

## STANDARD III: RESOURCES

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

### A. Human Resources

*The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.*

- 1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*
  - a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized on if equivalence has been established.*

### Descriptive Summary

Under the direction of the Vice President of Human Resources, the college strives to implement a hiring process that ensures those selected meet the required qualifications and are capable of meeting the demands of the position in order to insure that the institutional mission and goals will be implemented.

Job descriptions exist for all full-time positions and are located in the Office of Human Resources. Classified, supervisory, and administrative job specifications are also available on the college's web site.<sup>1</sup> When a vacancy in the classified or administrative area occurs, the area manager and Human Resources review the job description and job duties to ensure the classification meets the needs of the position.<sup>2</sup> Human Resources staff drafts job announcements directly from the job descriptions, highlighting key duties and minimum qualifications.<sup>3</sup> Board Policy 7120<sup>4</sup> provides direction in establishing hiring procedures. As detailed in the classified agreement, Human Resources announces classified positions for a minimum of 10 working days and the screening committee has at least one member appointed by the El Camino Classified

Employees (ECCE) and an Equal Employment Representative.<sup>5</sup> For classified openings, the Human Resources department announces the vacancy in local publications unless a broader circulation is requested.

The respective vice president oversees the recruitment process for administrators in his or her area. Administrators, faculty and classified staff comprise the screening committee. Like faculty recruitments, the college announces management positions for a minimum of 40 working days to provide Human Resources adequate opportunities to advertise the position.

The college has a well-defined process for the selection of faculty. ECC includes position descriptions for faculty in Appendix A of the Faculty Agreement with the district.<sup>6</sup> These descriptions indicate that faculty members must hold the appropriate credentials to render service in a given area and focus on student learning. The local minimum qualifications for faculty come from the disciplines list approved by the Board of Governors through collaboration with discipline faculty and the Academic Senate. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list.<sup>7</sup> Hiring procedures mutually agreed upon by the Academic Senate and the Board of Trustees exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates.<sup>8</sup> The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty, ensures discipline expertise and the ability to contribute to the department, an Equal Employment Representative, and the final selection committee, comprised of the administration and discipline representation, examines potential to contribute to the college.

The college reviews qualifications for faculty and administrators twice to ensure they are met. As part of the application process, Human Resources requires candidates to submit copies of pertinent transcripts and staff reviews degrees earned by candidates prior to applications being forwarded to screening committees. Candidates with foreign degrees are asked to provide equivalency transcripts from established companies such as the International Education Research Foundation. After the final screening committee selects the candidate, Human Resources again reviews the individual's qualification prior to board approval. For those candidates who do not have the minimum qualifications, as stated on the job announcement, but who feel they have equivalent qualifications, the college has an established policy and procedure for determining equivalence.<sup>9</sup> The Vice President of Academic Affairs, Vice President of Human Resources and the President of the Academic Senate review all equivalencies prior to Board approval to ensure that necessary background and documentation is present to document the equivalency. The college catalog lists all full-time faculty, administrators, and long-term part-time faculty.<sup>10</sup>

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the college. Job announcements delineate the job requirements, so applicants are aware of the requirements. Through the Office of Staff and Student Diversity, equal opportunity representatives participate in the hiring process to ensure that the process is equitable, and that the hiring procedures are consistently applied.

During 2006-2007, the college performed a classification review study of all classified positions to ensure the job descriptions accurately reflect position duties and responsibilities. Classified

staff completed surveys in which they described duties and responsibilities. Area managers reviewed and commented on the staff surveys. Consultants collated this information to draft updated job descriptions for each classification. Currently Human Resources and the leadership of the El Camino Classified Employees are reviewing the revised descriptions to ensure the job descriptions are reflective of the classification. Once the review is completed, Human Resources will submit the descriptions to the Board of Trustees for approval.

Over the years, the hiring procedures for faculty have been reviewed and changes recommended by a joint committee of the Academic Senate and Administration. Most of the recommendations are designed to clarify some areas and open up the process. Due to a lack of agreement between the Senate and the Administration regarding the final selection process, the original procedures are still used. The Academic Senate and Administration has continued efforts to resolve the differences and during Spring 2008, new procedures were approved.

As a result of legislative action, El Camino Community College District and the Compton Community College District (CCCD) entered into an agreement to establish the El Camino College Compton Educational Center. El Camino College's Human Resources conducted a complete review of the minimum qualifications for all academic personnel. Faculty had the opportunity to apply for equivalency if it was determined that they did not meet state minimum qualifications. The college formed committees composed of El Camino and Compton faculty to review the petitions and determine if minimum qualifications were met. Consequently, the college made appropriate assignment changes based on a faculty member's qualification. To correct an earlier oversight, the college printed a new catalog incorporating the Compton Center faculty and their qualifications.<sup>11</sup>

In recent negotiations, the Compton Community College District (CCCD) and Compton Center faculty agreed to modifications of the hiring practices of the CCCD. El Camino College faculty will participate in the selection process of center faculty. The CCCD and El Camino College continue to monitor that prospective faculty meet minimum standards. The President is involved in the final interview of all faculty and educational administrators.

## **Self Evaluation**

The college meets this standard.

***b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.***

## **Descriptive Summary**

All employees have the right to be evaluated, per agreements and board policies, to ensure that they are meeting performance standards. Bargaining unit agreements and personnel board

policies delineate the procedures and timelines for evaluations for all employees. Each procedure outlines the process and timelines for the evaluation which examines the performance of assigned duties.

For classified staff, police officers, and confidential employees, the college evaluates new-hires at least twice during their probationary period (one year) and then annually on their anniversary date. The employee's immediate supervisor completes the standard evaluation form providing ratings and comments on selected areas. This is followed by a meeting between the evaluator and the employee to discuss the employee's performance.

Faculty evaluations occur in a different manner. Full-time tenure-track faculty are evaluated during their first three semesters and then annually until the seventh semester. This evaluation process includes a self-evaluation, peer evaluation, and student evaluations followed by a conference with the evaluation panel. Once the college grants tenure, it evaluates faculty on a three year cycle under the direction of the Vice President of Academic Affairs.

The college utilizes the same basic process to evaluate part-time faculty members and full-time temporary faculty. All faculty members are evaluated during their first semester and at least once during the next three semesters of employment. After two successful evaluations, the college evaluates part-time faculty every three years provided that there is not more than a one year break in service.

Administrator and supervisor evaluation procedures indicate that new administrators/supervisors will be evaluated once a year for the first two years and then at least once every three years or on an as-needed basis. This process includes a self-evaluation with goal setting, peer/faculty/staff opinionnaires, an immediate supervisor's evaluation, and a conference.

Human Resources at Compton Community College District is responsible for overseeing the evaluation process at the Center. The bargaining units and the district have delineated the evaluation procedures for the Compton Center Employees in their bargaining agreements. Under new procedures negotiated with the faculty, El Camino faculty will participate in the evaluation process of Center faculty. Classified staff members are evaluated annually.

In response to the previous self-study, the college has taken active steps to improve the evaluation process. In addition to providing workshops at the monthly management forums, the college participates in a consortium where training is provided by the legal firm of Liebert, Cassidy, and Whitmore. Some managers have participated in the following workshops: *Performance Management: Evaluation, Documentation and Discipline; Evaluation, Discipline and Non Re-employment of Contract Faculty; Performance Evaluations; Maximizing Performance Through Evaluations; and Performance Evaluation: Don't Wait, Communicate for Community Colleges.*

Academic divisions submit a list of full-time and part-time faculty members that are being evaluated each semester to the Office of the Vice President of Academic Affairs. Staff in the Vice President's office tracks the full-time faculty evaluations. Each division maintains a record of the part-time evaluations.

## **Self Evaluation**

The college meets the standard. In 2005, the college instituted a three-pronged approach with managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. Human Resources Department alerts managers and supervisors of classified personnel evaluations that must occur within 30 days of the notice. Notifications are sent the month the evaluations are due. Thereafter, a monthly reminder is sent until the evaluation is received by Human Resources. Human Resources provides a list of overdue performance evaluations to the Superintendent/President and the three vice presidents every month. Human Resources' assessment of this system showed that during the first six months of 2006, managers submitted 90.5% of the evaluations on time. The percentages of evaluations completed on time dropped over the summer and early fall due to summer vacations and the partnership with Compton but have risen over recent months. A more recent review by Human Resources shows that three of the four areas have no delinquent evaluations. The Administrative Services area is working to complete the outstanding evaluations by May, 2008. As of February 2008, 82% of the classified evaluations and 70% of the administrative evaluations had been completed in a timely manner.<sup>12</sup>

The Vice President of Human Resources monitors administrative and supervisory evaluations. Due to long-term vacancies at the vice president level, several evaluations could not be completed. It is anticipated that all past-due management evaluations will be completed by the end of Spring 2008.

Administrators and supervisors at the Compton Center participated in a workshop for evaluating employees conducted by the Director of Human Resources, and during April 2007, all classified employees were evaluated by their supervisors. Managers were not evaluated in 2006-2007 partially because many were in interim positions or consultants. Plans are underway to evaluate current managers using the old evaluation procedures which are conducted through the President's Office. The Special Trustee is proposing a new procedure, but it has not yet been approved.

Compton Center Academic Affairs failed to notify faculty due for evaluations in 2006, so no faculty evaluations took place in the 2006-2007 year. El Camino College found that in many cases, previous evaluations were missing from the files. As part of the negotiation with faculty, CCCD and the faculty adopted a new evaluation process that includes input from El Camino faculty. Compton's Human Resources department produced a schedule of faculty evaluations for the next three years.<sup>13</sup> Each faculty member will undergo a comprehensive evaluation every six years.<sup>14</sup> As a result of the first six-month progress report from the Fiscal Crisis and Management Assistance Team (FCMAT), the Special Trustee negotiated a memorandum of understanding with the faculty leadership to implement the Faculty Development Project.<sup>15</sup> The Faculty Development Project is not an alternative to evaluation; however, it is designed to develop a professional development plan for each of the full-time Compton faculty members.

## **Planning Agenda**

1. All employee evaluations must be completed in a timely manner (IIIA.1.b).
2. Compton faculty will return to a regular evaluation schedule effective Fall 2008 (IIIA.1.b).

*c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

### **Descriptive Summary**

Under the guidance of the Student Learning Outcomes (SLOs) coordinators, departments are developing student learning outcomes and assessment instruments for courses and programs. Currently, the faculty agreement does not specifically address student learning outcomes or the effectiveness in achieving them. As part of the evaluation process, evaluators examine a faculty members' adherence to the course outline and course objectives.

The attached student evaluation identifies areas that pertain to student learning outcomes for the Compton Education Center.<sup>16</sup> As part of the faculty evaluation, students and evaluators examine a variety of areas that are geared toward improving instruction. These include evaluating the capability of faculty to relate to students; involving student participation through discussions; organizing classroom presentations and activities that promote student understanding of material; and creating an atmosphere for teacher-student interaction.

### **Self Evaluation**

The college meets this standard. As part of the self-evaluation process, faculty members identify what they are going to do to improve instruction over a three-year period. In the self-evaluation, faculty members analyze the extent to which objectives for the improvement of instruction from the last report were met.<sup>17</sup> At this time, evaluators do not examine their effectiveness in producing student learning outcomes. Recent negotiations with faculty have resulted in the incorporation of SLO's into the faculty evaluation process. Effective Fall 2008, as part of the self-evaluation, faculty will be asked to identify objectives for improving student learning and to discuss how they were successful.

For the Compton Center faculty, the student and faculty evaluation procedures are designed to measure student learning outcomes; however, because these procedures have not been initiated in a timely and regular manner, determining if outcomes are met in each class may be difficult at this time.

### **Planning Agendas**

1. Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).

*d. The institution upholds a written code of professional ethics for all of its personnel.*

### **Descriptive Summary**

In its strategic plan for 2004-2007, the college identified a vision statement and statement of values to support the mission statement. As part of the vision statement, it states: “We, the employees, will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence.” The college’s five core values reflect the ethics of our institution.

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

Respect - We work in a spirit of cooperation and collaboration.

Integrity -We act ethically and honestly toward our students, colleagues and community.

Diversity -We recognize and appreciate our similarities and differences.

Excellence -We aspire to deliver quality and excellence in all we do.

The Board of Trustees adopted a Code of Ethics/Standards of Practice on April 16, 2001.<sup>18</sup>

While a specific code of professional ethics does not exist for administrators, faculty, and staff, the college addresses aspects of professional behavior through different venues.

The Academic Senate adopted the American Association of University Professor’s code of professional ethics in the early 90s. In the faculty agreement, position descriptions identify a faculty member’s responsibility to “maintain high standards of professional conduct and ethics appropriate to the Instructor’s professional position” and “to respect the academic freedom of students to express their opinions on controversial matters...”

## **Self Evaluation**

The college meets this standard. At this time, the college does not have a comprehensive code of ethics for all employees. The Superintendent/ President formed a committee chaired by the Vice President of Human Resources to draft a policy state that can be brought forward to the constituent groups of College Council. Statements do exist in a number of areas that address how employees should relate with each other, students, and the community.

## **Planning Agenda**

1. The college will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d).
2. *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.*

## **Descriptive Summary**

Since 2002, the college has strived to maintain an adequate number of staff to support the institution’s mission. Despite budget restrictions due to a state economy that caused the college to implement a hiring freeze in the administrative and classified units, the college works to meet

the needs of its students. Currently, the college employs 312 full-time faculty and 743 part-time faculty for the instructional program and 25 full-time and 20 part-time non-instructional faculty which include counselors, librarians, health center personnel, and faculty coordinators to provide key support services for students. To support and oversee the programs and services of the college, there are 56 administrators, 17 supervisors, 354 classified and confidential employees, and 11 police officers.

Per the faculty hiring procedures, the college processes requests for replacement or new full-time faculty during the fall semester. Divisions complete the faculty position identification form which examines multiple factors including growth potential, productivity, and program review. A committee composed of division deans and faculty prioritizes the list and forwards this as a recommendation to the Superintendent/President. In conjunction with the planning and budget activities of the college, the cabinet establishes the number of faculty positions to be filled in the coming year. In 2000, the Vice President of Academic Affairs established a guiding principle for the college to move towards 75 % instruction by full-time faculty.<sup>19</sup>

For non-faculty positions a different process is followed. When a vacancy occurs, the area determines if the position should be filled, and the manager completes a staffing requisition and the “Justification for Filling Established, Non-Faculty Vacant Position” form. During this process, the needs are delineated, and alternatives are discussed if the position is not filled. These requests are reviewed by the Vice Presidents and presented to the President’s Cabinet. If approved by Cabinet, the Human Resources department initiates recruitment for the position. A similar process is used for new positions.

### **Self Evaluation**

The college meets this standard.

In Spring 2002, the college instituted a hiring freeze in the administrative and classified units in response to fiscal changes at the state level. This freeze did not have the same impact on the faculty unit. With the exception of Fall 2003, the district hired more than the minimum number of full-time faculty required. Since 2000, more than one-third of the full-time faculty was hired. Due to fluctuations in the full-time equivalent students, the college replaced only a limited number of retirees for Fall 2006, which resulted in an increase in the number of part-time faculty.

The impact of the hiring freeze is currently evident in some areas. Although hiring has resumed, the number of support staff has decreased approximately 7% since Fall 2002. While no formal policy or procedure is in place to determine appropriate staffing levels, a staffing level review is in progress. Temporary classified staff members are used to handle the fluctuating numbers of permanent classified staff and administrators.

Staffing levels at the Compton Center still fluctuate. CCCD Human Resources has initiated a series of recruitments to permanently fill top leadership positions and key operational positions in fiscal and student services. Inability to generate adequate pools has delayed the filling of many key positions. Due to a decline in enrollment, a reduction in the number of full-time faculty has taken place during the past year.

## **Planning Agenda**

1. The college will develop a classified staffing plan (IIIA.2).
3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

## **Descriptive Summary**

Over the past several years, the college has been reviewing and updating its board policies under the model recommended by the Community College League of California (CCLC). The Vice President of Human Resources is responsible for creating a draft for all personnel policies which are reviewed by College Council prior to board approval. Historically, many of the policies included procedural language. As the policies are updated, new separate procedures are developed to assist in the administration of the policy. Then they are posted on the college's web site. The policies related to personnel are reviewed by administrators and College Council prior to board approval.

The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring that all policies and procedures are equitably and consistently administered.

## **Self Evaluation**

The college meets this standard.

Although some of the personnel policies have been reviewed and updated, a significant number still need to be revised. Those that have been reviewed and updated are posted on the college's website. Some were updated prior to the practice of simultaneously developing procedures. The Vice President of Human Resources has identified this as an area that must be addressed. The Superintendent/President's office serves as a repository for all board policies.

## **Planning Agenda**

1. Continue to review and revise personnel policies including procedures as needed (IIIA.3).
  - a. *The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

## **Descriptive Summary**

El Camino College has established written policies and procedures to ensure fair hiring practices. Hiring policies and procedures exist for full-time, part-time and temporary faculty. In addition to these policies/procedures, policies exist to address the following:<sup>20</sup>

7100-Commitment to Diversity  
7120-Recruitment and Selection  
7310-Nepotism  
4119-Equivalency of Minimum Qualifications

Written guidelines pertaining to the hiring and participation of faculty and staff in the hiring process are contained within the collective bargaining agreements. Since 2005, a Statement of Confidentiality has been read to all committee members of a hiring panel outlining their duties and responsibilities as agents of the district during the hiring process.

### **Self Evaluation**

The college meets this standard.

The Vice President of Human Resources and the Director of Staff and Student Diversity are responsible for ensuring the hiring processes are adhered to and fair to all applicants. They have created checklists to assist chairs in following the hiring procedures. Human Resources personnel need to take a more active role in ensuring that procedures are followed. More workshops should be held for new managers and those areas that do not routinely go through the hiring process.

***b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.***

### **Descriptive Summary**

The Office of Human Resources serves as the central location for employee personnel files. District-trained staff are responsible for ensuring that personnel records are kept secure and confidential. Files are kept locked after hours in an electronic power file, and the entrance to the office is only accessible by electron key with security clearance.

Board Policies 4216 and 4312, which deal with personnel files and the collective bargaining agreements for faculty, classified staff and police, have provisions regarding the access and contents of employee's files.

### **Self Evaluation**

The college meets this standard. The college follows the provisions of the bargaining agreements and board policies in relation to personnel records. In accordance to the bargaining agreements, in order for an employee to review their files, they must sign a request and are then given access.

***4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.***

- a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

### **Descriptive Summary**

El Camino College is situated in the South Bay area of Los Angeles County. The communities within the District are highly representative of diverse ethnic, cultural, and socio-economic populations from the cities of Inglewood, Hawthorne, Lennox, Lawndale, El Segundo, Manhattan Beach, Hermosa Beach, Redondo Beach, and Torrance. The campus embraces diversity through its support of a multitude of appreciation days and/or weeks dedicated to special interest groups.

An updated Student Equity Plan was approved by the Board of Trustees at its meeting held in October 2006.<sup>21</sup> This plan had been presented for review to representatives of College Council for dissemination and discussion with constituents. The Council is chaired by the President, with membership that includes vice presidents, the Presidents of the Federation of Teachers representing faculty and classified employees, the President of the Academic Senate, President of the Police Officer Association, the President of the Associated Student Body, a management designee, and the Director of Student and Staff Diversity. This particular updated plan went through three years of scrutiny and review with campus representatives prior to its submission for approval by the Board. The Compton Center has also updated its Student Equity Plan with a copy on file at the CCC Chancellor's Office and at the Center's Provost Office.

The Director of Staff and Student Diversity identifies and coordinates a variety of programs including training and development in the area of diversity, cross-cultural communication, and sexual harassment presentations and seminars. The Staff and Student Diversity Office has made available to supervisors and managers, Preventing Harassment Discrimination and Retaliation in Academic Setting/Environment, and will jointly offer this training with Human Resources on an on-going basis in the future.

In addition to programs in support of nationally designated monthly holidays, the college has offered a series of multicultural conferences over the years titled "Celebrating Diversity – A Key to the 21<sup>st</sup> Century" presented by the First Year Experience Program and the Staff & Student Diversity Office. Topics included Teaching Asian Pacific Students in Higher Education (2003), Teaching African-American Students in Higher Education (2003), Teaching and Learning in a Global Community (2004), The Cultural Learning Styles of Latino Students (2005) and Holistic Approach to Teaching and Learning (2007).

To stress the importance of respect, tolerance, and education, the college continues to host a variety of events. Eva Brown, a Holocaust survivor, was Commencement speaker in 2007 and has been a featured speaker in our Resident Artist Series. In Fall 2006, the college had the honor of hosting a Fulbright Scholar from Pakistan, Dr. Toseef Azid. During his stay, Dr. Azid presented a series of lectures for faculty, staff, and students on different aspects of Islam. Plans call for offering employee training on diversity, tolerance, and cooperation, and tours of the Simon Wiesenthal Museum of Tolerance, beginning Spring 2008.

## Self Evaluation

The college meets this standard.

In a survey taken in Spring 2006, 78.4 % of the faculty and staff felt the college climate is respectful of religious, ethnic, and other differences. Students expressed a similar sentiment with over 60% agreeing that the college is equally supportive of women, men, and all racial/ethnic groups.

Under the leadership of the Director of Staff and Student Diversity, the college is beginning its revision and development of the District's Equal Opportunity Plan and is awaiting availability data to be provided by the system office.

***b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.***

## Descriptive Summary

The District actively advertises and promotes within its job announcements the fact that, "The 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, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability or retaliation."

All selection committees include an Equal Employment Representative who is responsible for ensuring that each selection process is fairly and consistently administered to provide opportunity for all interested, qualified applicants.

As part of the hiring process, the District's non-discrimination policy and related materials are now included in paperwork given to all new hires. This had been routinely done for full-time and non-certificated employees, but as of January 2007, the information is also being shared with all "casual" or temporary, non-classified hourly workers and student employees.

An Equal Employment Opportunity Survey is contained within each application for the college. It is entitled "El Camino College is an Affirmative Action -Equal Opportunity Employer." This form contains voluntary statistical data regarding the applicant's ethnicity, age, sex, and source from where he or she learned of the vacant position. Instructions for the form are as follows:

"The following information is necessary for the El Camino Community College District to evaluate its hiring practices and to prepare reports requested by law for the state and federal government. The information will be confidential and will not be used to make a decision about your employment. Your cooperation by providing the information on a voluntary basis will be appreciated. This form will be separated from your application and will not be seen by a reviewing committee."

Human Resources and the Director of Student and Staff Diversity monitor the results of this survey for each recruitment process at various stages. The Superintendent/President reviews the survey summaries for each full-time faculty and management position.

**Self Evaluation**

The college meets this standard.

El Camino College is an equal opportunity employer and has strived to maintain ethnic diversity in all of its hiring practices. There are specific divisions which do not reflect the diversity within the surrounding communities served by the District. Recruitment processes in these divisions are closely monitored to ensure that the process has included appropriate outreach efforts. Since 2003, the college has made some progress in increasing the ethnic diversity of the faculty and staff as reported annually to the Chancellor’s Office:

	2003	2006	2003	2006
	% ethnic diversity	% ethnic diversity	%Female	%Female
Educational Administrators	33.33	40.00	43.1	45.0
Full-time Faculty	23.81	24.93	50.6	52.5
Part-Time Faculty	31.78	35.18	45.6	50.0
Classified Managers	44.44	47.37	44.4	36.8
Classified Professionals	52.83	60.00	83.0	81.8
Classified Support	58.10	59.02	57.5	56.9

*c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.*

The district has established a series of policies on non-discrimination. The college’s goal is to provide an educational and work environment free of sexual harassment and discrimination. They include:<sup>22</sup>

- Board Policy 3410- Non-Discrimination
- Board Policy 1600 - Full Inclusion of People with Disabilities
- Board Policy 3430 - Prohibition of Sexual and Other Forms of Harassment

Administrative Procedure 3410 – Non-Discrimination<sup>23</sup>

The college provides the information to employees and students in a variety of venues. Human Resources provides all new employees with booklets outlining the district’s policies. The policies are also published on the college’s web site and in the college catalog and class schedule.

**Self Evaluation**

The college meets this standard. Through its vision and statement of values, the college advocates an environment of respect and integrity. Workshops are held for employees to ensure they understand their responsibilities in upholding these policies.

In 2001 and again in 2006, the college surveyed faculty and staff about their opinions of ECC life including campus culture/climate; results were generally positive. In the 2006 survey, the ECC workforce felt that the campus was a welcoming environment that was respectful of difference. In addition, the majority of employees felt that management was approachable, provided meaningful feedback and lead by example. A repeated concern from 2001 to 2006, however, was a desire for more open communication on the campus.<sup>24</sup> The College Council tried a discussion board in 2007; however, participation was minimal. In 2008, the Academic Senate president posted the ECC Accreditation Self Study report for comment on a discussion board but less than five people participated. The most common approach used by a very small group of individuals is the employee listservs. Comments are usually topic focused in reaction to an event or policy application. The most recent example is the reaction to a sexual attack on May 23, 2008. Several people made comments about how to avoid future attacks and provided recommendations on how to raise awareness. On occasion, the administration will hold a college forum to address an issue of concern. Forums led by the police chief regarding safety were held on June 2, 2008 and June 4, 2008 in response to the attack.

El Camino College students have very positive impressions of the college environment. In a Spring 2006 survey, a majority felt that faculty and staff had positive attitudes and treatment towards students. And over two-thirds felt that the college had concern for them as individuals and was equally supportive of men and women and all ethnic and racial groups.<sup>25</sup>

**5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.***

**a. *The institution plans professional development activities to meet the needs of its personnel.***

### **Descriptive Summary**

Consistent with its mission, El Camino College strives for excellence in education and student services with well-trained staff and faculty. The Staff Development Office on campus is responsible for designing and providing staff and faculty with relevant programs and training that lead to increased knowledge of advances in educating techniques, customer service, and employee wellness. Staff Development conducts periodic needs assessments for both general and technology training. The results of the assessment assist the Staff Development Coordinator design programs to meet the needs indicated by the employee. Management, Classified and Faculty Development committees also assist in planning programs for their constituent groups. Staff development opportunities are advertised throughout campus email listserv and inter-office mail for those without access and are available to employees from both campuses.<sup>26</sup>

Along with campus-wide opportunities available to the general staff and faculty, individual departments and divisions also provide staff with professional development opportunities. Any

program (conference, seminar, or other training) that is relevant to an employee's service is made available to employees. Attendance to such programs is subject to approval from managers and the office of Human Resources.

Training programs are offered through the Staff Development Office on specific flex days and throughout the year. Constituent committees provide input and recommendations geared specifically to faculty and staff interests and needs to carry out the mission of the college.<sup>27</sup> These activities range from area specific activities, such as brown bags where faculty focus on the educational program and ideas to improve student learning, to topics of more global interest. In recent years, the college has been focusing on two areas: student learning outcomes and distance education. The Teacher Education Program is sponsoring a series of workshops for faculty to improve student learning and success.

Recognizing the importance of providing time, resources, and support to new full-time faculty, the college initiated the New Faculty Learning Academy in 1998. During each fall semester, new faculty members from a variety of disciplines have an opportunity to become better informed about both administrative and academic issues.<sup>28</sup> To expose the faculty to the methodology of "On-Course," staff development is restructuring the four modules of the academy using on-course strategies.

Classified and police bargaining units have funds set aside for professional growth activities for their members on a first-come, first-served basis. In recent contract negotiations, the amount of money was increased from \$15,000 to \$20,000 for the classified employees. In addition to the professional growth funds, the college sponsors a professional development day during the spring semester for staff. The college also sponsors an educational reimbursement program for all employees for classes taken at El Camino.

### **Self Evaluation**

The college meets this standard. Periodically the Staff Development Office conducts needs assessments to assist in the planning of professional development activities. The assessment process used this fall helps illustrate how the needs of the individual were blended with the needs of the institution. At a Management Forum, managers were asked to identify their needs and the strengths and needs of their classified employees. Utilizing an auto response system, the strengths and needs were identified throughout the organization.<sup>29</sup> The classified staff completed a similar needs assessment, and the information was used by the Classified Development Committee to develop a series of workshops offered during January.

The Faculty Development Committee working with the Staff Development Coordinator plans different professional development activities to meet the needs of the faculty in the classroom. This includes On-Course which teaches strategies to empower students to become responsible learners and ETUDES training for course management system used in on-line education. In Spring 2006, a technology needs assessment was initiated and, a series of workshops were offered throughout the year to address the identified needs.

- b. With the assistance of participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.***

### **Descriptive Summary**

At the end of professional development programs on campus, participants evaluate the importance and effectiveness of the program to ensure that the learning needs of staff and faculty are met through relevant programs.

The Staff Development Coordinator tallies and evaluates information from the evaluations and shares the information with the presenter(s) of the program. Feedback collected is then used by the Staff Development Office to improve future programs.

### **Self Evaluation**

The college meets the standard. Typically, the Staff Development Office coordinates over 140 non-technology programs throughout the year that are attended by 1000 plus employees (duplicate count). Over 74% of attendees responded to the program evaluations. On a scale of 1-5 (highest), the average rating was 4.73, with 93% percent indicated that the program should be repeated and 97% indicated that ideas presented in the workshop could be used in the classroom to improve student success or on the job.

As part of the evaluation process, attendees are asked how the program might be improved. As mentioned above, this information is shared with the presenter and with the appropriate committee to refine the programs that will be repeated. Comments in this area tend to focus on handout materials, room conditions, and time constraints. Suggestions for future programs are also solicited and shared with the appropriate committee to use in planning future programs.<sup>30</sup>

There are 36 technology classes with over 521 attendees (duplicate count) that were scheduled during the 2006-07 academic year. For the non-certificate-based classes such as Word, Excel, and Outlook, evaluation ratings were above average for 90% of the workshops (4.5 out of 5). Comments from the post training evaluations indicate a high rate of satisfaction among the participants about the programs success with meeting the training objectives and teaching them new technology skills they could use in their workplace.

Training workshops that were certificate-based were the *Teaching Online: Building Content* and *Introduction to ETUDES-NG* workshops. Out of the 48 participants that registered and attended the Teaching Online workshop, 45 successfully completed the training and received a Certificate of Completion. Out of the 23 participants that registered and attended the Introduction to ETUDES-NG workshop, 15 successfully completed the training and received a Certificate of Completion. Individual comments from the post-course evaluations support the high satisfaction rating among the participants in the certificate-based workshops. Both quantitative and qualitative data collected at the end of the certificate based workshops reveal that participants were overwhelmingly confident about using the new skills they learned to effectively teach at a distance.

The evaluations for both types of programs indicate how the professional development needs of those attending the programs offered are being effectively met.

- 6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.***

### **Descriptive Summary**

Human resource planning occurs at various levels throughout the college. The college continually evaluates the policies, needs, and effectiveness of its human resources. All levels of management review levels of staffing and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the college's goals.

As part of the development of the district's master plan, area managers have completed a 10-year trends and projections form. This analysis includes an analysis of staffing trends in each area.<sup>31</sup> The college utilized this information to generate a staffing plan that was incorporated into the Education Master Plan. Each Vice President meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President.

Each fall, the Vice President of Academic Affairs and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member.<sup>32</sup> The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President.

### **Self Evaluation**

The college meets this standard. The college is constantly reviewing its human resources planning to ensure effective use of personnel to improve services. Areas are in the process of updating their staffing plans as the college prepares to update the Education Master Plan.

- 
- <sup>1</sup> [www.elcamino.edu/administration/hr](http://www.elcamino.edu/administration/hr)
- <sup>2</sup> Justification for Filling Establish Non-Faculty Vacant Positions -  
<https://secure.elcamino.edu/portal/Compton/justification%20for%20filling%20established%20vacant%20positions.doc>
- <sup>3</sup> Sample job descriptions – administrative, classified and academic
- <sup>4</sup> <http://www.elcamino.edu/administration/board/boarddocs/7000/7120.doc>
- <sup>5</sup> [http://www.elcamino.edu/administration/hr/docs/ECCE\\_FinalVersionofECCEAgreement2007-2010.pdf](http://www.elcamino.edu/administration/hr/docs/ECCE_FinalVersionofECCEAgreement2007-2010.pdf)
- <sup>6</sup> <http://www.elcamino.edu/administration/hr/docs/ECCFTcontract.pdf>
- <sup>7</sup> Local Minimum Qualifications List
- <sup>8</sup> Hiring Procedures for Faculty
- <sup>9</sup> Board Policy 4119 – Equivalence to the Minimum Qualifications
- <sup>10</sup> <http://www.elcamino.edu/admissions/docs/Catalog.pdf>
- <sup>11</sup> <http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf>
- <sup>12</sup> Evaluation logs for classified and management
- <sup>13</sup> Compton faculty evaluation schedule
- <sup>14</sup> Compton faculty evaluation procedures
- <sup>15</sup> Faculty Development Project Proposal
- <sup>16</sup> Compton Student Evaluation Form
- <sup>17</sup> Faculty Evaluation Forms
- <sup>18</sup> <http://www.elcamino.edu/administration/board/boarddocs/2000/2715.doc>
- <sup>19</sup> Five Year Plan to Improve Full-Time/Part-Time Ratio
- <sup>20</sup> Board Policies
- 7100 – Commitment to Diversity  
<http://www.elcamino.edu/administration/board/boarddocs/7000/7100.doc>
  - 7120 - Recruitment and Selection  
<http://www.elcamino.edu/administration/board/boarddocs/7000/7120.doc>
  - 7310 – Nepotism  
<http://www.elcamino.edu/administration/board/boarddocs/7000/7310.doc>
  - 4119 – Equivalency of Minimum Qualifications
- <sup>21</sup> Student Equity Plan
- <sup>22</sup> Board Policies
- 3410 – Non-Discrimination  
<http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>
  - 1600 – Full Inclusion of People with Disabilities  
<http://www.elcamino.edu/administration/board/boarddocs/1000/1600.doc>
  - 3430 – Prohibition of Sexual and Other Forms of Harassment  
<http://www.elcamino.edu/administration/board/boarddocs/3000/3430.doc>
- <sup>23</sup> <http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>

---

24

<http://www.elcamino.edu/administration/board/boarddocs/3410%20Nondiscrimination%20approved%2011-20-06.doc>

<sup>25</sup> [http://www.elcamino.edu/administration/ir/docs/surveys/Results\\_SSO\\_SP06\\_Part1.pdf](http://www.elcamino.edu/administration/ir/docs/surveys/Results_SSO_SP06_Part1.pdf)

<sup>26</sup> Sample announcements -

[http://www.elcamino.edu/administration/staffdev/Flex\\_Calendar\\_Desc\\_updated.pdf](http://www.elcamino.edu/administration/staffdev/Flex_Calendar_Desc_updated.pdf)

<sup>27</sup> Minutes of committee meetings

<sup>28</sup> New Faculty Learning Academy – Fall 2007

<sup>29</sup> Management Needs Assessment

<sup>30</sup> Sample evaluation reports - <https://portal.elcamino.edu/portal/main.html>

<sup>31</sup> Trends and Projection Forms - <https://portal.elcamino.edu/portal/main.html>

<sup>32</sup> Faculty Identification Form