



# El Camino College

## Standard 1A: Mission

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### A. Mission

1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

#### Evidence of Meeting the Standard

The mission of El Camino College is laid out in Board Policy 1200, which contains the college mission statement, vision statement, and statement of values (1A1.1). These statements provide general descriptions of the college's student population, its educational programs, and its commitment to student learning and achievement. This commitment is further revealed in the Strategic Initiatives (1A1.2). The Academic Affairs homepage and the catalog outline the types of degrees and credentials offered by ECC (1A1.3, 1A1.5). Yearly Demographic Profiles show the diversity of the college's student population (1A1.4). A handout from the May 2019 Board of Trustees meeting shows the alignment of ECC goals with the Vision of Success (1A1.5).

#### Analysis and Evaluation

The El Camino College mission describes its educational purposes, intended student population, and the degrees and credentials offered. Described in Board Policy 1200, the Strategic Initiatives, and the Academic Affairs homepage, the mission expresses the college's commitment to student learning and student achievement.

**Mission Statement:** "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" (1A1.1).

**Vision Statement:** “El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel” (1A1.1).

**Statement of Values:** “Our highest value is placed on our students and their educational goals; interwoven into that value is our recognition that the faculty and staff of El Camino College are the college’s stability, its source of strength, and its driving force. With this in mind, our five core values are:

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

Respect: We work in the spirit of cooperation and collaboration.

Integrity: We act ethically and honestly towards our students, colleagues, and community.

Diversity: We recognize and appreciate our similarities and differences.

Excellence: We aspire to deliver quality and excellence in all we do”(1A1.1).

The mission statement explains the broad educational purpose of the college to “provide excellent comprehensive educational programs.” The college offers a wide array of classes and programs aimed at transfer, career and technical education, career advancement, and lifelong learning.

The mission statement references "our diverse communities" to describe the student population the college serves (1A1.1). The Academic Affairs homepage similarly states that “El Camino College is committed to being an open access institution and serving students of all ages, cultures, and backgrounds” (1A1.3). The diversity of ECC’s student body is outlined in yearly Demographic Profiles posted on the Institutional Research website (1A1.4).

The degrees and credentials offered at El Camino College are appropriate to an institution of higher learning. The catalog (1A1.4) and the Academic Affairs homepage summarize the academic opportunities available to students, including:

- ☐ “Achievement of Associate Degrees in Arts and Sciences
- ☐ Transfer to baccalaureate institutions
- ☐ Mastery of basic skills such as critical thinking, mathematics, written and oral communication
- ☐ Cultural enrichment and lifelong learning
- ☐ Acquisition of the necessary career education and skills to successfully participate in the workplace and global economy” (1A1.3)

Central to the mission of El Camino College is a deep commitment to student learning and achievement. The Statement of Values asserts, “Our highest value is placed on our students and their educational goals” (1A1.1). Strategic Initiative B, a central driving goal of ECC, states that the college will strive to continually “strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy” (1A1.2). The alignment

of ECC goals with the Chancellor's Office Vision of Success further shows the college's commitment to student success (1A1.5).

## 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

### Evidence of Meeting the Standard

El Camino College collects and uses data to ensure that it is accomplishing its mission. The Institutional Research and Planning department (IRP) collects and analyzes data on student success and other measures of the college's accomplishment of its mission. This information is posted on the IRP homepage and published in the annual factbook (1A2.1 and 1A2.2). The data dashboard is an easy-to-use tool that enables quick viewing and manipulation of student success and retention data (1A2.3). Qualitative data from employee and student campus climate surveys reveal that these groups believe the campus is accomplishing its mission (1A2.4 and 1A2.5). Institutional Learning Outcomes (ILO) assessment data and Institutional Effectiveness Outcomes (IEO) measurements provide information about student success and challenges in meeting the academic mission of the college (1A2.6 and 1A2.7). The Strategic Initiatives (SIs) demonstrate how the mission directs institutional priorities that help the college meet the educational needs of students. The SIs are central to planning and budgeting at the college (1A2.8). The IRP Student Achievement and Completion webpage further demonstrates collection of data measuring mission achievement (1A2.9). The 2019-2022 Equity Plan Executive Summary, the Outcomes Report from the College Planning Summit, and the 2017-19 Integrated Plan show how the college uses mission related data to help set institutional priorities that guide the college accomplishment of its mission (1A2.10, 1A2.11, 1A2.12).

### Analysis and Evaluation

El Camino College meets this standard by using data collected from campus climate surveys, ILO assessment, and IEO measurement to evaluate its performance in achieving its mission and to determine whether it is meeting the educational needs of students. Reports posted on the IRP homepage present and analyze data related to the achievement of the college mission (1A2.1). Student success and retention data are easily accessible on the Data Dashboard (1A2.2), and mission-related data are presented, analyzed, published, and posted in the Annual Factbook (1A2.3). Furthermore, mission-related data inform the college's strategic planning and are used to improve practices and processes that help the college determine how to achieve its mission.

ECC Employee and Student Campus Climate Surveys provide useful empirical information about a variety of employee and student-related campus climate matters, with many questions focused on objectives laid out in the college mission (1A2.4 and 1A2.5). According to the Spring 2018 semester employee survey, a great majority of employee respondents believe El Camino

College is achieving its mission, with 98% agreeing that ECC makes a positive difference in people's lives and 96% agreeing that the college provides excellent comprehensive educational programs and services. Ninety-eight percent of the employee respondents understand their role in helping ECC achieve its mission to make a positive difference in people's lives (1A2.4). Similarly, in the Spring 2018 student climate survey, 97% of students agree that ECC makes a positive difference in people's lives and 95% agree that the college provides excellent comprehensive educational programs and services. Each of these measures directly capture objectives stated in the college's mission statement. Furthermore, ECC's mission statement commits to collaboration with diverse communities. 93% of students believe ECC values the diversity of its student body and works diligently to ensure all students are treated fairly. Furthermore, 94% of student respondents believe their instructors welcome and encourage students to contribute diverse perspectives in class (1A2.5).

Assessment of the college's Institutional Learning Outcomes (ILOs) provides data regarding student achievement of the college's educational mission and illuminates how the mission directs institutional priorities in meeting the college mission to provide excellent comprehensive educational programs and services (1A2.6). For example, the ILOs measure critical thinking, communication, community and personal development, and information literacy. Finally, each of the college's strategic initiatives demonstrate the extent to which its mission drives institutional priorities as each initiative touches upon an aspect of the mission: student learning, student success and support, collaboration, community responsiveness, institutional effectiveness, and modernization (1A2.8).

The college collects data to analyze student performance on the Institutional Effectiveness Outcomes (IEO). An infographic presents student success in key academic performance indicators, such as the completion of degrees and certificates, persistence, and transfer rates (1A2.7). The college tracks change over time in student performance to help plan for improvement (1A2.9). In addition, student achievement data is disaggregated and analyzed in the 2019-2022 Equity Plan Executive Summary (1A2.10). This plan identifies disproportionately impacted groups and sets goals to reduce equity gaps.

Mission-related data helps the college determine institutional priorities and achieve its mission. This data is presented, analyzed and used at the college planning summits to help guide decision-making (1A2.11). The 2017-2019 Integrated Plan for the Basic Skills Initiative, Student Equity, and Student Success and Support Program uses mission related data about the success of our diverse student body to assess and improve our current practices and to plan for the future in order to best achieve our college mission (1A2.12).

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

## Evidence of Meeting the Standard

El Camino College programs and services are aligned with its mission, which guides decision-making, planning, budgeting, and student success and achievement goals. The link between a specific program and the Institutional Learning Outcomes (ILOs) is evidenced in the Sociology Alignment grid. This grid demonstrates how instructional course and program learning outcomes are linked to campus ILOs and therefore, to the mission (1A3.1). Administrative Procedure 3250 Institutional Planning describes the importance of the Strategic Initiatives (SIs) in providing direction to achieve the mission through the planning and budgeting process. Evidence from Nuventive shows how program recommendations are linked to the SIs (1A3.3). Dr. Maloney's introduction to the campus budget asserts the importance of the mission and goals in shaping student-centered directives (1A3.4). The Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program shows the campus effort to align these multilayered programs with the mission (1A3.5). The Planning and Budgeting Committee purpose statement and the Facilities Plan show how data is used in decision-making to achieve the mission and to promote student learning and achievement (1A3.6, 1A3.7, 1A3.8).

## Analysis and Evaluation

El Camino College meets this standard by aligning programs and services to the mission, which further guides institutional decision-making, planning, and resource allocation, demonstrated by the alignment of SLOs and Program Learning Outcomes (PLO) with ILOs and by the use of Strategic Initiatives (SIs) to guide planning and budgeting. SLOs and SIs are directly aligned with the mission. Further, the mission guides goals for student learning and achievement, as seen in the Institutional Effectiveness Outcomes (IEOs) and goals set in the 2017-19 Integrated Plan.

Course, program, and institutional-level outcomes are aligned using a grid to ensure that all programs and courses work in tandem to achieve the college mission. For example, the Sociology Alignment Grid links the program's SLOs and PLOs to the college ILOs, demonstrating how the mission is tethered to individual academic programs (1A3.1).

The mission guides institutional decision-making, planning, and resource allocation as seen through the college's comprehensive use of SIs throughout the planning and budgeting process. Administrative Procedure 3250 Institutional Planning asserts "The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission" (1A3.2). Recommendations and budget requests made in program review and annual program plans are directly linked to at least one SI to ensure that program planning aligns with the mission and institutional goals (1A3.3). Similarly, ECC continually assesses whether its mission guides resource allocation as stated by President Maloney in the 2018-2019 budget to the El Camino Community College District Board of Trustees (1A3.4).

The mission also drives institutional goals for student learning and achievement as demonstrated by the 2017-19 Integrated Plan, which coordinates the efforts of programs related to the Basic Skills Initiative, student equity, and student success and support. This plan coordinates programs and aligns them with the student success initiatives and the college

mission (1A3.5). The integrated plan draws on existing data, previous plans, additional statewide data, and data collected at the college to measure student learning, success, and retention.

Decision-making and consultative bodies, such as the Planning and Budgeting Committee (PBC) and the Facilities Steering Committee (FSC), align resource allocation and other decisions with the college mission, especially pertaining to student learning and student achievement. The PBC's statement of purpose asserts "the PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan." The PBC pledges to annually "review resources and make recommendations for the college budget based on principles and processes set forth in the Educational Master Plan and align with the mission, vision, values and strategic initiatives of the college." (1A3.6). The FSC oversees the implementation of the 2017 Facilities Plan that is "guided by the College's Educational Master Plan, which serves as the foundation for recommendations regarding facilities" (1A3.7). "Data is the key element that is used to link educational and facilities planning efforts" and to ensure that our instructional programs have the space they need to achieve their purpose (1A3.8).

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

### Evidence of Meeting the Standard

The mission is widely published, periodically reviewed, and approved by the Board of Trustees. The Board of Trustees agenda and minutes evidence its approval of the mission in 2014 and 2019 (1A4.1, 1A4.2). The mission is published in the college catalog, President's Newsletter, President's Office homepage and the Community News. (1A4.3, 1A4.4, 1A4.5, 1A4.6). Notes from the 2014 and 2018 Annual Planning Summits demonstrate the period review and updating of the mission (1A4.7, 1A4.8).

### Analysis and Evaluation

El Camino College periodically reviews, updates, and widely publishes its mission statement. Board Policy 1200 contains the mission statement and was last approved by the Board of Trustees on June 17, 2019 (1A4.1). The previous version of BP 1200 was approved on December 15, 2014 (1A4.2).

The mission statement is widely published and announced in numerous campus documents, including the college catalog, the President's newsletter, the President's Office homepage, and the Community News (1A4.3, 1A4.4, 1A4.5, 1A4.6). The mission is the first statement in the

President's Message located on the President's Office homepage (1A4.4). In the Fall 2017 issue of Community News, President Dena Maloney states, "It is our mission to provide excellent comprehensive educational programs and services and make a positive difference in people's lives" (1A4.6).

Review of the mission statement occurs primarily at the annual Planning Summit, which consists of about 60-70 participants from all employment groups and students. Minutes from the 2014 and 2018 Planning Summits demonstrate how the college periodically reviews and updates of its mission (1A4.7, 1A4.8).

## Standard 1A Conclusion

El Camino College meets Standard 1A by identifying, publicizing, and regularly evaluating its mission and ensuring that institutional practices align with its mission. The mission statement highlights the institutional priorities of excellent comprehensive educational programs, student support services, attention to diversity, and making a positive difference in people's lives. The mission is also expressed through the Vision Statement, Institutional Learning Outcomes, Strategic Initiatives, and the Statement of Values. Student learning and achievement, institutional decision-making, planning, and resource allocation are guided by strategic initiatives that are aligned with the mission statement. Through planning summit meetings, campus climate surveys, program review, and assessment of SLOs, PLOs, and ILOs, the College regularly uses data to evaluate, plan, and update the mission in order to improve and enhance the quality of the academic programs and student services. In summary, El Camino College articulates, publicizes, and uses data to regularly review and update a clear, comprehensive, and student-centered mission and to ensure that its academic programs and student services align with that mission.

## Standard 1A Evidence List

1A1.1 Board Policy 1200 - District Mission, Vision and Values

1A1.2 Strategic initiatives

1A1.3 Academic Affairs Homepage

1A1.4 Demographic Profiles, Institutional Research webpage

1A1.5 Catalog – ECC Degrees and Certificates

1A1.6 Board of Trustees Handout, May 2019

1A2.1 Institutional Research and Planning homepage

1A2.2 Annual Factbooks

1A2.3 Data Dashboard

1A2.4 ECC Employee Campus Climate Survey 2018, p. 6

1A2.5 ECC Student Campus Climate Survey 2018, pp. 7-8

1A2.6 ECC ILO Assessment Reports

1A2.7 Institutional Effectiveness Infographic

1A2.8 Strategic Initiatives

1A2.9 Institutional Research Student Achievement and Completion Webpage

1A2.10 Outcomes Report Planning Summit, p. 11

1A2.11 2019-2022 Equity Plan Executive Summary

1A2.12 2017-19 Integrated Plan

1A3.1 Sociology SLO, PLO, ILO Alignment Grid

1A3.2 Administrative Procedure 3250 Institutional Planning

1A3.3 Annual Plan Recommendations – Link to SIs/Mission

1A3.4 Dr. Maloney – Budget Statement

1A3.5 Integrated Plan 2017-19

1A3.6 Planning and Budgeting Committee webpage

1A3.7 Master Plan – Facilities Plan 2.1

1A3.8 Master Plan – Facilities Plan 2.2

1A4.1 Board of Trustees Minutes – June 17, 2019

1A4.2 Board of Trustees Agenda – December 15, 2014 (p. iv)

1A4.3 2018-19 Catalog (p.8)

1A4.4 President's News, Volume 30, Number 10 (p.8)

1A4.5 President's Office Webpage

1A4.6 El Camino College, Community News, Fall Issue 2017 (p.3)

1A4.7 2014 Planning Summit

1A4.8 2018 Planning Summit



El Camino College

## Standard 1B: Assuring Academic Quality & Institutional Effectiveness (Academic Quality)

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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

### Evidence of Meeting the Standard

Specific evidence showing extensive dialogue regarding student outcomes are included in regular senator reports at bi-monthly Academic Senate meetings **(1B1.1)**. Student Learning Outcomes (SLO), Program Learning Outcomes (PLO), and Institutional Learning outcomes (ILO) assessment results are also presented and often discussed and are included in the Assessment of Learning Committee (ALC) monthly meeting minutes **(1B1.6)**, monthly division meeting minutes **(1B1.2)**, and are often part of the twice-yearly Professional Development Day breakout sessions **(1B1.3)**.

Evidence showing dialogue on student equity includes many groups on campus. The Student Equity Plan involves many groups that include First Year Experience (FYE), Mathematics, Engineering, Science Achievement (MESA), Knowledgeable, Engaged and Aspiring Students (KEAS), Student Equity and Achievement (SEA), and others **(1B1.5)**. Dual Enrollment is an example of dialogue between the college and the area high schools. Dual Enrollment is a program that includes the offering of El Camino College classes at the area high schools. The information on Dual Enrollment is available on the ECC website on the Student Support Services page **(1B1.4)**. Academic Senate meetings include reports which update senators on initiatives

to help student success and equity **(1B1.10)**. Officer reports include timelines that detail the steps taken to achieve the Comprehensive Master Plan **(1B1.11)**. Overall, the campus has hosted over 60 events in the past year alone to help our “Dreamers” as noted in Academic Senate minutes **(1B1.13)**. These events and the reports from them have initiated dialogue that has led to the forming of a “Dreamers Task Force” to strengthen our programs and services to better serve our undocumented population **(1B1.14)**.

Evidence showing dialogue on academic quality and institutional effectiveness can be found in minutes from the Academic Senate **(1B1.1)**, division meeting minutes that take place regularly **(1B1.2)**, and minutes from the Assessment of Learning Committee (ALC) **(1B1.6)**. Enrollment Management dialogue that discusses how students get the classes they need to succeed was presented at Academic Senate and the Board of Trustees meetings **(1B1.15)**. Academic Senate meeting minutes include evidence of dialogue regarding revamping our onboarding process **(1B1.17)**. The onboarding process continues to be an ongoing discussion at Academic Senate meetings **(1B1.18)**.

Evidence of dialogue on continuous improvement of student learning and achievement can be found by looking at the task force that is looking at the “Big Picture” and how certificates apply to what we are doing as a college **(1B1.21)**. While in previous years, the number of certificates awarded was declining, recent degrees and certificates reports indicate an increase in the number of certificates awarded **(1B1.23)**.

Much of the information that is discussed at Academic Senate meetings is about student success and achievement and is posted on the ECC website under Institutional Research and Planning pages **(1B1.22)**.

Guided Pathways is evidence of the help in transitioning of students from high school to the college and to completion **(1B1.19)**. Statistics have been discussed in detail at Academic Senate meetings during Special Committee Reports **(1B1.20)**.

## Analysis and Evaluation

El Camino meets this standard. The college demonstrates many examples of sustained, substantive collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning.

Evidence that the college demonstrates sustained, substantial dialogue between administration, staff, and faculty about student outcomes, equity, quality, institutional effectiveness, and continuous improvement of student learning and achievement is included in minutes from Academic Senate, regular division meetings where assessment results and plans for improving student outcomes are discussed, Assessment of Learning Committee minutes, Board of Trustees minutes, Professional Development day breakout sessions, and in various areas of the college website (e.g. Institutional Research page).

Student Equity dialogue is a widespread topic on campus and includes many groups that have been formed to improve equity gaps. To work towards our equity goals, we have utilized several existing and new programs at ECC, including: First Year Experience (FYE); MESA; the Reading Success Center; the Math Tutoring Center; the Knowledgeable, Engaged, and Aspiring

Students (KEAS) Program; Student Equity Re-Envisioned (SER); Guardian Scholars; the Asian American Pacific Islander Initiative (AAPi); the Student Development Office's Student Empowerment Series; Puente; and Project Success. The dialogue includes many student groups, including Student Advisory Council, Cultural Heritage Month events, Student Empowerment Dialogue group, intergroup Dialogue, Student Training, and more. The dialogue reaches off campus and includes area high school counselors.

During Academic Senate meetings, it has been noted that our student registration process was evaluated by consultants and found that it was very "user unfriendly". Incoming students wanted a human touch and voice; thus, we have been revamping our onboarding process. This dialogue continues to be ongoing with regular discussions at Academic Senate meetings.

Evidence showing dialogue regarding institutional effectiveness is included in minutes from the many meetings on campus. Enrollment Management is a big issue at El Camino; we want our students to get the classes they need to succeed. ECC has looked at our Institutional Effectiveness outcomes and determined that we need more progress on several transfer and CTE education completion rates. The completion rates have been increasing.

Math and English have tested some pilot programs for their students to implement multiple measures for all students such that they are effectively placed into the appropriate Math or English courses. An overview of the problems students face when attending community college has been discussed on numerous occasions. Guided Pathways is evidence of improvement in the transitioning of students from high school to college and completion. The statistics that demonstrate improvement have been discussed in detail at Academic Senate meetings during Special Committee Reports.

## 2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

### Evidence of Meeting the Standard

El Camino College's website has many examples of evidence that address this standard and the college's assessment of student learning outcomes for instructional programs and learning support services.

The SLO section of the website includes timelines, alignment grids, and completed assessments at the course, program, and institutional levels **(1B2.1)**. The webpage includes a link to the SLO Coordinators reports that shows SLO/PLO assessment completion rates for each division **(1B2.3)**. Course level assessments are published (Communications Studies 4 column report is an example) **(1B2.4)**. The 2018-19 catalog is evidence of defining the SAO, SLO, PLO, and ILO assessment process, lists the ILO statements, and provides information as to where the ongoing

assessment is defined, and results are published **(1B2.5)**. The Institutional Research website includes ILO assessment results **(1B2.6)**.

Evidence of assessment of Service Area Outcomes (SAO) is included on the SLO webpage under the SAO section **(1B2.12)**. The Student Support Services webpage has examples of established support services, and Program Reviews from each area **(1B2.11)**. The 2018-19 Catalog includes program outcomes for degrees/certificates such as the Anthropology AA-T degree **(1B2.7)**. The Learning Outcomes & Assessment Handbook from 2016 contains General Education outcomes **(1B2.8)**, and the 2016 program review for EOPS and CARE outlines the assessment process and results for their program Service Area Outcomes (SAOs) **(1B2.9)**. The 2016 Grants Office Program Review also includes its Service Area Outcomes and Assessment **(1B2.10)**. The Students Support Services webpage has links to Program Reviews, and a current timeline for all Student Services Program Reviews demonstrates the regular evaluation of the various service programs **(1B2.11)**.

### Analysis and Evaluation

Student learning outcomes and assessments are established and used for the regular and systematic evaluation of all courses and programs. The El Camino College website provides sample pages and links to support this. Most notable is the Student Learning Outcomes (SLO) page that publishes completed SLO/PLO/ILO assessments for course, program, and institutional assessments. The Student Support Services page provides information on learning support services.

El Camino College meets this standard. The college demonstrates a commitment to define and assess student learning outcomes for all instructional programs and student and learning support services. Student learning outcomes and assessments have been established and are being used for the systematic review of both instructional and student support services.

Various documents on the SLO section of the webpage define processes and include timelines, alignment grids, and completed assessments at all levels. The SLO page describes assessments at all levels and demonstrates the ongoing process of assessing the defined students learning outcomes for all instructional programs. The Student Area Outcome (SAO) and Student Support Services webpage has examples of established support services. Also included on the SLO page are links to the SLO Coordinators' reports from the past six years. Each of these reports outline the continuing dialogue and process to improve academic assessment and include SLO and PLO assessment completion rates for each of the terms/semesters of the prior academic year by division. At the course level, an example of a Four Column SLO course assessment from the Communication Studies department details the method of assessment with corresponding results and actions. On an institutional level, the 2018-19 Catalog includes a list of Institutional Learning Outcomes (ILOs), definitions of SLOs, PLOs, and SAOs, along with a link to the SLO webpage. Institutional Research Data Reports include the data for ILO #3 that shows 98% of surveyed students using at least one student support service on campus. The 2018-19 Catalog includes program outcomes for degrees/certificates such as the Anthropology AA-T degree. The Learning Outcomes & Assessment Handbook from 2016 contains General Education outcomes, while the 2016 Program Review for EOPS and CARE outlines the assessment process and results for its program Service Area Outcomes (SAOs). The 2016 Grants Office Program Review also

includes their Service Area Outcomes and Assessment. A current timeline and completed program review documents for all Student Services Programs demonstrates the regular evaluation of the various areas.

### Improvement Plan

We need to include on the webpage the assessment of SAOs with timelines and completed assessments and recommendations from the assessments for improving services. Currently, this information is lacking, as is the assessment process completion in many areas. The Student Support Services page has recently been updated and includes Program Review timelines and in-depth Program Review reports.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.

### Evidence of Meeting the Standard

The following pieces of evidence demonstrate that the institution establishes institution-set standards for student achievement, appropriate to its mission: a) Board Policy 1200 (December 2014), b) Methodology institution-set standards, c) Institutional Effectiveness Outcomes infographics, d) ECC accreditation midterm report, e) Student Success Scorecard Summary, f) May 2017 and June 2018 Board of Trustees' meeting agendas, g) Vision for Success Local ECC goals, and h) 2015, 2016, 2017 and 2018 Summit Agendas.

As demonstrated by the following pieces of evidence, the institution assesses institution-set standards in pursuit of continuous improvement, and publishes this information: a) Outcomes Report Planning Summit 2015, 2016, 2017, and 2018, b) 2017 and 2018 Scorecard BoT presentation, c) Student Success dashboard, d) Academic Program Review dashboard, and d) Student Services Review dashboard.

The analysis and evaluation section below describes how all pieces of evidence mentioned demonstrate that the institution meets standard IB3.

### Analysis and Evaluation

In **Board Policy 1200** (December 2014), El Camino College established criteria and processes to determine, according to its mission, institution-set standards for student achievement. As mentioned in the policy, these standards are developed through collegial consultation, which implies review of the standards by six committees (Academic Senate, Budget and Planning Committee, Facilities Committee, Technology Committee, Calendar Committee, and College Council). The ECC policy adds that standards are monitored annually to determine progress and

compared with the baseline year. The standards listed in the policy are ten: student readiness rate, successful course completion rate, remedial English completion rate, remedial math completion rate, three-term persistence rate, 30-units achievement rate, completion rate, transfer rate, degrees and certificates awarded, and number of transfers. The methodology used to set these standards can be found in [internal documentation produced by the Institutional Research and Planning \(IRP\) Office](#), which tracks these goals (see [Institutional Effectiveness Outcomes infographics](#) found in the office's webpage, Student Achievement & Completion section). As evidenced in the trend presented in the infographics, ECC's metrics monitor and challenge institutional performance. ECC standards agree with ACCJC criteria as they include rates related to course completion, program completion, and transfer. Job placement and licensure examination passage rates are monitored by the IRP Office and annually reported to the California Community College Chancellor's Office. An example of that reporting can be found in the [ECC accreditation midterm report](#) (March, 2017).

As evidenced by the [Student Success Scorecard Summary and Dashboard](#) found in the IRP Office webpage (External Reports section), El Camino College demonstrates it is aware of and uses key metrics set in the USDE College Scorecard. Parts of the summary and dashboard are presented at the Board of Trustees regular meetings ([May 2017 and June 2018 BoT agendas](#)). In Fall 2018, the Strategic Planning Committee updated set standards to reflect California Community College system-wide initiatives (Guided Pathways, AB 705, and CCCC Vision for Success) and the sun-setting of the Student Success Scorecard (see [Local Vision Goals – El Camino College](#) in the IRP office's webpage, Student Achievement & Completion section). Currently, standards are co-existing (institutional effectiveness outcomes, Vision for Success goals, and Student Equity Plan goals) as they complement each other and allow to have a multifold perspective in pursuit of continuous institutional improvement.

Members of El Camino College's community have a broad-based understanding of the priorities and actions to achieve and exceed institution-set standards. Evidence of this are the annual planning summits that have taken place since 2013. Standards are presented and discussed at these meetings (see for example [Planning Summit agendas 2014-2018](#)). Participants come from all constituencies of the college (administrators, faculty, staff, and students) and inform the campus community at large.

The Institutional Research and Planning Office is the body in charge of reviewing data to assess the college's performance against its institution-set standards. These standards are reviewed and discussed each year at the annual Planning Summit, as referenced in the [2015-18 Planning Summit Outcomes Reports](#). They have also been presented to the Board of Trustees (see [2017/2018 El Camino College Scorecard & IE BoT presentations](#)). The IRP Office also provides access to annual tracking of success and retention rates by division, department, course, and instructor (see [success & retention rates](#)). [For program review purposes, the office has built an academic program review dashboard and a student services review dashboard](#), where institution-set standards are accessible to the college's stakeholders. These tools facilitate an in-depth examination of how students perform in comparison to ECC's standards, and guide the

college planning process. All documents are published in the IRP Office website or in internal platforms that allow protecting sensitive data, if required.

As stated in the [2018 Planning Summit Outcomes Report](#), the College had already achieved, or was on track to achieve, over half of the 14 IE Outcomes metrics. The institution has 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 own standards and to continue achieving them.

#### 4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

##### Evidence of Meeting the Standard

The planning model is evidence of the integration of the various components (**1B4.2, p. 1**). Further evidence of this commitment is illustrated in the 2017-2022 Comprehensive Master Plan (**1B4.1, p. VIII**). The Program Review Handbook is evidence of the process that documents ongoing use of data to support student learning achievement (**1B4.4, p.5**). The District Mission and Strategic Plan Board Policy 1200 is evidence of how the college organizes the institutional process to support student learning and achievement; this evidence also includes Strategic Initiatives of Student Learning and Student Success and Support (**1B4.3**). The Comprehensive Master Plan, which can be found on the Institutional Research and Planning web page, is evidence of annually reviewed Institutional Effectiveness Outcomes (**1B4.1 & 1B4.5**).

##### Analysis and Evaluation

El Camino College meets this standard. The college demonstrates a commitment to assessment-driven planning that supports student learning and student achievement. Organizational processes that support student learning and achievement are outlined in several relevant documents, including BP1200 as well as the 2017-2022 Comprehensive Master Plan. Furthermore, a campus-wide planning summit is held each spring to review and evaluate progress on Institutional Effectiveness and Strategic Initiatives. The El Camino College Planning Model illustrates a commitment to assessment-driven planning that supports student learning and student achievement. The planning components “consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other.”

Program review is conducted by all programs every four years. As noted in the 2018 Program Review Handbook: “The program review process is the primary vehicle by which each academic program at the college documents its ongoing assessment and data analysis related to student enrollment trends; student retention and completion rates; student equity; and course- and

program-level learning outcomes... The academic program review process represents a vital link between student learning in the classroom and the operation of the college, and recommendations from program review are incorporated and reflected in the college's planning processes."

Further evidence of this commitment is illustrated in the 2017-2022 Comprehensive Master Plan, which states that the "El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness and student success."

District Mission and Strategic Plan 2015-2020 Board Policy 1200: The El Camino College Mission, Vision, Values, and Strategic Initiatives outlines 10 Institutional Effectiveness Outcomes that are used to measure progress on student achievement and improve institutional effectiveness. Also, BP 1200 details six Strategic Initiatives which represent areas of focused improvement. Two areas of relevance are Strategic Initiative A – Student Learning and Strategic Initiative B – Student Success and Support. In Strategic Initiative A, the college commits to supporting "student learning using a variety of effective instructional methods, educational technologies, and college resources." Meanwhile, Strategic Initiative B includes that the college "strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy."

Fundamental to supporting these Strategic Initiatives is assessment data gathered from a variety of means across the campus. Progress reports on the overall Comprehensive Master Plan, which include the Strategic Initiatives, are made annually to the Planning Budget Committee, Academic Senate, and College Council. Additional institutional review and planning also occurs at the annual campus-wide Planning Summit. As reported on the webpage of the Office of Institutional Research and Planning, Planning summits have been held bi-annually since 2001 and annually since 2005.

At the course and program level, assessments include "Actions" that recommend improvements in teaching strategies, curriculum, and college support. These recommendations are included in Program Review and help to justify Program Review recommendations for improvements. Results from assessments and recommendations from Program Review help in justifying and prioritizing resources and are an important part of the planning process to improve student learning and achievement.

"Institutional Effectiveness (IE) Outcomes are a set of college-wide student achievement outcomes that are reported and reviewed annually to measure progress and improvement. Each IE Outcome is accompanied by a minimum institutional standard, where applicable, as well as an aspirational goal with an established time period for completion. IE Outcomes are defined and reported annually on the Institutional Research & Planning web page" (Comprehensive Master Plan p. XI).

## Institutional Effectiveness

5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

### Evidence of Meeting the Standard

Examples of SLO assessment results at the course level are evidence of an ongoing process of data collection to assess accomplishment of the college's mission **(1B5.1)**. Individual section data is collected and adds to the evaluation of goals and objectives **(1B5.2, 1B5.3)**.

Disaggregation of data at the course level has been done as shown in evidence **(1B5.4, 1B5.5)** which are SLO assessment reports from English. Student Learning Outcomes are often disaggregated at the program level (PLO), and always at the institutional level (ILO). Evidence of ILO disaggregation is page 8 of the 2017 ILO assessment report that is available at the IRP page of the ECC website **(1B5.6)**.

A Program Review template has been developed to organize and present data in a clear manner with specific guidelines for reporting. Separate templates for Academic Programs, and Student Services have been developed **(1B5.12)**. An example from the 2017 Psychology Program Review is included with the pages from the Program Review handbook and template **(1B5.8)**. The Academic Program Review template is a pre-formatted document which includes all required components for a full academic program review and the supplemental questions for a Career Technical Education (CTE) two-year review. The template also includes auto-pagination, a table of contents, and space-holder headings for required appendices **(1B5.7)**.

IRP regularly publishes its Success and Retention webpage, data that report student success rates by Division, Department, Course, and Instruction Method. The Success Dashboard further enables disaggregation of data by Gender, Age Group, and Race/Ethnicity **(1B5.9 and 1B5.10)**. Comparison of Face to Face course success to Distance Education (DE) in Evidence **(1B5.11)** is an example of data collected to help in assessing DE.

### Analysis and Evaluation

El Camino College rigorously assesses institutional effectiveness and academic quality to ensure meeting the goals of the mission statement, which declares a dedication to "comprehensive programs" for "diverse communities." Assessment of academic quality is accomplished on several levels including Student and Program Learning Outcomes, and Program Review. These processes for assessment provide data that, in turn, informs the planning process at the department, division, and campus-wide levels, thus creating a transparent process that links assessment outcomes with institutional planning. Timelines have been established that provide a 4-year cycle for all SLOs (Student learning Outcomes), PLOs (Program Learning Outcomes),

Institutional Learning Outcomes (ILOs), and Program Review. The Program Review documents are in part informed by the assessments of the previous 4-year cycle.

As part of regular and meaningful assessment, SLOs are addressed in all of the college's courses, including the larger, multi-section courses which can provide substantial data and have a large impact on the campus. Some of the college's largest courses, English 84, A, and 1A are regularly assessed and the results of those assessments are shared with stakeholders.

While the systems available have made it logistically challenging to gather SLO data that is possible to disaggregate at that level, it has been done with ENGL A and 1A in Spring 2015 and Fall 2016, respectively. Data are often disaggregated for PLO assessments and are always disaggregated for ILOs. The data are therefore useful for analyzing achievement gaps and informing Program Review and future planning.

To assist faculty in organizing data and making data-driven decisions, a comprehensive Program Review template with clear and specific guidelines has been developed and refined. It continues to be fine-tuned each year to address new data sets and accommodate new information. The program review template includes a section on how each program is addressing the mission and each strategic initiative.

The process for acquiring data from Institutional Research for Program Review has been streamlined with the data available on the website. IRP regularly publishes on its Success and Retention webpage, data that reports student success rates by Division, Department, Course, and Instructional Method. The Success Dashboard further enables disaggregation of data by Gender, Age Group, and Race/Ethnicity.

The template includes areas where data on student learning, retention, success, and achievement is included. Prior recommendations are evaluated, and future recommendations show the plan for continuous improvement. As mentioned on the Program Review webpage "The Academic Program Review template is a pre-formatted document which includes all required components for a full academic program review and the supplemental questions for a Career Technical Education (CTE) two-year review. The template also includes auto-pagination, a table of contents, and space-holder headings for required appendices". It further states that Program Review is a self-study process to:

1. Recognize and acknowledge program/department performance
2. Assist in program/department improvement through self-reflection
3. Enhance student success by offering recommendations to improve their performance in program and student learning outcomes
4. Provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/departments

Career and Technical Education (CTE) programs conduct a full program review every four years, which includes Supplemental Questions for CTE programs. In addition, every two years (once between full reviews) CTE programs must conduct a mini-review and answer Supplemental Questions for CTE programs and submit these to Academic Affairs.

El Camino meets the standard through the connected processes of learning assessments at the course, program, and institutional level, and through the collaborative effort of program review. El Camino College demonstrates a regular and thorough assessment of the quality of academic instruction provided by the school and its overall effectiveness as an institution that serves its diverse community. An improved process for assessing DE delivery is being developed and will add to the effectiveness.

### Improvement Plan

Assessment of the mode of delivery is lacking in the area of Distance Education. A report on DE completed by IRP has been completed in the areas of retention and success. The report disaggregates the data and compares delivery methods but really doesn't assess the effectiveness of delivery. DE is assessed in teacher evaluations, but a specific assessment of the effectiveness of the delivery method is being discussed.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal, and other resources, to mitigate those gaps and evaluate the efficacy of those strategies.

### Evidence of Meeting the Standard

The college disaggregates data and analyzes learning outcomes and achievement for subpopulations of students to identify gaps and methods to decrease these gaps. The performance gaps are addressed by the allocation of resources and evaluates the process.

The Human Development 2017 Program Review provides one example of how such data is used in the program review process to identify gaps, implement strategies, and how resources are utilized to mitigate gaps **(1B6.1)**. The Program Review Handbook is an example of areas in review that include course and program-level assessment data **(1B6.2)**. Evidence of Online Educational Resources show means that help to assist students who cannot afford textbooks **(1B6.3)**. ILO assessment reports are examples of disaggregated data to provide information regarding equity gaps and programs to decrease the gaps **(1B6.4, pg. 8-9)**.

### Analysis and Evaluation

El Camino College meets the standard by disaggregating and analyzing learning outcomes and achievements for subpopulations of students. El Camino College consistently uses

disaggregated data sets to understand equity gaps and make planning decisions for improvement.

El Camino College has been striving, since its last accreditation, to gather better data that identifies performance gaps for which it can implement strategies that address inequity. Disaggregated data is key to understanding inequity across campus and is consistently utilized for many learning assessments reports, including all ILO assessments, and every program review. Disaggregation of data regularly include age group, ethnicity, and gender.

The Human Development 2017 Program Review provides one example of how such data is used in the program review process. In their review, the Human Development department used data provided by IRP to make conclusions about their success rates based on disaggregated data, and then to strategize for improvement and closure of equity gaps.

"The department was pleased to see that the 5-year success average increased from the previous program review. In the 2013 Program Review, the 5-year Student Success Average was 69%. The 2017 Program Review Student Success Average is 75%, an increase of 6%. The data included in Program Review includes data that shows equity gaps. Departmental strategies to address the equity gap include an emphasis on student engagement practices (demonstrated to be especially impactful for students of color) and equity-minded teaching practices, faculty participation in equity-related professional development programs, and collaborating with campus partners to offer dedicated courses and learning communities through programs such as Student Equity Re-envisioned, Project Success, Puente, and KEAS".

Similarly, the Astronomy 2017 Program Review established data-based goals such as "Working with EOPS, put an astronomy tutor in the EOPS tutoring center to improve success for disadvantaged students. Encourage astronomy instructors to use OER (Online Educational Resource) instead of a printed textbook to help students succeed who may not be able to afford a textbook".

"The current program review process includes the collection and analysis of a variety of course- and program-level assessment data. These data often reflect information related to student outcomes, program resources, and stakeholder satisfaction. As assessment results are generally used to inform and justify recommendations for program improvements, the program review process plays an important role in institutional planning and budget prioritization."

7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

### Evidence of Meeting the Standard

The following pieces of evidence demonstrate that the institution has a regular review cycle for its policies and procedures to assure their continued effectiveness: a) Administrative Procedure

2410, b) College Council reports of 2016-17, 2017-18, c) 2018-19 list the APs and BPs that the Board of Trustees has approved in the last three years, d) Administrative Procedure 2410, and e) Board docs, Policies tab.

Based on the following pieces of evidence, the college demonstrates that it regularly evaluates its institutional planning and evaluation processes to determine their efficacy: a) Administrative Procedure 3250 , b) PBC minutes October 2015, Sept and Oct 2016, Oct 2017, c) 2017-18 surveys, d) 2015-2019 Planning summit survey results, and e) 2015-2018 SLO Coordinators reports).

As demonstrated through the following pieces of evidence, the institution regularly evaluates its program review processes to determine their efficacy: a) [Academic Program Review Materials 2015 and 2016](#), b) [Student Support Services Program Review Template 2017-18 and 2019-20](#), c) [Academic Program Review Handbook 2017, 2018, and 2019](#), d) [Academic Program Review Committee meetings agendas 2016 and 2019](#), e) [2017, 2018 Summary of Program Review](#), f) [PR presentations for Administrative Services](#), and g) [Nuventive template proposal](#).

The following evidence establishes that the college has worked on moving forward to regularly evaluate its resource allocation processes to determine their efficacy: a) [Administrative Procedure 3250](#) and b) [Plan and Budget Development Process in AP 3250](#), and c) [Planning and Budgeting Committee meeting minutes Aug 2015, Oct 1 2015, Oct 29, 2015, Mar 2016, July 2016, Sept 2016, Oct 2016, July 2017, Aug 2018, and Feb 2019](#). El Camino College acknowledges that this is an area for improvement, as a formal process to evaluate the efficiency of resource allocation processes should be in place.

The pieces of evidence mentioned in this paragraph determine that the college regularly evaluates its governance structure and decision-making processes to determine their efficacy: a) [Administrative Procedure 2510](#), b) [2015-2018 survey results of Collegial Consultation Committees](#), c) [College Council binder Sept 2018](#), and d) [College Council Oct 7 2019 minutes](#).

Based on the following evidence, the college demonstrates that it uses the results from assessment processes to develop and implement plans for improvement: a) Administrative Procedure 3250, Section IIID Institutional Effectiveness Processes, b) Institutional Learning Outcomes reports 2015-2018, c) Institutional Effectiveness Outcomes infographics 2015-2019, d) Assessment of Learning Committee meeting minutes 2015-17 and March 2019, e) 2015-18 Planning Summit Outcomes Reports, f) program review reports, g) Learning Outcomes Assessment Handbook, and Course SLO Reports 2015-17/Nuventive snapshots.

The analysis and evaluation section below describes how all pieces of evidence mentioned above demonstrate that the college meets standard IB7.

## Analysis and Evaluation

According to [Administrative Procedure 2410](#), ECC Board Policies (BPs) and Administrative Procedures (APs) are reviewed every ten years. Earlier review and revisions are initiated as Title 5, Education Code, federal regulations or local processes are updated. As an example of this

process, [College Council reports of 2016-17, 2017-18, and 2018-19 list the APs and BPs](#) that the Board of Trustees has approved in the last three years. The revision of policies and procedures is assigned, according to the theme of each series, to the President and appropriate Vice President (in the case of Academic Affairs, the Vice President of the Area and the

Academic Senate Educational Policies Committee). Vice Presidents review the policies and procedures with their respective Area Councils. After that, they are brought to College Council for dissemination and review by appropriate constituent groups. Upon consensus of College Council, policies are presented to the Board for approval. Associated procedures are presented to the Board for information (see [Administrative Procedure 2410](#)). As of October 2019, 110 Board Policies and 97 Administrative Procedures were reviewed, revised and/or adopted by the Board in the 2015-2019 period (see [Board docs, Policies tab](#)). The evidence presented confirms that El Camino College assures continued effectiveness of BPs and APs through a regular review cycle.

[Administrative Procedure 3250](#) establishes six processes by which ECC regularly evaluates its institutional planning and evaluation processes to determine their efficacy: the Planning and Budgeting Committee self-evaluation, the annual Planning Summit survey results, Program Review evaluation tools, annual planning and budgeting process, Learning Outcomes Assessments, and annual institutional effectiveness reports. For example, the Planning and Budgeting Committee (PBC) annually conducts a self-evaluation to gather feedback on the effectiveness of the annual planning and budgeting process. Results from this self-evaluation are discussed by the committee in regular meetings (see [PBC minutes October 2015, Sept and Oct 2016, Oct 2017, and 2017-18 surveys](#) used). Another example is the Planning Summit, an annual college-wide event to inform and seek feedback from a large and broad-based group of employees and students about strategic planning and institutional effectiveness. The survey results collected after each summit are another way ECC uses to evaluate efficacy of planning and evaluation processes (see [2015-2019 Planning summit survey results](#)). A final example are the annual Student Learning Outcomes (SLOs) Coordinators' reports, which include evaluations of methods of outcomes assessments suggesting improvements to the College assessment plans (see [2015-2018 SLO Coordinators reports](#)).

Evidence of the evaluation of ECC program review processes can be found since 2015. Materials used during academic program review are continuously reviewed and adjusted (see [Academic Program Review Materials 2015 and 2016](#) and [Student Support Services Program Review Template 2017-18 and 2019-20](#)). The [Academic Program Review Handbook](#) has been updated in three occasions (2017, 2018, and 2019). The review of program review processes has also been part of the agenda items of the [Academic Program Review Committee meetings](#) (see 2016 and 2019 agendas). The [Summary of Program Review](#) reports (see 2017 and 2018 summaries) produced by the co-chairs of this committee also confirm that evaluation processes are in place to improve program review efficacy. In the case of Administrative Services, Human Resources, and the President's Office, the Institutional Research and Planning Office started working in August 2019 on calendars, processes, and templates (see [PR presentations for Administrative Services](#) and [Nuventive template proposal](#)) in order to initiate systematic and organized program review cycles for these college units.

To successfully reach the College's goals and student success outcomes, [Administrative Procedure 3250](#) establishes that planning and institutional effectiveness processes guide the institution's resource allocation. Currently, as part of the annual planning process, all programs develop a list of annual budget requests. These are based on the program review process that takes place in a four-year cycle (every two years for Career Technical Education programs). Recommendations are prioritized by Deans at the level of the units, and then are sent to the area level. Vice Presidents then develop a single list of final recommendations to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) Health and Safety; 2) support for Strategic Initiatives and other college-wide priorities; 3) State and Federal compliance; and 4) accreditation requirements. The annual planning and prioritization process culminates in the development of the final budget for the incoming fiscal year (see section [Plan and Budget Development Process in AP 3250](#)). During the period 2015-2019, several references related to allocation processes and their efficacy were mentioned at the Planning and Budgeting Committee regular meetings, including the revision of the planning and budgeting calendar, the prioritization process, and new budgeting/reporting tools (see PBC meeting minutes Aug 2015, Oct 1 2015, Oct 29, 2015, Mar 2016, July 2016, Sept 2016, Oct 2016, July 2017, Aug 2018, and Feb 2019). El Camino College acknowledges that this is an area for improvement, as a formal process to evaluate the efficiency of resource allocation processes should be in place.

[Administrative Procedure 2510](#) establishes the collegial consultation procedure at El Camino College. The Collegial Consultation Committees are six: College Council, Academic Senate, Planning and Budgeting Committee, Calendar Committee, Technology Committee, and Facilities Steering Committee. The institution regularly evaluates its decision-making processes by administering an annual self-evaluation survey to all its collegial consultation bodies (see [2015-2018 survey results of committees](#)). Additionally, on September 2018, College Council discussed the review of the governance process. A presentation with a timeline and action steps was shared with the council members (see [College Council binder Sept 2018](#)). During September 2019, College Council reviewed its annual goals and determined that the goal "Lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC" had not been achieved. Therefore, the goal was kept and approved for the 2019-20 period. This time the goal involves more specifically the development of an updated *Making Decisions at El Camino College* document, which will be crafted by a working group constituted on October 2019 by members of the council (see [College Council Oct 7 2019 minutes](#)). This evidence demonstrates that the College has started evaluating its governance structure and deepening the assessment of its decision-making processes to strengthen their level of efficacy.

Assessment processes on campus take place in a variety of ways and at different levels (see [Administrative Procedure 3250, Section IIID Institutional Effectiveness Processes](#)). Broad college-wide assessment is represented by the evaluation of Institutional Learning Outcomes (ILOs, see [ILOs reports 2015-2018](#)), Institutional Effectiveness Outcomes (IEs, see [IEs infographics 2015-2019](#)), and institutional strategic initiatives (see Mid-Term Assessment Report Strategic Initiatives 2015-18 and Mid-Term Assessment Report Comprehensive Master Plan 2015-18). These assessments are widely disseminated to all campus constituencies (see

Assessment of Learning Committee meeting minutes 2015-17 and March 2019; 2015-18 Planning Summit Outcomes Reports; and presentation of mid-term assessment reports to collegial consultation committees) to assure plans for improvement are developed and implemented.

At the *programmatic* level, academic and student services programs go through program review every four years<sup>[1]</sup> (see [program review reports](#) at [program review webpage](#)). This process involves examining SLOs at the course level, and SAOs or PLOs at the program level. In the past five years, administrative and human resources units have developed self-assessment reports but not consistently. As stated in the [Learning Outcomes Assessment Handbook](#), information derived from assessment cycles is integrated into planning processes to improve instruction and services (for example, see [Course SLO Reports 2015-17](#) and [Nuventive snapshots](#)). For example, course SLO reports point out actions to be implemented on the basis of assessment results, and Nuventive snapshots show how annual program recommendations are based on different kinds of assessments.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

### Evidence of Meeting the Standard

ALC Minutes demonstrate communication regarding SLO/PLO/ILO assessments (**1B8.2**). Larger multi-section courses' SLO reports are composed by a team of faculty, as demonstrated by the SLO reports for English 1A from Fall 2016 and Fall 2017 (**1B8.3**). Results of SLO and PLO assessments are shared with stakeholders at the course and department level, as shown by the English Department meeting minutes from 25 February and 24 March 2016 (**1B8.4 & 1B8.5**). Data-supported discussions from SLO reports have resulted in plans for improvement as noted on page 26 of Humanities' 2016 Program Review (**1B8.6**). The transparent assessment process includes making available for all the viewing of assessment reports via the college's website, as seen on the Assessment Reports page (**1B8.7**). The October 1, 2019 Academic Senate Agenda and Meeting Notes that are available on the website is an example of the communication of results of the campus wide assessment process (**1B8.9**). Nuventive Improve is the system where current and past SLO/PLO reports are housed. Program Review and Program Planning are also available as evident in the Program Review Overview Planning Summary page (**1B8.8**).

### Analysis and Evaluation

El Camino College meets the standard and has consistently sought to involve and inform all interested and relevant parties in the assessment process in an effort to make that process as

valid and meaningful as possible, leading to substantive and needed improvements across our campus.

El Camino College has a strong culture of making decisions for increasing student success based on meaningful, data-driven assessment. From the individual courses to the department, division, and campus levels, we consistently share data, successes, and challenges in our various assessments and courses so all stakeholders are aware of the results and processes. As a result of this sharing, we are able to then make meaningful, valid decisions on how to maintain and improve our strengths and eliminate or minimize our weaknesses at all levels with all constituents and stakeholders informed and involved. In campus-wide meetings, as well as those within specific divisions, results of assessment and evaluation activities are shared with internal and external stakeholders in the individual assessments and broader institutional level. Faculty meet to discuss assessment results and enact plans for improvement based on the assessment data. At department and course levels, faculty discuss specific course assessment data and make decisions on how to best improve our courses. At division and college levels, we consistently discuss broader assessment practices and challenges that need to be addressed in order to improve a shared understanding of our strengths and weaknesses and set appropriate priorities for the use of resources.

El Camino has an established culture of communicating the results of assessments to all stakeholders. The El Camino College website demonstrates transparency where constituencies and anyone else can view past years completed program reviews, and surveys and evaluation reports generated by our Institutional Research and Planning department (**1B8.1**). The Program Review-IRP webpage is a snapshot of the webpages and includes a listing of what is available for viewing.

Faculty working in leadership roles as SLO Facilitators or Coordinators have consistently shared major successes and challenges from their own divisions with each other at the Assessment of Learning Committee (ALC) and Facilitators' meetings. The minutes for the ALC meetings can be found on the ALC website (**1B8.2**). This has provided a consistent platform for faculty to learn from each other and become aware of how other divisions are working the assessment process and the general results of their largest courses. It is a part of many courses' SLO assessment process that all instructors teaching a given course participate in the assessment and collectively discuss the results and determine appropriate actions for improving or maintaining student success. In Humanities, from Spring 2014 through Spring 2018, all faculty teaching a multi-section course were involved in the assessment process, if only by submitting data for their section. Faculty who lead an assessment for a larger course, such as English 80, 82, 84, A, 1A, or 1C are encouraged to share their results with the whole department for input and information. More recently, larger multi-section courses' SLO reports are composed by a team of faculty, as demonstrated by the SLO reports for English 1A from Fall 2016 and Fall 2017 (**1B8.3**), written by Debra Breckheimer and Chris Page in Fall 2016 and Dana Crotwell and Jennifer Annick in Fall 2017.

Even before the practice of team writing of SLO reports, results of SLO and PLO assessments were shared with stakeholders at the course and department level, as shown by the English Department meeting minutes from 25 February and 24 March 2016 (**1B8.4 & 1B8.5**). The

English/Reading meeting minutes from 25 February show that the English and Reading faculty were discussing the SLO assessment results of English 82 and changes to that course's SLO 1 based on the results of a small pilot by a group of Reading faculty. The 24 March minutes show that the lead faculty who wrote the PLO assessment report for PLO 3, which concerns the major composition courses, shared these results with the broader department for their information and to seek their input, which ultimately led to higher-level discussion in our most recent Program Review in 2016, as demonstrated on page 16 in the 2016 Program Review final draft (1-B-8-6) where we reported that as a result of SLO assessments, English 1A's core was reviewed and updated to make the course more rigorous to better prepare students for the requirements of the next course, English 1C.

Ultimately, the data-supported discussions on courses' strengths and weaknesses is used to set departmental or Division priorities as many courses' SLO reports mention the need for more faculty development targeting our areas for improvement, which in turn fed into a formal recommendation on page 26 of Humanities' 2016 Program Review **(1B8.6)**. As part of El Camino's transparent assessment process, all of our course assessments are available for faculty to review within Nuventive Improve and available to the community in general via the college's website, as seen on the Assessment Reports page **(1B8.7)**. However, the most current SLO reports and most of our program review documents are housed internally on the Nuventive Improve site, where concerned constituents can easily find them, as shown in the current Program Overview Planning Summary page, taken from Nuventive Improve **(1B8.8)**. Course and program-level assessment results and completion of assessments are regularly discussed at Academic Senate and Assessment of Learning Committee (ALC) meetings; meeting minutes are circulated to ALC members at each meeting and posted to the public website for the ALC **(1B8.2)**.

Also evident from the meeting minutes on that page is that one of the major activities of the campus-wide committee, the ALC, is to plan for and execute ILO assessments each year. Faculty and administration from the entire El Camino campus and, until recently, our now former Compton Center, offer input about the ILO assessment method and the eventual results. ILO assessment results are presented to faculty and staff at annual Flex Day breakout workshops. Strengths and weaknesses are discussed, and actions for improvement are developed. Minutes are included with ILO presentation information in Evidence 1B8.9 Assessment Communication.

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9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.

### Evidence of Meeting the Standard

The following pieces of evidence demonstrate that comprehensive institutional planning at EL Camino College is designed to accomplish the mission and improve institutional effectiveness and academic quality: Administrative Procedure 3250 (Institutional Planning, November 2014), the Comprehensive Master Plan 2017-2022, the *Making Decisions at El Camino College* document (2017), BP 1200 (December 2014), SPC meeting agendas 2017-29, and Planning Summit Outcomes Reports 2015-2018.

Based on the evidence mentioned below, El Camino College demonstrates that its institutional planning happens on a regular basis, includes wide participation across the college community, uses valid data sources, and follows consistent processes. At the same time, the evidence supports that institutional planning at ECC integrates program review, resource allocation, strategic and annual planning, and that comprehensive planning processes address short- and long-term needs of the campus: Administrative Procedure 3250, the 2017-22 Comprehensive Master Plan, BP 1200 December 2014, SPC meetings agendas 2017-19, Planning Summit Outcomes Reports 2015-2018, PBC meeting agendas Aug 2015, March/Sep 2016, Jan 2017, and June 2018, District and Student Profiles report, 2016, 2017, 2018, Student and Employee Campus Climate Survey, Survey of Entering Student Engagement 2016 results, IE Outcomes infographics, Institutional Learning Outcomes reports 2015-2018, [success & retention rates](#), [academic program review dashboard](#), student services review dashboard, Annual Planning and Budgeting Calendar, annual planning Nuventive snapshots, program review reports 2015, 2016, 2018, Student Learning Outcomes report 2015-17, Final Budgets 2015-2019, Student Equity Plan 2015-16, 2017-18, 2019-22, College plan 2016, 2017, and 2018, Enrollment Management Plan 2015-18, 2016-19, 2019-22, Equal Employment Opportunity Plan 2016-19, and annual planning evaluation Nuventive snapshot.

The analysis and evaluation section below describes how all pieces of evidence mentioned above demonstrate that the institution meets standard IB9.

### Analysis and Evaluation

Three key institutional documents demonstrate that comprehensive institutional planning at El Camino College is designed to accomplish the mission and improve institutional effectiveness

and academic quality: [Administrative Procedure 3250 \(Institutional Planning, November 2014\)](#), the [Comprehensive Master Plan 2017-2022](#), and the [Making Decisions at El Camino College](#) document (2017). AP 3250 states in its introduction,

The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the college's efforts toward continuous improvement in institutional quality, student success, and fulfillment of the college mission. The college's planning processes are put into practice so that more students from our diverse community attain educational success and achieve their academic goals (p.1).

The quote above illustrates the college's approach to campus-wide planning, a process through which ECC reviews what has been done (assessment and evaluation) to determine what needs to be done (planning) in order to advance its mission, boost institutional quality, and make student success happen. Institutional effectiveness is understood by the college to be its growing capacity to support its diverse students in attaining their academic goals.

Within its planning process section, the Comprehensive Master Plan (CMP) 2017-2022 reiterates what is stated in AP 3250. Additionally, it specifies that the CMP is based on specific strategic initiatives, which provide direction for achieving the mission, and it is informed by multiple and interrelated planning components (curriculum review, program review, outcomes assessment, and annual planning) that guide resource allocation to produce institutional effectiveness outcomes and greater student success.

In the Planning Model and Calendar section, the *Making Decisions at El Camino College* document (2017) restates the same concepts pointed out in AP 3250 and the CMP (see p. 17 of the document). Subsequently, in the Annual Planning and Prioritization section, the document explains how the annual planning process *operationalizes* comprehensive institutional planning to ultimately accomplish student success and carry out the college's mission:

Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through (hierarchical planning and a) set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College's Financial and Operational Plan (p. 18).

According to [Administrative Procedure 3250](#), institutional planning is served by two college-wide committees: The Strategic Planning Committee (SPC), focused on the long-term needs of ECC, and the Planning and Budgeting Committee (PBC), focused on the shorter-term needs that take place on an annual basis.

SPC meets every five years to develop the comprehensive master plan (Educational Master Plan, which serves as a guide to design the Technology Plan, Facilities Plan, and Staffing Plan; see [2017-22 Comprehensive Master Plan](#)) and the strategic plan (see [BP 1200 December 2014](#)). The committee recommends a course of action to the Superintendent/President and is chaired by the Vice President of Student Services and the Director of Institutional Research and Planning. All campus constituencies are represented as membership includes Area Vice Presidents, representatives from faculty, classified staff, management, students, El Camino College Foundation, and Division leadership. This committee reconvenes annually at SPC meetings and the Planning Summit (see [SPC meetings agendas 2017-29](#)) to evaluate the status of institutional plans (see [Outcomes Reports Planning Summit 2015-2018](#)). This process facilitates integration of strategic and annual planning, and allows for adjustments, if needed.

The Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide annual planning and budgeting. It assures that planning and budgeting processes are driven by the college mission, the strategic plan, and institutional priorities. Additionally, it ensures that these processes are integrated with one another, and evaluated periodically (see [PBC meeting agendas Aug 2015, March/Sep 2016, Jan 2017, and June 2018](#)). PBC meets monthly and makes recommendations to the President/Superintendent on all planning and budgeting issues. All campus constituencies are represented as membership includes stakeholders from the Associated Students Organization, Academic Senate, the Federation of Teachers, classified employees, the Police Officers Association, confidential employees and management, as well as representatives from Academic Affairs, Administrative Services, and Student Services. Ex-officio supporting members of this committee include Area Vice Presidents, the Business Manager, and Information Technology Services management. As of November 2019, PBC is co-chaired by the Vice President of Administrative services and the Director of Institutional Research and Planning. The evidence referenced above demonstrates that ECC institutional planning happens on a regular basis and includes participation college-wide.

External and internal scans are a fundamental part of the comprehensive master planning and strategic planning at El Camino College. As stated in [AP 3250](#), these scans include trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy, as well as internal evidence of student demographics, academic achievement, and learning outcomes. The Office of Institutional Research & Planning coordinates the gathering of this evidence (see [District and Student Profiles report, 2016, 2017](#)), which serves as a foundation for development of the master and strategic plans. IRP also gathers feedback from the community and current students to regularly ensure that the college mission and long-term plans consider these needs (see [2018 Student and Employee Campus Climate Survey](#), [Survey of Entering Student Engagement](#), [IE Outcomes infographics](#), [Institutional Learning Outcomes reports 2015-2018](#), [success & retention rates](#), [academic program review dashboard](#), [student services review dashboard](#), among others). [With the pieces of evidence](#)

[presented above, El Camino College demonstrates that valid data sources are used to develop institutional planning.](#)

As stated in previous paragraphs, the Strategic Planning Committee meets every five years to develop the comprehensive master plan and the strategic plan, and reconvenes annually at SPC meetings and the Planning Summit to evaluate the status of institutional plans.

In the case of annual planning, the process is outlined in the [Annual Planning and Budgeting Calendar](#), and further described in the [Annual Planning and Budgeting section of AP 3250](#). It starts in September of the previous year to be planned and concludes the following September, before the planned year starts off.

Annual planning involves four levels of planning and it is administered through the Nuventive platform: Program (or department), Unit, Area, and College-wide (see [annual planning Nuventive snapshots](#)). The planning is developed based on Program Review recommendations (see [program review reports 2015, 2016, 2018](#)), outcomes assessment (see [Student Learning Outcomes report 2015-17](#)) and/or emerging needs. Units design their planning based on prioritized program recommendations and unit-level evaluation. Areas, under each Vice President, develop plans from prioritized recommendations of units and area-level evaluation.

All Vice Presidents then develop a single list of final recommendations to be funded in the next fiscal year. Prioritization is based on health and safety, support for Strategic Initiatives and other institutional priorities, State and Federal compliance, and accreditation requirements. Vice Presidents present the proposed list of funded recommendations to the Planning and Budgeting Committee for discussion and funding endorsement. This committee submits a list of endorsed funding requests to the President/Superintendent for consideration. Resource allocation on campus takes place once the Board of Trustees adopts the Final Budget in September. Approved and allocated funding requests are incorporated into the College Budget (see [Final Budgets 2015-2019](#)).

College-wide plans consist of targeted plans (see [Student Equity Plan 2015-16, 2017-18, 2019-22](#)) annual implementation of the Comprehensive Master Plan (see [College plan 2016, 2017, and 2018](#)), and those created by campus-wide committees ([Enrollment Management Plan 2015-18, 2016-19, 2019-22](#), [Equal Employment Opportunity Plan 2016-19](#)).

In July, before starting the annual planning process, an annual planning update report is generated. This report summarizes implemented plans from the most recent fiscal year, and serves as input for the next planning cycle (see [annual planning evaluation Nuventive snapshot](#)).

The strategic and annual planning process presented above and the pieces of evidence that support its description demonstrate that institutional planning at El Camino College follows consistent processes, addresses short- and long-term needs of the institution, and integrates program review, resource allocation, comprehensive, strategic, and annual planning.

## Standard 1B Conclusion

The college meets the standards by demonstrating an ongoing cycle of course, program, and service area assessment, evaluation, and review. The course level assessments feed program-level assessment and both levels drive many of the recommendations in program review, which in turn support the needs found in the program planning process. This prioritizes funding for resources to improve student success and learning. The college disaggregates data at various levels of assessment and review the data to identify gaps and develop interventions to close the gaps. The process of course, program, institutional, and support service assessment and program review drives funding and provides justification for resources.

### Standard 1B Evidence List

1B1.1 Academic Senate SLO Report

1B1.2 BSS Division Meeting Minutes

1B1.3 PD Day Workshops

1B1.4 Dual Enrollment

1B1.5 Student Equity Plan Faculty Staff Stakeholders

1B1.6 ALC Minutes

1B1.10 Vice President report at AS meeting

1B1.11 Academic Senate Comprehensive Master Plan, equity

1B1.13 Office Report at AS meeting

1B1.14 Dreamers Task Force update at AS meeting

1B1.15 Enrollment Management update/Information Item at AS meeting

1B1.17 Special Committee Report/Student & Community Advancement at AS meeting

1B1.18 Information Items/Multiple Measures at AS meeting

1B1.19 Information Item/Guided Pathways at AS meeting

1B1.20 Special Committee Report/Institutional Effectiveness Outcomes at AS meeting

1B1.21 New Business/Milestones for Success at AS meeting

1B1.22 Information Item/Student Success Scorecard at AS meeting

1B1.23

1B2.1 Student Learning Outcomes timelines and assessment pages

1B2.3 SLO Coordinators Report Year-End Summary 2017-18

1B2.4 SLO Assessment for Communication Studies 2016

1B2.5 Institutional Learning Outcomes from 2018-19 Catalog

1B2.6 ILO Report 2017 Demographics  
1B2.7 Anthropology AA-T program outcomes from 2018-19 Catalog  
1B2.8 General Education Outcomes from 2016 Learning Outcomes & Assessment Handbook  
1B2.9 Service Area Outcomes from 2016 EOPS/CARE program review  
1B2.10 Service Area Outcomes from 2016 Grants Office program review  
1B2.11 Student Services Program Review timeline  
1B2.12 SAO Assessment Example - Testing

1B4.1 Comprehensive Master Plan 2017-2022  
1B4.2 Planning Model 2015  
1B4.3 BP 1200 District Mission and Strategic Planning  
1B4.4 2018 Academic Program Review Handbook  
1B4.5 Institutional Effectiveness Outcomes

1B5.1 ENGL 84, A, and 1A Report  
1B5.2 ENGL A Report  
1B5.3 ENGL 1A Report  
1B5.4 English A Disaggregation Report  
1B5.5 English 1A Disaggregation Report  
1B5.6 ILO Report 2017 Demographics  
1B5.7 El Camino College VPAA-Program Review Webpage  
1B5.8 PR Template  
1B5.9 IRP Success and Retention Webpage  
1B5.10 El Camino College Success Dashboard Fall  
1B5.11 Distance Education Research Analysis  
1B5.12 Student Support Services Program Review Template

1B6.1 Human Development 2017 Program Review - page 26-28  
1B6.2 2018 Academic Program Review Committee Handbook page 7  
1B6.3 Human Development 2017 Program Review pages 26-28

#### IB6.4 ILO Assessment Report

1B8.2 Assessment of Learning Committee (ALC) web page

1B8.3 SLO Reports for English 1A Fall 2016, Fall 2017

1B8.4 Minutes of English/Reading meeting 25 February 2016

1B8.5 Minutes of English meeting 24 March 2016

1B8.6 English Program Review Report Final Draft 2016

1B8.7 SLO Assessment Reports on El Camino College web page

1B8.8 PRP Recommendations by English on Nuventive Improve



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

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

### C. Institutional Integrity

1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

#### Evidence of Meeting the Standards

The Institutional Research and Planning (IRP) webpage provides links to accurate and regularly updated data used by departments across campus as they share information about our mission, learning outcomes, educational programs, and student support services (1C1.1) “Campus Resources: A Guide to El Camino College” is an example of the use of IRP data in community publicity (1C1.2). Acalog, the software used to create the online catalog, demonstrates the college effort to keep the catalog up-to-date and accurate (1C1.3). The student services webpage, the college catalog, and “Campus Resources” verify that the college provides accurate information about student support services (1C1.4, 1C1.5, 1C1.6). The “Website Information” webpage and a website FAQ webpage illustrate the college’s effort to keep its website accurate and timely (1C1.7, 1C1.8). Accurate and current information about student achievement is accessible on the IRP webpage, the 2018 Annual Report to the Community, and the Institutional Effectiveness Outcomes ECC Infographic (1C1.9, 1C1.10, 1C1.11). The posting of SLOs, PLOs, and assessment reports on the Academic Affairs website shows that the college makes these publicly accessible (1C1.12, 1C1.13). Evidence of the college sharing its accredited

status is found on the ECC website homepage, the accreditation webpage, and the college catalog (1C1.14, 1C1.15, 1C1.16).

## Analysis and Evaluation

El Camino College meets the standard. Information is publicly available online and in print about the college's accreditation status, learning outcomes and assessment results, educational programs, and student support services. Institutional Research and Planning provides data for inclusion in these publications. A redesigned website and the introduction of Curriculog and Acculog reflect the College's commitment to providing accurate and easily accessible information.

El Camino College regularly reviews published information to ensure clarity, accuracy, and integrity. Institutional Research and Planning (IRP) provides El Camino College with accurate, relevant, and user-friendly information and analysis for use in assessment, strategic planning, student outreach, and marketing (1C1.1). IRP provides campus departments, such as Marketing and Communications and Outreach and School Relations, with accurate information to disseminate to the public. For instance, IRP data informs the El Camino College Fast Facts page, which is shared in publications disseminated to the public, such as "Campus Resources: A Guide to El Camino College," produced by Outreach and School Relations and made available to prospective students (1C1.2, p. 3).

To assure the accuracy and regular updating of the catalog, the college introduced Curriculog in 2019. This software for curriculum processes integrates with Acalog for catalog development. These relational databases ensure that changes to curriculum and programs are automatically included in all catalog updates, ensuring accuracy of the catalog (1C1.3).

In 2017, the college revamped its entire website. The new website uses responsive design, which is faster and provides a more optimal website experience across devices and browsers. Users can find the information they are looking for more easily and quickly (1C1.4). An FAQ webpage on the Marketing and Communications website explains to ECC staff who administer local pages how to ensure their webpages are functioning correctly (1C1.5).

The college provides the public with current and accurate information on student achievement in print and online. For instance, the publicly accessible IRP webpage regularly publishes information about student achievement and completion (1C1.6). Information about achievement is shared in the printed 2018 Annual Report to the Community (1C1.7, pp. 15-16) and the Institutional Effectiveness Outcomes ECC Infographic (1C1.8). Information about student services is available on the college website and in the catalog (1C1.9, 1C1.10). In addition, student outreach makes a resource guide available to students on its website, "Campus Resources: A Guide to El Camino" (1C1.11).

SLO and PLO statements are posted on the publicly accessible Academic Affairs website (1C1.12). Institutional Learning Outcomes assessment reports are also posted on this site (1C1.13).

The ECC homepage includes an accreditation link to the college's accreditation status and accreditation documents. The link is found in the menu on the bottom left (1C1.14). The accreditation status of the college and all reports and communications with the ACCJC are linked on the accreditation webpage (1C1.15). The accredited status of the college is also found in the college catalog (1C1.16).

## 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)

### Evidence of Meeting the Standard

Print and online pdf versions of the 2018-19 college catalog and a webpage with links to past catalogs evidence how the college provides an easily accessible catalog prior to fall 2019 (1C2.1, 1C2.2, 1C2.3). The 2019-20 online college catalog, managed and created using Acalog, demonstrates the college's effort to streamline the process and further improve accuracy and currency (1C2.4). The "Catalog Requirements" can be found in the catalog table of contents and in references to the Board Policies and Administrative Procedures webpage (1C2.5, 1C2.6, 1C2.7).

### Analysis and Evaluation

Until 2019, the college published print and online pdf versions of the catalog. Print versions were sold in the ECC Bookstore for five dollars, available for reference from the library, and accessible online in a pdf version (1C2.1). Addendums were published when new courses were offered that were not in the original catalog or when there were changes in degree and/or certificate requirements, demonstrating efforts to provide students with current, accurate information (1C2.2). The college catalog is published annually through the Marketing and Communications Department, which makes every reasonable effort to ensure the catalog is accurate. El Camino College also has a catalog webpage with links to past catalogs (1C2.3).

In 2019-20, the college introduced two relational databases, Acalog and Curriculumlog, to streamline the process of updating the catalog, thereby improving accuracy. Curriculumlog manages the curriculum processes and changes are forwarded to Acalog to ensure the accuracy of the catalog (1C2.4). The online catalog is published one time per academic year, with one addendum per year.

The ECC catalog routinely includes all the information listed as Catalog Requirements in Standard 1C.2 (1C2.5). The link to the Board Policies and Administrative Procedures webpage is referenced throughout the catalog (1C2.6). In the online catalog, the catalog homepage includes these in a menu on the left (1C2.7).

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

### Evidence of Meeting the Standard

The Institutional Research and Planning (IRP) webpage demonstrates a wide variety of publicly accessible assessment data and reports (1C3.1). The Degrees and Certificates Awarded report exemplifies the use and analysis of assessment data in a publicly shared report (1C3.2).

Outcome assessment reports are linked on the Student Learning Outcomes webpage (1C3.3, 1C3.4). Examples of publicly shared assessment data and analysis include the Institutional Effectiveness Outcomes infographic and a report to the Board of Trustees in May 2017 (1C3.5, 1C3.6). The informational packet provided at the 2019 Breakfast with the President for local high school principals exemplifies the sharing of information about academic quality with the public (1C3.7). At this breakfast, each high school was provided with a “Report Card for 2018 Graduates” with information about the performance of students from their high school who enrolled at ECC (1C3.8).

### Analysis and Evaluation

The college collects student assessment data and uses it to analyze student achievement and learning. This information is shared campus-wide with students and employees and is disseminated to the community.

The college reports data on student achievement and completion on the publicly accessible IRP webpage. Reports include information on college readiness (course placement), progression through basic skills, degrees and certificates, transfer, and employment outcomes (1C3.1). Selected student achievement measures are published along with minimum institution-set standards and aspirational goals. These include a Degrees and Certificates Awarded report, which displays performance trends along with minimum standard and 5-year strategic plan goals (1C3.2). Assessment reports for SLOs, PLOs, and ILOs are posted on the SLO webpage (1C3.3, 1C3.4).

The 2015-20 Strategic Plan includes a set of comprehensive entry-to-completion and career outcome measures intended to gauge progress on the strategic plan. These Institutional Effectiveness (IE) Outcomes are published in the strategic plan and in the IE Outcomes annual update and a related infographic (1C3.5). Annual updates to the IE Outcomes are presented at College Council, the Planning Summit, Planning and Budgeting Committee, Academic Senate, and Board of Trustees. For instance, in May 2017 the Director of Institutional Research and Planning made presentation to Board of Trustees titled, “Student Success Scorecard & Institutional Effectiveness” (1C3.6). The college shares data about student achievement with external stakeholders. For instance, principals of area high schools are invited to a breakfast

with the President event. Information about ECC student achievement is shared and discussed at this event, including information about the academic performance of students who originated at each of the high schools, such as Leuzinger High School (1A3.7, 1A3.8).

#### 4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

##### Evidence of Meeting the Standard

The online catalog lists the purpose, content, course requirements, and expected outcomes for each certificate and degree (1C4.1). The Chemistry degree description exemplifies the use of charts to visually explain course requirements and sequences (1C4.2). Chemistry and Math degree descriptions demonstrate the inclusion of course sequence, units or credit hours, and prerequisites (1C4.2, 1C4.3). The Nursing degree catalog description provides an explanation of unique admission requirements and prerequisites (1C4.4).

##### Analysis and Evaluation

The purpose, content, course requirements, and expected learning outcomes are outlined in the descriptions of the certificates and degrees offered by the college. These are clearly explained in the college catalog.

The online catalog lists the certificates and degrees available for each program (1C4.1). The description of each certificate or degree includes an explanation of its purpose, content, course requirements, and expected learning outcomes. For instance, the catalog description of the Chemistry program explains that the degree is intended to prepare students for transfer and outlines the skills and content knowledge the students will have acquired upon completion of the degree. The course requirements and sequences are explained in chart and written form (1C4.2).

Program descriptions include explanations of course sequences, units or credit hours, and prerequisites, when applicable. Admission requirements are explained when they differ from college admission requirements. The AS catalog degree descriptions for Nursing and Fire and Emergency with a Paramedical Technician option provide examples of the explanation of unique admission requirements and prerequisites (1C4.5, 1C4.6).

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

## Evidence of Meeting the Standard

The Board Policies and Administrative Procedures webpage demonstrates that the college regularly updates these, with most having been updated in the past five years (1C5.1). The Educational Policies Committee webpage shows a regular process of consultative review for academic policies and procedures (1C5.2). The Community College League of California login for El Camino shows that the college works to ensure its policies and procedures abide by state and federal laws and regulations (1C5.3). The efforts of College Council to develop and follow through on regular reviews of policies and procedures are seen in its committee goals and review procedures (1C5.4, 1C5.5, 1C5.6, 1C5.7). Agendas and minutes from College Council and the Educational Policies Committee provide evidence of policy updates (1C5.8, 1C5.9, 1C5.10, 1C5.11). The Board Policies webpage is frequently updated with revised policies and procedures, and the 2019-20 catalog addendum shows how college publications are updated to reflect changes to policies and procedures. (1C5.1, 1C5.12).

## Analysis and Evaluation

The college reviews institutional policies, procedures, and publications to ensure they accurately represent the college mission, programs, and services.

Board policies and administrative procedures are published on the college website and undergo a regular process of review, with the majority having been updated in the past five years (1C5.1). Policies and procedures are developed through a careful consultation process. The Educational Policies Committee webpage explains a regular review process for policies and procedures that includes the Academic Senate, the Council of Deans, students, the ECC Federation of Teachers, College Council, and other constituent groups as required and needed (1C5.2). In the development and revision of policies, the college refers to the Community College League of California legally-reviewed templates and consults its district lawyer when needed (1C5.3). All policies and procedures abide by Title 5, Education Codes, and USDE regulations.

College Council sets annual goals and creates review timelines to ensure policies and procedures are updated (1C5.4, 1C5.5, 1C5.6, 1C5.7). College Council held three special meetings between March and April 2018 to review policies and procedures that were outdated (1C5.8). College Council met again on October 5 and November 9, 2018 to review more policies and procedures (1C5.9). The Academic Affairs office works together with the Academic Senate Educational Policies Committee to revise and consult on policies that fall within the senate purview (1C5.10, 1C5.11).

Policies and procedures are posted and promptly updated on the board policies webpage (1C5.1). The online addendum to the 2019-20 catalog contains recent updates to Board Policy and Administrative Procedure 5500 Standards of Student Conduct (1C5.11).

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

### Evidence of Meeting the Standard

The fees, tuition, and refunds webpage and the college catalog show that the college provides accurate information to students about the cost of education (1C6.1, 1C6.2). Board Policy and Administrative Procedure 5030 Fees lists the permissible and prohibited fees and requires the college to inform students of fees (1AC.3). Examples of the notification to students of extra costs can be seen in Nursing and Cosmetology classes in the catalog (1C6.4). The cost of textbooks can be discerned through a search for zero or low-cost textbook classes in the online class schedule and Schedule Builder (1C6.5, 1C6.6). Textbook costs can be seen through the online bookstore (1C6.7).

### Analysis and Evaluation

El Camino College meets the standard. The college provides accurate information to students about the total cost of education on its website and in the catalog.

ECC publishes information about tuition, fees, textbooks, instructional materials, and other required expenses on its website and in the catalog (1C6.1, 1C6.2). Board Policy and Administrative Procedure 5030 Fees require the college to abide by all Title 5, Education Code, and federal guidelines regarding fees and tuition and to publish fees for classes and services in the college catalog and the annual Schedule of Fees (1C6.3). Fees and tuition are consistent for all courses regardless of the program. Some classes have material fees that vary from course to course, such as Nursing and Cosmetology (1C6.4). Students may search for classes with zero or low-cost textbooks in the online class schedule and Schedule Builder (1C6.5). Textbook costs can also be seen through the online bookstore (1C6.6).

7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13).

### Evidence of Meeting the Standard

Board Policy 4030 Academic Freedom states the college support for academic freedom and is published in the catalog and on the ECC board policies webpage (1C7.1, 1C7.2, 1C7.3). Academic Senate minutes show that BP 4030 was updated through consultation in 2015 (1C7.4). The ECC Federation of Teachers contract and the Instructor Position Description further reinforce academic freedom (1C7.5, 1C7.6).

### Analysis and Evaluation

El Camino College is committed to academic freedom. Board Policy 4030 Academic Freedom asserts that the college “recognizes that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Academic freedom is fundamental for the protection of the rights of the faculty member in teaching and of the student in learning. It carries with it responsibilities correlative with rights.” (1C7.1). BP 4030 is published in the catalog and on the ECC board policies webpage (1C7.2, 1C7.3). Last revised in 2015, revisions to BP 4030 were developed through consultation between the Academic Senate, Administration, and the ECC Federation of Teachers and approved by the Board of Trustees (1C7.4). Article 5 of the ECCFT Agreement, “Academic Freedom and Responsibility,” asserts that “the District and the Federation will strive to promote and to protect academic freedom” (1C7.5). Finally, the Instructor Position Description requires that faculty “respect the academic freedom of students to express their opinions on controversial matters germane to the subject matter of the courses taught, subject only to the maintenance of appropriate decorum and the time constraints necessary to implement the attainment of course objectives” (1C7.6).

8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

### Evidence of Meeting the Standard

ECC policies and procedures promote honesty, responsibility, and academic integrity among all its constituents. Board Policy and Administrative Procedure 5500 Standards of Student Conduct are Board approved and explain the college expectations for student behavior and academic honesty (1C8.1, 1C8.2). BP/AP 5500 is published in the college catalog, on the board policy webpage, and on the Student Development Office webpage (1C8.3, 1C8.4, 1C8.5).

Administrative Procedure 5520 Student Discipline Procedures describes the discipline process and sanctions for academic dishonesty (1C8.6). BP 5500 and the Instructor Position Description show that the college hold the faculty and campus community responsible for ensuring academic integrity (1C8.7, 1C8.8). The ECC Statement of Values and Administrative Procedure 3050 Code of Ethics further show the college commitment to promoting honesty, responsibility, and academic integrity (1C8.9, 1C8.10). The campus authenticates online students with student logins and passwords for a campus-wide course management system, Canvas. (1C8.11). The integration of Proctorio (online proctoring) with Canvas underscores the campus commitment to academic honesty (1C8.12).

### Analysis of Evaluation

El Camino College promotes honesty, responsibility, and academic integrity through its board policies, administrative procedures, and Statement of Values and issues consequences for dishonesty.

Board Policy 5500 Standards of Student Conduct assures “El Camino College will develop and maintain Standards of Student Conduct. The procedures shall be made widely available to students through the College catalog, and other means including electronic communications” (1C8.1) Administrative Procedure 5500 Standards of Student Conduct explains the District expectations for student academic honesty and student behavior (1C8.2). It is published in the College Catalog and online (1C8.3, 1C8.4, 1C8.5). AP 5500 outlines Standards of Student Conduct, including academic honesty. It states that dishonesty “shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student.” AP 5520 Student Discipline Procedures outlines the discipline process and sanctions for violations of the standards of student conduct (1C8.6).

Board Policy 5500 Standards of Student Conduct explains ECC employees’ responsibility for academic honesty and integrity: “To uphold the academic integrity, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness”

(1C8.8). The Instructor's Position Description includes the expectation that faculty "maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position" (1C8.9).

The ECC Statement of Values explains that "our highest value is placed on our students and their educational goals" and outlines the expectation that faculty and classified staff act with integrity, "We act ethically and honestly toward our students, colleagues and community" (1C8.10). AP 3050 Code of Ethics explains the ethical responsibilities of campus employees and the consequences of violations of the code (1C8.11). The college authenticates online students with logins and passwords provided for a campus-wide course management system, Canvas. (1C8.11). The integration of Proctorio (online proctoring) with Canvas highlights the college efforts to ensure academic honesty (1C8.12).

## 9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

### Evidence of Meeting the Standard

Board Policy 4030 Academic Freedom and the ECC Federation of Teachers Agreement demonstrate that the college, while protecting a faculty member's academic freedom, also requires the faculty member to present information to students in a fair and objective way (1C9.1, 1C9.2).

### Analysis of Evaluation

Board Policy 4030 Academic Freedom and the ECCFT Agreement require faculty to distinguish between personal conviction and professionally accepted views in a discipline. BP 4030 Academic Freedom asserts that faculty have the freedom "to speak or write as a citizen, provided that the faculty member recognizes the special professional obligations of an educator to be accurate, objective and respectful of others, and that the faculty member take care to avoid leaving the impression that he or she is speaking for the college or the district" (1C9.1). Article 5 of the ECCFT Agreement protects instructors' ability in class to examine or endorse unpopular or controversial ideas in academic research or publication when they are relevant to the course (1C9.2).

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

### Evidence of Meeting the Standard

Board Policy and Administrative Procedure (BP/AP) 5500 Standards of Student Conduct lay out the expectations for student behavior and are posted on the Board Policy webpage, Student Development Office Conduct webpage and in the college catalog (1C10.1, 1C10.2, 1C10.3). Required syllabus information posted for the Behavioral and Social Sciences Division shows the expectation that syllabi include a link to the Standards of Student Conduct (1C10.4). The ECC Federation of Teachers Agreement, the Instructor Position Description, the ECC Classified Employees Agreement, and the Police Officers Association Agreement outline the behavior expectations for these groups and possible disciplinary action for violations (1C10.5, 1C10.6, 1C10.7, 1C10.8). Additional behavioral expectations for the campus community are contained in BP/AP 3540 Sexual and Gender Based Misconduct, AP 3050 Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP 3570 Smoke and Tobacco Free Campus (1C10.9, 1C10.10, 1C10.11, 1C10.12).

### Analysis and Evaluation

Expectations for faculty, classified staff, and student behavior are clearly laid out in codes of conduct, board policies, administrative procedures, and employment contracts. These are widely available online.

The student code of conduct is outlined in BP/AP 5500 Standards of Student Conduct. These are posted online on the Board Policy webpage, on the Student Development Office Conduct webpage, and in the college catalog (1C10.1, 1C10.2, 1C10.3). Links to and quotes from BP/AP 5500 are included in many course syllabi. For instance, a template with required syllabus information in all classes in the Behavioral and Social Sciences Division includes a link to the Standards of Student Conduct (1C10.4).

Expectations for faculty conduct are explained in article 22 section 14 of the ECCFT Agreement, "Prohibited Behavior" (1C10.5). Prohibited behavior is broadly defined as "behavior which is demeaning, offensive, intimidating, or physically threatening to any other employee in the college community." Prohibited behavior includes sexual and discriminatory harassment. In addition, the Instructor Position Description includes the expectation that faculty "maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position" (1C10.6).

Expectations for classified staff conduct are explained in article 23 section 1 of the ECCE Agreement, "Disciplinary Action" (1C10.7). Examples of prohibited behavior include willfully

deceiving or defrauding the District, appearing for work under the effects of alcohol or controlled substances, conviction of a sex offense, insubordination, and repeated discourteous, offensive, or abusive conduct or language. The expectations for the conduct of police officers are outlined in article 19 section 3 of the Police Officers Association Agreement, “Causes for Disciplinary Action for Permanent Officers” (1C10.8). Examples of prohibited behavior for police officers include discourteous, offensive, or abusive conduct or language toward other officers, students or the public, dishonesty, being under the influence of alcohol or illegal substances while on duty, arrest for a sex or narcotics offense, conviction of a crime of moral turpitude, and falsifying information.

Additional expectations for the conduct of campus employees and students are set by BP/AP 3540 Sexual and Gender-Based Misconduct, AP 3050 Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP 3570 Smoke and Tobacco Free Campus (1C10.9, 1C10.10, 1C10.11, 1C10.12).

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

### Evidence of Meeting the Standard

El Camino College does not offer courses in foreign lands to non-US nationals, but it does offer summer study abroad programs to ECC students. The Madrid Study Abroad 2019 program materials show that faculty and students conform to the college policies and curriculum while studying and traveling in foreign locations (1C11.1).

### Analysis and Evaluation

The college does not offer courses in foreign locations targeted to non-U.S. Nationals, nor does it promote distance education in foreign locations. The College does periodically offer study abroad programs for El Camino College students. Study abroad students enroll in ECC classes that adhere to the Course Outlines of Record and are taught by ECC faculty. Students participate in an orientation prior to departure that explains the requirements for the program, including that students adhere to the ECC Student Code of Conduct while abroad. For instance, the summer 2019 study abroad program to Madrid was led by two faculty members who taught ECC courses in Spanish, Ethnic Studies, and History. Twenty-one ECC students participated in the coursework and a four-week stay in Madrid. The College contracted with ACCENT International Consortium for Academic Programs Abroad to arrange the travel logistics (1C11.1).

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

### Evidence of Meeting the Standard

Board Policy and Administrative Procedure 3200 demonstrate the college commitment to complying with requirements of standard 1C12 (1C12.1, 1C12.2). The accreditation webpage provides evidence that the college publicly shares its reports and documents (1C12.3). The ECC homepage shows that the accreditation webpage is only one click away (1C12.4). Prompt reporting to the ACCJC is shown with the on-time submission of the 2015 Midterm and Follow-up Reports (1C12.5, 1C12.6). The timeline for the 2020 accreditation visit evidences compliance to the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions (1C12.7). Solicitation for public comment is found on the accreditation webpage (1C12.8).

### Analysis and Evaluation

The college agrees to comply with accreditation eligibility requirements, standards, policies, and guidelines. Accreditation information, including all reports and public correspondence, are posted on an accreditation webpage that is linked on the College homepage. The college promptly fulfills ACCJC requirements. Board Policy 3200 Accreditation states, “The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges” (1C12.1). Administrative Procedure 3200 Accreditation explains the college process for writing accreditation reports and preparing for accreditation visits (1C12.2).

The accreditation webpage grants public access to all reports and documents regarding the College compliance with ACCJC standards and policies, including accreditation reports and action letters (1C12.3). The accreditation webpage is linked on the ECC homepage in the “Information” menu on the bottom of the page (1C12.4).

The College consistently meets all reporting deadlines to the ACCJC. For example, the 2015 Accreditation Midterm Report was submitted on time on March 15, and the 2015 Follow-up Report was submitted on time on October 15 (1C12.5, 1C12.6)

The college complies with the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions. For instance, this policy requires the college “to develop an effective mechanism to ensure the internal coordination of accreditation activities.” The college created committees for each standard, which were comprised of administrators, classified staff, faculty,

and students. Each standard used a Team site to coordinate its work and house its minutes, drafts and evidence (1C12.7).

The College publicly discloses dates for the upcoming comprehensive peer review visit and has solicited third-party comment. The Accreditation webpage includes links to drafts of the report to be reviewed at public forums and the ACCJC comprehensive evaluation visit dates (1C12.8). An email address is provided for written feedback on the drafts.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

### Evidence of Meeting the Standard

El Camino complies with the regulations and statutes of external accrediting bodies as evidenced by multiple accreditations by programs such as Radiologic Technology, Paralegal Studies, Cosmetology, Nursing, Fire and Emergency Technology and Respiratory Care (1C13.1, 1C13.2, 1C13.3). The announcement of Compton's accreditation demonstrates that the college promptly communicates changes to its accredited status (1C13.4). A letter regarding United States Department of Education (USDE) regulations posted on the Academic Affairs webpage, shows compliance with the USDE regulation on public notifications (1C13.5).

### Analysis and Evaluation

The college acts with honesty and integrity in its dealings with external agencies, including outside accrediting agencies. For instance, the Radiologic Technology Program is fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) and the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) (1C13.1). In the Business Division the Paralegal Studies Program is approved by the American Bar Association (1C13.2). Students in this program are required to abide by the "Rules of Ethics" in the American Registry of Radiologic Technologists (ARRT) Standard of Ethics and to submit to criminal background checks. California License Examination Pass Rates are posted for the following programs and agencies: Cosmetology and the California Board of Barbering and Cosmetology; Fire and Emergency Technology: Paramedical Technician and the California Emergency Medical Service Authority; Nursing and the National Council Licensure Examination; Radiologic Technology and the American Registry of Radiologic Technologists; Respiratory Care and the National Board of Respiratory Care; and Fire Technology and the State Fire Marshal and the California Specialized Training Institute (1C13.3).

El Camino clearly communicates changes in its accreditation status. For instance, on June 8, 2017, ECC announced accreditation granted to Compton College by the Commission (1C13.4).

The college complies with the U.S. Department of Education's (USDE) regulation on public notifications. Letters from the USDE are posted on the accreditation webpage. (1C13.5)

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

### Evidence of Meeting the Standard

Board Policy 1200 District Mission, Vision and Values expresses the high value the college places on quality education, student achievement, and student learning (1C14.1). Board Policy 6200 Budget Preparation requires that the budget support the mission (1C14.2) and AP 6740 Citizen's Oversight Committee ensures the proper expenditure of bond money (1C14.3).

### Analysis and Evaluation

El Camino College is committed to high quality education and student success above all other considerations. BP 1200 District Mission, Vision and Values asserts the premium placed by the college on education and student achievement (1C14.1). BP 6200 Budget Preparation requires "the annual budget shall support the District's mission, strategic plan, and comprehensive master plan" (1C14.2). The Citizen's Oversight Committee for the bond demonstrates that decisions regarding finance have not compromised its commitment to high quality education (1C14.3).

### Standard 1C Conclusion

El Camino College acts with integrity and accuracy in its decision-making and communication. Its highest priority is placed on quality education, student achievement, and student learning in its planning, budgeting, and fiscal processes. The college ensures that it is providing accurate information to the community and to the external agencies that it serves.

## Standard 1C Evidence List

- 1C1.1 Institutional Research and Planning Webpage
- 1C1.2 Campus Resources - A Guide to El Camino College
- 1C1.3 Acalog-Curriculog Catalog Management
- 1C1.4 Website Information
- 1C1.5 New Website Frequently Asked Questions
- 1C1.6 Student Achievement & Completion Webpage
- 1C1.7 2018 Annual Report to the Community, pp. 15-17
- 1C1.8 Institutional Effectiveness Outcomes ECC Infographic 2016-17
- 1C1.9 Student Services Webpage
- 1C1.10 Student Services in Catalog
- 1C1.11 Campus Resources: A Guide to El Camino College
- 1C1.12 SLO Assessment Reports Webpage
- 1C1.13 Institutional Learning Outcome Assessment webpage
- 1C1.14 ECC Homepage
- 1C1.15 ECC Accreditation Webpage
- 1C1.16 Catalog Accreditation Statement
  
- 1C2.1 ECC Webpage Catalog
- 1C2.2 ECC Catalog 2018-2019 Addendum
- 1C2.3 ECC Catalog 2018-2019, p. 4
- 1C2.4 Past ECC Catalogs
- 1C2.5 ECC Catalog Requirements
- 1C2.6 ECC Board Policies Webpage
  
- 1C3.1 Student Achievement and Completion Webpage
- 1C3.2 Degrees Certificate ECC 2017, p. 4-5
- 1C3.3 Student Learning Outcomes Assessment Reports
- 1C3.4 Institutional Learning Outcomes Assessment Reports
- 1C3.5 Institutional Effectiveness Outcomes ECC Infographic 2016-17
- 1C3.6 Board Minutes 5-22-17

1C3.7 Breakfast with the President Informational Packet, 2019

1C4.1 ECC Catalog, Degrees and Certificates

1C4.2 ECC Catalog, Chemistry AS

1C4.3 ECC Catalog, Math AS

1C4.4 ECC Catalog Nursing AS

1C4.5 ECC Catalog Fire and Emergency with Paramedical Technician Option AS

1C5.1 Board Policies and Administrative Procedures Website

1C5.2 Educational Policies Committee Webpage

1C5.3 CCLC Policy & Procedure Subscription Service

1C5.4 College Council Goals 2017-18

1C5.5 College Council Goals 2018-19

1C5.6 College Council Policy and Procedure Review, p. 2

1C5.7 Legally required Policies and Procedures – Pending College Review 2018 (also from the 10/1/18 College Council Minutes)

1C5.8 FINAL 03 05 18 College Council Minutes, p. 2

1C5.9 2017-18 Policies Updates College Council from 10 1 18 College Council Minutes

1C5.10 11-6-17 College Council agenda, p.2

1C5.11 Educational Policies Committee Webpage

1C5.12 2019-20 Catalog Addendum

1C6.1 Fees, Tuition and Refunds Webpage

1C6.2 College Catalog – Fees, Tuition, and Refunds

1C6.3 Board Policy and Administrative Procedure 5030 Fees

1C6.4 ECC Catalog, Nursing and Cosmetology Class Listings

1C6.5 Online Class Schedule - Low and No Cost Textbooks

1C6.6 Schedule Builder – Zero Cost Textbook Search

1C6.7 Online Bookstore – Zero Cost Textbook Search

1C7.1 BP 4030 Academic Freedom

1C7.2 ECC Catalog 2018-2019, p. 52  
1C7.3 ECC Board Policies Webpage  
1C7.4 Academic Senate Minutes, p. 3  
1C7.5 ECCFT Agreement, pp. 13-14  
1C7.6 Instructor Position Description

1C8.1 BP 5500 Standards of Student Conduct  
1C8.2 AP 5500 Standards of Student Conduct  
1C8.3 ECC Catalog – BP/AP 5500  
1C8.4 Board Policies Webpage - BP/AP 5500  
1C8.5 Student Development Office Conduct Webpage - BP/AP 5500  
1C8.6 AP 5520 Student Discipline Procedures  
1C8.7 BP 5500 Standards of Student Conduct  
1C8.8 Instructor Position Description  
1C8.9 BP 1200 District Mission, Vision and Values  
1C8.10 AP 3050 Codes of Ethics  
1C8.11 Canvas login  
1C8.12 Proctorio

1C9.1 BP 4030 Academic Freedom  
1C9.2 ECCFT Agreement – Article 5

1C10.1 Catalog – BP/AP 5500  
1C10.2 Board Policies Webpage - BP/AP 5500  
1C10.3 Student Development Office Conduct Webpage - BP/AP 5500  
1C10.4 Women Studies 1 Syllabus Template  
1C10.5 2017-2019 ECCFT Agreement - Prohibited Behavior  
1C10.6 Instructor Position Description  
1C10.7 ECCE Agreement 2017-2019 Article 23  
1C10.8 POA Agreement 2017-2019 Article 19  
1C10.9 BP/AP 3540 Sexual and Gender-Based Misconduct

1C10.10 AP 3050 Code of Ethics

1C10.11 BP/AP 3430 Prohibition of Harassment

1C10.12 BP 3570 Smoke and Tobacco Free Campus

1C11.1 Madrid Study Abroad 2019

1C12.1 BP 3200 Accreditation

1C12.2 AP 3200 Accreditation

1C12.3 ECC Accreditation Webpage - Reports and Documents

1C12.4 ECC Homepage - Link to Accreditation

1C12.5 2015 Midterm Report

1C12.6 2015 Follow-up Report

1C12.7 2020 Standard I Team Site

1C12.8 ECC Accreditation Webpage – Public Comment

1C13.1 Radiologic Technology, Nursing, Fire and Emergency Technology and Respiratory Care

1C13.2 Paralegal Studies

1C13.3 Cosmetology

1C13.4 Compton – Accreditation

1C13.5 USDE Letter

1C14.1 BP 1200 District Mission, Vision and Values

1C14.2 BP 6200 Budget Preparation

1C14.3 AP 6740 Citizen's Oversight Committee