EL CAMINO COLLEGE

2008 Institutional Self-Study in Support of Reaffirmation of Accreditation

Fall 2008

El Camino Community College District Institutional Self Study in Support of Reaffirmation of Accreditation

Submitted by:
El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

Superintendent/President
Thomas M. Fallo

To:
The Accrediting Commission for the Community and Junior Colleges of the Western Association of Schools and Colleges

June 16, 2008

CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

Date: June 16, 2008

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: El Camino College
16007 Crenshaw Boulevard
Torrance, CA. 90506

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.
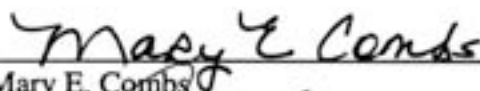
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.
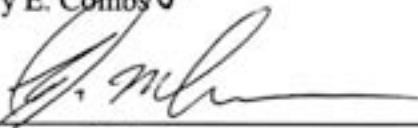
Signed

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Thomas M. Fallo   Superintendent/President

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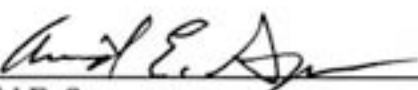
Mary E. Combs   President, Board of Trustees

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                                                   Accreditation Liaison Officer

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Table of Contents

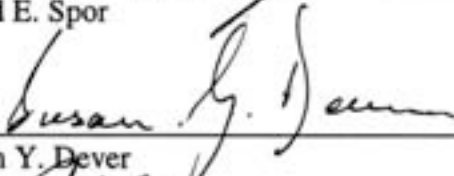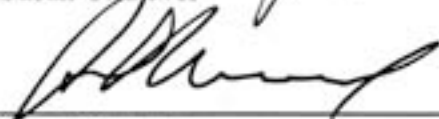# A Brief History of El Camino College

In 1947, 450 students attended classes at the newly opened El Camino Junior College. The 80-acre campus included nine buildings - all former World War II barracks from the Santa Ana Army Air Base. Thirty professors, housed in one main faculty office, taught lower division courses that included math, speech, economics, geography, English, and history. These dedicated professors used their own cars and trucks to move their teaching materials and other College belongings from the temporary campus located at Leuzinger High School (in Lawndale) to the new campus at Crenshaw and Redondo Beach Boulevards. Students enjoyed weekly dances and fraternity parties, listened to the college string quartet, cheered at football games, and participated in campus celebrations. A new vocational shop, the first permanent building on the campus, was in the planning stages. A women's gym and other athletic facilities would soon follow. The founding faculty and staff were committed to meeting the educational needs of the communities that had enthusiastically supported establishing the new college.

During its 61 years, El Camino College has become one of the largest single-campus districts in the California Community College system. The evolution of El Camino Junior College, from nine war barracks to a multi-structured campus, was the vision of many individuals who saw an unusable Alondra Park - always flooded in the winter and arid in the summer - and created a means to turn the parkland into a much-needed junior college. The El Camino Junior College campus opened in 1947 to serve the growing local high school graduate population as well as a wave of returning WWII veterans.

Talk of a junior college in the area began as early as the 1930s. However, the initial steps were taken in 1943 when members of the boards of the Centinela Valley, Redondo, Inglewood, and El Segundo school districts saw enrollments at out-of-district community colleges peaking and area students being turned away. They formed a committee with the goal of creating a junior college for the Inglewood/South Bay area and used a survey completed by UCLA professor Lloyd N. Morrisett to demonstrate that a need existed. The study also

proved the area met State Department of Education criteria for creating a junior college - a growing population of college-age students and a tax base that could support a vigorous curriculum. After introducing the idea of a junior college at chamber of commerce meetings and other local events, the committee members requested that the Department of Education hold an election. Though voter turnout was light, the community supported the college in a 10-1 margin of approval on June 30, 1946.

With this affirmation, the El Camino Junior College Board of Trustees was established. Courses were scheduled in the evenings at local high schools. Acquiring the land for the permanent college was the next challenge. The Board of Trustees sought a portion of the land in Alondra Park for the site. However the Los Angeles County Board of Supervisors, who held title to the land, could not legally deed it to the college. Carl Arfwedson, acting business manager for the El Camino Junior College District, called Assemblyman Glenn Anderson with a unique solution. Arfwedson persuaded the assemblyman to introduce a bill that would allow the transfer of parklands to junior college districts provided the land had not been used for 20 years. After extensive lobbying, Anderson elicited a unanimous vote from the Assembly. The Los Angeles County Board of Supervisors used the newly passed Assembly Bill 62 to deed 75 acres of Alondra Park to the El Camino Junior College District. That vote rested on a crucial stipulation - that the college agrees to provide community members usage of all recreational facilities on the campus. The Board of Trustees agreed to the stipulation on May 23, 1947. Soon after, the Army barracks arrived from Santa Ana, and the faculty, staff, and students moved to the new college site.

Today the campus has changed considerably. Students at El Camino College enjoy an expansive, 126-acre campus with an open, tree-lined quad area. They are part of a diverse student body of nearly 30,000 who study in the three-story library, use 50 computer labs located throughout the campus, or attend classes in the 30 buildings across campus. The architecture is mid-century modern.

A bond measure approved in 2002 enabled funding for structural improvements in many of the buildings- some nearly 55 years old. The 1,150 full- and part-time faculty members teach approximately 2,336 sections of pre-baccalaureate, transfer, and vocational courses in 850 programs each semester. Students and community members enjoy cultural and entertainment events in the 2,048-seat Marsee Auditorium, cheer at football games in Murdock Stadium, or study in the 120,000-volume Schauerman Library. The new Humanities Building, the first new academic building on campus in four decades opened in early 2008 and serves as part of a revitalized entrance to the campus.

While numerous individuals dedicated time and effort to creating El Camino Junior College (ECJC), the catalyst was Forrest G. Murdock, then-superintendent of the Centinela Valley Union High School District. Murdock had the faith, determination, and tenacity to transform an idea into a reality. He was enthusiastic in gathering community support and was tireless in his efforts to succeed. Murdock served as the acting director of ECJC during the initial planning years and was then selected as the first superintendent/president in 1947. In his 12 years of leadership, Murdock instilled a feeling of community at the college that remains to this day. He was known for his open door policy, as well as for knowing the entire faculty and staff, and most of the students, by name. He attended all campus events and invited faculty to his home after football games. His dedication to creating the college and his leadership through its pioneering years earned him recognition as the "Father of El Camino College."

Murdock could not have fulfilled his vision alone. Carl Afrwedson, former business manager of the Centinela Valley Union High School District and El Camino College's first business manager, dedicated 14 years to leading the campus through tremendous periods of growth. In the initial planning of ECJC and through its early years, Arfwedson served as Murdock's right-hand person. His creativity and initiative took the college from an idea to an expansive campus of modern buildings - all without establishing debt. This remarkable feat gave the college a fiscal stability envied by other districts. It also ensured that El Camino College would be able to offer students educational experiences for decades to come.

The founding members of the Board of Trustees represented the three high school districts served by the college. The first Board of Trustees president, Robert Russell, served on the board for six years. He was known as El Camino Junior College's financial watchdog, always insisting on negotiating the best deal for the college. For his long-time dedication and leadership, Russell was given the honor of turning the first shovel of dirt at the groundbreaking ceremonies during the summer of 1947.

The culture and facilities of the college are indeed a reflection of its five presidents. Forrest G. Murdock served from 1946 until his retirement in 1958. The 12,600-seat Murdock Stadium is a reminder of his dedication. Dr. Stuart E. Marsee guided El Camino College through 24 years of building and growth, including the prestigious Marsee Auditorium. In 1982, Dr. Rafael Cortada became president and established the El Camino College Foundation, which assists in funding various programs throughout campus. In 1987, Dr. Sam Schauerman, who had served the college as a dean of instruction and as vice president of academic affairs, became the college's fourth president. His legacy is recognized in the Schauerman Library. In 1995, Dr. Thomas M. Fallo became the fifth superintendent/ president of the District after serving as vice president of administrative services for four years.

Under Dr. Fallo's leadership, the District sought and obtained voter approval for Measure E, a $394 million facility and equipment bond in 2002, the largest successful bond for a single campus community college district. This bond was the first-ever in the college's history. Measure E funding will enable El Camino College to upgrade classroom facilities, modernize instructional equipment, and make necessary health and safety repairs throughout campus. Community support of Measure E echoed the sentiment of the original vote to create the college as the bond passed with a 61 percent vote. Soon after, a nine-person Citizen's Bond Oversight Committee was formed to oversee the expenditures of the bond.

The five-member Board of Trustees oversees El Camino College's policy and fiscal issues. The board members represent the nine Los Angeles county cities and unincorporated areas served by the District: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. Much like the founding board members, the current board comprises individuals dedicated to ensuring that El Camino College continues to set the standard for community college education.

On August 22, 2006, the Board of Trustees approved an agreement between El Camino Community College District and the Compton Community College District to establish the El Camino College Compton Community Educational Center on the site of the former Compton College, which lost its accreditation in August 2006. El Camino College agreed to establish a center to serve the Compton District service area with the intent to establish an independent accredited college at the end of eight to 10 years. The service area in the Compton District includes the communities of Carson, Compton, Lynnwood, northern section of Long Beach, and Paramount.

On August 23, 2006, the Compton Community Educational Center officially became part of El Camino College with Dr. Doris P. Givens serving as the Interim Provost/CEO.

Dr. Lawrence M. Cox was named permanent Provost of Compton Center on June 4, 2008. His leadership in academic administration, institutional research and strategic planning will lead the Compton campus to a successful future.

DEMOGRAPHICS

Area Description

El Camino College serves two community college districts (El Camino and Compton) in southwestern Los Angeles County. The college strives to meet the needs of communities in both of these economically and demographically diverse districts (Figure 1).

The figures and tables below provide demographic, enrollment, and workforce profiles of the communities and campuses served by the main campus in Torrance and the Center in Compton. The El Camino Community College District profiles are listed first followed by the Compton District profiles.

El Camino College Demographic Profile

The college serves both growing and stable communities (Figure 2). Cities within the district also vary by age, with younger mixed with aging communities (Figure 3).

Figure 1

Figure 2

ECCCD Population by City
2000 to 2005
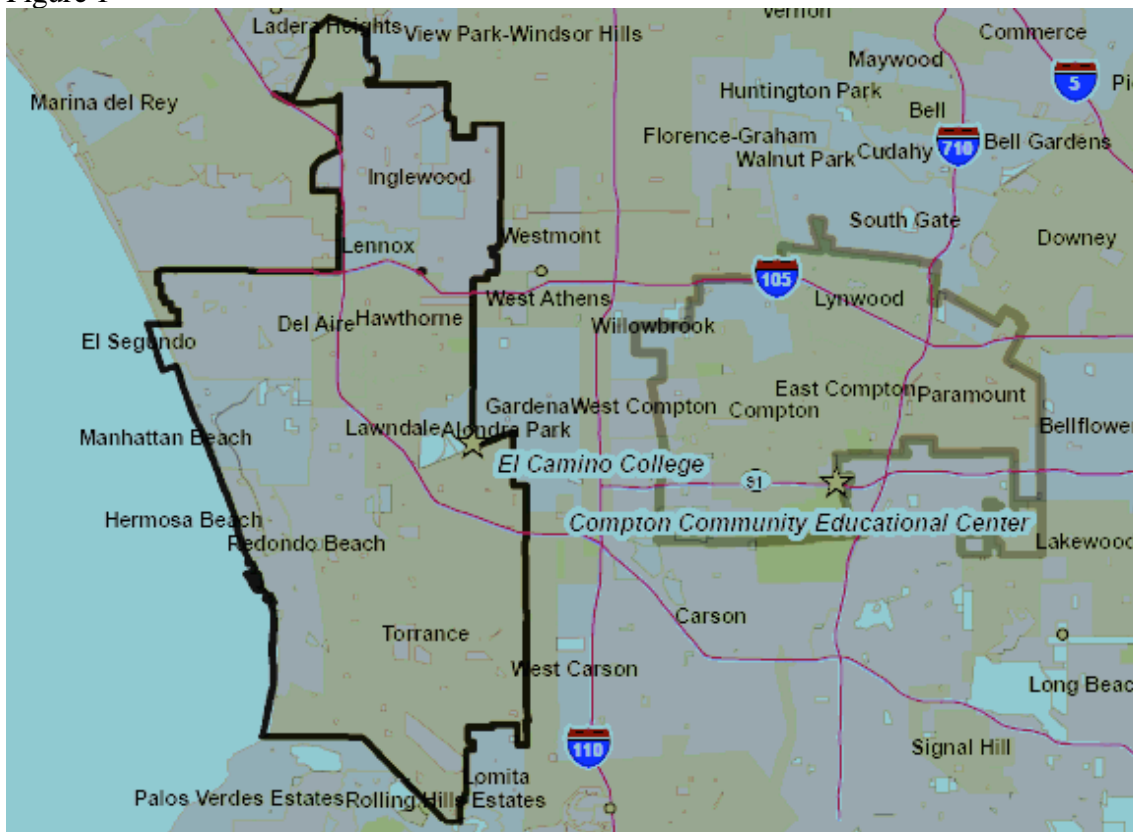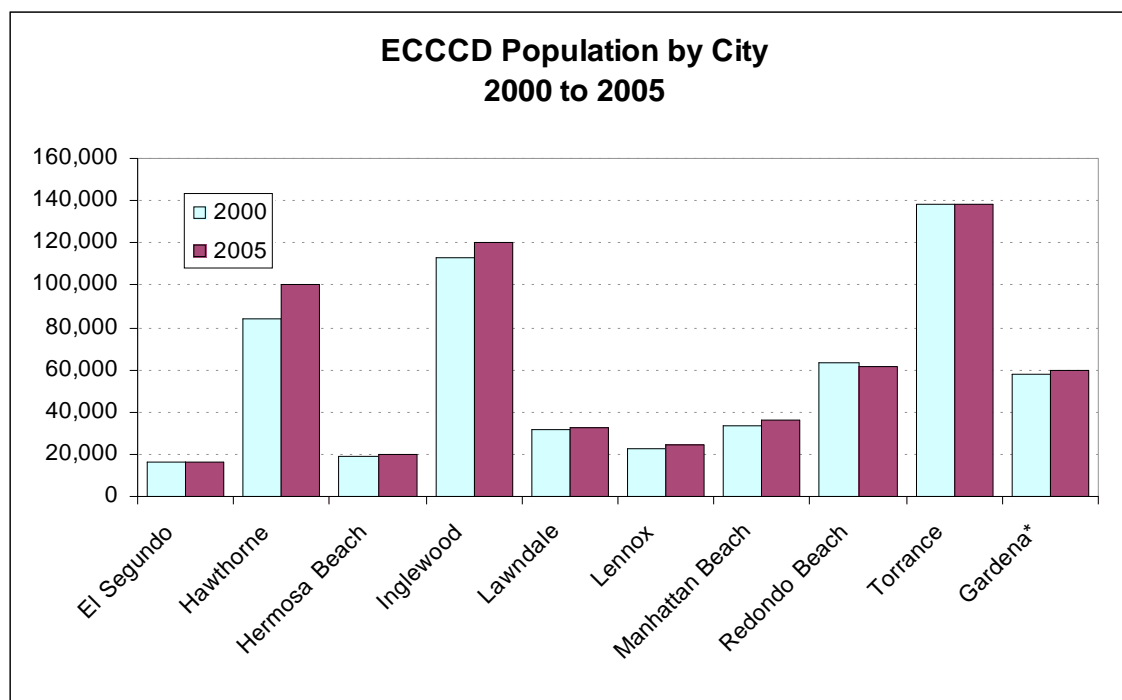
* Outside El Camino Community College District

Figure 3

ECCCD
Median Age by City - 2000
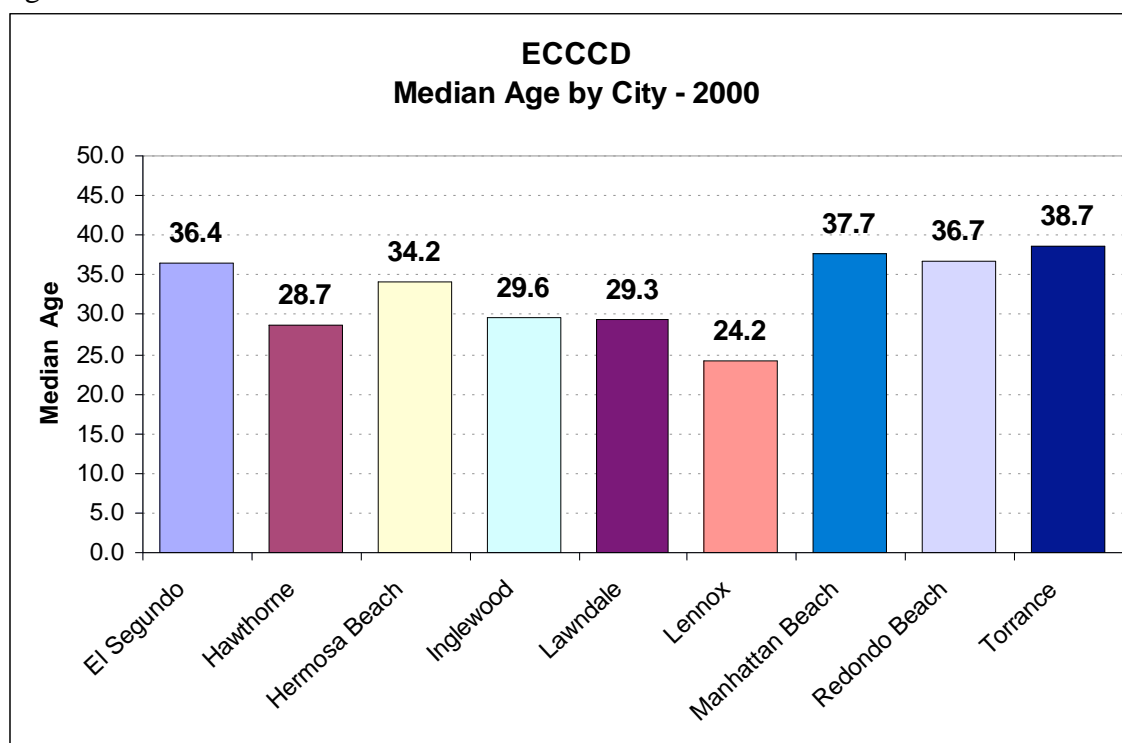
El Camino College tends to serve more women from the district than men (Figure 4). However, this is typical for a community college. El Camino College has the same broad ethnic diversity found in the district (Figure 5). Although the college serves noticeably fewer white students, this is likely due to the fact that this portion of the population is older on average than those of other ethnic groups.

Figure 4
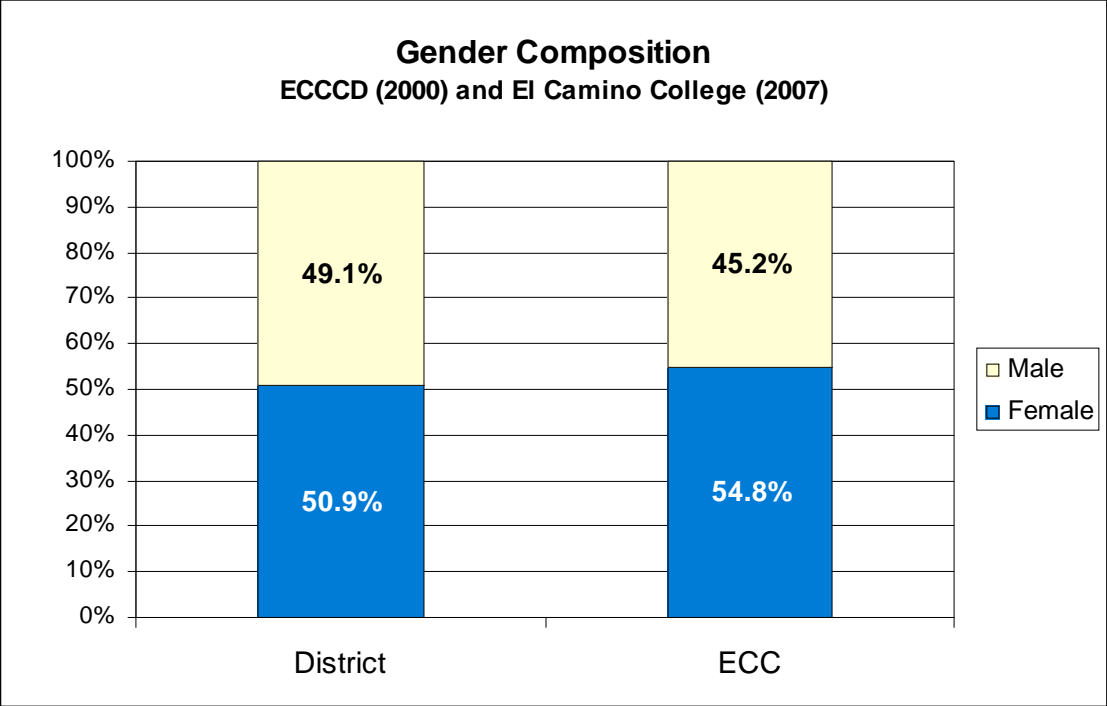
Source: Census 2000 and 2006-07 college enrollment

Figure 5
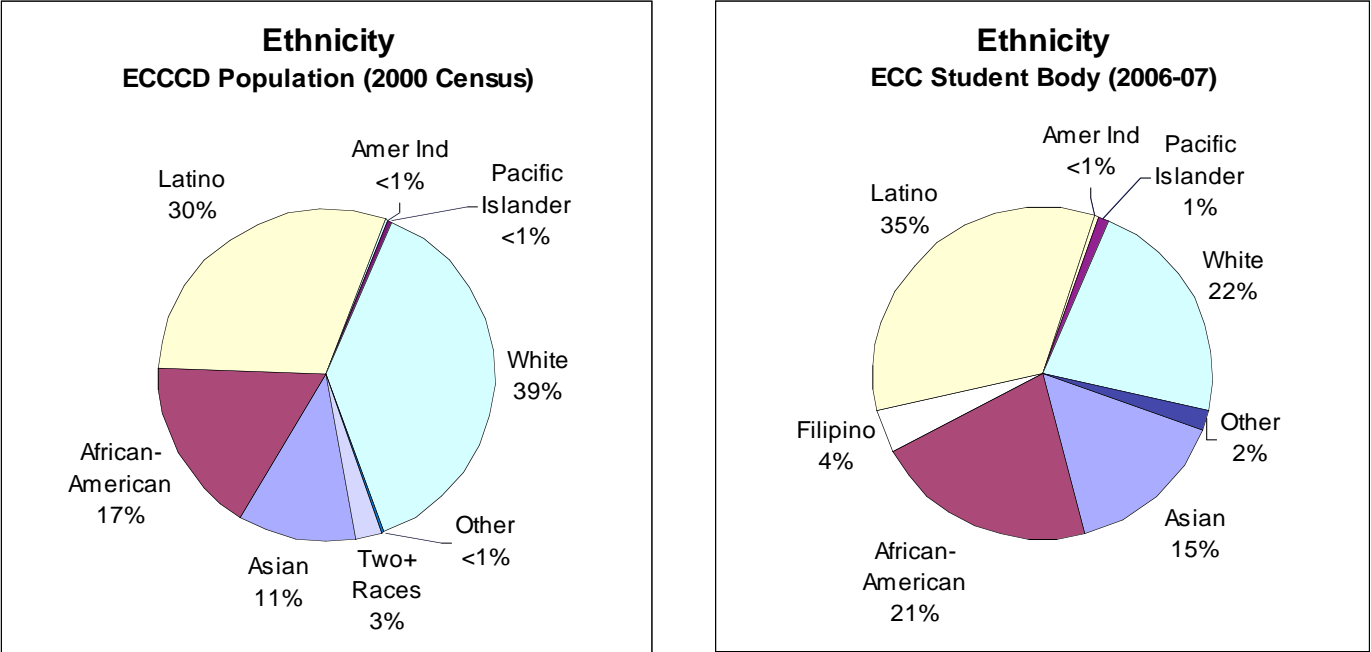
Participation at El Camino College varies by district city. In Figure 6, the bars show each city in terms of its percentage of the district and the student body. Differences between percentages of representation in the district vs. college enrollment are primarily due to distance from the college (and proximity to other colleges) as well as the age distribution of the city. These rates are, nonetheless, monitored to determine how well the college serves each region of its district.

Figure 6

Percentage of ECCCD Population and Enrollment by City

Legend:
- District, 2005 est.
- ECC, Fall 2007

Cities: El Segundo, Gardena*, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, Torrance
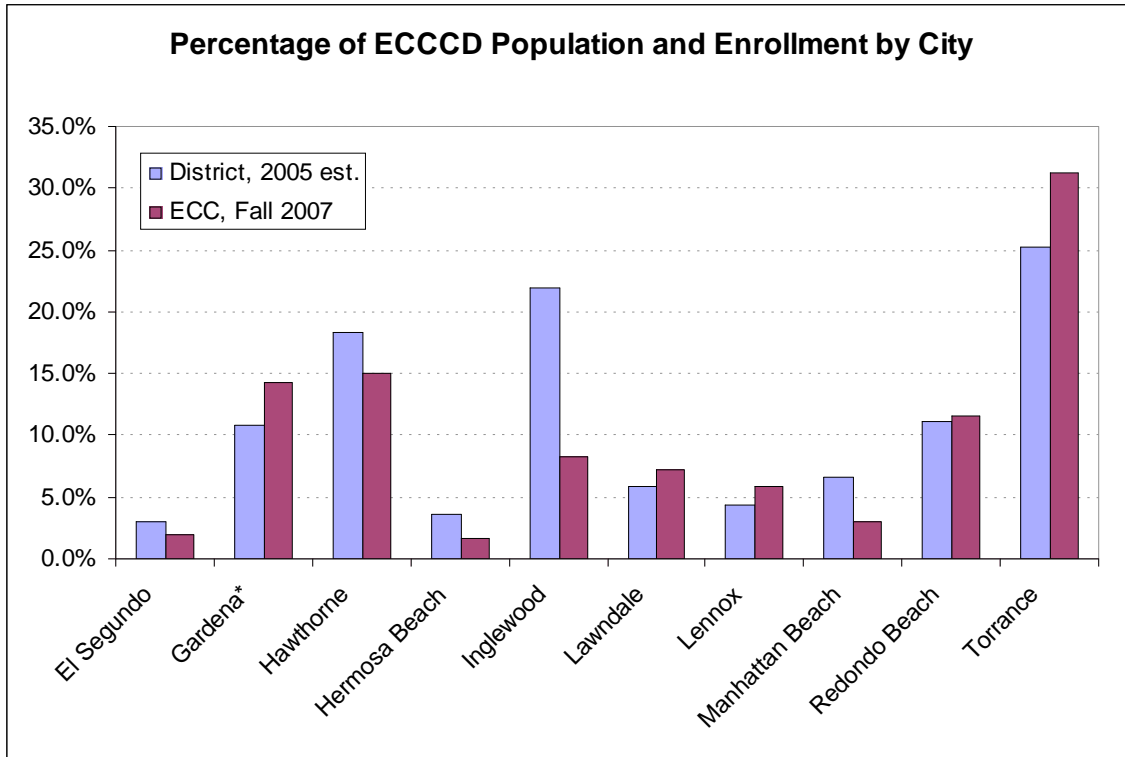
* Located nearby but outside district.

El Camino College
Enrollment Profile
Enrollment at El Camino College has fluctuated over the past 15 years (Figure 7), with enrollment peaking in 2002-03. Since that time, enrollment has declined until the recent increase experienced in 2007-08.

Although enrollment has declined overall since 2003-04, the percentage of students enrolled exclusively in evening courses has dropped even more, with the college hosting less than 25% percent of students in recent years compared to over 30% 5 or 6 years ago. This could be partly due to the growth in online course enrollments, found under the "unknown" category in Table 1 below.

Figure 7
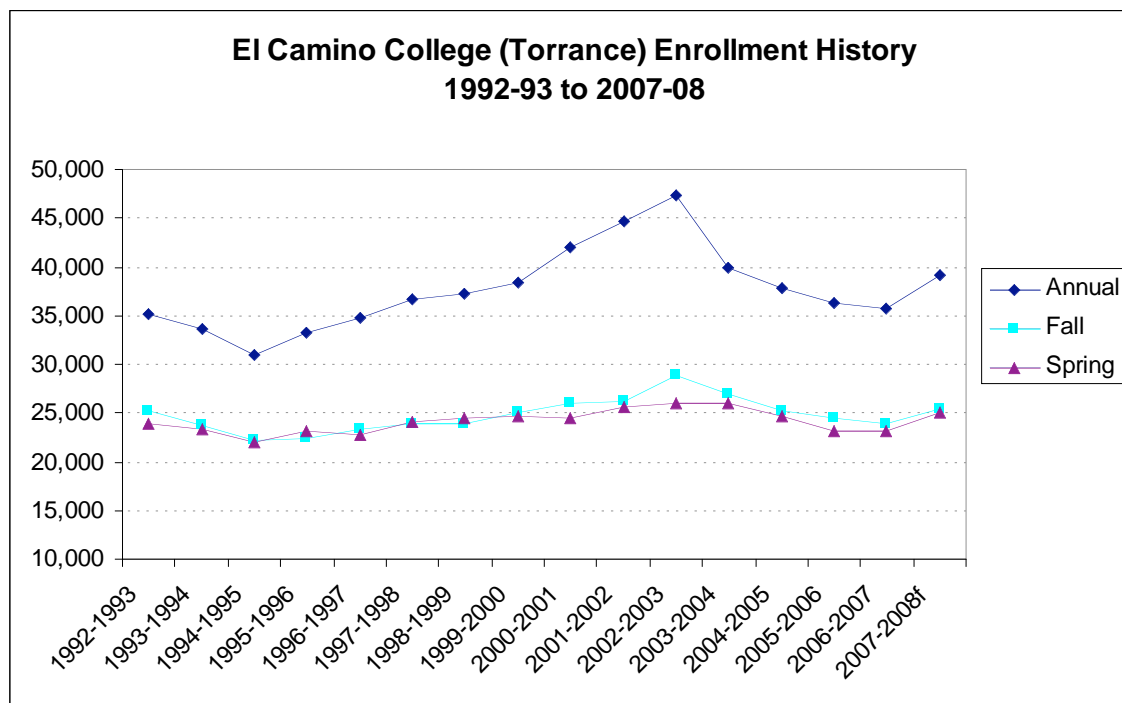
Table 1
El Camino College
Day vs. Evening Class Time Status
Percentage (%) in each Category

Time	FA98	FA99	FA00	FA01	FA02	FA03	FA04	FA05	FA06	FA07
Day	66.4	67.1	65.9	66.5	67.4	68.0	69.6	70.3	72.0	71.7
Evening	32.6	31.2	30.5	30.3	29.6	28.2	27.3	26.0	24.3	23.4
Unknown	1.0	1.7	3.6	3.2	3.0	3.7	3.1	3.7	3.7	4.9

8

Studying the higher education destinations of local high school graduates is another way that El Camino College can determine how well it serves its district population. With the exception of 2 outlying schools in the district that tend to send more students to other colleges and universities, El Camino College serves between 25% and 47% of graduating high school classes that attend public higher education institutions in California (Figure 8).

Figure 8

Higher Education Destinations
ECCCD High Schools
Fall 2006
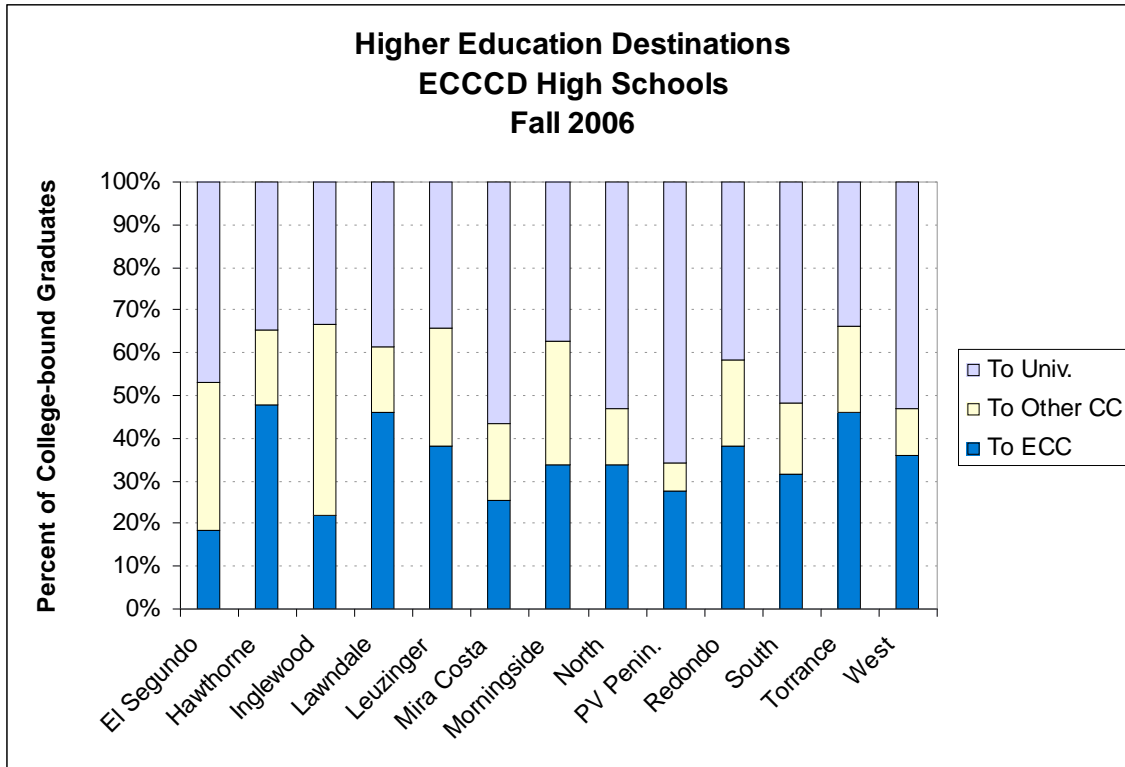
El Camino College Workforce Profile

The El Camino College workforce is known for its long-term employees with over 30% of employees having more than 15 years of service. Tables 2 and 3 and Figure 9 below profile the workforce as of Fall 2007. Although the workforce is predominantly White, the percentage of those employees is declining in favor of other groups.

Table 2
El Camino College
Workforce by Employment Category

Position	Count	%	All CCC %
Administrative	45	3.2	3.5
Tenured / Tenure Track	333	23.4	19.8
Academic Temporary	650	45.7	47.2
Total Faculty	*983*	*69.1*	*67.0*
Professional, Other	49	3.4	2.2
Clerical / Secretarial	150	10.5	12.2
Technical / Professional	88	6.2	8.6
Skilled Crafts	36	2.5	1.1
Service / Maintenance	71	5.0	5.4
Total Workforce	1,422	100.0	100.0

Table 3
El Camino College
Workforce by Gender and Employment Category

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	11	1.4	8	1.2	19	1.3
Tenured	118	15.4	128	19.5	246	17.3
Tenure Track	57	7.4	30	4.6	87	6.1
Academic Temporary	332	43.3	318	48.5	650	45.7
Classified	248	32.4	172	26.2	420	29.5
Total Workforce	766	100.0	656	100.0	1,422	100.0

Figure 9

Ethnicity
El Camino College Workforce, Fall 2007
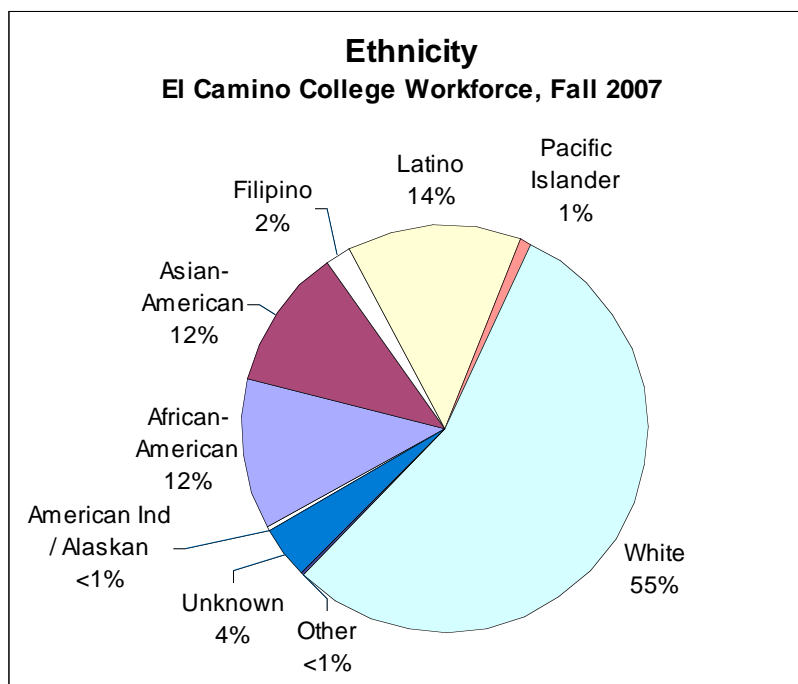
El Camino College - Compton Center
Demographic Profile

Compton Center serves students of the Compton Community College District, originally configured to include the K-12 districts of Compton, Lynwood, and Paramount. It includes a decidedly younger and growing district (Figures 10 and 11).

Figure 10

Compton District Population by City
2000 to 2005

Figure 11

Median Age by City - 2000
Compton District
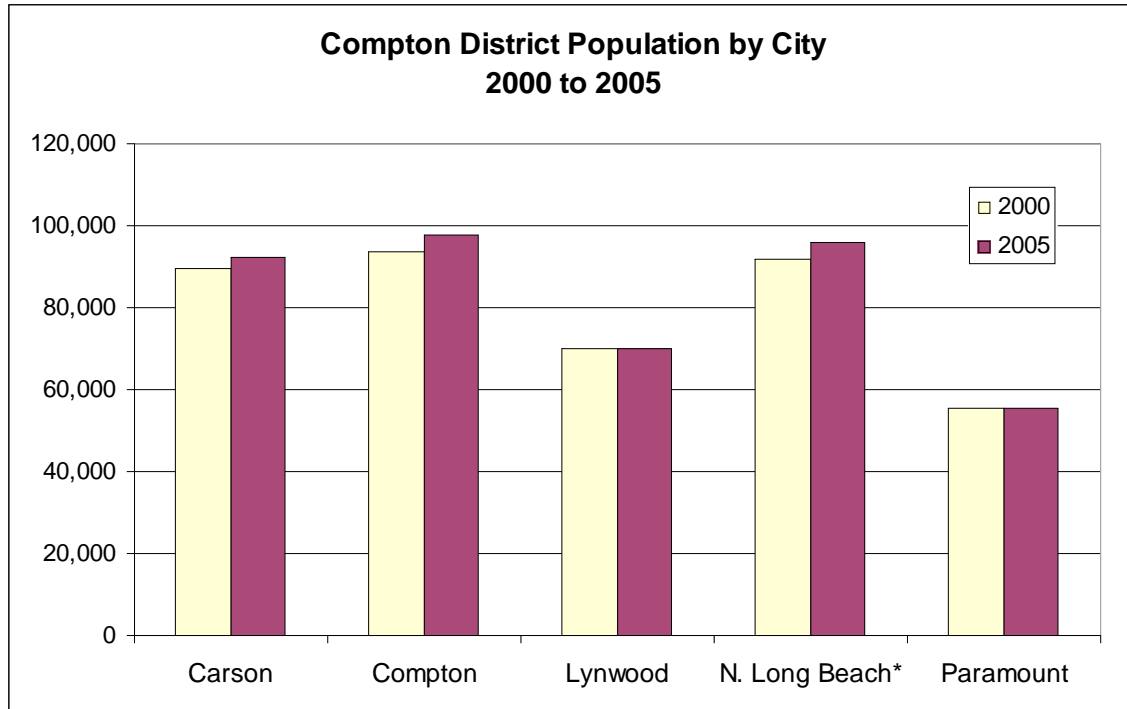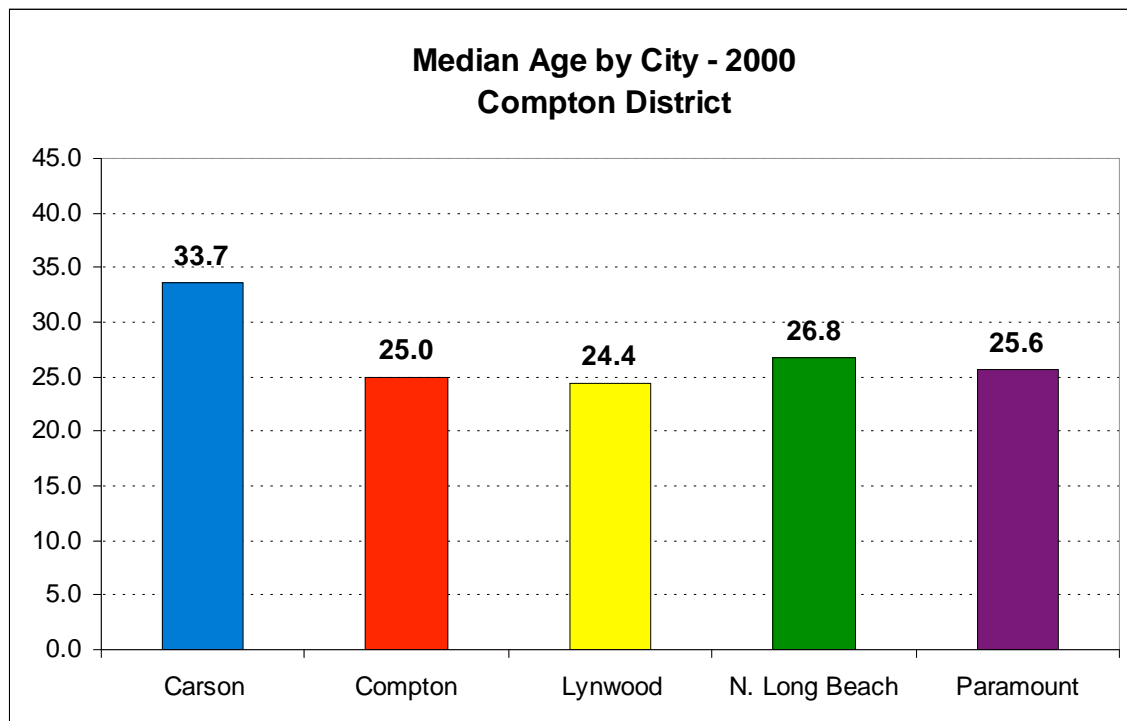
Compton Center shows distinctly larger enrollments of women than men and proportionately more African-American than Latino students despite the more even distribution in the district in both these areas (Figures 12 and 13). One explanation for the ethnic difference is that the Latino population is younger, on average, than the African-American community within the Compton district.

Figure 12

Gender Composition
Compton District (2000) and Compton Center (2007)

Figure 13

Ethnicity
Compton District Population (2000 Census)

Ethnicity
Compton Student Body (Fall 2007)

Figure 14

Percentage of Compton District Population and Enrollment by City
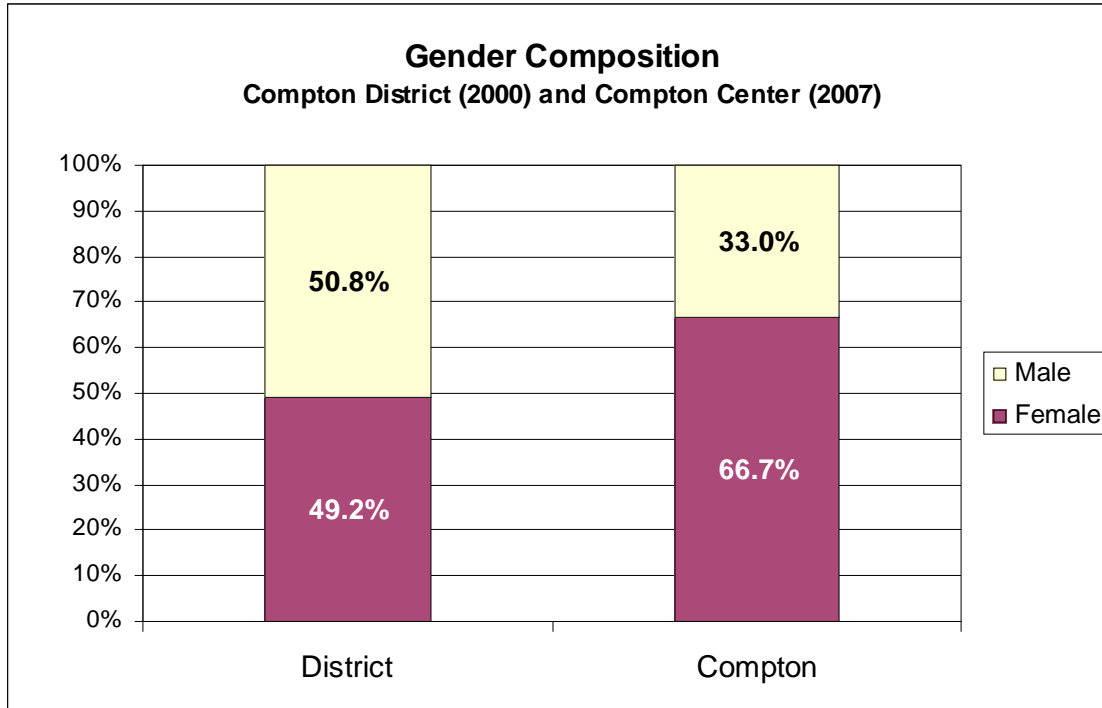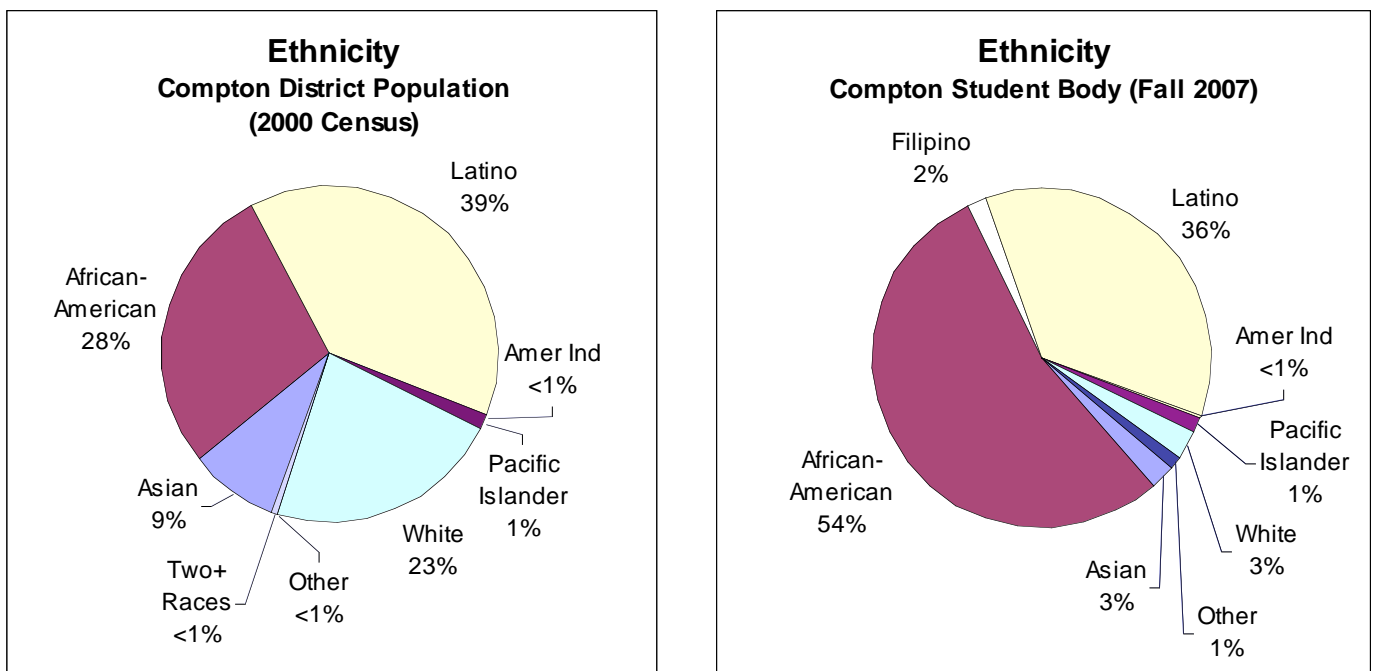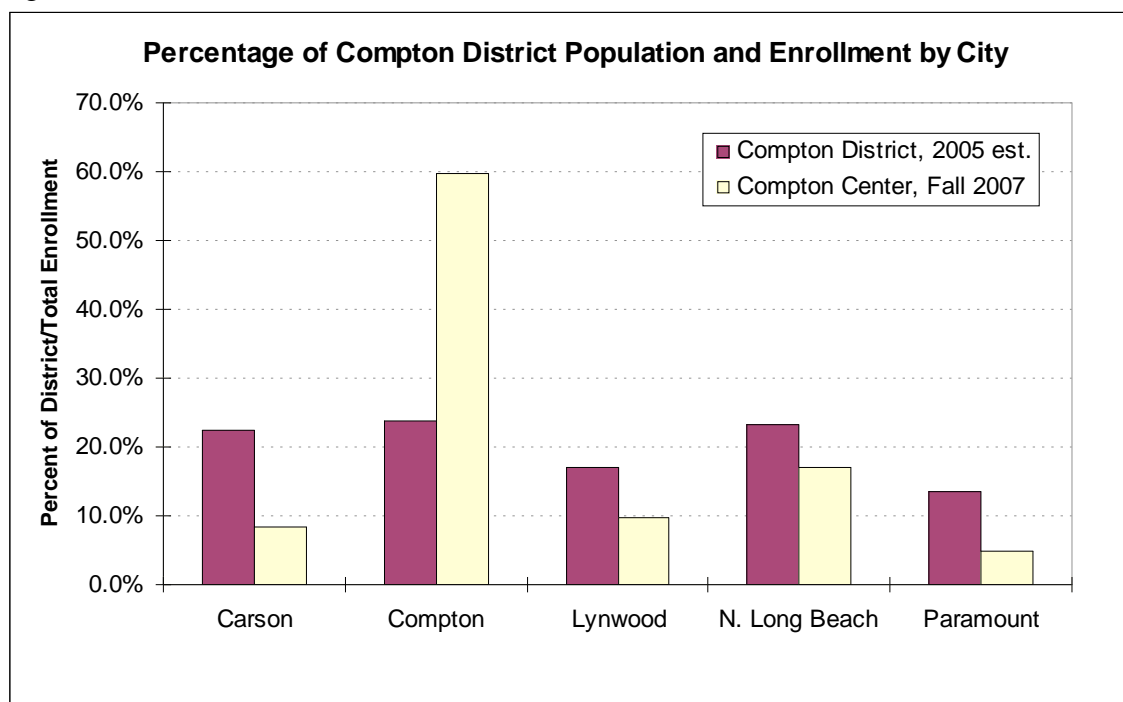
Percentage of enrollment by district city (Figure 14) varies, with a much higher percentage of students enrolling from the City of Compton compared to other regions, partly due to each region's distance from the campus.

Compton Center Enrollment Profile
In the first year of the partnership with El Camino College, Compton Center enrolled fewer than 3,000 students but experienced a jump of nearly one thousand students by Fall 2007 (Table 4).

Enrollment of evening students at the Compton Center has increased slightly over the same period (Table 5).

Table 4
Compton Center
Fall Term Enrollment

	FA06	FA07
Total Headcount	2,851	3,725

Table 5
Compton Center
Day vs. Evening Class Time Status
Percentage (%) in each Category

Time of Day	FA06	FA07
Day	71.5	69.1
Evening	27.0	28.2
Unknown	1.4	2.7

A small percentage of college-going students in the Compton district selected Compton Center in Fall 2006 (Figure 15). However, this is not surprising due to the loss of Compton College's accreditation just before the semester began. As the campus recovers from the accreditation loss and moves forward in partnership with El Camino College, Compton Center is working strenuously to rebuild enrollment from area High Schools.

Figure 15

Higher Education Destinations
Compton District and Area High Schools
Fall 2006
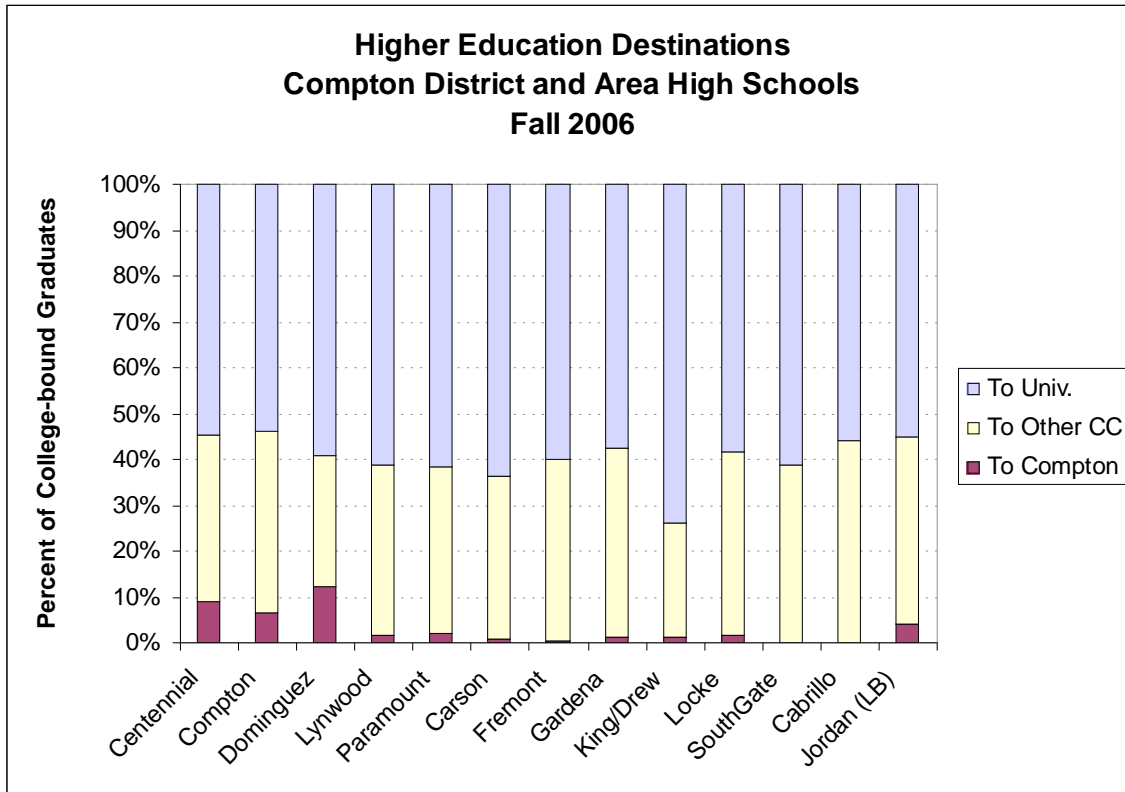
Compton Center Workforce Profile
The workforce at the Compton Center featured in

Tables 6-7 and Figure 16 reflects broad ethnic and gender diversity.

Figure 16

Ethnicity
Compton Center Workforce, Fall 2007
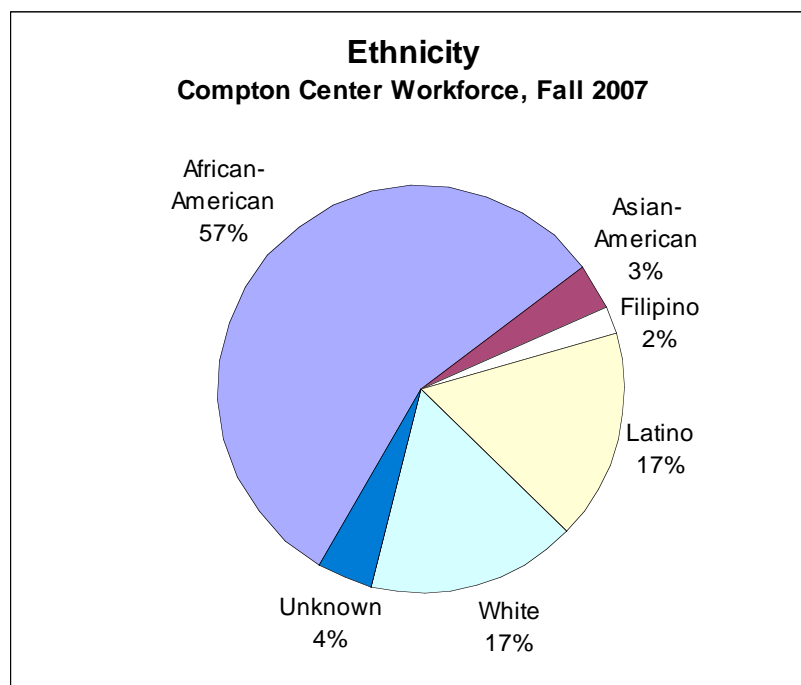
Table 6

Compton Center Workforce by Employment Category

Position	Count	%	All CCC %
Administrative	11	3.7	3.5
Tenured / Tenure Track	88	29.4	19.8
Academic Temporary	69	23.1	47.2
Total Faculty	*157*	*52.5*	*67.0*
Professional, Other	11	3.7	2.2
Clerical / Secretarial	22	7.4	12.2
Technical / Professional	59	19.7	8.6
Skilled Crafts	4	1.3	1.1
Service / Maintenance	35	11.7	5.4
Total Workforce	299	100.0	100.0

Table 7

Compton CenterWorkforce by Gender and Employment Category

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	6	4.1	2	1.3	8	2.7
Tenured/Tenure Track	42	28.4	46	30.5	88	29.4
Academic Temporary	26	17.6	43	28.5	69	23.1
Classified Administrator	1	0.7	2	1.3	3	1.0
Classified Professional	11	7.4	0	0.0	11	3.7
Classified Support	62	41.9	58	38.4	120	40.1
Total Workforce	148	100.0	151	100.0	299	100.0

RESULTS FROM THE 2002 COMPREHENSIVE VISIT

1. *As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)*

2. *The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7B.3)*

3. *As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)*

4. *The college's 1992 governance policy and current consultation procedures needs to be updated and clarified into one governance policy and procedure system in order to create an understandable and more effective governance system that clearly reflects the roles and responsibilities of all constituents. (Standard 10.B.8)*

The college has successfully addressed all of the site review team's recommendations listed above. Since the 2002 site visit, the college completed a focused midterm report in Spring 2005 and progress reports in Spring 2006 and 2007. Subsequent to the 2007 progress report, the Commission sent a one-day progress visit team in April 2007 to review documentation and to interview personnel and examine the issues identified by the Commission.

Response to Recommendation 1

1. *As cited in previous (1990, 1996) accreditation recommendations, the college must improve and implement effective program review processes. All segments of the college community need to collaborate to develop and implement a streamlined, meaningful, and timely program review process for Academic Affairs and Administrative Services **and link the outcomes to planning and budget processes. (Standards 3A.4, 3B.3)***

Description of Progress Made Toward Recommendation 1

The college met the recommendation and continues to move forward in an affirmative manner.

Academic Affairs

The college is making progress in the academic program reviews and to date has completed 41 of the 53 programs. In Fall 2007, the Associate Dean of Humanities assumed responsibility for overseeing the program review process and has been very successful working with the faculty and the deans in the programs to complete their outstanding program reviews. The program review committee meets every two weeks to review completed program reviews and helps the proponents review and refine their recommendations and analysis. Any recommendations which result from the program review process can possibly be incorporated into the division planning process if they become part of the prioritization for the division. In addition, the research office in coordination with the associate dean and the faculty conducting program reviews has made data collection and surveys much easier to collect. The program review process has become more systemic because the recommendations that the programs make, particularly if they are going to have cost impact to the budget, must become a part of the division planning process which takes place every year with a software called Plan Builder that the entire college is using for planning. This process allows for the program review process to become linked to the planning and budgeting process on an annual basis. While not all of the recommendations made by the various program reviews get into the plan for the division, faculty has the satisfaction that their recommendations are taken seriously and are considered by the division planning committee. The program review in Academic Affairs should be completed by the end of Fall 2008, at which time the program review process will start all over again for all of the programs.

Student and Community Advancement:

Under the direction of the Vice President of Student and Community Advancement (SCA), the Dean of Enrollment Services is responsible for monitoring the program review process for all programs in Student and Community Advancement. At this time 90% of the SCA department program reviews are complete with the remaining 10% expected to be completed by the end of Summer 2008.

Managers and staff submit completed program reviews to the Vice President of Student and Community Advancement for review and comment. The Vice President forwards approved program reviews to the Planning and Budget Committee for consideration and potential endorsement of funding recommendations to the president.

Administrative Services:

Administrative Services adopted a program review process that works differently from Academic Affairs and Student Services as it uses flowcharts to identify how the various individuals and operations within the unit work with each other. This is accomplished by feedback analysis from unit members and customer satisfaction surveys. The process also requires setting benchmarks in the form of performance indicators for each of the units. All of this process results in the analysis of the quality of services in the 24 Administrative Services units. Information gathered from the process analysis may be used to initiate changes or improvements in areas identified by the process. Lately the 24 units reported their progress on benchmarks or the performance indicators every 90 days and will continue to do so until areas identified as needing improvement in each of the units actually make the required changes to improve. At a recent management meeting, the major organizational units within Administrative Services presented a report to the rest of the management staff that demonstrated how their process analysis and feedback is working to improve services. This approach is different but because Administrative Services primarily focuses on providing services both to internal clients and external clients, it seems to be working well for them and will be evaluated over the next three years to assess effectiveness.

Summary

The college is using the program review process effectively to incorporate prioritized program proposals into the planning and budgeting process. It is expected that as the program review process becomes more formalized that the college will develop a more routine approach to program review with the goal of reducing the labor intensiveness, particularly in Academic Affairs. It is anticipated that as all of the program reviews are completed at the end of 2008 that a more streamline program review process that allows for annual evaluation and progress on goals will become the norm and part of the planning process.

Response to Recommendation 2

2. *The team recommends that the college review and establish a consistently applied, thorough, objective, and accountable system of classified staff performance review, focused on individual growth and performance improvement (Standards 7B.1, 7B.2, 7.B.3)*

Description of Progress Made Toward Recommendation 2

The college completed Recommendation 2 by instituting a three-pronged approach for managers and supervisors to address the issues of consistency, performance improvement, and timeliness of classified evaluations. The three approaches used include a classified employee personnel grid, performance evaluation workshops, and the implementation of a classified employee performance evaluation procedure.

The Human Resources Department developed an evaluation database organized by manager. The database is organized into an Excel spreadsheet and lists departments or units in each of the vice presidents' areas. The grids show classified employee names, titles, original hire date, job status date, and the last evaluation date. The grids are designed to highlight employee evaluations that had lapsed beyond the annual time frame thus prompting managers to catch up with delinquent classified staff evaluations and to construct a reminder system to avoid falling behind with annual evaluations. The majority of the college's managers and supervisors became engaged in the process and completed their staff evaluations.

Managers regularly have the opportunity to become trained on evaluation of classified, faculty and administrative staff. The Human Resources department regularly provides evaluation workshops on themes related to employee evaluation processes. Some of the workshops are provided by staff and others are provided by the Leibert, Cassidy and Whitmore legal firm. In general, the timeliness and the effectiveness of the classified staff evaluation process have improved and managers are required to complete them in a timely manner.

The Human Resources department regularly notifies all of the managers of their schedules for evaluation on a 30-day basis. This approach has helped managers to stay current and at this time, more than 80% of the classified staff evaluations are completed

in a timely manner. A list of overdue performance evaluations are given to the Superintendent/President and the three vice presidents every month.

Response to Recommendation 3

3. *As cited in both the 1990 and 1996 accreditation recommendations, the budget development process needs to be structurally linked to the institutional planning and program review process. This linkage should include the Educational Master Plan, Facilities Master Plan, Technology Master Plan, staffing plan, and other institutional planning efforts. (Standards 9.A.1, 9.A.3)*

Description of Progress Made Toward Recommendation 3

The college has met the requirements of Recommendation 3. The principle responsible parties of the planning and budgeting process are the college President, the three Vice Presidents and the Planning and Budget Committee (PBC). The PBC serves as the steering committee for campus wide planning and budgeting. The PBC assures that planning and budgeting are interlinked and that the process is driven by institutional priorities set forth in the Educational Master Plan and other plans adopted by the college. The PBC makes recommendations to the Superintendent/President on all planning and budgeting issues and reports all committee activities to the campus community.

Plans and program review recommendations are created by managers, faculty, and staff and entered into Plan Builder, the college's planning software. Plan Builder plans are reviewed and prioritized by the area vice presidents and brought to PBC for consideration and funding endorsement. PBC recommendations are forwarded to the president for consideration.

The college is in the second generation of planning software and processes after originally selecting planning software called Q-Builder that managers found difficult to use. Though it was an excellent software, it had some technological difficulties that the college was never able to debug and the college then decided to go to another software used by a neighboring college called Plan Builder. This software is in its first year of application and appears to be working well and does not take up as much space on the computers consequently operating more

19

effectively. All managers must complete and submit a plan if they wish to be considered for new funding. The college has consistently funded department plans for the last four years.

Response to Recommendation 4

4. The college's 1992 governance policy and current consultation procedures needs to be updated and clarified into one governance policy and procedure system in order to create an understandable and more effective governance system that clearly reflects the roles and responsibilities of all constituents. (Standard 10.B.8)

Description of Progress Made Toward Recommendation 4

Shortly after the 2002 visit, the Board of Trustees approved and updated consultation Board policy, also known as BP 2510, and the corresponding Administrative Procedure, AP 2510. Both the policy and procedure have been circulated through each collegial consultation committee on campus and placed on the college's website for ease of accessibility by all employees. The updated policy clarifies the District's decision-making process for the Academic Senate, staff, and students. The updated procedure spells out the role and functions of the District's College Council (a campus-wide collegial consultation committee), membership and process of College Council, other collegial consultation groups, and committee appointments.

The application of the consultation policy is working well and the college has developed consultation processes at the division, unit, and college-wide level. The principle consultation committees are the College Council, chaired by the Superintendent/President, the Planning and Budgeting Committee (PBC), and the Facilities Steering Committee. Other committees, such as Area Councils, Division Councils, and unit councils, advise the Superintendent/President through the Council of Deans or the Area Councils or through the representatives in the College Council. While not everyone agrees on the effectiveness of communication in the consultation process, the college has developed a well-established consultation committee structure and flow of information to advise decision making. The Superintendent/President holds College Council meetings every Monday at the same time and publishes the agenda and the minutes from the previous meeting. The College Council is made up of representatives from the three unions, faculty senate, associated students and members of the Superintendent/President's Cabinet. On a monthly basis, the Council reviews and discusses the Board of Trustees agenda and advises the Superintendent/President on matters of concerns to the various constituent representatives. Any recommendations for changes in the consultation process must come through the representatives to the College Council to advise the Superintendent/President. Ideally each of the representatives will report back to their constituents on the progress of their recommendations or discussions in College Council. The College Council meetings are open meetings.

Academic Affairs Program Review Status (April 2008)

Program Review Status	Previous Self Study	2nd Round	1st Draft	Final Review
Paralegal Studies*	92/93, 00/01	2001	Done	Done
Speech Communication	92/93, 00/01	2001	Done	Done
Dance	93/94	2003	Done	Done
English as a Second Language	92/93	2003	Done	Done
Architecture		2004	Done	Done
Astronomy	92/93	2004	Done	Done
History/Ethnic Studies	92/93	2004	Done	submitted
Machine Tool Technology		2004	Done	Done
Nursing*	94/95	2004	Done	Done
Philosophy		2004	Done	resubmitted
Physics	93/94	2004	Done	Done
Real Estate	93/94	2004	Done	Done
Administration of Justice	93	2005	Done	Done
Air Conditioning and Refrigeration	94/95	2005	Done	submitted
Anthropology	**97/98**	**2005**	**IP**	**May 07**
Construction Technology	93/94	2005	Done	Done
English - Reading	93/94	2005	Done	Done
Film/Video		2005	IP	submitted
Mathematics – Engineering	94/95	2005	Done	Done
Music		2005	Done	Done
Photography		**2005**	**IP**	**May 07**
Radiological Technology*	92/93	2005	Done	submitted
Sociology	**98/99**	**2005**	**IP**	**May 07**
Art	**93/94**	**2006**	Done	Done
Automotive Technology		**2006**	**Done**	**May 07**
CADD	96/97	2006	Done	Done
Childhood Education	93/94	2006	Done	Done
Computer Information Systems		2006	Done	Done
Computer Science		**2006**	**IP**	**May 07**
Fire and Emergency Technology	93/94	2006	Done	Done
Life Sciences	92/93	2006	Done	Done
Quality Assurance		2006	-	-
Recreation/PE Major		**2006**	**IP**	**Apr 07**
Respiratory Care*	97,00/01, 03	2006	IP	Done
Teacher Education Program		2006	Done	Done
Welding		2006	IP	resubmitted
Academic Strategies	93/94	2007	submitted	Apr 08
Auto Collision Repair/Painting	92/93	2007	Dec 07	Apr 08

Program Review Status	Previous Self Study	2nd Round	1st Draft	Final Review
Business		2007	submitted	Apr 08
Cosmetology	96/97	2007	submitted	Apr 08
Electronics & Computer Hardware Technology	93/94	2007	submitted	Apr 08
English	93/94	2007	submitted	Apr 08
Environmental Horticulture		2007	submitted	Apr 08
Fashion	93/94	2007	Dec 07	Apr 08
Honors Transfer Program	97/98,98/99	2007	submitted	Apr 08
Learning Resources Unit		2007	submitted	Apr 08
Mathematics - Developmental	93/94	2007	Dec 07	Apr 08
MESA		2007	submitted	Apr 08
Physical Education – Athletics Program	94/95	2007	submitted	Apr 08
Political Science	93/94	2007	submitted	Apr 08
Pre-Engineering		2007	Dec 07	Apr 08
Sign Language/Interpreter Training	94/95	2007	submitted	Apr 08
Theatre	93/94	2007	Dec 07	Apr 08
Chemistry	97/98	2008	Dec 08	Apr 09
Earth Sciences	98/99	2008	Dec 08	Apr 09
Economics	98/99	2008	Dec 08	Apr 09
Family & Consumer Studies	96/97	2008	Dec 08	Apr 09
Foreign Language	97/98,98/99	2008	Dec 08	Apr 09
General Studies	97/98	2008	Dec 08	Apr 09
Health Center	96/97	2008	Dec 08	Apr 09
Journalism	97/98	2008	Dec 08	Apr 09
Psychology	97/98	2008	Dec 08	Apr 09
School Health Clerk		2008	Dec 08	Apr 09
Science Career Prep Programs		2008	Dec 08	Apr 09
Special Resource Center	94/95	2008	Dec 08	Apr 09
Study Abroad Program		2008	Dec 08	Apr 09
Distance Education		2008	Dec 08	Apr 09
Human Development		2008	Dec 08	Apr 09

*Accredited by outside agencies. Their accreditation reports serve as their program review.

Student and Community Advancement Program Review Timeline

Year – 1 (2005/06)
- Admissions
- Evaluations
- Records
- Registration
- Veteran's Affairs
- International Student Program - ISP
- Outreach & School Relations
- Financial Aid
- Assessment & Testing
- Student Development
- First Year Experience / Supplemental Instruction

Year – 2 (2006/07)
- Counseling
- EOP&S/CARE/CalWORKs
- Career Center
- Transfer Center
- Project Success
- Puente Program
- Matriculation - Student Enhancement Program

Year – 3 (2007/08)
- Resource Development - Foundation
- Resource Development - Grants Development and Management (In process)

LONGITUDINAL STUDENT ACHIEVEMENT DATA

El Camino College

Course Completions

Retention and success rates are two measures frequently used to assess academic progress and serve as proxies for college-level learning outcomes. Retention is the percentage of students who remain enrolled through the end of the term; success is the percentage of students who earn a C, CR (credit) or better in courses.

El Camino College is proud of its rigorous curriculum which successfully prepares students for a variety of careers and academic programs at four-year universities. The college experienced slight fluctuations in success and retention over the past 5 years, with course retention and success rates stable but declining slightly over the last 3 years (Figure 17).

The Student Progress and Achievement rates in the Accountability Report for the California Community Colleges (ARCC) also exemplify changes in academic performance and achievement at El Camino College over the past few years (see Figure 18 below). The college tends to be above or near the average of its peers on most measures with the rate of persistence (Figure 18) being especially high. ECC students tend to stay with their course of study more often than nearly all its peer institutions.

Figure 17

El Camino College Success and Retention Rates
Five-Year Trend
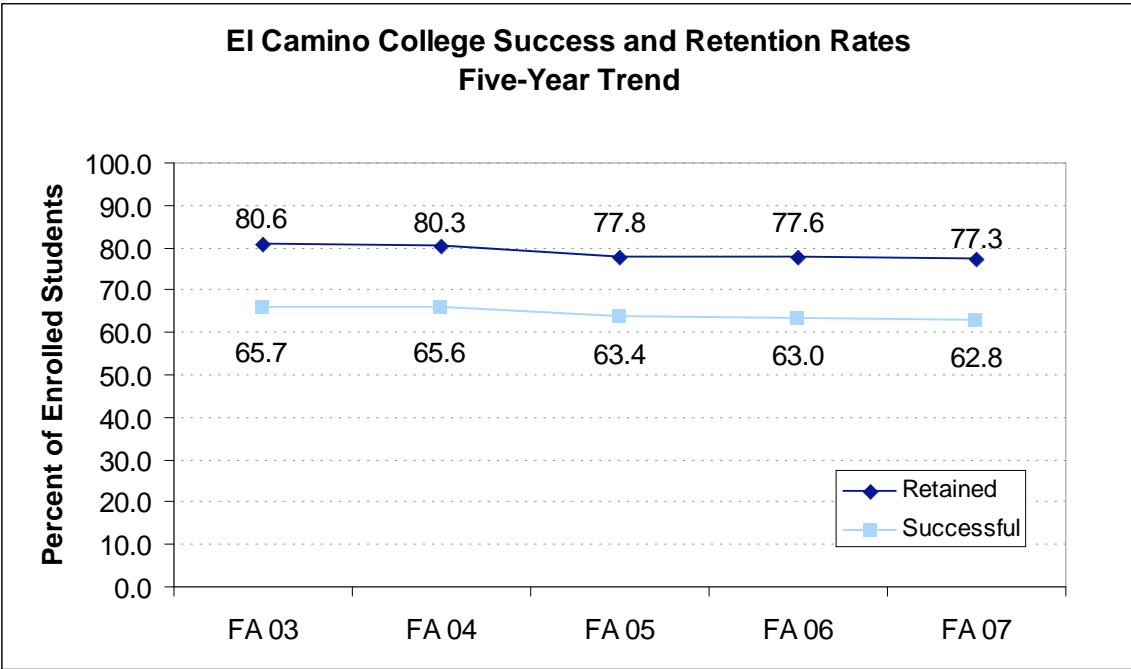
Figure 18

Student Progress and Achievement: Degree/Certificate/Transfer

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	49.5%	50.8%	49.6%

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	67.8%	68.3%	67.9%

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	73.6%	74.4%	75.2%

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	71.6%	70.5%	71.2%

Accountability Reporting for the Community Colleges (ARCC), March 2008

Degrees Awarded

El Camino College experienced a recent growth and subsequent decline in degrees awarded which directly related to preceding enrollment levels (Figure 19). Certificates awarded continued fairly stable growth during the same period despite these enrollment declines. 2006-07 showed a 5-year high in certificates awarded. Tables 8 and 9 below show the top 10 fields in which degrees and certificates were awarded by the college.

Figure 19
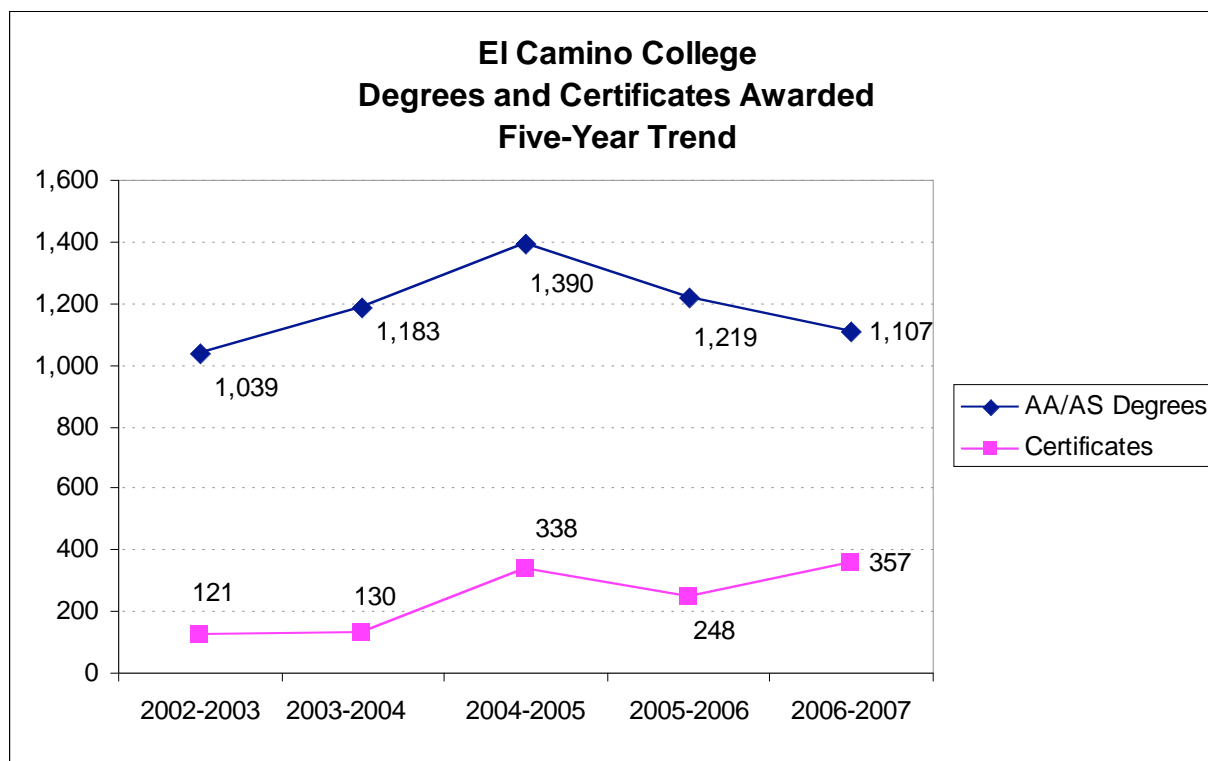
Table 8
El Camino College
Top Ten Degree Fields
2006-07

Degree Area	Count
Interdisciplinary Studies	427
Health	145
Business and Management	139
Public and Protective Services	59
Social Sciences	58
Engineering and Industrial Technologies	44
Fine and Applied Arts	44
Family and Consumer Sciences	40
Education	25
Information Technology	21

Table 9
El Camino College
Top Ten Certificate Fields
2006-07

Certificate Area	Count
Health	82
Public and Protective Services	73
Engineering and Industrial Technologies	54
Commercial Services (e.g., Cosmetology)	41
Business and Management	32
Education	20
Family and Consumer Sciences	14
Law	10
Humanities	8
Media and Communications	8

Transfer Destinations

El Camino College is among the top colleges in California in terms of transfer to 4-year institutions. Well over 1,000 students transfer to universities each year. Tables 10 and 11 show the top destinations of El Camino College students by institution type and institution, respectively.

Table 10
El Camino College Students
Transfer Destinations
2006-07

Institution Type	Count	%
California State University	668	59.3
University of California	253	22.5
In-State Private University	113	10.0
Out-of-State University	92	8.2
Total	1,126	100.0

Table 11
El Camino College Students
Top Receiving Institutions
2006-07

Institution Name	Count
California State University - Long Beach	298
California State University - Dominguez Hills	123
University of California - Los Angeles	84
California State University - Fullerton	58
California State University - Los Angeles	52
University of California - Irvine	47
University of California - San Diego	41
University of California - Berkeley	35
California State University - Northridge	33
University of Phoenix	26
San Diego State University	24
California State Polytechnic University - Pomona	22
University of Southern California	21
Loyola Marymount University	21
University of California - Riverside	16
University of California - Santa Barbara	15
California State University - Sacramento	14
San Francisco State University	10

Basic Skills Academic Performance
Success rates in pre-collegiate (credit) basic skills courses at El Camino College fluctuate little over time (Figure 20). The college is also above the average of its peers on this measure.

Improvement rate, measured as the percentage of students successful in an entry basic skills or ESL course who are also successful in a subsequent course, is an effective way to determine progress through a basic skills course series (Figure 20). The

ESL Improvement Rate at El Camino College is consistently high and well above the peer average. Although the basic skills improvement rate is below the peer average, the college has experienced notable gains on this measure in recent years.

Figures from the ARCC report reflect mostly pre-partnership rates for Compton and are not included here. Nonetheless, Compton's rates in the basic skills categories are especially low and therefore are a particular focus for improvement.

Figure 20

El Camino College

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

	2004-2005	**2005-2006**	**2006-2007**
Annual Successful Course Completion Rate for Basic Skills Courses	58.6%	57.1%	58.7%

	2002-2003 to 2004-2005	**2003-2004 to 2005-2006**	**2004-2005 to 2006-2007**
ESL Improvement Rate	65.2%	62.9%	64.9%
Basic Skills Improvement Rate	49.6%	49.8%	51.7%

Accountability Reporting for the Community Colleges (ARCC), March 2008

LONGITUDINAL STUDENT ACHIEVEMENT DATA
El Camino College - Compton Center

Course Completions
Figure 21 reflects overall fall term success and retention rates for Compton Center for the first two years of the partnership with El Camino College. Academic performance has improved dramatically at the Compton Center over the last year. Between Fall 2006 and Fall 2007, success rates improved from 57% to nearly 59%, while retention rates stayed about the same (70%).

The Accountability Reporting for the Community Colleges (ARCC) report presents data for the Center over three cohort years. For most measures, the last cohort of the 2008 report was partially under the El Camino College partnership. The largest influence on these performance indicators is, without question,

Compton College's loss of accreditation and late-starting partnership with El Camino College in Fall 2006. However, this report serves as a useful baseline from which to measure future improvements.

Figure 22 (on page 30) shows the student progress and achievement indicators from the Fall 2008 ARCC report. The measure of greatest concern is Persistence, which indicates that many students who left Compton College after being enrolled in Fall 2005 did not enroll at another California Community College. A positive result from the report is the vocational course success rate (Figure 22) which showed continued strong improvement across the years of the report.

Figure 21

Compton Center
Overall Success and Retention Rates
Two-Year Trend
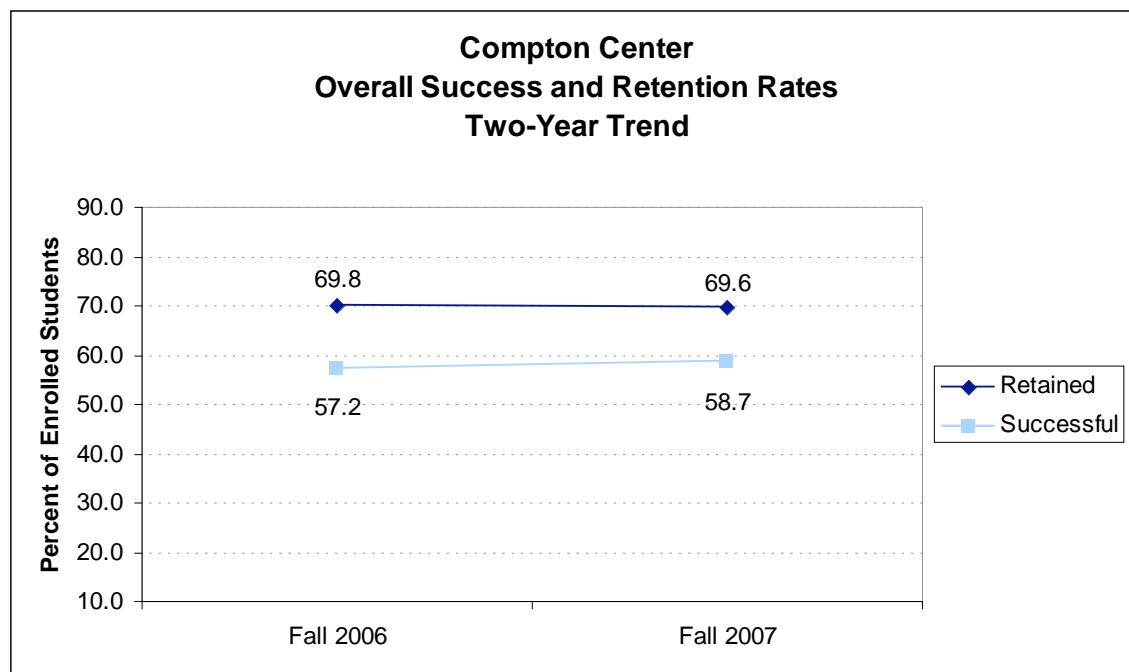
Figure 22

Student Progress and Achievement: Degree/Certificate/Transfer

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Student Progress and Achievement Rate	27.0%	29.6%	24.4%

	1999-2000 to 2004-2005	2000-2001 to 2005-2006	2001-2002 to 2006-2007
Percent of Students Who Earned at Least 30 Units	56.1%	55.9%	53.5%

	Fall 2003 to Fall 2004	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006
Persistence Rate	46.7%	53.7%	34.3%

Student Progress and Achievement: Vocational/Occupational/Workforce Development

	2004-2005	2005-2006	2006-2007
Annual Successful Course Completion Rate for Vocational Courses	64.4%	68.5%	69.9%

Accountability Reporting for the Community Colleges (ARCC), March 2008

Degrees Awarded

One of the more dramatic effects of the accreditation loss has been on the number of degrees and certificates awarded at Compton College/Compton Center (Figure 23). This number, which plummeted during the first year of the partnership with El Camino College, relates to the extreme decline in enrollment during this first year. Although degrees and certificates are now awarded by El Camino College, those awarded to students associated with Compton Center will continue to be tracked as graduation will continue to be celebrated on the Compton campus.

Table 12 lists the top fields in which degrees and certificates were awarded in 2006-07.

Figure 23

Compton Center
Degrees and Certificates Awarded
Three-Year Trend *
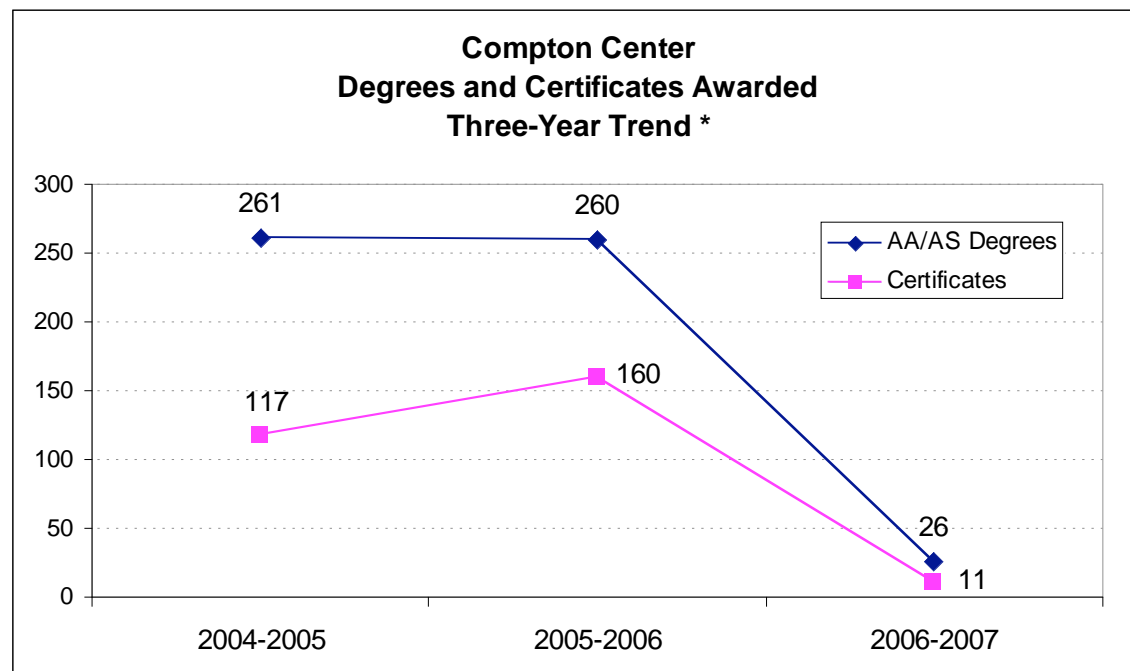
* First two years in chart were under Compton College.

Table 12
Compton Center
Top Degree and Certificate Fields
2006-07

Program/Degree Subject	Count
Health (Nursing)	18
Family and Consumer Sciences	6
Engineering and Industrial Technologies	5
Public and Protective Services	4
Business and Management	2
Commercial Services	2

Transfer Destinations

Despite the impending loss of accreditation in 2006, Compton College transferred nearly 200 students to 4-year institutions in 2006-07 (Table 13). Most of these students went to the nearby CSU-Dominguez Hills, while a notable number selected local private institutions (Table 14).

Table 13
Compton Center Students
Transfer Destinations
2006-07

Institution Type	Count	%
California State University	168	87.5
University of California	1	0.5
In-State Private	23	12.0
Out-of-State Private	0	0.0
Total	192	100.0

Table 14
Compton Center Students
Top Receiving Institutions
2006-07

Institution Name	Count
California State University - Dominguez Hills	112
California State University - Los Angeles	19
California State University - Long Beach	17
Charles R. Drew University	13
California State University - Fullerton	6
California State Polytechnic University - Pomona	6
National University	6
University of California - San Bernardino	5
University of La Verne	3
Humbolt State University	2

<u>Basic Skills Academic Performance</u>
Success and progress in pre-collegiate (credit) basic skills courses at Compton Center is an area of concern. Most measures of basic skills, retention, success, and improvement (Figures 24 and 25) are low and experienced recent declines. Academic success and progress through basic skills courses are receiving special attention both at the division and department levels as well as through a college-wide Basic Skills Task Force. Classroom and student service innovations have begun to be implemented which should support greater success among students at Compton Center.

Figure 24

Compton Center
Pre-Collegiate Basic Skills Success and Retention Rates
Two-Year Trend
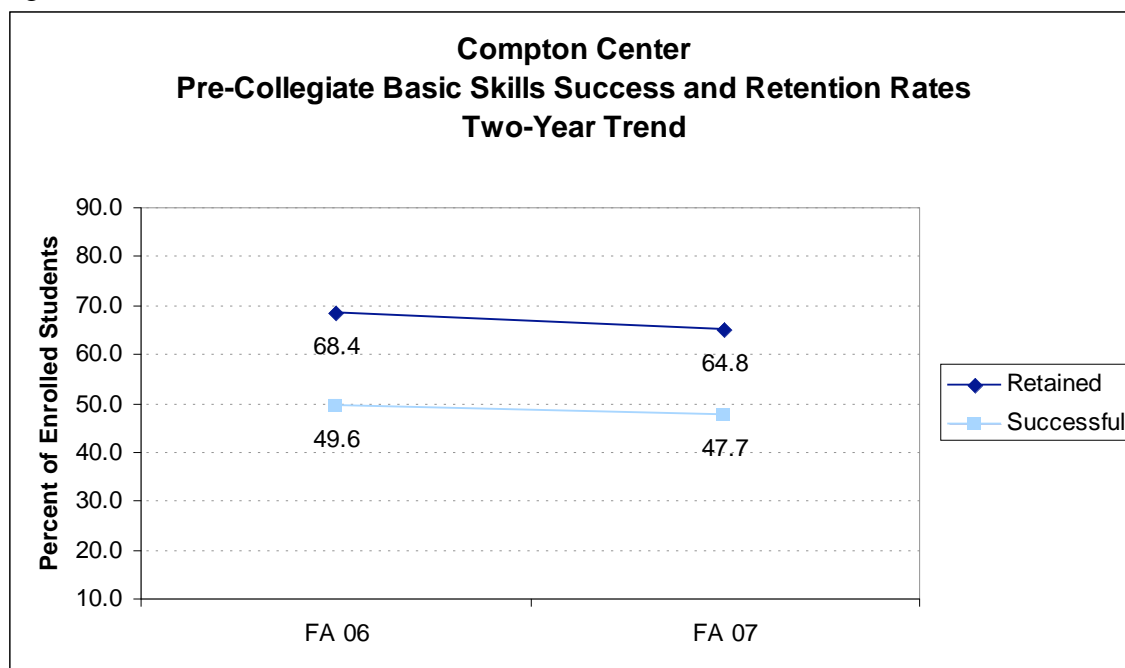
Figure 25
Compton Center

	2004-2005	**2005-2006**	**2006-2007**
Annual Successful Course Completion Rate for Basic Skills Courses	62.1%	61.8%	51.5%

	2002-2003 to 2004-2005	**2003-2004 to 2005-2006**	**2004-2005 to 2006-2007**
ESL Improvement Rate	5.8%	5.6%	9.4%
Basic Skills Improvement Rate	41.3%	41.0%	35.1%

Accountability Reporting for the Community Colleges (ARCC), March 2008

STUDENT LEARNING OUTCOME (SLO) STATUS

The SLO Task Force

In Fall 2004, the college administration and the academic senate formed the SLO Task Force. For two years, key personnel held meetings and sponsored flex activities to facilitate dialogue concerning student learning outcomes and assessment. The Vice Presidents for Academic Affairs and Student Services funded training workshops, both on and off campus.

The SLO Task Force began its work in the midst of an ambitious six-year process to review all course outlines for compliance with Title 5 regulations. The college curriculum committee was reluctant to change the procedure midstream to include SLOs, so the SLO Task Force concluded that developing the assessment infrastructure would take place in parallel; integrating assessments into curriculum review would wait until the cycle of Title 5 course reviews was completed. Allowing the Title 5 course review to proceed uninterrupted had an unexpected benefit. Comprehensive Title 5 course review demanded that course objectives were stated in behaviorally measurable terms became a standard question faculty asked and answered in curriculum review. As a result, when the design of SLOs and assessment proposals began in earnest, the college enjoyed a head start in creating robust student learning outcome statements.

The SLO Task Force established two clear principles: First, course objectives undergo a strict approval process, and so are different from student learning outcomes and assessments, which are cyclical and must be flexible. Assessment results produce evidence for consideration during course review. Second, while faculty have always engaged in assessments, a formal system of sharing results would require faculty leadership.

The SLO Task Force also had a few crucial accomplishments. The Vice President for Student Services organized an SLO Writing Event, at which each program director or dean in student services wrote at least one desired outcome statement for his or her area. In Fall 2005, the new Vice President for Academic Affairs led the SLO Task Force in creating Institutional Learning Outcomes, which later were the first draft for the college's core competencies. By the end of Spring 2006, the SLO Task Force decided that faculty coordinators were needed before further progress could be made. The Academic Senate President and the Vice President for Academic Affairs selected two faculty members to serve as Coordinators. Under this new leadership, the process began in earnest at El Camino College in Fall 2006.

Coordinators and an SLO and Assessment Strategy

The coordinators decided on a unique approach to student learning outcomes and assessments, designed for swift, meaningful and sustainable progress. Emphasis was placed on complete, three-phase assessment cycles. Personnel were to identify a student learning outcome and create an assessment instrument, to *assess* the outcome, and then to reflect on the results, before going on to the next cycle. Willing faculty and staff from across campus would focus on one course or program and one student learning outcome at a time. One way to visualize the plan was as a tall, narrow pyramid: complete course-level assessment cycles at the base, program-level student learning outcomes in the middle, and college core competencies on top. As more cycles were completed, the structure would expand at all levels. Within a few years, the structure would become a more robust pyramid.

The coordinators created an initial three semester plan, each semester of which mimicked the assessment cycle. For example, the theme of the first semester was "identify." Workshops focused on identifying student learning outcomes and creating assessment plans. Academic divisions identified all programs for the purpose of student learning outcomes and assessments. Faculty and staff created at least one student learning outcome and assessment plan for one course in every program. The themes for the second and third semesters were "assess" and "reflect", respectively.

The coordinators formed the Assessment of Learning Committee (ALC), with members from each division, representatives from student services, the institutional researcher, senior administrators, and the accreditation chairs. Representatives from the Compton Center were also invited to join in Spring 2007. The committee was charged with guiding the campus as it builds the SLO and assessment process.

As the three-semester project unfolded, the ALC gathered evidence to determine where the college was in terms of assessing student learning outcomes at the course, program and degree level, as well as how the faculty and staff understood the role assessments play in improving student learning at the college.

Evidence at the Institutional Level

The ALC's first task was to establish a set of core competencies, which reflected the values of the community, based on evidence gathered at a workshop held on the Fall 2006 flex day. Beginning with a compilation of over a hundred core competencies at other colleges across the nation, faculty, staff and managers narrowed the list to the five areas most important to the El Camino College community. This served as evidence for the ALC, which drafted a set of core competencies, which expound the mission of the college, reflect the values of the college community, and serve as the over-arching framework, under which program-level and course-level student learning outcomes are organized and aligned. The El Camino College Core Competencies were ratified by the Academic Senate in February 2007.

Evidence at the Program Level

Early in Fall 2006, academic divisions were asked to establish programs for the purpose of SLO assessments; the results were surprisingly varied and at times did not align with the programs defined for program review. For example, the Natural Sciences Division decided on three programs, based on the three groups of students it serves: pre-allied health students, general education students, and future majors. The Mathematical Sciences Division decided on five programs and reshaped its governing structure to align with these.

A few programs on campus defined student learning outcomes and designed assessments at the program level during the first cycle of assessments. One example was the Math for Teachers Program, which began with program-level SLOs and created course-level SLOs to align with the program-level SLOs. The lead Math faculty member then conducted a full set of assessment cycles for one of the courses in the program, Probability and Statistics for Prospective Elementary School Teachers (Mathematics 115). She is now assisting other instructors in this program as they conduct assessment cycles in the other courses

in the program. In student services, the Admissions Program completed an assessment cycle related to how well students are able to apply for admission online, which they aligned with one of the core competencies, Communication and Comprehension. CalWORKs completed its first assessment cycle of its program. As a result, it is redesigning how it gathers evidence from both students and employers. The Natural Sciences division created a "division-level" student learning outcome focused on a student's ability to articulate how the scientific method has been used in a published study. The history program recently identified three program-level SLOs, which were then adapted to all of their courses.

Evidence at the Course Level

Faculty members who have completed an assessment cycle are using the experience to change how they are teaching and to help bring fellow instructors begin an assessment cycle. Below are a handful of examples:

- An Art instructor, after completing his first assessment cycle in Life Drawing (Art 17/18), changed in the ways he trains his students to do certain tasks. He has repeated the Life Drawing SLO assessment cycle twice. He has also developed and completed an assessment cycle in Basic Drawing (Art 10ab), working together with an adjunct instructor.

- A Biology instructor designed and implemented a complete assessment cycle based on the scientific method "division-level" student learning outcome. This first example helped set the quality standards for SLOs in this division.

- A Child Development faculty member created an assessment plan entitled "Putting Theory into Practice: Observing, and Analyzing Special Education Programs". Her conclusions and plans: "Students do not know how to cite the text when extracting information. I will develop a handout as well as some practice sessions on 'How to Cite.' I will consider providing a list of observation sites to the students to determine if more students will attempt the assignment." Since this first cycle, the Child Development

program has designed at least one student learning outcome and assessment proposal for every course in its program.

What the ALC Has Done With the Evidence To-Date

1. *We are adjusting our strategy.* The ALC found that most assessments were designed at the course level, largely because instructors were more familiar with assessments at the course level. In response, the ALC now encourages faculty to work at the course level until they complete several cycles.

2. *We are creating a new metaphor for the big picture.* Course-level assessment report are "files", collected in appropriate program-level or degree-level student learning outcome "folders"; "files" and "folders" are, in turn, stored in core competency "filing cabinets". Assessments of programs, degrees and core competencies would be based on a review of the contents of these "filing cabinets", "folders and "files".

3. *We are designing and redesigning reporting forms that reflect our strategy.* In Spring 2007, the ALC designed a form with three sections, each corresponding to a step in the cycle (identify, assess and reflect). The standardized form guides faculty, while still allowing them latitude in assessment design and reporting styles. A similar form was developed for student services in Fall 2007.

4. *We are refining the role of the ALC and articulating assessment principles.* The ALC coordinates the development of an SLO and Assessment infrastructure across the campus, but is not empowered to establish policy. The ALC developed assessment principles, which guide the campus as it integrates SLOs and assessments into already-existing systems and processes. Ideally, any policy regarding SLOs will adhere to these principles, once accepted by the Cabinet, as well as the Faculty and Classified Staff Unions. The first draft was ratified by the Academic Senate on March 4, 2008.

5. *We created means of reporting progress.* The ALC shares the results of faculty and staff effort in three venues. In addition to resources that assist in the development of student learning outcomes and assessment proposals, all work done by the committee is posted on the web site. Every semester, a progress report is compiled by the co-coordinators, approved by the ALC, submitted to the Vice President for Academic Affairs, and posted on the website. Finally, all SLO Assessment Reports are stored by the Coordinators on a shared drive and sent to the appropriate academic division dean and ALC representative.

Training and Professional Development Opportunities

Since Fall 2004, senior administrators have emphasized the importance of ongoing training. After being selected, the administration sponsored multiple training opportunities for the coordinators, including sending them to the first Strengthening Student Success Conference in San Diego in October, 2006. The ALC continued this commitment with the continued backing of the Vice President of Academic Affairs and the Office of Staff Development. In October 2007, a team of fifteen campus leaders attended the second Student Success Conference in San Jose. In addition to large events, such as flex days, other training opportunities were more informal, including visits to department meetings, and other one-on-one or group meetings.

Flex Days

Fall 2006 flex day marked the beginning of the student learning outcomes and assessment development process at El Camino College, in earnest. Workshops were offered in order to lay the groundwork for course-level and program-level student learning outcomes, as well as core competencies. At the Spring 2007 Flex Day, faculty worked in their divisions, creating new student learning outcomes and assessments plans and completing ongoing assessment cycles. Some faculty engaged, in an "assessment audit", a process which asks faculty to discuss assessments they already do, and encourages them to create student learning outcomes for which the existing assessment

would be appropriate. Finally, at the Spring 2008 flex day, the campus expanded its pool of active student learning outcome assessment plans and completed assessment cycles. On this day alone, the number of student learning outcome assessment proposals at the course-level nearly doubled. Faculty have commented on how productive these flex days have been. Administrators have been impressed as well, and have decided that all flex days will focus on student learning outcomes and assessment until a complete assessment infrastructure has been put in place.

Assessment of Student Learning Weeks & Student Services SLO Summits
Other important training events include the Assessment of Student Learning Weeks, started in Fall 2007 and offered each semester, and the Student Services SLO Summits, started in January 2008, and offered during the summer and winter intersessions. The Assessment of Student Learning Weeks include "fairs", at which faculty create new assessment proposals, make progress with ongoing assessment, and share experiences with other faculty. The week ends with a "mini-conference," which includes break-out workshops and guest speakers. The Student Services SLO Summit is a half-day event which begins with campus leaders and administrators establishing outcomes for the day and continues with several break-out workshops. These two events will continue to offer faculty an opportunity to collaborate and receive help and training from the campus leaders.

Snapshot of Progress
The faculty coordinators use the ACCJC Rubric for Assessment of Progress to help them guide the college forward. The stages of development are 1) Awareness Building, 2) Infrastructure Under Development, 3) Infrastructure Complete, and 4) Ongoing Reflection & Change Occurring. Overall, the college places itself in Stage 2. In the tables below, a more detailed description of our current status is given for each area of development.

Area A:
Student Learning Outcomes and Assessment Framework Creation and Organizational Integration
Current Status:
Infrastructure Under Development (Stage 2)
Evidence: • Framework designed and approved by all college stakeholders.   • Core Competencies have been established and ratified.   • Course and program SLOs and Assessments developed for targeted courses and programs. (Assessment Proposals: 328 Course-Level and 27 Program-Level Complete Assessment Cycles: 31 Course-Level and 5 Program-Level)   • Coordinators have begun integrating SLOs and Assessments into program and curriculum review.   • Staff Development has adopted student learning outcome and assessment training as a central goal.   • Assessments of SLOs are contractually part of faculty self-evaluation.

Area B:
Dialogue about Student Learning Outcomes and Assessments
Current Status:
Infrastructure Close to Completion (Between Stages 2 & 3
Evidence: • Department, division, deans and manager meetings, as well as the college cabinet and the academic senate, list SLO and assessment as regular agenda items.   • Faculty and staff are engaged and aware of the SLO and assessment framework; the Assessment of Student Learning Weeks and the Student Services SLO Summits; and three of the past four flex days, have been entirely devoted to student learning outcomes and assessments.

Area C:
Administration Commitment and Support
Current Status:
Infrastructure Under Development (Stage 2)
Evidence: • The administration provides the equivalent of one fulltime faculty release for three coordinators (two instructional and one student services faculty). • Administration supports both on and off-campus training opportunities, e.g., in October, 2007, a fifteen member team was sent to the Strengthening Student Success Conference in San Jose.

Area D:
Alignment of Teaching and Counseling Practices with Student Learning Outcomes and Assessments
Current Status:
Infrastructure Under Development (Stage 2)
Evidence: • Widespread acceptance exists for the role student learning outcomes and assessment results will play in reviewing and revising curricular and pedagogical strategies, as well as how student services will be delivered. • A policy for including student learning outcomes in course syllabi and program descriptions is underway, but at a very early stage. Aligning grading with student learning outcomes still meets with a high level of faculty resistance.

Area E:
Artifacts and Evidence
Current Status:
Building Awareness, with some Infrastructure Under Development (Between Stages 1 & 2)
Evidence: • Organized evidence related to student learning outcomes consists largely of indirect measures, such as retention and success rates, grades, and transfer rates. • An SLO Handbook is available to all faculty and staff. It is updated every semester. • Identification of student learning outcomes for courses, programs and degrees is underway, but these are not yet available to the college as a whole through any consistent means.

Instructional Area

The table below shows where instructional divisions stand in the process of developing student learning outcomes assessment plans and reports for all courses and programs. In eighteen months, the percentage of courses with student learning outcomes and assessment proposals increased from essentially zero percent to roughly 25%. In Fall 2007, the ratio of assessment plans to completed assessment cycles was roughly 7:1. The plan for Spring 2008 is to return and reduce that ratio.

Semester	Courses with SLO Assessment Plans	Courses with complete SLO Assessment Cycle	Programs with stated SLOs	Programs with assessed SLOs
Fall 2006	16	2	1	0
Spring 2007	90	10	7	0
Fall 2007	178	26	22	5
Spring 2008	323	31	27	5

Semester	Programs with stated SLOs	Programs with complete SLO Assessment Cycle
Fall 2006	11	0
Spring 2007	11	0
Fall 2007	13	3
Spring 2008	13	4

Student Services Area

As described above, progress in the Student Services area has been slow. In Fall 2007, a third SLO coordinator from student services was appointed, who began her work by revising the SLO assessment reporting forms to make them more useful in the student services area. With the new forms, student services made rapid progress; some revisited their SLO from Fall 2005 and drafted an assessment plan. Other areas drafted new SLOs; a few were even assessed in Fall 2007. The Student Services SLO Summit in January 2008 helped this area move forward in the process. Most programs will be completing their first assessment cycle by the end of Spring 2008. Those who have already completed one cycle are using the results from their assessments to improve and modify their programs. They are also considering ways to assess different components of their program and involve more staff in the process. In addition, more efforts are being made to assist the Compton Center in moving forward in their SLOs. Their goal is to complete one assessment cycle by Spring 2009. With the support of the Student Services SLO coordinator, their progress is expected to be steady in the next year.

Compton Center

SLO Project leaders have made a concerted effort to include Compton Center faculty in the Project. Center faculty have participated together with El Camino faculty in developing SLOs and assessments within their disciplines. Compton faculty also participate in ALC workshop activities held on both the Torrance and Compton campuses and in the mini-conferences. The Compton SLO coordinators attend ALC meetings and report back to their colleagues in a regularly agendized item on the Compton Faculty Council.

Implementing an endeavor of the size, scope, and complexity of El Camino's SLO Project is never easy for a college. Compton faculty have faced additional challenge in having to adapt to an implementation model (bottom-up and SLO/assessment/reflection) that differs significantly from the approach they were working with prior to the partnership (course SLOs closely articulated within program sequences across the college with assessments to be developed at a later date). However, as Compton and El Camino faculty build closer personal and professional relationships and communicate more effectively and as faculty from both campuses have more experience working together, both Compton and El Camino faculty are finding the process easier. Faculty in the Business and Math Divisions have led the way in collaborating on the development of SLOs in their areas.

Plans for Continued Progress

El Camino plans to continue with its primary strategy of strengthening and expanding its assessment pyramid over the next three years. The goal is to reach Stage 3 (Infrastructure Complete) by the end of Spring 2011, with most of the campus entering Stage 4 (Ongoing Reflection and Changes Occurring) by Fall 2011. The ALC plans to guide the campus toward this goal and has set up a timeline for attaining the benchmarks listed below, again organized using the ACCJC Rubric for Assessment of Progress.

Area A: **Student Learning Outcomes and Assessment Framework Creation and Organizational Integration**	
Current Status: **Infrastructure Under Development (Stage 2)**	
Benchmarks:	**Completion Date:**
A1. Course SLOs and completed assessment cycles on record for every course offered regularly	Fall 2009
A2. Program and degree SLOs and complete assessment cycles on record for all programs and degrees	Fall 2010
A3. Memorandum of Understandings established regarding adjunct faculty participation in SLO Assessments	Spring 2009
A4. Plan for the integration of SLOs into planning and budget processes underway in Spring 2009 and completed over the next year	Spring 2010
A5. Plan for the integration of SLOs into program review and curriculum review underway in Spring 2009 and completed over the next two years	Spring 2011

Area B: **Dialogue about Student Learning Outcomes and Assessments**	
Current Status: **Infrastructure Close to Completion (Between Stages 2 & 3)**	
Benchmarks:	**Completion Date:**
B1. As evidenced in faculty self-evaluation reports, a large majority reflect engagement in SLOs and assessments	Spring 2011

Area C: **Administration Commitment and Support**	
Current Status: **Infrastructure Under Development (Stage 2)**	
Benchmarks:	**Completion Date:**
C1. Institutionalize adjunct faculty participation in SLOs and assessments	Spring 2009
C2. Permanently assign responsibility for SLOs and assessments, program review and curriculum review in each of the academic affairs and student affairs areas.	Spring 2010

Area D:	
Alignment of Teaching and Counseling Practices with Student Learning Outcomes and Assessments	
Current Status:	
Infrastructure Under Development (Stage 2)	
Benchmarks:	**Completion Date:**
D1. All course syllabi list course SLOs and appropriate program SLOs. Rubrics for high-stakes assignments are also included in course information.	Spring 2009
D2. Linked courses and student services routinely develop and assess common SLOs using multiple assessments	Spring 2010
D3. Course and program SLOs routinely used by counselors to assist students in academic planning	Spring 2011

Area E:	
Artifacts and Evidence	
Current Status:	
Building Awareness, with some Infrastructure Under Development (Stage 1)	
Benchmarks:	**Completion Date:**
E1. Online database for SLO and assessment reports created and used to generate reports and public webpages	Fall 2009
E2. Program SLOs listed in college catalog and on website for all programs and degrees	Fall 2010
E3. College, division, departmental and program meeting minutes and notes routinely reflect that decisions are made based on results of SLOs and assessments	Fall 2010
E4. Job descriptions changed to require participation in SLOs and assessments	Fall 2010

OFF-CAMPUS SITES AND CENTERS

El Camino College offers programs and services at four off-campus locations. The El Camino College Business Training Center (BTC), part of the ECC Community Advancement Division, is located in the city of Hawthorn. The BTC is the economic development segment of the college and provides a variety of programs and services to aid businesses and individuals. These programs and services include assistance through the Center for Applied Competitive Technologies (CACT) for manufacturers and aerospace companies in becoming more productive through consulting and training. The Center for International Trade Development (CITD) assists businesses and individuals get started with importing or exporting products. And the BTC offers customized training, workshops and seminars to businesses through Contract Education and to the life-long learner through Community Education.

The El Camino Fire Academy has trained firefighters for fire departments throughout the South Bay and across the country. It is located in the City of Inglewood.

The El Camino College Inglewood Center provides public access to technology and provides basic skills and general education classes. It also offers academic, career and technical education advising, on-site Math and English Assessment, financial aid advising for students who seek to obtain an AA/AS degree, or to transfer to a four year university.

The Compton Educational Center, located in the City of Compton, serves students from the Compton Community College District. This includes the cities of Compton, Lynwood, Paramount, part of Carson, and adjacent unincorporated areas. Due to its proximity, Compton Center also serves significant numbers of students from North Long Beach. The approximately 3500 Compton Center students can take courses and earn El Camino College certificates or degrees at the Center in almost all subjects for which courses are offered at the Torrance campus.

Students may also take El Camino College courses though distance education. In the 2006-2007 academic year, over 4100 students registered in 140 sections. Most of these were online; a smaller number were through instructional television. El Camino's goal is to expand its offerings to 150 sections per semester by Fall 2008, making available to all students the highest quality education in online courses and degree programs.

INDEPENDENT AUDIT INFORMATION

The El Camino Community College District (the District) engages an independent audit firm to perform an annual audit of the District's financial statements. The audit is conducted in accordance with auditing standards generally accepted in the United Sates of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. These standards require that the auditors plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. The audit includes examination of evidence supporting the amounts and disclosures in the financial statements, and an assessment of the accounting principles used, and an evaluation of the overall financial statement presentation. In the auditor's opinion the basic financial statements present fairly, in all material respects, the financial position of the District for the period ending June 30, 2007.

The auditors audited the compliance of El Camino Community College District (the District) with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB)* *Circular A-133 Compliance Supplemental* that are applicable to each of its major Federal programs. Compliance with the requirements of the laws, regulations, contracts, and grant applicable to each of its major Federal programs is the responsibility of the District's management. The auditor's responsibility is to express an opinion on the District's compliance based on the audit.

The compliance audit is conducted in accordance with auditing standards generally accepted in the United States of America, the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States of America, and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. These standards require the auditors to plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements could have a direct and material effect on a major Federal program occurred. In the auditor's opinion the El Camino Community College District complied, in all material respects, with the requirements that are applicable to each of its major Federal programs for the year ending June 30, 2007.

Abstract of the Report

Standard IA: Mission
The El Camino College mission statement was revised in 2007 through a collaborative effort involving representative faculty, staff, students, and administrators from the main campus and the Compton Educational Center (CEC). The mission statement along with the statement of values, philosophy statement, guiding principles, and strategic initiatives appropriately reflect the purpose of the collage, its intended student population, and our commitment to student learning.

Standard IB: Improving Institutional Effectiveness
Since the last self study the college has experienced a dramatic reduction in the number of personnel serving in the Office of Institutional Research. The college has been gradually building up the office over the past three years to more fully track institutional effectiveness. Institutional Research assesses and produces annual and semester-based reports and surveys to inform college constituents of student learning progress from the college level down to departments. The research based information is used to support program reviews, department plans, enrollment management plans, and decision-making activities. Data collection and evaluation also occurs outside of institutional research at the course and program level through student learning outcomes.

Standard IIA: Instructional Programs
El Camino College offers high quality course offerings that meet the transfer, career and technical, personal development, basic skills, and industry needs of the community. Programs are offered in person and online in topics that cover general education and transfer patterns to California universities as well as traditional skill building courses. Offerings include traditional and emerging programs.

Program reviews are conducted with the recommendations placed into the college's planning software (plan builder). Curriculum is assessed and revised to meet Title 5 requirements on a regular basis. New courses and updated courses go through a thorough curriculum review process before being approved by the Board of Trustees. SLOs are an additional assessment tool to guarantee the quality of the instructional offerings at the college. The college is in the development stage of the SLO/Assessment program and has accomplished a great deal in the last two years, however the college has more to do.

Standard IIB: Student Support Services
The college serves a diverse student body at both the main campus and the Center as can be seen in the college's Fact Book. The college and Center are both designated as Hispanic Serving Institutions and the Center is a Predominately Black Institution. The 25 student services programs (SSTARS - Student Success Transfer And Retention Services) are all consistent with the mission statement and are designed to meet student academic and personal needs. The college is an open access institution that focuses on student success throughout all 25 programs. Almost all student services programs have completed program reviews and has created at least one SLO in the effort to improve student programs.

Standard IIC: Library and Learning Support Services
The Library and Learning Resources Center plays a critical role supporting instructional programs. The library subscribes to approximately 35 electronic databases to augment the conventional library holdings. Located in the center of campus the Learning Resources Center is the primary location for students to receive tutoring services in transfer and developmental courses. The library is also a major cultural center on campus and hosts a variety of programs and exhibits throughout the year to enrich campus life. In summer 2008 the Library/Learning Resources Center will be expanded to include a new 15,000 square foot addition.

The Compton Center has a new library and Learning Resources Center that is unoccupied at this time due to construction defects that will be resolved in the next 14 months. Once completed this will be the newest building at the Compton Center.

Standard IIIA: Human Resources
The institution employs qualified personnel and all personnel are treated equitably. The college is committed to employing and supporting people from diverse backgrounds. The college regularly evaluates

its hiring processes to ensure that hiring pools are diverse, qualified, and meets the minimum qualifications for hiring. The Human Resources Department is adequately staffed with specialists, an Assistant Director, and a Vice President. Human Resources provides a full range of services including staff and professional development for all employees. All hiring is effectively coordinated through the Human Resources Department.

Standard IIIB: Physical Resources

The college enrolls 25,000 students in fall and spring at the main campus and 3,800 students in each term at the Compton Center. In 2002, the District passed a general obligation bond measure to support a 15 year, $460 million construction program guided by the educational master plan and facilities master plan. In Spring 2008, the college completed the construction of an 80,000 square foot Humanities building and in summer 2008, a 15,000 square foot addition to the Learning Resources Center will be completed.

The Compton Center has a $120 million general obligation bond and recently succeeded in obtaining commitments from the State bond in the amount of $44 million to modernize the campus. It is estimated that the Center will need an additional $150 million to complete the modernization of the campus.

Standard IIIC: Technology Resources

The Information Technology Services Department oversees the administrative and academic computing programs and is responsible for maintenance and programming of the college information system and networks. The college Technology Plan serves as the blueprint for all major equipment acquisition and deployment into the administrative and academic programs. The college currently has 42 student computing laboratories, and all faculty are assigned laptop computers. The college has approximately 200 classrooms that include smart classroom technology.

Standard IIID: Financial Resources

The financial status of the District is sound. The budget is sufficient to support student learning programs and services. The budget development process is a collegial process that allows for consultation at various levels resulting in a tentative and final budget for Board of Trustees adoption. El Camino College has assumed the primary

responsibility for the development of the budget at the Compton Center. This includes working with the Center's Budget and Planning Committee to strengthen the role of collegial consultation in budget and planning development.

Standard IVA: Decision-Making and Processes

The college has a strong commitment to supporting an environment conducive to collegial consultation. The major consultation committee is the College Council, followed by the Planning and Budgeting Committee and the Facilities Steering Committee. Other standing committees are made up of representatives of students, faculty, classified staff, and administration. The college has clear policies and practices for the development and revision of Board policies and procedures. The college attempts through the President's newsletter and other communications to keep the internal and external community informed about the status of the college. All committee meetings with agendas and minutes are public and are available on the college website.

Standard IVB: Board and Administrative Organization

The Board of Trustees provides effective leadership to the college. The Board is responsible for policies that ensure quality, integrity, and strong instructional and student support programs. The Board is primarily responsible for the selection and supervision of the chief executive officer (Superintendent/President). Board agendas are public and include an opportunity for public comment on any matter, consent agenda items and non-consent agenda items. The Board of Trustees is responsible for maintaining the fiscal stability of the District and ensuring effective management by the Superintendent/President of the college.

The Compton Educational Center is under the auspices of El Camino College but the Compton Community College Districts exists as an independent authority under the leadership of the a Special Trustee appointed by the CCC Chancellor. The Superintendent/President has management control over all aspects of the Compton Educational Center and coordinates with the Special Trustee to ensure the effective operation of student instructional and support programs.

Organization of the Self Study

Self Study Executive Committee
Francisco Arce - Accreditation Liaison Officer (Vice President - Academic Affairs)
Arvid Spor - Accreditation Self Study Co-chair (Dean - Enrollment Services)
Susan Dever - Accreditation Self Study Co-chair (Faculty - Learning Resources Center)
Luukia Smith (President - El Camino Classified Employees)

Self Study Steering Committee
Francisco Arce (Administrator)
Susan Dever (Faculty, Co-chair)
Matt Ebiner (Faculty)
Robert Gann (Administrator)
Donald Goldberg (Administrator)
Irene Graff (Administrator)
Alice Grigsby (Administrator)
Peter Marcoux (Faculty)
Jeff Marsee (Administrator)
James Noyes (Faculty)
Barbara Perez (Administrator)
Stephanie Rodriguez (Administrator)
Luukia Smith (Staff)
Arvid Spor (Administrator, Co-chair)
Claudia Striepe (Faculty)
Lori Suekawa (Faculty)
Evelyn Uyemura (Faculty)
David Vakil (Faculty)
John Wagstaff (Administrator)

Standard IA/B: Institutional Mission and Effectiveness
Co-chairs
Irene Graff (Administrator)
Peter Marcoux (Faculty)

Committee Members
Martha Aaron (Classified)
Rebecca (Loya) Bergman (Faculty)
Arthur Flemming (Faculty)
Ann Garten (Administrator)
David Mc Patchell (Faculty)
Quajuana Miller (Classified)
Julian Peters (Student)

Standard IIA: Student Learning Programs and Services
Instructional Programs
Co-Chairs
Donald Goldberg (Administrator)
Evelyn Uyemura (Faculty)

Committee Members
Carolee Casper (Classified)
Kate Collins (Classified)
Suzanne Gates (Faculty)
Jesse Galdamez (Student)
Randy Harris (Faculty)
Jeanette Magee (Administrator)
Danielle Marquez (Student)
Kevin O'Brien (Faculty)
Jenny Simon (Faculty)
Howard Story (Faculty)
Rosemary Swade (Faculty)
Pieter J. Van Niel (Faculty)

Standard IIB: Student Learning Programs and Services
Student Support Services
Co-Chairs
Stephanie Rodriguez (Administrator)
Lori Suekawa (Faculty)

Committee Members
Keith Curry (Administrator)
Sean Eggers (Student)
Maria Elena Dominguez (Classified)
Victoria Martinez (Faculty)
Brian Matson (Student)
David Muriyama (Faculty)
Esperanza Nieto (Administrator)
Jeanie Nishime (Administrator)
Dipte Patel (Administrator)
Ella Stewart (Faculty)

Standard IIC: Student Learning Programs and Services
Library and Learning Support Services
Co-Chairs
Alice Grigsby (Administrator)
Claudia Striepe (Faculty)

Committee Members
Umera Ameen (Student)
Lynn Clemons (Classified)
Mattie Eskridge (Confidential)
Wilma Hairston (Classified)
Ed Martinez (Faculty)
Gloria Miranda (Administrator)
Estina Pratt (Faculty)
Eleanor Sonido (Faculty)
HongVy Tran (Student)

Standard IIIA: Resources
Human Resources
Chair
Barbara Perez (Administrator)

Committee Members
Steve Cocca (Faculty)
Momi Elliott (Classified)
Jim Hilgeman (Classified)
Dalia Juarez (Faculty)
Joseph Lewis (Classified)
Roxanne McCoy (Classified)
Julieta Ortiz (Classified)
Luis Ramirez (Student)
Allene Quarles (Administrator)
Rachelle Sasser (Administrator)
Chelvi Subramaniam (Faculty)

Standard IIIB: Resources
Physical Resources
Co-Chairs
Bob Gann (Administrator)
Matt Ebiner (Faculty)

Committee Members
Laurie Dawdy (Classified)
Chris Halligan (Faculty)
Brittney Hewitt (Student)
Bruce Hoerning (Administrator)
Debbie Johnston (Classified)
Tom Lew (Administrator)
Patricia Servin (Student)
Angela Simon (Faculty)

Standard IIIC: Resources
Technology Resources
Co-Chairs
Dr. James Noyes (Faculty)
Mr. John Wagstaff (Administrator)

Committee Members
Lisa George (Classified)
Melanie Graves (Classified)
Bo Morton (Administrator)
Tom Norton (Faculty)
Arnel Pascua (Administrator)
Donna Post (Classified)
Virginia Rapp (Administrator)
John Ruggirello (Faculty)
Alejandro Ruiz (Student)
Rebecca Stewart (Classified)
Robert Sutton (Classified)
Satish Warrier (Administrator)

Standard IIID: Resources
Financial Resources
Co-Chairs
Jeff Marsee (Administrator)
David Vakil (Faculty)

Committee Members
Ann Ashcraft (Classified)
Rocky Bonura (Administrator)
Robin Dreizler (Administrator)
Katie Gleason (Administrator)
Saad Husain (Student)
Kelvin Lee (Student)
Teresa Palos (Faculty)
Lillian Sapp (Classified)
Gary Turner (Classified)

Standard IV-A/B: Leadership and Governance
Decision-Making Roles and Processes
Board and Administrative Organization
Co-Chairs
Francisco Arce (Administrator)
Luukia Smith (Classified)

Committee Members
Ashley Bachmann (Student)
Sue Dowden (Faculty)
Kahea Kamahele (Classified)
Leo Middleton (Administrator)
Rodney Murray (Faculty)
Lucy Nelson (Classified)
David Nordel (Student)
Saul Panski (Faculty)
Renard Smith (Student)
Harold Tyler (Administrator)
Chris Wells (Faculty)

Accreditation Timeline

Time Period	Activity
Spring 2006	Co-chairs meet with VP-AA, Presidents of Academic Senate and ECCE to field names of potential committee members
Fall 2006	Co-chairs chosen for Accreditation
Sept/Oct 2006	Invite co-chairs and committee members for each standard
September 21, 2006	Accreditation Standards Training – Rio Hondo College
October 19, 2006	Steering Committee training meeting
October 26, 2006	Accreditation Committee training meeting
December 1, 2006	Committee progress update
Jan/Feb 2007	ACCJC site visit regarding Substantive Change Report
February 1, 2007	Committee progress update
March 1, 2007	Committee progress update
April 2, 2007	Committee progress update
May 4, 2007	First draft due to Susie and Arvid
May 21, 2007	Post 1st draft on Portal
May 29, 2007	Open Forum-CEC (4:30 – 6:00pm) campus community feedback
May 30, 2007	Open Forum-ECC (4:30 – 6:00pm) campus community feedback
May 31, 2007	Open Forum-ECC (11:00am – 12:30pm) campus community feedback
June 8, 2007	First draft comments referred to respective standard committees
June – July 2007	Standard co-chairs incorporate 1st draft comments
August 23, 2007	Flex presentation
September 10, 2007	Comments on 2nd draft due back to standard co-chairs
September 28, 2007	Second draft due to Susie and Arvid
November 2, 2007	Post 2nd draft on Portal
November 13th and 14th, 2007	Open Forum – ECC (11:30am -1:00pm) Open Forum – CEC (12:30 – 2:00pm) and ECC (4:30 – 6:00pm)
November 30, 2007	Standard co-chairs incorporate 2nd draft comments
January 2008	Executive committee review
April 2008	Editor prepares final draft
April 18 - May 2, 2008	Final draft to campuses for review and discussion
May 19, 2008	Board of Trustees – first reading
June 16, 2008	Board of Trustees - second reading projected approval
No later than mid-August 2008	Publish 2008 self study and mail to accrediting commission
October 6 - 9, 2008	Accreditation team visit

Organization of El Camino College

Organization chart of El Camino College.

SUPERINTENDENT/PRESIDENT

VICE PRESIDENT, ACADEMIC AFFAIRS/ ASSISTANT SUPERINTENDENT
- Dean, Behavioral & Social Sciences
- Dean, Business
- Dean, Fine Arts
  - Executive Director, Center for the Arts at El Camino College
- Dean, Health Sciences & Athletics
  - Director, Special Resource Center
  - Director, Athletics
  - Director, Nursing
- Dean, Humanities
  - Associate Dean, Humanities
- Dean, Industry & Technology
  - Associate Dean, Industry & Technology
- Director, Learning Resources
- Dean, Mathematical Sciences
- Dean, Natural Sciences

PROVOST, COMPTON EDUCATIONAL CENTER

VICE PRESIDENT, ADMINISTRATIVE SERVICES/ ASSISTANT SUPERINTENDENT
- Director, Bookstore
  - Asst. Director, Bookstore
- Business Manager
  - Director, Accounting
- Chief of Police & Dir. of Public Services Instructional Programs
- Director, Facilities Planning & Services
  - Asst. Director, Facilities Planning (2)
- Director, Information Technology Services
  - Asst. Director, Information Technology Services
- Director, Business Services

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                         │ SUPERINTENDENT/PRESIDENT │
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| VICE PRESIDENT, STUDENT SERVICES/ ASSISTANT SUPERINTENDENT | PROVOST, COMPTON EDUCATIONAL CENTER | VICE PRESIDENT, HUMAN RESOURCES/ ASSISTANT SUPERINTENDENT |

Assistant Director, Human Resources

Director, Admissions & Records

Assistant Director, Admissions & Records

Dean, Community Advancement

Director, CACT

Director, Contract & Community Education

Assistant Director, Community Education & Development

Director, SBDC

Director Workforce Development

Director, WpLRC

Director, International Business Development

Director, Inglewood Center

Director, Resources Development/ Grants Development & Management

Director, Institutional Research

Executive Director, Foundation

Assistant Director, Development Annual & Alumni Giving

Dean, Counseling & Student Services

Director, EOPS/CalWORKS

Assistant Director, EOPS/ CalWORKS

Dean, Enrollment Services

Director, Student Dev.

Director, Financial Aid

Assistant Director, Financial Aid

Director, Outreach & School Relations

El Camino College Compton Center
Lines of Reporting, Review and Accountability

| Special Trustee |

| Board of Trustees
El Camino College |

| President
El Camino College |

| Vice President
Administrative
Services | Provost* | Vice President
Academic Affairs | Vice President
Student Services |

| Administrative
Dean* |

| Dean
Academic
Programs* |

| Dean
Career/Technical
Programs* |

| Assoc. Dean
Health & Human
Services* |

Denotes contractual relationship

*   Compton employee "assigned"
to El Camino College –
Compton Community
Educational Center

| Dean
Student Services* |

Compton District Functions
(Delegated to El Camino College)

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                         ┌─────────────────────┐
                         │   Special Trustee   │
                         └─────────────────────┘
                                   │
                         ┌─────────────────────┐
                         │      President      │
                         │  El Camino College  │
                         └─────────────────────┘
                                   │
┌──────────────────┐               │
│  Vice President  │               │
│  Administrative  │───────────────┤
│     Services     │               │
└──────────────────┘               │
                         ┌─────────────────────┐    ┌──────────────────┐
                         │                     │    │ Police & Security │   (Planned for
                         │      Provost        │────│   (Contracted    │   Spring/Summer
                         │                     │    │     Service)     │       2008)
                         └─────────────────────┘    └──────────────────┘
                                   │
        ┌──────────────────────────┼──────────────────────────┐
┌──────────────────┐    ┌──────────────────────┐    ┌─────────────────────┐
│      Dean,       │    │ Chief Business Officer│    │     Director,       │
│ Human Resources  │    │                       │    │ Facilities Planning*│
└──────────────────┘    └──────────────────────┘    └─────────────────────┘
                                   │                            │
                                   │                  ┌─────────────────────┐
                              ┌──────────────┐        │    Operations*      │
                              │  Accounting  │        └─────────────────────┘
                              └──────────────┘
                              ┌──────────────┐
                              │    Budget     │
                              └──────────────┘
                              ┌──────────────┐
                              │   Payroll     │
                              └──────────────┘
                              ┌──────────────┐
                              │  Purchasing   │
                              └──────────────┘
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*   El Camino staff "assigned" to Compton (as of Spring 2008)

Denotes contractual relationship

Compton District Functions
(Not Delegated to El Camino)
Lines of Reporting, Review and Accountability

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┌─────────────────┐        ┌─────────────────┐
│   President      │━━━━━━━━│                 │
│ El Camino College│        │ Special Trustee │
└─────────────────┘        └─────────────────┘
                                    │
                           ┌─────────────────┐
                           │                 │
                           │      CEO        │
                           │                 │
                           └─────────────────┘
                                    │
        ┌───────────────────────────┼───────────────────────────┐
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ District Function│      │ District Function│      │ District Function│
│ e.g. Bond Program│      │ e.g. Community & │      │ e.g. Labor       │
│                 │      │  Gov. Relations  │      │  Relations       │
└─────────────────┘      └─────────────────┘      └─────────────────┘
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━━━━━━━   Denotes contractual relationship

El Camino College Compton Center and Compton Community College District
Lines of Reporting, Review and Accountability

Board of Trustees
El Camino College

○ ———————— Center

△ ▬▬▬▬▬ Delegated Functions

⬡ ▬ ▬ ▬ • NOT Delegated

Special Trustee

President
El Camino College

Vice President
Administrative
Services

Provost/CEO

Vice President
Academic Affairs

Vice President
Student Services

Administrative
Dean

Dean
Academic Programs

Dean
Career/Technical
Programs

Assoc. Dean
Health & Human
Services

Dean
Student Services

Delegated Functions

Functions NOT
Delagated

Certification of Continued Compliance with Eligibility Requirements

1. Authority

El Camino Community College District meets the minimum conditions for community colleges under the California Education Code, the California Code of Regulations Title 5 Education Division 6. California Community Colleges, and Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. El Camino Community College District derives its authority to operate, as a degree granting institution, from statute (California Education Code 70902). The college meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, Subchapter 1.

The Accrediting Commission for Community and Junior Colleges, of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education, accredited El Camino College.

El Camino College opened the El Camino College Compton Community Educational Center in August 2006. The educational center is the result of a partnership with the Compton Community College District to provide educational programs and services to the residents of the district. This is a unique arrangement in the State of California and the California Community College system. All educational programs and services are operated under the direction and legal auspices of El Camino Community College District. El Camino College understands and supports the long term effort to obtain accreditation status of the newly formed El Camino College Compton Center into a College in the future.

2. Mission

The El Camino College (ECC) mission statement was re-written in 2007 and is designed to address the needs of the community. The mission statement was reviewed by all college constituencies including representatives from the Compton Center and approved by the Board of Trustees.

The major change to ECC's mission since the last accreditation review is the establishment of the educational center in the Compton Community College District services area on the grounds of the former Compton College. Two significant changes to the ECC mission were made: first, a new geographical service area that is not contiguous to the El Camino Community College District was added to the ECC services area; and, second, a comprehensive educational center was opened in August 2006.. The addition of a new geographical service area encompassed by the Compton Community College District resulted in a higher concentration of limited English speaking persons needing educational services.

The mission statement is found in several campus documents, including the Educational Master Plan and College Catalog. The college publishes it on the web site, increasing its public availability. ECC has a separate website for the ECC Compton Community Educational Center, more commonly known at the ECC Compton Center.

3. Governing Board

The ECC governing board and its jurisdiction has not changed. The establishment of an educational center in a new service area will not affect the authority of the El Camino Community College District Board of Trustees. El Camino Community College District is governed by a five-member board. Each member is elected for a four-year term from one of five trustee areas that make up the college district in district wide elections. The Board is stable and has strong leadership and support from the community.

The Board members do not have any employment, family, or personal financial interests related to either the college or the district. Two current Board members were ECC employees; however, both retired from the district several years prior to their election to the Board.

At each Board meeting, held once per month, there is a place on the agenda for both community and staff comment. The students have a non-voting Board member, and the Academic Senate President reports

to the Board on a regular basis.

The ECC governing board is independent of the Compton Special Trustee. Jurisdiction for the Compton Community College District remains under the auspices of the CCC Chancellor and her authority to appoint a Special Trustee. The Special Trustee is given the authority to assume all of the powers of the Compton Community College District Board of Trustees. The Compton Board is suspended, though lately the elected board members are allowed to participate in the the monthly board meetings by the Special Trustee.

4. Chief Executive Officer

The major role and responsibility of the El Camino College Superintendent/President (CEO) is to serve as the chief executive officer of the ECC Board of Trustees to administer Board policies and provide oversight of the District.

The Board of Trustees appointed the Superintendent/President after a nationwide search. A large, broad-based committee comprised of representatives of the campus community, student government, and the community at large, under the guidance of a consultant selected by the Board, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration.

On matters related to the management of the Compton Center, the Superintendent/President and the Compton District Special Trustee mutually agree on the appointment of the Provost/CEO of the Compton Center and Compton Community College District. Other key management and faculty positions for the Center (faculty, staff and managers are Compton employees) are approved by the Superintendent/President through his participation in the final interview with the Provost. The Compton Provost reports to the Superintendent/President on educational policies, programs, and services; and to the Special Trustee on fiscal, operational, and bond programs. The Provost coordinates with the Vice President of Academic Affairs on instructional and academic matters; the Vice President of Student Services on student support services matters; the Vice President of Administrative Services on fiscal, facilities, and bond programs; and with the Vice President of Human Resources on personnel matters.

5. Administrative Capacity

The college has a reputation for educational excellence supported by its accreditation history. This would suggest that the administration is capable of providing the administrative oversight necessary to ensure that the institution continues to offer quality programs. ECC has sufficient administrative, faculty, and support staff to address the needs of our students and the institution. Since opening the Compton Center the college added three additional administrators to assist the vice presidents.

The college has sufficient span of control to adequately manage the Center. The Center management staff work closely with the main campus administration through direct reporting, participation in the Council of Dean/Directors, committees, and other joint efforts. Management development workshops are held monthly for all administrators to develop their knowledge and skills in a variety of areas including accreditation policies and procedures.

ECC's administrative services structure and operations were superimposed on the Compton Center to eliminate duplication of services and to lower operational costs. Where necessary the management and supervisory staff were moved to different locations to enhance operational efficiency.

6. Operational Status

Students at the main campus and Center enroll in a variety of courses that can lead to either a two-year degree, certificate of achievement/accomplishment in one of seventy-seven programs. The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and balanced.

The most pressing challenge facing El Camino College is the need to rapidly grow enrollment on the main campus and at the Compton Center. Enrollment is monitored by the Vice President of Academic Affairs in coordination with the campus deans and the center deans. Both sites are gradually recovering from the 2005 - 2006 enrollment decline.

7. Degrees

There is not any major changes in degrees since the last Accreditation Self Study Report – 2002. A Transfer Studies AA/AS Degree was adopted, but since the Board of Governors Title 5 revisions, this

degree was revised into a certificate program. The General Studies degree was revised to meet the new conditions of Title 5 requiring students to major in a subject area with a minimum of 18 units.

8. Educational Programs
The majority of El Camino College's offerings are in programs that either lead to an Associate in Arts or Associate in Science degree, as described in the college catalog. A significant number of students are enrolled in these courses. The catalog clearly indicates whether or not the courses are degree applicable and transferable to the UC and CSU.

9. Academic Credit
Academic credit is based on Title 5, Section 55002.5. A unit is the value placed on three hours of a student's time per week in pursuit of educational goals. Students attending El Camino College find a wide array of degree and certificate programs in academic and vocational fields. These programs have sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and certificates offered.

10. Student Learning and Achievement
The El Camino College Office of Institutional Research collects and reports information about student success and retention for the college, its programs and courses, by division, department and section. This information is made available on the Institutional Research and Planning webpage of the college website. In addition, the college uses Cognos Data Cube Information software to archive information. The Information Technology Services Office generates the required MIS student information data reports to the state Chancellor's Office.

The college matriculation policies strongly encourage students to complete the matriculation process starting with application, assessment, orientation to college, and educational planning. The college offers courses in Academic Strategies and in Educational and Career Planning for all students.

11. General Education
The general education curriculum promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding (Title 5, Section 55806). The courses approved for general education have the required breadth to promote intellectual inquiry. The quality and rigor of these courses are consistent with the academic standards appropriate to higher education.

12. Academic Freedom
El Camino College Board of Trustees approved Board Policy 4030 Academic Freedom at their August 21, 2006 meeting. The policy is available on the college website.

13. Faculty
El Camino College has 333 full-time instructors and 572 part-time faculty members. The names, degrees, and year of hire of full-time faculty are listed in the college catalog. While information regarding part-time faculty is kept in the division offices, the names, degrees, and year of hire of the part-time faculty who have taught ten consecutive semesters are also published in the college catalog. The college lists faculty responsibilities in faculty handbooks and the Agreement between the El Camino College Federation of Teachers and the district.

The Compton Center employs 83 full-time faculty members and very few part-time faculty members. The El Camino College Catalog also lists Compton faculty member names, degrees, and year of hire. The Compton Federation of Teachers represents Compton faculty members.

14. Student Services
El Camino College acknowledges the importance of providing appropriate student support services and student development programs to facilitate student success for its diverse population on campus, at the Center, and as much as possible to online students.

Located in the center of campus, the Student Services Center houses a large array of services designed to assist students in achieving their academic and vocational goals including, but not limited to, Admissions and Records, Counseling, Career Center, Transfer Center, Project Success, Puente, Outreach and School Relations, International Students Program, EOP&S/CARE, Career Placement Services, CalWORKs, Financial Aid, First Year Experience, Student Development, Veterans, and the Special Resources Center (DSP&S). The Special Resource Center is a model center, with state-of-the art facilities, to assist students with both physical and learning disabilities.

These programs are for the most part replicated at the Compton Center.

Special programs have been funded by the college and through general funds and grants to assist students who traditionally have had difficulty succeeding in college. For example, Project Success and Puente focus on preparing underrepresented students for degree completion and transfer. The college also provides a counseling outreach program for local high schools students. The general fund supports a First Year Experience Program with an emphasis on Hispanic students.

15. Admissions
Student information for El Camino and Compton students is collected and stored separately. Compton students are matriculated as El Camino students. The college's admissions policies are consistent with its mission and conform to guidelines outlined in state law and district policy.

16. Information and Learning Resources
To support its mission El Camino College provides students and staff with access to information and learning resources. The Schauerman library is open 67.5 hours per week, including Saturday, with many of the resources available off-campus through the internet. The Library Media Technology Center, located in the basement of the Schauerman Library, provides student access to computer resources, including peripherals such as scanners and adaptive access tools, standard office software, and full Internet access. There are approximately 42 computer labs throughout the campus support the instructional program.

The Schauerman Library also serves as a home for the Learning Resources Center (LRC). Emphasizing individual learning, the LRC provides access to a wide range of academic materials and services, including tutorial programs, computer-aided instruction, and media materials. Additional computer-aided instruction labs support English, foreign languages, fashion, and art programs, with one lab devoted to meet the needs of vocational students.

The college developed a comprehensive technology plan to evaluate technology needs and a process to address them. The campus-networking system uses fiber optics to connect all major buildings (all classrooms, laboratories, and offices) on campus with high-speed connections to the wide area network.

The Center students have access to the Library and Learning Resources Services at the main campus and vice versa for main campus students wishing to use similar services at the Center. Library catalogs are not commingled.

It is unclear at this time if the fiber optics project was ever completed at the Compton Center. Based on preliminary information, there is a general sense that the Compton bond projects are significantly behind schedule and, comparable to many other colleges, will experience higher building costs than originally projected.

17. Financial Resources
El Camino College receives funding from the State of California (through apportionment based on the number of full time equivalent students), local taxes, tuition, and income producing local programs. The college has successfully competed for additional funds and grants to support its mission and educational programs. The college carefully tracks and documents all income and expenditures. ECC maintains a minimum of five percent of the general fund budget as a reserve for contingencies.

Funding for the Compton Community College District is separate, guaranteed for three academic years, and will be adjusted according to FTES enrollment. The enabling legislation authorized a state loan for $30 million for Compton's budget to be stabilized over a five year period. There is a structural deficit in the adopted budget that is stabilized by the state loan. El Camino College estimates that it may take up to five years to restore full enrollment at the Center.

18. Financial Accountability
An independent firm audits the El Camino Community College District on an annual basis. The firm conducts the audit in accordance with generally excepted auditing standards and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees that

notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations, as necessary.

Compton Community College District funding is separate from El Camino Community College District even though both utilize enterprise resource planning system (Datatel – Colleague). The integrity of each budget is kept separate by assigning different accounting codes to each site. The Vice President of Administrative Services works closely with the Special Trustee and the Provost to ensure the budgeting and accounting systems are working correctly. The enabling legislation requires the Compton Community College District to be reviewed every six months by Fiscal Crises Management Assistance Team (FCMAT) to evaluate progress in the five operational areas of management: financial management; academic achievement; personnel management; facilities management; and governance/community relations. The FCMAT team has aligned these five areas with ACCJC's four standards.

19. Institutional Planning and Evaluation
El Camino College has made considerable progress in this area since the 2002 accreditation team visit. The Planning and Budgeting Committee (PBC), a standing committee, is advisory to the President and meets every two weeks two review and endorse plans and the annual budget. The committee recently created an application process that requires all applicants to that requires pre and post evaluation of any plan that is funded. The PBC is chaired by the Dean of Enrollment Services.

Planning and budgeting for the educational center coexists with El Camino where appropriate. In coordination with the Provost and the Special Trustee, the Vice President of Administrative Services ensures the Compton Community College District is adhering to the FCMAT standards.

20. Public Information
El Camino College reviews and publishes a printed and online catalog every academic year. The college catalog is accurate, current, and provides all of the information necessary for students and the public to learn about the college. The Director of Community Relations chairs a web oversight committee that includes all of the constituent groups to advise necessary changes on the website.

21. Relations with the Accrediting Commission
El Camino College is in compliance with all of the Standards for Accreditation and maintains an active and positive relationship with the Commission and its officers. Throughout this process of evaluation to enter into the partnership, El Camino maintained close communication with the President of the Commission and staff members to ensure we proceeded correctly to understand the nature of Compton's deficiencies, deadlines, agreements made with the Commission and to seek guidance. This relationship continues through this process of writing the Substantive Change Report and it is expected El Camino will continue to seek guidance as the partnership proceeds. El Camino's long term goal is the re-accreditation of Compton College. The Commission will play a crucial role to assist El Camino to reach this goal.