

## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### A. Instructional Programs

**A.1** All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

#### *Evidence of Meeting the Standard*

Administrative Procedure 3250 (II.A.1.1) and Administrative Procedure 4020 (II.A.1.2) outline how the curriculum review process ensures that the instructional programs which are offered by the college (whether traditional or distance education) are consistent with the College mission. Administrative Procedure 4105 (II.A.1.3) specifically attests that the CCC certifies course quality standards for courses offered via distance education.

Board Policy 4020 (II.A.1.4) and Administrative Procedure 4022 (II.A.1.5) specifically describe the role and function of the College Curriculum Committee as the body which has oversight for the formal curriculum review process to ensure that program offerings are appropriate for post-secondary education.

The El Camino College catalog (II.A.1.6) provides descriptions of the college's instructional programs which reflect program-level learning outcomes. The catalog also lists the degrees and certificates that can be earned.

El Camino College collects and analyzes a variety of metrics regarding institutional effectiveness (IE) (II.A.1.7; II.A.1.8) and can supply data to prove that students achieve the degrees and certificates it offers.

#### *Analysis and Evaluation*

El Camino College meets all components of Standard IIA.1 and addresses Eligibility Requirements 9 and 11.

According to Administrative Procedure 3250 (II.A.1.1), "[r]eview of curriculum proposals is based on the mission and strategic initiatives of the College. Board Policy 1200 (II.A.1.9) identifies the mission of the College as to "provide excellent comprehensive educational

programs and services that promote student learning and success in collaboration with our

diverse communities.” The curriculum proposal templates (II.A.1.10), including proposals for distance education, include sections to explain how the course or program relates to the mission and goals of the College.

The criteria for curriculum approval align with requirements specified in the California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook (II.A.1.11), ensuring the appropriateness of curriculum within higher education at the state level. The templates for curriculum proposals include a section to evidence how widespread and established the course or program is within higher education by specifying similar curriculum at local community colleges and/or other institutions. Moreover, the appropriateness of the college’s curriculum is evidenced by the fact that a wide variety of the courses are transferable to the University of California (UC) and the California State University (CSU) systems. Current articulation agreements with these systems and information regarding course transferability are maintained on assist.org (II.A.1.12), the official transfer and articulation system for California’s public colleges and universities.

The El Camino College catalog (II.A.1.6) lists the specific degrees and certificates that can be earned by students. For each degree program offered by the College, the catalog provides a program description and describes program-level learning outcomes which identify what a student will be able to do with the knowledge and skills acquired upon program completion.

The College regularly collects and analyzes data related to student achievement of educational goals (e.g., degrees, certificates, employment, transfer) (II.A.1.7; II.A.1.8 pages 25-39). In compliance with applicable guidelines and requirements of external regulatory agencies, several academic programs (e.g., Nursing, Respiratory Care) also maintain student completion and achievement data at the department level.

**A.2** Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

### *Evidence of Meeting the Standard*

As described in Board Policy 4020 (II.A.2.1), faculty at El Camino College are directly involved in curriculum development.

In accordance with Administrative Procedure 4020 (II.A.2.2), the College Curriculum Committee (CCC) functions as the primary mechanism by which full-time and part-time faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education.

Minutes from department/division meetings (II.A.2.3), as well as Academic Senate committee and subcommittee meetings (II.A.2.4) provide evidence that faculty evaluate and discuss the relationship between instructional methodologies and student performance on an ongoing basis. Faculty also engage in discourse regarding teaching and learning during special campus workshops and external conferences (II.A.2.5).

Administrative Procedure 3250 (II.A.2.6, p. 11) establishes the college's formal process for program review which addresses relevance, appropriateness, achievement of learning outcomes, currency, and planning for the future.

The Academic Program Review Committee (APRC) Handbook (II.A.2.7) details a program review process which is consistently followed for all academic programs at the college, regardless of program type or delivery mode.

The program review template (II.A.2.8) includes components specifically designed to address student achievement and student learning.

Administrative Procedure 3250 outlines the process by which the results of program review are used in institutional planning, "with [program review] recommendations integrated into annual planning cycles over the next four years (II.A.2.6, p. 11)."

The current academic program review template includes a section for discussing the status of *previous* program review recommendations. Successive program reviews must document any improvements that have resulted from program review recommendations from the previous cycle (II.A.2.9).

### *Analysis and Evaluation*

El Camino College meets all components of Standard IIA.2.

College faculty provide leadership for "creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines" at El Camino College. As a subcommittee of the Academic Senate (II.A.2.10 – *excerpted pages from Fall 2019 Academic Senate Handbook*), the College Curriculum Committee (CCC) is chaired by a member of the instructional faculty and is comprised primarily of faculty representatives from the college's academic divisions. Faculty may also contribute to the curriculum development and review process at the division level by serving on a Division Curriculum Committee (DCC).

The curriculum proposal template (II.A.2.11) requires that faculty proposing new or revised curriculum must provide detailed information about the proposed course. The official course outline of record (COR) (II.A.2.12) demonstrates the course's appropriateness within higher education by clearly outlining the subject matter, instructional methods (e.g., discussion, group activities, lecture, lab), sample assignments (including college-level critical thinking assignment), representative textbook (with publication date within 5-7 years), and representative methods of evaluation and assessment.

At El Camino College, full-time and part-time faculty collaborate on curriculum and dialogue about the relationship between teaching methodologies and student performance on an ongoing basis. Faculty not only address these matters at the division level (e.g., faculty meetings, departmental brown-bags) but also are encouraged to engage in campus-wide discussions about teaching methodologies and student performance during such events as assessment-related break-out sessions on Professional Development Day (II.A.2.5) to collaborate on ways to improve curriculum, enhance teaching/learning strategies, and promote student success. Other professional development opportunities (II.A.2.5) such as off-campus workshops/conferences and web-based resources also afford faculty occasion to engage in discourse regarding the relationship between instructional methodologies and student outcomes.

Regularly scheduled program reviews provide the most extensive opportunity for faculty to evaluate program content, methods of instruction, and student performance related to the instructional programs offered at the College. The criteria used in academic program review are reflected in the standard template for program review (IIA02.8) which includes components addressing such topics as: relevancy, appropriateness, currency, and planning for the future, and achievement of student learning outcomes. The academic program review template is reviewed and updated annually by the APRC and is revised as needed to reflect institutional priorities (e.g., updated prompts to emphasize student equity in analysis of student data) and/or changes in policies or procedures (e.g., instructions for accessing program data).

The Academic Program Review Committee (APRC) maintains formal guidelines and timelines to ensure consistency of the review process across instructional programs. As such, all faculty designated to lead program review in any given year must attend a program review orientation (IIA02.13) in the prior year; during the orientation session, the review timeline and the document template are presented in detail. The orientation also includes a demonstration by Institutional Research and Planning (IRP) about how faculty can access program data sets used for analysis and future discussion by program faculty.

The program review template includes a component which addresses student achievement and student learning. Faculty completing program review are required to analyze disaggregated data related to retention and completion. Program review also includes an analysis of results from course- and program-level learning outcomes assessment during the review cycle.

As referenced in Administrative Policy 3250, there is a direct link between the program review process and the process of institutional planning at El Camino College. The plan that each program completes on an annual basis includes funding requests; in the plan, the program must link each request to a specific program review recommendation or identify it as an emerging need. Budget requests from program plans are prioritized by Deans at the unit level (i.e., academic division) before being submitted to the Vice President of Academic Affairs for prioritization at the area level. Ultimately, area plans are submitted to the college President for consideration for the College plan. This integration of program review components into the program-level planning process ensures that recommendations from program review are represented at multiple levels of planning and are considered in the College's planning and budgeting process each year.

One of the components of the program review template requires that the program discuss the status of *previous* program review recommendations. This design facilitates continuity of the review process as the discussions in successive program reviews document any improvements that have resulted from recommendations and planned action (II.A.2.9).

- A.3** The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

#### *Evidence of Meeting the Standard*

The College's procedures for identifying student learning outcomes for courses,

programs, certificates, and degrees are detailed in the Learning Outcomes and Assessment Handbook (II.A.3.1).

The College has established student learning outcomes at the course (SLO), program (PLO), and institution (ILO) levels.

Pursuant to Administrative Procedure 3250 (II.A.3.2), faculty regularly assesses learning outcomes at the course, program, and institutional level.

Course-level student learning outcomes (SLOs) are listed on the official course outlines of record (COR) (II.A.3.3) for courses offered by academic divisions of the College.

Course syllabi include student learning outcomes identified on the course outline of record (COR) (II.A.3.4).

Course syllabi provide evidence that learning outcomes for courses offered via distance education match the learning outcomes for the same courses when taught in traditional mode.

The collective bargaining agreement with the El Camino College Federation of Teachers (II.A.3-

05) requires that faculty provide students with a course syllabus. Divisions document their procedures for ensuring that students receive a course syllabus.

### *Analysis and Evaluation*

El Camino College meets all components of Standard IIA.3.

In accordance with Administrative Procedure 3250 (II.A.3.2), the College has established processes for assessing learning outcomes for courses, programs, certificates, and degrees. Faculty collaborate at the department level to propose course-level (SLO) and program-level (PLO) learning outcome statements. Proposed learning outcome statements are included in curriculum proposals that are reviewed by the Division Curriculum Committee (DCC) and the College Curriculum Committee (CCC) within the context of the curriculum development or review process. A detailed description of the assessment process can be found in the Learning Outcomes and Assessment Handbook (II.A.3.1).

SLO and PLO statements have been identified for every course and program offered by the college. Current statements can be found on the college website (II.A.3.6) and in the software system the College uses to manage data related to student learning outcomes (i.e., Nuventive) (II.A.3.7).

Administrative Procedure 3250 requires that the College regularly assess student learning outcomes at the course, program, and institution level. Assessment includes class sections which represent all modalities (e.g., on-ground, online), and learning outcomes are scheduled for ongoing assessment on a 4-year cycle. The results from SLO and PLO assessments are also analyzed during the program review process as programs are required to complete reviews based on a template (II.A.3.8) that addresses the analysis of the results from course- and program-level learning outcomes assessment during the review cycle.

Course-level (SLO) student learning outcomes are clearly identified in the official course outlines of record (COR) (II.A.3.3) for all courses offered at the college.

As SLOs are identified at the course level, SLO statements for a course offered via distance

education match the SLO statements for the same course offered in traditional face-to-face mode.

In accordance with the district's collective bargaining agreement with the El Camino College Federation of Teachers (II.A.3.4), instructors provide students with a course syllabus which includes the SLOs identified or referenced in the official COR<sup>1</sup>. Specific timelines and practices regarding syllabus development, review, and distribution have been formalized at the division level (II.A.3.9).

- A.4** If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum.

#### *Evidence of Meeting the Standard*

Pursuant to Board Policy 4020 (II.A.4.1) and Administrative Procedure 4022 (II.A.4.2), the College Curriculum Committee (CCC) is responsible for matters related to the initiation and review of college curriculum. The College Curriculum Handbook (II.A.4.3) describes the process by which pre-collegiate level curriculum is developed and reviewed by faculty. College-level short-term training offered within one of the college's academic divisions is reviewed via the CCC curriculum process. The offices of Community Education and Community Advancement coordinate the curriculum processes related to community education and contract education offerings, respectively, which do not represent college-level curriculum.

The processes and criteria that the CCC uses to determine the appropriateness of credit type, delivery mode, and locations of its curriculum align with requirements specified in the California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (II.A.4.4) and Title 5 of the California Code of Regulations (II.A.4.5). The CCC curriculum proposal templates (II.A.4.6) include criteria for determining appropriate credit type, delivery mode, and location of its courses and programs.

The CCC curriculum proposal template includes a section for representing the alignment between such pre-collegiate and college-level courses to support a clear pathway for students to transition to degree-applicable coursework.

The El Camino College catalog (II.A.4.7) clearly identifies courses as pre-collegiate (non-degree-applicable; non-transferrable) or college-level, clearly describing course sequencing.

#### *Analysis and Evaluation*

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<sup>1</sup> As courses are updated on a two-year (Career Education courses) or six-year cycle (non-Career-Education courses), the student learning outcomes stated in the official course outline of record (COR) may not reflect any changes that were informed by formal SLO assessment and approved by faculty between course review cycles. Accordingly, the COR includes language which qualifies the stated SLOs as those approved in the most recent course review and which informs the reader that the most updated SLO statements can be found on the college website.

El Camino College meets all components of Standard IIA.4.

The College Curriculum Handbook (II.A.4.3) describes the process by which proposed curriculum is reviewed. The curriculum proposal templates (II.A.4.6) used by the College Curriculum Committee (CCC) require that faculty identify the *level of the course* as pre-collegiate or college-level. The form also includes fields for specifying the proposed *credit status* (e.g., credit/degree applicable, credit/not degree applicable, non-credit) and describing how the proposed course relates to existing curriculum. These distinctions assist the CCC in making decisions about the appropriateness of proposed offerings as they relate to specific degree/certificate requirements, preparation for college-level coursework, short-term training, community education, or contract education.

The templates (II.A.4.6) for new curriculum or curriculum revisions also include information related to credit type, delivery mode, and location that assist the CCC in its decision making related to proposed offerings. Curriculum proposals for distance education also require the completion of a Distance Education addendum (II.A.4.6, pp. 12.14) which must provide viable justification regarding the appropriateness of a course for distance education delivery.

The CCC curriculum review process allows the college to ensure the alignment of requisite skills for a proposed course with the exit skills for any proposed requisite courses. Although pre-collegiate curriculum is clearly distinguished from college-level curriculum, many courses are sequenced such that specific objectives and outcomes for pre-collegiate coursework match the entrance/requisite skills identified for college-level courses to create pathways for students.

Curriculum proposals require faculty to identify and provide justification for any *course requisites* (i.e., prerequisite and/or corequisite courses), *non-course requisites* (e.g., eligibility by appropriate assessment), *requisite skills*, *recommended preparations/skills*, and *enrollment limitations*. A comparison of the course outlines of record (CORs) for courses in a sequenced pathway (II.A.4.8) illustrates the alignment of the stated learning outcomes for a pre-collegiate course with the required skills/knowledge for the college-level course for which it is a pre-requisite or which it precedes in course sequencing.

The college catalog (II.A.4.7) includes information about course levels and present course sequences that reflect the alignment between pre-collegiate and college-level coursework. The college is currently in the process of renumbering courses in some departments to ensure that the course numbering protocol indicates the level of courses (II.A.4.9).

As El Camino College is committed to student equity in academic achievement, the college directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. In response to AB 705, the 2017 California assembly bill which mandates that community colleges “maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe,” the college reviewed its course offerings and developed new curriculum designed to support achievement of the goal of AB 705. In an effort to promote successful completion of college-level math and English courses within one year, the college developed and currently offers support courses which correspond to the college-level courses (II.A.4.10). Students concurrently enroll in the college-level coursework *and* the appropriate support course which provides additional instructional support. Some of the support courses also include embedded tutoring to further facilitate successful student outcomes. Tutoring is

also available for many of the college's course offerings via the Learning Resource Center, Math Study Center, Writing Center, Reading Success Center, and an array of other student support services (II.A.4.11). Some course sections, including sections of pre-collegiate courses, utilize a peer mentoring model whereby PASS (peer assisted study sessions) mentors "address study-related problems student may face and provide general advice on a wide range of topics relating to student equity and student success" (II.A.4.12).

- A.5** The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

#### *Evidence of Meeting the Standard*

The college complies with Title 5 of the California Code of Regulations, Section 55063 (II.A.5-01) to ensure that its degrees and programs follow practices common to U.S. higher education.

The district maintains board policies (II.A.5.2, II.A.5.3) and administrative procedures (II.A.5-04, II.A.5.5) to govern its practices related to the development and review of its degree and certificate programs. Moreover, the specific criteria the College uses for curriculum approval align with requirements specified in California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (II.A.5.6) to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of its program offerings.

All associate degree programs offered at El Camino College require successful completion of a minimum of 60 semester units, pursuant to Administrative Procedure 4100.

#### *Analysis and Evaluation*

El Camino College meets all components of Standard IIA.5 and Eligibility Requirement 12.

As indicated above, the College complies with federal regulations (II.A.5.1) and institutional policies and procedures (II.A.5.2, II.A.5.3, II.A.5.4, II.A.5.5) to ensure that its degrees and programs follow practices common to American higher education. The college has also responded to California Senate Bill 1440 (II.A.5.7) by developing Associate degrees for transfer (i.e., AA-T, AS-T) using CCCC Transfer Model Curriculum templates (II.A.5.8) which specify number of units for the degree as well as particular coursework that aligns with requirements for CSU deemed similar majors.

Pursuant to Administrative Procedure 4100 (II.A.5.5), the institution ensures a minimum degree requirement of 60 semester units.

- A.6** The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

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### *Evidence of Meeting the Standard*

The College schedules classes in alignment with student needs and program pathways in accordance with its current schedule development process (II.A.6.1). Course sequencing and information from program review (e.g., section fill rates) (II.A.6.2) also inform the development of a schedule of classes.

The College uses metrics such as time-to-completion data (II.A.6.3) to evaluate the extent to which scheduling facilitates program completion among its diverse student population. The College intends to enhance its use of other data which it has begun to store in digital format (e.g., educational plans) to further inform schedule development.

The College reflects on time-to-completion data and other program-level data (II.A.6.4) to evaluate the degree to which scheduling facilitates program completion. These data are also discussed during various meetings (II.A.6.5) to facilitate the identification of specific strategies for responding effectively to student scheduling needs.

### *Analysis and Evaluation*

El Camino College meets all components of Standard IIA.6 and Eligibility Requirement 9.

The College schedules courses in a way which enables students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Within the context of the current process, academic deans consider pre-requisite requirements, course sequences, and enrollment trends (e.g., fill rates, waitlist counts) related to general education and major coursework to inform schedule development. In an effort to provide more flexible scheduling options for students, the College has made a concerted effort to increase its distance education offerings. Student surveys and other program review data also inform the schedule development process by providing academic deans with information regarding demand for particular courses (II.A.6.2, II.A.6.3) in any given term.

In accordance with the statewide “guided pathways” initiative (II.A.6.6), the College is in the process of refining detailed program maps to facilitate pathways for program completion (II.A.6-07). Upon finalization, these semester-by-semester maps will be used to further inform the schedule development process to ensure that particular courses are offered in the semester indicated in the program map. El Camino College currently uses Hobson’s Degree Planner (II.A.6.8) to create and manage student educational plans. The College is currently exploring system functionality to identify a way to import student educational plans into the college’s student information system (i.e., Colleague). Ideally, the College would like to use data from approved educational plans to anticipate the number of sections an academic division should schedule for a particular course in any given semester to meet student needs related to timely program completion.

In an effort to engage increasingly more data-driven decision-making with regard to schedule development, the College intends to leverage its use of scheduling software (II.A.6.9) designed to track student requests related to the scheduling (e.g., time of day, number of class sessions per week) of courses for their class schedules in any given

semester. The College also has purchased and intends to implement event management software (II.A.6.10) that includes an analytics module which can be used to generate recommendations for optimal timing and space use related to proposed section offerings. Moving forward, these two sources of information would assist academic divisions in schedule development to ensure that the scope and timing of course offerings meet documented student needs and interests.

In an effort to meet institutional goals and the California Community Colleges Chancellor's Office's *Vision of Success*, the College continually monitors program-level data during program review, as well as during institutional strategic planning and other events (II.A.6.11) during which faculty and staff engage in discussion and action planning to facilitate more timely program completion by students.

**A.7** The institution effectively uses delivery modes, teaching methodologies, and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

#### *Evidence of Meeting the Standard*

As evidenced by the El Camino College Annual Factbook (II.A.7.1) and various institutional reports published on the Institutional Research and Planning website (II.A.7.2), the college identifies its students by subpopulations, understands their needs and learning styles, and is meeting those student needs.

Pursuant to Administrative Procedure 4022 (II.A.7.3), the College Curriculum Handbook (II.A.7-

04) outlines the protocols established to determine the appropriate delivery modes for the college's diverse student population. The Curriculum Committee Bylaws (II.A.7.5) outline operational procedures related to the Division Curriculum Committees (DCCs) and the College Curriculum Committee (CCC).

The College Curriculum Handbook details the policies and procedures for approving courses and programs for distance education and for ensuring compliance with higher education standards and federal definitions of distance education. The Distance Education Advisory Committee (DEAC) has also established specific policies and procedures (II.A.7.6) related to the training and review of distance education instructors to ensure regular and substantive interaction in distance education courses.

In accordance with Administrative Procedure 3250 (II.A.7.7, p. 10), the college "conducts evaluation and planning processes for continuous improvement of the institution."

El Camino College uses a variety of mechanisms to assess the changing needs of its students, including Distance Education survey (II.A.7.8), campus climate surveys (II.A.7.9), and student representation on campus committees (II.A.7.10). The college uses survey results and input from student representatives to inform improvements related to the delivery of instructional and learning support services.

Board Policy 3410 (II.A.7.11) and Administrative Procedure 3410 (II.A.7.12) refer to the College's commitment to nondiscrimination and to equitable access to educational programs and activities. The College also has a student equity plan (II.A.7.13) which outlines goals and specific activities to ensure equitable learning support for all students.

### *Analysis and Evaluation*

El Camino College meets all components of Standard IIA.7.

The student population at El Camino College represents a wide range of diversity in terms of race/ethnicity, national origin, socioeconomic status, (dis)ability, and other cultural variables. The College's Annual Factbook (II.A.7.1) provides details regarding student demographics and other institutional data. El Camino College acknowledges the value of different worldviews and experiences, and it offers a variety of affinity programs and learning communities (II.A.7.14) to respond to the unique needs and learning styles of its diverse subpopulations.

Within the context of the curriculum process, the Division Curriculum Committees (DCCs) and the College Curriculum Committee (CCC) review proposed courses and programs for academic rigor, appropriateness of delivery method for instruction, and overall compliance with regulatory guidelines. The appropriateness of various delivery modes for learning support services is determined by the division or unit offering the service. The Counseling and Student Success Division Council meets regularly and is responsible for decision-making related to the implementation and assessment of the delivery of counseling services (e.g., individual, group, virtual/online). Similarly, the Library Learning Resources Unit Council is responsible for making decisions regarding the appropriateness of different delivery modes for tutoring and library services (e.g., virtual services such as NetTutor and Ask-A-Librarian).

The College Curriculum Handbook (II.A.7.4) outlines the policies and procedures for approving courses and programs for distance education. Proposal templates for online and hybrid courses also include a Distance Education addendum (II.A.7.15) which must provide a justification for the delivery mode and must indicate specific methods of regular effective contact between instructor and students, as well as among students. Moreover, the Distance Education Advisory Committee (DEAC) (II.A.7.7) engages in ongoing dialogue and consultation regarding the delivery of instruction via distance education.

In accordance with Administrative Procedure 3250 (II.A.7.3), the College regularly assesses student learning outcomes (SLOs) and service area outcomes (SAOs) to evaluate the effectiveness of its delivery modes (i.e., traditional face-to-face, online, virtual). The effectiveness of delivery modes is also evaluated via the College's formal program review process. Program data sets (II.A.7.16) for academic program review include data that is disaggregated by delivery method, and the template for academic program review (II.A.7.17) includes a comparison of success and retention rates in distance education classes and classes offered via traditional face-to-face delivery. Divisions and programs offering learning support services (including virtual counseling, web-based tutoring, online librarian consultation) are regularly evaluated using the template for Student Services Program Review (II.A.7.18). As a result of outcomes assessment and program review, teaching methodologies such as "just-in-time" teaching (II.A.7.19) have been adopted across delivery modes to facilitate active learning and permit instructors to adapt instruction based on formative assessments of student learning. Also, the College has increased its use of in-class tutors and online tutoring (II.A.7.20) to support equitable access for students who experience various challenges being physically present on campus (e.g., work and/or family obligations; transportation issues).

The Distance Education Advisory Committee (DEAC) has established guidelines and procedures for evaluating the effectiveness of instructional delivery via distance education. Through a process of collegial consultation, DEAC and the Distance Education Office have established a minimum standard of qualification for faculty teaching online (II.A.7.21), as well as criteria and guidelines for evaluating delivery of online instruction (II.A.7.22). Currently, faculty interested in teaching online must successfully complete training on and about the college's official Learning Management System (LMS), as well as a methodology course focused on online course design practices. Faculty may be waived from the requirement if they have certifications from external institutions or organizations focused on online training, or by otherwise evidencing effective online teaching at an institution which did not require any training certification. Student course evaluations (II.A.7.23) provide additional data regarding delivery modes and teaching methodologies. Instructors of online classes are evaluated using the Online Education Initiative (OEI) course design rubric (II.A.7.24) during regularly scheduled faculty evaluations.

The College regularly assesses the changing needs of its students using a variety of measures, including student surveys. The ECC Connect student intake (II.A.7.25) is administered during orientation via the College's student success platform (i.e., Hobsons Starfish). The survey includes items related to general demographics, as well as items related to food insecurity, housing insecurity, family obligations, and work demands. Based on responses, students are provided information via ECC Connect regarding resources on campus and/or in the surrounding community that can contribute to their success. Campus climate surveys (II.A.7.9) also provide information about the experiences and needs of students. The most recent survey included items that assessed student perceptions related to the College mission, campus safety, housing/food security, diversity issues, and a sense of belonging and acceptance. Campus efforts such as improved external lighting, an expanded Warrior Pantry (i.e., food bank), and more varied campus-wide celebrations of diverse populations are the result of the College's responsiveness to the expressed needs of its student body.

The College provides equitable learning support for distance education students and traditional on-campus students by offering a variety of services such as NetTutor, virtual counseling, and an online reference librarian (II.A.7.26). The College also encourages the use of online educational resources when appropriate and available. El Camino College currently participates in the California Virtual Campus - Online Education Initiative (OEI) as a member of the Equity Cohort. Through the OEI, many California Community Colleges have collaborated to increase student access to and success in high-quality online courses. As a participant in the OEI, the college will continue to expand its online offerings to address student access and equity issues.

A link to library and learning resources (II.A.7.27) has been embedded in all course shells on the College's learning management system (i.e., Canvas) to facilitate student access to services given the increase in online course offerings. Since the implementation of ECC Connect as a web-based student success tool, the College has seen an increasing number of faculty and student services providers using the system to communicate with students and to connect them with campus-wide resources via the web-based platform. As student equity is an institutional value, the College also has a Student Equity and Achievement (SEA) plan (II.A.7.13) which outlines goals and specific activities which are part of an ongoing institutional effort to "improve proportional student academic outcomes and to ... formally assess and evaluate student equity planning." Tutoring and other learning support services are available to students

through SEA programs identified in the plan.

Within this accreditation cycle, El Camino College has implemented a variety of other equity efforts to respond to the needs of a diverse student population. For example, the Basic Skills and Student Outcomes Transformation (BSSOT) Program, funded by the California Community College Chancellor's Office (CCCCO), promoted and supported evidence-based practices to improve student progression to college-level instruction (e.g., increase in direct placement into transfer-level English and mathematics; greater alignment and contextualization of remedial math classes to fit students' program of study). Also, Student Equity Reenvisioned (SER), a joint initiative of the college's Student Equity Program and its Behavioral and Social Sciences division, continues to address disproportionate impact and student equity by providing faculty with: 1) frameworks for creating culturally sensitive learning environments, and 2) instructional methods and interventions that specifically address the barriers African-American and Latino students experience when attempting general education course completion. Other campus-wide efforts include Professional Development workshops, faculty inquiry groups (e.g., SITE), and faculty/staff brown bags focused on issues related to student diversity, equity, and success.

Additionally, the College has sent teams of campus leaders to various workshops, summits, and other training related to equity and diversity.

- A.8** The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

#### *Evidence of Meeting the Standard*

In accordance with California State Assembly Bill 705 (AB 705) (II.A.8.1), El Camino College currently uses a multiple measures approach (II.A.8.2) to determine pre-requisite criteria for placement into college level math and English coursework and to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. The college is in the process of implementing AB 705 regarding placement for English as a Second Language (ESL); in the meantime, the college uses the Accuplacer for ESL assessment based on established pre-requisite criteria which are applied consistently.

Emphasizing the need for sound research practices in the development of appraisal methods and cut scores, Administrative Procedure 4260 (II.A.8.3, p. 5) governs the assessment of students' prior learning. Programs and departments using standardized assessments have clear structures in place to determine pre-requisite criteria and to ensure their consistent application.

The College has established protocols to ensure the use of valid and unbiased measures of student learning, including direct assessment of prior learning. In accordance with Administrative Procedure 4260, the College evaluates data collected to validate standardized assessment instruments and cut scores related to the measurement of student's prior learning.

#### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.8.

Prior to its implementation of multiple measures, the College utilized Accuplacer for math and English assessment. Due to AB 705 and the state of California's efforts to revamp placement criteria and practices, the College discontinued its use of standardized exams for math and English placement (i.e., Accuplacer) as of December 2018. Evaluation of the instrument included an analysis of disproportionate impact (II.A.8.4) by the college's office of Institutional Research and Planning. The College has been conducting ongoing research regarding assessment practices and student achievement; the multiple measures currently used for math and English assessment at El Camino College align with the AB 705 guidelines and include (but are not limited to) high school GPA and coursework, a qualifying score on high school advance placement tests, completion of an English and Mathematics Survey, and previous college coursework. The College continues to use Accuplacer for ESL assessment, as Accuplacer is on California Community Colleges Chancellor's Office (CCCCO) list of approved assessments (II.A.8.5).

The Nursing program and Chemistry Department use standardized assessments to evaluate students' prior learning. In both cases, clear structures are in place to determine pre-requisite criteria in accordance with Administrative Procedure 4260 and to ensure their consistent application. Students applying for admission to the Nursing program are required to take the Test of Essential Academic Skills (TEAS) (II.A.8.6), a readiness assessment of the Assessment Technologies Institute (ATI). Evidence-based research on ATI supports the validity and reliability of ATI assessments. The Chemistry department currently uses a state-wide standardized Chemistry diagnostic test (II.A.8.7) to assess student's prior learning.

**A.9** The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

#### *Evidence of Meeting the Standard*

Sample assessment results (II.A.9.1) demonstrate that passing grades on assignments/exams directly link to students' achievement of course-level learning outcomes as the assessments used actual class assignments or exams that were graded by the instructor who completed the SLO assessment.

The curriculum process outlined in the College Curriculum Handbook (II.A.9.2) establishes that course credit is awarded based on students' demonstration of the student learning outcomes identified in the sample course outlines of records (CORs) (II.A.9.3).

The College awards course credit in accordance with Title 5 of the California Code of Regulations, Section 55002.5 (II.A.9.4) and with standards set forth by the California Community Colleges Chancellor's Office (CCCCO) in its Program and Course Approval Handbook (II.A.9.5).

In accordance with Board Policy 4100 (II.A.9.6), Administrative Procedure 4100 (II.A.9.7), and the process detailed in the College Curriculum Handbook, the college awards degrees and certificates based on student achievement of specific program-level learning outcomes identified for the degree/certificate.

The clock and credit hours indicated on sample course outlines of records (CORs) demonstrate that the college follows federal standards for clock-to-credit hour conversions as defined in Title 34 of the Federal Code of Regulations sections 668.8(k)(2)(i)(A) and 668.8(l)(II.A.9.8).

### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.9 and Eligibility Requirement 10.

The fact that the formal assessment of student learning outcomes (SLOs) occurs at the class section level and is based on graded class assignments and/or exams provides evidence of the relationship between passing grades on assignments/exams and student achievement of learning outcomes at El Camino College. Moreover, the inclusion of SLO statements on class syllabi (II.A.9.9) establishes a direct link between expected outcomes and the assignment of grades based on these outcomes

Course credit is awarded to students who have been assigned a passing grade in the course by demonstrating achievement of the learning outcomes identified in the course outline of record (COR) (II.A.9.3). Moreover, Board Policy 4235 (II.A.9.10) establishes that a student may receive credit by examination for a specific course by “demonstrating mastery of the course content, objectives, and outcomes” as detailed in the COR.

The College’s adherence to the standards set forth by the California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook (II.A.9.5) ensures that the awarding of credits is consistent with accepted norms in higher education. Credits are awarded for grades which have been assigned based on students’ demonstration of the learning outcomes identified in the official course outline of record (COR).

The College Curriculum Handbook (II.A.9.2) establishes students’ demonstration of the program-level learning outcomes as the basis for awarding degrees and certificates. It outlines the process by which curriculum proposals related to programs include specified program-level outcomes which align with the standard set forth by the California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook. Board Policy 4100 (II.A.9.6) and Administrative Procedure 4100 (II.A.9.7) refer to the awarding of degrees and certificates based on student demonstration of knowledge, skills, and capabilities related to general or career education.

The college follows federal standards for clock-to-credit-hour conversions in the awarding of credit. The process outlined in the College Curriculum Handbook aligns with standards set forth by the California Community Colleges Chancellor’s Office (CCCCO) in its Program and Course Approval Handbook and Title 34 of the Federal Code of Regulations sections 668.8(k)(2)(i)(A) and 668.8(l)(II.A.9.8).

**A.10** The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning

outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

### *Evidence of Meeting the Standard*

Board Policy 4050 (II.A.10.1) and Administrative Procedure 4050 (II.A.10.2) address the transfer of classes to and from other institutions. Policies and procedures related to transfer of credit and course articulation are communicated to students via the college catalog (II.A.10.3), schedule of classes (II.A.10.4), and information available in the Counseling office and Transfer Center (II.A.10.5).

Policies and procedures related to the transfer of coursework are regularly reviewed in accordance with Administrative Procedure 2410 (II.A.10.6) which outlines the process by which all board policies and administrative procedures are reviewed.

The College has developed and implemented articulation agreements with a variety of four-year colleges and universities (II.A.10.7) where patterns of student enrollment have been identified and/or which have expressed interest in such agreements. The institution also has developed and implemented articulation agreements with local high schools (II.A.10.8) which are reviewed in accordance with curriculum review process detailed in the College Curriculum Handbook (II.A.10.9).

### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.10.

The College has established policies and procedures that address the transfer of classes to and from other institutions which it clearly communicates to its students. Board Policy 4050 (II.A.10-01) and Administrative Procedure 4050 (II.A.10.2) address the articulation process established to ensure course applicability for general transferability, general education, and major requirements for El Camino College coursework that partnering institutions have agreed to accept as being comparable or accepted in lieu of their courses. The College adheres to the California Intersegmental Articulation Council's Handbook of California Articulation Policies and Procedures (II.A.10.10).

Pursuant to Administrative Procedure 4050 and the College Curriculum Handbook (II.A.10.9), the College articulation officer facilitates the process in collaboration with instructional faculty and staff. Policies and procedures related to the transfer of coursework are regularly reviewed in accordance with curriculum review process as detailed in the College Curriculum Handbook.

Articulation agreements with campuses of the California State University (CSU) and the University of California (UC) systems are maintained on the ASSIST website (II.A.10.11). ASSIST is the official repository of articulation for California's public colleges and universities. Articulation agreements with private and independent colleges/universities (e.g., Loyola Marymount University) and out-of-state institutions (including various Historically Black Colleges and Universities, or HBCUs) can be accessed via the Transfer Center webpage on the College website. Articulation agreements with four-year institutions are valid

for a specified academic year; any proposed changes to agreements are discussed and vetted with the appropriate representatives of the parties involved (e.g., UC Office of the President, CSU Chancellor's Office, ASSIST). Articulation agreements with local high schools are reviewed by the College Curriculum Committee (II.A.10.12) and are maintained in the Curriculum Office.

**A.11** The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

#### *Evidence of Meeting the Standard*

The College has adopted program-level learning outcomes (PLOs) and institution-level learning outcomes (ILOs) with which they align. The PLOs and ILOs reflect communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, and other program-specific outcomes; PLO and ILO statements can be found on the learning outcomes assessment webpages (II.A.11-01) and the data management system (II.A.11.2) that the College uses for assessment, program review, and planning (i.e., Nuventive).

Pursuant to Administrative Procedure 3250 (II.A.11.3) and in accordance with the process outlined in the Learning Outcomes and Assessment Handbook (II.A.11.4), the college assesses learning outcomes at the course, program, and institution level on a 4-year cycle and results are used to inform program improvements. Examples of the college's use of ILO assessment results to drive improvements include increased outreach efforts to students who do not belong to a formal cohort (e.g., responding to ECC Connect student intake survey responses) (II.A.11.5) and increased collaboration between instructional and library faculty (II.A.11.6) to develop and deliver information literacy content. Analysis from previous assessments has also resulted in the revision of ILO statements to better reflect the nature and scope of expected outcomes.

#### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.11.

The college has established ILOs in the areas of: 1) Critical Thinking, 2) Communication, 3)

Community and Personal Development, and 4) Information Literacy. The Critical Thinking ILO

statement includes specific language related to quantitative competency and analytic inquiry. The Communication ILO includes language regarding the expression of ideas to varied audiences, and the Community and Personal Development ILO statement refers to the demonstration of community engagement and social awareness. The ILO statements for Information Literacy and for Community and Personal Development include language related to ethical reasoning and personal responsibility. The PLOs that have been adopted for each program offered by the College align with these ILOs. PLO to ILO alignment grids

(II.A.11.7) can be found on the learning outcomes assessment webpage and the data management system (i.e., Nuventive).

PLOs and ILOs are regularly assessed on a four-year cycle. The standard template for outcome assessment reports (II.A.11.7) includes a section for specifying any action plans related to the results. SLO reports (II.A.11.8) and PLO reports (II.A.11.9) are posted on the outcomes assessment webpages. On a regular basis, faculty convene in department meetings and college-wide workshops (II.A.11.10) to review assessment results and discuss any course- and/or program-level improvements to be implemented. As demonstrated in the evidence provided, the College has used the results of ILO assessments to inform improvements. The results of the most recent assessment of the Community and Personal Development ILO (II.A.11.11) revealed higher levels of engagement for African American and Hispanic students as compared to other groups on campus. As these particular student populations have been the focus of campus-wide equity efforts and affinity group programming in recent years, the College has begun to leverage existing technology and emerging initiatives (e.g., ECC Connect, Guided Pathways) to promote engagement and efficacy among students who are not associated with an affinity group or cohort. One of the focus areas of the College's Quality Focus Essay (QFE) relates to the development and assessment of program-level outcomes for Guided Pathways meta-majors to ensure ongoing assessment of student engagement and achievement. The results of the most recent assessment of the Information Literacy ILO (II.A.11.12) suggested the need for more intentional instruction related to information literacy skills. In response, the Library continues to enhance and expand its delivery of bibliographic instruction/workshop sessions, embedded librarians in classes, and electronic database search guides and other online resources related to research skills.

In accordance with Administrative Procedure 3250, outcomes assessment results are also evaluated via the College's program review process and program review documents include an analysis of student learning. Program review recommendations often reflect needs related to instructional delivery (e.g., instructional materials, staffing) to improve student learning.

**A.12** The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

### *Evidence of Meeting the Standard*

El Camino College's faculty-developed rationale for general education is represented in Board Policy 4025 (II.A.12.1) and Administrative Procedure 4025 (II.A.12.2). This rationale serves as the basis for inclusion of courses in general education and is included in the College catalog (II.A.12.3).

Board Policy 4025 and Administrative Procedure 4025 outline the College's philosophy which reflects the requirements for associate degree.

### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.12 and Eligibility Requirement 12.

The College requires a component of general education of all of its degree programs. Board Policy 4025 (II.A.12.1) and Administrative Procedure 4025 (II.A.12.2) address the institution's philosophy for associate degree and general education. Accordingly, the associate degree requirements "lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge." Pursuant to Title 5 of the California Code of Regulations (II.A.12.3) and institutional policy and procedures, the following represent a variety of learning experiences designed to develop those knowledge bases:

- to think and to communicate clearly and effectively both orally and in writing
- to use mathematics
- to understand the modes of inquiry of the major disciplines
- to be aware of other cultures and times
- to achieve insights gained through experience in thinking about ethical problems
- to develop the capacity for self-understanding
- to engage in lifelong learning

The College's stated philosophy includes a pledge "to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding."

The general education areas identified in Administrative Procedure 4100 (II.A.12.4) are listed in the College catalog (II.A.12.5): 1) Natural Sciences, 2) Social and Behavioral Sciences, 3) Humanities, 4) Language and Rationality, 5) Health and Physical Education, and 6) Mathematical Competency. The catalog also specifies the courses which meet the associate degree requirements for each area of general education.

Pursuant to Administrative Procedure 4025, the institution has established procedures for the selection of courses for its general education requirements. The College Curriculum Committee coordinates these procedures as detailed in the College Curriculum Handbook (II.A.12.6). College faculty, including the college articulation officer, are involved in the review and selection of courses for inclusion in any given general education area.

The College catalog identifies the current general education criteria for associate degrees. These areas of general education are assessed by institutional learning outcomes (ILOs) which were developed by the Assessment of Learning Committee (ALC) following a campus-wide, faculty-led development and review process. The five current ILOs (II.A.12.7) are detailed in the ALC's Learning Outcomes and Assessment Handbook which is updated annually.

**A.13** All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

*Evidence of Meeting the Standard*

The El Camino College catalog (II.A.13.1) provides program descriptions and lists required courses which evidence that the College's programs include focused study in at least one area of inquiry or discipline.

The descriptions of programs and courses in the College catalog, the outline of subject matter in the curriculum proposal templates (II.A.13.2), and specific student learning outcomes in the course outlines of record (CORs) (II.A.13.3) all provide evidence of the inclusion of key theories and practices appropriate for the certificate of achievement or associate degree level.

*Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard

IIA.13. In accordance with guidelines provided in the California Community Colleges

Chancellor's

Office (CCCCO) Program and Course Approval Handbook (II.A.13.4), the programs offered at El Camino College include focused study in at least one area of inquiry or in an established interdisciplinary core (e.g., California State University General Education breadth requirements; Intersegmental General Education Transfer Curriculum). In particular, the Associate Degrees for Transfer (i.e., AA-T, AS-T) are based on the Chancellor's Office Transfer Model Curriculum (TMC) templates which specify coursework for particular majors or areas of emphasis. As indicated in the response above, the College catalog (II.A.13.1) provides evidence of this focused study.

The Curriculum Committee Handbook outlines the process by which curriculum proposals are reviewed to ensure that proposed programs reflect key theories and practices appropriate for the certificate or degree level. The College's adherence to guidelines provided in the California Community Colleges Chancellor's Office (CCCCO) Program and Course Approval Handbook (II.A.13.4) ensures that program proposal templates include pertinent information to determine appropriateness of content. Moreover, institutional policies and procedures (II.A.13.5) are in place to ensure appropriate learning outcomes at the course (SLO) and program (PLO) levels. SLO to PLO alignment grids (II.A.13.6) demonstrate how SLOs for courses within any given program are aligned with the established PLOs for the program.

**A.14** Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

*Evidence of Meeting the Standard*

El Camino College verifies and maintains currency of employment opportunities and other external factors related to its programs through the advisory committees (II.A.14.1) it has established for its career education (CE) programs and through its participation as a voting member of the Los Angeles Orange County Regional Consortium (LAOCRC) (II.A.14.2).

Career Education (CE) program faculty collaborate to determine competency levels and measurable student learning outcomes for CE curriculum. Members of the College's advisory groups and the extended network of the LAOCRC membership provide additional faculty expertise and input from industry representatives.

Assessment reports from course- and program-level student learning outcomes assessment (II.A.14.3) provide evidence that the College assesses student achievement of technical and professional competencies. Additional evidence includes Career Technical Education Outcome Surveys (II.A.14.4), as well as comprehensive program review (II.A.14.5) and CE two-year review (II.A.14.6) documents completed by CE programs.

Agendas and minutes from department meetings and advisory committee meetings (II.A.14.7) provide evidence that Career Education (CE) program faculty and professional advisory groups discuss current employment standards and revise curriculum as needed.

The College website maintains current information related to career education (CE) programs, including licensure exam pass rates (II.A.14.8), as well as gainful employment data and labor market statistics (II.A.14.9). Program-specific information (II.A.14.10) such as CE program requirements (e.g., hours, training) and any additional requirements for licensure or certification by external agencies are available on program webpages.

### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.14.

The College continually fosters industry relationships and maintains advisory committees (II.A.14.1) to provide input regarding industry trends and employment opportunities for its career education (CE) programs. The College's membership in the Los Angeles Orange County Regional Consortium (LAORC) (II.A.14.2) ensures that its CE programs have access to a variety of member resources such as labor market statistics and other information to facilitate alignment of career education programming with the needs of business and industry. Advisory committee members and other industry partners lend their expertise and provide input about program-level competencies and student learning outcomes during regularly scheduled meetings, as well as through surveys. In addition to facilitating advisory committee meetings, divisions with CE programs regularly administer an advisory committee survey (II.A.14.11).

Although surveys may vary by division, they generally include items related to: job growth/decline; skill and qualification sets; required training and education; licensing requirements; and internship opportunities.

CE programs regularly participate in course-level (SLO) and program-level (PLO) outcomes as outlined in the Learning Outcomes and Assessment Handbook (II.A.14.12). The Career Technical Education Outcome Surveys (II.A.14.4) provides information on employment outcomes for students who participated in CE programs. Some CE programs conduct program-level employer surveys to collect data regarding employer perceptions of graduates'

technical and/or professional competencies. Faculty also assess student learning and achievement by reviewing data and feedback from formal program review and CE two-year review according to the schedule established in the Academic Program Review Committee (APRC) Handbook (II.A.14.13).

During CE advisory committee meetings which are scheduled at least once annually, CE faculty and discuss such matters as: pathways to career options, course curriculum, specific technical and professional competencies, and instructional technology/equipment needed for students to achieve identified learning outcomes. During these meetings faculty also review assessment results and discuss teaching and learning strategies to promote mastery of requisite knowledge and skills to meet employment demands. The College maintains minutes from advisory committee meetings (II.A.14.1).

Within some industries, external licensing and/or certification is required to enter the workforce; moreover, many licensing/certification agencies require that those who complete the program meet additional criteria beyond required course-work prior to sitting for examination.

Information on external requirements and other factors related to career education are available on the college website. The Office of Institutional Research and Planning (IRP) makes available on its webpages a variety of data, including labor market information and CE course- and program-level data spanning multiple semesters.

**A.15** When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

#### *Evidence of Meeting the Standard*

Board Policy 4021 (II.A.15.1) and Administrative Procedure 4021 (II.A.15.2) represent the college's procedures regarding program elimination, including the process by which students will be able to complete the program in a timely manner with minimum disruption. As stated in Administrative Procedure 4021, the college makes appropriate arrangements to ensure that the program's enrolled students are able to complete their education in a timely manner with a minimum of disruption.

As evidenced by the recent activity related to the 2018 determination to discontinue the College's Horticulture program, the established policies and procedures regarding program elimination are clearly communicated to impacted students in a formal letter (II.A.15.3).

#### *Analysis and Evaluation*

As evidenced in the response above, the College meets all components of Standard IIA.15.

The College makes appropriate arrangements for enrolled students to complete their education in a timely manner with minimal disruption when programs are eliminated or program requirements are significantly changed. Pursuant to Board Policy 4021 (II.A.15.1) and Administrative Procedure 4021 (II.A.15.2), a program evaluation task force reviews any program being considered for discontinuance. Having established procedures, criteria, and guidelines for evaluating the program, the task force collects data and conducts research

necessary to evaluate the program's effectiveness in serving the community, the College, and its students. As stated in Administrative Procedure 4021, the College makes appropriate arrangements to ensure that the program's enrolled students are able to complete their education in a timely manner with a minimum of disruption.

The most recent activity by a program evaluation task force was the 2018 determination to discontinue the College's Horticulture program. The College followed its established procedures regarding program elimination, developing a teach-out plan which was clearly communicating to impacted students in a formal letter (II.A.15.3) which also provided information about other Horticulture programs in the surrounding area.

In accordance with Board Policy 4020 (II.A.15.4) and Administrative Procedure 4022 (II.A.15-05), the College Curriculum Committee (CCC) is responsible for the review of all college curriculum including significant revisions to program requirements. As noted in Administrative Procedure 4020 (II.A.15.6), a detailed account of the curriculum review process can be found in the College Curriculum Handbook (II.A.15.7).

**A.16** The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, precollegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

#### *Evidence of Meeting the Standard*

Administrative Procedure 3250 (II.A.16.1) refers to the institution's formal processes and timelines for regularly evaluating the effectiveness of its courses and programs.

The criteria used in academic program review are reflected in the standard template for program review (II.A.16.2) which includes components addressing such topics as: relevancy, appropriateness, currency, planning for the future, and achievement of student learning outcomes.

Pursuant to Administrative Policy 3250 (II.A.16.1, p. 11) and the Academic Program Review Committee (APRC) Handbook (II.A.16.3), the College's program review process is consistently followed, regardless of the type of program.

As referenced in Administrative Policy 3250 (II.A.16.1, p. 11), there is a direct link between the program review process and the process of institutional planning at El Camino College. Program review documents include formal recommendations which inform program- and institution-level decision-making.

Examples such as the increase in online/hybrid offerings in the English department, increased funding for a monitor for the Music Computer Lab, and installation of protective netting for the baseball field represent program changes and improvements that resulted from program review recommendations. Each was reflected in program review recommendations that were integrated into annual plans (II.A.16.4) and funded via the institutional planning process.

#### *Analysis and Evaluation*

As evidenced in the response above, the College meets Standard IIA.16.

Administrative Procedure 3250 (II.A.16.1) establishes the Assessment of Learning Committee (ALC) as the body responsible for coordinating the campus-wide assessment process as detailed in the Learning Outcomes and Assessment Handbook (II.A.16.5). Assessments at the course, program, and institution levels have included classes offered off-site and via distance education, and ongoing assessment has been scheduled on a 4-year cycle for learning outcomes. During ALC meetings, department/division meetings, and various campus-wide events (e.g., Professional Development Day, Planning Summit), faculty regularly review learning outcomes results for opportunities to enhance student achievement. One of the focus areas of the College's Quality Focus Essay (QFE) relates to the revision of outcomes statements, alignment grids, and assessment protocols for a pilot set of course-level learning outcomes (SLOs) and service area outcomes (SAOs) to ensure equity-mindedness in the ongoing assessment of student outcomes and achievement.

Administrative Procedure 3250 also establishes the Academic Program Review Committee (APRC) as the body responsible for coordinating academic program review process as detailed in the Academic Program Review Committee (APRC) Handbook (II.A.16.3). Updated annually, the standard template for academic program review (II.A.16.2) generally includes components addressing such topics as: the alignment of the program with the College's mission and strategic initiatives; achievement of student learning outcomes; adequacy of facilities, equipment, technology, and staffing; and appropriateness (e.g., currency, relevancy) of program curriculum as relates to transfer readiness, workforce preparation, and/or emerging changes within the academic field/industry. Program review includes analysis of program data sets (e.g., success and retention rates; program completion rates) and student feedback from surveys designed to assess the student experience within the program. Program data sets include disaggregated data to facilitate the comparison of student achievement by such variables as course delivery mode and student demographics, where available. Each component of the program review template includes a section for recommendations for course and program improvements based on the review. Academic programs are reviewed on a 4-year cycle, and CE programs are required to complete supplemental CE questions (II.A.16.6) on a 2-year cycle.

The College's program review process is consistently followed, regardless of the type of program. Each year, the program review webpages (II.A.16.7) are updated to reflect the current year's timeline and a variety of resource documents including the program review document template. Moreover, all programs scheduled for review in any given year must attend a program review orientation (II.A.16.8) in the prior year which reviews the timeline and the document template in detail.

As described in the Evidence section, results from program review and the assessment of student learning readily inform program- and institution-level decision-making. The components and timelines related to the institutional planning process are detailed in the annual calendar of the Planning and Budgeting Committee (PBC) (II.A.16.9), pursuant to Administrative Procedure 3250.

## Standard II A Conclusion

El Camino College meets the standards identified for student learning programs and support

services. The College has provided evidence that its programs and services align with its mission and are conducted at levels of quality and rigor appropriate to higher education. Appropriate policies and procedures are in place to ensure that the content and methods of instruction meet academic and professional standards, including its distance education offerings. The College has also presented evidence provided which demonstrates that the college assesses its instructional programs and learning support services through methods generally accepted in higher education and that it uses the results to improve institutional effectiveness. The College's degree programs reflect higher education standards and expectations, as well as state and federal regulations. The College has incorporated into its degree programs substantial components of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

## Evidence List

### Standard IIA: Instructional Programs

#### *Std. II.A.1*

- II.A.1.1 Administrative Procedure 3250 – Institutional Planning
- II.A.1.2 Administrative Procedure 4020 – Program, Curriculum, and Course Development
- II.A.1.3 Administrative Procedure 4105 – Distance Education
- II.A.1.4 Board Policy 4020 – Program, Curriculum, and Course Development
- II.A.1.5 Administrative Procedure 4022 – Course Approval
- II.A.1.6 College Catalog
- II.A.1.7 Institutional Effectiveness (IE) sample infographic
- II.A.1.8 ECC Annual Factbook (2017)
- II.A.1.9 Board Policy 1200 – District Mission, Vision, and Values
- II.A.1.10 Curriculum Proposal templates
- II.A.1.11 CCCCCO Program and Course Approval Handbook (PCAH) – 7<sup>th</sup> Edition
- II.A.1.12 ASSIST.org webpage

#### *Std. II.A.2*

- II.A.2.1 Board Policy 4020 – Program, Curriculum, and Course Development
- II.A.2.2 Administrative Procedure 4020 - Program, Curriculum, and Course Development
- II.A.2.3 Sample minutes from Academic Department meetings
- II.A.2.4 Sample minutes from Academic Senate subcommittee meetings
- II.A.2.5 Sample Professional Development programming and external conferences
- II.A.2.6 Administrative Procedure 3250 – Institutional Planning
- II.A.2.7 2019 Academic Program Review Committee (APRC) Handbook
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- II.A.2.9 Sample Academic Program Review document
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- II.A.2.13 Sample presentation from Academic Program Review Orientation

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- II.A.3.7 Sample SLO statements report as generated in Nuventive
- II.A.3.8 Assessment component of academic program review template
- II.A.3.9 Sample Division-level syllabi guidelines

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- II.A.4.1 Board Policy 4020 – Program, Curriculum, and Course Development
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- II.A.4.7 Sample course type and sequencing references in ECC catalog
- II.A.4.8 Sample Course Outlines of Record (CORs) for sequenced courses
- II.A.4.9 Psychology department minutes – Renumbering courses
- II.A.4.10 Sample Course Outlines of Record (CORs) for AB705 support courses
- II.A.4.11 Sample Student Support Services
- II.A.4.12 PASS Mentor program webpage information

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- II.A.5.1 Title 5 of the California Code of Regulations, Section 55063
- II.A.5.2 Board Policy 4020 – Program, Curriculum, and Course Development
- II.A.5.3 Board Policy 4100 - Graduation Requirements for Degrees and Certificates
- II.A.5.4 Administrative Procedure 4020 – Program, Curriculum, and Course Development
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- II.A.6.6 CCCCCO Guided Pathways Initiative
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- II.A.7.3 Administrative Procedure 4022 – Course Approval
- II.A.7.4 College Curriculum Handbook
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- II.A.7.6 Distance Education Advisory Committee (DEAC) webpage
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- II.A.7.14 Screenshots of ECC affinity programs and learning communities
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- II.A.7.19 Sample Course Outline of Record (COR) - “Just-in-time” teaching methodology
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- II.A.7.24 OEI Online Course Design Rubric
- II.A.7.25 ECC Connect Student Intake form
- II.A.7.26 Sample web-based learning support services
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- II.A.9.5 CCCCCO Program and Course Approval Handbook (PCAH)
- II.A.9.6 Board Policy 4100 – Graduation Requirements for Degrees and Certificates
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- II.A.10.2 Administrative Procedure 4050 – Articulation
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- II.A.12.1 Board Policy 4025 - Philosophy and Criteria for Associate Degree and General Education
- II.A.12.2 Administrative Procedure 4025 - Philosophy and Criteria for Associate Degree and General Education
- II.A.12.3 Title 5 of the California Code of Regulations – Section 55061
- II.A.12.4 Administrative Procedure 4100 – Graduation Requirements for Degrees and Certificates
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- II.A.12.6 College Curriculum Handbook
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*Std. II.A.13*

- II.A.13.1 ECC College Catalog – Sample Program Descriptions
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- II.A.13.3 Sample Course Outline of Record (COR)
- II.A.13.4 CCCCCO Program and Course Approval Handbook (PCAH)
- II.A.13.5 Administrative Procedure 3250 – Institutional Planning
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- II.A.14.1 Sample Career Education (CE) Advisory Committee information
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- II.A.14.7 Sample minutes from CE division and Advisory Committee meetings

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- II.A.14.9 Links to gainful employment and labor market data from ECC website
- II.A.14.10 Program-specific Career Education information from ECC website
- II.A.14.11 Sample Advisory Committee Survey – **NEEDS TO BE UPDATED**
- II.A.14.12 Learning Outcomes and Assessment Handbook
- II.A.14.13 Academic Program Review Committee (APRC) Handbook – Appendix

*Std. II.A.15*

- II.A.15.1 Board Policy 4021 – Program Discontinuance
- II.A.15.2 Administrative Procedure 4021 – Program Discontinuance
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- II.A.15.4 Board Policy 4020 - Program, Curriculum, and Course Development
- II.A.15.5 Administrative Procedure 4022 – Course Approval
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- II.A.15.7 College Curriculum Handbook

*Std. II.A.16*

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- II.A.16.9 Planning and Budgeting Committee (PBC) Annual Calendar

## B. Library and Learning Support Services

1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

### Evidence of Meeting the Standard:

El Camino College provides library and learning support services designed to promote student learning and achievement. These services include research collections and support, information literacy instruction, facilities, face-to-face tutoring, embedded classroom tutors, online tutoring, and online counseling and workshops. All services are widely promoted in many venues and a variety of modalities, including the ECC catalog (II.B.1.1) and ECC website (II.B.1.2). Most services are administered within the Library and Learning Resources Division, however, there are a variety of offices and programs across the college, for instance the Special Resource Center (II.B.1.3), which provide additional learning support. The college also distributes a tutoring map (IIB.1.4) each semester that identifies the locations where students may access specific services.

The Library webpage (II.B.1.5) is the gateway to the library's search platforms, e-books, subscription databases (II.B.1.6), librarian reference services, and instructional guides (II.B.1.7). Online content is accessible via Internet access regardless of location. Online help is available through the Ask-A-Librarian service (II.B.1.8), that offers FAQs, email and live chat (II.B.1.9) reference services.

Assessment of the library services is completed through Program Review (II.B.1.10), library instructional services data and reports (Embedded Librarian program (II.B.1.11), collection usage statistics, and user satisfaction surveys.

ECC provides equitable learning support services for Distance Education students and traditional on-campus students. The Distance Education (DE) department, housed within the Library and Learning Resources division, lists support links to ensure students in DE programs can get on track quickly (II.B.1.12), and links to the library homepage are embedded into all CANVAS course pages.

The ECC Library and Learning Resources (LLR) staff partners with-campus ITS in order to provide student computing and printing services across the campus. The LLR division houses the open computer labs for the campus. Students have access to the computer lab's hardware and software during library hours of operation (II.B.1.13).

The ECC Learning Resources Center provides tutoring across campus for many programs; for example Music, Natural Sciences, Business, and Social Sciences (II.B.1.14). The Writing Center supports students with writing the college essay, cover letters, and application essays (II.B.1.15).

The MESA program supports STEM students through enrichment activities such as workshops, advisement, and mentoring (II.B.1.16). Online tutoring is available for students enrolled in both online and face-to-face courses (II.B.1.17).

The services described above are evidence that El Camino College ensures compliance with Eligibility Requirement 17, that “the institution provides...specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered.”

#### Analysis and Evaluation:

Library and support services are widely promoted via the ECC catalog (II.B.1.1) and other means, and are sufficient in quantity, currency, depth, and variety to support educational programs. These services are accessible to all El Camino College students regardless of location or means of delivery. The effectiveness of the services is assessed regularly in a variety of ways to ensure support is up-to-date with changing demands, user needs and new technologies (II.B.1.10).

The ECC Library faculty and staff strive to ensure its collections and services support all academic programs in the curriculum, regardless of teaching modality (on-campus or online), and the diverse needs of our campus community. New e-resources are acquired, book and print periodical collections are evaluated, discovery and access to collections are improved, and gaps in the collections are being addressed. The library staff seek to stay current with curricular changes, new programs of study, the needs of student groups (e.g. FYI, dual enrollment, veterans, students with disabilities, those with noted equity gaps), and statewide initiatives that might impact library services.

Librarians support student attainment of information literacy competencies through research workshops, an embedded librarian program within a number of classes for more in-depth learning (II.B.1.11), individually at the reference desk, and through developed print and online research guides.

The ECC Library houses a Special Access room recently updated with computing equipment and furnishings to aid students with special needs (e.g. sight impairments). The librarians at ECC are increasing their knowledge on issues related to 508 compliance in a commitment to ensure our online content is accessible to all students regardless of location.

With the growth of distance education, dual enrollment, and other remote learning modalities, the staff of the ECC Library explore effective ways to promote collections and services and provide instruction on their uses. In the past year, an Outreach librarian was hired to promote and connect services and resources to underserved students and ensure equity of service. This new position has increased programming to targeted groups who need additional support, which has in turn improved awareness and collaborations with campus constituents. The Distance Education office lists many support links for students in DE programs (II.B.1.12). In addition, librarians work with Distance Education to integrate the library into Canvas as another direct means of access to its collections, along with librarian instructional and research support.

Collections of learning materials at the Learning Resource Center are periodically reviewed, and the removal of older formats such as VHS and DVD has occurred. In turn, learning aids are added in order to meet the current needs of students; including calculators, iPads, anatomy models and microscopes. In order to support face-to-face students, tutoring is offered at a variety of campus locations. For students in the virtual environment, online tutoring is available for students enrolled in both face-to-face and online course.

The College meets all components of Standard II.B.1 and Eligibility Requirement 17.

2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard:

Library staff, faculty librarians, classroom faculty, and Learning Support Services staff at ECC collaborate in order to ensure the selection and maintenance of educational equipment and materials that support student learning and to achieve the college mission occurs. Faculty and staff continually seek to improve the quality of, and access to, educational resources to meet needs related to student learning, regardless of location, or means of delivery.

Faculty and library personnel collaborate to develop and maintain appropriate library resources. All academic divisions have an attached library liaison (II.B.2.1) in order to solicit faculty input on purchases, collection development, and potential items for weeding/discard, and to seek cooperation in placing textbooks and high-demand items particular to that division in the Library Reserves Collection. Research guides, using Springshare's Libguides platform (II.B.2.2) are developed on an ongoing basis to supplement library orientation instruction, and are made available for later reinforcement of concepts, and to aid Distance Education students.

Library & Learning Resources faculty and staff serve as representatives on leadership councils (Management Meetings, college-wide Council of Deans, and Academic Senate) and on committees (e.g., College Curriculum Committee, Distance Education Advisory Committee, Assessment of Learning Committee, Program Review committee) to facilitate information exchange that ensures adequacy of library and learning support services in order to meet the college-wide needs of the students (II.B.2.3).

The Curriculum Committee asks that faculty seeking to add new courses contact the library representative on the Curriculum Committee to ensure that the current collection has sufficient materials to support the course, or suggest items to purchase to support the new offering, as shown in this Sample New Course Proposal Form (II.B.2.4).

The Learning Resource Center (LRC) collaborates with faculty through the annual planning process to select educational equipment and materials for student use. Examples include: anatomy models for students enrolled in Anatomy and Physiology courses (II.B.2.5); microscopes and slides for students enrolled in Biology courses; and calculators, iPads and tablets were added to support math and other courses (II.B.2.6).

The Library collaborates with campus ITS in support of student computing and system needs.

For example, the Library recently migrated to a new Library Service Platform (LSP), Alma/Primo by ExLibris, alongside the majority of other California community college libraries with statewide funding support. (II.B.2.7). The LSP is the primary platform used for managing library collections, accounts, circulation, and generating needed statistical reports. (II.B.2.8) It also serves as the front-end search catalog for library users and is critical for successful operation of the Library. (II.B.2.9) ITS ensures its proper integration with other campus systems such as the Student Information System (SIS) and regularly updates campus security certificates to ensure seamless access to the library's digital content.

Faculty and staff of the Library and Learning Resources (LLR) division meet monthly via library faculty meetings (II.B.2.10), monthly LLR division council meetings (II.B.2.11), and through the program planning and review processes (II.B.2.12), in order to evaluate collections and services for sufficiency to support educational programs at ECC.

#### Analysis and Evaluation:

The acquisition and maintenance of educational equipment, materials and space occurs continuously as new curriculum is developed or revised, systems are updated and new technologies become available in order to support student learning. Strong committee involvement and collaborative relationships between Library & Learning Resources staff and other divisions/departments are crucial to remaining aware of campus and student needs.

The ECC Library and Learning Resources staff are current regarding curricular changes, emerging needs of specific student populations, and campus and/or statewide initiatives that may impact service needs (e.g. Guided Pathways). The Library collects data via usage reports (e.g., collections, computer labs and tutoring) and end-user surveys from a variety of stakeholders to provide feedback regarding the quantity, currency, depth, and variety of its services.

Campus-wide discussions and collaborations at ECC lead to improvements such as updated student computing hardware/software, more user-friendly printing options, improved wireless access and device charging stations, additional learning resources equipment (e.g. calculators, iPads) and library collections (e.g. e-books, databases, search tools), and reconfigurations of library spaces to create designated individual quiet study and collaborative group study spaces.

The ECC library staff also work with the Special Resource Center (SRC) to host a space and equipment for SRC students, and liaises with Facilities to ensure that the Library and Learning Resource space is clean, well-lit, well-signposted, and equipped for emergencies.

Although ongoing funding from the state for the ExLibris Alma/Primo library services platform (II.B.2.7) is not guaranteed, it provides the opportunity for ECC to migrate to a system being used at other CCC libraries, which will in turn better support our students when they transfer to CSU and UC campuses who are using the same library service platform. In addition, state funding allows collaborative opportunities with CCC librarians across the state who are working together to provide guidance, share best practices and ensure the new system operates effectively.

The LRC's collection of learning materials has decreased over time due to new technology that

has made the audio/visual collections of tapes and videos obsolete. However, the LRC is developing a robust collection of learning materials for the Natural Sciences Division, for example, the aforementioned purchase of anatomy models and microscopes were based on a documented need from Natural Sciences.

The campus-wide process to determine depth and variety of materials for learning needs is robust, but meeting the demand is always constrained by budget considerations and campus priorities.

The College meets all components of Standard II.B.2.

3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

*Evidence of Meeting the Standard:*

The college regularly evaluates library and other learning support services to assess the extent to which they meet identified student needs. Program Review (II.B.3.1) and the ongoing assessment of Student Learning Outcomes, along with Service Area Outcomes (II.B.3.2), provide data regarding the adequacy of library services and learning resources. Within the context of its Program Review and planning process, the college uses these results as a basis for improvement.

In addition to Program Review, ECC Library staff, in conjunction with institutional policies and practices, use many metrics to regularly assess the effectiveness of its services. These include: bi-annual student and faculty satisfaction surveys (II.B.3.3, II.B.3.4), student focus groups and interviews (II.B.3.5) annual service area and collection statistics (II.B.3.6), annual program planning (II.B.3.7), information literacy instruction assessments, and benchmarking comparisons with libraries at other institutions via national statistics gathering entities such as the Association of College & Research Libraries (ACRL) (II.B.3.8).

A major component of success for the mission of the Library is to support student learning and cultivate information literacy competencies. Student Learning Outcomes (SLOs) are established for the information literacy and library instruction program. These SLOs are assessed within individual library workshops (II.B.3.9), as part of the embedded librarian program (II.B.3.10), and through campus-wide assessments of information literacy ILO #4. In addition, ECC librarians collaborate with classroom faculty on the assessment of information literacy competencies. For example in 2018, the campus assessed its Information Literacy ILO using the standardized Project SAILS test and surveying faculty. (II.B.3.11)

Data collected from SLO assessments and other surveys are used to evaluate the depth and value of the Library's collections (both print and online). This data is derived from annual circulation statistics of general (II.B.3.12) and special collections (e.g. Textbook Reserves) (II.B.3.13), e-resource usage statistics (II.B.3.14), cost-per-use type of data for library databases and print periodicals, review of the collection to ensure it adequately supports the curriculum across

subject areas and different learning modalities (face-to face and online), a tally of weeded materials, and user feedback from periodic library surveys and focus groups.

Learning Resources submits the student usage data of their programs to the Office of Institutional Research and Planning (IRP) for evaluation and assessment during Program Review. Data on students' usage of tutoring is evaluated and analyzed in Program Review to ensure all student demographics are both utilizing and benefiting from this service. The Learning Resource Center (LRC) also evaluates equipment and technology needs through the Program Review process. Learning Resources assesses and evaluates services to assure adequacy in meeting identified student needs (II.B.3.15)

Examples of other programs on campus that evaluate the library and the learning support programs include Student Services' (Program Review reports (II.B.3.16) which is required to include a customer service survey; and ECC's IRP Survey of Entering Student Engagement Overview (SENSE) survey in 2016 (II.B.3.17, II.B.3.18).

The effectiveness of the other learning support programs and services provided on campus are assessed through several institutionalized processes. For example, ECC learning support programs such as the Math Study Center and Writing Center are integrated into an Academic Division and are therefore included into the specific Academic Division Program Review process. Many Academic Division Program Review documents include a survey question on Library services pertaining to that particular division. Other learning support programs and services such as the Reading Success Center (II.B.3.19) and online tutoring (II.B.3.20) collect data and analyze this data through Institutional Research and Planning (IRP), while others, such as the Writing Center (II.B.3.21) conduct an analysis in-house within the program.

#### *Analysis and Evaluation:*

The library uses the tools of Program assessment to continuously evaluate areas where students need extra support, and how well the collections, search systems, facilities and other services, are supporting the needs of our student and faculty. Improvements implement new teaching methodologies, improve access to e-resource collections, develop online research and support guides to aid student navigation of the library and the research process, launch the online "Ask-a-Librarian" service, consolidate the circulation and reserves desks, and successfully hire a new Outreach Librarian.

Data from Program evaluations assist the library staff in completing a full review of its print collection to determine materials that are no longer circulating, where the subject content is no longer current, or where materials are no longer relevant to the curriculum. In addition, student surveys revealed that the facility needed improvements including lighting, furniture placement, group vs. individual student spaces, collection layout, and wayfinding signage – all of which have been addressed.

Many methods are used to collect assessment data that demonstrates the impact of the library's instruction program on students at ECC. However, ECC librarians continuously seek new ways to better assess the library's role in student success despite some of the challenges of assessing information literacy (IL) attainment outside of the formal classroom setting. For example,

librarians consider their scheduled time at the formal reference desk to be a time to provide IL/research instruction to students on a one-on-one/time of need basis. These opportunities are critical for those students who do not receive formal library instruction in the classroom. Efforts to better capture information regarding the effectiveness of these transactions is the 2019 Student Survey. The results inform library staff that a majority of students are very satisfied with librarian research support offered at the reference desk and are very satisfied with the Ask-A-Librarian email reference service.

The Library collaborates with IRP to evaluate survey results, usage reports, and other data regarding its effectiveness in promoting student learning. Findings are reported via the institution's official processes, and to state, and national, reporting agencies (e.g. Chancellor's reports, ACRL). Assessment data is used to evaluate collections, programs, services and information literacy instruction and provide guidance on recommendations for improving or growing services.

Assessment and evaluation of Learning Support Services assures adequacy in meeting identified student needs. Usage data for the media materials collection is assessed to maintain and update the collection. For example, the format for storing and viewing video recordings has changed over time, and the survey data indicated many of the video collections were no longer in use and these items have been removed from the collection.

Distance Education (DE) is evaluated through the process of Program Review. DE completed its first Program Review in 2019, previously it was reviewed as part of the ECC Library Program Review. The Distance Education department is also responsible for specific goals in the Educational Master Plan, the Enrollment Management Plan, the Technology Plan, the Board of Trustees Goals, and the forthcoming Distance Education Plan.

The College meets all components of Standard IIB.3

4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of meeting the standard:

The ECC Library, along with the other California Community Colleges, belongs to the Community College League of California (CCLC), a consortium in partnership with the Council of Chief Librarians (CCL). The consortium conducts a program of cooperative buying for the library's electronic resources and CCL acts as the fiscal agent for the consortium (II.B.4.1). All orders are placed through the League, and the staff handles the recordkeeping and collection of funds from the colleges. Vendor invoices are sent to the League for payment. In reviewing potential license agreements with e-resource vendors on behalf of CCC libraries, CCLC ensures the product meets California state requirements related to issues such as

accessibility and user privacy, along with consideration of quality of content and platform interface (II.B.4.2).

The ECC Library has agreements with local area academic institutions that allow for some limited circulation privileges. For example, ECC students can establish an account at libraries at CSU Dominguez Hills (II.B.4.3) or CSU Long Beach (II.B.4.4), which allows the ability to borrow their print materials. In turn, CSUDH and CSULB students can obtain an ECC library account and borrow materials.

As is standard practice for many libraries, the ECC Library offers an interlibrary loan (ILL) service (II.B.4.5) managed through an annual subscription/agreement with OCLC. Library users can borrow materials that are available at participating library collections. OCLC hosts the platform utilized by libraries to search for items in other library collections and processes the ILL request (II.B.4.6). This service is used more frequently by ECC faculty in comparison to students. Students are using the ILL service less often because they are interested in materials that cannot be lent out (e.g. textbook reserves) or are in need of the item at that particular moment and cannot wait for delivery time. Annual ILL statistics are collected including items borrowed from other libraries by ECC and those loaned out from the ECC Library collection (II.B.4.7).

As a participating institution of the Online Education Initiative (OEI), ECC offers online tutoring for students through Link-Systems' online tutoring service, NetTutor. Some online tutoring hours with NetTutor were formalized through a contractual agreement in 2012. Other online tutoring hours with NetTutor are included in the partnership through the OEI (II.B.4.8, II.B.4.9) NetTutor provides Learning Resources with access to the service's user data. Staff check this data regularly for usage statistics. Data from NetTutor usage (2015 – 2017) was collected and analyzed by ECC's Institutional Research and Planning (IRP) (II.B.4.10).

Students print materials at the Library through a pay-per-print system that is offered through a formalized contact with the company Pharos. This contract for printing began in Summer 2017.

#### Analysis and evaluation:

The Library at ECC gathers information to assess whether the services it provides are useful and effective. The Library regularly communicates with the CCLC consortium regarding database licenses, anticipated cost increases, and the review of database subscriptions and other e-resources obtained via the consortium. Purchasing e-resources through CCLC saves funds via vendor discounting. A new "consortium manager" platform was introduced in Fall 2019 that will better assist in e-resource management.

The ECC library annually confirms its ongoing reciprocal agreements with partner libraries. The librarians at ECC are exploring potential ways to better assess awareness, use and satisfaction of this service. As regards InterLibrary Loan, the ECC library loans out more materials to other libraries than we borrow - this is primarily due to the popularity of our music library collection that has unique materials unavailable elsewhere

NetTutor provides access to the service's user data, which staff check regularly for usage statistics. Data from NetTutor's users is also collected and analyzed by ECC's Institutional Research and Planning (IRP) (II.B.4.10).

Distance education provides expanded support services because of its participation in the consortium. Through the support of the OEI, Distance Education offers expanded NetTutor services and Cranium Café, a software that facilitates online counseling.

The College meets all components of Standard II.B.4 and Eligibility Requirement 17.  
Conclusions for Standard II.B

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs demonstrate quality and rigor appropriate for higher education. Programs are regularly assessed and the results are publicized and discussed, leading to improvements where necessary. Student and learning support services, offered in a variety of modalities, are seen as especially important to long-term student success and supported accordingly.

The College meets the Standard II.B and Eligibility Requirement 17.

Evidence List:

*Std. II.B.1*

- II.B.1.1 ECC Catalog – Student Support Services Webpage.pdf
- II.B.1.2 Academic Support Services Webpage.pdf
- II.B.1.3 Special Resource Center webpage.pdf
- II.B.1.4 Spring 2019 Tutoring Map.pdf
- II.B.1.5 Library Website Homepage.pdf
- II.B.1.6 Library e-resources Directory.pdf
- II.B.1.7 Library Online Research Guides Homepage.pdf
- II.B.1.8 Ask-a-Librarian Service Homepage.pdf
- II.B.1.9 LibChat Screenshot.pdf
- II.B.1.10 Library Services Program Review 2017
- II.B.1.11 Embedded Librarian Fall 2019 Report
- II.B.1.12 Distance Education Website Homepage.pdf
- II.B.1.13 LRC Computer Lab Homepage.pdf
- II.B.1.14 LRC Fall Tutoring Schedule 2018.pdf
- II.B.1.15 Writing Center Webpage .pdf
- II.B.1.16 MESA – Mathematics, Engineering, Science, Achievement Program.pdf
- II.B.1.17 LRC Webpage with NetTutor Link.pdf

*Std. II.B.2*

- II.B.2.1 Library/Division Liaisons List.pdf
- II.B.2.2 Library Research Guide (History 122).pdf
- II.B.2.3 LLR Committee Memberships 2018-19.pdf
- II.B.2.4 Curriculum Committee New Course Proposal Form.pdf
- II.B.2.5 Evidence for Anatomy Models.pdf
- II.B.2.6 Inventory of LRC Items 9 2019.pdf

- II.B.2.7 Library Service Platform Project Page.pdf
- II.B.2.8 Library LSP Alma-Staff Administrative Side.pdf
- II.B.2.9 Library LSP Primo-User Search Platform.pdf
- II.B.2.10 Librarians Meeting Minutes (September 2019).pdf
- II.B.2.11 LLR Division Council Meeting Minutes (September 2019).pdf
- II.B.2.12 Description of the Annual Planning Process.png

*Std. II.B.3*

- II.B.3.1 SSS program review template 2017-2018 academic year.pdf (p2)
- II.B.3.2 LLR SAO Statements and Assessment Teams.pdf
- II.B.3.3 Library Student Survey Results (2019).pdf
- II.B.3.4 Library Faculty Survey Results (2019).pdf
- II.B.3.5 Library Facility Review Focus Group Results.pdf
- II.B.3.6 Library Program Review Appendices\_Assessment (2011-2015).pdf
- II.B.3.7 Library Program Plan (2019-2020).pdf
- II.B.3.8 ACRL Annual Survey (2018-2019).pdf
- II.B.3.9 Embedded Librarian\_Learning Reflection Results (Jaffe\_Spring 2017).pdf
- II.B.3.10 Embedded Librarian Annual Report (2018-2019).pdf
- II.B.3.11 ILO4 Information Literacy Assessment-SAILS (2018)
- II.B.3.12 Library Circulation Statistics (2017-2018).png
- II.B.3.13 Library Textbook Reserves Statistics.png
- II.B.3.14 Library e-Resources Usage Statistics Summary (2017-2018).pdf
- II.B.3.15 Learning Resources Center Program Review 2018.pdf
- II.B.3.16 SSS program review timeline F2015 – sp2019.pdf
- II.B.3.17 WC Fall 2017 Report.pdf
- II.B.3.18 IRP SENSE Report 2016 p. 19.docx
- II.B.3.19 RSC Student Characteristics and Outcomes (Fall 2017 – Spring 2018).pdf
- II.B.3.20 NetTutor IR Report – User and Course Outcomes (Spring 2015 – 2017).pdf
- II.B.3.21 Writing Center Program Review 2016 p. 30 & 35.pdf

*Std. II.B.4*

- II.B.4.1 CCLC\_Library Consortium FAQs.pdf
- II.B.4.2 CCL-EAR Product Reviews
- II.B.4.3 CSULB Reciprocal Agreement Services.pdf
- II.B.4.4 CSUDH Reciprocal Agreement Services.pdf
- II.B.4.5 Interlibrary Loan Services Overview.pdf
- II.B.4.6 Interlibrary Loan Procedures.pdf
- II.B.4.7 Interlibrary Loan Statistics (2013-2016).pdf
- II.B.4.8 Final Contract NetTutor 2018 – 2019.pdf
- II.B.4.9 OEI Final Contract.pdf
- II.B.4.10 NetTutor Student Users and Course Outcomes (SP15-SP17).pdf

C. Student Support Services

*C.1 The institution regularly evaluates the quality of student support services and*

*demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

#### Evidence of Meeting the Standard

The college formally and regularly evaluates the quality of student support services to support student learning through the process of Program Review and Service Area Outcomes (SAO) assessment (II.C.1.1). Program review for the student support programs are scheduled on a 4-year rotation (II.C.1.2), and include an overview of the program, link to the mission statement, values and strategic initiatives, review of metrics and outcomes, customer service and satisfaction survey results. One of the college's Institutional Level Outcomes (ILOs), Community and Personal Development (II.C.1.3), also assessed the quality and utilization of student services via a three prong approach using program usage reports, survey of program usage and data from the Community College Survey of Student Engagement (CCSSE). Further, ongoing professional development and informal reviews of student services metrics, outcomes, and program-level or college-level surveys inform areas for enhancement.

#### Analysis and Evaluation

The institution has established a Student Services Program Review Committee that conducts program reviews for over 22 student support programs across the institution on a four-year cycle (II.C.1.2). The programs utilize a standard program review template (II.C.1.1), which addresses such components as program alignment with institutional mission; the nature and adequacy of staffing; and program locations and the adequacy of resources to provide services to staff and students at the locations. The program review template also includes a component for addressing SAO assessment (e.g., summary or results, improvement plans, discussion of SAOs by faculty/staff), as well as prompts to describe how metrics are used to improve program services and to describe how the program will address service improvements. Additionally, professional development opportunities such as conferences, workshops, webinars focused on "best practices" promote the continuous improvement of student support services.

The Distance Education webpage (II.C.1.4) provides the contact information and details the breadth of student services offered in this delivery mode. One area of significant growth in this accreditation self-evaluation period is the implementation of technologies to facilitate online access. For example, increased offerings of virtual or distance counseling (II.C.1.5), where students can meet with a counselor online to mirror an in person individual traditional academic counseling appointment, Colleague Financial Aid Self-Service and Campus Logic (II.C.1.6) software to conduct school business online. Implementation of these Financial Aid services stemmed from the department's 2017-2018 Program Review (II.C.1.7). Colleague Financial Aid Self Service software allows students to use an updated student portal to review communications with the financial aid office. Features of the Financial Aid Self Service software include interactive checklists with status indicators to show students where they are at in the financial aid application process, Satisfactory Academic Progress notifications, customized online award letter tools and a mobile responsive design that allows students to review communication from their smart phones or electronic devices. Because as many as 40% of students do not meet eligibility due to the complexity of the process of submitting forms for financial aid, Campus Logic software was recommended. This software utilizes smart logic technology to streamline and simplify the process of submitting required financial aid forms or documentation via pre-

filled, personalized web forms with compliant e-signatures and secure document upload system providing for greater equity and access for students to attend college. Other services include online tutoring via NetTutor (II.C.1.8) and guidance for Dual Enrollment students (II.C.1.9) to access services and protocols for comparable services in other locations and means of delivery. The evaluation of these services are included in the area Program Review.

Noteworthy is the intentional efforts and improvement with technology to increase access via expansion of online forms, applications and tools. With these recent developments, disaggregation of outcomes to evaluate effectiveness among the different means of delivery may be an area to strengthen over the next two years. Furthermore, the college could improve its inclusion of online sections in the dissemination of campus surveys such as SENSE, CCSSE and campus climate survey to ensure responses regardless of location and means of delivery are included in these surveys.

Student Services programs are aligned with the institutional mission. The first question in the program review template (II.C.1.1) provides a description of the program and alignment with the mission, vision and strategic initiatives. The college's mission statement includes a reference to our student support services, "... We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities."

The College meets all components of Standard II.C.1 and Eligibility Requirements 15.

*C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

Pursuant to Administrative Procedure 3250 (II.C.2.1), the institution has a formal process and timeline for assessing learning support outcomes. Additionally, the institution reviews other assessment data such as student achievement and equity data, climate survey (II.C.2.2) and student success metrics to plan and improve student support programs. The 2018 climate survey revealed the extent of basic needs insecurities of our students. In response, the College's efforts to include services such as Warrior Pop-Up shops for food and clothing have extended to other campus events such as the Student Services Expo. Similarly, the college implemented a process improvement plan (II.C.2.3, II.C.2.4) which resulted in reconfiguring the steps to enrollment after using an external consultant to assess students' onboarding experience and throughput to matriculation. These are some examples of the college's use of formal and informal assessment methods and a variety of data to continuously improve student support programs and services.

Analysis and Evaluation

Pursuant to Administrative Procedure 3250 (II.C.2.1), the institution has a formal process and timeline for assessing student learning outcomes; the institution uses the term "service area outcomes," or SAOs, to refer to learning support outcomes assessed in the area of student services. SAOs are assessed on an ongoing basis (II.C.2.5, II.C.2.6, II.C.2.7) to evaluate the

effectiveness of student support services. Guidance with outcomes assessment process and reporting (II.C.2.8), including past SAO statements and reports (II.C.2.9), can be found on the ECC Webpage. However, this is an area that can be strengthened through the inclusion of equity measures in SAO statements and assessment protocols.

The assessment report template (II.C.2.10) also includes fields to indicate the method used to assess the SAO and to describe the participants in the SAO assessment. As the institution has set standards regarding student achievement of learning support outcomes, assessment reports include a statement regarding whether or not the standard was met. Assessment reports, retained in Nuventive (II.C.2.11) (previously referred to as TracDat), also include an analysis of the assessment results and a description of any planned action for improvement based on assessment results.

In addition to SAOs, the college uses a variety of assessment data and processes to continuously improve student services and support programs (II.C.2.12). In 2016-2017, the institution engaged an external consultant to evaluate its student onboarding experience (e.g., application, orientation, assessment, counseling, registration, financial aid); the resulting Process Improvement Plan (II.C.2.3, II.C.2.4) has informed institutional action to improve the student experience. Based on enrollment data and student need, the Student Health Services (II.C.2.13) expanded services to the summer term starting in 2018 to extend access to medical and mental health services during this time period. The college implemented specific supports (II.C.2.14) for meeting students basic needs due to housing and food insecurities based on college climate survey and data that mirrored the regional and national research results noting these needs by students. In partnership with students and Student Development Office the college opened the Warrior Food Pantry (II.C.2.15, II.C.2.16) in October 2017, and more personnel are getting trained to support and guide students with CalFresh applications with partial support from the U.S. Department of Agriculture CalFresh Outreach Program. Further, Warrior Pop Up shops with clothing are pairing with other campus events such as the Student Services Expo (II.C.2.17) to provide more opportunities for students to obtain these resources. To assist with the transition to employment the college expanded its job postings to launch Warrior Jobs (II.C.2.18), which includes JobSpeaker, and partnering with **the WIB** for onsite support to assist students with drafting their resume and searching for employment. Students contribute to these ideas as well as initiate their own such as the purchase and installation of FloWater (II.C.2.19) stations which are now part of the college's construction standard for new buildings. The college provides appropriate student support services and programs to address the academic and non-academic needs of its students to achieve successful outcomes.

The college meets all components of Standard II.C.2.

*C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15).*

Evidence of Meeting the Standard

El Camino College evaluates student needs and provides extensive student support services and resources (II.C.3.01, II.C.3.2). Assessment of need is via program review, service area outcomes, and various surveys (II.C.3.3) assessing student engagement, customer service, and the changing

needs of our student population. Some of these surveys to assess student experience and perceptions of student services and resources include the include SENSE (Survey of Entering Student Engagement) (II.C.3.4, II.C.3.5), CCSSE (Community College Survey of Student Engagement), and Campus climate survey (II.C.3.6). Further, the Institutional Learning Outcome for Community and Personal Development (II.C.3.7) also examined the utilization of services and disaggregated CCSSE benchmarks by ethnic and racial groups. Services are provided on site as well as off site and via the web (II.C.3.2).

### Analysis and Evaluation

El Camino College continually and thoroughly assesses students' needs for services and allocates resources to provide for those services. Assessment processes and analyses to determine students' needs occur from the time prospective students connect with El Camino College until the time students no longer enroll in courses. The institution administers a variety of surveys (II.C.3.3) to assess student needs and to determine appropriate services to meet identified needs include SENSE (Survey of Entering Student Engagement) (II.C.3.4, II.C.3.5), CCSSE (Community College Survey of Student Engagement), and Campus climate survey (II.C.3.6) to assess employee and student perceptions regarding a variety of student services and resources. Further, program-based surveys of programs serving historically under-served populations (e.g., SRC, Project Success, Puente Project) and student service metrics (II.C.3.8, II.C.3.9, II.C.3.10) and outcomes help identify the breadth of services and areas of strength and development. To address the needs of prospective students, the Office of Institutional Research and Planning (IRP) regularly collects data from the College's feeder schools and areas so that outreach and marketing efforts are executed strategically and effectively. For example, the Office of Outreach and School Relations provides services to prospective students based on data such as IRP's "Facts and Figures 2017," (II.C.3.11) "High School Enrollment Trends 2017," (II.C.3.12) and "First-Time Student Headcount." (II.C.3.13) Based on data from these research reports, the office of Outreach and School Relations (II.C.3.14) develops an outreach plan and coordinates onboarding services and communication with students

Another process the College utilizes to assess needs and allocate resources to meet those needs is Program Review. Through this process, both academic and student services programs assess students' needs for, and use of, services. Vital components of the Student Services Program Review (II.C.3.15, II.C.3.16) report that assesses students' needs are the inclusion of a customer service survey and addressing how programs use metrics to improve program services. Student service metrics (II.C.3.10) include demographic data based on gender, ethnicity, age group, class load, day and evening students and mandated groups such as first generation, foster youth, LGBT+, and veterans.

By administering the customer service survey, programs have an opportunity to assess students' needs and strategize ways to meet those needs. For example, the EOPS (II.C.3.17) program surveyed its students in 2016. Based on the survey results, this program identified a need for other on-campus entities to refer students to EOPS. The program also determined a need to train their program's personnel to ensure that information shared about other areas of campus is accurate.

By responding to the Program Review report prompt, “How have program personnel used metrics to improve program services? Provide metrics from the last four years,” programs have an opportunity to use metrics to determine students’ needs and develop services so that those needs are met. For example, the EOPS (II.C.3.17) 2016 Program Review found that although student retention remained stable over a four-year period, the number of students who obtained an associate degree or a certificate had fallen. Based on this identified need, staff responsibilities were re-assigned so that they could proactively and effectively support students, so they could be awarded with the degree or certificate.

By providing web-based student services, off-site student services, and other services designed to meet the needs of students with disabilities or who otherwise require specialized resources, the institution assures equitable access to all of its students. Web-based services offered include counseling, registration, tutoring, library services and learning resources (II.C.3.2). As noted previously in II.C.1 the availability and convenience of web-based services continue to expand with the implementation of new technologies. Off-site student services e.g., high school sites include application guidance, orientation, assessment, counseling, and registration assistance. Last, specialized resources such as Special Resource Center (SRC) (II.C.3.18) services are available to all students (regardless of location or delivery method) increasing access to students with special needs. Further, this is mirrored in programs established to meet the needs of traditionally underserved or disproportionately impacted populations e.g. Project Success, Puente Project, First Year Experience (FYE), EOPS/CARE, CalWORKs, Guardian Scholars, The Opportunity Project (TOP) and Knowledgeable, Engaged and Aspiring Students (KEAS) which was renamed Student Equity and Achievement (SEA) as of Fall 2019. The College meets all components of Standard II.C.3.

*C.4 Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard

Commensurate to its diverse student population, El Camino College offers an array of co-curricular programs (II.C.4.1) to contribute to the social and cultural dimensions of the educational experience and enhance student engagement. Student support programs undergo program review and evaluative processes. Further, athletic programs and student clubs and organizations (II.C.4.2) have handbooks (II.C.4.3, II.C.4.4) and board policies (II.C.4.5, II.C.4.6) to guide and ensure effective control of student fees and finances for these programs. Procedures exist to guide students with chartering (II.C.4.7) a student club and actively contribute to student leadership and experience.

Analysis and Evaluation

The institution offers an array of co-curricular programs designed to supplement the classroom experience and promote student success. Current programs (II.C.4.1) reflect the diversity of the student population, particularly in terms of specific educational goals (e.g., Honors Transfer Program; Mathematics, Engineering, Science Achievement Program (MESA), college student

status (e.g., First Year Experience – FYE; Student Equity and Achievement (formerly Knowledgeable, Engaged, and Aspiring Students Program - KEAS), racial/ethnic background (e.g., Project Success; Puente Project), and other sociocultural experiences (e.g., Guardian Scholars Program, which is for formerly Foster Youth). The Learning Communities (FYE, Puente Project and Project Success) offer numerous activities including field trips, transfer events, conference attendance, and university tours.

Co-curricular programs have established service area outcomes and mission statements in alignment with the institution's mission. The institution also offers 22 athletics programs and a variety of student clubs and organizations (II.C.4.2), which are suited to the institution's mission and enhance the educational experience of our diverse student body. The institution ensures that co-curricular and extra-curricular programs are conducted with sound educational policy and standards of integrity. Faculty and staff involved in such programs are evaluated on a regular basis to assess for competency and integrity regarding service delivery. Athletics programs remain abreast of regional, statewide, and national regulations and guidelines related to the operation of athletics programs. Moreover, in accordance with Board Policy 5700 (II.C.4.8) operational policies and procedures are in compliance with California Community College Athletic Association (CCCAA) guidelines for intercollegiate athletic programs. A Student Athlete Handbook (II.C.4.3) details the department's goals, code of conduct, eligibility criteria, and commitment to academics and safety.

In accordance with Administrative Procedure 3250 (II.C.4.9) and referenced in II.C.1., student services programming is regularly assessed via the formal program review process to evaluate student outcomes. The Student Support Services Program Review Committee coordinates the review process and maintains timelines and templates accordingly. The program review conducted by Student Development Office (II.C.4.10) is a representative sample of programs examining their alignment with the college's mission, and evaluating the quality and effectiveness of the program and its staffing and operations.

The contribution of co-curricular programs to the social and cultural dimensions of students' educational experience is also evaluated via the assessment of one of the institutional student learning outcomes, Personal and Community Development (ILO #3 (II.C.4.11)). This ILO is scheduled for assessment on a 4-year cycle, and the most recent assessment included a survey of student perceptions regarding the extent to which specified programs contributed to their personal and community development.

The institution has established protocols to ensure financial stewardship with regard to co-curricular and athletics programming, including any applicable regulatory reporting. In accordance with Board Policies and Administrative Procedures 5420 – Associated Students Finances (II.C.4.5), the college has established policies and procedures for collecting and allocating student activities fees with the approval of the college Superintendent/President. Oversight for distribution of funds for student activities prior to the 2017/2018 academic year has been the responsibility of the Auxiliary Services Board (ASB) as referenced in BP/AP 5032- Student Activities Fee (II.C.4.6) which was deleted February 2019 (II.C.4.12). However, with the change of student fees being the sole source of funding, the 2018-2019 year has been a transition year with the current ASB board developing a plan to transfer (II.C.4.13) the

responsibility of funding for ECC student programs to the Associated Students Organization (ASO) beginning with the 2019/2020 academic year and forward. College management and staff will provide oversight and support for potentially two years for the transition.

*The College meets all components of Standard II.C.4.*

*C.5 The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

#### Evidence of Meeting the Standard

The college provides extensive academic, career, and transfer counseling (II.C.5.1) services to students in person and via distance or virtual counseling in over 18 areas or programs. In addition to the college catalog, general education and transfer guides, an educational planning tool, Starfish Degree Planner referred to as ECC Connect (II.C.5.2), has been implemented to allow students access to counselor-approved educational plans, and information on academic programs and requirements. A well-defined training (II.C.5.3) curriculum has been developed and is updated with each new group of counseling faculty new hires. Further, advanced trainings and Connect, Learn, Thrive! (II.C.5.4) forums are offered to keep counseling faculty apprised of current information.

#### Analysis and Evaluation

**Access to Services:** The College provides extensive Academic and Career Counseling (II.C.5.1) services to support student development and success. Educational planning (II.C.5.5) services by counselors are scheduled in 18 areas of specialization or services areas such as transfer, athletics, Career Education, learning communities (e.g. FYE, Project Success, Puente Project, KEAS/SEA), and specialized programs (e.g. EOPS/CARE, CalWORKs, TOP, Student Success Program (probation), Financial Aid). Access to services is available via drop-in, appointment, and online or virtual counseling.

To promote timeliness, usefulness, and accuracy of counseling information, students are directed to meet with a counselor for educational planning as one of the Steps to Enrollment (II.C.5.6) required for priority registration eligibility. Graduation checks and opportunities to meet with a counselor to complete graduation petitions (II.C.5.7) are scheduled near impending deadlines without an appointment necessary. For academic requirements, faculty, staff, and students have access to a current college catalog and schedule of classes online via the college website and in print (through 2018) at the bookstore. All students have web-based access to ECC Connect (II.C.5.2) through which they can communicate with counseling personnel, as well as find information regarding degree/certificate completion and transfer requirements.

In addition to New Student Orientation (II.C.5.8) offered online and in person, several of the Academic and Student Support programs offer orientations, educational planning, and workshops to apprise students of services, academic requirements, and programs of study available throughout the student's experience to promote timely, useful, and accurate information about academic and transfer requirements. For example, the First Year Experience (II.C.5.9) program hosts information sessions for students prior to matriculation, an orientation

preceding the start of the fall term for accepted and enrolled students and then workshops throughout the first year to cover these topics. The online platform for new student orientation, Cynosure, will be phased out once this information is developed and offered in Canvas, the college's learning management system, slated for December 2019. ECC Connect (II.C.5.2) serves as an additional resource, providing information regarding requirements for program completion, graduation, and transfer as well as an account of student's progress toward their stated educational goal.

**Training:** The College provides a continuous learning culture allowing faculty and staff to participate in professional development and learning activities. Newly hired faculty are asked to participate in the New Faculty Learning Academy (II.C.5.10) during the first fall semester of their employment. The college has a plethora of varying opportunities for adjunct and full-time faculty and classified professionals. Events and workshops are posted on the professional development (II.C.5.11) website.

The counseling division provides counselor training to new full time and adjunct counselors. The initial training (II.C.5.3) is a four-day event, followed by shadowing and more advanced trainings on specific topics throughout the fall and spring semesters. The array of trainings relate to discipline and academic changes, technical trainings regarding the navigation of the various systems used to support counseling efforts (e.g., Colleague, ECC Connect (II.C.5.12), Campus Calibrate), and specialized areas (e.g. motivational interviewing, Strengths Finder, Career, and holistic counseling).

With the significant changes to placement practices and curriculum with AB705, Connect, Learn, and Thrive (II.C.5.4) forums and mini-SITE (Scholarly Inquiry for Teaching Excellence) were scheduled to share information during the development and transitions process and examine the equity and pedagogical framework for the changes. Training materials and information to support counseling such as the transfer articulation log and common links for counseling are easily accessed via a TEAMS (II.C.5.13) site to assist with quality counseling. Counselors are also encouraged to attend conferences that are relevant to the profession. Further, counselors have access to degree and certificate requirements in both print and online media, as well as varying levels of access to student data in the institution's student information system, WebAdvisor, and ECC Connect. Current use of ECC Connect not only enables counselors and advisors to access program and student information from a single platform but also facilitates an integrated student support network.

**Accountability:** Counseling services are evaluated through individual counseling, Student Area Outcomes, and Survey of Entering Student Engagement (SENSE) surveys. In addition to campus surveys, tenured, probationary, and adjunct counselors are evaluated as per the El Camino College of Teachers, Local 1388, AFT, AFL-CIO (Article 20) to include a self-evaluation (II.C.5.14), student evaluations (II.C.5.15), observation (II.C.5.16), and an evaluation conference report (II.C.5.17) to improve and enhance the development of counselors and to ensure quality of service related to the counseling function.

Within counseling, individual programs (II.C.5.18) (CalWORKs, Career Center, Counseling Services, SRC (DSPS), EOPS/Care, Matriculation and Orientation, Student Enhancement Program, and Transfer Center Services) developed SAOs to ensure the services being offered are meeting the needs of students. The general counseling SAO (II.C.5.19) which extends across all areas counseling is offered examines the impact of educational planning on student retention and persistence.

The college completed SENSE (II.C.5.20) in 2014 and 2016 to address students' persistence and

success. Within the survey, students were asked questions regarding their satisfaction with support services at the college. Lastly, the college utilizes statewide performance reporting such as the ARCC report (II.C.5.21) to measure the success of students obtaining a degree, certificate, and transferring to a four-year university. These are transitioning to Key Performance Indicators and Simplified Metrics. Counselors are the first point of contact for reviewing transcripts, planning, and evaluating student progress toward success. Further, Process to Improvement Plan (II.C.5.22) (by Interact) provided insight into the student experience from application to registration. Ease of access to counselors and scheduling options have expanded in part due to these recommendations.

In accordance with the institution's curriculum review process (II.C.5.23) which is coordinated by the faculty Curriculum Chair on behalf of the Academic Senate's Curriculum Committee, all course and program information is regularly reviewed for currency and accuracy of representation in printed and online publications. Upon approval of any curriculum revisions by the district's Board of Trustees, information is updated in the campus information system, the curriculum management system, the college catalog (or addendum) and the college website. In accordance with the college's catalog production process (II.C.5.24), which is coordinated by the college Curriculum Advisor, existing and proposed content for each section of the catalog is reviewed by the appropriate faculty or staff lead to ensure accuracy of information prior to finalization of the catalog copy. The catalog is published the summer prior to the start of the fall semester, and as necessary, addendums are published during the academic year. All board approvals, academic information, curriculum, and policies are available on the college website. The College meets all components of Standard II.C.5. The College has greatly strengthened the implementation of technology to guide and follow up with students, adjustment of practices based on the Process to Improvement study to improve student onboarding, and its commitment to counselor training.

*C.6 The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways<sup>5</sup> to complete degrees, certificate and transfer goals. (ER 16)*

<sup>5</sup> Glossary – Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

Evidence of Meeting the Standard

The College has established and adheres to admissions policies: Board Policy 5010 (II.C.6.1) and Administrative Procedures 5010 (II.C.6.2), 5011 (II.C.6.3), 5012 (II.C.6.4), and 5013 (II.C.6.5) which specify the qualifications and criteria for admission of students – high school graduates, non-graduates, K-12 students, international students and students in the military. Additionally the college provides resources and comprehensive educational planning services to provide clear guidance on requirements necessary to meet degree, certificate, and transfer requirements. This information is accessible within the college catalog (II.C.6.6), ECC Connect Degree Planner (II.C.6.7) and general education patterns and transfer curriculum guides (II.C.6.8).

Analysis and Evaluation

The College's admission policies reflect its institutional mission to "make a positive difference in people's lives" and "promote student learning and success," taking into account a prospective student's apparent ability to profit from instruction at the college level. Board Policy 5010 (II.C.6.1) and Administrative Procedures 5010 (II.C.6.2), 5011 (II.C.6.3), 5012 (II.C.6.4), and 5013 (II.C.6.5) relate to the admission of high school graduates (or equivalent); non-graduates of high school who are 18 years or older; K-12 students; international students; and students in the military. Pursuant to Administrative Procedure 5010, the college catalog specifies the qualifications of students appropriate for programs offered by the college.

For programs with distinct or additional entrance requirements such as Nursing and Radiology Technology, admission criteria (II.C.6.9) are published in the catalog as well as information available on the webpage apprising students of the entrance requirements, process for application including filing periods, and support services available to guide students through the process. The institution defines and advises students on clear pathways to program completion and/or transfer. The College catalog (II.C.6.6) outlines all program completion requirements for the degrees and certificates it offers. The catalog information includes major-specific course requirements, as well as course requirements for various general education patterns (e.g., ECC GE, CSU GE Breadth, IGETC). The Degree Planner (II.C.6.7) module in ECC Connect assists students with preliminary educational planning (e.g., the selection of courses required for their specified program of study and general education pattern) and tracking progress towards degree requirements. Students are able to submit planned coursework to a counselor for approval via ECC Connect (II.C.6.10). Counseling services are available in a variety of modes (e.g., individual and group sessions, online/virtual) to assist students with the creation of a comprehensive educational plan which reflects the selection and sequence of courses and learning experiences required for program completion, transfer, or other educational goals. Transfer curriculum guides (II.C.6.8) are available in the College's Transfer Center to assist students in selecting courses appropriate to meet general education and/or lower-division major requirements at particular colleges/universities. Many of the College's Career Education (II.C.6.11) programs have already established a sequenced schedule of course offerings each semester to streamline program completion for their students. The College is currently in the process of formalizing semester-by-semester plans, or "program maps," (II.C.6.12) for each of its degree and certificate programs to assist in the development of semester schedules, which support timely progression along these pathways to program completion and/or transfer. The College meets all components of Standard II.C.6 and Eligibility Requirements 16.

*C.7 The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence of Meeting the Standard

The College, in compliance with Title 5 Section 55524, submitted all assessment (II.C.7.1) testing with validation data for approval. During this evaluation period, AB 705 took effect January 1, 2018, which transitioned to the use of multiple measures such as high school coursework, grades and grade point average. Due to the state's efforts to revamp placement criteria and practices, the college has been conducting ongoing research regarding placement (II.C.7.2) practices and student achievement. The College discontinued use of Accuplacer testing on a large scale, exception ESL testing, and implemented a "Level Up Survey" (II.C.7.3) for

English and math placement based on Chancellor's office recommended decision rules (II.C.7.4) and AB705 criteria (II.C.7.5) starting Fall 2018. The Chancellor's Office memo (II.C.7.6) on April 18, 2019 provided a clarification of credit ESL in light of AB705, an extension for the use of ESL Accuplacer testing through Fall 2019 for Spring 2020 placement, and approved the listening portion of the ESL exam until July 2021.

#### Analysis and Evaluation

Accuplacer was used to assist with English and math placement at El Camino College through the start of Fall 2018, and continues to be used for ESL placement. The College conducts validation studies for Accuplacer, ESL Writing Sample and Chemistry placement tests. These are submitted to and approved by the California Community College Chancellor's Office in accordance with Title 5 Section 55524. Due to the state's efforts to revamp placement criteria and practices, the last updated list of approved assessment (II.C.7.1) instruments was September 2017. El Camino College's ESL Writing Sample, California Chemistry Diagnostic Test and Accuplacer instruments are listed as approved.

With other placement practices being explored by colleges to improve the throughput of student through developmental and remedial English and math coursework, the college adapted Research and Planning Group (RP Group) validated decision rules (II.C.7.4) for matriculant and non-matriculant students as part of the Multiple Measures Assessment Pilot (MMAP) starting Summer 2017. The placement (II.C.7.2) for these students was based on Accuplacer, decision rules, and self-placement choices. With the assistance of Institutional Research and Planning, subsequent course enrollment was tracked to examine student success, retention, persistence, and potential bias. With the passage of AB705, the college implemented a survey during Fall 2018 to gather the pertinent information to determine placement in accordance with AB705 criteria (II.C.7.5). This "Level-Up" survey (II.C.7.3) powered by Qualtrics extended to both continuing students as well as new students incoming for Spring 2019 and later terms. The English department implemented new coursework and placement practices as of Spring 2019, whereas the math placement levels and co-requisite or support courses were first offered Fall 2019, in compliance with the timeline requirements of AB705. The college will continue to examine the effectiveness of support coursework and high school performance to college course achievement. The multiple measures employed during the MMAP and with AB705 are based on appropriately-validated decision rules to ensure benefits for students in accordance with Title 5, sections 55512, and 55522. The college will continue to assess results and student outcomes for local validation.

This information has been shared with high school counselors (II.C.7.7) of feeder institutions via outreach contacts and at the Counselor Collaborative held March 2018. Similarly, information regarding the changes and new levels and placement rules were shared with El Camino College counselors via several meetings and emails. Further, complementing an appreciative inquiry approach initially conducted for English and math faculty, Scholarly Inquiry for Teaching Excellence (SITE), a similar mini-SITE (II.C.7.8) professional development opportunity was scheduled for counselors to minimize placement bias and strengthen curricular knowledge to appropriately guide students with leveling-up to degree and transfer-level courses. Despite a period of transition with placement practices, the college has maintained compliant practices to minimize bias and use validated placement instruments as required in Standard II.C.7.

*C.8 The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

#### Evidence of Meeting the Standard

In accordance to Board Policy 5040 (II.C.8.1), Student Records and Directory Information and Board Policy 3310 (II.C.8.2) and Administrative Procedure 3310 (II.C.8.3), the College has an established processes for the release of student records as well as retention and destruction of student records.

#### Analysis and Evaluation

Board Policy 3310 (II.C.8.2) and Administrative Procedure 3310 (II.C.8.3) refer to the retention and destruction of records. Pursuant to the board policy, the institution complies with Title 5 and the Federal rules of Civil Procedure regarding the retention and destruction of student records. Administrative Procedure 3310 describes the classification of records and refers to the periodic submission to the Board of Trustees regarding the destruction of records accordingly.

The College maintains a back-up server on campus for daily back up of records, and a full back up off campus each weekend with incremental updates daily. The latter is a contract with Iron Mountain for offsite back up in the event of a natural disaster or otherwise that would impact local equipment. Further, the ITS leaders are participating in a Chancellor's Office Data Governance (II.C.8.4) subcommittee which includes addressing data storage and security among its goals.

Board Policy 5040 (II.C.8.1), Student Records and Directory Information establishes the process for release of student records. In the event of fees owed to the district, Administrative Procedures 5035 (II.C.8.5) details the provision for withholding of student records.

The College meets all components of Standard II.C.8.

#### Conclusions for Standard II.C

El Camino College provides comprehensive student support services that fulfill the College mission and effectively support students throughout their educational journey. pathway. The college's student service areas collaborate and integrate services with internal and external constituencies in order to ensure access, progress, learning, and success. El Camino College engages in comprehensive, thorough, and ongoing evaluation processes that ensure programs and services support student learning for the College's diverse student population. El Camino College's student service areas ensure that policies, student services information, and student guidelines are accessible regardless of mode of delivery.

#### Evidence List:

Standard II.C: Student Support Services

*Std. II.C.1*

- II.C.1.1 Student Services Program-Review Template 2017-2018-academic-year.pdf
- II.C.1.2 SS-program-review-timeline-f2015-sp2019.pdf
- II.C.1.3 ILO3\_Report\_2017final.pdf
- II.C.1.4 ECC Website Distance Education Student Support and Resources.pdf
- II.C.1.5 ECC Website Virtual Counseling.pdf
- II.C.1.6 ECC Website Financial Aid Mobile Campus Logic.pdf
- II.C.1.7 Financial Aid Program Review 2017-2018.pdf
- II.C.1.8 ECC Net Tutor.pdf
- II.C.1.9 ECC Website Dual Enrollment.pdf

*Std. II.C.2*

- II.C.2.1 AP 3250 Institutional Planning Outcomes Assessment p12.pdf
- II.C.2.2 ECC Student Campus Climate Survey 2018.pdf
- II.C.2.3 ECC Website Process to Improvement Plan.pdf
- II.C.2.4 Process to Improvement Plan ECC Recommendation Summary.pdf
- II.C.2.5 SAO count ongoing assessment Fall 2016.pdf
- II.C.2.6 SAO Screen Shot from Nuventive.pdf
- II.C.2.7 A&R Division SAOs All 2015.pdf
- II.C.2.8 SAO TracDat Guide.pdf
- II.C.2.9 Web links and SAO Statements and Reports.pdf
- II.C.2.10 SAO Sample template.pdf
- II.C.2.11 SAO Sample Nuventive Report OASR.pdf
- II.C.2.12 El Camino College Academic Resources Support Programs 10.17.19.pdf
- II.C.2.13 Summer 2018 SHS – March Board Agenda.pdf
- II.C.2.14 Student Resource Flyer – Spring 2019.pdf
- II.C.2.15 ECC Matters Warrior Pantry Opens October 2017.pdf
- II.C.2.16 ECC Website Warrior Food Pantry.pdf
- II.C.2.17 Student Services Expo event summary survey details 2019.pdf
- II.C.2.18 Warrior Jobs.pdf
- II.C.2.19 ECC Matters\_FloWater.pdf

*Std. II.C.3*

- II.C.3.1 El Camino College Academic Resources Support Programs 10.17.19.pdf
- II.C.3.2 Distance Education Student Support and Resources.pdf
- II.C.3.3 ECC Website IRP Survey Results.pdf
- II.C.3.4 El Camino College SENSE 2016 Report.pdf
- II.C.3.5 El Camino College SENSE Highlights 2016.pdf
- II.C.3.6 ECC Student Campus Climate Survey 2018.pdf
- II.C.3.7 ILO3\_Report\_2017Final.pdf
- II.C.3.8 Student Services Metrics tool.png
- II.C.3.9 Student Services Metrics tool2.png
- II.C.3.10 Student Services Metrics\_characteristics.pdf
- II.C.3.11 Facts and Figures 2017 ECC.pdf
- II.C.3.12 High School Enrollment Trends ECC 2017.pdf
- II.C.3.13 Fall 2017\_First Time Student Profile 3yr Trend ECC.pdf
- II.C.3.14 Program Review Outreach Final.pdf

- II.C.3.15 Student Services Program Review Template 2017- 2018 Academic Year.pdf
- II.C.3.16 Student Services Program Review reports.pdf
- II.C.3.17 EOPS Care Program Review Spring 2016.pdf
- II.C.3.18 SRC Homepage.pdf

*Std. II.C.4*

- II.C.4.1 ECC Academic Resources Support Programs 2017.pdf
- II.C.4.2 Active Clubs.pdf
- II.C.4.3 Student Athlete Handbook.pdf
- II.C.4.4 Club-Handbook.pdf
- II.C.4.5 BP-AP 5420 Associated Students Finances.pdf
- II.C.4.6 BP\_AP5032 Student Activities Fee.pdf
- II.C.4.7 SDO\_How to Charter a Club FA2018\_updated.pdf
- II.C.4.8 BP 5700 Athletics.pdf
- II.C.4.9 AP 3250 Institutional Planning.pdf
- II.C.4.10 ECC-student-development-office-program review-fall-2014.pdf
- II.C.4.11 ILO3\_Report\_2017Final.pdf
- II.C.4.12 College Council minutes 2-4-19.pdf
- II.C.4.13 Consultation Plan-Fall 2018 Student Activities Fee 11.28.18.pdf

*Std. II.C.5*

- II.C.5.1 ECC Website Counseling home page.pdf
- II.C.5.2 ECC Website ECC Connect Student page.pdf
- II.C.5.3 Counselor Training Schedule Fall 2017.pdf
- II.C.5.4 Connect Learn Thrive notes 10.03.18.pdf
- II.C.5.5 ECC Website Programs in Student Services.pdf
- II.C.5.6 ECC Website Steps to Enrollment.pdf
- II.C.5.7 Grad Intents Flyer week of Oct 1 2018.pdf
- II.C.5.8 2018-19\_Catalog p14 Orientation.pdf
- II.C.5.9 FYE webpage.pdf
- II.C. 5.10 ECC PD Website New Faculty Learning Academy.pdf
- II.C.5.11 ECC Fall PD Day 2016 – Program.pdf
- II.C.5.12 Degree Planner instructions\_3-2019.pdf
- II.C.5.13 Counselor Resources TEAMS site.PNG
- II.C.5.14 Self Eval Report\_Counselors\_July 2014 Template.pdf
- II.C.5.15 Student evaluation: II.C.5.15 Student Evaluation of counselor\_scantron.pdf
- II.C.5.16 Evaluation Combined Peer Dean for Probationary Counselors (2).pdf
- II.C.5.17 Evaluation Conference Report for Faculty.pdf
- II.C.5.18 ECC Website Counseling Service Area Outcomes.pdf
- II.C.5.19 Counseling SAO: II.C.5.18 ECC Counseling SAO 2017.pdf
- II.C.5.20 SENSE survey results: II.C.5.19 El Camino College SENSE Highlights 2016.pdf
- II.C.5.21 2018 Student Success Scorecard\_completiondegree\_transfer.pdf
- II.C.5.22 Process to Improvement Onsite Review.pdf
- II.C.5.23 CCC FLOW CHART.pdf
- II.C.5.24 Catalog development process.pdf

*Std. II.C.6*

- II.C.6.1 BP 5010 Admissions and Concurrent Enrollment.pdf
- II.C.6.2 AP 5010 Admissions 7\_15\_13.pdf
- II.C.6.3 AP 5011 Admissions and Concurrent Enrollment of High School and Other Young Students\_61719.pdf
- II.C.6.4 AP 5012 - International Students 121514.pdf
- II.C.6.5 AP 5013 - Students in the Military 121415.pdf
- II.C.6.6 2018-19\_Catalog Graduation Requirements and Articulation Transfer Patterns.pdf
- II.C.6.7 Degree Planner.pdf
- II.C.6.8 Transfer Curriculum guides: II.C.6.8 ECC Website Transfer Requirements.pdf
- II.C.6.9 Nursing Entrance Requirements\_webpage.pdf
- II.C.6.10 ECC Connect Student webpage.pdf
- II.C.6.11 ECC Website Career & Technical Education Programs.pdf
- II.C.6.12 ECC Website Guided Pathways.pdf

*Std. II.C.7*

- II.C.7.1 CO Website Approve Assessments 9-17.pdf
- II.C.7.2 ECC Preliminary Results of Fall 2018 Multiple Measures.pdf
- II.C.7.3 Level Up Survey Sample presentation to counselors 10-31-18.pdf
- II.C.7.4 Bahr\_et\_al-2017-Improving\_Placement\_Accuracy\_in\_California.pdf (p. 47-48)
- II.C.7.5 CCC Chancellors Office memo\_AB 705 implementation July 11 2018.pdf
- II.C.7.6 CO AB705 and 1805 Spring 2019 Guidance Language for Credit ESL.pdf
- II.C.7.7 AB705 Back to School Lunch powerpoint for District Counselors 10-18-18.pdf
- II.C.7.8 SITE Counselor Training Agenda.pdf

*Std. II.C.8*

- II.C.8.1 5040 Student Records and Directory Information.pdf
- II.C.8.2 Board Policy 3310 Records Retention and Destruction.pdf
- II.C.8.3 AP 3310 Records Retention and Destruction.pdf
- II.C.8.4 2019-09-17\_TechCommMinutes.docx
- II.C.8.5 AP 5035 Withholding of Student Records.pdf

Standard II Conclusion

El Camino College meets the standards and eligibility requirements identified for student learning programs and support services. The College has provided evidence that its programs and services align with its mission and are conducted at levels of quality and rigor appropriate to higher education, and that appropriate policies and procedures are in place to ensure that the content and methods of instruction (including distance education offerings) meet academic and professional standards. Degree programs ensure breadth of knowledge and promote intellectual inquiry, and reflect higher education standards and expectations, as well as state and federal regulations.

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. Programs are regularly assessed and the results are

publicized and discussed, leading to improvements where necessary. Student and learning support services, offered in a variety of modalities, are seen as especially important to long-term student success and supported accordingly.

Given constant changes in law, technologies, pedagogy, demographics and generations, student learning programs and support services need to be constantly adapting to meet these changes and ensure student success.

El Camino College shows that student support services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

The College has presented evidence which demonstrates that the college assesses its instructional programs and learning support services through methods generally accepted in higher education and that it uses the results to improve institutional effectiveness.

The College meets the requirements for Standard II.