Standard II: Student Learning Programs and Services

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

A. Instructional Programs

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

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

Descriptive Summary

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

El Camino College is dedicated to fulfilling its mission and upholding its integrity in all programs offered by the college at the main campus as well as at the Compton Center[3] and other off-campus locations. Through careful planning and review of curriculum, the program review process, regular faculty evaluations, articulation with transfer schools, and compliance with outside accrediting bodies for some vocational programs, El Camino College continually demonstrates the integrity of all academic offerings.

As new curriculum originates at the instructional divisional level, the initiators are required to document how the course will fit in the current program and meet the college's mission and goals.[4] The proposed curriculum is reviewed by the division curriculum committees and moves forward if approved to technical review and is then reviewed by the College Curriculum Committee (CCC).[5, 6] If courses are approved by the CCC, they are forwarded to the Office of the Vice President of Academic Affairs for final review and approval by the Board of Trustees. All new courses that are designated as transfer courses are sent either to the CSU General Educational Committee or the IGETC committee for review and articulation. There are some programs at the College like Radiologic Technology, Nursing, and Respiratory Care that require external review and certification. The Paralegal Studies Program also requires approval of all changes by the American Bar Association Education Committee. The college is engaged in the statewide effort to improve instruction and curriculum in the basic skills program and is currently engaged in a partnership Title V Federal program to improve mathematics instruction with a focus on developmental education.

The college has a well-thought out program review process in place in Academic Affairs[7] and Student Services.[8, 9] During the program review process faculty are asked to evaluate the overall curriculum, identify new trends and or emerging technology, and determine whether or not new courses and or programs need to be established. Both areas have made significant steps to review their respective programs and are placing the recommendations from those program reviews in unit plans to potentially receive funding.

The college was established 62 years ago, and during this time took great pride in the development of a comprehensive general education transfer program[10, 11] and in career technical programs. The college has

course offerings that meet all of the general education criteria for an Associate of Arts degree and that transfer to the CSU, UC, and private universities. The college employs a full-time articulation officer to ensure that all programs are current and articulate to the CSU, UC, and private universities. All instructional programs are assessed for currency on a six-year cycle of course review[12] by the CCC. Each division is required to review and update courses any time changes are made to the general course outline in order to keep the courses current. Certificates in career track courses and programs are responsive to changes in the labor market based on student enrollment and the advice from advisory committees. In addition to Career and Technical Education (CTE), staff development and sabbaticals, faculty in vocational programs are encouraged to take advantage of professional development opportunities and short-term training available in their respective fields. Some of the vocational faculty are certified by external agencies in their respective fields. Tied into regular course review and revision are the required program reviews for each major program discipline group. The college is not organized into academic departments; instead, discipline groups within each of the eight instructional divisions are recognized as the operational units for course offerings.

The college is fully engaged in the implementation of Student Learning Outcomes (SLO)[13] and assessment.[14] To support this program, the college appointed two SLO coordinators in the instructional program and one in the Student Services program. The coordinators report to the Vice President of Academic Affairs and the Vice President of Student Services respectively; in addition, the coordinators make regular reports to the Academic Senate. The college is taking a very systematic approach to training faculty to develop SLOs and assessments. The college has dedicated the last three major institutional flex days to SLO training, and since last fall has scheduled assessment of learning weeks so that faculty can work with each of the coordinators or their respective division representatives on the Assessment for Learning Committee to develop their individual course SLOs and assessment programs. The SLO coordinators write a final report[15] each semester detailing accomplishments, the number of courses that went through the SLO development process and the courses that began the development of assessments. All of this information is detailed by

division and posted online. The Vice President of Academic Affairs makes reports on the status of accreditation and the progress of SLOs to the Board of Trustees.[16, 17]

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

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

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

The college experiences healthy performance rates

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

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

Descriptive Summary
El Camino College is committed to providing opportunities and accessibility to students of varied ages, cultures, ethnicities, abilities and backgrounds. The faculty, counselors, administration, and staff work together to serve the community as it continues to change. ECC enhances its diverse community as it supports the mission of ensuring student success by offering quality, comprehensive educational opportunities.

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

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

The ECC student body is 55% female and 45% male. The ethnicity data for ECC students indicates approximately 32% Latino, 21% white, 18% African American, 13% Asian, 4% Filipino, and 12% Native Americans, Pacific Islander, Unknown or Declined to state. The largest ECC district enrollment categories consist of groups ages 18 and 19 year olds (approximately 13% of total enrollment each) In addition, approximately 12% of our students are age 25 to 29 and 12% are age 30 to 39.[19]

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

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

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

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

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

Research completed by ECC's Institutional Research staff for Spring 2006[22] indicates that the El Camino campus is successfully achieving its goals when serving students, including 17-21 year olds, Latinos, Pacific Islanders, and out of state and international students. The college continues to address strategic recruitment efforts based on location and type of student, such as traditional college-age students and working adults. Particular attention has been given to maintaining and increasing enrollment at the ECC Compton Center during the last two school years. Demographic change in the area served by the Compton district will require new approaches as ECC works to ensure that the Compton Center recovers from the declines in enrollment brought about by the loss of accreditation and its transition to a Center of El Camino College.

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

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

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

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

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

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

During the fall of 2005, ECC's Institutional Research Office completed an Academic Performance Profile[23] that included comparisons of performance measures with five comparable California Community Colleges (Cerritos, Long Beach City, Mt. San Antonio, Pasadena City, and Santa Monica). These colleges were chosen because, like ECC, they are large, urban/suburban, ethnically diverse, and in single-college districts.

The Profile addresses academic performance five areas:

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

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

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

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

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

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

Self Evaluation
The College meets the standard.

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

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

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

To ensure that instructional methods fit the objectives and content of courses, courses are reviewed at the division level and at the college level by the College Curriculum Committee. The college curriculum forms require faculty to respond to a section that details the methods of instruction, and the originators must explain and justify the methods of instruction that include lecture, lab, discussion, multi-media presentations, demonstration, group activity, role-play/simulation, guest speakers and field trips or other methods. Delivery methods are evaluated through program review and through classroom observations when faculty are evaluated; however, most faculty also employ some form of student evaluation at the end of the semester.

Generally faculty members review their students' performance on the examinations to ensure that students are learning the information and are able to demonstrate their knowledge and skills throughout the semester. All of the faculty members are in the process of developing SLOs and assessments of the SLOs with the goal of improving instruction. This process is in development and the faculty are learning the methodology. The expectation is that as faculty members' skills with the use of SLOs improve, their instructional programs will also improve.

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

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

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

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

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

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

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

All distance education courses at El Camino College must meet the same standards of quality that apply to traditional classroom courses. The college follows the guidelines provided in Title 5 regulations regarding offering distance education courses throughout the curriculum. All online courses are credit and most are transferable. The courses must go through a rigorous review before they are approved for online delivery. This process is outlined in the Distance Education Guidelines and College Curriculum Committee procedures. The Division Curriculum Committee must approve each course, and the Distance Education Advisory

Committee reviews the courses before submission to the CCC. The college places emphasis on ensuring effective regular contact between students and faculty and maintaining content and assessment integrity.

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

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

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

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

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

The college stays current, offering courses utilizing a

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

Planning Agendas
1. The college will evaluate the progress of SLOs on a regular basis (IIA.1.b).
2. The college will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).
3. The college will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).

c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary
The college began its compliance with the SLO mandate in Fall 2004[25] with the formation of an SLO task force to investigate how to respond to the new ACCJC standards asking community colleges to create and assess SLOs. The members of this task force looked at examples from other schools and attended workshops to assist with the implementation of SLOs at ECC.

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

During academic year 2006-2007, SLO implementation began in earnest. The task force was dissolved, and in its place, a college-wide committee, called the Assessment of Learning Committee,[27] was formed. One of the first tasks of this committee was to reformulate the Institutional Learning Objectives into more formal core competencies. Input regarding the content of these core competencies was requested

from the campus at large. At the end of the drafting process, the committee developed five core competencies, which the committee as well as the Academic Senate, thought reflected the learning goals of the entire campus. The Academic Senate ratified these core competencies on March 6, 2007.

The Core Competencies are as follows:[28]

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

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

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

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

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

Summary of Progress (After Spring 2008 Flex Day)

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

Self Evaluation

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

Since Fall 2006, ECC has made significant and rapid progress. Given ECC's unique approach in writing SLO statements, assessments and rubrics at the same time, and immediately assessing, faculty have been able to see the whole process. This has led to less faculty resentment toward the process, and a widespread acceptance of not only the SLO mandate, but also the philosophy behind it: using complete assessment cycles to improve student learning. While faculty resistance still does exist, it is lessened by the fact that they do not feel like they are just rewriting course objectives, but rather they know that SLO statements are only an entrée into the larger process of assessment and improving student learning.

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

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

Planning Agenda

1. During Fall 2008 flex day, all programs will come up with plans to meet the following deadlines (IIA.1.c):

   • All courses will have an SLO and assessment plan in place by the end of Fall 2009.

   • All programs will write a first draft of their program/degree SLOs by Spring 2009.

   • All programs will continue assessing SLOs. Number of assessment cycles completed by each program will depend on the size of the program.

     – Small programs (5 or fewer full-time faculty) will complete one assessment cycle per year.

     – Medium programs (6 to 12 full-time faculty) will complete two assessment cycles per year.

     – Large programs (13 or more full-time faculty) will complete three assessment cycles per year.

2. The College will develop an assessment instrument for the core competences to improve the general education instructional program (IIA.1.c).

3. The College will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes (IIA.1.c).

2. ***The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.***

*a. **The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.***

Descriptive Summary

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

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

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

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

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

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

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

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

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

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

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

Self Evaluation

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

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

generally effective at overseeing the curriculum review process. The Curriculum Advisor is a full-time position.

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

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

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

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

Student progress towards achieving the outcomes identified by the faculty is assessed as part of the SLO cycle. One result of the SLO program is greater emphasis on clear statements of expectation, usually through the use of rubrics. Faculty members have increased their use of rubrics, adding to the level of transparency and allowing students greater understanding of how to achieve their goals.

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

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

Planning Agenda
1. The college will continue to develop, assess, and revise SLOs and assessments for all college courses, programs, certificates, and degrees (IIA.2b).

c. ***High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.***

Descriptive Summary
Quality of instruction at El Camino College is demonstrated through several processes. All course outlines must be reviewed by three separate collegial bodies: department faculty, division curriculum committees, and the College Curriculum Committee. During this review, department faculty are

instrumental; faculty update course outlines according to overall program and course content trends and texts, current developments in modes of delivery, course sequencing, needs of the community, results of program review, and established course- and program-level student learning outcomes. As SLO assessments are conducted, these results are also considered in updating course outlines.

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

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

Self Evaluation
The college meets the standard. The college curriculum process requires faculty to respond to questions on the forms that stimulate reflection and

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

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

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

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

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

6. Celebrating Abilities-Special Resource Center Open House
7. An Introduction to Service Learning
8. A one-day conference: Holistic Approach to Teaching & Learning: Academics and Beyond

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

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

1. The Learning Communities program offers linked classes in which the subject matter of two or more classes is integrated. The classes may be designed around a unifying theme to reinforce the students' learning. Students and faculty learn from each other and build a sense of community.[33]

2. The First Year Experience program is designed to help students be successful in their first year of college life by providing a supportive, caring environment of educational and career services.[34]

3. Mathematics, Engineering, and Science Achievement program (MESA) provides support to community college students who are majoring in math or science so they excel academically and transfer to four-year institutions.[35]

4. The Honors Transfer Program is designed to better prepare the highly motivated student to transfer successfully to a university and complete a bachelor's degree.[36]

5. Project Success is a recruitment and retention program that originally targeted recent African American high school graduates from the inner city areas of Los Angeles County, California. The program is open to any at–risk student who just graduated from high school and is serious and motivated.[37]

6. Puente Project's original program mission was to increase the number of Mexican American/Latino students transferring to four-year colleges and universities. Puente is open to all students.[38]

7. Special Resource Center exists to assist disabled students to perform on an equal basis with non-disabled students in an integrated campus setting. Over 1200 students are currently receiving services.[39]

8. Supplemental Instruction offers a series of weekly review sessions for students enrolled in selected courses.[40]

9. The Women in Industry & Technology Program is a support program for women who want to enter non-traditional careers, providing a forum for guest speakers, lectures, field trips, and tours. It also provides counseling, peer support group, tutoring, and child care, and assists with employment, internships, and apprenticeships.[41]

10. Community Education places emphasis on the development of skills necessary for the workplace and for lifelong learning. Instruction is offered through small groups and individual study and is often aided by computers.[42]

11. The Learning Resources Centers at El Camino and Compton Center provide academic support resources and tutorial services and computer access to all students across all divisions.

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

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

Self Evaluation

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

Compton Center students have access to WIT, LRC, and SRC on campus. Efforts are underway to expand Compton's offerings and to implement others of those listed above.

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

Descriptive Summary

The college evaluates the effectiveness of its courses and programs through consistent program review. ECC's program review process has been revised substantially since the last accreditation self-study. The new program review process was developed as follows: first, a faculty member received course release time to conduct a meta-review of area program review processes. The faculty member examined program reviews of sixteen California community colleges for their relevancy to program faculty, their focus on SLOs, their ability to integrate program review with overall campus planning, and

their faculty-friendly structure. The results of this meta-review were presented to a newly-formed Program Review Task Force. The Task Force combined faculty and administrators from all divisions on campus. After much discussion, the Task Force developed a program review process it felt would benefit students and faculty without becoming so unwieldy as to make its completion by faculty a labored and unproductive chore, and would ensure that programs maintain academic integrity and quality. The approved process is based on a six-year cycle and focuses on the effectiveness of stated objectives through both a curricular review and an emphasis on active learning. All academic programs follow program review procedures, regardless of the program type. Several campus programs that receive special accreditation undergo external program reviews by accrediting agencies. For these programs, their accreditation reports serve as their program reviews. Such externally-reviewed programs include Nursing, Paralegal Studies, Radiological Technology, and Respiratory Care.

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

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

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

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

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

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

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

Self Evaluation
The college meets the standard. The faculty whose programs have completed program review process reported meaningful and increased discussions among the program faculty. Contributions to the program review process were provided by Institutional Research, the Articulation Officer, the Curriculum Advisor, and administrators. Faculty report satisfaction that direct linkage between planning and funding assures that evaluation and goal-setting do not end at the program level. Some

faculty have reported that the new review process itself has created a means by which programs can achieve and maintain a higher level of integrity. The process aids faculty in determining program needs and to develop appropriate recommendations for their programs and this has deepened the faculty's level of reflection and research, according to faculty members who already have participated in the new process.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Certificates require the following GPA:

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

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

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

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

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

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

Planning Agendas
1. The college will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).
2. The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.i).

3. ***The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.***

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

> The degree requirements lead students through patterns of learning experiences designed to develop certain capabilities and insights through general education. El Camino College recognizes the need to provide a multidimensional, multicultural and integrative general education curriculum, as the core of associate degree. With this objective in mind, El Camino College pledges to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding.[44]

During the years 2002-2005, an Associate Degree Committee, established by the Academic Senate and the Vice President of Academic Affairs, thoroughly reviewed general education requirements and proposed changes. The Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of "General Education Criteria for Associate in Arts and Associate in Science Degrees," which was presented to the College Curriculum Committee (CCC) and approved by the Board of Trustees.[45] This statement is published in the College Curriculum Handbook[46] and the College Catalog.[47] The degree requirements for an associate degree at the college include six areas of general education:

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

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

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

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

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

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

Descriptive Summary

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

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

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

Self Evaluation

The college meets the standard.

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

Descriptive Summary

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

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

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

Self Evaluation

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

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

Descriptive Summary

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

Self Evaluation

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

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

Descriptive Summary

The college catalog lists all degree programs, along with their required courses, the number of units needed, the courses that can be used to fulfill electives, and in some cases the career path for which the program prepares the student. The catalog lists 30 Associate in Arts Degree programs and 47 Associate in Science Degrees, for a total of 77 AA/AS degrees.[52]

The definition of the Associate Degree states that:

> The Associate Degree leads students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

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

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

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

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

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

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

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

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

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

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

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

Cosmetology
California State Board of Barbering and Cosmetology
First time pass rate, 2006-1007: 72%

Fire and Emergency Technology - Paramedic
National Registry Examination for
Emergency Medical Technician - Paramedic
Pass rate (first attempt) 1998-2007: 79%
Pass rate (up to five attempts) 1998-2007: 100%
Fire and Emergency Technology - Firefighter I
California State Marshall certification
Certification requires at least an 80% grade in the program and completion of a one-year internship, but not an examination

Nursing
National Licensing Examination (NCLEX-RN)
Pass rate: 93%

Radiologic Technology
State Fluoro Examination
Pass rate (first attempt) 2007: 100%
National Registry Examination (ARRT)
Pass rate (first attempt) 2007: 100%

Self Evaluation
The college meets the standard. As noted earlier in this section, students must earn a minimum 2.0 GPA for a degree, and there are three levels of scholarship for certificates of achievement. These requirements ensure students earning degrees and certificates demonstrated the necessary skills and competencies

to meet the requirements of the labor market in their respective field of study. The college does not collect post-graduation information about student placement and success in the labor market.

Planning Agenda
1. The Office of Institutional Research will coordinate with State employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).

6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary
The College Catalog is available at the bookstore for purchase and is also available online[54] at no cost. The catalog includes a description of each degree and certificate program. Each description consists of the knowledge and skills students will develop as well as the courses required to complete the program. The catalog description is proposed by faculty in the discipline and approved by the College Curriculum Committee as a component of the adoption or review of the program. The catalog is reviewed and revised every year to reflect changes in certificates, degrees, courses, prerequisites, articulation status, and other related requirements. The catalog is a comprehensive publication that is kept current by the Office of Academic Affairs. All faculty are required by the labor agreement and college policy to complete and distribute to students a comprehensive course syllabus that describes content, course objectives, examination requirements, and other information required for students to successfully complete the course. Syllabi are distributed on the first day of instruction and in some cases, are available on the instructor website. All division offices are required to maintain a copy of the current course syllabi. The college is in the process of developing a model course syllabus for new instructors and for those revising their syllabi.

Self Evaluation
The college meets the standard.

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

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

a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

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

In addition, El Camino College participates in articulation agreements and employs a faculty coordinator as Articulation Officer to assure that El

Camino facilitates the mobility of its students.

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

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

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

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

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

Planning Agenda
1. The college will develop a degree audit program in the next four years (IIA.6.a).

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

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

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

Self Evaluation
The college meets the standard.

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

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

In addition, the entire catalog and a Compton Center supplement are available in electronic form online.[59][60] A link to the catalog may be readily found from the main page of the college website under the heading Academics. Information is also available on the catalog webpage indicating that the catalog is

available for purchase at the campus bookstore and that it may be ordered by mail for a small fee.

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

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

Other materials that represent the college are overseen by the Public Relations and Marketing Office to assure that information is accurate and trustworthy.[62] This department has available both online and in hardcopy form a Communications Guide & Publications Standards booklet[63] in order to assure that the college maintains integrity in all representations about its mission, programs, and services.

Self Evaluation
The college meets the standard.

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

Descriptive Summary
The Board of Trustees adopted Board Policy 4030 Academic Freedom[64] and Board Policy 5138 Standards of Conduct.[65] Both policies are available on the college website and in the college catalog. The college mission statement, statement of philosophy, statement of values, and guiding principles are published in the college catalog and on the college website.

Self Evaluation
The college meets the standard.

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

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

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

The policy recognizes academic freedom by stating that each faculty member

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

The policy also states standards of responsibility; for example:

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

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

Self Evaluation
The college meets the standard.

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

Descriptive Summary
Student academic honesty is addressed in Board Policy 5138, Standards of Conduct, which is published in the College Catalog.[68] The policy states that: "Dishonesty, include[s] but [is] not limited to cheating, plagiarism or knowingly furnishing false information to the college. When there is evidence of cheating or plagiarism in classroom work, students may receive a letter grade of "F" for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate." The catalog includes detailed examples of forms of cheating and/or plagiarism.[69] In addition, many faculty members include a statement in the course syllabus indicating the definition and the consequences of plagiarism.

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

Self Evaluation
The college meets the standard.

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

This standard is not applicable to El Camino College.

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

This standard is not applicable to El Camino College.

References

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[2] http://www.elcamino.edu/admissions/schedule.asp

[3] http://www.elcamino.edu/admissions/docs/COM-0708-Catalog.pdf

[4] http://www.elcamino.edu/academics/ccc/forms/CCCForm2.doc

[5] http://www.elcamino.edu/academics/ccc/handbooksections.asp

[6] http://www.elcamino.edu/academics/ccc/officialforms.asp

[7] http://www.elcamino.edu/administration/vpaa/program_review.asp

[8] https://portal.elcamino.edu/portal/main.html

[9]
https://secure.elcamino.edu/portal/Documents/050808Final%20Draft%20Categorical%20Program%20Review%20Jan%202007.pdf

[10] http://www.elcamino.edu/studentservices/co/transferreq.asp

[11] http://www.elcamino.edu/studentservices/co/transferservices.asp

[12] http://www.elcamino.edu/academics/ccc/s5reviewtimeline.asp

[13] http://www.elcamino.edu/academics/slo/forms.asp

[14] http://www.elcamino.edu/academics/slo/

[15] http://www.elcamino.edu/academics/slo/progressreports.asp

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[17] http://www.elcamino.edu/administration/board/minutes/2008/3-10-08_FINALminutes.pdf

[18] http://www.elcamino.edu/administration/ir/docs/regional/DistrictData2000Census.pdf

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[20] http://www.elcamino.edu/administration/ir/docs/eccprofile/StudentProfile_Compton_Fall2006.pdf

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[24] http://www.elcamino.edu/administration/ir/

[25] http://www.elcamino.edu/academics/slo/history.asp

[26] http://www.elcamino.edu/academics/slo/history.asp

[27] http://www.elcamino.edu/academics/slo/collegecommittee.asp

[28] http://www.elcamino.edu/academics/slo/corecomps.asp

[29] http://www.elcamino.edu/academics/slo/

[30] Rubric for Assessment of Progress Toward Implementing an SLO Framework for a Community College

[31] http://www.elcamino.edu/academics/ccc/

[32] http://www.elcamino.edu/academics/ccc/officialforms.asp

[33] http://www.elcamino.edu/studentservices/fye/lc/LC_Schedule.asp

[34] http://www.elcamino.edu/studentservices/fye/about.asp

[35] http://www.elcamino.edu/academics/mathsciences/mesa/index.asp

[36] http://www.elcamino.edu/academics/honorstransfer/

[37] http://www.elcamino.edu/studentservices/co/projectsuccess.asp

[38] http://www.elcamino.edu/studentservices/co/puenteproject.asp

[39] http://www.elcamino.edu/academics/src/

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[41] http://www.elcamino.edu/academics/wit/index.asp

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[45] http://www.elcamino.edu/administration/board/minutes/4-18-05_minutes.pdf

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[51] http://www.elcamino.edu/academics/slo/docs/assessment_of_learning_committee/agendas/9-10-07%20Agenda.pdf

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[53] http://www.elcamino.edu/admissions/docs/Catalog.pdf p. 31

[54] http://www.elcamino.edu/admissions/catalog.asp

[55] http://www.elcamino.edu/studentservices/co/transferservices.asp

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[67] http://www.elcamino.edu/administration/board/policies.asp

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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[1] institution that utilizes the matriculation[2] 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.[3] It lists the name of each Student Support Program, the contact information, the purpose, and the services offered.[4] 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.[5]

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.[6, 7]

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).[8]

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.[9]

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.[10]

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.[11, 12]

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.[13, 14]

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.[15]

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.[16]

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.[17]

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.[18]

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[19] 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.[20]

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[21] has been very successful in transferring thousands of students to four-year universities.

113

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.[22, 23]

The Student Athlete Independent Learning (SAIL)[24] 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).[25]

The Women in Industry and Technology (WIT)[26] 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[27] and student surveys[28, 29] 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[30] 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[31] 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[32] is easily found in the index of the catalog. It can also be downloaded from the college website.

Information regarding financial aid[33] is readily available in the catalog beginning on page 22 as well as page 273 of the ECC second edition catalog (Compton Center).[34] 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.[35]

Names and degrees of all ECC faculty[36] members are listed in the back of the catalog from pages 244 to 259 with Compton Educational Center faculty[37] 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[38] and on the inside covers of class schedules.[39] The second edition of the catalog lists

the Compton Center Provost[40] (page 279).

The college has an approved academic freedom statement,[41] 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,[42] and Financial Aid[43] 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.[44]

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.[45]

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.[46] 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.[47]

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,[48] program review recommendations,[49] 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 increases 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.[50] 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.[51]

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.[52]

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

- 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,[54] 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.[55] 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[56] 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
20	Parking facilities and services	4.15	6	Library programs and services	4.09
1	Academic counseling services	3.97	19	Computer support and services	3.94
6	Library programs and services	3.91	10	Financial aid services	3.75
10	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).

"Intend to Transfer" Educational Goal
Upon Entry and Following Matriculation
Fall 2003 through Spring 2006
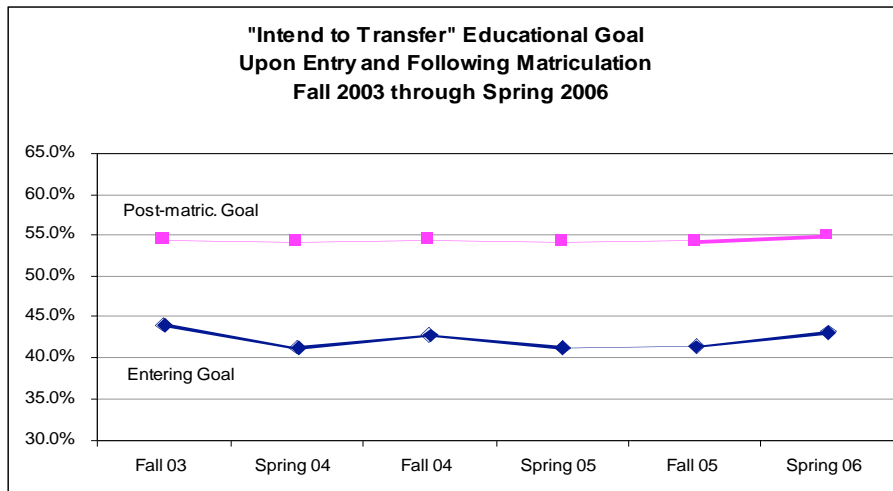
Educational Goal	Fall 03	Spring 04	Fall 04	Spring 05	Fall 05	Spring 06
Transfer (Entering)	44.0%	41.2%	42.9%	41.2%	41.4%	43.1%
Transfer (Post-Matriculation)	54.5%	54.1%	54.5%	54.1%	54.3%	54.9%
Undecided (Entering)	31.6%	33.3%	31.6%	33.3%	33.2%	31.8%
Undecided (Post-Matriculation)	22.7%	22.5%	22.7%	22.5%	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.[57]

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.[58]

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.[59]

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).[60] 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[61] 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[62] assists students with special physical and mental challenges.

The Financial Aid[63] Office assists students that demonstrated a financial need.

The EOP&S and CARE Programs[64] assist students with financial and educational challenges.

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

The Puente Project[66] 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[67] 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)[68] 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,[69] 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.[70]

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[71, 72] throughout the years securely and confidentially.[73] 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.[74] 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[75] to the Planning and Budgeting Committee (PBC) for consideration and endorsement. The PBC chose selected items from the list of recommendations[76] based upon the PBC's priority of funding plans that promoted student success and retention. The recommendations[77] 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)[78] 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)[79] 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 an 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.[80] 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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Standard II: Student Learning Programs and Services

C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the service.

1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of locations or means of delivery.

El Camino College (ECC) offers students, faculty, and staff several sources for obtaining library information and academic support. The primary sources are the El Camino College Schauerman Library, the El Camino College Music Library, the Learning Resources Center, and the Media Services department. The library and learning support services at El Camino College collectively are called the Learning Resources Unit. [1] Since 2007, the El Camino Learning Resources Unit has also included the Compton Educational Center Library and Learning Resource Center.

In 2003, a reorganization of the college occurred which downsized the Instructional Services Division from a division to a unit called the Learning Resources Unit. The instructional programs formerly included in the Instructional Services Division, including Library Information Science, Academic Strategies, Human Development, and the Special Resource Center, were moved to other academic divisions.

The ECC Learning Resources Unit (LRU) has a director and two faculty coordinators, one each for the Learning Resources Center and Media Services/Distance Education, six full-time librarians, seven part time librarians, and approximately 15 full-time classified staff. [2] The Compton Educational Center Library and Learning Resource Center has two full-time, and three part-time librarians and one

Learning Resources Center has one full-time and two part-time faculty members. The Compton Center Library has been under the LRU's supervision since October 2006.

Other divisions and learning centers have additional resources for student support.

An art gallery, planetarium, museum, and various computer labs also provide learning resources in the form of text, realia, exhibitions, media materials, technology, and tutorial programs.

El Camino College Library

The Schauerman Library is divided into several departments, including Collection Development/Acquisitions, Bibliographic Instruction, Cataloging and Acquisitions, Systems Development, Public Access, and Reference. [3]

The Acquisitions department is responsible for coordinating the selection of new book titles by faculty and librarians, for the purchase and receiving of new books, and for the discarding of outdated, worn, or mutilated titles. The main goal of the department is to ensure that the collection adequately meets or exceeds the needs of the college curriculum by providing the necessary supplemental and research titles for class assignments in all disciplines. For example, Acquisitions works with disciplines that have accrediting criteria, like Nursing and Law, and uses faculty and student survey results to appropriately update the collection. In addition, the department provides titles in sufficient quantity (given circulation figures, hold requests, and the current budget) on topics of current interest to prepare papers, speeches, and debates.

The Bibliographic Instruction department provides students with instruction and assistance in retrieving information and researching resources. The librarians meet with classes and instruct them in the use of specific reference materials and in the use of various databases using either lecture or hands-on lab setting. The department also hosts other services like Brown Bag programs and Lunch Hour Labs, which offer informal instruction on library related issues or programs.

The Cataloging department is responsible for the cataloging and physical processing of materials for the Library. The Cataloging Department currently uses a part-time librarian to oversee the processes of that area and relies solely on the expertise of a single paraprofessional for its day to day activities.

The Systems Development department is responsible for the management and maintenance of the online databases, as well as the Library's integrated library system, which includes the Millennium online book catalog, implemented in 2006.

The services offered by the Cataloging and Systems departments have a direct effect on the level of user satisfaction in locating needed information and materials within the Library or from Library resources accessed externally. The hiring of a Systems Librarian in 2007 has alleviated some staffing concerns in this area.

The Public Access department consists of the Circulation and Periodicals/Reserve departments. The Circulation Department, in addition to providing patrons access to materials by checking materials in and out of the Library, is responsible for the book stack maintenance and shelving, and for Interlibrary Loan (ILL) services; however, the availability of the service has been decreased due to staffing reductions. Additionally, the department coordinates art exhibitions in the lobby, and a variety of programming with the Friends of the Library organization. The department oversees seven study rooms that can be booked by groups of two or more students, as well as a self-service copy area, which has photocopy machines, print card dispensers, a change machine, and a vending kiosk for the purchase of supplies. The Unit has additional photocopy machines in various areas in the building.

The Reserve Collection includes textbooks and class readings, as well as Distance Education videotapes and DVDs. These materials have restricted circulation, with most materials available for in-house use only. Electronic Reserves (ERes) is an important new service offered by this department. This service provides 24/7 access to reserve materials via the Internet. There are currently 39 classes utilizing this very popular service.[4] The Periodicals Department handles the purchase and maintenance of print periodical titles, liaises with the electronic databases vendors, and oversees a microfilm collection of 202 titles, and six microfilm machines.

The Reference Department is staffed by a certificated librarian whenever the library is open. In addition to assisting students and faculty in utilizing the Millennium online book catalog and periodical databases, the librarians suggest specific resources for research needs. They also work with individual faculty and divisions to assist with the development of bibliographies, assignments, and class projects. All Reference librarians present Bibliographic Instruction classes and other presentations. The Library web page, the Ask-A-Librarian[5] online reference service, and the management of the electronic databases are all handled by librarians from this department. Additionally, all of the librarians are liaisons for various academic divisions, soliciting book requests and disseminating information of interest.

A new wing for the Learning Resources Unit is currently under construction[6] with a scheduled completion date of Spring 2008. The new wing will consist of the following: a Distance Education Conference Center, the campus Archives Room, The Ella Rose Madden (ERM) Nursing Collection, a digital processing center, used-book and archives storage, and an expansion of the Basic Skills and Tutoring Centers. These new areas will enhance access to resources and services by providing space and technologies beyond what is currently available to students, faculty, and staff.

The Music Library is currently located in the Fine Arts building and provides many of the same services as the main Schauerman library, such as cataloging, reference, and circulation. In addition to books, the facility includes printed music, sound recordings in various formats, DVD, laser discs, interactive multimedia, and reserve materials. The staff oversees a set of music practice rooms and statistical record keeping for some music courses and their labs. The

staff also reproduces classroom audio discs/tapes for students.

Media Services

Media Services provides a key set of services dedicated to ensuring student success via technology on campus. These services[7] are provided to faculty and directly to students. Media Technicians and specialists perform a variety of activities that support educational technology on campus.

The Equipment Services area provides audio/visual, video, and multimedia services to the El Camino College Community. Projection, recording, amplification, and playback equipment is available for loan. Support is provided for classroom facilities on campus with built in media equipment and the development of smart classrooms. Training on the operation and utilization of media equipment is also provided. Media Services inventory of equipment is for short-term loan. The Media Materials area purchases, houses, and distributes media materials for the use by ECC faculty and staff. The extensive media library includes film, video, CD-ROM, VHS, and DVD formats. The Multimedia Production component of the department works with faculty and staff in the conceptualization, planning, and production of numerous forms of educational and promotional media to enhance classroom teaching, and to document activities and events on campus.

The department also has responsibility for the College Cable Television Channel and facilitates meetings and classroom activities via videoconferencing technology.

Distance Education

The Distance Education program offers fully accredited college courses via television and computer. The office provides support to distance learning faculty at El Camino and Compton, and is a key communication link for students in the program. The DE program is administered by the Director of Learning Resources and staffed by one full-time faculty coordinator. Through the consultation process, a program growth plan was adopted for 2006-2008. The thrust has resulted in additional funding for the program and an increase in offerings from 33 sections in Fall 2005 to 76 sections in Fall 2007, with further growth mandated. The ETUDES course management system was adopted and the college supported the training of all eligible faculty.

Plans also include the provision of an online certificate program in the CIS area and sufficient general education courses online to meet California State and University of California requirements.

Learning Resource Center

The Learning Resources Center includes the Learning Center, the LRC Tutorial Program, the Basic Skills Study Center, and the LMTC in the Schauerman Library, the CAI Computer Lab in the Humanities Building, the TOP Computer Lab in Technical Arts, and oversees operation of the MCS Reading Computer Labs in Math & Computer Science for the Humanities Division. The Learning Resources Center is open the same hours as the Library, except that the two satellite labs - the TOP lab and the CAI lab are not open at night and on weekends. The Basic Skills Study Center and the LMTC (Library Media Technology Center) Computer Commons have a variety of adaptive devices and software to allow all students access to computer-based instruction and resources. Also available are more than 4000 audio and video recordings, text, computer-assisted instruction programs, models and other realia supporting and supplementing most academic disciplines at El Camino College. An upgraded Windows-based check-in system records student usage data for all the LRC areas. Additionally, the LRC webpage provides information on services and materials. The Learning Resource Center provides a heavily used tutoring program free of charge to students in the LRC, the TOP Lab and at other satellite locations around the campus. The Learning Center contains individual and small-group audiovisual viewing and study areas.

The Learning Resources Center services and facilities are heavily used. The five major areas of the LRC provide services a total of approximately 254 hours a week and log approximately 100,000 student visits per year. LRC staff liaise regularly with faculty to ensure materials and services meet student needs. Tutors for the LRC must pass the Tutor Training 200 training course which is certified by the College Reading and Learning Association (CRLA) so that they can tutor students most effectively. This requirement successfully addresses a planning agenda item from the last accreditation report "to coordinate student tutorial programs and ensure uniformity in training to maximize effectiveness of service."[8] As a result of the partnership with the Compton Education Center, services have been more in demand as the

ECC services are now open to the Center students as well and the already thin staff is stretched to the maximum.

Compton Educational Center Library and Learning Resource Center

The Compton Center library provides information and support to students, faculty, and staff. The library serves approximately 5,375 persons per year. The Compton Center library fields around 4000 reference questions per year.[9]

The Learning Resource Center offers academic support areas for students and faculty, including Tutorial Programs, Computer Assisted Instruction Labs, Distance Learning, a Listening Lab, Independent Study/Computer use, Study Skills seminars and Internet Basics classes. The Learning Resource Center is open six days a week in the fall and spring.

The Computer Assisted Instruction Lab serves developmental students, primarily in the areas of Math and English. It also serves any student seeking remediation, practice, or test preparation. This component of the Learning Center is a designated lab with the PLATO software program that provides students with the remediation that complements classes such as Math, Reading, Physical Science, GED preparation, and job readiness.

The LRC also provides a media viewing lab for students to view tapes of Distance Education telecourses at their convenience when the LRC is open. Computers with internet access are available to complement the CIS and COT classes. Students are also provided with a variety of software on other subjects.

Study skills seminars are held each semester. Topics include note-taking, time management, research paper writing and internet basics

The tutorial program is a heavily used academic support program on campus and plays a vital role in student retention. The program serves the entire student population. The program offers personal one-to-one tutoring or group sessions, study groups or independent tutorials using software programs on the computer. The program also provides tutors who go to classes and labs on campus, working side by side with instructors. Tutors are now trained according to CRLA guidelines. In 2006 the training program was reviewed, and has been recertified until 2011.

Other learning support programs and computer labs, some funded by categorical programs, are located across the Center in close proximity to the classes they serve. Among these are the Writing Center/Language lab, Library Bibliographic Instruction Lab, Math and Science computer lab, Distance Education Lab, and various computer labs for Business classes and drop in use.

In Fall 2007, the planned move to the new Library facility was postponed. The building has to pass the state standards and structural repairs have to be undertaken. The contractors and engineers as well as the college administrators believe that it will take 15 to 18 months before any move can take place. Students and library staff continue to use the old building, originally built in 1953 while pushing for a resolution to the issues concerning the new building.

The 2006-2007 fiscal year has seen the removal of the positions of Library Coordinator and interim Library Director. The library is currently staffed with three full-time librarians (who also assist with overseeing LRC operations) and four part-time librarians. There are two library assistants and a temporary clerk to help in library operations.

Special Resource Center

The purpose of Disabled Students Programs and Services (DSP&S) is to provide legally mandated instruction and services to students with disabilities, to promote appropriate utilization of resources/instructional delivery, to provide equitable access to instructional medium, and to advocate for universal design and educational access for students with disabilities.

The DSP&S program, known at El Camino College as the Special Resource Center (SRC), provides courses, services, and accommodations including access technologies and equipment with the following component areas: Adapted Physical Education, Counseling, Deaf and Hard of Hearing, Learning Disabilities, Physically Disabled and Visually Impaired, High Tech Center, Low Vision Center, and Alternate Media services. SRC staff is comprised of 25 full-time or part-time permanent employees. According to the 2006-2007 primary disability headcount, El Camino College's SRC served over 1,200 students with disabilities.

The instructional component of the program seeks to meet the varied educational needs of students with disabilities through 15 different Educational Development courses.[10] These courses are open to all students, although some are specifically designated for Deaf and Hard of Hearing populations. Three of these 15 courses are transferable.

The High Tech Center trains students with disabilities in the use of computers and other access technologies providing them with skills to utilize in other settings on campus and in their careers. The Center operates, in cooperation with the Schauerman Library, an Adaptive Access room in the Reference area of the library. This room is accessible via a sign-in process and is limited to students with disabilities who have been trained in the use of the hardware and software by the High Tech Center staff. This ensures equal access to library resources.

The Adaptive Physical Education program is a joint venture between the Special Resource Center and the Physical Education/Kinesiology Department. This program allows students with a variety of special needs to participate in physical activity often necessary to improve or maintain adequate levels of health and fitness.

Specially funded programs include the Western Region Interpreter Education Consortium, the Manhattan Beach Unified School District Transition program, and Project Reach: Service Inclusion for Community College students.

The Compton Center SRC is comprised of three full-time staff including a counselor, Adaptive Computer Technology Specialist, and clerical assistant. Due to accreditation and fiscal challenges, the number of students with disabilities has declined in the past three years parallel to overall Compton district enrollment. According to the 2006-2007 student headcount, Compton Educational Center's SRC served 77 students with disabilities. This office is in the process of transition; they have adopted forms and are in process of implementing procedures and creating informational items such as student handbooks and brochures parallel to those used at the main campus and in scope with student and program needs.

The SRC participates in a categorical program review every six years with the most recent completed February 2007.[11]

The **Humanities Writing Center** is open approximately 60 hours a week, and provides drop-in tutoring for students needing advice on writing assignments. Students can get help in prewriting, formatting, and content development. The Center also provides grammar workshops and tutorials. Tutors are screened to ensure they are qualified for the position, at minimum, tutors hold a Bachelor's degree, with many having Masters degrees. The Center also has computers for students to work on writing assignments. The Writing Center moved into the new State-of-the-Art Humanities Center in January 2008.

The **MESA Program** is part of the Mathematics and Engineering Science Achievement Undergraduate Program, which provides support to students majoring in math or science so as to aid in transferring to four-year institutions.

The **Math Tutoring Center** is a drop-in center that serves all students enrolled in a Mathematical Science Math course. Each semester the center helps approximately 2000 math students. The purpose is to develop math and study skills to ensure student success. In addition, the Math Science Multimedia Computer Lab enables math students to learn how to best use technology and acquire proficiency in the use of specific applications.

The **Anthropology Museum** opened in 1971 and is housed in the Art and Behavioral Sciences Building. The Museum has 1,800 sq ft of exhibition space, with locked cases to display items from various exhibitions and shows throughout the year. Besides displaying items of interest, the museum also provides students with hands-on opportunities to work with artifacts, and allows them to design, create, and display exhibitions through the Museum Studies course.

The **Art Gallery** hosts six exhibitions a year. The Gallery acts as a visual arts laboratory for the art appreciation and art history classes. Students attend exhibitions and complete assignments on the shows as a class requirement. In addition to the scheduled shows, visiting artists give lectures. Because it is a community gallery, admissions, lectures and receptions are free and open to the community. Art 34 (Gallery Management and Artist Career Issues) concerns itself with gallery management and issues, so arranging shows for the gallery give students first-hand experience in this area.

The **Planetarium** services the astronomy classes as both a classroom and a laboratory facility. Lecture classes are taught in the planetarium which houses a GOTO star projection system with several other smaller telescopes and supporting equipment being used by the observatory on the roof of the Math Building. Students in the astronomy program receive hands-on experience in using the telescopes when viewing the skies. Astronomy programs are also scheduled as a community service on an on-call or occasional basis for elementary school classes and members of the community.

Computer Labs - There are three types of computer labs on campus: open-access, class-use and mixed purpose. Open-access labs are intended for student use on a drop-in basis. Students use these labs to explore online resources (including Internet), do research, and complete assignments. No FTES are generated. Class-labs are classrooms with computers, and the students come to these as a scheduled class. Instructors are present during these labs, and FTES are generated. Mixed-purpose labs are used in a variety of ways to support instructional activities, and no FTES are generated. More open- access computer labs or stations are needed.

As of Fall 2006 El Camino College had 47 computer labs and 1,492 computers, compared to the 2002 Accreditation Self-Study which showed 29 computer labs and 1,127 computers. This showed an increase of 18 labs and 357 computers. In the last year this number has shrunk as labs have been consolidated, and currently El Camino has 33 labs and 1167 computers. A chart lists the labs available to users on campus.[12]

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

Descriptive Summary
To complement the El Camino College mission of offering quality, comprehensive educational opportunities, the mission of the library is to foster a productive learning environment by providing quality instructional support resources, services, and instruction to the ECC community.

The El Camino Library currently consists of two physical collections - the main Schauerman Library and the Music Library. The library provides diverse resources in a variety of formats.

The Schauerman Library houses 104,118 book and serial print titles, 119,976 book and serial volumes, 337 current periodical subscriptions, 202 microfilm titles, 20,781 microfilm reels, 2,422 videotape/DVD titles, and 2,531 videotape/DVDs. The library also subscribes to approximately 20 databases. The Music Library additionally has 6,973 music CD titles and 7,087 CDs.[13]

Since the last accreditation, the library book collection has decreased slightly as a result of weeding of the collection combined with an increase in the cost of books and the smaller number of books purchasable within budget. Maintenance of the collection is an ongoing process. Designated areas are targeted for weeding each year. During the 2005-06 school year, the library staff discarded more than 300 obsolete items.

Teaching faculty are consulted and provide subject expertise and guidance in the areas of book selection relevant to student learning needs and collection weeding. The campus is routinely advised when new titles are received. Library material selection is performed according to the guidelines of the Board Policy 4040[14] and relevant library policies regarding selection criteria, controversial materials, textbooks, and gifts. Association of College Research Libraries (ACRL) standards and faculty requests are used as benchmarks to assess the collection. Additionally, specific assignments are used as a guide to student materials needs. The Program Review survey indicates that faculty members feel that the current book collection does not adequately serve student needs. Students polled in the same survey did indicate that they were satisfied with the book collection.[15]

The ECC Library has a number of electronic resources in the form of periodical and reference databases. Electronic resources enhance the service to students across the board, allowing students 24/7 access, and especially granting access to materials for Distance Education students. Appropriate equipment is available to facilitate on-campus access to online resources. The Reference room has 27 computers.

The library webpage provides access to online subscription databases[16] with multiple and varied subject coverage and access to hundreds of magazine, journal and newspaper titles, and reports. Other links on the library webpage provide access to the library's online catalog (Millennium),[17] and links to the catalogs of other local libraries and consortia. The webpage also links to the Compton Education Center Library. Links are also provided giving MLA and APA citation help, library hours and contact information, and "Ask-A-Librarian," an online reference service for patrons which allows them to send research related questions to librarians. The library liaises with library consortia that aid in the development of purchasing agreements for electronic resources. This has resulted in substantial cost savings for the library.

Library materials have been funded in recent years from a variety of sources in additional to the General Fund, including grants from the El Camino College Foundation, Ella Rose Madden Foundation, Title-V grants, and from the used book sales.

The Bibliographic Instruction department has a demonstration classroom and oversees a computer lab of 30 computers for classes and hands-on instruction. Information Competency presentations are developed in collaboration with faculty to maximize learning outcomes.

The Compton Education Center Library book collection numbered 39,088 items, as of June 2006, with 731 books added during the 2005/2006 academic year. The library also holds 785 documents and pamphlets, 40,073 microforms, 484 audio recordings, 30 video recordings, and has 24 current periodical subscriptions. The Library offers an Interlibrary Loan service. The fiscal year 2006-2007 gave $65,000 for the purchase of print materials for the library. Another $60,000 is allocated for this fiscal year, 2007-2008.

Self Evaluation
The college meets the standard. There is active faculty participation from many academic areas regarding the selection of new library books. Faculty has also collaborated with the librarians in determining the selection of electronic periodicals databases. The library procedure was recently revised to require the formation of a faculty advisory committee made up of representatives from the eight

instructional divisions to advise the library collection development and its relationship to student learning. A modest increase in the book budget in recent years has improved the ability of the library to purchase current materials in a timely fashion. The library recommends a regular recurring book line item in the district budget. However, the base allocation budget is still inadequate and is annually supplemented with categorical funding. Utilizing ACRL input standards, computations reflect that the library is within range of the minimum standards of approximately ten volumes per person. However, the age of the collection is still being addressed.

Currently a program review is underway to assess the effectiveness and quality of the collection and services.

The weeding of the library collection is a requirement. A collaborative process involving the librarians and subject faculty must be developed to accomplish this task under the direction of the library director in coordination with the advice of the faculty advisory committee.

Planning Agendas
1. Develop a stable funding source to maintain adequate book and periodical collections (IIC.1.a).
2. Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a).

b. ***The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.***

Descriptive Summary
The El Camino College Library provides ongoing instruction by qualified faculty during all hours of operation in a variety of ways: Bibliographic Instruction sessions to individual classes upon request, individual reference interactions with students, the on-line Ask-A-Librarian service, on-line tutorials, brown bag sessions, and class offerings.

Bibliographic Instruction sessions are very popular with faculty as a way of introducing their students to the library and its resources. The library averages 135 instruction sessions per semester, seeing a total of approximately 3,500 students per semester.[18] These

sessions are aimed at increasing the information competency awareness and skills in students by introducing them to all of the resources the library offers, and instructing them in how to access and use the resources to their best advantage. Additionally, instruction is given in how to evaluate sources in terms of the papers they must write, and also in terms of accuracy, authority, content, and currency. Instruction sessions are either general in nature, providing an overview of the resources in general, or tailored to a specific class assignment or discipline and then focused on resources for that particular assignment/discipline. Instruction sessions can also be in a lecture-type format in the library classroom, or more hands-on in the Library Demonstration Computer Laboratory. Individual instruction and aid are also given at the point of service areas like the reference desk.

The demonstration classroom includes thirty computers for classes desiring hands-on instruction. The Program Review survey indicates satisfaction with bibliographic instruction from both faculty and students. Faculty feedback after instruction is positive, and many faculty routinely plan for bibliographic instruction for their classes. Student learning outcome cycles and assessment results help us reflect on, and plan for, learning outcomes gained during bibliographic instruction.

For Distance Education students and for the student/staff body at large, the library introduced the Ask-A-Librarian online reference service in 2004. This service allows for student/staff interaction with a librarian over a 24/7 period and gets approximately 25-30 queries per semester. On occasion, the faculty librarian might engage in follow-up reference interviews via the telephone or e-mail.

The library has posted tutorials on the use of the online databases for students to access remotely thus aiding especially Distance Education students who cannot attend Bibliographic Orientation sessions. The library website additionally contains pathfinders intended to guide students to subject and theme specific resources. Some librarians have also posted websites on the faculty web to ensure additional avenues for staff and student communication.

The library has hosted brown bag workshops for students and faculty to promote special programs, like Summer Reading, READ week, and to introduce new databases and other services to the campus.

The **Humanities Division** offers two library-related, one-unit fully transferable classes: "Introduction to Library Skills" and "Library Research Using the Internet."[19] "Introduction to Library Skills" is offered as a stand-alone class, and also partners with the First-Year-Experience program, Puente, and Student Success programs. "Library Research Using the Internet" is run as a stand-alone class. Both classes are run as 8 week, or semester-long classes and are taught by qualified library staff, providing another opportunity for students to gain information competency skills.

The library has also taken the lead on campus in advocating Information Competency as a General Education requirement via presentations to the Associate Degree Taskforce over the past years. A pilot program with faculty from the Early Childhood Education was conducted to see if students would benefit from such instruction. Students in the pilot received an overview of research resources, searching skills instruction, and handouts.

The library has been involved in the campus-wide planning for Student Learning Outcomes, having representatives on the SLO Campus Steering Committee. Program and Service-level SLOs have been identified and written for the unit. A program level SLO measuring information competency gained during bibliographic sessions was implemented and measured in the spring semester of 2007. Assessment of the SLO was conducted with pre and post-tests in eight classes. The results have been audited and after consultation with appropriate teaching faculty, the Bibliographic Instruction librarian is refining future instruction sessions. The process will be repeated in Spring 2008.[20] More program level SLOs have been planned.

Compton Center
The focus in the Compton Educational Center Library has been on its upcoming move to a new facility from the present library building which was built in 1953. The new library will be capable of supporting modern-day academic library resources and services. Among the major services that the library provides are the Bibliographic Instruction and the 1-unit Library Information Competency classes. All library instruction is held in the open access lab of the library.

The Introduction to Information Competency classes

are offered the second eight weeks of every semester. The Compton Center library and LRC is working with the main campus library to develop and assess SLOs.

Self Evaluation

The college meets the standard. Information Competency continues to be important as community college students need these basic skills in order to maximize their college success and life long learning experiences; however, the ECC Associate Degree Taskforce has recommended that the college not make Information Competency a graduation requirement at this time.

While librarians have not yet been successful in convincing the college to adopt a course requirement for information competency, approximately 3500 students, most enrolled in English classes, take part each semester in orientation sessions with information competency related content.

The unit has chosen the Library Bibliographic Instruction area to pilot the first course-level SLO and assessment. A cycle of pre-and post-testing, and the resultant data was compiled. Analysis of the data[21] showed a percentage improvement in student understanding and has allowed staff to better tailor bibliographic instruction to the needs of the students.

Planning Agenda
1. The college will strengthen student information competency through improvements in English composition and other critical skills development courses, including library courses, through the development of an online information competency module (IIC.1.b).

c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The Schauerman Library at ECC is open Monday – Thursday from 7:30 a.m. to 9:00 p.m., Friday 7:30 a.m. to 4:30 p.m., and Saturday from 9:30 a.m. to 2:30 p.m., totaling 68 hours per week. Hours are slightly abridged for winter and summer sessions. The hours are posted on entry doors and online.[22]

The Music Library is open Monday - Thursday from 7:45 a.m. to 9:00 p.m., Friday 7:45 a.m. to 4:30 p.m., and Saturday from 9:00 a.m. to 1:00 p.m.

During library hours students may access the electronic materials and resources via the computers in the reference area, and labs on campus. Students have remote access to databases via the ECC Portal, and this access is guaranteed for the hours of 8:00 a.m. - 9:00 p.m., Monday through Saturday. The system may be up additional hours, but ITS does not guarantee its availability due to system maintenance requirements. Students may also access the library web page for other information relating to hours of operation, announcements, subject pathfinders, and other library services. Computer use continues to grow in the library and open-access labs. These computers provide access to class assignments, Distance Education course management systems, library databases, campus mail, word processing, and general internet access. Print services are available in limited labs.

The building has wireless remote access to the college network. Remote access to reserve materials is also provided via Electronic Reserves (ERes). Currently 25 classes offer remote access to supplemental resources utilizing this service. Copyright approved materials are either directly linked or scanned into the ERes system, allowing 24 hour access to materials.

The campus has a high technology center in the Special Resources Center to provide technological support to students with special needs. The library houses the Adaptive Access Room that houses specialized equipment, e.g. high image readers, enlarging software, and screen reading equipment, to serve disabled users whenever the library is open. All users are trained by the High Tech Center staff prior to gaining access to the library facility. Equipment is also maintained by the SPC staff.

The Learning Resource Center is open the same hours as the library. Computers in this area can access library online resources and also provide access to word processing.

Compton Center

The Compton Educational Center library is open Monday - Thursday 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 4:00 p.m., and Saturday from 9:00 a.m.

to 2:00 p.m., totaling 64 hours per week. The Library has 35,500 titles in its main collection.

Remote access to the Compton Library catalog and databases is available through the college's webpage. Students with a current identification card can check out materials from either campus library.

Self Evaluation
The college meets the standard. The current hours meet the needs of the campus and the Center. The occasional requests for longer hours have been mitigated by the wide range of materials available online. The multiple services offered must continually be marketed to the campus and Center communities to maximize use. Computer labs and the print system are heavily used; however, technical support is often not available. The computers and print system are aging and in need of replacement. The Compton Center library has recognized a need to concentrate on accessibility issues for special needs students.

d. *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary
The Learning Resources facilities are well maintained as adequate staff is assigned to provide daily upkeep. The staff is responsive to the changing dynamics of the operation and work to help keep the welcoming mantle that is characteristic of the unit.

Campus police provide backup for issues as varied as student complaints, students non-responsive to directions, ill students, missing backpacks, and presentations at staff safety meetings or unit retreats. Monthly unit safety meetings are scheduled, and the floor captains provide directions when building evacuations are required.

An alarm system is operative within the building, and many doors are individually alarmed. The computer lab has a separate alarm system maintained by an external agency. Major stairway doors are appropriately wired to close in case of fire.

To protect library materials, an internal security system, which uses security target strips for all materials, requires that items are desensitized before they are taken through the security exit gates.

In cooperation with the campus Information Technology Department, security is provided for external access to the library databases. The open-use labs maintained by the LRU should be on the cycle for replacement equipment. The imaging and software updates are done by unit staff. Maintenance of all student-use computers is a two tier process. The initial service is done by in-house part-time staff. The second tier service is provided by Information Technology. This is an effective model.

The Compton Center facilities are developing protocols to ensure effective maintenance and security for the new Library.

Planning is currently underway to upgrade power in the Bibliographic Instruction Lab.

Self Evaluation
The college meets the standard. The maintenance and security of materials and facilities currently meets the library needs. As the new ECC Learning Resources Center facility moves through the building phase, emphasis has been placed on the appropriate alarming of doors and exits to protect library materials and the installation of cameras to provide student security.

e. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

Descriptive Summary
The Schauerman library staff has negotiated reciprocal agreements with two local university libraries, California State University Dominguez Hills, and California State University Long Beach. Compton Center also has a contract with CSUDH. This program enables El Camino College students from the main campus and the Center students to check out books and appropriate periodical materials and have on-campus use of their databases. A review was made of the Mutual Lending Privileges of

Library Materials between El Camino College and the aforementioned universities.[23]

There are no written processes in place at CSUDH for identifying the quantity of services provided; however, CSULB produces an annual statistical report. It indicates how many items are sent to El Camino College, which services are being used, and the number of volumes being used by ECC students.[24] These serve as reliable monitors of the service.

The El Camino College Library, as of September 2007, subscribes to eighteen databases through the Community College Library Consortium sponsored by the Community College League of California (CCLC). Each proposed database is reviewed by the Electronic Access & Resources Committee, a standing committee of the Council of Chief Librarians, California Community Colleges (CCL).

The Consortium is the contracting party on behalf of ECC, Compton, and other Consortium member colleges. Most of the contracts or licensing agreements are online on the Consortium website.[25] A list of the ECC and Compton Center library electronic resources and vendors is attached to this report.

Monthly use statistics are received from the major online database vendors.[26] Analytical and comparative data reports have been developed in-house. These reports are used to determine renewal priorities and to direct marketing efforts

Interlibrary loan services are provided for faculty and staff through a contract with OCLC (Online Computer Library Center).[27] The Library also offers a community borrowing program known as Friends of the Library for area residents. This permits non-students to check out print materials for home use.

The Learning Centers on both campuses have purchased licenses for the PLATO and New Century software systems. These are computer-based instructional software systems for computer assisted instruction in Basic Reading and Basic Math. They are used on a daily basis and serve approximately 750 students per semester in the El Camino College LRC. New Century software has been purchased and is awaiting installation for the Compton Center LRC.

Self Evaluation

The college meets the standard. The Consortium services provide an extremely valuable service to the college library. Combined with the TTIP[28] funding it assures the students of access to a wide range of online periodical databases. It is important that this resource combined with the expertise provided by the Council of Chief Librarians Electronic Access Resources Committee be retained.

Interlibrary loans services should be expanded to provide materials for students. A survey conducted of other CCC libraries finds this is common.[29] This is a staff-intensive responsibility that will be implemented when appropriate staffing is budgeted.

The Plato and New Century software is available in the Learning Resources Center to assist students with identified basic skills deficiencies. These applications provide students with the necessary individualized instruction to improve their basic Reading and Math skills. While reports on student progress are produced by New Century and PLATO software, the library does not have a process in place for evaluating and ensuring the quality of most contracted library services.

Planning Agenda

1. The college will develop a process for evaluating the quality of contracted library services (IIC.1.e).

2. *The institution evaluates library and other learning 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

The college publishes an array of documents that are referenced in the formulation of assessments. These plans include the El Camino College Master Plan[30] and planning objectives, previously developed by the unit.[31] Progress is monitored periodically through updated planning documents. The first formal program review of Learning Resources is currently underway. Library Student Learning Outcomes assessment helps to determine the adequacy and effectiveness of specific services.

139

The college uses opinion surveys to chart student responses to the services offered by the unit. Internal surveys are conducted each school year by the Learning Resources Center, Music Library, Main Library, and academic support computer labs. These results are cumulated along with the comments, circulated to each department, and identified as issues used to formulate program ideas for the unit's annual retreat as well as new action plans.

The student opinion survey conducted by the college also provides useful data for evaluation of the services. The Spring 2006 survey, with more than 1600 responses, reflected that the library programs and services were ranked sixth among the most important services with a Mean of 3.91. These services ranked at the top for the satisfaction analysis of campus activities at a mean of 4.09, followed closely by computer support and services including the public use academic labs.[32]

Statistical reports prepared annually for the Chancellors Office and the California State Library identifies trends. Internal use statistics are collected in each area providing direct services to students. The librarians discuss problems and trends identified from these statistics and formulate new strategies as appropriate.

The data collected and analyzed from these annual surveys provides comparison information from like-sized or neighboring community colleges such as the budget[33] provided for the operations including staffing and materials. New initiatives are also formed through data crunching from the National Center for Education Statistics database.[34] This data permits the comparison of similar libraries in more than 20 categories including budgets and types of services.

To access the effectiveness of the library collection, an analysis of age of the ECC library collection has been completed to help focus collection development activities.[35] The Compton campus continues to work to address these issues.

Library instruction/information competency is a primary tool used by both libraries to provide tools for research. The librarians also teach two one-unit credit classes. The group is exploring the possibility of an online library technology program and has developed several courses in the sequence. Student learning outcomes have been developed in this area and tools for selective evaluation have been put in place. A selected number of classes received pre-tests and completed post-tests after the instructional sessions. The library anticipates use of response tools during the 2007-08 school term to help generate immediate evaluation and feedback during presentations.

Self Evaluation
The college meets the standard. Student satisfaction surveys and anecdotal interviews provide very useful planning and evaluative information. An annual meeting is held with area high school and public librarians to share information regarding the needs of the patrons we serve. This is also used to garner suggestions for new or reformatted services. The use of pre- and post-tests for selected orientation classes provide data that aid in reframing class orientations and presentations, as needed. Faculty feedback is mainly anecdotal and verbal.

Faculty members are actively involved in the book acquisition process and have been provided lists, upon request, of materials within their subject specialty that help to drive book selection recommendations. The library works collaboratively with three programs that have external accrediting agencies--paralegal, nursing, and respiratory care--to provide required titles and an up-to-date collection.

The mini-program review of the student- and faculty-centered offerings of the Music Library[36] provided useful information on the services provided in the facility and recommendations for alternative service models.

Planning Agenda
1. The college will strengthen the library and learning support services self-assessment through program review, qualitative surveys, SLO assessment, and other forms of student evaluation of services to measure effectiveness (IIC.2).

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