

Standard Five: Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

5.1 *The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.*

Descriptive Summary:

The mission of El Camino College is to meet the educational needs of its diverse community and ensure student success by offering quality, comprehensive educational opportunities.

El Camino College admissions policies are published in the catalog (5.1), the class schedule (5.2), and the student handbook (5.3). They are also included in the web site (www.elcamino.cc.ca.us) (5.4), and the orientation guides handed out by the Financial Aid and EOP&S offices. The admissions policy states, Anyone 18 years of age or older qualifies for admission to El Camino College. If under the age of 18, you will qualify if you have (1) graduated from high school or (2) passed the California High School Certificate of Proficiency test. The admissions policy supports the mission statement, including providing those under 18 the opportunity to enroll if it is determined they will benefit from instruction. The college increasingly offers its services to a diverse community through person, telephone, and online services.

The following vocational programs have additional admissions qualifications, which are listed in the catalog and the individual brochures

provided by each department: Nursing (5.5), Radiologic Technology (5.6), Fire and Emergency Technician (5.7), and Legal Assistant (5.8). Admissions and Records and the responsible academic divisions work closely to ensure that the educational needs of students aspiring to be accepted into one of these programs are met.

Self Evaluation:

El Camino College follows practices that are consistent with its mission "to meet the educational needs of our diverse community." Although several publications contain the admission policies, the college ensures that the public has all the information needed to apply through the Schedule of Classes, which is readily available and free. Schedules are mailed to the local community and handed out in public libraries and high schools. They are also available several places on campus, such as in Admissions and Records, the Counseling Division, the "Ask Me" desk, the Bookstore, the library, the Student Activities Center, and at the matriculation workshops for new students. As the Internet is an important tool for providing information, the college places the relevant policies regarding admissions on its web site, www.elcamino.cc.ca.us (5.4), including an online application, thereby increasing the awareness of El Camino College and its services.

5.2 *The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies, and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.*

Descriptive Summary:

El Camino College provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint or grievance procedures. This information is found in the catalog (5.1, pp. 4-44), class schedule (5.2, pp. 9-16), college web site (5.4) and student handbook (5.3). While other publications, such as the class schedules and outreach materials, do not include all topics, they do provide pertinent information to both prospective and continuing students on admissions policies and procedures.

Self Evaluation:

The college successfully endeavors to inform prospective and currently enrolled students about the policies and procedures that affect them. Last spring, the college conducted several surveys. Utilizing the Noel-Levitz Student Satisfaction Inventory (SSI) and Institutional Priorities Survey (IPS)(5.9), the college obtained feedback concerning student satisfaction with certain functions and their importance. In the IPS survey, faculty and staff responded to the same or similar questions on how important it is for the college to meet a specific expectation and whether or not the expectation had been met. In the critical area of admissions policies and procedures, students responded they were satisfied that policies and procedures regarding registration and course selection are clear and well publicized; more specifically, 18% were very satisfied, 32% satisfied and 20% somewhat satisfied. Faculty and staff indicated

similar results: 14% strongly agree, 35% agree, and 24% somewhat agree that the college provides this information. When comparing the means based on a scale of 1-7 with 7 representing importance and strongest satisfaction/ agreement, both surveys yield comparable results on its importance (6.12 vs. 6.51) and their satisfaction (5.14 vs. 5.09) that the college is meeting this expectation. Even though the study shows an acceptable level of satisfaction with what is being done, there is a discrepancy between importance and satisfaction, which will require further analysis to identify areas in need of improvement, due to the generalized nature of the survey.

The survey addressed several other policies/procedures addressed in this standard. When asked about program requirements and policies regarding class changes, assessment, and course placement, 67% of students expressed some degree of satisfaction. When asked if graduation requirements are clear and well publicized, the students were not as pleased with only 56% expressing satisfaction. During this time when accountability measures include looking at the number of students who receive degrees, this is a concern the college should pursue.

The college ensures that critical board policies regarding standards of scholarship and conduct, discrimination, sexual harassment, and grievance procedures are provided to students through such publications as the college catalog and student handbook. During orientation, the college reviews these policies. However, when asked if channels for expressing student complaints are readily available, only 45% expressed some degree of satisfaction while 31% were neutral and 25% expressed some degree of dissatisfaction. Placing all of the pertinent policies and procedures in the class schedule, which is readily available to all students, would increase awareness and assist those students having difficulties.

5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary:

In order to meet the educational support needs of the student population, the college conducts regular and systematic self studies, surveys, program reviews, and annual reports, and collects community input through random surveys. In addition, the college invites and expects students to participate on standing committees. This enables faculty and staff to be informed of the needs of students through their involvement on committees, such as commencement, student development, matriculation, curriculum, and accreditation.

To be as effective as possible, the college employs numerous comprehensive services to identify student needs.

The admission application (5.10) elicits data by identifying students' educational goals and service needs for matriculation and transfer. The college bases assessment on multiple factors, including a placement test. The assessment process identifies educational needs and skill levels and appropriate placement for students enrolling in English composition, mathematics, and English as a Second Language courses. Matriculating new students are required to attend a planning orientation where counseling personnel evaluate their educational goals, identify student services needs, and make appropriate referrals through the college matriculation check list (5.11). Each counselor develops a student educational plan based on setting academic goals, identifying personal and academic needs, and assessing levels of strength. Students who have been identified as needing to seek various support services are referred appropriately. Counseling refers students to services including academic strategies and human development courses, tutorial assistance, and MESA.

In keeping with El Camino College's mission, the college offers a large number of support services aimed at meeting the diverse educational needs of the students. The college uses a variety of methods to maintain its comprehensive services to the student population; a central component of these efforts is the ongoing evaluation of student needs and adequacy of services.

There are a variety of required assessment and external review processes for student support programs that are supported by external funding. These required evaluation procedures include, but are not limited to, matriculation site visits, EOP&S program review, Puente program evaluation, and CalWORKs project reporting. El Camino College complies with the requirements of all externally mandated program review processes.

In addition to the mandated review processes, El Camino College has a number of systematic, formalized review processes. The Student and Community Advancement area has developed and implemented a formal program review process, with a three-year cycle, which includes all student support services for both academic and non-academic services.

The program review process involves the collection and analysis of data from three sources: student satisfaction ratings, employee ratings, and peer program staff ratings. After the college collects the data, it provides these results to the deans and directors of the respective programs, who, in turn, synthesize the data for formal reports to the Vice President of Student and Community Advancement. The program administrators use the data for continuous improvement processes.

In Fall, 1999, the college initiated the program review process, which involved a study of the International Students Program, Career Center, Transfer Center, and Student Development. The first formal Student Services program review occurred during the Spring and Fall, 2000, and included an assessment of Admissions and Records, Registration,

Financial Aid, Counseling, Information Desk, Assessment/Testing, and Student Health Services. During Spring, 2001, the following student services program reviews began: CalWORKs, Job Placement Center, Workforce Education, Community Education, and the Development Center for Business Training.

The college's many services benefit not only the entire student body, but, in some cases, select populations, such as working students, disabled students, re-entry students, and economically and educationally disadvantaged students. In addition, the college has programs to enhance student diversity. They are listed in the college catalog and some are advertised through fliers and the campus newspaper.

Self Evaluation:

Most of the services maintain hours that allow evening students to take advantage of them. For instance, the Admissions and Records Office, Assessment/Testing, EOP&S, and the Counseling Division all remain open until 7:30 p.m., Monday through Thursday. The campus Bookstore is open until 7 p.m. on weeknights. Moreover, the library, Music Library, Writing Center, and Learning Resource Center are open until 9 p.m., Monday through Thursday. Almost all student services open at 8:00 a.m. These extended hours increase the opportunities for more students to take advantage of programs and services.

The campus also has many programs to assist students who have challenges or concerns. Through the Financial Aid program (5.1, pp. 21-23), students may apply for loans, grants, work-study opportunities, and scholarships, of which there are at least 75 types available. A student may receive assistance in completing these applications, including FAFSA (Free Application for Federal Student Aid) online assistance, at one of the many free workshops offered. Furthermore, if students wish to look for jobs to supplement their funding, they may apply through the Job Placement Center or CalWORKs services. Both of these programs

help with the application process and job placement.

Students who participate in Special Resource Center programs and the Veterans Program may also take advantage of programs and services based on their needs. The Special Resource Center offers help to students who have disabilities. For instance, deaf students may receive a signing interpreter who will assist them during class lectures, or a student may receive mobility assistance. Sixty-three percent of the students who participated in the recent quality of service evaluation of the SRC rated it highly (5.12). The SRC makes every effort to accommodate the academic and personal needs of its students. Veterans, who have such challenges, may benefit from the SRC, but they may also take advantage of the Veterans Office, which will assist them with tuition and counseling needs.

Since El Camino is a diverse campus, the school makes a special effort to accommodate its cultural and gender diversity. The Puente Project and First Year Experience, for example, are designed primarily for Hispanic students, while Project Success is designed primarily for African American students. MESA, a program for math, science and engineering students, works at increasing the number of underrepresented students. All of these programs seek to increase the retention, academic success, and potential of students in these groups.

While these programs and services are aimed at particular populations, there are many benefits for all students. For those with academic needs, there are a variety of services on campus. Before beginning college, individuals may take advantage of the Assessment/Testing Center, which helps to place students in the appropriate classes and enhance their potential for academic success. In addition, students who find they need academic assistance may take advantage of the Tutorial Center or tutoring services offered by various programs and disciplines, which offer tutoring in a variety of courses that are traditionally challenging to students. This includes physics, chemistry, anthropology, alge-

bra, and accounting. The Writing Center offers assistance to students regardless of the class or the assignment. It also offers workshops for specific writing problems and has a newly expanded computer lab with helpful tutorial software and qualified tutors. The services of the Writing Center are available on a drop-in basis or by appointment.

Finally, there are many services that fulfill all basic college needs for all students. The Bookstore provides supplies, while the Health Center provides students with basic health care. The library, Music Library, and Learning Resource Center have knowledgeable and helpful staffs. With the expanded technology now available in these areas, a student can access information through many mediums, both traditional and online. Also, the Student Services Center houses many of the services and programs. This hub for students contains Admissions and Records, Counseling and Matriculation Services, Transfer and Career Services, EOP&S, the College Relations Office, the CalWORKs Office, Financial Aid and Scholarships, Assessment/Testing, and the GAIN Office. The college also provides an information center to assist students in their matriculation process. El Camino College evaluates these programs through the program review process and state grant on-site evaluations.

5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.

Descriptive Summary

In accordance with the statewide shared governance legislation (AB 1725), El Camino College adopted a shared governance model in May, 1992, which ensures that students are included in all aspects of campus planning. The Associated Students Organization of El Camino College is the official student representative

body and is the primary forum through which students are involved in planning and evaluating services (5.13, ASO web site). Students now serve on most collegewide committees and participate in institutional planning and in the development and the delivery of student services. For example, there are student representatives who attend regular meetings of the Budget Development Committee, the Academic Senate, College Council, and the Board of Trustees (5.14). Recently, student representatives have been very active in forums and meetings related to the development and implementation of an alternative year-round academic calendar at El Camino College. The student representatives referred the issue to the student body at a general election.

In addition to participating on the decision-making committees, students affect the provision of services by evaluating programs and student services. The college continuously solicits student opinions of campus services, as part of ongoing internal evaluation procedures at El Camino College, including the formal Student Services program review, which was conducted during the Spring and Fall, 2000, semesters, and included Counseling, Assessment/Testing, Admissions and Records as well as Financial Aid (5.15). Also, there have been ad hoc student survey-based assessments completed for library services, Career Ladders (CalWORKs), tutorial services, and the Special Resource Center (5.16). For the purposes of accreditation, a random sample of ECC students evaluated the institution by completing the Noel-Levitz Student Satisfaction Inventory.

The state-mandated evaluation of the EOP&S program also involved student assessment of services (5.17). In Fall, 2000, students participated extensively in this external evaluation effort; their opinions formed the central component of evaluated data gathered through survey and focus group/intensive interviews. Students also attended the final presentation of the study results.

Self Evaluation:

Students participate on all planning and decision-making committees, except those concerning personnel matters. Also, the college solicits student participation on a regular basis, and their concerns provide the basis for program development and improvement. For example, data collected via the program review process identifies both strengths and areas for improvement from the perspective of students in various campus services. Each unit presents to the vice president its report, which serves as a basis for program strategic planning and improvements during the next year.

While there are numerous opportunities for students to participate in committees and other planning and decision-making groups on campus, and the college encourages students to voice their opinions, the students do not perceive their involvement as adequate. The findings of the Noel-Levitz Student Satisfaction Survey collected in Spring, 2001, indicate that 47% of student respondents indicated satisfaction with their opportunities to serve on campus committees and participate in campus decision-making, whereas 36% gave a neutral neither satisfied or dissatisfied response. Additionally, 16% of student respondents voiced some level of dissatisfaction with their opportunity to participate in decision-making (5.9). The responses to the question concerning knowledge of campus activities suggest that it is the students lack of knowledge concerning campus activities that has contributed to this result.

A related issue concerns the student body's perception of being informed about campus events and having channels through which to express their grievances. In both instances, students perceived these issues to be important (M=5.33 and M=5.78, respectively, on a 7-point scale). However, their levels of satisfaction with these aspects of campus involvement were not as high (M=4.30, knowing what's happening ; and M=4.33, channels for grievances).

5.5 Admission and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.**Descriptive Summary:**

While there are no tests specifically required for admission to El Camino College, the college utilizes a variety of testing instruments, as well as multiple measures, for the assessment and recommended placement of students in various college courses. Moreover, students are permitted to re-test if they feel that their initial assessment does not accurately reflect their abilities.

For the purpose of clarification, the term "multiple measures" is the basis of assessment. The initial procedure includes the administration of placement tests. Next, the student is advised to see a counselor. During this meeting they discuss some of the multiple measures and evaluate them in combination with the student's test performance. Specifically, these measures include, but are not limited to, previous coursework (high school or college), G.P.A., vocational or career aptitude and interest inventories, specialized certificates or licenses, educational histories, and other measures of performance.

The testing instruments can be sorted into the following categories: placement, non-credit waiver, and diagnostic. Results from placement tests help to assist students in their choice of courses in the areas of chemistry, English, English as a Second Language (ESL), mathematics, and reading. ACCUPLACER's Computerized Placement Tests (CPTs) serve as the basis of the placement program for English, English as a Second Language (ESL), mathematics, and reading. Non-credit waiver exams are available for United States government, United States history, contemporary health, and math competency. The college administers diagnostic tests as part of either course or financial aid requirements. These include the Computerized Nurse Entrance Test (C-NET), the Degrees of Reading Power (DRP) Test, and the Ability-To-Benefit (ATB) Test. For ATB

purposes, the college utilizes the reading comprehension, sentence skills, and arithmetic sub-tests of the Computerized Placement Tests (CPTs).

College personnel choose all testing instruments with the involvement of appropriate faculty and academic division deans after a review of the curriculum for each subject area. The trained staff of the Assessment/Testing Center administer all exams.

As background, both the deans of Humanities and Mathematical Sciences at El Camino College decided to pilot the Computerized Placement Tests (CPTs) in Summer, 1990. The pilot was successful, and the administrators adopted the CPTs for use in Spring, 1991. Matriculation funding paid for computer equipment and software. The Educational Testing Service documented that the tests had been thoroughly evaluated by their publisher with regards to age, gender, and ethnicity bias. Further, in order to be approved for use by the Chancellor's Office within the State of California, their publisher, The College Board, had to submit technical data to the Chancellor's Office, which analyzed the CPTs specifically in matters of sensitivity, bias, and differential validity. In Fall, 1999, El Camino College joined other colleges throughout the state in a critical mass study to validate the CPTs for California community colleges. The Office of Institutional Research collected and analyzed placement data provided by students and faculty and was instrumental in obtaining state-approval of the tests. As of February 1, 2000, the California Community Colleges Chancellor's Assessment Instrument Approval Status Summary listed ACCUPLACER's computer placement tests. All reading, English, and mathematics sub-tests of the CPTs have full approval until February, 2006, while the Levels of English Proficiency (LOEP) sub-tests have probationary approval until June, 2002.

Self Evaluation:

The appropriate placement of students into math

and English courses is significant; consequently, El Camino College continually monitors the impact of cut-scores on student outcomes. During 2000, members of the Mathematical Sciences Division and the Office of Institutional Research completed a thorough review of the math placement cut-off scores. Student outcome analyses (5.18) supported the math department's increase in cut-off scores; the College Curriculum Committee subsequently approved its implementation effective for Fall, 2001. The Office of Institutional Research has also conducted preliminary disproportionate impact analyses (5.19) and will continue to monitor the impact of the changes in math cut-scores. A similar assessment test evaluation process will begin for the English placement exams during the Fall, 2001, semester.

The adequacy of placement exams can also be gauged by means of student opinion. The recent campuswide self study survey asked students to rate both the importance and their satisfaction with the assessment and course placement procedures. Students perceived the assessment process to be important (M=5.64 on a 7-point scale); however, the respondents were not equally satisfied with the assessment and placement procedures (M=4.66). It is not clear from these data what about the assessment and placement process students find least or most important and satisfactory. The changes in the math placement process should have a positive effect on the students' success in the future.

5.6 The institution provides appropriate, comprehensive, reliable and accessible services to its students regardless of service location or delivery method.

Descriptive Summary:

The college offers a full range of student support services to meet the expectations and needs of the students. Some activities and services, such as the Career and Transfer Center, Admissions and Records, Bookstore, or the Cashier, are for all students. Other activities or

programs support students with specialized needs or fit a specified focus group, including the Special Resources Center, Child Development Center, Library Services, Veterans Office, and Distance Education.

Students have access to a number of publications that provide general and specific information regarding each of the services. Among these are the college catalog, with two sections devoted to student services activities, the class schedule, El Camino College Student Survival Guide (5.20), and specialized brochures published by individual service groups. The Special Resources Center makes staffing and equipment available to produce, upon request, alternate media formats for printed materials.

In addition to hardcopy documents, students also have online access. The El Camino College web site at <http://www.elcamino.cc.ca.us> (5.21) offers a wealth of student information, including a description of services, contact persons, phone numbers, and hours of operation, as appropriate. This resource is available 24-hours a day, seven days a week. The web site facilitates online class registration for continuing students, reproduces the current class schedule, and provides description and contact information for a plethora of student services.

The effort to appropriately serve special populations is ongoing. The Special Resources Center (5.22) serves more than 1,200 students who are either visually impaired, physically disabled, learning disabled, or deaf and hard of hearing, through educational programs, counseling, and tutorial support. The Adult Re-entry program, CalWORKs, EOP&S, and Financial Aid provide services designed to meet specific needs of selected student populations.

Located in the center of the campus, the library is open 68 hours per week to provide print and online information purchased to meet the educational needs of the student. It also houses the Distance Education Office that offers more than 42 online classes. Orientation and training is

also available online for distance education students.

Students enrolled in classes in remote locations, such as the One-Stop centers (5.23), also have access to counseling and advisement through the drop-in counseling facility and the new online virtual counseling service.

Self Evaluation:

The Student Services Division recently completed a program review. This included Financial Aid, Student Development, Assessment/Testing, International Student services, Admissions, Registration, Health Services, and Counseling. The student opinion survey question of this review measured the level of satisfaction with the quality of material and hours of operation. The statistical analysis showed that only 47.7% indicated satisfaction with these services.

Similar information collected in the Noel-Levitz SSI survey reflected that 59% of the respondents indicated satisfaction with the student support services offered to meet the needs of current students. There was a slight difference in the importance attached to these services for day compared to night students. There was a mean of 5.41 for day students and only 4.47 for night students. These differences indicate a possible need to increase the dissemination of student support service information to all night students. Currently, many student services are available until 7:30 p.m., Monday through Thursday.

The availability of online registration for continuing students has simplified the process considerably; however, online counseling is not fully implemented. Plans are also underway for the payment of fees online with credit cards. Each unit providing services to students must continue to evaluate its operations to validate that it provides comprehensive, reliable, and accessible services.

5.7 *The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.*

Descriptive Summary:

The campus climate can be defined as the prevailing conditions affecting the service and support of the El Camino College student population. These conditions include a broad spectrum of physical and non-physical factors. Physical items include buildings, grounds, parking, and classrooms. In addition, the campus climate includes non-physical items, such as student perceptions of the academic and social environment, which are promoted by the campus statement of values and philosophy, support programs, clubs and organizations, and dramatic, musical, and cultural events.

Self Evaluation:

Physical Environment

In view of the physical environment, El Camino College serves and supports its diverse student population in a variety of ways. As an example of this support, the campus has wheelchair accessible buildings, classrooms, and parking for physically challenged students.

In addition, the Special Resource Center provides facilities filled with computer terminals and other technologies to accommodate students with a variety of needs. To promote a safe environment for evening students, the college provides a shuttle service between the parking garage and classrooms. Part of the physical environment includes art exhibits that celebrate diverse cultural and ethnic backgrounds. Currently, the college features exhibits in the Anthropology Museum, Art Gallery, and Schauerman Library.

Non-Physical Environment

El Camino College creates and maintains a campus climate that serves and supports its

diverse student population through its support services, clubs and organizations, and dramatic and musical events. The campus statement of philosophy, as stated on Board Policy 1200, prescribes the overall environment that pervades every aspect of the organization. The college's four core values people, integrity, respect, and excellence support this philosophy.

The commitment to a campus climate that serves and supports the diverse student population is further stated in the college's guiding principles that reads:

Access and opportunity must never be compromised. Our classrooms are open to everyone who meets our admission eligibility and our community programs are open to all. This policy is enforced without discrimination and without regard to gender, ethnicity, personal beliefs, abilities and backgrounds (5.24).

This statement establishes the basis for an environment in which diversity is valued within the campus community. In addition, the Board has more specific policies that outline the conduct of students, staff, and faculty. For example, El Camino College Board Policy 4274 prohibits sexual harassment. This policy reads, "It is the policy of the El Camino Community College District to provide an educational, employment, and business environment free of unwelcome sexual advances, requests for sexual favor/s, and other verbal or physical conduct, or communications constituting sexual harassment as defined, and otherwise prohibited by state and federal statutes" (5.25). This is an example of how the college promotes a campus climate that does not tolerate demeaning behavior.

In addition, the program review cycle is an opportunity for students and employees to rate their satisfaction. Each semester, the Office of Institutional Research conducts a program review of six to eight units. For Spring, 2000, the college reviewed the following units: Registration, Financial Aid, Admissions and Records, Student Health Services, Assessment/Testing, Counseling, and the Information Desk.

The information gathered from these reviews represents the frequent opportunities for students and employees have to express their opinions regarding various services.

According to Human Resources, the hiring practices of El Camino College support a diverse student population in seeking faculty and staff who have a "sensitivity to and understanding of diverse academic, socioeconomic, cultural, and ethnic backgrounds of college students, and of individuals with disabilities," by including this statement as part of the desirable qualifications on job descriptions (5.26). During a job interview, an applicant may be asked to describe his or her experience working with diverse groups of students. In addition, each hiring committee includes an affirmative action representative whose role is to verify "adherence to policies to insure full opportunity for underrepresented, and women groups" (5.27).

During the new employee orientation, the Office of Staff and Student Diversity presents relevant issues. Finally, to maintain a positive campus climate, the college offers diversity training as part of staff development and Flex Day activities. Past workshops have included topics such as cross-cultural communication, sexual harassment, affirmative action, and sign language training.

Second, the college has a variety of services to support its diverse student population. To support students with physical and mental challenges, the Special Resource Center provides test proctoring, reader/interpreter services, assistive technology, and specialized instruction. In addition, to improve the retention of African American and Latino students, the college has the Project Success and Puente programs, respectively. To support students with financial and educational challenges, the campus has EOP&S. Recently, the federal government awarded the college a Title V Hispanic Serving Institution Grant to promote the enrollment, retention, graduation, and transfer of Latino stu-

dents. Collectively, these support programs provide more personalized service to improve the academic success of students.

Third, El Camino College celebrates its cultural diversity with a variety of clubs and organizations. On campus, there are a variety of social organizations and clubs to celebrate a variety of backgrounds and preferences. These organizations include Hands of Friendship (sign language), International Students Club, Japanese Cultural Club, Gay Straight Alliance, Latter Day Saints Students Association, Maharlika (Filipino), Muslim Students Association, Native American Club, Pan African Students Union, Student Organization of Latinos, University Bible Fellowship, and the Vietnamese Students Association. Also, representatives from each of these clubs collectively host an International Festival each spring. This event features international music and food tasting. In addition, the Office of Staff and Student Diversity presents educational and cultural programs throughout the year with a variety of awareness months, which include Asian Pacific month, Latino Heritage month, Disabled Students month, and Women's History month.

Finally, the El Camino College Center for the Arts presents a wide variety of dramatic and musical events, including the Munich Chamber Orchestra, Bobby Rodriguez Latin Jazz Band, Lily Cai Chinese Dance Company, Hawaiian Slack Key Guitar Festival, and *A Raisin in the Sun*.

In conclusion, through a variety of efforts, El Camino College demonstrates a commitment to serving and supporting a diverse climate. These efforts, which include physical and non-physical items, coalesce to create a college campus in which learning can flourish.

5.8 *The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.*

Descriptive Summary:

At El Camino College, there are numerous organizations, clubs, and departments that support a co-curricular environment that fosters intellectual, ethical, and personal development of the students. According to the annual report 1999-2000 prepared by the Student Development Office, There are over 40 active organizations that include clubs that focus on purposes that have academic, cultural, ethical, social and service orientations. Together, the Associate Students Organization and the Interclub Council provide opportunities for students to participate in planning and implementing activities, programs, and services that allow students to learn leadership skills, social interaction capabilities and to experience personal growth. The activity hour is designated each week between 12:30 - 1:30 p.m. on Tuesday and Thursday for concerts, rallies, and other special programs on the Activity Center outdoor stage. Also, during the academic year, awareness months are observed, which provide opportunities for clubs and the Office of Staff and Student Diversity to organize educational and cultural programs for student participation. In addition, the college plans special activities to assist students in their personal development, including, the El Dia de Los Muertos celebration, the Native American pow wow, and the International Food Tasting Fair. Alpha Gamma Sigma, the college honor and scholarship society, provides opportunities for community service to help develop civic responsibility. Also, El Camino College sponsors events such as the blood drive and the children's Christmas party.

For the past several years, the college newspaper, the *Union*, has won outstanding reporting awards. For example, it received the Associated Collegiate Press National Pacemaker Award, the

Associated Collegiate Press Regional Pacemaker Award, the California Newspaper Publishers Association General Excellence Award, the Columbia University CSPA Gold Crown, the Journalism Association of Community Colleges General Excellence Award, and the Journalism Association of Community Colleges Pacesetter Award. Through quality reporting, students become more aware of the world around them.

Under the Fine Arts Division, the Art Gallery provides six shows each year: one of faculty art, one of student art, and four of local professional artists. Also, El Camino has two dance productions, three choirs, three jazz bands, a community orchestra, a South Bay Youth Orchestra, six theater productions, and four stage plays that are written and directed by students. All students in various speech, dance, music, and theater classes are also required to attend an oncampus professional performance related to their class.

The forensics team has a long record of achievement. During the past year, it has won several awards, such as the National Debate Champions-Phi Rho Pi National Tournament in Portland, Oregon, third place in the State Championships, third place in the National Parliamentary Debate Championship, as well as a variety of awards at invitational tournaments throughout California.

To encourage personal and civic responsibility, the Behavioral and Social Sciences Division provides practical experience for child development students in our community. Also, political science students volunteer to assist in local, state, and national elections. Some anthropology students participate in internships, as well as trips to anthropological digs, museums, and natural parks and reserves.

The Health Sciences and Athletics Division provides summer camps for local high school students in the areas of soccer, baseball, tennis, and water polo. It also offers swimming lessons for young children, as well as 21 team sports.

The Instructional Services Division provides five human development and 13 academic strategy courses, all of which are designed to assist students with their intellectual, ethical, and personal growth. The college provides some of these courses to high school students on their campuses and at El Camino.

Finally, Project Success, Puente, Honors Transfer, and MESA are special programs at El Camino College designed to assist students to become academically successful. These programs provide continuous co-curricular activities and programs to stimulate intellectual, ethical, and personal growth through planned classroom activities, numerous field trips, cultural events, and guest speakers. Students also have opportunities for written expression by contributing to student publications such as *Our Voices*, a collection of writings by developmental and ESL students, and *Myriad*, the college's creative arts journal. All of these activities improve student development.

Self Evaluation:

An analysis of the Noel-Levitz surveys indicates that El Camino College supports a co-curricular environment that fosters the intellectual, ethical, and personal development of its students. Student responses ranged from 53% of the respondents to 91% indicating an overall satisfaction with the co-curricular activities at El Camino College.

El Camino College has developed and maintained comprehensive services to assist students as they pursue their goals. This includes a co-curricular learning environment that is inclusive of students with special needs and learning challenges.

5.9 Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.

Descriptive Summary:

El Camino College maintains student schedules, grades, and academic transcripts on the campus mainframe. The college duplicates and stores these computerized files in a remote location. The college's Information Technology department maintains control over access to student records and is in compliance with all relevant regulations. Select employees have limited access to these records. The college has made academic records secure.

Admission and Records maintains all student records prior to 1985 in hard copy form in the records vault. All records after 1984 are being imaged on laser fiche (5.28), including transcripts and applications.

The college maintains instructor rosters and grade sheets in the Records Office on hard copy. The Admissions and Records department will laser fiche all of these documents by 2003.

The college strictly adheres to the Family Educational Rights and Privacy Act (FERPA). The district recently developed a mandatory student identification card, which includes a student pin number, to protect each student's identity by reducing dependency on student's social security numbers. The college grants access to a student's record in accordance with FERPA, court orders, or subpoenas (5.1, p. 2).

Self Evaluation:

The technological changes implemented over the last few years have significantly improved the maintenance of records and appropriate staff access. Current documentation is imaged and up-to-date. Unfortunately, with only two imaging stations, the college processes archival documentation at a slow pace.

5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary:

The 1996 recommendations regarding program review included increasing accountability by developing institutional evaluation and assessment and linking those activities to the planning process (5.29). In response to the recommended improvement in research capacity and utilization, which is reflected in a statewide effort to increase evaluation and accountability within the community college system, El Camino College first founded the Division of Planning, Research and Development in 1997, and then expanded it in 1999. The expansion involved the hiring of a new Director of Institutional Research. Since that time, two additional research analysts have joined the institutional research staff (5.30).

The college has a variety of required assessment and external review processes for student services programs that it supports by external funding. These required evaluation procedures include, but are not limited to, matriculation site visits, EOP&S program review, Puente Project program evaluation, and CalWORKs project reporting. El Camino College complies with the requirements of all externally mandated program review processes (5.31). In addition to those mandated review processes, the college has a number of systematic, formalized internal review processes. The Office of Institutional Research has developed and implemented a number of important assessment processes and instruments/tools that facilitate the evaluation of student services at the college. Among those are the following: (1) the development of an El Camino College institutional research agenda that includes many required systematic research efforts aimed at student success (5.32); (2) the development of a research request form and procedures, including a published description of the research request prioritization criteria (5.33); (3) the development and implementation

of a formal program review process, with a three-year cycle, which includes all student services (5.34). Many campus entities provided input in the formulation of these processes.

The program review process involves the collection and analysis of data from three sources: student satisfaction ratings, employee ratings, and peer program staff ratings (e.g., employees in Financial Aid provide their rating of Admissions and Records) (5.35). The college piloted the program review process in Fall, 1999, and involved a study of the International Students Program, Career Center, Transfer Center, and Student Development. The first formal round of Student Services program review occurred during Spring and Fall, 2000, and included an assessment of Admissions, Registration, Financial Aid, Counseling, Information Desk, Assessment/Testing, and Student Health Services. The results of these reviews have been incorporated into the division/unit annual reports and submitted to the Vice President of Student and Community Advancement (5.36).

In addition to these systematic reviews, the Library Services, DSP&S, and the Career Ladders Program (CalWORKs) requested the assistance of the Office of Institutional Research in the development, implementation, and analysis of student satisfaction surveys during the 2000-2001 academic year (5.37).

Self Evaluation:

El Camino College has made very strong progress toward increasing accountability by developing institutional evaluation and assessment capabilities and linking those activities to the planning process. The development and staffing of the Division of Planning, Research, and Development reflects the college's efforts to address this institutional need. Likewise, the Director of Institutional Research has developed and implemented a number of processes that facilitate institutional compliance with reporting requirements and improve internal assessment, providing the necessary feedback/information

for program and service improvement.

For example, the student opinion data collected as part of the Student Services program review asked about levels of satisfaction with the appropriateness and adequacy of the service provided. On a 4-point scale, the overall student satisfaction level with the college's student services was 2.97. Overall, 47.7% of respondents indicated satisfaction with the services provided. This information, reported to the appropriate vice president, signals areas for improvement for each unit under review and is the basis for strategic planning for the next year.

Planning Agenda:

- ☒ Publicize and encourage opportunities for student involvement in campus governance. (5.2, 5.4)
- ☒ Ensure that all policies affecting students are well publicized and readily available. (5.2)
- ☒ Utilize and respond to student opinion data in the planning process. (5.4)
- ☒ Monitor the assessment process to assure proper placement of students and improve student success and retention. (5.5)

☒ Evaluate the effectiveness of electronic communication in the delivery of online or virtual counseling and determine a direction in which the college will proceed. (5.3, 5.6)

☒ Assess the student services needs of evening, weekend, and off-campus students and develop improved methods of delivery. (5.3, 5.6)

☒ Offer on a continual basis diversity training to faculty and staff and provide students the opportunity to understand the diversity represented by our student population. (5.7)

☒ Review the college's co-curricular activities for students to enhance their opportunities and explore the need to increase the activities available for evening students. (5.8)

☒ Develop a process to provide a sound institutional and fiscal base for programs designed to increase student success and retention. (5.8)

☒ Create a culture of evidence in which assessment results are utilized to improve programs and services. (5.10)

References:

- 5.1 El Camino College Catalog, p. 4
- 5.2 Schedule of Classes, p. 3
- 5.3 El Camino College Student Handbook, p.8
- 5.4 El Camino College web site: www.elcamino.cc.ca.us
- 5.5 Nursing Program Pamphlet
- 5.6 Radiological Technology Program
- 5.7 Fire & Emergency Technician Pamphlet
- 5.8 Legal Assistant Program Brochure
- 5.9 Noel-Levitz Student Satisfaction and Institutional Priorities Surveys
- 5.10 Admissions Application
- 5.11 Matriculation Checklist
- 5.12 Disabled Students Services Program Review Report 2001, The Galvin Group
- 5.13 ECC ASO web site: <http://www.elcamino.cc.ca.us/aso/index.html>
- 5.14 List of planning and decision-making committees in which student leaders participate.
- 5.15 Various student opinion surveys
- 5.16 Copies of program review surveys and excerpted results.
- 5.17 Excerpts from EOP&S evaluation, documenting student opinion and/or involvement
- 5.18 Math Cut-Off Scores Student Outcome Analysis
- 5.19 Office of Institutional Research Preliminary Disproportionate Impact Analysis
- 5.20 Student Handbook. El Camino College Student Survival Guide
- 5.21 El Camino College web site: www.elcamino.cc.ca.us
- 5.22 Special Resource Center Brochure
- 5.23 One Stop center
- 5.24 Board Policy 1200
- 5.25 El Camino College Board Policy and Bylaws, Article IV, Section 4274
- 5.26 El Camino College faculty and staff job descriptions
- 5.27 El Camino College Office of Staff and Student Diversity Brochure
- 5.28 Department of Admissions & Records Annual Report 2000, p. 2
- 5.29 Recommendations from 1996 Accreditation
- 5.30 Division of Planning, Research and Development Organization Chart
- 5.31 Sample mandated program evaluations
- 5.32 ECC Institutional Research Agenda
- 5.33 El Camino College Institutional Research Request Form
- 5.34 Program review cycle for campus student services
- 5.35 Program review client, peer and employee surveys
- 5.36 Annual Report Form
- 5.37 Program evaluation surveys from Library Services, DSP&S, and CalWORKs