

## STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

### B: Student Support Services

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

El Camino College is an open access<sup>1</sup> institution that utilizes the matriculation<sup>2</sup> process to ensure proper placement of students into courses where the students would most likely benefit based upon multiple measures of their incoming abilities.

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

#### Descriptive Summary

The college evaluates the quality of the student support programs by conducting program review every three years and an annual year-end report. Each department program review goes through its respective dean or director and then on to the area vice president or Provost. The purpose of the program review and year-end report are for each office to report accomplishments, challenges and/or issues, successes, and projects in progress. In addition, there are categorical programs such as Extended Opportunity Program and Services (EOP&S), Cooperative Agencies Resources for Education (CARE), California Work Opportunity and Responsibility to Kids Act (CalWORKs), Disabled Student Programs and Services (known at ECC as the Special Resource Center - SRC), and Matriculation that undergo a state review every six years by the Chancellor's Office. El Camino College and the Compton Center completed the self-evaluation portion of the state categorical program review on February 7, 2007.

El Camino College developed the Student Success Transfer and Retention Services (SSTARS) which is comprised of 25 Student Support Programs.<sup>3</sup> It lists the name of each Student Support Program, the contact information, the purpose, and the services offered.<sup>4</sup> SSTARS will be available at the Center by Fall 2008.

The Student Support Programs are located in various buildings around campus such as the Student Services Center (SSVC), Math and Computer Science (MCS), Social Sciences (SOCS), Art and Behavioral Sciences (ART-B) and at the Compton Center. Each program office contains flyers, brochures, pamphlets, and information about their program. The following are some details of a few of those programs.

The Adult Re-Entry program is geared for students 30 years of age or older who are returning to or starting college for the first time after a five-year gap in their educational pursuits. Adult Re-Entry students return to college to complete a program leading to an AA or AS degree, with many students transferring to a university to complete a bachelor's degree. Continuing students are required to have a 2.0 cumulative GPA. The services provided include: orientation for new students; academic, career and vocational counseling; assessment; referral to appropriate support services; book vouchers; and supply kits.<sup>5</sup>

The CalWORKs program assists single parents who are receiving Temporary Assistance for Needy Families (TANF), and those students transitioning off welfare, to achieve long-term self-sufficiency through coordinated student services. The program offering these services is the CalWORKs Career Ladder Programs and Services. The CalWORKs Career Ladder Programs and Services supports eligible students to obtain their educational degrees and certificates, while gaining work experience leading to sustainable employment. The staff members are dedicated to providing quality career training and degree programs, and services are offered to help students achieve their goals. The college offers extensive services including childcare funding and referrals, vocational and educational assessment, counseling, jobs search and placement assistance, work activity referrals, and employability workshops.<sup>6, 7</sup>

The Career Center has developed innovative programs to support the undecided student population. Data provided by the Institutional Research Department showed that approximately 35% of El Camino College's student population is listed as an undeclared major in the college database. The Center provides a number of activities throughout the year to assist and inform students of the multiple career paths available to students. One of the activities for the Center was the Career Internship Fair which generated 350 student contacts. In October 2006, the Center sponsored the first annual Student Success Conference which approximately 150 students attended. Because declaring a major is an imperative for students transferring to a university, and in order to support the retention efforts for the college, the Center will continue to host the conference. In addition, the Center conducted 41 career orientations, two career tours, 25 classroom visits, one career internship fair, 1400 career assessments, and 80 counseling appointments serving over 17,000 students (Fall 2006 Report).<sup>8</sup>

Career Placement Services (CPS) provides students with job listings and employer information leading to employment and internships. CPS provides services to thousands of students through job listings (part-time, full-time, on-campus), employment referrals, internships, and CPS holds other fairs each semester including the Seasonal Job Fair, Internship Fair, Diversity Fair, and Career EXPO.<sup>9</sup>

The Career & Technical Education (CTE) program at the college prepares students for employment (Entry Pathway) or for future education (Skilled and Professional Pathways) in a career major or concentration. CTE courses are occupationally specific and technical in nature. There are 32 occupational programs offered at El Camino College. If students are uncertain about a career direction, career counselors can assist them to find the path that fits their talents and interests. Expert professionals teach CTE courses in their respective fields. Their expertise ensures that students receive an intensive, hands-on educational experience. Instructors also work with students to seek employment, often before the course ends. CTE students learn how to

compete in today's workplace, while learning valuable skills vital to their career advancement. They enforce a strong work ethic along with dedicated workmanship. CTE offers programs for all kinds of students, from high school graduates looking to start a career to those who want to work toward transferring to a four-year college or university. Many students enroll in courses to up-grade their skills or develop new ones for different positions in the workforce.<sup>10</sup>

The Counseling Division has successfully increased the number of students served in Student Enhancement, in orientation workshops, and in pre-registration appointments.

The Counseling Division is working collaboratively with the Compton Education Center to provide continued training on Datatel, educational plans, prerequisites, Associate Degree requirements, student athlete and nursing in-service workshops, financial aid, Extended Opportunity Program and Services, international students, CalWORKs, and on-course workshops.<sup>11, 12</sup>

The Extended Opportunity Program and Services (EOP&S) program helps low income and educationally-disadvantaged students achieve their educational goals at El Camino College. The program encourages the enrollment, retention, and transfer of students who are challenged by language, social, economic, and educational disadvantages. It provides eligible students with support services in the areas of counseling, peer support, financial assistance, transfer, and tutorial services. Counselors provide matriculation, transfer, career, personal, and academic guidance services for all eligible students. Students who are trained as peer advisors work with students on registration, adapting to the college environment, and financial or personal matters. El Camino provides counseling services both by appointment and on a walk-in basis. The EOP&S staff assists students in understanding and applying for the many financial aid resources available to them such as EOP&S book service, scholarships, and fee waivers. The EOP&S office provides supervised study, which is a tutorial service designed to assist students toward successful completion of their academic courses. The El Camino College EOP&S program has been recognized as a model by the state System Office.<sup>13, 14</sup>

The First Year Experience (FYE) program helps students to be successful in their first year of college by providing a supportive, caring environment of educational and career services. These include early group registration, orientation, and an FYE-exclusive bilingual counselor. There are also learning community courses, strategies for success in college, FYE faculty, field trips, and peer mentors. This program was one of the first to use MyECC email accounts.<sup>15</sup>

The Honors Transfer Program (HTP) at El Camino College prepares the highly motivated student to transfer successfully to a university and complete a bachelor's degree. HTP provides a unique learning environment which stresses scholastic excellence and develops the academic awareness necessary to achieve this goal. The major objective of the program is to better prepare students for transfer by focusing on enhanced writing, reading, and study skills. The program provides the following benefits: priority registration for all El Camino College classes; close academic and social interaction with other highly motivated honors students; enrollment in honors classes with smaller class sizes; outstanding faculty; designation of the Honors Transfer Program on El Camino College transcripts and on the El Camino College associate degrees; a parchment-quality Certificate of Completion upon program completion; an honors program counselor, director, and assistant for special help and advisement; enrichment seminars which

provide information leading to academic and personal growth; increased chances of receiving scholarships; and special privileges offered by universities that have honors transfer agreements with El Camino College.<sup>16</sup>

The International Student Program (ISP) at El Camino College enrolls hundreds of students originating from more than 65 different countries, including Latin America, Europe, Africa, and the Pacific Rim each year. Many students will earn an Associate of Arts (A.A.) or an Associate of Science (A.S.) degree while working toward transferring to a four-year university or college.<sup>17</sup>

The Mathematics, Engineering and Science Achievement (MESA) program, part of the MESA Undergraduate Program, provides support to community college students who are majoring in math or science, enabling students to excel academically and transfer to four-year institutions. MESA is based on a rigorous academic program that uses various components to support their students. The program's components help build an academically-based peer community to provide student support and motivation. The program has received outstanding results, providing a diverse pool of transfer-ready students who are prepared to excel as math, engineering, and science majors. MESA's rigorous academics, leadership preparation, and collaborative problem-solving training have helped produce transfer students who graduate as part of the high-tech workforce that is so urgently needed by industry.<sup>18</sup>

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 college developed the program<sup>19</sup> in 1987 in response to the disproportionate number of African American students who had either dropped out of, or had been academically dismissed from El Camino Community College. The program is open to any at-risk student who recently graduated from high school and is serious and motivated. A variety of support services are provided to students in Project Success. These services include academic counseling, pre-registration workshops, mentoring, cultural and university field trips, book loans, scholarships, and Learning Communities.<sup>20</sup>

The Puente Program was founded in 1981 by Co-directors, Felix Galaviz and Patricia McGrath at Chabot College in Hayward. The program's mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Since then, Puente has expanded to over 50 community colleges throughout the state. The college developed the program in 1988. As an outgrowth of its success as a community college program, Puente high school programs were added throughout the state in 1993. Puente has a variety of services for the students including orientation, counseling, university tours, mentors, and a Leadership Conference. The Puente Program<sup>21</sup> has been very successful in transferring thousands of students to four-year universities.

In 1972, El Camino College established the Special Resource Center (SRC) to assist students with disabilities in their pursuit of a post-secondary education. The purpose of the SRC program is to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. In the first year, this program served 65 students. Today, well over 1200 students are currently receiving services.<sup>22, 23</sup>

The Student Athlete Independent Learning (SAIL)<sup>24</sup> program at El Camino College is committed to the welfare of student athletes by providing the skills needed to balance academics and athletics. The following services are available to students: special matriculation workshops, pre-registration course planning, priority registration, specialized tutoring, an athletic counselor familiar with eligibility requirements for all levels of transfer – Division I, II, III, NAIA, recruitment assistance, individualized educational planning, and a human development course geared towards the unique needs of student athletes.

The Student Support Services Program at the Compton Center is a federally funded program designed to increase college retention and graduation rates for eligible students; increase the transfer rates of eligible students to four-year colleges/universities; and foster an institutional climate supportive of the success of low-income, first-generation, and college students with disabilities. The services provided include priority registration; counseling; computer lab use; tutorial assistance; study groups; transfer assistance; informational and cultural awareness / appreciation workshops; financial aid assistance when applying online; scholarship information; and access to grants. Currently, the Student Support Services Program provides services to 160 Compton Center students.

Based on the data from the Institutional Research Office, transfer students comprise about 41% of El Camino College's population, making transfer the most listed educational goal for the students. The Transfer Center coordinates transfer events (campus tours, workshops, fairs, university representative visits, and university days). The Center also coordinates the Transfer Awareness Month in November and an Annual Transfer Conference in the spring semester. The conference attendance averages 300 students each year. During Fall 2006, the Center had a total of 70 workshops, seven campus tours, 30 classroom presentations, two college fairs, two university days, and 84 university representative visits serving a total of approximately 2500 students. The Compton Center Transfer Center Annual Transfer Conference is held in October. During the Fall 2007 event, over 200 students attended, and during the spring of 2006 the Compton Center, in partnership with California State University, Dominguez Hills, hosted an On-site Admissions Day. The Compton Center Transfer Center posts a monthly calendar which includes workshop dates and campus tours. A comprehensive list of workshops and tours is available (Fall 2006 Report).<sup>25</sup>

The Women in Industry and Technology (WIT)<sup>26</sup> program was created to empower women for economic success by pursuing high-skill, high-wage majors and careers in Industry and Technology. Based on research from the California Department of Education and the California Community Colleges Chancellor's Office, fewer Latinas graduate from high school than girls in any other racial or ethnic group. Although Latinas make up 25% of the female population, only 15% have gone on to post-secondary education. Women in nontraditional jobs typically earn 20-30% more than women in traditional occupations. WIT provides nontraditional occupational support services on both the Torrance and Compton campuses through peer support groups, peer mentors, tutors, counseling, workshops, industry tours, career speakers, employment, and internship assistance.

## **Self Evaluation**

The college meets this standard. The description of student services described above demonstrates the breadth and depth of offerings available to meet the needs of students at ECC. These services rely upon program review<sup>27</sup> and student surveys<sup>28, 29</sup> as tools to improve and enhance the service to students.

**2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:***

**a. *General Information***

- ***Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution***
- ***Educational Mission***
- ***Course, Program, and Degree Offerings***
- ***Academic Calendar and Program Length***
- ***Academic Freedom Statement***
- ***Available Student Financial Aid***
- ***Available Learning Resources***
- ***Names and Degrees of Administrators and Faculty***
- ***Names of Governing Board Members***

**Descriptive Summary**

El Camino College has a catalog, which meets all requirements documented by the Commission's Standard IIB, 2a section.

The educational mission statement<sup>30</sup> was revised in a collaborative effort at the April 2007 Planning Summit and was approved by the El Camino College Board of Trustees in June 2007.

Most of the currently offered courses, programs, and degree offerings are listed in the main catalog<sup>31</sup> for 2007-2008. They can be found in the catalog on pages 41 to 243. Course offerings may be expanded to meet the vocational and developmental English needs of students attending the Compton Center.

The academic calendar<sup>32</sup> is easily found in the index of the catalog. It can also be downloaded from the college website.

Information regarding financial aid<sup>33</sup> is readily available in the catalog beginning on page 22 as well as page 273 of the ECC second edition catalog (Compton Center).<sup>34</sup> Links are available from the Compton Center website to the main campus Financial Aid webpage.

The college offers a wide array of student support services many of which are adequately described in the catalog.<sup>35</sup>

Names and degrees of all ECC faculty<sup>36</sup> members are listed in the back of the catalog from pages 244 to 259 with Compton Educational Center faculty<sup>37</sup> listed on pages 279 to 281 of the second edition. The names and degrees are not easily identified on the El Camino College website as

they must be found in a search of the college catalog directory.

Board of Trustees members are listed on the website<sup>38</sup> and on the inside covers of class schedules.<sup>39</sup> The second edition of the catalog lists the Compton Center Provost<sup>40</sup> (page 279).

The college has an approved academic freedom statement,<sup>41</sup> and it is posted in the 2008-09 college catalog and available on-line under approved Board policies.

As noted in the previous self study, El Camino College fulfills all of the requirements in this area in terms of key content: Official names, addresses, contact numbers, and website address are listed in most college materials. In fact, the name, address, telephone numbers, and web address are listed on the cover page of the catalog.

***b. Requirements***

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

**Descriptive Summary**

Admissions criteria, registration processes, and matriculation processes are described in the catalog. Students may also access this information, application to ECC,<sup>42</sup> and Financial Aid<sup>43</sup> on the web site. The catalog also includes information regarding residency and foreign student requirements. All courses, degrees, certificates, and requirements for graduation and transfer are described in the catalog.<sup>44</sup>

***c. Major Policies Affecting Students***

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

**Descriptive Summary**

The catalog, both printed and online, includes information on major policies affecting students, such as academic regulations, including academic honesty; transfer-credit acceptance policies, grievance and complaint procedures, sexual harassment policies, and fee refund procedures. Additional information in the catalog are the non-discrimination policy, scholarship standards, student services information, student development information, standards of student conduct, transfer information, and, honors programs information.<sup>45</sup>

**Self Evaluation**

The college meets this standard.

The college catalog includes all of the information required by the Commission's standards for accreditation and California regulations.

*d. Locations or publications where other policies may be found*

**Descriptive Summary**

All policies are available and accessible to students, staff, and faculty via the website.<sup>46</sup> The catalog is revised annually by the Office of Academic Affairs in coordination with all offices and programs that affect the contents of the catalog. In November of each year the various sections of the catalog are sent to the appropriate manager for updates and revisions. The Vice President of Academic Affairs and staff edit, review, and assess for clarity, an error-free draft for final publishing. The catalog is printed annually and available in the bookstore for purchase and online at no cost. Students are encouraged to purchase a catalog at the time they enroll. The catalog is available on the web.<sup>47</sup>

**Self Evaluation**

The college meets this standard. The college catalog is accurate and up to date. All policies contained in the catalog are also found on the college website on the Board of Trustees webpage. The Office of the President is responsible for ensuring the policies on the website are up to date.

Compton Center operates under all El Camino College board policies, and many departments have adopted the same forms or are in the process of transition.

*3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

*a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

**Descriptive Summary**

El Camino College has expanded and improved the quality of its services to students utilizing surveys,<sup>48</sup> program review recommendations,<sup>49</sup> and initiatives from students, faculty, and staff. Providing appropriate, comprehensive, and reliable services to all students, regardless of service location or delivery method has been addressed throughout the college campus. In Spring 2006 an opinion survey was administered to a sample of El Camino College students to gauge students' opinions to inform and assist in the development of policy decisions and to establish baseline opinions of students about college services, programs, and the campus environment. Due to an increased desire to address students' needs and interests, information based on this survey and program review reports, several student support services have been modified, created, and expanded.

The Vice Presidents of Academic Affairs and Student Services established an Enrollment Management Committee to assess, develop, implement, and evaluate the matriculation process, retention, and outreach activities for the college. This new effort has increased campus awareness and involvement in recruitment, retention, and student support services creating a more comprehensive and integrated approach to providing services to students. At the Compton Center the Enrollment Management Task Force meets regularly and is chaired by the Dean of Student Services and a faculty representative.

Student Support Service faculty and staff created a new program called SSTARS in 2003. Due to state budget cuts and the increased needs of the college community, this group created a committee that would support the collaboration, communication, and development of services for student success, transfer, and retention. As a result, over 30 academic and student support services meet monthly to coordinate, evaluate, and create activities and procedures that will promote appropriate, reliable, high quality methods of delivery for students and their families.

The expansion, institutionalization, and support for programs that deliver comprehensive services to students are also underway. These programs include the Teacher Education Program (TEP), First Year Experience (FYE), Learning Communities (LC), Supplemental Instruction (SI), Women in Technology (WIT) and the Honor's Transfer Program (HTP), to name a few. Each of these programs utilizes counseling faculty, outreach and recruitment staff, and instructional faculty. These programs represent a trend at the college to integrate services across disciplines, programs, and offices to provide a more streamlined approach to student and instructional support services.

### **Self Evaluation**

The college meets this standard. The Spring 2006 student opinion survey found that students are highly satisfied with the student support services, the delivery methods used, and accessibility. The students ranked, in order of highest satisfaction, library programs and services, computer support and services, financial aid, counseling and tutorial services.<sup>50</sup> Overall, student support services were ranked above average in all categories except for parking, day care, and recreational programs. The survey provided a baseline that will challenge the college to continue to improve upon. A follow up CCSSE survey will be administered late in the spring of 2008 with the results being used for program improvement.

In addition to this survey, program reviews are being conducted by each student support service program and office. The services that have completed their program reviews include: First Year Experience/Learning Communities/Supplemental Instruction, Admissions and Records, International Students Program, Veterans, Financial Aid and Scholarships, Assessment and Testing, Outreach and School Relations, EOP&S, and CalWORKs. By June 2008, all student support services will complete their program reviews. This process has increased awareness with program faculty and staff as to the services that need improvement as well as the services that are clearly promoting student success. The program reviews employ in-depth evaluations of each student service via student surveys, questionnaires, focus groups, and faculty evaluations. This process is required by all programs at the college. Program reviews are a valuable tool in the assessment of student support services.

Finally, in October of 2005, El Camino College conducted a comprehensive community survey to evaluate whether the district's population is satisfied with the services the college provides and to assess demographic changes. As a result of this survey, it was found that there was high satisfaction with the college services and academic programs. The survey also highlighted a major change in the demographics, specifically the increase in Latina women and their interest in continuing their education.

### **Planning Agenda**

1. Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).

*b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

### **Descriptive Summary**

The Student Development Office provides opportunities for El Camino College (ECC) students to get involved on campus via clubs, services, and leadership roles. These opportunities provide a learning environment which allows students to fashion their interests as well as develop critical attributes such as civic responsibility, creativity, and originality. Specific services provided by the Student Development Office include Associated Students Organization (student government), Inter-Club Council, a variety of clubs, and Alpha Gamma Sigma (The El Camino College Honors Society). These services provide diverse activities that enhance student development in the areas of leadership, communication skills, and decision-making that directly impacts their campus life.

ECC offers a variety of support services that enable the students to develop intellectually outside the classroom. Such services include Honors Transfer Program; Alpha Gamma Sigma; Associated Students Organization; cultural, religious, and discipline-related clubs; EOP&S; MESA; Puente; Project Success; First Year Experience; and high caliber counseling services.

The college also engages the students through various student functions and acknowledgements such as year-end award events, a quality graduation ceremony/celebration, and letters congratulating students for making the Dean's list. Students have an open forum opportunity everyday from 1:00 pm to 2:00 pm in what is known as the "college hour" where students can host guest-speakers, play live or recorded music, and enjoy other related activities. During this time, there are also regularly scheduled job fairs, transfer fairs, and college fairs.

El Camino College regularly hosts Rock the Vote during election years. Civic responsibility is strongly stressed at this event not only by people involved with El Camino College but also by guest candidates that have been asked to come and speak to the students. El Camino College is also a voter registration affidavit distribution site. Students at El Camino College are encouraged to become more aware of their social surroundings not only by events and activities like those stated previously but also daily in the classroom. Civic responsibility is interwoven into some

classrooms through Service Learning activities.

Student development activities actually start prior to the first day of classes at the college. A week before fall semester begins; El Camino College hosts a New Student Welcome Day where students are given tours and the opportunity to ask questions of college personnel and current students. By actively easing the fears and insecurities of students at the beginning of their academic journey, El Camino College assures a much higher rate of student retention. Becoming acclimated to college life early in the student's college career seems to aid the students in the completion of their college goals.

The Health Center at El Camino College provides the following services: chiropractic services, psychological counseling/group seminars/individual sessions, HIV testing, STD testing, workshops on depression, test anxiety help, anger management, and anxiety disorder help to support students in their health and well being.<sup>51</sup>

El Camino College is proud to offer a wide array of intercollegiate athletic programs. Over 400 student-athletes compete and excel in the classroom, on the court, and on the field as they prepare for transfer to the four-year institution. Warrior athletics has a strong commitment to sportsmanship, education, and preparation.

The athletic staff consists of advocates for the development of student-athletes, their families, and the community. Today's coaching profession is very sophisticated encompassing many different areas. Coaches at the college utilizes a solid base of educational knowledge, personal experience, a repertoire of clinical skills, and teaching and learning principles to enhance the ability of the student-athlete while at El Camino College.<sup>52</sup>

El Camino College hosts 21 men's and women's intercollegiate athletic programs. During Fall 2006, the following highlights were acknowledged:<sup>53</sup>

- Ranked 4th in The Commission on Athletics (COA) Pepsi Supremacy Cup
- Cross Country Men's - 2nd South Coast Conference - 3rd California State
- Cross Country Women's - Conference Champions - 9th California State
- Football - State Champions (12-2)
- Soccer Men's - Elite eight California State Playoffs
- Volleyball Women's - Conference Champions - Top six California State Playoffs

The athletic division provides youth swim lessons for ages five and older; a fitness center which is open Monday through Friday for students; athletic camps and clinics for swimming, soccer, basketball, baseball, and softball, and hosts an annual golf tournament.

Ever since Fall 2004, senior administrators have emphasized the importance of training faculty, staff, and administrators. The Assessment of Learning Committee (ALC) has continued this effort with the support of the Vice President of Academic Affairs and the Office of Staff Development. Primarily through this training, the ALC has been expanding faculty understanding and acceptance. Training included formal workshops,<sup>54</sup> like those held on the Fall 2006 Flex Day, and the Assessment of Student Learning Week events, offered every semester

since Fall 2007. Other training opportunities were more informal, including visits to department meetings and other individual or group meetings.

A pivotal moment occurred at the Fall 2006 Flex Day, when the coordinators kicked off the SLO and Assessment development process with their presentation “Welcome to the Zen of the Student Learning Outcomes Assessment Cycle,” which not only informed faculty about the process and how it was shaping up, but also allayed some of the fears of the faculty by introducing them to the “Zen” theme. During this flex day, workshops were also offered in order to lay the groundwork for faculty to start developing SLOs and plans for assessment.

At the Spring 2007 Flex Day, faculty worked in their divisions in order either to create new SLOs and assessments, design assessments for existing SLOs, or to engage in an “assessment audit” process. A starting point for SLO development, the assessment audit process asks faculty to discuss assessments they already do, which encourages them to create an SLO for which the existing assessment would be appropriate.

SLO development surged during the Spring 2008 Flex Day. The day began with a short general session, which covered general information for filling out the SLO Assessment Proposal and Report form and presented the big picture vision of the SLO and Assessment process. During the rest of the flex day, faculty spent time in their divisions working in small groups developing new SLO Assessment Proposals or completing SLO Assessment Reports from previous assessments. This day was a huge success and resulted in a significant increase in the number of assessment proposals and completed reports done across the campus.

### **Compton Center**

At the Compton Center, students are given an opportunity to reflect on their volunteer experiences through discussion, journal entries, and reading. Students are encouraged to investigate career opportunities and discover and develop their interests and abilities. The faculty also serves as faculty advisers for student clubs and organizations such as Black Student Union, ASB, MECHA, Speech Club, and many others.

The Center supports several co-curricular programs that foster personal and civic responsibility. It also promotes opportunities for intellectual, aesthetic, and personal development through such activities as classroom instruction, student government, student clubs, and through employment opportunities with federally funded TRIO programs (i.e., Upward Bound, Upward Bound Math/Science, Student Support Services, and Talent Search).

The Compton Center endeavors to provide students with a stimulating environment which fosters development of individual and civic responsibility; at the same time it encourages intellectual, aesthetic, and personal development.

Throughout the year, the Associated Student Organization (ASO) hosts numerous lectures, concerts, and cultural presentations on the campus. Further, there are special programs for Latino Heritage Month, Cinco de Mayo, Black History Month, Homecoming, and Academic Awards. International Students Week, Women’s History Month, and Martin Luther King are all

celebrated. The Center also hosted a Conference on HIV/AIDS Prevention.

The Executive Council of the ASB meets weekly to discuss issues related to students and to formulate recommendations to address student needs. On a monthly basis the Provost of the Compton Center meets with the ASB President to address the needs of the students. In addition, the ASB hosts public forums for students.

Other campus programs and departments also provide opportunities that enrich the learning environment. Extended Opportunities Programs and Services (EOPS) and Student Support Services sponsor cultural activities each semester. Together with the Transfer Center these groups also set up trips for students to visit local universities and participate in special university activities such as UCLA's STOMP conference and summer transfer program. In the spring of 2007, the EOPS/CARE program, Student Support Services and the Transfer Center hosted a northern California campus tour for 30 Compton Center students.

Career Expo/Open House - The Center kicked off the first major campus-wide recruitment effort co-lead by the CalWORKs Program, Career Center, Outreach, and Financial Aid Departments on March 21, 2007. Over 80 employers participated, 300 high school students attended, and over 2,000 employment seekers and students were present at the event.

Students acquire valuable job experience through the CalWORKs employment partners on the South Bay Workforce Investment Board (SBWIB) and career opportunities related to the student's field of study. Students are gaining valuable work experience by learning new skills, using industry terminology, and by being exposed to professional work ethics.

#### Collaborative efforts between CalWORKs and CARE

- CalWORKs/CARE Mini-Conference (fall and spring): Students attend orientations, listen to speakers, and attend workshops geared toward the needs of CalWORKs students.
- Western Center on Law and Poverty: Provides on-going legal services for CalWORKs students and informational presentations on program rights and responsibilities
- Lifeline: Student support groups and advocacy for CalWORKs students by former CalWORKs student graduates.
- Harriet Buhai Center for Family Law: Provides free legal consultations regarding child custody, alimony, and other family related issues for single CalWORKs parents.
- On-site GAIN services worker: Provides weekly information, advice and problem-solving related to CalWORKs eligibility and benefits in partnership with Los Angeles County GAIN Office - Region V

The recently initiated Regional Transfer Collaborative Program at the Center also seeks to provide enriching and challenging experiences for students outside of the classroom by visiting universities, taking fieldtrips, and providing other special activities.

Student growth in the appreciation of aesthetics comes not only from observation but also from participation. Students in the theater department present a play each semester.

The Center's intercollegiate athletics programs provide the men the opportunity to participate in

basketball, baseball, football, and soccer. Women compete in basketball and badminton. Tennis courts were removed due to construction of the Major League Baseball Urban Youth Academy baseball and softball fields. The softball team will be reinvigorated once the fields are completed. The Compton Center athletic programs are complying with Title IX requirements.

The Compton Center is excited about planned and ongoing activities that will contribute to increased opportunities for student's personal, aesthetic and intellectual growth, and community/civic involvement. The Compton Center Athletic department is planning to add women's softball and soccer in the 2007-2008 academic year. To determine student interest, softball and women's soccer classes will be offered during the Fall 2007 semester. However, budget constraints could impede this plan.

The construction of the music and performing arts center will significantly add to the opportunities for students to gain a greater appreciation of the arts and aid in our service to the community. The opening of the Major League Baseball Academy has provided opportunities for community involvement by assisting with some planned activities for the youth of our communities. One area that should be addressed is the need to provide a more inviting Student Lounge/Activities Center for our students. Budget constraints have continually hindered some of the goals. The Center administration is seeking outside resources to assist with the effort.

The Compton Center provides an environment that encourages personal and civic responsibility for all its students. To this end, the center sponsors a "Welcome Back Day" at the beginning of the fall semester, in addition to the New Student Orientations. During Welcome Day, student clubs, student service programs, and instructional programs provide information booths, activities, and a barbecue. Center clubs and organizations regularly sponsor and participate in community service activities. The Compton Center Student Life Office is dedicated to supporting community organizations.

### **Self Evaluation**

The college exceeds this standard. El Camino College provides its students with a multitude of programs, opportunities, and support services to enhance student growth in areas of personal and civic responsibility as well as their intellectual, aesthetic, and personal growth at all ECC locations. Although the responsibility ultimately resides with the students themselves, El Camino College provides the structure and support for students to learn and to grow.

*c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

### **Descriptive Summary**

The Counseling Division programs are evaluated through student satisfaction surveys, program review, year-end reports, and categorical program review.<sup>55</sup> As mentioned previously, programs within Student Services are evaluated every three years with input from faculty and staff. The Dean of Counseling provides reports every semester to the Vice President of Student Services on

how each program is doing. In addition, the Division provides program plans using the college's software program.

The Institutional Research Office administered an opinion survey<sup>56</sup> in spring of 2006 to 1,900 students. The purpose of the survey was to assess students' opinions and satisfaction regarding student services. The survey asked students' opinions of the importance of services and satisfaction with 21 services and 43 aspects of the college environment. The scale for the items: a score of 1 (least important/least satisfied) to 5 (most important/most satisfied) and a score of 3 being moderate importance/neutral satisfaction.

The following table and chart highlight the highest and lowest ranked services by both importance and satisfaction. Item numbers with a higher level of importance but a lower level of satisfaction such as parking are in italics; those with higher ratings in both importance and satisfaction are in bold. ECC students both valued and were more satisfied with library programs and services, computer support and services, financial aid services, and academic counseling.

**Highest and Lowest Ranked Services by Importance and Satisfaction**

#	Top 5 Most Important	Mean	#	Top 6 Highest Satisfaction	Mean
<i>20</i>	Parking facilities and services	4.15	6	Library programs and services	4.09
<b>1</b>	Academic counseling services	3.97	19	Computer support and services	3.94
<b>6</b>	Library programs and services	3.91	10	Financial aid services	3.75
<b>10</b>	Financial aid services	3.90	2	Personal counseling services	3.73

Service	Importance	Satisfaction	Sat-Imp	National Satisfaction	ECC-Nat'l
Academic Counseling	3.97	3.72	-0.25	3.87	-0.15***
Personal Counseling	3.67	3.73	0.06	3.74	-0.01
Career Planning	3.68	3.65	-0.03	3.71	-0.06

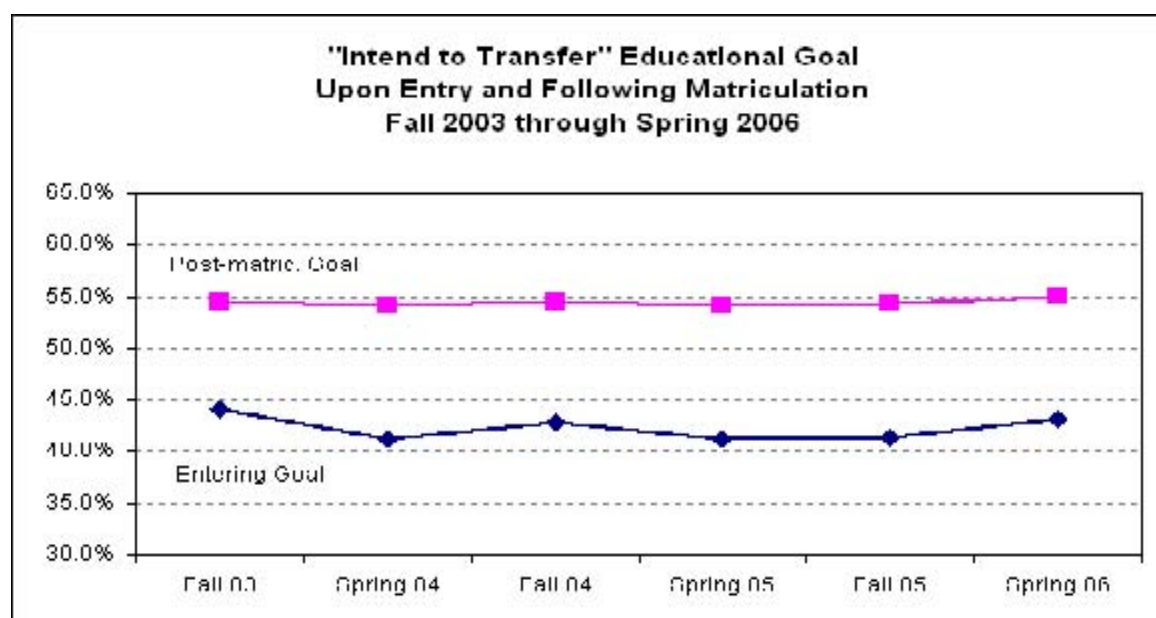
### Compton Center

By participating in the Student Support Services Programs, students are able to access support services (i.e., Counseling, Financial Aid, and Tutoring services) that will assist and motivate them towards the successful completion of their postsecondary education.

### Self Evaluation

The college meets this standard.

The survey data from institutional research shows that 31% of students entering the college as Undecided Majors were reduced to 22% after receiving matriculation (application, assessment, orientation, counseling) services. In addition, the research shows that students who entered El Camino College and indicated the intent to transfer increased by 10% or more after matriculation services had been provided. The data further verifies the effectiveness and importance of counseling services (see table below).



Educational Goal	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
Transfer (Entering)	44.0%	41.2%	42.9%	41.2%	41.4%	43.1%
Transfer (Post-Matriculation)	54.5%	54.1%	54.5%	54.1%	54.3%	54.9%
Undecided (Entering)	31.6%	33.3%	31.6%	33.3%	33.2%	31.8%
Undecided (Post-Matriculation)	22.7%	22.5%	22.7%	22.5%	23.2%	22.4%

El Camino College gives counseling faculty an opportunity to attend training sessions, conferences (i.e., CSU, UC, Ensuring Transfer Success, and Career), and in-service training workshops to upgrade skills. Monthly planning meetings and bi-monthly counselor meetings are held with a half hour of in-service training (e.g. transcript evaluation, Advanced Placement exams, student learning outcome and assessment development, and Nursing Program) followed by the counseling meeting.

*d. The institution designs and maintains appropriate programs practices, and services that support and enhance student understanding and appreciation of diversity.*

### **Descriptive Summary**

On-Campus Clubs - Camino College promotes the enhancement of student’s understanding and appreciation of diversity by promoting a variety of student clubs. El Camino College has 57 students clubs and organizations, 14 of which are located at the Compton Center that promote academics, gender, cultural and religious differences. Students also have the opportunity to create their own club to meet their needs.<sup>57</sup>

Center of the Arts - Appreciation of diversity can be seen in the wide variety of performances presented in the El Camino College Center for the Arts. The Center hosts a variety of lectures, travel films, and live concerts from all over the world.<sup>58</sup>

Study Abroad Program - The Study Abroad Program “serves to expand the student's awareness of the world, other cultures and ways of being, through the greatest teacher of all, personal experience.” Students have studied in Italy, England, Ireland, Spain, Costa Rica, France, New Zealand, Austria, Greece, Hungary, China, Mexico, and Australia.<sup>59</sup>

Staff and Student Diversity - El Camino College has established board policies that promote diversity in its student and staff population such as the policy on non-discrimination (Board Policy 3410).<sup>60</sup> The policy states that El Camino Community College District is committed to providing equal opportunity in which no person is subjected to discrimination on the basis of ethnic group identification, national origin, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation.

The Office of Staff and Student Diversity offers and co-sponsors services and events<sup>61</sup> for staff

and students that enhance the understanding and appreciation of diversity throughout the campus. Examples include: training and development (diversity, cross-cultural communications, and sexual harassment prevention presentations and seminars); diversity events and programs (presentations, festivals, and fairs); and diversity related conferences (support for attendees).

Student Service Departments work together to promote understanding and appreciation of diversity:

The Special Resource Center<sup>62</sup> assists students with special physical and mental challenges.

The Financial Aid<sup>63</sup> Office assists students that demonstrated a financial need.

The EOP&S and CARE Programs<sup>64</sup> assist students with financial and educational challenges.

The First Year Experience Program<sup>65</sup> helps students to be successful in their first year of college by providing supportive educational and career services.

The Puente Project<sup>66</sup> has as its goal to increase the number of Mexican American/Latino Students transferring to four year colleges and universities. The program offers counseling and mentoring. This program is open to all students.

Project Success<sup>67</sup> is open to any at-risk students that have just graduated from high school. It focuses on recruitment and retention. It offers academic counseling and mentoring.

The El Camino Language Academy (ECLA)<sup>68</sup> is committed to ensuring foreign student success in meeting their educational goals through intensive study of English for academic purposes.

### **Compton Center**

At the Compton Center, student programs that support the center's diverse population most directly include the following state and federal categorical programs: Special Resource Center, EOP&S, CARE, CalWORKs, Financial Aid, Student Support Services, a Transfer Center, Talent Search, Upward Bound, Upward Bound Math and Sciences, and the Regional Transfer Collaborative Program.

The Compton Center has a long tradition of institutional support for categorical programs such as EOP&S/CARE and Special Resource Center that serve a very diverse student population. These programs accommodate the needs of special populations with new student orientation, priority registration, book services, tutoring, readers, note takers, and financial aid grants.

Student Support Services Program at the Compton Center is a federally funded program designed to 1) increase college retention and graduation rates for eligible students; 2) increase the transfer rates of eligible students to four-year colleges/universities; and 3) foster an institutional climate supportive of the success of low income, first generation, and/or disabled college students

## Self Evaluation

The college meets this standard. El Camino College offers a large selection of special programs and services to target diverse students. These programs demonstrate high success and retention rates when compared with students that do not participate in these programs. The college currently does not use a specific tool to measure the effectiveness of these programs; however, all of these programs must complete periodic program reviews that include a student survey of program effectiveness.

## Planning Agenda

1. Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).

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

## Descriptive Summary

According to the Institutional Research Office at El Camino College and the State Chancellor's Office,<sup>69</sup> all placement instruments are up to date on their validations. However, the Compton Center is in the process of validating the multiple assessment instruments used for the placement of non-English speaking students in ESL courses. The Center is in the process of approval for the use of the Chancellor's Office-approved CELSA assessment for ESL students. In addition to math and English placement exams, the college and center use multiple measures in placement.

The College utilizes ACCUPLACER, formerly known as the Computerized Placement Tests (CPT's), as one measure for placement of students into Reading, English, Math, and ESL (English as a Second Language) courses. The ESL assessment process also includes a written sample and a five-minute oral interview. The California Chemistry Diagnostic Test, a paper-and-pencil exam, is used for placement into Chemistry. Additionally, there are non-credit waiver exams for Contemporary Health and Math Competency.

Diagnostic tests are used by the college as part of the decision-making process to potentially award financial aid and as a component of the application process into the El Camino College Nursing Program. ACCUPLACER Tests (Reading, English, and Arithmetic) are used for the ATB (Ability-To-Benefit) testing requirement for financial aid. The C-NET (Computerized Nurse Entrance Exam) and the DRP (Degrees of Reading Power) Tests are required as part of the Nursing Curriculum in Nursing 145 (Introduction to Nursing). (A passing score on the DRP is one of the application requirements to the Nursing Program.) In addition, the Nursing Division utilizes a number of ERI (Educational Resources, Inc.), nursing tests given on-line to currently enrolled nursing students. All of the tests described in this section are administered in the Testing Office by the college's trained Assessment/Testing Center personnel.

Validation studies are conducted by the Office of Institutional Research for all English and Math placement tests. The studies are intended to measure the strength of the relationship between a

predictor variable (i.e. assessment score) and a subsequent criterion measure (i.e. final grade targeted course). The studies employ correlational methods to assess the relationship between placement scores and student performance. In order to evaluate placement accuracy, the design classified placement recommendations and outcome data are compared to placement recommendations with course outcomes. Studies also include an analysis of the disproportionate impact by age, gender, disability, and ethnicity.<sup>70</sup>

### **Self Evaluation**

The college meets this standard and the state guidelines and standards for the assessment of students for placement. The assessment tools used by the college are approved and monitored regularly by the state. El Camino College is in the process of monitoring the impact of cut-scores on student outcomes.

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

### **Descriptive Summary:**

El Camino College has held and maintained student records<sup>71, 72</sup> throughout the years securely and confidentially.<sup>73</sup> These records are maintained with the highest standards and are guarded closely and diligently in order to provide student records the highest levels of security. All records since the 1980s have been electronically held in El Camino College's mainframe computers, and all records before that time period are held in the secure vault. The mainframe has an extensive firewall network maintained by Information Technology Services (ITS). This network has been tested and found to be next to impossible to penetrate. Through numerous checks and balances, employee access to the mainframe is limited, and faculty are not allowed to access the mainframe under any circumstances. Access to student files can only be requested through the ITS department and must have personal authorization with good cause by the Director of Admission and Records in order to access those files. To ensure that no information will be permanently lost, the server has its files backed up every night by the ITS. As a secondary precaution, students' files are further backed up at Copper Mountain to provide a secure remote location in case a catastrophe strikes El Camino College and all records at the college are destroyed.

### **Self Evaluation**

The college exceeds this standard. El Camino College maintains student records with complete confidentiality and stores them securely with multiple checks and balances to insure the highest standards of privacy. Backup files are made every night with secondary backups stored at Copper Mountain to ensure that student records will never be lost or destroyed.

*4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they*

*contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

## **Descriptive Summary**

El Camino College provides systematic and regular evaluation processes to identify and support diverse student population needs. Evaluation and self-studies include student opinion surveys; faculty and staff opinion surveys; a three-year cycle of program review; quarterly and annual program reports. In 2005-06, Admissions, Evaluations, Records, Registration, Veteran's Affairs, International Student Program, First Year Experience/ Supplemental Instruction, Assessment and Testing, Outreach and School Relations, and Financial Aid completed a program review.<sup>74</sup> In 2007, 23 additional Student Services program reviews were scheduled, nine of which were at the Compton Center.

The Vice President of Student Services assembled a team of faculty, staff, and management to read completed program reviews from the Admissions and Records division and the Enrollment Services division. The team, under the direction of the vice president, discussed the reviews, heard presentations from the lead manager of both divisions, and made ranked recommendations to the vice president. The Vice President of Student Services presented the ranked recommendations<sup>75</sup> to the Planning and Budgeting Committee (PBC) for consideration and endorsement. The PBC chose selected items from the list of recommendations<sup>76</sup> based upon the PBC's priority of funding plans that promoted student success and retention. The recommendations<sup>77</sup> were forwarded to the president with funding following afterwards.

El Camino College provides comprehensive student support services and requires assessment and external review in order to receive ongoing funding. Required evaluations include, but are not limited to, Matriculation, EOP&S/CARE, DSPS, the Puente Program, CalWORKs, First Year Experience, Learning Communities, VTEA (Perkins Grant) related student support programs, and at the Compton Center the federal funded TRIO programs (i.e. Student Support Services, Talent Search, Upward Bound, Upward Bound Math/Science). The institution complies with the requirements of all externally mandated program review processes. Additionally, the Student Success Transfer and Retention Services (SSTARS)<sup>78</sup> implemented in 2004, is comprised of 27 student support programs that provide an on-going review of services and collaboration to ensure support programs are maximized and serving student needs. At the Compton Center, the student services departments also collaborate to ensure student services programs maximize services provided to students.

Students are encouraged to, and do participate on standing committees, including commencement, student development, accreditation, matriculation, and curriculum. The Associated Students Organization (ASO)<sup>79</sup> at El Camino College and the Associated Student Body at the Center are the official representatives of the student body and serve as a liaison with standing committees, such as division councils, and planning and budget. Student committee involvement provides feedback to faculty and staff related to student support services.

## **Self Evaluation**

The college meets this standard. The program review process is in various stages of implementation across the student services area. Program review recommendations need to be consistently placed into department plans for prioritization into the Vice President of Student Services area plan. Prioritized plans need to be presented to the PBC for funding recommendations to the President.

There are numerous ways for the institution to evaluate student support programs and services. Evaluation can be done formally, as with surveys produced by the Institutional Research Office or specific programs, or can be done informally, like gaining information from members of standing committees and getting general feedback from students.

In 2006, the college planned and implemented a student opinion survey. The survey results averaged 1,500 student-responses related to “importance” and “satisfaction” under college services. Most programs and services listed were above moderate importance. There were five programs or services that showed a satisfaction level lower than the importance ranking.<sup>80</sup> Student support programs have responded to some of the student concerns. For example, the Divisions of Behavioral and Social Sciences and Counseling and Student Services increased the number of Human Development 8 course offerings to address student access to college information and resources. The Counseling and Student Services Division increased the number of faculty participating in On-Course training, and produced a third student handbook to support student access and retention. Additional hiring and training for part-time counselors has taken place to respond to student access issues.

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