

Standard I:
Institutional Mission and Effectiveness



Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Standard I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

The El Camino College mission was developed from an assessment of the community's educational needs, as well as regional workforce considerations. As a college serving the large and diverse population of the South Bay areas for more than 67 years and the Compton area since 2006, El Camino College commits to providing varied educational pathways and services for students from any background, to achieve their educational goals. The College's Mission Statement reflects this long-standing commitment:

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. (BP 1200, updated June 21, 2010)

The College has a tradition of offering comprehensive educational programs, including career technical education and other degree- or certificate-granting programs; transfer programs; community education; and workforce training. The breadth of programs and services is appropriate for serving the area's vibrant economy, and large and established population. In addition, the College provides a broad set of academic and student support programs for both college-ready students and students in need of remedial work. The College mission also adheres to the California community college 1960 California Master Plan.

Self-Evaluation

The College meets the standard. The mission is being reviewed and discussed in depth during 2014, following a comprehensive external and internal review to ensure that the mission and goals of the College satisfy community needs and remain achievable in light of current and future budget realities.

Standard I.A.1. The institution establishes student learning programs and services aligned with its purposes, character, and student population.

Descriptive Summary

El Camino College offers a certificate and degree programs in more than 60 areas. Programs and services are offered both online and on campus. Comprehensive community and workforce training programs are also offered. The College provides innovative support programs, including interdisciplinary and accelerated learning communities, courses for succeeding at college counseling, transfer and career center services, Special Resource Center, EOPS/CARE, CalWORKs, and financial aid. Academic success and student services centers include the Learning Resource Center, Writing Center, Reading Success Center, Basic Skills Center, Tutoring Center and Math Study Center.

The College mission is broad, focused on educational success. Through the Strategic Initiatives, or institutional commitments to quality improvement, it guides college priorities. The initiatives are based on the mission, reviewed on a five-year cycle, and assessed regularly for relevance. Strategic initiatives focus the College toward the mission of "[enhancing] teaching to support student learning" (Strategic Initiative A), with a focus on student learning.

Key constituents frequently discuss student learning in college committee meetings, such as College Council, the Academic Senate, the Curriculum Committee, the Academic and Student Services Program Review Committees, the Student Success Advisory Committee, the Compton Center Student Success Committee, the Assessment of Learning Committee, and the Board of Trustees. Discussions include access, class size, school calendar, pedagogy, registration, cancellation/addition of courses, class schedules, online courses, matriculation, retention, graduation, and transfer. Ongoing discussions relative to discipline-specific aspects of student learning occur in advisory committees, such as the Basic Skills Advisory Group and the Distance

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Education Advisory Committee, as well as in Division Councils, division curriculum committees, division SLO committees, and departmental meetings. The Faculty Development Committee creates and oversees professional development activities to help ensure ongoing improvement in the quality of instruction. Committee discussions focus on maintaining quality, comprehensive, educational programs and services that ensures the educational success of students.

The College ensures that current student needs are met through a systematic and regular process of data gathering such as enrollment analysis, educational needs assessments and student surveys. Student surveys include satisfaction surveys, student engagement surveys, and campus climate surveys. Feedback from students via surveys is sought about once per year on a variety of topics related to the mission. The primary data collection method for the college mission is the Campus Climate Survey which gathers opinions about the mission from student and employees every three years. Results are disaggregated by various demographic and employment groups and discussed broadly. Students maintain representation on the Board of Trustees and all consultation committees.

The College and Center also regularly conduct regional environmental scans, community surveys, occupational outlooks, and focus groups to ensure that the mission remains appropriate for the community. The regional scan is conducted every five years to provide updated descriptions of the population, participation rates, K-12 enrollment trends, and college-going trends. Community surveys are conducted every three to five years to determine the needs of the community and ascertain the level to which the College maintains a reputation of excellence across the district. Regional data is reviewed during the corresponding annual planning summit (e.g., 2010, 2014) and through the comprehensive master planning process. The College-wide planning summit and master planning process affords opportunities for deep analysis of community needs and the relevance of the mission. The planning summit also provides an opportunity for college representatives to refresh their commitment to student learning and the mission of the College. Regional and community survey data, and focus group results are also periodically reviewed in venues such as Board meetings, College Council, the Academic Senate (pg 18), the Enrollment Management Committee, and Dean's Council. The goals contained in the Compton Center Master Plan reinforce the necessity to serve the community's needs, and the

College's growing population and the focus on student achievement and goals.

The College also ensures that Career Technical Education (CTE) program offerings remain relevant to community needs through external scans associated with annual planning and program review and community surveys. Central to this process are regular advisory meetings bringing together working professionals such as field experts; employers; suppliers; and craft and trades persons. Advisory meetings center on discussions with faculty members and industry representatives to maintain current curriculum and workforce training. Faculty members also attend trade shows and seminars to keep current with industry standards. Faculty members review job trends, as well as market and employment statistics for biyearly CTE program review. For example, the 2011 Construction Technology Program Review included projections from the Joint Center for Housing Studies and the Los Angeles Housing Demographics Census to assess future growth needs of the program. Also through program review, faculty members conduct gap analysis between student performance, school and classroom capabilities, and industry needs before recommending improvements to bridge any gaps. The 2010 Air Conditioning and Refrigeration Program Review utilized data from the National Employment Matrix which projected a 28 percent growth in employment.

Assessment and evaluation are major aspects of the planning process at the College and ECC Compton Center, they are used to verify and improve student learning and institutional effectiveness. Each program, unit and area creates an annual plan that undergoes twice-per-year (January and July) reviews and evaluations of the goals and objectives. The four-year program review cycle includes evaluation of program effectiveness. Imperative for student learning and instruction, and aligned with the program review cycle, Student Learning Outcomes are in place for every course and program offered at the College, SLO assessments are on-going. Institutional Learning Outcomes (ILOs) are global learning outcomes students are expected to achieve. These ILOs are evaluated on a yearly rotating basis through direct and indirect student assessment. The Assessment of Learning Committee (ALC) determines the methods and timelines for assessing ILOs while the entire college community is responsible for assessment. SLO assessment results may lead to recommendations at the proposal development stage of curriculum review. Resources are available to aid in the assessment and evaluation process, and to help the College maintain

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sustainable continuous quality improvement. These resources are available through the [Assessment of Learning](#), [Program Review](#), and [Planning](#) Web pages, as well as the Institutional Effectiveness intranet.

A multitude of institutional effectiveness assessments have been developed to help ensure student learning programs and services address student needs. El Camino College's [Institutional Research & Planning \(IRP\)](#) Department supports educational and institutional effectiveness by providing information and analysis for use in assessment, planning, and decision-making. Information includes demographic profiles, student achievement rates and goal completion, survey services and interpretation of results, community profiles, and program-focused research. IRP also provides access to comparative studies and accountability reports to identify areas in need of improvement. IRP reports and presentations help ensure that the campus community has access to meaningful and actionable data.

Self-Evaluation

The College meets the standard. The College's continuous process of educational data analysis, needs assessments, analyses of student achievement, and student feedback is evidence of the College providing a broad array of programs and services based on the needs of students. The College also conducts regular environmental scans, community surveys, focus groups and occupational outlooks to ensure the College's mission fulfills the needs of the community. These results are continuously reviewed by the institution through assessment and evaluation functions of the College's planning process and college committees.

Standard I.A.2. The Mission statement is approved by the governing board and published.

Descriptive Summary

The current mission statement was approved by the El Camino College Board of Trustees in June, 2007, as part of the College's 2007-10 Strategic Plan. The plan was developed in April, 2007 at the Planning Summit. Representatives from students, staff, faculty and management from both El Camino College and Compton Center participated. The plan is periodically reviewed and reaffirmed at annual Planning Summits, [Planning and Budgeting Committee](#) meetings and College Council meetings ([April 23, 2007](#), [April 28, 2008](#), [April 27, 2009](#), [May 3, 2010](#)). College constituents are kept informed of review and changes via the [President's Newsletter](#).

The Mission statement is published in the El Camino College [catalog](#); on various Web pages including a [mission statement](#) page; [planning documents](#); the [Comprehensive Master Plan](#); the back of college business cards; posters displayed in offices at the College and Center; [Board agendas](#); and various other marketing materials and informational announcements.

Self-Evaluation

The College meets the standard. The College's current mission statement was approved by the Board of Trustees in 2007. It is re-evaluated and reaffirmed on a consistent basis at the annual Planning Summit, College Council and the Planning and Budgeting Committee. The mission statement is also widely published in a variety of digital and print documents.

Standard I.A.3. Using the Institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises as necessary.

Descriptive Summary

At the annual planning summit, College constituents review and evaluate the mission and strategic initiatives and develop plans for the future. Attendees review supporting evidence, discuss factors affecting the mission, and modify or affirm the mission statement accordingly. Representatives at the planning summit take the information back to their constituents for review and discussion. For example, as a result of the mission statement review in the Enrollment Management Committee, fliers and posters were created and posted at both El Camino College and [Compton Center](#) to heighten awareness of the College's Mission Statement and Strategic Initiatives. An updated version of the flyer was created in 2012 with the revised Strategic Initiatives. Posters featuring the mission, strategic initiatives, and statement of values are displayed in every division office.

Every four to five years, the mission, vision and statement of values are reviewed more thoroughly in advance of the strategic planning process (2007, 2010, and 2014). This ensures the statements and their associated institutional commitments remain current with internal and external trends.

The effectiveness of the overall mission review process is assessed regularly in two ways: 1) through the consensus process of mission review during annual planning summits, and 2) through student and employee

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assessment of the mission via the Campus Climate Survey, administered every three years.

The partnership with Compton District in August 2006 prompted a co-review and co-creation of the mission statement at the two-day planning summit in April 2007. This included administrators, faculty, staff and students representing both El Camino College and Compton Center. Participants reviewed the mission statement for relevance to all of the communities we now serve.

The April 18-19, 2007 Planning Summit included more than 50 participants representing students, staff, faculty and management attended from both El Camino College and Compton Center. All attendees actively participated in the creation of the College's current mission statement. During this day-long activity, attendees reviewed community data and discussed essential elements of the mission statement in small groups. The conclusion of the day resulted in one mission that was unanimously supported. Once the mission statement was created, College Council and the Board of Trustees approved it (page 16). Strategic initiatives to support the mission were also created. The Mission Statement shared by El Camino College and Compton Center appears on page 9 of the 2013-14 El Camino College catalog.

The Mission Statement has not changed since it was created in April 2007. It is periodically reviewed and reaffirmed at the annual Planning Summit and College Council. The mission was reviewed and reaffirmed at the 2013 Planning Summit, with a plan to more thoroughly review and revise the College's vision, mission, and strategic initiatives as the first step in the next comprehensive master planning process, which began in 2013-14.

Self-Evaluation

The College meets this standard. Continuous re-evaluation and reaffirmation of the Mission Statement takes place at the annual planning summit with representatives from students, staff, faculty, and management from both the College and the Center. Results from Student and Staff Campus Climate surveys indicating familiarity with the mission statement and how well the college provides quality educational opportunities to its diverse community is also assessed. From the 2010 Employee Campus Climate Survey, employees at both the College and the Center identified offering "quality educational opportunities" as the most important aspect of the El Camino College Mission

statement. Overall, El Camino College employees are familiar with the mission statement and feel the College is fulfilling its mission. Results were more favorable in the spring 2013 surveys. More than half of the College's students and the Center's students who participated in the 2010-11 Student Campus Climate Survey indicated they were familiar with ECC's mission statement and that the most important aspect was to provide "quality educational opportunities." Students highly agreed that ECC was fulfilling its mission.

Standard I.A.4. The institution's mission is central to institutional planning and decision making.

Descriptive Summary

The ECC Mission Statement succinctly explains the core purpose of the College as providing a comprehensive and quality education to ensure the success of our diverse student body. It is the foundational statement that guides the College's planning process.

The mission infuses the Comprehensive Master Plan, the Institutional Learning Outcomes, and the Strategic Initiatives. As a component of the Master Plan, the Educational Master Plan demonstrates a comprehensive, broad offering of programs at ECC, including strong transfer, CTE, Community Advancement, and developmental programs. The success of the diverse student population is supported by programs such as First Year Experience, Puente and Project Success. The mission statement's focus on student success is reflected in the Institutional Learning Outcomes, which identify the abilities of successful students and provide the framework by which all SLOs and PLOs are organized. Assessment in courses and programs measures success in these areas. The results are used to enhance student success by improving instruction and curriculum and by guiding planning through program review. An example of the College's commitment to use planning to achieve the mission statement's emphasis on quality education is the expansion of the Institutional Research and Planning Department. IRP assists the College in assessing courses and programs and in measuring achievements of students and reporting measures of academic success. In addition, the purpose of the Student Success Advisory Committee is to oversee and initiate college wide efforts to improve student success. Serving a similar purpose at the Compton Center are the Compton Student Success Committee and the Student Success Plan.

While the mission serves as the general commitment of the College, it is enacted through the College's strategic initiatives. A review of the College's current mission statement as it relates to the Strategic Initiatives was conducted at the 2013 annual planning summit.

Woven through these initiatives is the mission statement's emphasis on quality, success, and service to the community. The seven strategic initiatives infuse ECC's planning and budgeting processes. Four-year program reviews and annual plans by administrative, academic, and student support services identify how program objectives and funding requests support the College's strategic initiatives. Program reviews are linked to planning by including program review recommendations in annual Program and Unit Plans. Budget requests and recommendations resulting from the Program Review and Annual Plan processes are linked to at least one strategic initiative. Recommendations in annual plans go through a prioritization process for funding and implementation every year. This cycle ensures that planning and resource allocation is directly linked to the strategic initiatives, fulfilling the mission of the College.

The Compton Center uses the El Camino College planning model for institutional effectiveness to ensure that Master Plans, Student Learning Outcomes, and other strategic plans are aligned with programs and the College Strategic Initiatives. The Educational Master Plan and the new planning processes are integrated and drive resource allocation and program planning decisions. ECC Compton Center also creates and updates annual program, unit and area plans to link funding requests to strategic initiatives. Requests undergo a systematic prioritization process and are presented to ECC Compton Center's Planning and Budgeting Committee in the development of the budget.

Self-Evaluation

The College meets the standard by ensuring that the Mission Statement is the central driver of institutional planning through its direct linkage of the strategic initiatives. Reviewing the mission statement and creating strategic initiatives occur concurrently during annual planning summits and, in greater depth, through the strategic planning process. The strategic initiatives, in turn, guide planning and budgeting decisions.

Evidence – Standard 1A Mission

Standard I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

At El Camino College, students, staff, managers, faculty and administrators contribute their unique knowledge, ideas and concerns to dialogues about improving student learning and institutional processes. At times the conversations are part of the collegial consultation process and other times the dialogue occurs in different venues, such as flex activities, departmental and division meetings, and campus-wide summits and conferences.

Making Decisions at El Camino College defines the role of committees, administrators and the Board of Trustees in reaching decisions, and asserts the value of college-wide input, by stating: "our campus and students benefit when we cooperate to make jointly agreed upon decisions that we work together to implement." The document clarifies collegial consultation processes. It was authored jointly by representatives from students, faculty, staff, administrators, and Compton Center members of College Council. Campus groups, including the Associated Students Organization, the Academic Senate, and the classified employees union also provided input. In order to ensure that committee members clearly understand their role in collegial dialogue and processes, committee chairs are directed to provide an orientation, review the committee's purpose, purview and goals, and conduct a committee self-evaluation annually.

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Collegial consultation committees meet regularly to discuss a wide variety of operational, planning, budgeting, and educational issues. Representatives to consultative committees include students, staff, faculty, and administrators who seek feedback from and bring information to their constituent groups in a two-way flow of communication. Active consultation committees include the institution-wide College Council; the Academic Senate; and the Calendar, ECC Technology, Facilities Steering, and Planning and Budgeting Committees, and the Consultative Council at the Center. Unique to Compton is the Consultative Council comprising faculty and administrative representatives who receive information from the Institutional Effectiveness Committee, which in turn gathers information from all other committees. El Camino College has an Academic Senate, with representatives from Compton Center's Faculty Council, to discuss the academic and professional matters in its purview. These open, public meetings are also attended by students and administrators, who are given the opportunity to participate and/or provide presentations. In spring 2013, for instance, Associated Students Organization representatives attended regularly and presented the results of their textbook survey and their related recommendations (June 4, 2013). Discussion that ensued after a presentation on institution-set standards for student achievement led to the creation of a task force to refine the methodology used in the creation of the standards (March 19, April 2, 2013). In that same semester, a Senate distance education task force worked together with the Learning Resources Unit director, classified staff and other distance education faculty to develop college guidelines for authentication and faculty contact that allow courses to meet accreditation requirements in these areas while maintaining the flexibility to enhance student learning using the unique content and functionality of publisher websites (Jan 7, March 19, April 2, 2013).

Collegial dialogue also occurs in Area and Division Councils. Area and Division Councils engage in a variety of consultative and operational functions, in addition to sharing announcements and information. Their memberships vary, but they generally include representation from classified staff, administration, faculty, and sometimes students. Each area Vice President leads his/her Area Council (Administrative Services, Student & Community Advancement, Academic Affairs and Human Resources) while Deans and Directors lead Division/Unit Councils. Division Councils routinely discuss SLO assessment and

program review. Council meeting minutes are available online and searchable by division.

Finally, advisory committees provide venues for dialogue about improvement in specific aspects of institutional functions and student success. These are broad-based committees that include the Council of Deans (and Directors), Basic Skills Advisory Group, Career Technical Education Act Committee, Distance Education Advisory Committee, Emergency Planning, Student Success Advisory Committee, Insurance Benefits Committee, Parking and Traffic Advisory Council, and Police Advisory Council. Over the past several years, the Distance Education Advisory Committee has extensively discussed how to improve comparatively lower student retention and success rates in on-line courses. They worked to develop, implement and improve required on-line faculty training courses and student orientations to on-line learning. Flex training activities and best practices demonstrations were organized in conjunction with the Academic Technology Committee and the Faculty Development Committee. Major changes were made in consultation with the Academic Senate resulting in a new position of Senate Vice President of Academic Technology created in fall 2011. In fall 2012 DEAC sponsored a day-long distance education institute and in spring 2013 and spring 2014, Academic Technology Conferences showcased a variety of new technologies and best practices, including Student Authentication and Effective Contact Guidelines. Between 2007 and 2011 success rates in on-line courses improved from 49.4 percent to 59.0 percent. By fall 2012, the online rate of success as reported by the Chancellor's office had risen even further to 62.3 percent.

In addition to on-going communication in consultative and advisory committees, the College solicits feedback directly from college constituents in regularly-scheduled surveys. Campus-wide surveys are administered to all relevant constituent groups with response rates from a representative cross-section of the College. Results are presented and discussed using the consultation process during regular meetings, open forums, Flex Day workshops, or focus groups. Examples of campus-wide surveys that followed this process include the Community College Survey of Student Engagement (CCSSE), feedback on the future of Winter Intersession, Technology Surveys, and Campus Climate surveys. The Campus Climate Survey provides evidence of employee awareness of the College mission, suggestions for improvement that are discussed broadly in the

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Academic Senate (Senate Minutes 5/7/13, 2/19/13, 9/7/10), College Council, Flex Day focus groups, and employee bargaining units. Other areas assessed include college relationships, work environment, climate and culture, student learning outcomes, and student service. Questions in most of these areas rated the College above average, while issues at or below average were the special focus of discussion in collegial consultation settings and focus groups. All campus-wide surveys are administered at both ECC and Compton Center. Student surveys are administered both in class and on-line, targeting both day and evening students.

Further collaborative dialogue about institutional processes and student learning occurs at the Annual Planning Summits that have been held since 2003. A cross section of representatives from El Camino College and Compton Center attend the summits. Topics for discussion include reviewing the mission statement, developing or discussing the strategic initiatives, analyzing student achievement data and developing related college standards, considering student and community demographics, and other issues facing ECC and the Compton Center. The Planning Summits are a venue for ongoing dialogue between the College and ECC Compton Center. In the 2013 annual summit, participants from ECC and CEC brainstormed about ways to measure achievement of the Strategic Initiatives and to set the institutional standards for student achievement. Subsequently, a new visual representation of the college planning process was developed. Results of the summits are shared with the campus community through the Presidents Newsletters (April 8, 2010, March 16, 2010)

The Assessment of Learning Committee (ALC) serves a campus-wide purpose in measuring how effectively El Camino College is fulfilling the mission to enhance student success and provide high quality services. Through program review and annual plans, the assessment results provide evidence to base curricular, planning, and budgetary decisions intended to improve student success. Administrators, faculty, and staff work together to support routine assessment of SLOs, PLOs and SAOs in all of the courses, academic programs, student services and administrative areas. Faculty and staff also assist in data collection to assess the ILOs using instruments developed or selected by the ALC and Institutional Research and Planning. This data is then reflected upon by ALC and by faculty in flex workshops and SLO fairs. The results of ILO assessment are disseminated and presented on the

web, in Academic Senate meetings, in newsletters, flex workshops, and emails to faculty and Deans.

Dialogue about the College's Board policies and procedures in academic areas occur in the Educational Policies Committee and the Academic Senate, which meet twice a month. These meetings allow for dialogue between faculty, administrator, and student representatives from the Associated Students Organization about policies and procedures and their adherence to Title 5 and Education Code. The ECCCD Board of Trustees works in mutual agreement with the Academic Senate on policies and procedures in academic and professional matters assigned to the Senate. Board policies and procedures are posted on the ECC website. Board Policy 4224 and the accompanying procedure for Course Repetition is an example of a Board policy and procedure developed through this consultative process. Development of this procedure ensured that our curriculum meets new repetition regulations. The significant academic changes emanating from this revised procedure and new repeatability regulations are being monitored by the Curriculum Committee, the Academic Senate, and the Vice President of Academic Affairs. The Curriculum Committee has reported related progress to the Board and the changes appear in the Board agenda.

The College regularly relies on quantitative and qualitative evidence as the foundation for discussions of student achievement and learning. The types of data that are presented and discussed include course completion, college persistence, course and program progression, and goal completion of graduation, transfer or employment. The College has also begun to track the *rate* at which students are meeting these goals based on educational research showing that faster progression is associated with higher rates of goal completion. As a standard practice, these measures also are disaggregated by course subject, student demographics and entering academic preparation, with any anomalies or achievement gaps discussed. This data is posted on the web and analyzed as a part of academic program review and student success planning.

The Math Division, Humanities Division and First Year Experience provide examples of how data are understood and used as a foundation for the improvement of student learning and achievement. Analysis of math progression disparities by entering academic level verified faculty suspicions and prompted development of experimental support modules and accelerated math

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sequences for an elementary algebra to transfer-level pathway, as well as the development of an intermediate algebra course for a statistics course pathway. Data analysis was also conducted, interpreted and discussed to determine how well the accelerated model worked for students. Similarly, English faculty developed an accelerated Reading/Writing learning community experimental course that tracked directly into a transfer-level learning community. Existing cross-divisional collaboration as part of the FYE helped in the exchange and discussion of ideas and findings during the process of evaluating the new experimental courses.

Self-Evaluation

The College meets the standard. A broad committee structure and the use of professional development workshops, summits, and conferences provide opportunities for dialogue. Dialogue takes place at the institutional level for evaluative and assessment purposes toward improvements to student learning. The College will work to improve consultation by implementing the consultation philosophy, committee trainings and self-reflections explained in *Making Decisions at El Camino College*. In 2013-2014, actualizing the document is a goal of both College Council and the Academic Senate.

From May 2012 through June 2013 the College worked to improve decision-making processes in collegial consultation committees. In March 2012 the Academic Senate passed a Resolution of No Confidence in the Collegial Consultation Process at El Camino College, Torrance Campus. After extensive discussions in summer 2012 it was decided that a task force would prepare a draft of a written document that described and improved the consultation processes. *Making Decisions at El Camino College* was drafted and underwent eight months of discussion and revision in College Council during fall 2012 and spring 2013. An active culture of dialogue should continue to be cultivated to involve more participation and opportunities for communication among faculty and staff members on campus concerning student learning and institutionalized changes.



Standard I.B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The ECC mission statement is the foundational criterion used to set goals for improvement. The statements of vision, philosophy and values also guide goal development. Premised on these criteria, the College sets specific institution wide goals and direction in three ways: strategic initiatives, institutional learning outcomes and student achievement goals.

Strategic initiatives are the broad goals for institutional improvement established to put the Mission into practice. The initiatives cover seven areas: instructional methods and services, educational and support services, collaboration and collegial consultation, workforce training and economic development needs, using assessment to improve planning and resource allocation, facility and technology improvement, sustainable environmental practices for the college. Programs are evaluated in part by strategic initiatives through program review. Strategic Initiatives serve as goals for annual planning. ECC strategic initiatives have been developed and revised at various planning summits since 2003 which are attended by faculty, student, classified staff, managers, and administrators.

Representatives from all college constituent groups participate in the annual planning summits at which the strategic initiatives are conceived, reviewed, reaffirmed and revised. A diverse group, including staff, managers, faculty, and students, provide feedback and suggestions from a variety of perspectives. As part of a campus-wide initiative to link planning to budgeting, the first planning summit in May 15-16, 2003 developed seven Strategic Goals for 2004-2007. The College concluded in its 2008 self-study that progress was made in the educational areas. The 2007 summit included the input of the Compton Center and created a second set of strategic initiatives. The introduction of Plan Builder as the College's budgeting and planning software allowed the College to require that plans be directly linked to the strategic initiatives. Plan Builder also allows the College to assess how many plan goals are linked to specific initiatives and the amount of spending on each initiative.

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At a planning summit in March 2010 cross college constituent groups met again to develop the 2011-2014 Strategic Initiatives, under which the College currently operates. The mission statement was also reviewed and reaffirmed. The summit participants created seven new strategic initiatives, which were distributed to all ECC and Compton Center employees for comment and prioritization. The 2011-2014 strategic initiatives were more comprehensive, encompassing a fuller vision of the College and its direction, based on the broad mission. In addition, the Planning Summit determined that the strategic initiatives would continue to be used as goals in program, unit, and area plans. The Planning and Budgeting Committee would help inform the College community about how money was being spent and how decisions were reached. At the 2013 Planning Summit, a new planning model was conceptualized discussed widely and adopted in fall 2013. The strategic initiatives and mission statements are found in places accessible to the entire college community, including on posters throughout the College; on the Institutional Research and Planning Web page; in the College catalog; in the Master Plan; and in the Academic Program Review training materials. The Planning Model chart was approved by the Planning and Budgeting Committee at both the College and ECC Compton Center and appears in the Master Plan.

Strategic initiatives are integrated into the annual planning cycle by serving as the annual plan goals themselves. Program, unit, and area planners link specific objectives to appropriate strategic initiatives. These objectives are measurable and are typically, though not necessarily, associated with resource requests. Evaluations of objectives are conducted twice each year and serve as a way to measure initiatives indirectly.

To strengthen the strategic initiative measurement process, the College now is collecting data to measure the achievement of each strategic initiative more directly. The process began at the 2013 Planning Summit when attendees assessed progress made on each initiative. In fall 2013, a small Strategic Initiatives working group assembled to continue this process. After determining that the initiatives were good goals but lacked measurability, the working group made several recommendations including the addition of measurable objectives for each strategic initiative to assist in quantitatively measuring progress. In the meantime, the college would measure the initiatives indirectly by assembling a compendium of all work done by initiative since inception. Beginning in spring 2014, the

College community will annually review and reflect on progress made on strategic initiatives and student achievement goals to determine where improvements need to be made in time for the next annual planning cycle. Review will begin at the annual planning summit and continue through a standard consultative process involving groups such as PBC, College Council, Academic Senate, and the Assessment of Learning Committee (I.B. Planning Budget Committee Meeting Minutes 082713).

The College shows commitment to achieving its institutional goals by weaving strategic initiatives through the planning and budgeting processes. Requests for funding in plans and program reviews are placed in Plan Builder and must be linked to a strategic initiative. Institutional commitment to the strategic initiatives and other college goals is also apparent with the allocation of funding for related software and training. The College invested in a new online planning system to strengthen the planning and budgeting process. It allows the College to systematically link these processes to the strategic initiatives and program review and to determine the number and amount of requests for each. In addition, stipends and extra funding were assigned for the development of modules for program review and SLO assessments in CurricUNET.

The College has funded related conference and training attendance and created an Associate Dean position in Academic Affairs to help administrate the SLO assessment and program review processes. Because of software problems with the SLO CurricUNET module that created recording inaccuracies, a task force selected TracDat as our new SLO software. All SLOs and assessments successfully migrated to TracDat in summer 2013. To ensure continuity, efficiency, and strong integration across process, the College is piloting the use of TracDat for program review and planning modules in fall 2014.

El Camino College evaluates its educational effectiveness through its Institutional Learning Outcomes (ILOs), the set of core competencies that the College expects students to achieve after significant involvement with the institution. The learning outcomes and competencies that are measured at the institutional level include content knowledge; critical, creative and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy. ILOs are assessed on a four-year cycle, with results

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reviewed by the Assessment of Learning Committee (ALC) and by faculty, staff and leadership, at large. After each assessment, results are reviewed and discussed to determine where improvements may be needed, with instructional resources developed and published on the Institutional Effectiveness Portal for each ILO. The first cycle of assessment was completed in fall 2013, affording the opportunity to improve the assessment for the next round and begin tracking results longitudinally where possible. In 2013-14, the ALC conducted a thorough review of existing ILOs, evaluating each on whether it is appropriate, meaningful, and measurable (10/14/2014, 10/28/2014). As a result, the committee recommended a revised set of ILOs to be instituted for the next cycle.

In addition to conducting learning assessments, the College also conducts annual assessments of student achievement. For many years, the College has tracked measures of student achievement that include successful course completion, college persistence, academic progress, goal completion (degrees and certificates), and transfer to four-year institutions. These measures are published in the College's *Annual Fact Book* and on the Student Achievement page of the Institutional Research and Planning Web page. They are discussed College wide in a variety of venues such as Academic Senate (minutes, page 21), Enrollment Management Committee, and Deans Council. In response to a recent Federal mandate to set minimum student achievement standards, the College established such standards through a brief consultation process involving representatives from Academic Senate, Vice Presidents, Deans, and Institutional Research. In addition, the College set improvement targets for each student achievement measure with similar broad involvement. The goal-setting process began at the 2013 planning summit with recommendations made for targets for successful course completion, retention (term-to-term persistence), degrees, certificates and transfer. The recommendations were shared with the campus in the 2013 Planning Summit report. The Student Success Advisory Committee developed and recommended a set of minimum institutional standards and aspirational targets for a variety of student achievement measures. This body is charged with monitoring progress toward student achievement goals and guiding activities in support of these goals. Results of assessment of these student achievement measures also will be reported and discussed at the annual planning summit, among many other venues. Student achievement is also measured for many individual student services and academic

programs through Program Review data sets and annual student services program metrics reported and discussed regularly.

Self-Evaluation

The College meets the standard. The College uses a collaborative process to develop priorities (strategic initiatives) that are stated in measurable terms. Those priorities are interwoven throughout the planning and budgeting process and are widely disseminated electronically and in printed materials. The work at the 2013 planning summit started the process of developing valid and meaningful assessments on a variety of measures, including strategic initiatives, student achievement, institutional learning outcomes, and student services metrics. Progress on each goal will be reviewed and discussed during each annual planning process. The College will use the objectives to systematically and comprehensively measure ECC's progress in achieving the strategic initiatives on an annual basis.

Actionable Improvement Plan

1. The College will develop measurable objectives to assess the attainment of the strategic initiatives.
2. The College will use the objectives to systematically and comprehensively measure achievement of the strategic initiatives annually.

Standard I.B.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

El Camino College's cyclical planning and assessment processes are carefully linked to budgeting. The ECC planning process is guided by the College mission, the strategic initiatives, the Comprehensive Master Plan, and ongoing evaluation. As visualized in the Planning Model below, the process consists of cycles of program review, curriculum review, outcomes assessment, and annual planning. The planning process integrates master plans for education, technology, facilities, and staffing with the College's mission and strategic initiatives. The planning process is tied to budgeting through the systematic development and prioritization

of recommendations and goals in program reviews, program plans, unit plans and area plans. Those goals and recommendations are all linked to the strategic initiatives, which carry out the mission. The Planning and Budgeting Committee (PBC) provides oversight and conducts a yearly review of the process, instituting and recommending changes as needed. The PBC is also charged with implementing the Master Plan. There is college wide participation in the process as faculty, staff, managers, and administrators write the plans and send representatives to the PBC.

The Comprehensive Master Plan contains the Educational, Technology, Facilities and Staffing plans for both El Camino College and Compton Center. The Master Plan is reviewed on a 5-year cycle and discussed through collegial consultation processes at the College and ECC Compton Center. The Educational Plan is the foundation that informs the Technology, Facilities, and Staffing Plans. Its vision statement and enrollment projections provide direction and support for forecasting long-term enrollment and future planning. It also summarizes all the programs throughout the district and considers square footage requirements that will impact the development of the Facilities Master Plan. The College Technology Plan incorporates the trends, projections and forecasts in the Educational Plan to provide a technological vision for the College and principles to guide and prioritize the plan's recommendations. The College Facilities Master Plan provides a roadmap for future college development, including recommendations for renovation and replacement of facilities and explanations of how ECC will maximize state funding opportunities to serve changing needs in enrollment and weekly student contact hours. Finally the issue statements and recommendations in the College Staffing Plan take into consideration current staffing levels, staffing at comparable institutions, the staffing needs of the Educational and Technology Plans, and the economic realities of the state's finances. The next comprehensive master plan will include a Student Success Plan, containing measures of student achievement and an action plan to reach achievement goals. In addition to the Master Plan, planning occurs in the areas of curriculum, Student Learning Outcomes, and program review. All of these efforts are linked to budgeting.

ECC Planning Model



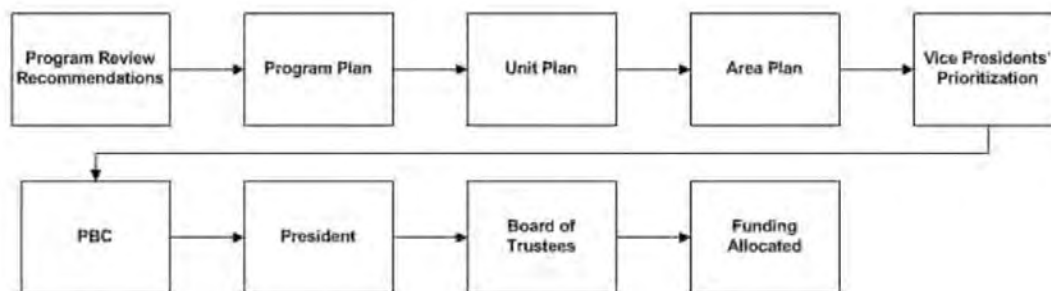
In the curriculum review cycle, all courses are reviewed by faculty in a six-year cycle with vocational courses being reviewed on a two-year cycle. The College uses CurricUNET, curriculum management software, for review and approval of courses, degrees and certificates. Curriculum review is conducted by discipline faculty with the support of Division Curriculum Committees, deans, and a Curriculum Advisor. The College Curriculum Committee creates curriculum policies and procedures and provides oversight to the review process. Curricular changes and reviews are discussed in academic program reviews. SLO assessment results may trigger or inform curriculum revision, including the creation of new courses, programs, or certificates.

Every course has associated Student Learning Outcomes (SLOs) and every academic program has program-level outcomes (PLOs), each administrative and student service area has Service Area Outcomes (SAOs); and the College has overarching outcomes, Institutional Learning Outcome (ILOs), which have been in place since 2007. Outcomes and assessments are embedded within planning and budgeting through the process of program review and the submission of program, unit and area plans. The assessment of SLOs, PLOs, SAOs and ILOs are ongoing. The Office of Institutional Research and Planning has three SAO statements and assessments on its Web page. The most recent assessment, from spring 2013, is for SAO # 2, "Synthesize Institutional Research data with local information and professional experience to develop

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a more complete picture.” Unfortunately, the number of respondents was low and assessment was unable to provide any significant conclusions. The assessment results of SLOs and PLOs are used to improve student learning and teaching practices, to inform curricular and programmatic changes, and to provide evidence for funding requests in program review. For example, the Human Development assessment of PLO #4, “Students will become active learners who demonstrate personal responsibility and make wise choices in determining outcomes in college, careers and life” resulted in the recommendation that the department offer a 3-unit Career Development class that “will allow for comprehensive study of career planning and important related components such as self-awareness and goal-setting.” SLOs and PLOs are on a four-year assessment cycle, in alignment with the program review cycle. The College Assessment of Learning Committee determines the methods and timelines for assessing. ILOs are also assessed on a four-year cycle. The first round of assessment of the six ILOs began in fall 2010 and was completed in fall 2013.

Program Review is conducted cyclically in academic programs, student services, administrative services and human resources. Academic programs conduct full program reviews on a four-year cycle. Career and Technical Education (CTE) programs answer supplemental questions during the full review every 4 years, and also submit answers to the CTE questions in the two-year intervening period. Compton Center program review cycles are aligned with the College’s cycle. Program reviews include analysis of assessment results and an explanation of any related changes to curriculum, programs, degrees, or certificates. When applicable, assessments are also used to justify funding requests that emerge from program review. Reviews conclude with a listing of prioritized recommendations that are incorporated into subsequent annual plans and linked to strategic initiatives.



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The College's cyclical planning and assessment processes are carefully linked to budgeting through program review and the strategic initiatives. Assessment results are incorporated into program review and provide evidence for some funding requests. The funding requests derived from program review are linked to the strategic initiatives and become objectives in the annual program plans that are entered into Plan Builder. Deans and Division Councils consider the recommendations from each program and create a prioritized list for their division or unit. The top requests are included in a unit plan. The Vice Presidents review the priorities in each of the unit plans with their managers and determine the top priorities in the area, resulting in an area plan. All five vice presidents have their area managers vote on prioritized recommendations. To be given final consideration, a resource request must minimally be founded on a program review recommendation and support a strategic initiative. The use of program review recommendations to support funding requests in annual plans has been inconsistent. Revision of the planning software to include these recommendations would improve compliance across campus. Other criteria include health and safety, accreditation and college-wide impact to determine the College's top priorities. These prioritized funding requests are then presented to the PBC, which reviews them to ensure they align with the college mission and strategic initiatives. Approved requests are incorporated into the college budget, which is further reviewed by PBC and sent to the Board for approval.

The broad collection of data and reports created by the expanded Institutional Research and Planning (IRP) office are easily accessible and available to the public. The IRP Web page provides a wide variety of descriptive and analytical reports, and faculty and staff may also submit requests for information. IRP staff works with individual programs, departments, and faculty members to discuss appropriate ways to ask questions and collect information. In addition to assisting with the development of collection instruments, IRP staff offer guidance in ways to understand and analyze data. Data sets are provided and explained to managers, faculty and staff for use in program review. Data is integrated at all levels of the planning process and throughout SLO, PLO, ILO and SAO assessment.

Along with the aforementioned procedures, Compton Community College District also uses a Fiscal and Crisis Management Assistance Team (FCMAT) to provide fiscal advice and management assistance to identify strengths and weaknesses associated with

financial and management responsibilities of the Compton District. It serves in a dual role for the District and Center as a means of planning, setting priorities and development of overall student outcomes for the campus. During the last 6 years the FCMAT team has evaluated various department and divisions within the Compton District which have revised their planning processes to develop a sound fiscal budget. Human Resources and the Academic and Student Services Programs have sustained FCMAT standards and are no longer under review.

Self-Evaluation

The College meets the standard. Its cyclical, integrated planning process is well established and continually evaluated and improved. All constituencies contribute to the execution of this process, using quantitative and qualitative data to inform decisions. There is strong administrative oversight throughout the process. Measurements of student learning are incorporated into the process through program review and annual plans. The strategic initiatives provide a basis for funding decisions.

In its effort to continually improve processes, the College has identified and is taking action for improvement in several important areas. IRP reported that program review recommendations are not uniformly serving as the basis for objectives and funding requests in annual program plans. This issue is being addressed through additional communications with College representatives and planning software features that require the inclusion of recommendations, where applicable. In addition, the College should consider the new and ongoing development of student achievement goals and the improvement of institutional learning outcomes as future criteria in this process of planning and resource allocation.

Actionable Improvement Plans

1. Develop and implement consistent resource prioritization criteria to be used at all levels that evaluate requests by their support of mission, strategic initiatives, and student learning and achievement goals, among other criteria to be determined.
2. Develop a mechanism in the planning software to standardize these criteria. This will serve as both educational and accountability tools.
3. Report results of annual prioritizations at Area and College levels to the College community as part of an annual Implementation Plan based on established criteria or other rationales as appropriate.

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I.B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

Planning is a college-wide endeavor with many opportunities for involvement from all facets of the College and community. At the highest level are the Board meetings where the public and college community have an opportunity to weigh in on issues affecting the College during the designated public comment section of the agenda. Committee membership is another avenue for participation. Consultation committees, such as the Planning and Budgeting Committee and College Council, include representatives from classified staff, students, faculty, managers and administrators. Division and Area Councils also include members from these groups and engage in planning and budgeting. On a broad level, annual planning summits allow for further college input into the planning process and review of the mission statement and strategic initiatives (Folder IB: Summit Feedback 2011, Model Revision 2013). In 2013, seventy people attended the Planning Summit, which had four goals: 1) Evaluate, reaffirm the Mission and Strategic Initiatives; 2) Set goals for student achievement; 3) Develop ways to measure progress on our Strategic Initiatives; and 4) Create a new visual representation of our planning model.

Staff, faculty, and administrators have been trained and participate in the College's ongoing integrated planning processes. Trainings, handbooks, and websites provide instruction in writing and assessing SLOs and SAOs, writing program reviews, and creating program plans. The strategic initiatives that guide planning are created by cross-campus groups at the annual planning summit. In addition, the Planning and Budgeting Committee is a consultation committee comprised of students, faculty, classified staff, managers, and administrators who review and monitor the planning and budgeting process.

Program review across the College results in improvement to instruction, curriculum, programs, student services and administrative functions. For instance, a recommendation from the 2011 Program Review for Outreach and School Relations to fully fund the Student Ambassador program was approved at \$25,000 per year for the past 3 years and saw an increase in funding for 2013-14 to \$30,000 (folder IA).

The Student Ambassador program has been a huge success in improving services to students. At a time when budgets and staff were being cut, the Student Ambassador program put El Camino College in a position to maintain its relationships with community partners and even improve services to students at a time when many colleges were making cuts to outreach services. The 2011 Center for Applied Competitive Technologies (CACT) internal review recommended a new director position. The CACT's original purpose was to offer not-for-credit industry specific training for local industry. It had grown and was also offering training in the form of for-credit courses on the academic side of the college. The annual plan recommended that industry specialized training remain with the CACT and for-credit training shifting to a new program, Career Pathways. In 2012 the Career Pathways program was created and staffed.

For budgeting, every program, unit and area has an annual plan, located in Plan Builder, in which they lay out a description of their program, challenges, and both short and long term goals. The goals are one of the seven Strategic Initiatives, and associated objectives are concrete plans to progress in each Initiative. Objectives are based on program review recommendations or recent needs. Update on progress towards annual goals and objectives may be made throughout the year, typically at the mid-point and after the close of the fiscal year. Financial, technical, facilities, personnel and other resources needed for each objective are outlined in plans, as well as requests for additional resources. Many changes on campus have been made as a result of this annual planning process.

As of the 2012-13 academic term the El Camino College Compton Center has committees that engage Institutional Effectiveness, planning and budgeting matters, enrollment management, facilities, program review, safety, technology and participation in curriculum matters at El Camino College. The Compton Center committees are coordinated and responsible to the College's Consultative Council, which comprises all constituency groups, managers, union representatives, and Compton District's Chief Executive Officer. Through the work of the Compton Center committees, a comprehensive Educational Master Plan has been developed that includes the El Camino College Educational Master Plan. Additionally, there are comprehensive Master Plans for facilities and technology, as well as a 5-year budgetary revenue and expenses forecast. Each of the aforementioned

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has been accomplished with the collegial input of all Compton Center constituency groups and substantiated through minutes and requisite documentation. The Compton Center Planning and Budget Committee (PBC) operates on the same planning and budget calendar timeline as that of El Camino College. The PBC is assisted by the Compton Community College District Chief Business Officer in its work by receiving constant California Community College System Office information updates and other economic statewide trends that have significant impact on community college budgets – which in turn affect college wide planning. The 2012-2013 academic terms has produced invigorated Program Review efforts on the part of the Institutional Effectiveness Committee, which assures a significant increase in the number of Compton Center programs reviewed by June 2013. Divisions evaluate and prioritize plans, and then forward them to area vice-presidents and the Compton Center PBC for final review before the CEO makes funding recommendations to the Special Trustee. Unit plans must be coordinated with strategic plans, the most recent program review, and relevant accreditation planning.

Alternative funding sources are also sought through grants. The Grants Office lists funding sources on its [Web page](#) and provides materials that assist in proposal development. For instance, in an effort to improve completion rates the College sought and received a \$3.24 million Title V grant (locally named the [Graduation Initiative](#)) to improve student readiness for college level course work, and support and improve instruction in critical gateway courses, such as reading, writing, and math, and support student goal completion. [Other sample grants](#) include the National Endowment for the Humanities and American Library Association grant for Bridging Cultures Bookshelf: Muslim Journeys, the Citibank grant for the Small Business Development Center, and the National Science Foundation grant for the Advanced Aerospace Manufacturing Education Project.

The Grants Office facilitates a number of grants from the California Community Colleges Chancellor's Office that focus on workforce development. These include such diverse programs as ECC Compton Center for International Trade and Development to help foster trade relationships between local companies and overseas markets, the CTE Teacher Pipeline to help students and community members become teachers in trades areas, and the Industry Responsive Training Fund for Incumbent Workers (RTF) to help workforce needs for specific industries from Hospitality to Advanced

Manufacturing. From the Chancellor's Office the College was also awarded the Sector Navigator award for Advanced Manufacturing positioning El Camino as the resource for all community colleges in California in the area of Manufacturing.

At the federal level we have grants from six different government departments from the U.S. Department of Education (USDOE) to the U.S. Department of Labor. From the USDOE alone we have six different grants, including a grant to increase graduation and transfer (Graduation Initiative) and a STEM grant that aims to increase the number of students pursuing and succeeding in STEM disciplines at the college, transferring in STEM majors to four-year universities, or entering the related workforce. We also receive funding from private businesses like Citibank for our Small Business Development Center and foundations including the National Science Foundation.

These grants have directly contributed to improvement in institutional processes, expansion of targeted support services, and major gains in student achievement.

Self-Evaluation

The College meets the standard. The College provides multiple mechanisms for people from all constituencies of the College to participate in planning. The link between program planning and resource allocations is emphasized throughout the planning cycle. Many examples exist of planned and funded projects leading to institutional improvement. The linkage between resource allocation and institutional effectiveness needs to be more consistently and clearly reported to the College community.

Actionable Improvement Plans

Generate a report annually of how allocated resources are linked to institutional improvement, based on evaluations of funded plans. The report also needs to be more widely distributed across campus.



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I.B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

The College supports the collection, interpretation, and wide distribution of a comprehensive set of institutional assessment results. These assessments are conducted at the course, program, unit, and College levels to evaluate student learning, student achievement, service areas, goal completion, and mission fulfillment.

Assessment of student performance begins upon entry, with a report of academic preparation of students from local high schools created annually, discussed college-wide, and shared with principals and guidance counselors of feeder high schools. Individual high school data is compared to the overall high school average to demonstrate how well students are doing with respect to entering academic preparation, educational goals, course success, persistence, and goal completion. Feedback is discussed in the President's Cabinet as well as other venues including Counseling Division meetings and the Student Success Advisory Committee, with specific changes made based on suggestions from high schools. The information is also shared with the Board of Trustees and the community via the College website.

At Compton Center, similar performance data is regularly shared with principals and guidance counselors, both during personal visits by college leadership and annual high school counselor luncheons within the Compton Community College District. Information is also shared within the Compton Commitment Partnership (a partnership that is derived of Compton Unified School District, ECC Compton Center and Cal State Dominguez Hills). Both Compton Commitment Partnership meetings as well as Counselor luncheons are also an opportunity to collect qualitative feedback from feeder high schools to determine how well the college is meeting the needs of their students.

Another set of college-wide assessments involve the Institutional Learning Outcomes (ILOs), formerly known as the Core Competencies which the College expects students to achieve after a course of study at the institution. The ILOs were developed by the Assessment of Learning Committee. They were later reviewed and refined with an assessment schedule planned. ILOs were ratified by the Academic Senate in 2007 and again in 2010 when an information and technology literacy outcome was added.

The College's ILOs state that students completing a course of study at El Camino College will achieve learning outcomes in content knowledge, critical, creative and analytical thinking, communication and comprehension, professional and personal growth, community and collaboration, information and technology literacy. ILOs are assessed on a four-year schedule, with one or two assessed each year.

The College regularly administers satisfaction surveys to random samples of students college-wide as well as for special groups on campus (e.g., Distance Education students). Results from satisfaction surveys are discussed with faculty, leadership, and staff, and are made available to the College community via its public website. Major bodies that discuss student satisfaction results include Academic Senate, Enrollment Management, College Council, Student & Community Advancement area leaders, and Council of Deans & Directors.

Finally, the College utilizes peer group comparisons and longitudinal tracking to assess its effectiveness in terms of student achievement and goal completion. First, Institutional Research & Planning assembles an Academic Performance Profile annually, comparing the College to local institutions in its peer group, for both the College and the Center. Measures in the report include successful course completion, college persistence, and goal completion (degrees, certificates, transfers, 4-year degrees conferred). Similarly, the President's Cabinet annually reviews the *IPEDS Data Feedback Report*, a Federal peer group report with similar content based on national data sets. Finally, the College utilizes the California Community College Chancellor's Office annual Student Success Scorecard, which tracks cohorts of El Camino College and Compton Center students through a variety of achievement measures and includes five-year trend data. This report receives wide exposure, with annual results presented and discussed with the Board of Trustees and in a variety of consultation and advisory groups such as the Academic Senate, Enrollment Management, College Council, and Council of Deans & Directors. In addition to the Scorecard, the College also utilizes information from the Chancellor's Office such as the Transfer Velocity Report, which tracks the College's rate of transfer against other institutions.

For most measures of student achievement, the College now commits to a minimum institutional standard of performance and sets goals for higher achievement in the future. These standards and goals are set through

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a combination of statistical analysis and College-wide dialogue conducted by the Student Success Advisory Committee (Nov. 14, 2013, Jan. 30, 2014, and during the annual planning summits. The Institutional Student Achievement Standards were reviewed and discussed by the Academic Senate (pg 21-25) as part of the process to set the standards.

The College assesses itself systematically on the program and unit levels through a standardized Program Review (PR) process, which is repeated on a four-year cycle. Academic PR is based partly on longitudinal enrollment, student achievement data, and SLO assessments as foundations for program evaluation and future planning. In addition, academic program interventions, such as reading/writing/tutoring centers, active learning methods, learning communities, and accelerated course models, are also evaluated on the student services program review timeline.

Student Services programs are assessed through the PR process to determine how effectively they contribute to student achievement and goal completion. Program participants are compared with similar students who are non-participants to determine the degree to which each program is associated with comparatively higher achievement in areas such as successful course completion, persistence, milestone achievement, and goal completion, such as graduation or transfer, where appropriate. Examples of programs undergoing such assessments include First Year Experience, Orientation, Puente, Project Success, Supplemental Instruction, and Study Abroad, among others. The College also evaluates its institutional quality in terms of student learning and quality of services through Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs) for Student Services and Administrative Services programs.

The College maintains a policy of openness with respect to assessment data and analysis, making a regular practice of posting all achievement data on its website, in addition to its regular practice of distribution through consultative groups and leadership. The Research & Planning Web page is organized by major types of data: demographics, success and retention, student achievement, survey findings, regional data, and special-subject research reports. Institutional Research and Planning (IRP) hosts a Twitter feed and produces its own *Research & Planning Blog*, summarizing new releases of data, recent educational research, and other information valuable to the community. Research also is discussed on a regular basis in the *President's Newsletter* and Compton Center's *CEO*

Newsletter/Messenger which are both distributed to each location's entire workforce and posted to the respective websites. In addition to public postings, assessment data are regularly presented and discussed at flex day presentations and workshops, Academic Senate meetings, and at Division and other meetings, where appropriate.

The College conducts periodic assessments to determine if the modes of communication are appropriate and to what degree messages of institutional quality are reaching the college community and College service area. One example of community assessment is community surveys which measure familiarity with and confidence in the quality of the College. El Camino College consistently rates highly in the community, revealing a strong reputation that is maintained across repeated surveys. In a 2012 survey, El Camino College had 99 percent positive recognition by those surveyed in the community. In addition, the College assesses effectiveness internally via the Campus Climate Survey, repeated regularly over time. Institutional Research & Planning also measures how well recipients of research understand and utilize institutional research data through a standard follow-up survey for each completed project. A spring 2009 program review survey revealed high interest, comprehension and usage of IR data, but some confusion regarding where to find research information on the web. This prompted a reorganization of the IRP Web pages to improve identification of and access to relevant data.

Self-Evaluation

The College meets the standard. Assessments of student learning outcomes, student achievement, and institutional effectiveness are distributed widely and available to the public through College Web pages and publications, group presentations and direct emails.

I.B.6. The institution assures the effectiveness of its ongoing planning and resource allocation process by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The College systematically reviews its guiding planning principles and its planning and budgeting process with the intention to improve and to incorporate regulation changes and recent local, state and national developments. The mission and the strategic initiatives are updated or reaffirmed on a five-year cycle and

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reviewed yearly at the annual planning summit. The Comprehensive Master Plan, which includes plans specific to Education, Technology, Facilities and Staffing, is also updated every five years. Program plans are revised at least once a year. Academic program review is informed by curriculum review, which is on a six year cycle for academic programs and two year cycle for Career and Technical Education programs. Both curriculum review and Student Learning Outcomes (SLO) for academic programs and Service Area Outcomes (SAO) for student services inform program review. SLOs and SAOs are systematically revised and assessed. Annual planning summits provide a time for representatives from throughout the campus community to provide holistic reflection on the planning and budgeting process. For instance, the campus was given a Planning Feedback survey prior to the 2011 Planning Summit. The survey covered technical questions, understanding and use of linkages between mission, strategic initiatives, program review, student learning outcomes and resource allocation. It also provided feedback on the Planning & Budgeting Committee (PBC) as well as the planning process in general. During the Summit, participants reviewed the results of the survey and recommended changes as needed. They also created metrics to measure the 2011-2014 strategic initiatives. Results from the Feedback Survey were also reviewed by PBC to determine areas needing improvement, establishing action steps and goals for future years. The PBC analyzed feedback from the survey and established an action plan to improve the planning process as a result.

ECC uses many processes to effectively review and modify all parts of the planning cycle, including institutional and other research efforts. The Planning & Budgeting Committee conducts an annual review of its performance and reflects upon the planning and budgeting process yearly (PBC minutes 1/21/2010, 2/4/2010, 3/18/2010, 4/18/2013, 5/4/2013). The Assessment of Learning Committee has developed, enhanced and refined the assessment process in order to improve the quality and quantity of assessments. As a result, resources are available on the SLO Web page to assist faculty with crafting quality SLO and PLO statements and training materials and templates for submitting assessment results and the use of those results to improve student learning. The Curriculum Committee assesses its needs and additional reassigned time is granted when necessary. For instance, a faculty leader was given additional reassigned time in fall 2012 to work with faculty revising curriculum and programs

to meet new repeatability regulations based on the Repeatable Course Usage report.

The academic program review process has undergone a continual process of improvement over the past four years. A template was introduced in 2010/11 to standardize reviews and to provide relevant assessment and data evidence to support recommendations for change and funding requests. Institutional Research and Planning developed standardized data sets for each program. A formalized training session for faculty writing reviews was also introduced. The Academic Program Review Committee (APRC) began to meet with each author and Dean to provide suggested improvements to their drafts. The formalized training, data sets, and APRC reviews are now permanent components of our academic program review process. In 2011/12 the training and APRC reviews of drafts continued, and the template was further refined. During that year, we worked with the CurricUNET company to create a program review module that would operate alongside the existing curriculum and SLO modules in the same system to create one inter-relational database. The following year, 2012/13, the CurricUNET program review module was used by faculty to compose and submit their program reviews. Technical and quality control issues caused the College to discontinue the use of CurricUNET. The College has returned to a paper template for program review.

The template has yielded more careful data analysis and deeper reflection on the program and its future direction. In 2013/14, a program review materials packet was created to assist faculty in the process and further improve the quality of review. In addition, the template was refined to strengthen the language used in the questions about assessments. In addition, programs are now asked to reflect on their performance in relation to institutional student achievement standards and to create a student success standard for their program and a goal for certificates/ degrees/licensure exam pass rates, if applicable. IRP now includes a proposed success rate standard in the data set. In spring 2014, a student satisfaction survey and related analysis were added to the template as part of the ongoing effort to fine tune the process.

Self-Evaluation

The College meets the standard. The College continuously and systematically improves its planning processes leading to institutional effectiveness. The program review process has been strengthened by

including SLO and SAO assessments. The ties to resource allocation have also been strengthened by emphasizing the connection between program review recommendations and the annual plan recommendations, both of which are coupled with at least one Strategic Initiative. The academic Program Review cycle has also been adjusted to allow program review recommendations to influence budget allocations more immediately. Documenting changes to the processes is an area where improvement is needed. To ensure full communication, outcomes of funding requests should be made available to the campus.

Actionable Improvement Plans

The College will document and justify changes to planning and resource allocation. The implementation of a new institutional effectiveness group page on the internal portal will serve as a repository for this information.

Standard I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

The College uses a number of different mechanisms to help determine its effectiveness and the extent to which it fulfills the mission and Strategic Initiatives. Standardized mechanisms include the cyclical processes of planning, program review, curriculum review, and learning outcomes assessments, which consists of student, program, and institutional learning outcomes. The planning process begins with a five-year comprehensive master plan, which informs (and is informed by) four-year program reviews, six-year curriculum reviews, learning outcomes assessment results, and the annual planning cycle. All of these processes are reviewed on a periodic basis for their effectiveness. Evaluation of the planning process has led to changes in planning tools, planning calendars, and training to ensure that annual plans were thoughtful and of high quality.

Program review processes and templates have been evaluated several times, with each successive review producing a more meaningful and effective process and reports that more fully integrated planning, learning outcomes and statistical evidence. Program Review relies on a template to guide program evaluators through the stages of a comprehensive review. This template has undergone several iterations over the past 10 years

based on continuous dialogue within and across areas of the College. Some changes improved alignment with external standards and best practices, while others developed through self-reflection and participant feedback processes. The most recent changes occurred in 2014 to include the use of student satisfaction surveys. Each cycle of review has led to improvements in the quality and effectiveness of program review reports. In addition to the template review, Program Review committees self-assess their own effectiveness through user surveys and an annual evaluation process. This process affirmed areas of quality and suggested areas where the committees could improve.

Learning outcomes and their assessment tools are frequently discussed and improved through the mechanism of the Assessment of Learning Committee. Through this College-wide committee, faculty members discuss assessment results and exchange best practices. A recent discussion of institutional learning outcomes led to a new process of direct assessment of exiting student core competencies (ILOs) so that specific changes could be incorporated at the course and service levels to improve outcomes. From this same discussion grew the idea of developing faculty resource files on the MyECC portal to assist instructors with incorporating skill-building activities into their curriculum. These changes were put into practice in spring 2013.

The College also establishes measurable objectives associated with the Strategic Initiatives and a host of student achievement measures. Goals are set and evaluated one year later at the annual planning summit, among other venues.

Consultation, advisory, and division/area committees are also responsible for monitoring and guiding institutional improvement. Some committees, such as the Planning and Budgeting Committee and College Council, regularly participate in self-evaluation processes to ensure the continuous institutional improvement. They conduct evaluations annually, assessing their performance against the college mission, Strategic Initiatives, committee purpose, and annual goals.

Faculty also assess themselves through the regularly-scheduled Self-Evaluation Report (Faculty Contract, Appendix J). Aspects of the self-evaluation include objectives for the continued improvement of instruction and participation in SLO assessment, reflection on student evaluation results, professional growth, and college participation. Success and retention rates are

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also published on the Institutional Research & Planning Web page by term, division, department, instructor, and instructional method along with average rates. The purpose of these reports is to support instructor self-evaluation and faculty dialogue on student success. The Mathematics Division, for example, uses a customized version of these reports to discuss grading trends over time by course.

Self-Evaluation

The College meets the standard. The College assesses its evaluation processes, such as with planning process assessments, and the evaluation work conducted by the Assessment of Learning Committee. However, these processes are not yet regularly scheduled and formalized, nor is the process of evaluation of these mechanisms recorded in a formal way, such as through summary reports or meeting minutes.

Actionable Improvement Plans

1. Establish and publish a process evaluation calendar for program review, planning, and learning outcomes assessment similar to other review calendars (e.g., program review, curriculum).
2. The College will conduct and document process assessments on a regular schedule to ensure that processes are comprehensive, meaningful, and contribute to institutional improvement.
3. Train committee chairs to conduct annual review of their committee's goals and performance. Conduct the committee reviews and post the results and dialogue on the web in meeting minutes.

Evidence - Standard IB: Improving Institutional Effectiveness