_Audit_Report_2018.pdf specifically defined and noted on pgs 17, 28 and 74.

ER 5.5 Financial Aid Program Review

<http://www.elcamino.edu/administration/vpsca/FinancialAidOffice-Spring2014.pdf>

ER 5.6 National Student Loan Data System {need Professional access to NSLDS –for perhaps more current data...the latest I could find were from

<https://nces.ed.gov/collegenavigator/?q=El+Camino+College&s=all&zc=90506&zid=0&of=3&ct=1&ic=2&id=113980#fedloans>

F. Certification of Continued Institutional Compliance with Commission Policies

[Insert college name] certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

El Camino College has made timely and appropriate efforts to solicit third party comments in advance of the comprehensive evaluation visit. The dates of the evaluation visit were announced in the President's Newsletter dated XXXXX. (CP.1). In addition, the dates for the evaluation visit were posted on the Accreditation Web Page (CP.2). The Accreditation Self-Study Report was published on the Board of Trustees Agenda for the April 2020 and May 2020 meetings. The campus held a total of five public forums, four during the month of November 2019 for public comment on the individual standards and one in March 2020 for comment on the comprehensive Institutional Self-Evaluation Report. (CP.3, CP.4) The Accreditation Liaison Officer and the college President were in contact with the Evaluation Team chair to cooperate with any follow-up in relation to the third party comments. (evidence or delete). To comply with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions, the Accreditation web page provided a link for email comments regarding the Institutional Self-Evaluation Report (CP.2)

CP.1 President's Newsletter

CP.2 Accreditation Web Page

CP.3 BOT Agenda April 2020

CP.4 BOT Agenda May 2020

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

El Camino College has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each element. The institution identified these institutional effectiveness measures as a result of college planning summits held annually in the spring semester. (CP.X Institutional Effectiveness Outcomes) The college adjusted these outcomes in spring 2019 to align with the Chancellor's Office Vision for Success goals. (CP.X Local Vision Goals 2018-19).

NOTE: has defined elements of student achievement performance in each instructional program and identified expected measure of performance within each element, including job placement rates and/or licensure pass rates. I need Viviana to review.

The College has defined elements of student achievement performance in each instructional program and identified expected measure of performance within each element, including job placement rates and/or licensure pass rates. The academic program review process includes data about program-level performance and progress made since the last program review. Standard for student performance are often included in the review. (CP.X 2016 Photography Program Review) Standards for CTE programs are reported in the annual report to the ACCJC. (CP.X 2017 Annual Report. Additional evidence and discussion can be found in Standard I.B.3 and ER 11.

El Camino College has defined program level outcomes for each program in the college catalog. Each program evaluates the defined outcomes at least once every four years. Institutional level outcomes identify four key areas of student learning: Critical Thinking, Communication, Community and Personal Development and Information Literacy (CP.X ILO Statements). Assessment of the ILOs occurs on a four year cycle. Each assessment cycle sets a standard for student learning or sets the expectation that achievement will exceed the prior assessment. The assessment of the Critical Thinking ILO assessment ranks students in three areas – ability to identify question, problems or issues; ability to analyze the solution, plan or argument; and the ability to draw conclusions. Faculty rank students on a scale of 0-3 with an average of 2 being a proficient score (CP.X Critical Thinking ILOs Outcome Results – Spring 2018)

The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement, are appropriate to higher education and are regularly reported across the institution. Institutional effectiveness measures are published on the Institutional Research web pages (CP.X IRP page IE Outcomes and Local Vision Goals), Program reviews are published on the academic affairs web page and program learning outcomes can be found on the Learning Outcomes page. Included as indicators are employment rates and licensure exam pass rates for CTE programs. These rates are posted on the Institutional Research page (CP.X IRP page licensure). The elements in the ECC IE Outcomes and Local Vision Goals are developed by the Strategic Planning committee and reviewed and approved at the annual planning summit. (CP.X planning summit notes). The Local Vision Goals are appropriate to higher education and align with the California Chancellor's Office Vision for Success. The results are reported to the campus through the Institutional Research web page. The results are widely accepted across campus, such as inclusion in the Enrollment Management Plan (CP.X P Enrollment Management Plan goals).

The institution analyzes its performance as to the institution set standards, institutional effectiveness outcomes and local vision goals through frequent reporting from the Institutional Research office and in Academic Program Reviews (CP.X need evidence). Action is taken when performance needs improvement, as noted in ISER sections II.B.x).

CP.X Institutional Effectiveness Outcomes

CP.X Local Vision Goals 2018-19

CP.X 2016 Photography Program Review

CP.X 2017 Annual Report

CP.X ILO Statements: <https://www.elcamino.edu/academics/slo/corecomps.aspx>

CP.X Critical Thinking ILOs Outcome Results – Spring 2018

CP.X IRP page IE Outcomes, Local Vision Goals

CP.X IRP page Licensure

CP.X planning summit notes

CP.X P Enrollment Management Plan goals

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

Credit hour assignments and degree program lengths are with the range of good practice in higher education, as described in Board Policy 4020 and Administrative Procedure 4020 (CP.10, CP.11), California Education Code, the CCC Program and Course Approval Handbook (CP. X CCC page screen shot)and ACCJC Commission Policy.

El Camino College academic degrees meet the minimum program length of 60 semester credit units for an associate degree. These requirements are published in the College Catalog (CP.12) and verified during the graduation evaluation process. In order to receive a degree or certificate, students will demonstrate competency by meeting the conditions stated in the College Catalog which include completing sixty degree-applicable units with a minimum GPA of 2.0 in coursework.

The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance classes and for courses that require clinical practice. The College Curriculum Committee recently revised AP 4020 to meet credit hour criteria and sent the revision to the Academic Senate for approval (CP.X Senate minutes). The Course Outline of Record documents the adherence to these standards (CP.X current COR). Course outline of record and units awarded are developed by faculty and approved by the College Curriculum Committee, a committee of the Academic Senate, to ensure the course credit hours and units comply with the regulations set forth by the California Chancellor's Office and the *Program and Course Approval Handbook*. (CP.13).

Tuition and fees are consistent across degree programs. They can be found in the college catalog (CP.14), on the college web page (CP.15), the class schedule (CP.16) and in AP 5030 (CP.17).

Courses or programs with additional fees or costs, such as cosmetology, are noted in the schedule of classes (CP. X schedule screen shot)

CP.10 BP 4020

CP.11 AP 4020

CP.12 College catalog (screen shot degrees)

CP.X Senate minutes

CP.X current COR

CP.13 Course Outline of Record

CP.14 Catalog (fees)

CP.15 Web page with fees

CP.16 Class Schedule with fees

CP.17 AP 5030 Fees

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

El Camino College publishes accurate information regarding the transfer of credit. Information regarding transfer policies is published in the College Catalog (CP.X College Catalog screen shot), including policies for Credit by Exam, Advanced Placement, International Baccalaureate, Military Credit, and policies for the acceptance of credit from other colleges.

Credit for Advanced Placement is established in Board Policy 4235 (CP.X). Administrative Procedure 4235(4236) details procedures for the credit from Advanced Placement and International Baccalaureate (CP.XX). Credit for Military Service is established in AP 4237 (CP.X).

El Camino College has arranged transferability of courses through articulation agreements with various private colleges and universities (CP.X Course Transferability). The course transferability notation is published in the catalog and indicates if the course is transferable to the CSU and/or UC systems. The college employs a full-time articulation officer to manage the articulation of ECC course with CSU, UC and private universities.

CP.X College Catalog screen shot

CP. Advanced Placement

CP. Advanced Placement and International Baccalaureate

CP. Credit for Military Service

CP.X Course Transferability

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

El Camino College has policies and procedures for defining and classifying a course offered as distance education in alignment with USDE definitions and it ensures the development, implementation, and evaluation of all courses and programs, including those offered via distance or correspondence education, by adhering to the College's Administrative Procedure 4105 Distance Education. It is mandatory that each proposed or existing course offered by distance education at El Camino College is reviewed and approved separately, under the same conditions and criteria as all other courses

The College Curriculum Committee provides accurate and consistent application of the policies and procedures for determining if a course is offered as distance education, with regular and substantive interaction with the instructor, initiative by the instructor and online activities are included as part of the grade.

The review and approval of new and existing distance education courses follows the curriculum approval procedures as outlined in Board Policy 4020, Program, Curriculum, and Course Development.

When approving distance education courses, the Curriculum Committee certifies the following:

1. The same standards of course quality, including Student Learning Outcomes (SLOs), are applied to the distance education courses as are applied to traditional classroom courses.
2. Determinations and judgments about the quality of the distance education course are made with the full involvement of the Curriculum Committee approval procedures.
3. Each section of the course that is delivered through distance education includes regular effective contact between the instructor and students.
4. All distance education courses approved under this procedure continue to be in effect unless there are substantive changes of the course outline.

All courses approved by the College Curriculum Committee for distance education are required to submit a separate addendum, verifying the course will meet the above requirements. These addenda are reviewed and approved separately from the regular course approval and review.

The implementation and consistency of adherence to policies, including regular and substantive contact initiated by the instructor, is monitored by the Distance Education department. The Distance Education faculty coordinator develops training for faculty teaching online (CP.X PDL Online teaching page) and protocols for online course review using OEI course design rubrics to ensure the section offerings comply with the federal definition of distance education (CP.X Rubric).

The College has appropriate means and consistently applies those means for verifying the identity of a student who participates in distance education and that the student information is protected. ECC students participating in distance education use the college issued secure login and password for authentication in the Canvas course management system. This secure MyECC login allows access to online classrooms, student records, and library materials and databases. The College incorporates Proctorio, an online proctoring application, for faculty use in our learning management system as a means of verifying the identify of a student taking tests (CP.X Proctorio screen shot).

The El Camino College infrastructure is sufficient to maintain and sustain distance education offerings. **Note; suggestion to include info on WiFi, # servers with XX terabytes of space, need**

assistance. Currently, all ECC courses are offered a Canvas course management system shell, whether offered online or face to face. The college has capacity to grow distance education. Further description of the college technology infrastructure is described in Standard III.C.

CP.X PDL Online teaching page

CP.X Rubric

CP.X Proctorio screen shot

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

El Camino College has clear policies and procedures for handling student complaints accessible to students in the college catalog and online. The Standards of Student Conduct and procedures for enforcing the Standards for Student Conduct are governed by Board Policy 5500, Administrative Procedure 5500, and Administrative Procedure 5520. (CP. X BP 5500, AP 5500, AP 5520) The procedures regarding Student Rights & Grievances are governed by Administrative Policy 5530 (CP.X AP 5530). The policies and procedures are available to students on the Board of Trustees web page.

The catalog informs students of AP 5530 Students Rights and Responsibilities. Students are able to report alleged violations of the Standards of Student Conduct, to file a student grievance, or refer a student to AIMS or Title IX, through the online [Incident Report and Referral Form](#).

Student complaint files are located in the office of the Dean of Student Support Services. The complaint files are kept for a minimum of six years. Complaints regarding Sexual and Gender-based misconduct are handled by the office of Staff and Student Diversity. Procedures for this complain process are published in BP and AP 3540 Sexual and Gender-Based Misconduct and can be found on the web page for the Office of Staff and Student Diversity (CP.X SSD webpage).

In the event issues are not resolved at the college level, students can find posted on the Student Development Office web page (CP.X SDO web page) the names and contact information for the Accrediting Commission for Community and Junior Colleges, The California Community College Chancellor's Office, the State Attorney General and the Public Inquiry Unit of the California State Department of Justice.

CP.X BP 5500 Standards of Student Conduct

CP.X AP 5500 Standards of Student Conduct

CP.X AP 5520 Student Discipline Procedures

CP.X AP 5530 Student Rights & Grievances

CP.X BP 3540 Sexual and Gender-Based Misconduct

CP.X AP 3540 Sexual and Gender-Based Misconduct

CP.X SSD web page <https://www.elcamino.edu/about/depts/diversity/misconduct.aspx>

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

El Camino college provides accurate, timely and appropriately detailed information to students and the public about its programs, locations and policies. The most comprehensive institutional advertising tools are the college catalog and schedule of classes. These texts are available online on the college website at www.elcamino.edu. The college catalog clearly describes basic information pertaining to the institution's location and website and facilities available to staff and students (CP.X catalog frontpage). The College catalog also contains all information as required by Standard I.C.2, including a description of the institutional mission, purposes of the college, degree and certificate programs, courses available, transferability of courses, tuition costs and fees, financial aid options and requirements, and refund procedures and policies. Furthermore, the statement of nondiscrimination, academic freedom, rules of student conduct, as well as a full listing of faculty and governing board members can be found in the annual El Camino College catalog. Pertinent policies, such as *Administrative Procedure 5530: Student's Rights and Grievances* are placed in the College catalog for the convenience of students (CP.X 5530 screen shot from catalog). Institutional board policies and administrative procedures for El Camino College may be found on the Board of Trustees web page on college website. (CP.X Board Policies link)

The integrity of all print and electronic publications and materials are ensured by the office of Marketing and Communications. The process includes review by department experts, area administrators and the Executive Director of Marketing and Communications.

The College provides information regarding its accreditation status in several locations. The College Catalog (CP.X Catalog screen shot accreditation status) includes the accreditation status and contact information for the Accrediting Commission for Community and Junior Colleges. The same information is available on the El Camino College Accreditation webpage, one click from the ECC home page (CP.X accreditation page)

The College makes its accreditation status and correspondence with the ACCJC available to the public on the college Accreditation Web page.

CP.X catalog frontpage

CP.X AP5530 screen shot from catalog

CP.X Board Policies

CP.X Catalog screen shot accreditation status

CP.X accreditation page

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

[Provide very brief narrative and accompanying links to evidence. If applicable, cite and hyperlink to the standards in your report where more detailed narrative and additional evidence can be found.]

Board Policy 5130 (CP.X) ensures El Camino College adheres to all guidelines, procedures and standards to ensure student eligibility for federal financial aid. The policy also covers financial assistance outside of Title IV entitlements and includes state and local grants and scholarships. The College undergoes an annual external audit that includes compliance with Title IV financial operation. The College received one finding related to Federal Financial Aid during the fiscal year 2017-18 (CP.X). The College has taken corrective action, which was accepted by the Department of Education in the USDE Audit Report letter dated August 27, 2019 (CP.X). The audit findings for FY 2018-19 are in process.

The student loan default rates are within the acceptable range defined by the USDE, under 30%. (CP.X). El Camino College made the decision to withdraw its participation in the William D. Ford Federal Direct Loan Program effective the 2013-2014 Award Year because the 2-Year and 3-Year Official Cohort Default Rates (CDR) had risen significantly in recent years. The recommendation to withdraw was made by the Dean of Enrollment Services in April 2013. El Camino College withdrew from the Federal student loan program in July 2013. Participation in the Federal Direct Loan Program was reinstated in September 2019 to allow the college to participate in the California College Promise Grant program.

The College holds no contracts with non-regionally accredited organizations. **Paramedic Training Institute??**

CP.X BP 5130 Financial Aid

CP.X El Camino Community College District Final Audit Report 2018, page 98

CP.X USDE Audit Report Letter August 27, 2019

CP.X FY 2016 Official Cohort Default Rate Letter

G. Institutional Analysis