

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievements of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages persona; and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

- 1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

The mission of El Camino College is to offer quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. The college offers programs^{1, 2} in transfer, education, career technology, developmental education, basic skills, non-credit instruction, community education, enrichment programs, and economic development programs.

El Camino College is dedicated to fulfilling its mission and upholding its integrity in all programs offered by the college at the main campus as well as at the Compton Center³ and other off-campus locations. Through careful planning and review of curriculum, the program review process, regular faculty evaluations, articulation with transfer schools, and compliance with outside accrediting bodies for some vocational programs, El Camino College continually demonstrates the integrity of all academic offerings.

As new curriculum originates at the instructional divisional level, the initiators are required to document how the course will fit in the current program and meet the college's mission and goals.⁴ The proposed curriculum is reviewed by the division curriculum committees and moves forward if approved to technical review and is then reviewed by the College Curriculum Committee (CCC).^{5, 6} If courses are approved by the CCC, they are forwarded to the Office of the Vice President of Academic Affairs for final review and approval by the Board of Trustees. All new courses that are designated as transfer courses are sent either to the CSU General Educational Committee or the IGETC committee for review and articulation. There are some programs at the College like Radiologic Technology, Nursing, and Respiratory Care that require

external review and certification. The Paralegal Studies Program also requires approval of all changes by the American Bar Association Education Committee. The college is engaged in the statewide effort to improve instruction and curriculum in the basic skills program and is currently engaged in a partnership Title V Federal program to improve mathematics instruction with a focus on developmental education.

The college has a well-thought out program review process in place in Academic Affairs⁷ and Student Services.^{8, 9} During the program review process faculty are asked to evaluate the overall curriculum, identify new trends and or emerging technology, and determine whether or not new courses and or programs need to be established. Both areas have made significant steps to review their respective programs and are placing the recommendations from those program reviews in unit plans to potentially receive funding.

The college was established 62 years ago, and during this time took great pride in the development of a comprehensive general education transfer program^{10, 11} and in career technical programs. The college has course offerings that meet all of the general education criteria for an Associate of Arts degree and that transfer to the CSU, UC, and private universities. The college employs a full-time articulation officer to ensure that all programs are current and articulate to the CSU, UC, and private universities. All instructional programs are assessed for currency on a six-year cycle of course review¹² by the CCC. Each division is required to review and update courses any time changes are made to the general course outline in order to keep the courses current. Certificates in career track courses and programs are responsive to changes in the labor market based on student enrollment and the advice from advisory committees. In addition to Career and Technical Education (CTE), staff development and sabbaticals, faculty in vocational programs are encouraged to take advantage of professional development opportunities and short-term training available in their respective fields. Some of the vocational faculty are certified by external agencies in their respective fields. Tied into regular course review and revision are the required program reviews for each major program discipline group. The college is not organized into academic departments; instead, discipline groups within each of the eight instructional divisions are recognized as the operational units for course offerings.

The college is fully engaged in the implementation of Student Learning Outcomes (SLO)¹³ and assessment.¹⁴ To support this program, the college appointed two SLO coordinators in the instructional program and one in the Student Services program. The coordinators report to the Vice President of Academic Affairs and the Vice President of Student Services respectively; in addition, the coordinators make regular reports to the Academic Senate. The college is taking a very systematic approach to training faculty to develop SLOs and assessments. The college has dedicated the last three major institutional flex days to SLO training, and since last fall has scheduled assessment of learning weeks so that faculty can work with each of the coordinators or their respective division representatives on the Assessment for Learning Committee to develop their individual course SLOs and assessment programs. The SLO coordinators write a final report¹⁵ each semester detailing accomplishments, the number of courses that went through the SLO development process and the courses that began the development of assessments. All of this information is detailed by division and posted online. The Vice President of Academic Affairs makes reports on the status of accreditation and the progress of SLOs to the Board of Trustees.^{16, 17}

Compton Center has appointed faculty SLO Coordinators whose responsibilities include representing Compton Center on the Assessment of Learning Committee (ALC) and other college level SLO meetings on the main campus and to communicate back to the Center faculty on a regular basis.

Self Evaluation

The college meets the standard. The college is in good standing with the Accrediting Commission and all other external organizations involved in the certification of programs. The college employs a strong faculty and meets the full-time faculty obligation required by the State of California. In addition, the college has strong enrollment; currently 25,000 students per semester. The college ranks as one of the top ten transfer schools in the state and enjoys an excellent reputation in the community. The latter statement is based on the information gleaned from community surveys that were administered by an external organization two years ago. In these community surveys, the college ranked in name recognition almost equally with University of California at Los Angeles and the University of Southern California. In other words, the community surveyed knew about El Camino College when asked and in general expressed very high opinions about the reputation of the college.

The college is in the process of assembling multiple sources to use as resources to assess learning outcomes. One resource that looks promising is the Accountability Report for Community Colleges (ARCC) that is created by the System Office. The ARCC contains meaningful measures of academic progress on many aspects of community college education: academic achievement and transfer, vocational education and basic skills success, and ESL and basic skills improvement (continuing through and succeeding at higher levels of course work). Basic skills improvement is an especially important indicator of learning outcomes since the rate acts as a gauge of student progress from basic skills to college-level work.

The college experiences healthy performance rates on most of these measures, showing either growth or stabilization over the past four years. The Compton Center has experienced declines across most measures during the first year of the El Camino College partnership. However, this is likely due to the upheaval of accreditation loss. Due to efforts on both campuses, performance is expected to improve by next year's report.

- a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Descriptive Summary

El Camino College is committed to providing opportunities and accessibility to students of varied ages, cultures, ethnicities, abilities and backgrounds. The faculty, counselors, administration, and staff work together to serve the community as it continues to change. ECC

enhances its diverse community as it supports the mission of ensuring student success by offering quality, comprehensive educational opportunities.

El Camino College provides instruction at both the El Camino College Campus in Torrance and the El Camino College Compton Educational Center in Compton, which primarily serves residents of the Compton Community College District.

The ECC District includes the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. ECC’s Demographic Data profile (based on census 2000) indicates that the ECC District is 38% white, 30% Latino, 17% African American, 11% Asian, and 4% composed of Native Americans, Pacific Islanders, persons of two or more races, and persons of other race. The district is 49% male and 51% female.¹⁸

The ECC student body is 55% female and 45% male. The ethnicity data for ECC students indicates approximately 32% Latino, 21% white, 18% African American, 13% Asian, 4% Filipino, and 12% Native Americans, Pacific Islander, Unknown or Declined to state. The largest ECC district enrollment categories consist of groups ages 18 and 19 year olds (approximately 13% of total enrollment each) In addition, approximately 12% of our students are age 25 to 29 and 12% are age 30 to 39.¹⁹

ECC District*		ECC Student Body	
White	38%	White	21%
Latino	30%	Latino	32%
African-American	17%	African-American	18%
Asian	11%	Asian	13%
All other	4%	All other	16%
Female	51%	Female	55%

*It should be noted that the ECC service area is not limited to the ECC District.

The Compton District encompasses all or most of the following cities: parts of Carson, Compton, Lynwood and Paramount. The area of North Long Beach is also included due to its close proximity to Compton Center. The district is 51% male and 49% female. Based on 2000 census figures, the district is 67% Latino, 19% African-American, 6% White, 6% Asian, and 2% American Indian, Pacific Islander, persons of two or more races, and persons of other race.²⁰

At the El Camino College Compton Educational Center, figures for Fall 2006 indicate that the student body is 50% African-American, 37% Latino, 2% Asian, 2% Filipino, 2% white, and 7% Pacific Islander, Native American, unknown, or other. The student body at the Compton Center is 67% female and 33% male.²¹

Compton District		ECC Compton Center Student Body	
White	6%	White	2%
Latino	67%	Latino	37%
African-American	19%	African-American	50%
Asian	6%	Asian	2%
All other	2%	All other	9%
Female	49%	Female	67%

Research completed by ECC's Institutional Research staff for Spring 2006²² indicates that the El Camino campus is successfully achieving its goals when serving students, including 17-21 year olds, Latinos, Pacific Islanders, and out of state and international students. The college continues to address strategic recruitment efforts based on location and type of student, such as traditional college-age students and working adults. Particular attention has been given to maintaining and increasing enrollment at the ECC Compton Center during the last two school years. Demographic change in the area served by the Compton district will require new approaches as ECC works to ensure that the Compton Center recovers from the declines in enrollment brought about by the loss of accreditation and its transition to a Center of El Camino College.

El Camino College ensures high quality programs and proper assessment of educational preparation in a variety of ways. The faculty, including both the El Camino campus and the ECC Compton Center, is comprised of over 1054 full and part time instructor (890 at the main campus and 164 at the Compton Center). The last survey indicated that 90% possess at least a master's degree and 25% have doctoral degrees. Furthermore, all classes and programs meet the minimum requirements of the California Community Colleges Board of Governors as stated in the California Administrative and Education codes.

In addition, a four step matriculation process is in place to support students' educational goals. Matriculation consists of 1) filing a college application for admission and declaring a goal, 2) participating in assessment for educational planning, 3) participating in a new student orientation (combined with registration and assessment), and 4) preparing an educational plan with a counselor.

To supplement the regular programs, the varied needs of the El Camino community are being met through programs such as Puente, Project Success, First Year Experience, and Learning Communities, Honors Transfer Program, MESA, and the innovative Women in Technology program.

Student-learning needs and educational preparation are assessed through assessments and tests including the following:

1. English Placement Test
2. English as a Second Language Placement Test
3. Mathematics Placement Test
4. Chemistry Placement Test

Assessment tools are validated to assure that students enroll in classes that are appropriate to their needs.

During the fall of 2005, ECC's Institutional Research Office completed an Academic Performance Profile²³ that included comparisons of performance measures with five comparable California Community Colleges (Cerritos, Long Beach City, Mt. San Antonio, Pasadena City, and Santa Monica). These colleges were chosen because, like ECC, they are large, urban/suburban, ethnically diverse, and in single-college districts.

The Profile addresses academic performance five areas:

1. Course Retention and Success
2. One Year Persistence
3. Completions (degrees or transfer – preparedness)
4. Transfer to UC/CSUs
5. Degrees Conferred at UC/CSUs

The study revealed that “the academic performance of ECC students, compared with those of its closest peers, is fairly consistent and central.” The Profile notes that exceptions to this included “one year persistence,” in which ECC rated near the top, as well as higher performance in the degree/transfer completion rate, where ECC ranked third among the five comparison schools. Also noted was ECC's third place ranking for UC transfers. However, ECC's success and retention rates were found to be in fourth place.

The profile also indicates that ECC student course retention rates during the period from Fall 2001 to Fall 2005 resulted in a modest decline following four years of stability. In the area of course completion and transfers, ECC had a fairly stable rate based on historically high performance rates.

Additionally, the Accountability Reporting for Community Colleges (ARCC) indicates that ECC's degree, certificate, and transfer rates during a ten year span resulted in completion rates of 49% for 2003-04, 50% for 2004-05 and 51% for 2005-06. Over five years, ECC's transfer rates to the UC and CSUs showed steady increases.

The ECC Assessment of Learning Committee (ALC) developed core competencies and submitted them for ratification to the Academic Senate in Spring 2007. The core competencies include the following and are described in detail in Standard I:

1. Content Knowledge
2. Critical Creative and Analytical Thinking
3. Communication and Comprehension
4. Professional and Personal Growth
5. Community and Collaboration

Self Evaluation

The College meets the standard.

- b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Descriptive Summary

All courses offered under the auspices of El Camino College, whether on campus or off, in face-to-face mode or as a hybrid or distance education offering, are based on a course outline which includes learning objectives. The curriculum process ensures that courses to be offered via distance learning are reviewed and that integrity is maintained.

In recent years, the use of technology in the classroom has transformed classroom instruction, and currently many classrooms include internet access and projection systems, allowing for easy use of PowerPoint, video clips, and other interactive methodologies. A project is underway to provide auto response system for classroom use, which will enable instructors to receive instant feedback on students' understanding of the material being presented.

To ensure that instructional methods fit the objectives and content of courses, courses are reviewed at the division level and at the college level by the College Curriculum Committee. The college curriculum forms require faculty to respond to a section that details the methods of instruction, and the originators must explain and justify the methods of instruction that include lecture, lab, discussion, multi-media presentations, demonstration, group activity, role-play/simulation, guest speakers and field trips or other methods. Delivery methods are evaluated through program review and through classroom observations when faculty are evaluated; however, most faculty also employ some form of student evaluation at the end of the semester. Generally faculty members review their students' performance on the examinations to ensure that students are learning the information and are able to demonstrate their knowledge and skills throughout the semester. All of the faculty members are in the process of developing SLOs and assessments of the SLOs with the goal of improving instruction. This process is in development and the faculty are learning the methodology. The expectation is that as faculty members' skills with the use of SLOs improve, their instructional programs will also improve.

Dialogue about student learning in instruction happens in a variety of forums which include the formal process of course review and development, SLO development, program review, articulation efforts, and student performance. The college regularly reviews student performance in all classes and posts this information on the website under the Institutional Research and Planning page.²⁴ The college employs a full-time articulation officer that is an ex-officio member of the College Curriculum Committee. As the UC, CSU or IGETC committees require information to update the articulation agreements, the articulation officer will transmit that information to the appropriate discipline group or the dean of the division for revisions to the curriculum.

The college pays a great deal of attention to student enrollment in all courses and programs as a first indicator of the relevance of the course. When enrollment declines in a program, the faculty and the dean are encouraged to examine the reasons for the decline. With the advent of online instruction, additional care is given to monitoring student performance and comparing it to in-class instruction. If significant differences between online and in-class instruction begin to appear, the faculty member and the dean are asked to review the reasons for the differences. Overall, the differences in student performance in online classes and regular courses do not appear to be significant, yet we are aware that the drop rate in online classes is higher than in regular classes.

Since 1970, El Camino College has offered Distance Education courses. Distance Education includes a variety of delivery methods including cable television, videoconferencing, videotape, DVD, and Web-based instruction.

The Distance Education Office supports both faculty and students by preparing and distributing materials (student handbooks, guidelines, faculty contact information, etc.), maintaining the program website, and answering questions in person, by phone, and by email. The office has responsibility for working with instructional divisions, ITS, admissions, the bookstore, and other campus departments to manage all program elements.

The Distance Education Advisory Committee (DEAC) meets once a month and has responsibility for developing guidelines, policies, and procedures for distance education courses, reviewing new distance education proposals, and recommending program goals. The committee includes faculty, managers, and key staff from various areas of campus.

Currently, 102 courses are approved by the CCC to be offered via Distance Education (DE). During the 2006-2007 academic year, 140 sections of DE courses were offered, enrolling 4,139 students. Most of these sections were online courses. The number offered by the television delivery format has declined due to student preference for online courses.

In 2006, the Vice President of Academic Affairs established a Distance Education Task Force with a goal of growing the Distance Education program. The Task Force prepared and approved a plan after consultation among DEAC, the Academic Senate, the Technology Committee, and other groups on campus. The plan calls for a goal of 150 sections per semester to be offered by Fall 2008 and for providing the necessary support to ensure a quality program. This represents a 114% increase in the current program.

All distance education courses at El Camino College must meet the same standards of quality that apply to traditional classroom courses. The college follows the guidelines provided in Title 5 regulations regarding offering distance education courses throughout the curriculum. All online courses are credit and most are transferable. The courses must go through a rigorous review before they are approved for online delivery. This process is outlined in the Distance Education Guidelines and College Curriculum Committee procedures. The Division Curriculum Committee must approve each course, and the Distance Education Advisory Committee reviews the courses before submission to the CCC. The college places emphasis on ensuring effective regular contact between students and faculty and maintaining content and assessment integrity.

Guidelines and procedures for all aspects of the distance education program include faculty selection, course scheduling, new course proposal, class size, training requirements, and intellectual property rights.

The Distance Education Office and Advisory Committee (DEAC) has begun the process of evaluating the delivery of degrees solely by distance education. El Camino College currently offers over 49 general education courses through distance education.

Self Evaluation

The College meets the standard. The CCC and the Division Curriculum Committees work well to ensure that all courses meet the standards of excellence and require the appropriate scholarship and rigor for students to complete their studies.

On reviewing the results of student performance comparing online and traditional classroom the college recognizes the need to more fully develop support services for students utilizing online instruction. Included in this is a need to help students evaluate their own level of skill and preparation for enrolling in online courses. A possible approach for this self-evaluation may be a requirement for all online students to take a self-evaluation assessment test to measure their skill and preparation for online instruction.

While the college supports ample opportunities for faculty members to improve their skills in teaching, more faculty members should be encouraged to participate. The college regularly offers the On Course workshops, Great Teachers workshops, and other faculty development opportunities; however, while the attendance is strong, more faculty members should be engaged in participating in these workshops. All remodeled and new classrooms since 2003 include what is being called the Smart Classroom instructional technology that is yet to be evaluated in terms of improving student learning.

The college stays current, offering courses utilizing a various modes of instruction to meet the objectives of the curriculum and students' needs. Traditional classroom instruction has been enhanced through technology, and distance learning has transitioned from primarily video-based formats to mainly online courses.

Planning Agendas

1. The college will evaluate the progress of SLOs on a regular basis (IIA.1.b).
 2. The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).
 3. The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).
- c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Descriptive Summary

The college began its compliance with the SLO mandate in Fall 2004²⁵ with the formation of an SLO task force to investigate how to respond to the new ACCJC standards asking community colleges to create and assess SLOs. The members of this task force looked at examples from other schools and attended workshops to assist with the implementation of SLOs at ECC.

During the next academic year 2005-2006, several members of the original task force formed a smaller task force and created a draft of nine Institutional Learning Outcomes (ILOs).²⁶ This task force recommended that SLO coordinators be appointed to facilitate the process of this implementation. Two SLO coordinators were appointed at the end of Spring 2006. A third SLO coordinator was added later in the year.

During academic year 2006-2007, SLO implementation began in earnest. The task force was dissolved, and in its place, a college-wide committee, called the Assessment of Learning Committee,²⁷ was formed. One of the first tasks of this committee was to reformulate the Institutional Learning Objectives into more formal core competencies. Input regarding the content of these core competencies was requested from the campus at large. At the end of the drafting process, the committee developed five core competencies, which the committee as well as the Academic Senate, thought reflected the learning goals of the entire campus. The Academic Senate ratified these core competencies on March 6, 2007.

The Core Competencies are as follows:²⁸

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

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

The committee also asserts that these core competencies would serve as the framework (metaphorically, “folders”) under which program-level and course-level SLOs and assessments are organized.

The faculty are primarily responsible for the creation of SLOs and assessments at the course level and program level. SLO assessment committees exist in each division to coordinate these efforts. The approach to SLOs and assessments that El Camino College adopted was to create SLO statements, assessments, and rubrics at the same time in order to insure that all three components were aligned.

The coordinators, along with the Assessment of Learning Committee, developed forms for SLO assessment proposals. An assessment audit questionnaire is used to encourage faculty to think about assessments already in place. When this Self-Study began, there were some thirty-five course-level SLOs, with assessments and rubrics under development.²⁹ At the present time 323 courses have developed SLOs with 31 courses in the process of assessment.

Summary of Progress (After Spring 2008 Flex Day)

Division / Unit	Courses with at least one SLO	Courses assessing at least one SLO	Programs with at least one program-level SLO	Program-level SLOs assessed
Behavioral and Social Sciences	31	1	1	0
Business	56	0	2	0
Fine Arts	65	8	1	0
Health Sciences and Athletics	71	13	3	1
Humanities	45	1	1	0
Industry and Technology	21	5	1	0
Learning Resources	N/A	N/A	5	1
Mathematical Sciences	6	2	1	0
Natural Sciences	28	1	1	1
Student Services	N/A	N/A	11	2
Total	323	31	27	5

Self Evaluation

The College meets the standard. According to the Commission’s “Rubric for Assessment of Progress Towards Implementing a Student Learning Outcomes Framework at a Community College”,³⁰ El Camino College is currently in stage 2 (SLO framework development). According to the ACCJC’s mandate that colleges complete their SLO framework (stage 3) by 2012, ECC is well poised to meet this deadline.

Since Fall 2006, ECC has made significant and rapid progress. Given ECC’s unique approach in

writing SLO statements, assessments and rubrics at the same time, and immediately assessing, faculty have been able to see the whole process. This has led to less faculty resentment toward the process, and a widespread acceptance of not only the SLO mandate, but also the philosophy behind it: using complete assessment cycles to improve student learning. While faculty resistance still does exist, it is lessened by the fact that they do not feel like they are just rewriting course objectives, but rather they know that SLO statements are only an entrée into the larger process of assessment and improving student learning.

While ECC has a lot of work to do to achieve full implementation of SLOs and assessments, the process is on the right track. Some positive developments include the following. Dialogue around SLOs takes place regularly at all levels. There is an active Assessment Committee, known as the “Assessment of Learning Committee,” which is charged with building the SLO framework and which regularly reports to the Academic Senate. Plans are in place to link SLOs to program review and curriculum review. Resources have been allocated to support the SLO process, including release time for three faculty co-coordinators (two from instructional and one from student services), regular staff development activities (flex days and the “Assessment of Student Learning Week” every semester), as well as technical assistance to help build an SLO and assessment database which links to program review documents and course outlines. SLO and Assessment report forms have been developed and are used to document the process. Plans exist to develop a method for assessment of core competencies and implement it by Fall 2009.

A particular struggle has been the question of how to involve the Compton Center in this process. While Compton faculty have been present at the last several flex days, as well as other meetings on the ECC campus, this has not proved to be enough to involve them completely in the process. However, we believe that this reflects the larger difficulty of bringing two culturally and structurally different campuses together and is not specific to the SLO process.

Planning Agenda

1. During Fall 2008 flex day, all programs will come up with plans to meet the following deadlines (IIA.1.c):
 - All courses will have an SLO and assessment plan in place by the end of Fall 2009.
 - All programs will write a first draft of their program/degree SLOs by Spring 2009.
 - All programs will continue assessing SLOs. Number of assessment cycles completed by each program will depend on the size of the program.
 - Small programs (5 or fewer full-time faculty) will complete one assessment cycle per year.
 - Medium programs (6 to 12 full-time faculty) will complete two assessment cycles per year.
 - Large programs (13 or more full-time faculty) will complete three assessment cycles per year.
2. The College will develop an assessment instrument for the core competences to improve the general education instructional program (IIA.1.c).

3. The College will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes (IIA.1.c).
2. *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*
 - a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Descriptive Summary

El Camino College, in keeping with its mission statement, offers a wide variety of educational programs. These include both collegiate and pre-collegiate credit, non-credit, and community education courses both in person and online, and study abroad. It also offers courses for international students through the El Camino Language Academy, as well as in the credit program, and it offers contract education through the Business Training Center.

El Camino College uses policies and procedures to design and identify learning outcomes for, approval, administration, delivery, and evaluation of courses and programs. Established methods both for course design and review, and for program review, are discussed and followed by faculty, staff, and administrators.

Courses, as well as majors and certificates, are designed, revised, and evaluated according to Academic Senate policies and procedures outlined in the Curriculum Handbook for El Camino College, and the California Community Colleges Course and Program Approval Handbook. The ECC handbook is updated yearly and is widely distributed, including to all division offices. The handbook also is available online at the College Curriculum Committee (CCC) website,³¹ as are all forms required for curriculum proposals. Faculty proposing or revising courses, majors, and certificates receive assistance from division personnel, from the CCC website, from the CCC chair, and from the Curriculum Advisor.

New courses must be proposed through use of a Proposal for New Course form (CCC Form 2). The course itself is outlined on a Course Outline of Record form (CCC Form 1). In Spring 2007, the approval process for Distance Ed course delivery was streamlined by including DE expert faculty on all Division Curriculum Committees and eliminating the requirement for approval by the Distance Education Advisory Committee (DEAC).

Existing courses are reviewed and revised through use of a Proposal for Course Revision form (CCC Form 3). Faculty members play an essential role in the design, review, evaluation, and revision of courses, as discussed in Section II.2.c.

All new and revised courses must meet established standards for credit and non-credit courses, and have documentation for the establishment of conditions of enrollment: prerequisites, corequisites, advisories, and enrollment limitations. The CCC itself is chaired by a faculty member and has eleven voting faculty members and two voting administrators. Additional ECC personnel, including the Articulation Officer, the Curriculum Advisor, and the Matriculation Officer, serve in ex officio positions. The committee meets twice a month, and a prepared schedule sets the curriculum review timeline for each semester.

The review of courses and programs is closely related, but separate procedures allow for targeting and revising specific courses when a program is not conducting program review. Academic programs are reviewed according to an established five-part procedure, and program reviews are scheduled and coordinated by the Office of the Vice President of Academic Affairs. Each program review is undertaken by faculty within that program, and they use institutional data, student and faculty evaluations, trend spotting, discussion, and reflection to arrive at a thorough evaluation of the program.

Procedures for course review and program review lead to assessment of quality and improvement at the course and program level. Additionally, course and program faculty are responsible for identifying appropriate student learning outcomes. Student learning outcomes are being established for each course and program. Each department within its division has identified committees responsible for SLO development for each course and program. These SLOs guide course development and revision and program review/evaluation. At the course level, SLOs are tied directly to course content through stated course objectives.

Credit and non-credit courses are approved at the faculty, division, and college level. Each division's curriculum committee reviews, discusses, revises, and approves new and existing course proposals before forwarding them to the CCC. The College Curriculum Committee must review, evaluate and approve all new or revised courses before they are presented to the Board of Trustees for approval. The current processes effectively guide and administer both courses and programs.

At the program level, current procedures lead to assessment of quality and improvement in programs through shared dialogue and goal-setting, and as program review is tied directly to program funding, program needs and recommendations set by program faculty inform and guide the Planning and Budgeting Committee (PBC) as they review stated program needs and recommendations when funds are requested.

Courses and programs undergo rigorous examination in order to maintain high standards. Course evaluations result either in revision according to the CCC's established procedures for course revision, or in retiring the course if the course no longer meets the needs of its program or the campus community. Programs are reviewed and evaluated every six years to assess program

needs and to provide recommendations. Programs within departments and divisions are reviewed on a rotating basis.

Self Evaluation

The college meets the standard. The institution assures that it relies on faculty expertise for establishing the quality of its courses and programs by making faculty discussion and decision-making the first and most crucial step in course review and revision and by assigning faculty the central role in evaluation and goal-setting for all programs via program review procedures. Current curriculum review guidelines suggest a six-year course review cycle. However, the workload of the CCC prohibits a six-year review cycle. A six-year review cycle is a more manageable goal, as well as curriculum review accomplished through program review, given the number of courses, majors, and certificates offered at ECC.

The CCC under the direction of the current chair developed new online web based course management software to ease the development processes. The software is available for faculty to use and was launched in Fall 2007. The use of the software may expedite the curriculum review process shortening the time needed for the committee to review courses. The CCC in coordination with the Office of Academic Affairs Curriculum Advisor is generally effective at overseeing the curriculum review process. The Curriculum Advisor is a full-time position.

With the growth of courses now offered online has come growth in faculty Distance Education expertise. Designating one faculty Distance Education expert in each division as a sitting member of each division curriculum committee will streamline the approval process.

In spite of its heavy workload, the CCC's work on campus development of an engineering technology program and an extensive non-credit ESL program are among recent CCC accomplishments.

b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

El Camino College has started building a comprehensive assessment program that is led by faculty. The Assessment of Learning Committee, made up of faculty, is tasked with creating and assessing institutional-level SLOs. This committee consists of faculty representatives from each academic division, the Compton Center, and student services/counseling, along with some ex-officio members—the Vice President of Academic Affairs, an academic dean, the institutional researcher, and a student services dean. Finally, each division has an SLO and Assessment advisory committee which consists exclusively of faculty members, with academic deans taking on an organizational or supporting role.

Student progress towards achieving the outcomes identified by the faculty is assessed as part of

the SLO cycle. One result of the SLO program is greater emphasis on clear statements of expectation, usually through the use of rubrics. Faculty members have increased their use of rubrics, adding to the level of transparency and allowing students greater understanding of how to achieve their goals.

At this time, the faculty primarily relies on grades and testing processes to evaluate the effectiveness of student learning. Some are beginning to use SLOs, though this is in the developmental stage. The college expects that once faculty members begin to get the gist of the SLO assessments, they will have data based on classroom research to assess the student learning outcomes in their respective courses. Allied Health Programs pay more attention to student outcomes than other programs because they are externally accredited and are required to demonstrate minimum student competencies.

Self Evaluation

The college meets this standard. Some programs such as Nursing are required to perform an annual self evaluation; however, others rely on Career Technology Education (CTE) program review as the major source of program evaluation. Career Technology programs receiving CTE funding are required to respond to the core indicators to qualify for funding. The basic skills English and Math programs are in the process of completing a self assessment that will be submitted to the Chancellor's Office on May 1, 2008. The information used to assess student progress is downloaded from the state MIS database to develop success and retention reports. The Institutional Research Office must complete reports to the State Accountability Report for the Community Colleges (ARCC) every year. The faculty are primarily engaged in developing program reviews and more recently SLOs and assessment.

Planning Agenda

1. The college will continue to develop, assess, and revise SLOs and assessments for all college courses, programs, certificates, and degrees (IIA.2b).
- c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

Quality of instruction at El Camino College is demonstrated through several processes. All course outlines must be reviewed by three separate collegial bodies: department faculty, division curriculum committees, and the College Curriculum Committee. During this review, department faculty are instrumental; faculty update course outlines according to overall program and course content trends and texts, current developments in modes of delivery, course sequencing, needs of the community, results of program review, and established course- and program-level student learning outcomes. As SLO assessments are conducted, these results are also considered in updating course outlines.

El Camino College has developed a Pre-baccalaureate Task Force that brings together for the first time pre-collegiate disciplines and support-offices across campus. Included in this task force are faculty and administrators from Academic Strategies, English as a Second Language, English, Reading, and Mathematics; the Special Resource Center and the Learning Resources Center; ECC's Director of Grants; and academic counselors. The task force seeks to broaden our discussion and concerns about pre-collegiate students, disseminate current research, and develop both instructional and student support strategies for strengthening our pre-collegiate programs. Our current project is a Title V grant proposal which, if funded, will provide a means to develop successful cross-campus strategies benefiting pre-collegiate students. The Pre-baccalaureate Task Force provides cross-campus institutional dialogue much needed at ECC, as so many of our students enroll in pre-collegiate-level classes.

Within disciplines, criteria used to determine breadth, depth, rigor, sequencing, time to completion, and synthesis of learning is derived from successful program review. Criteria are derived from results of data sets, including fill rate, retention and success rate; curricular review; faculty expertise within their disciplines, and the support of faculty growth through conference funding and on-campus events; and discipline-specific standards. Each program establishes its criteria at the beginning of their program review process by reviewing quantitative data and trends. Program faculty set pre-collegiate and collegiate standards through review of the quantitative data and comparison of that data with national trends within the discipline.

Self Evaluation

The college meets the standard. The college curriculum process requires faculty to respond to questions on the forms that stimulate reflection and dialogue in the discipline. Faculty members must revise general course outlines once every six years depending on the articulation of the course. In order to complete the curriculum review process, they must respond to questions regarding articulation, grading standards, methods of instruction, currency of content, Bloom's taxonomy, course objectives, degree status, textbooks, conditions of enrollment, pre- and co-requisites, and content analysis, which are found in the committee's forms.³²

d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

El Camino College faculty members, counselors, tutors, and other support staff have been innovative in their use of delivery modes and teaching methodologies. Various campus programs and faculty groups continually address the ongoing drive to understand learning styles and academic needs of our diverse student body. The Staff Development Office provides workshops designed to increasing effective teaching and learning through alternative modes of instruction and to help evaluate the effectiveness of new methods of delivery.

For example, during the 2006-07 academic year the following workshops were offered that provided strategies for faculty to use in their classroom addressing teaching methods:

1. Two-day On Course Workshops were held in the fall and spring with over 70 faculty attending. On Course provides strategies for assisting students to be successful both in college and in life. Among the many topics covered are Discovering Your Preferred Learning Style, Understanding Emotional Intelligence, and Gaining Self Awareness.
2. In Spring 2006, a series of workshops titled "Tooling Up: Empowering Active Learners" were held. These workshops followed up on strategies learned in the On Course 2-day workshops.
3. Human Development 8 Teaching and Learning Cohort
4. Globalizing the Curriculum met throughout the year in preparation for a trip to China
5. Basic Skills Infusion Training in Reading & Writing
6. Celebrating Abilities-Special Resource Center Open House
7. An Introduction to Service Learning
8. A one-day conference: Holistic Approach to Teaching & Learning: Academics and Beyond

A recent campus-wide effort by faculty members working with Academic Affairs has begun the discourse on Student Learning Outcomes. Fall 2006 and Spring 2007 Flex Days included divisional and departmental work on developing SLOs for each discipline.

Additionally, the college has excellent support services designed to supplement in-class instruction with the intent of augmenting student success. Under the acronym of SSTARS, the college is committed to a variety of programs that supplement instruction at all levels. The Student Success Transfer and Retention Services (SSTARS) committee evolved from Counseling and Student Services in Spring 2003. It was created to support the mission of ECC to meet diverse community needs and to support the development of services for student success, transfer, retention. Among its programs are the following that address the diverse needs and learning styles of El Camino College students:

1. The Learning Communities program offers linked classes in which the subject matter of two or more classes is integrated. The classes may be designed around a unifying theme to reinforce the students' learning. Students and faculty learn from each other and build a sense of community.³³
2. The First Year Experience program is designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and career services.³⁴
3. Mathematics, Engineering, and Science Achievement program (MESA) provides support to community college students who are majoring in math or science so they excel academically and transfer to four-year institutions.³⁵
4. The Honors Transfer Program is designed to better prepare the highly motivated student to transfer successfully to a university and complete a bachelor's degree.³⁶
5. Project Success is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los Angeles

County, California. The program is open to any at-risk student who just graduated from high school and is serious and motivated.³⁷

6. Puente Project's original program mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Puente is open to all students.³⁸
7. Special Resource Center exists to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Over 1200 students are currently receiving services.³⁹
8. Supplemental Instruction offers a series of weekly review sessions for students enrolled in selected courses.⁴⁰
9. The Women in Industry & Technology Program is a support program for women who want to enter non-traditional careers, providing a forum for guest speakers, lectures, field trips, and tours. It also provides counseling, peer support group, tutoring, and child care, and assists with employment, internships, and apprenticeships.⁴¹
10. Community Education places emphasis on the development of skills necessary for the workplace and for lifelong learning. Instruction is offered through small groups and individual study and is often aided by computers.⁴²
11. The Learning Resources Centers at El Camino and Compton Center provide academic support resources and tutorial services and computer access to all students across all divisions.

Furthermore, Distance Education course retention and success rates are examined yearly and special attention is given to individual courses.

ECC faculty members also determine the effectiveness of teaching methodologies through peer, student, and self evaluations, which are required under the faculty contract. These evaluations ask faculty within each department to critique teaching style and methodology, ask for student input on teaching effectiveness, and reflect on the results in the process of self evaluation.

Self Evaluation

The college meets the standard. El Camino College is fortunate to have the resources to support programs like the ones described above. These programs are continued because each one has demonstrated increased student success, retention, and persistence.⁴³ Though they are expensive, they are maintained because they serve as models for successful faculty and student engagement, including faculty members not involved in these programs. Faculty members rotate in and out of these special programs to allow for the college to increase the expertise of the general faculty in these more engaging teaching methodologies.

Compton Center students have access to WIT, LRC, and SRC on campus. Efforts are underway

to expand Compton's offerings and to implement others of those listed above.

e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The college evaluates the effectiveness of its courses and programs through consistent program review. ECC's program review process has been revised substantially since the last accreditation self-study. The new program review process was developed as follows: first, a faculty member received course release time to conduct a meta-review of area program review processes. The faculty member examined program reviews of sixteen California community colleges for their relevancy to program faculty, their focus on SLOs, their ability to integrate program review with overall campus planning, and their faculty-friendly structure. The results of this meta-review were presented to a newly-formed Program Review Task Force. The Task Force combined faculty and administrators from all divisions on campus. After much discussion, the Task Force developed a program review process it felt would benefit students and faculty without becoming so unwieldy as to make its completion by faculty a labored and unproductive chore, and would ensure that programs maintain academic integrity and quality. The approved process is based on a six-year cycle and focuses on the effectiveness of stated objectives through both a curricular review and an emphasis on active learning. All academic programs follow program review procedures, regardless of the program type. Several campus programs that receive special accreditation undergo external program reviews by accrediting agencies. For these programs, their accreditation reports serve as their program reviews. Such externally-reviewed programs include Nursing, Paralegal Studies, Radiological Technology, and Respiratory Care.

The current program review process uses both quantitative and qualitative data to help faculty and program administrators arrive at a deeper understanding of their programs. The process requires faculty to assess quantitative data, and then to use results of the data in the remaining three components of the review. The following data is standard in the current program review process and is supplied by the Office of Institutional Research, except where noted:

- FTES by course and program
- fill rate
- student satisfaction with scheduling (determined through student evaluations)
- retention
- success rate
- FTEF ratios (supplied by division offices)

For each data set, and throughout the entire process, faculty members and program personnel are asked essential questions that lead to increased discussion and reflection. Two reflective questions address quantitative data:

1. Given the data, what trends are observed?
2. Should a recommendation be written addressing the data?

After assessment of quantitative data, the results are used in the next three segments of the program review process. A thorough curricular review is conducted in which the answers to the above questions become central to faculty as they discuss Student Learning Outcomes and their relationships to Course Objectives in each Course Outline of Record, and the overall role and relevancy of the program within the college's larger mission. Faculty discuss program requirements and then draw conclusions. The review should prioritize recommendation, major needs, and strategies to address both recommendations and needs.

Once completed, the Academic Affairs program reviews are sent to the appropriate program review coordinator in each of the two vice president areas. The program review committee reviews and discusses the completed review with the originators and the deans. The committee may ask questions and request clarification and additional information. After this meeting is completed, the originators will receive a memorandum from the coordinator describing the information required to complete the program review.

In Administrative Services area, the program review process took on a different approach that is described as flowcharting in which the vice president works with each unit in his area to assess the various unit services and whether they are operating efficiently. The flow-charting process allows the unit to graphically understand where gaps or dysfunctions may exist, and thereby the process becomes a very hands-on assessment. Administrative Services also uses an internet based survey to assess the college community's satisfaction with the quality of services. The results from these two inputs were used to create indicators and goals. Each month progress is assessed where the units are in respect to their goals.

Self Evaluation

The college meets the standard. The faculty whose programs have completed program review process reported meaningful and increased discussions among the program faculty. Contributions to the program review process were provided by Institutional Research, the Articulation Officer, the Curriculum Advisor, and administrators. Faculty report satisfaction that direct linkage between planning and funding assures that evaluation and goal-setting do not end at the program level. Some faculty have reported that the new review process itself has created a means by which programs can achieve and maintain a higher level of integrity. The process aids faculty in determining program needs and to develop appropriate recommendations for their programs and this has deepened the faculty's level of reflection and research, according to faculty members who already have participated in the new process.

Once completed, the program reviews are sent to the appropriate program review coordinator in each Vice President area. The coordinator schedules the Program Committee meetings to discuss each program review with the dean and the originators. At this meeting the committee may ask questions and request clarifications of the responses. The originator then receives a written memo from the coordinator specifying the additional information required to complete the program review.

Results of program reviews have, in some instances, helped faculty attain new perspectives on the needs of their programs. For example, the 2005-2006 Reading program review revealed to Reading faculty that ECC required an additional lower level Reading course, and the entire series of Reading courses needed re-sequencing. As a result, Reading faculty wrote and submitted a New Course Proposal to the CCC. After its approval, and the subsequent revision and approval of the two existing Reading courses, the Reading faculty essentially updated their entire program by adopting holistic assessment methods that align with current research.

The program review process is working well in Academic Affairs. The Student Services area is using a similar model as Academic Affairs, but is more focused on the evaluation of services to students. Under the leadership of the new Vice President of Student Services, the Student Services program review committee will evaluate the unit reviews and develop a similar feedback system to the units. In Administrative Services, the program review process has been effective in raising employee awareness of unit indicators and where the units are relative to those measures. This is having an impact on operations and resulting in better service.

Planning Agenda

1. The results of program reviews in all three areas should be published on the college website under a link called Program Review (IIA.2.e).

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

One of the major components of the college's systematic evaluation and planning is program review and it is used to assess currency and to measure achievement in each of the areas. In Academic Affairs program reviews, courses, certificates, and programs are evaluated for currency and student success measures. In Student Services the major focus is on the assessment of the quality and the amount of service students receive. Administrative Services concerns itself with the quality of its services and uses the flowcharting analysis process to improve services in relation to indicators that were developed for each unit.

The college is in the process of posting its program reviews on the website for each of the areas, and these are available to students and the rest of the college community.

The institution is very concerned with ongoing planning, and to improve the effectiveness of the planning process has acquired a new planning software application that is easier for all of the units to use. All units are required to develop a plan that is related to the overall institutional goals and objectives and allows for self-evaluation.

The units will be required to update their plans annually as projects are completed and

improvements are made giving the units the opportunity to revise the previous year's plans. Units seeking augmentation of funding for staffing, equipment, professional development, and facilities improvements are required to integrate these into their unit plans.

The college has an institutional research office that includes a director, a research analyst, a part time research analyst, and anticipates hiring a second research analyst who will focus primarily on the Compton Center. The office develops regular reports based on the state MIS data to report student progress. Add links and discuss below if or how well used.

Q-Builder, the software previously used for coordinating development of college planning, was an excellent program but difficult to use. In 2006-2007 it was replaced with Plan Builder, a more user friendly planning software. Users report that it is in fact easier to use than Q-Builder.

Self Evaluation

The college meets the standard. The college takes planning and budgeting seriously and spends a great deal of human and financial resources to ensure that the planning process is linked to the budgeting process. The college has strengthened the relationship between planning and budgeting to the point that unit managers understand that resource allocation, particularly for new funding, is tied to their planning, thereby validating the planning process.

If managers want new funding, their proposal will have to be part of their annual plan, and they will be required to evaluate how well their unit uses the new resources.

The institutional planning process at Compton Center was interrupted with the loss of accreditation and the transition to partnership. Efforts are now underway to reactivate the necessary committee activities and draft new or updated strategic and operational plans.

Planning Agenda

1. The evaluation component of Plan Builder needs to be strengthened to assist managers in evaluation process (IIA.2.f).

g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

El Camino College does not currently use departmental course or program exit examinations. Various licensing examinations are conducted and validated by outside agencies.

h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated clearly in the

college catalog. Course outlines of record for new or revised curricula submitted to the CCC must include learning objectives and methods of evaluating students, including a document establishing which pre-requisites, and/or advisories and other conditions of enrollment, address the adequate preparation of students. However, the college has chosen not to include SLOs as a formal part of the Course Outline of Record in order to ensure that SLOs are continually revised as part of the assessment cycle. Instead, faculty are encouraged to include SLOs as part of their syllabi. CCC review of courses ensures that units of credit are awarded according to the Carnegie unit standard.

Course syllabi provide the detail supporting individual class section compliance with the course outline of record. Syllabi are provided to students and to the dean of each division, and they are monitored and reviewed during faculty evaluations and during the tenure review process to ensure that they are in line with campus policies, and that they accurately reflect the content, activities, and assessment methods of the courses.

Self Evaluation

The college meets the standard. The college SLO program is in development and more dialogue will take place to assess the relationship of SLOs, assessments and student grades. It is too early in the development stage for the faculty to fully understand the relationship between SLOs and evidence of student learning.

Planning Agenda

1. The college will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).

i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary:

The college awards Associate in Arts and Associate in Science degrees and requires students to earn a 2.0 GPA.

Certificates require the following GPA:

Certificate of Achievement

A Certificate of Achievement is awarded to students who complete the prescribed program with a 2.0 grade point average.

A Certificate of Achievement with Honors is awarded to students who complete the prescribed program with a 3.0 grade point average.

A Certificate of Achievement with High Honors is awarded to students who complete the prescribed program with a 3.5 grade point average or above.

Certificate of Accomplishment

A Certificate of Accomplishment is awarded to students who complete the prescribed program with a 2.0 grade point average or above.

To complete the requirements for a certificate or degree, students must complete a sequence of courses for the degrees or certificates that are outlined in the college catalog. The criteria for student achievement in each level of certificates of achievement was developed in Fall 2007 by the Academic Senate and approved by the Board of Trustees.

Self Evaluation

The college is working toward this standard. The college has not developed SLOs for degrees and certificates and is still in the developmental stage of the SLO program.

Planning Agendas

1. The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).
2. The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).
3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Descriptive Summary

In 2002, the College Board of Trustee adopted Board Policy 4025, Philosophy for Associate Degree and General Education. The policy states that

The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education. El Camino College recognizes the need to provide a multidimensional, multicultural and integrative general education curriculum, as the core of associate degree. With this objective in mind, El Camino College pledges 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.⁴⁴

During the years 2002-2005, an Associate Degree Committee, established by the Academic Senate and the Vice President of Academic Affairs, thoroughly reviewed general education

requirements and proposed changes. The Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of “General Education Criteria for Associate in Arts and Associate in Science Degrees,” which was presented to the College Curriculum Committee (CCC) and approved by the Board of Trustees.⁴⁵ This statement is published in the College Curriculum Handbook⁴⁶ and the College Catalog.⁴⁷ The degree requirements for an associate degree at the college include six areas of general education:

1. Natural Sciences
2. Social and Behavioral Sciences
3. Humanities
4. Language and Rationality
 - A. English Composition
 - B. Communication and Analytical Thinking
5. Health and Physical Education
6. Mathematics Competency

For each area, the college has adopted criteria for designation of courses which satisfy the requirement; the criteria are described in broad terms reflecting student learning.

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the CCC. To a large extent, courses are included in the general education pattern based on articulation with the four year schools and criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four year schools.

The rationale for general education courses is communicated primarily through the college catalog. There are eight academic divisions, and they closely mirror the general education breath pattern to one degree or another.

Self Evaluation

The college meets the standard. The philosophy for general education was established by the governing board and is implemented through a process relying on faculty disciplinary expertise.

a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

The El Camino College general education requirements include courses in Natural Sciences, Social and Behavioral Sciences, and Humanities. For inclusion as a general education Natural Science course, “a course shall be designed to help the student develop an appreciation and understanding of the scientific method”⁴⁸ and make connections between science and other human activities.

For inclusion as a Social and Behavioral Science course, “a course shall develop an awareness of the methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social and cultural contexts.”⁴⁹

El Camino’s general education requirement in Humanities also includes introductory and integrative courses in the arts; for inclusion in this requirement, a course “shall develop the student’s awareness of the ways that people . . . have artistically and culturally responded to themselves and the world . . . and shall develop the student’s aesthetic understanding and ability to make value judgments.” Courses are selected for the general education breadth patterns by the academic division submission to the CCC. The CCC is responsible for determining where courses fit into the general education pattern; however, the committee relies strongly on the recommendation of the program faculty. The courses are discipline based and related to criteria at the four year schools, articulation agreements, and comparisons to other community colleges in California. Courses with similar subject and course content may vary in lab or lecture loads or hours; however, they are comparable to the general education courses at other schools. When courses are brought before the CCC, the committee, in coordination with the originating faculty members, will make a determination if the course has sufficient rigor to meet the standards of scholarship of the college.

Self Evaluation

The college meets the standard.

b. A capability to be a productive individual and life long learner skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

The college’s general education philosophy specifically cites the development and importance of critical thinking, technological awareness, analytical skills, and clear and precise expression among its goals. Under the heading “Language and Rationality,” the general education requirements include a course in English Composition and a second course demonstrating Communication and Analytical Thinking, which may include critical reasoning, oral or written communication, logic, statistics, mathematics, or computer language or programming.

As part of El Camino’s process of establishing and assessing student learning outcomes, the Assessment of Learning Committee, in Fall 2006, drafted a statement of Core Competencies to serve as institutional learning outcome objectives.⁵⁰ Two of the five Core Competencies, “Critical, Creative and Analytical Thinking” and “Communication and Comprehension” are well-aligned with the goal of developing strong critical analysis skills. The Assessment of Learning Committee began a process to link the Core Competencies with the associate degree general education requirements; however, this is a work in progress.⁵¹

The college is in the process of developing student learning outcomes and assessment for the core competencies. The competencies as described above are a starting point for the college, and there are plans in the future to develop an assessment that will do a summative evaluation of what students have learned over a four to six semester cycle. It is not clear what instrument will be used to do this assessment, but there has been discussion among members of the Assessment of Learning Committee that a survey, or student portfolio, or capstone project could be used to measure student learning in the five core competencies.

Self Evaluation

The college meets the standard. It is recognized that the college must develop an instrument or projects to help assess what students have learned during the time they were enrolled and at the time they completed their educational goal. Various options for measuring goal obtainment and learning are under consideration and college leaders are reviewing what other schools have done in this area. There is no specific requirement in computer literacy.

- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

The broad themes of ethics and citizenship are echoed in the college's Philosophy for Associate Degree and General Education. The recently adopted Core Competencies include "Professional and Personal Growth" and "Community and Collaboration." While no specific general education requirement directly addresses the development of ethics and citizenship, the requirements in Social and Behavioral Sciences and Humanities provide opportunities to broaden students' awareness of society, culture, history and values. The Humanities requirement encourages development of aesthetic sensibilities.

Self Evaluation

The college meets the standards. The categories in El Camino's general education requirements do not specifically include areas corresponding to the qualities mentioned in this subsection, though the general education requirements parallel these areas. When considered as a whole, particularly in conjunction with the recently developed Core Competencies, the general education breadth pattern may result in the development of higher thinking individuals.

- 4. All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core.*

Descriptive Summary

The college catalog lists all degree programs, along with their required courses, the number of units needed, the courses that can be used to fulfill electives, and in some cases the career path

for which the program prepares the student. The catalog lists 30 Associate in Arts Degree programs and 47 Associate in Science Degrees, for a total of 77 AA/AS degrees.⁵²

The definition of the Associate Degree states that:

The Associate Degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically 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 find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

In September of 2000, the college created an AS/AA Degree Task Force to create clear definitions of the two degree patterns and to assure that course patterns satisfy the needs of students and of the community as a whole. Over the past seven years this task force has completed its work. It has established General Education criteria for each specific area and reviewed all existing courses with discipline faculty for compliance with criteria. Any courses which did not meet the criteria were revised or removed.

The criteria for defining a degree program as an Associate in Arts or an Associate in Science, as published in the College Catalog, are as follows:

“An Associate in Arts degree is granted in a discipline in which behavioral sciences, fine arts, human movement, humanities, public affairs, or social sciences are integral within the academic area.”

“An Associate in Science degree is granted in a discipline in which scientific thought and investigation are integral within the academic area or where there is emphasis on the application of mathematics, science, or technology.”⁵³

Further, the catalog notes that: “All degrees require a total of 60 units with no fewer than 18 units in the major and appropriate general education courses as indicated on the A.A. or A.S. degree patterns.” These degree patterns are also detailed in the catalog.

The catalog features a description of each program, with clearly stated learning outcomes, as well as individual course descriptions. Each course description in the college catalog explains the content of the course and the expected learning outcomes and skills. The 77 associate degree programs offered at El Camino College cover a broad intellectual spectrum.

All degree programs are in compliance with the Taxonomy of Programs (TOP) guidelines. Focused study in a recognized area of inquiry or in an established inter-disciplinary core is required for all majors.

Self Evaluation

The college meets this standard. The college updates and publishes the catalog annually so that it accurately reflects the addition or revision of courses and programs. Divisions review and revise program descriptions for accuracy. Divisions review all established degree and certificate programs, and the Chancellor's Office approves all new degree and certificate programs.

Advisory committees and external accrediting bodies also monitor several of the college's programs. Each of these reviews verifies that courses leading to degrees are consistent with program objectives.

- 5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Descriptive Summary

A survey was conducted of all instructional deans to determine which El Camino College programs have external licensure requirements or which otherwise lead to professional certification. The following programs reported participation by students in external licensure or certification, with the examination identified and the passing rate noted.

Cosmetology

California State Board of Barbering and Cosmetology

First time pass rate, 2006-1007: 72%

Fire and Emergency Technology – Paramedic

National Registry Examination for Emergency Medical Technician – Paramedic

Pass rate (first attempt) 1998-2007: 79%

Pass rate (up to five attempts) 1998-2007: 100%

Fire and Emergency Technology – Firefighter I

California State Marshall certification

Certification requires at least an 80% grade in the program and completion of a one-year internship, but not an examination

Nursing

National Licensing Examination (NCLEX-RN)

Pass rate: 93%

Radiologic Technology

State Fluoro Examination

Pass rate (first attempt) 2007: 100%

National Registry Examination (ARRT)

Pass rate (first attempt) 2007: 100%

Self Evaluation

The college meets the standard. As noted earlier in this section, students must earn a minimum 2.0 GPA for a degree, and there are three levels of scholarship for certificates of achievement. These requirements ensure students earning degrees and certificates demonstrated the necessary skills and competencies to meet the requirements of the labor market in their respective field of study. The college does not collect post-graduation information about student placement and success in the labor market.

Planning Agenda

1. The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).
6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Descriptive Summary

The College Catalog is available at the bookstore for purchase and is also available online⁵⁴ at no cost. The catalog includes a description of each degree and certificate program. Each description consists of the knowledge and skills students will develop as well as the courses required to complete the program. The catalog description is proposed by faculty in the discipline and approved by the College Curriculum Committee as a component of the adoption or review of the program. The catalog is reviewed and revised every year to reflect changes in certificates, degrees, courses, prerequisites, articulation status, and other related requirements. The catalog is a comprehensive publication that is kept current by the Office of Academic Affairs. All faculty are required by the labor agreement and college policy to complete and distribute to students a comprehensive course syllabus that describes content, course objectives, examination requirements, and other information required for students to successfully complete the course. Syllabi are distributed on the first day of instruction and in some cases, are available on the instructor website. All division offices are required to maintain a copy of the current course syllabi. The college is in the process of developing a model course syllabus for new instructors and for those revising their syllabi.

Self Evaluation

The college meets the standard.

When surveyed by the Vice President of Academic Affairs, it was reported by the academic division deans that they did not have a uniform policy for course syllabi collection. The majority of course syllabi do not include student learning outcomes as this initiative is in the developmental stage, and faculty are learning how to develop and use SLOs. It is anticipated that in time most faculty will include SLOs in their course syllabi. The ECCFT labor agreement does not specifically require faculty members to post SLOs on their course syllabus.

In Spring 2008, Compton Center faculty are taking the lead in beginning to develop syllabi templates that will help demonstrate linkages among course content, learning objectives, and class activities. Templates will be beta tested over the summer sessions and will be adopted generally by Compton Center faculty in the fall. They will also be presented to El Camino College faculty for review and input throughout the development period.

a. 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.

Descriptive Summary

El Camino College is very active in promoting transfer of students to four-year CSU, UC, and private four-year schools. Counseling Services maintains a Transfer Center, where students may receive information and counseling to assist them in transferring as expeditiously as possible. The Transfer Center offers frequent workshops and Transfer Fairs to inform students about the requirements and the opportunities for transfer.⁵⁵

In addition, El Camino College participates in articulation agreements and employs a faculty coordinator as Articulation Officer to assure that El Camino facilitates the mobility of its students.

Articulation is the process of developing a formally written agreement that identifies a course or a group of courses offered on a "sending" campus that are comparable to, or acceptable in lieu of, specific course requirements at a "receiving" campus. Successful completion of an articulated course assures the student and the faculty that the student has taken the appropriate course, received the necessary instruction and preparation, and that similar outcomes can be assured, enabling advancement to the next level of instruction at the receiving institution.

El Camino College articulation agreements with the California State University and University of California can be found on ASSIST, which is available through a link from the ECC Counseling website.⁵⁶

California Articulation Numbers (CAN) are included in course descriptions in both the College Catalog and the Schedule of Classes, enabling students to make well-informed choices when selecting classes.

In addition, the college has articulation agreements with approximately 24 private four-year institutions. Information about each college and the articulation agreements is available online on the Counseling Services webpage.⁵⁷

Self Evaluation

The college meets the standard. The college does not currently have a degree audit system for students to regularly review their academic progress. Information Technology Services is working to make the degree audit function of Datatel's Colleague available.

Planning Agenda

1. The college will develop a degree audit program in the next four years (IIA.6.a).
- b. 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.*

Descriptive Summary

El Camino has not eliminated any programs at the main campus in recent times. When enrollment in a program becomes so low that the program cannot be sustained, the college initiates a modified program review to assess the future of the program. When a major revision or termination is indicated, the college assists students that completed 75 percent of the program to complete the program at another college, or allows the program to remain open until the students complete their program requirements.

The Board of Trustees approved Board Policy 4100.1 on Catalog Rights in July 2006, to assist students to complete their education in a timely manner when changes are made to program requirements. This policy allows students to graduate under either the requirements that were in place when their continuous enrollment began or under the new requirements. The Policy is published on the Board of Trustees website and in the College Catalog.⁵⁸

Self Evaluation

The college meets the standard.

- c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

Each academic year, El Camino College publishes a college catalog which includes detailed information about the college, policies, programs, course offerings, administrators, deans, directors, and members of the faculty. The catalog is scrutinized regularly to be sure that all information contained therein is accurate and up to date.

In addition, the entire catalog and a Compton Center supplement are available in electronic form online.^{59 60} A link to the catalog may be readily found from the main page of the college website under the heading Academics. Information is also available on the catalog webpage indicating that the catalog is available for purchase at the campus bookstore and that it may be ordered by mail for a small fee.

The college schedule of courses is also available in both hardcopy and electronic form for each campus. For several years, the paper copy of the schedule of courses was not distributed free and was not mailed to the community. The class schedule is available free of charge at the Information Desk in the Student Services Center and the Bookstore. Students and the community members also have access to the schedule online in both searchable form and as a PDF file.⁶¹ The searchable schedule is updated throughout the registration period to provide students with up-to-date information about class availability.

The schedule, in both paper and PDF form, includes detailed information about policies and procedures as they pertain to students. This information is also scrutinized and up-dated with each publication.

Other materials that represent the college are overseen by the Public Relations and Marketing Office to assure that information is accurate and trustworthy.⁶² This department has available both online and in hardcopy form a Communications Guide & Publications Standards booklet⁶³ in order to assure that the college maintains integrity in all representations about its mission, programs, and services.

Self Evaluation

The college meets the standard.

- 7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.***

Descriptive Summary

The Board of Trustees adopted Board Policy 4030 Academic Freedom⁶⁴ and Board Policy 5138 Standards of Conduct.⁶⁵ Both policies are available on the college website and in the college catalog. The college mission statement, statement of philosophy, statement of values, and guiding principles are published in the college catalog and on the college website.

Self Evaluation

The college meets the standard.

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

Descriptive Summary

The Board of Trustees approved Board Policy 4030, Academic Freedom, in August 2006, following similar action by the Academic Senate, replacing a previous policy on the Teaching of Controversial Issues that had been in place since 1965. The policy begins with a broad statement of principle:

“The El Camino College District recognizes that institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition.”⁶⁶

The policy recognizes academic freedom by stating that each faculty member

“shall have the freedom to examine or endorse unpopular or controversial ideas either in classroom teaching or in discussions with students as is appropriate to the course content, or in academic research or publication, while recognizing the responsibility to be accurate, objective and respectful of others.”

The policy also states standards of responsibility; for example:

”Faculty also have the responsibility to grade students solely on the basis of evidence of knowledge of the material pertinent to the class and attainment of appropriate skills, or other generally accepted grading criteria, avoiding any bias generated by a student’s political outlook, religious belief or other personal attributes.”

This policy is available on the El Camino College website.⁶⁷

Self Evaluation

The college meets the standard.

- b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Descriptive Summary

Student academic honesty is addressed in Board Policy 5138, Standards of Conduct, which is published in the College Catalog.⁶⁸ The policy states that: “Dishonesty, include[s] but [is] not

limited to cheating, plagiarism or knowingly furnishing false information to the college. When there is evidence of cheating or plagiarism in classroom work, students may receive a letter grade of “F” for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.” The catalog includes detailed examples of forms of cheating and/or plagiarism.⁶⁹ In addition, many faculty members include a statement in the course syllabus indicating the definition and the consequences of plagiarism.

The director of Student Development, in coordination with deans and faculty members, is responsible for the enforcement of student disciplinary issues, including questions of academic dishonesty.

Self Evaluation

The college meets the standard.

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

This standard is not applicable to El Camino College.

8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard is not applicable to El Camino College.

1 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
2 <http://www.elcamino.edu/admissions/schedule.asp>
3 <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
4 <http://www.elcamino.edu/academics/ccc/forms/CCCForm2.doc>
5 <http://www.elcamino.edu/academics/ccc/handbooksections.asp>
6 <http://www.elcamino.edu/academics/ccc/officialforms.asp>
7 http://www.elcamino.edu/administration/vpaa/program_review.asp
8 <https://portal.elcamino.edu/portal/main.html>
9
<https://secure.elcamino.edu/portal/Documents/050808Final%20Draft%20Categorical%20Program%20Review%20Jan%202007.pdf>
10 <http://www.elcamino.edu/studentsservices/co/transferreq.asp>
11 <http://www.elcamino.edu/studentsservices/co/transferservices.asp>
12 <http://www.elcamino.edu/academics/ccc/s5reviewtimeline.asp>
13 <http://www.elcamino.edu/academics/slo/forms.asp>
14 <http://www.elcamino.edu/academics/slo/>
15 <http://www.elcamino.edu/academics/slo/progressreports.asp>
16 http://www.elcamino.edu/administration/board/agendas/2008/01-22-07_FINALagenda.doc
17 http://www.elcamino.edu/administration/board/minutes/2008/3-10-08_FINALminutes.pdf
18 <http://www.elcamino.edu/administration/ir/docs/regional/DistrictData2000Census.pdf>
19 http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_ECC_Fall2006.pdf
20
[http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.p
df](http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.pdf)
21 [http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.
pdf](http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.pdf)
22 http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf
23 [http://www.elcamino.edu/administration/ir/docs/acadperformance/AcademicProfile_ECCandPe
ers_2005.pdf](http://www.elcamino.edu/administration/ir/docs/acadperformance/AcademicProfile_ECCandPe
ers_2005.pdf)
24 <http://www.elcamino.edu/administration/ir/>
25 <http://www.elcamino.edu/academics/slo/history.asp>
26 <http://www.elcamino.edu/academics/slo/history.asp>
27 <http://www.elcamino.edu/academics/slo/collegecommittee.asp>
28 <http://www.elcamino.edu/academics/slo/corecomps.asp>
29 <http://www.elcamino.edu/academics/slo/>
30 Rubric for Assessment of Progress Toward Implementing an SLO Framework for a
Community College
31 <http://www.elcamino.edu/academics/ccc/>
32 <http://www.elcamino.edu/academics/ccc/officialforms.asp>
33 http://www.elcamino.edu/studentsservices/fye/lc/LC_Schedule.asp
34 <http://www.elcamino.edu/studentsservices/fye/about.asp>
35 <http://www.elcamino.edu/academics/mathsciences/mesa/index.asp>
36 <http://www.elcamino.edu/academics/honorstransfer/>
37 <http://www.elcamino.edu/studentsservices/co/projectsuccess.asp>

38 <http://www.elcamino.edu/studentsservices/co/puenteproject.asp>
39 <http://www.elcamino.edu/academics/src/>
40 <http://www.elcamino.edu/studentsservices/fye/si/index.asp>
41 <http://www.elcamino.edu/academics/wit/index.asp>
42 <http://www.elcamino.edu/commadv/communityed/>
43 <https://portal.elcamino.edu/portal/main.html>
44 <http://www.elcamino.edu/administration/board/boarddocs/4000/4025.doc>
45 http://www.elcamino.edu/administration/board/minutes/4-18-05_minutes.pdf
46 <http://www.elcamino.edu/academics/ccs/intro-boardpolicy4025.asp>
47 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
48 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
49 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
50 <http://www.elcamino.edu/academics/slo/corecomps.asp>
51 http://www.elcamino.edu/academics/slo/docs/assessment_of_learning_committee/agendas/9-10-07%20Agenda.pdf
52 <http://www.elcamino.edu/admissions/docs/Catalog.pdf> p. 30
53 <http://www.elcamino.edu/admissions/docs/Catalog.pdf> p. 31
54 <http://www.elcamino.edu/admissions/catalog.asp>
55 <http://www.elcamino.edu/studentsservices/co/transferservices.asp>
56 <http://www.elcamino.edu/studentsservices/co/articulation.asp>
57 http://www.elcamino.edu/studentsservices/co/docs/LMU_Liberal_Arts_2006_2007.pdf
58 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
59 <http://www.elcamino.edu/admissions/catalog.asp>
60 <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
61 <http://www.elcamino.edu/admissions/schedule.asp>
62 <http://www.elcamino.edu/administration/publicrelations/>
63 <http://www.elcamino.edu/administration/publicrelations/docs/CommGuide.pdf>
64 <http://www.elcamino.edu/administration/board/policies.asp>
65 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
66 <http://www.elcamino.edu/administration/board/boarddocs/4030%20Academic%20Freedom%20Approved%208-21-06.doc>
67 <http://www.elcamino.edu/administration/board/policies.asp>
68 <http://www.elcamino.edu/admissions/docs/Catalog.pdf> p. 25
69 <http://www.elcamino.edu/admissions/docs/Catalog.pdf>