

Abstract of the Self Study Report

Standard One: Institutional Mission

The El Camino College mission statement identifies the educational purposes of the institution, defines the students the college seeks to serve, and establishes the parameters under which its programs are offered and resources allocated. Since the college's last accreditation team visit in Spring, 1996, the mission statement has undergone several revisions, expanding from a one-sentence statement to a two-page document that includes institutional goals and statements of philosophy, values, and guiding principles. The Board of Trustees approved the most recent revision on January 16, 2001. El Camino's expanded statement of institutional purpose and its accompanying institutional goals function to guide the college in its planning and decision making and allow for accurate and comprehensive assessment of institutional effectiveness. Future plans include the development of a process to communicate the progress of the college's accomplishment of institutional goals toward achievement of the mission, as well as the development of a review cycle for the mission statement, to guarantee that the college remains responsive to its community's needs.

Standard Two: Institutional Integrity

The college utilizes many methods to provide clear, accurate, and consistent information to the public and prospective students. Important examples include the schedule of classes, the catalog, and a new edition of the student handbook. Furthermore, each department of the college that disseminates material about its programs or the college makes every effort to ensure that information is precise and current. The most conspicuous vehicle for information to arise since the college's last accreditation is the development of the El Camino web site, through which visitors may review the schedule of classes, Board policies, and other major college docu-

ments, as well as obtain information about the college's programs and services.

El Camino also continues its commitment to the integrity of academic freedom and the teaching-learning process; its Agreement with the El Camino College Federation of Teachers establishes the consequential responsibilities and the guidelines. The integrity of the learning process, moreover, remains a priority for the institution, and college policy on academic honesty for students appears in documents accessible to students, including the catalog, the student handbook, and Board policy book.

The role that the Office of Staff and Student Diversity plays in ensuring the district's concern for issues of equity and diversity has also been further defined since the college's last accreditation. The office is active in developing cultural diversity events and activities and in providing training in cross-cultural communication, sexual harassment, and affirmative action. The preparation of this year's Accreditation Self Study is the product of a two-year process in which self study steering committee members have diligently sought to comply with the standards, policies, and guidelines of the Accrediting Commission and have ensured that the self study is accurate and consistent.

Despite the college's progress and achievements in maintaining its integrity, opportunity for improvement remains. The college plans to enhance the web site to include other features, such as the catalog and student policies. Furthermore, it intends to develop timelines for the review and revision of existing major documents, such as the Student Equity Plan, the Faculty and Staff Diversity Plan, and handbooks.

Standard Three: Institutional Effectiveness

Since the 1996 accreditation visit, the college has made substantial strides to implement a broad-based system of research, evaluation, and planning to assess institutional outcomes. In 1997, El Camino established a Division of Planning, Research and Development to coordinate district planning, research, evaluation, and grant activities. Two years later, it increased its commitment to institutional research by establishing the Office of Institutional Research and creating new positions for a director of institutional research and two full-time research analysts. Furthermore, the college's implementation of a fully integrated software system in 1999 gave the Office of Institutional Research access to live data in the form of academic, fiscal, student, and staff records. The institution, itself, has also made progress in developing mechanisms for evaluating how well it accomplishes its mission and purposes. Two primary examples include the program review and annual reporting processes, which link assessment to the college's mission and institutional goals.

El Camino's progress in developing a process for planning and for involving all segments of the campus community reached a milestone in 1998 with the publication of the Educational Master Plan, a document produced by the District Planning Council. Just as the master plan has become the hub for all college planning, another document, the unit action plan, has become the first step in planning, from the unit level through the institutional level, since it requires a unit's objectives to be linked to the goals of the institution. Q-Builder, a network-based software program acquired in 2001, further facilitates the systematizing and integrating of planning and resource allocation.

Despite the college's progress in assessing institutional effectiveness, more work needs to be done. The Office of Institutional Research will continue to work closely with Information Technology Services to develop the resources to facilitate more effective research and evaluation.

Standard Four: Educational Programs

El Camino College makes a comprehensive effort to identify and to meet the educational needs of its community and diverse student population, consistent with its mission and institutional goals. Complementing this effort is the continuous review of the college curriculum by faculty and administration, which results in the assessment of student and community needs and the development of new curriculum, or the modification of existing curriculum. The college also makes a concerted effort to schedule courses in sufficient number and frequency to allow students to complete program requirements in a timely manner.

The college ensures that its associate degrees in arts and science and its certificate programs conform to Title 5 requirements. The College Curriculum Committee functions as chief guarantor that all courses and programs uphold rigorous academic standards. To facilitate assessment of learning outcomes in degree and certificate programs, the College Curriculum Committee revised the 2001-2002 catalog to include expected student outcomes as part of its course descriptions. Furthermore, students completing degree programs must demonstrate competence in language, computation, and critical thinking. All degree requirements have a general education component, which requires students to complete courses in the areas of natural sciences, behavioral and social sciences, humanities, and language and rationality. The general education pattern does not, however, require students to take a course with an information technology or cultural diversity component, and the college has consequently established a task force to explore the desirability of adding such requirements.

Since the 1996 accreditation, the curriculum development process has become more efficient and focused. The College Curriculum Committee, however, must still codify a plan for regular course review and deal with a burgeoning workload. Faculty continue to play a predominant role in both curriculum development and program review. The program review process, initiated in 1992-1993, has become time-consuming and has placed large demands on the

Office of Institutional Research. Consequently, the institution must develop an efficient, revised program review process that is linked to the college's overall planning process.

Standard Five: Student Support and Development

The college provides a comprehensive range of student support and development programs. The catalog, schedule of classes, web site, and student handbook include the college's admissions policies and provide accurate, up-to-date information on programs and many other policies, including standards of student conduct. In keeping with its mission, El Camino offers a large number of support services to meet the students' diverse educational needs. The college seeks to identify the needs of students through its admissions application, the assessment process, matriculation orientations, and the student educational plan. The institution also continually assesses its ability to meet student needs through self studies, surveys, program reviews, and annual reports. In 1999, the Student and Community Advancement area initiated a program review process, which involves analyzing data from student satisfaction ratings, employee ratings, and peer program staff ratings.

Assessment and placement continue to be important steps in meeting student needs. The college is conscientious in monitoring cut scores for placement instruments and complies with mandatory validation requirements.

The college also maintains a campus climate that serves its diverse student population. Buildings are wheelchair accessible, and the college provides parking for the physically challenged. Programs like Puente and Project Success focus on improving retention and transfer of Latino and African American students, respectively. Recently, the government awarded the college a Title V Hispanic Serving Institution grant. Future plans aim at studying assessment results to improve programs and services.

Standard Six: Information and Learning Resources

Information and learning resources support the programs and services of the college in myriad ways. The Schauerman Library (the general campus library), the Music Library, the Special Resource Center, the Learning Resource Center, computer labs, and the Media Services Department are among the primary vehicles for information and learning resources. The services of key tutorial labs, such as the Writing Center, the Learning Resource Center, and the Math Tutoring Center, have expanded dramatically since the last accreditation. New labs have also opened, such as the Humanities Reading Lab, the LMTC Computer Commons, the Writing Center CAI Lab, and the Math and Computer Science Labs. The long hours of operation for many such learning resources give students needed accessibility but stretch the existing capacity of staff and technicians to provide support and maintenance. Future objectives include the development of a staffing plan in all labs to provide assistance to students and faculty in the use of technology.

Other technological improvements since the last accreditation include the Spring, 2000, completion of a campus networking project, which connected all major buildings with fiber optics and provided classrooms, laboratories, and offices with high-speed connections to the collegewide area network. A year earlier, El Camino installed its new software system that provided full integration of the college's information databases, replacing the previous mainframe system.

Standard Seven: Faculty and Staff

The college possesses sufficient qualified faculty and staff to support the educational programs and services of its 25,000-student campus and various off site locations. All employees, regardless of category, must meet clearly defined criteria for positions at the college. Faculty, for example, must demonstrate subject matter expertise and teaching effectiveness. All certificated and classified hiring processes follow Board-approved policies and procedures, and the hiring committee members are scrupulous in their observation of fairness. Further, the evaluation of faculty and staff follows established guidelines and seeks to encourage improvement of performance. The college supports professional development for all categories of employees, through the availability of flex/professional development days, staff development workshops, and technology training. El Camino also continues to pursue its goals of diversity and employment equity with outreach efforts and participation in job fairs.

Standard Eight: Physical Resources

Physical resources support the educational programs and services of El Camino College, which consist of the main campus of El Camino College and its off site locations. The main campus spans 126 acres and comprises 35 buildings, containing over 1.2 million square feet, making El Camino the largest single community college campus in California in terms of gross square footage. Since the last accreditation, a number of capital outlay projects have been completed, including a multi-media center in the library, the construction of a police station, and an expansion of the Bookstore. The Financial Aid, EOP&S, and CalWORKs offices also received renovation to meet increased demands for services. The college, moreover, ensured the continuing quality of the physical facilities by retrofitting the entire campus interior lighting system, as well as installing large map directories and high-visibility emergency phone posts with immediate connection to campus police.

The implementation of community-based policing in the last four years has assisted in making the campus safer and more secure, and the college continues to address access issues. Expenditures for equipment have also increased dramatically since the last accreditation, the rise in the number of computers being the most evident. The college, however, still needs to develop a plan for equipment replacement that considers both emerging and deferred needs and ensures that adequate funding is provided.

Standard Nine: Financial Resources

The El Camino College budget facilitates the goals identified in the Educational Master Plan, which, in turn, supports the college mission. The college's Budget Development Committee serves as the vehicle through which the President receives financial recommendations. Historically, the budget development process has reflected a realistic assessment of resource availability, as well as followed specific guidelines. The budget is revised at various stages in its development to reflect such factors as changes in the state budget or the notification of grant awards. Although the college follows guidelines for budget development, in recent years there has been a lack of major funding adjustments in response to new trends or reallocations of dollars resulting from identified needs.

In 1999, the introduction of the new integrated software system allowed a degree of fiscal management far exceeding that possible with the previous system. However, the full range of the system's ability to monitor expenditures and generate data for decision making has yet to be realized. In addition to complying with state and federal reporting requirements, the institution maintains accurate financial documents and exercises effective oversight of all finances, including those of financial aid and all campus auxiliary organizations.

Standard Ten: Governance and Administration

A five-member Board governs El Camino College. Each Board member serves a four-year term, with three elected one biennium and two the next. The Board ensures that the college's programs maintain high educational quality by approving all curriculum and staying abreast of developments through executive summaries of instructional program reviews and presentations at Board meetings. Although the Board is responsible for determining the general policies of the district, it delegates responsibility for implementation to the President. Because the college did not have a formal process for periodic evaluation

of policies and procedures, the Board took steps to revise and supplement its existing policies by subscribing to the Community College League of California's Policy and Procedures Service in 2000. In response to a planning item in the last accreditation self study, the Board has taken steps to make its performance evaluations public by discussing its evaluations in open session at regularly scheduled Board meetings. Following the last accreditation, the President has initiated steps to improve planning, as illustrated in his establishment of the District Planning Council in 1998, which subsequently developed the master plan.

ORGANIZATION OF THE SELF STUDY

Preparation of the accreditation self study began in Spring, 2000, with the appointment of Barbara Perez and Thomas Lew as Steering Committee co-chairs. The co-chairs met with the Vice President of Academic Affairs and the President of the Academic Senate to identify co-chairs for the standards. The co-chairs of the self study and standards and representatives from key campus constituencies comprise the Accreditation Steering Committee. To assist standard co-chairs in forming their committees, a notice was distributed to all campus employees to notify them of the accreditation process and to solicit interested parties for the standard committees. During Summer, 2000, the co-chairs finalized their standard committees and the Steering Committee identified a survey instrument. Research for the standard reports and the writing of those documents were done during the academic year 2000-2001, and Fall, 2001. The Accreditation Steering Committee held two open forums in April and September, 2001, in order to provide an opportunity for comment by faculty, staff, and students who were not directly involved in the work of the standard committees. Throughout the process, the Steering Committee distributed drafts to all key constituencies. On December 10, 2001, the completed self study was approved by the College Council and accepted by the Board of Trustees.

Accreditation Steering Committee

Martha Ansite, *Professor, Co-Chair: Institutional Integrity*

Dr. Leslie Back, *Professor, Co-Chair: Governance and Administration*

Dr. Heather Brown, *Director of Institutional Research, At-Large*

Jan Caldwell, *Police Officers Association, At-Large*

Dr. Susan Dever, *Learning Resources Center Coordinator, Co-Chair: Information and Learning Resources*

Pamela Fees, *Business Manager, Co-Chair: Financial Resources*

Robert Gann, *Director of Facilities Planning and Services, Co-Chair: Physical Resources*

Alex Kelley, *Director of Information Technology Services, Co-Chair: Information and Learning Resources*

Dr. Steven Fasteau, *Dean of Planning, Research, and Development, Chair: Institutional Effectiveness*

Alice Grigsby, *Acting Dean of Instructional Services, Co-Chair: Student Support and Development*

Carolyn Hardy, *Director of Extended Opportunity Programs and Services, Chair: Institutional Mission*

Dr. Nadine Hata, *Vice President of Academic Affairs, At-Large*

Christine Jeffries, *Counselor, ECC Federation of Teachers Representative, At-Large*

Cheryl Kroll, *Professor, Co-Chair: Educational Programs*

Joshua Lawson, *2001-2002 Student Body President*

Bryan Leifer, *2000-2001 Student Body President*

Thomas Lew, *Dean of Humanities, Steering Committee Co-Chair*

Jimmy Macareno, *California School Employees Association (2000), At-Large*

Leo Middleton, *Director of Staff and Student Diversity, Co-Chair: Institutional Integrity*

Barbara Perez, *Professor, Steering Committee Co-Chair*

Dr. Margaret Quinones, *Counselor, Co-Chair: Financial Resources*

Dr. Virginia Rapp, *Dean of Business, Co-Chair: Educational Programs*

David Shannon, *Athletic Director, Co-Chair: Faculty and Staff*

Luukia Smith, *El Camino Classified Employees (2001), At-Large*

Dr. Regina Smith, *Dean of Counseling and Matriculation Services, Co-Chair: Student Support and Development*

Michael Stallings, *Professor, Co-Chair: Physical Resources*

Harold Tyler, *Director of Student Development, Co-Chair: Governance and Administration*

Marcy Wade, *Director of Human Resources, Co-Chair: Faculty and Staff*

Dr. Al Zucker, *Lecturer, Self Study Editor*

ACKNOWLEDGEMENTS

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Carolee Casper, *Senior Clerical Assistant, Copy Center*

Kathleen Collins, *Secretary, Humanities*

Phillip Dykstra, *Research Analyst*

Laura Landry, *Administrative Assistant II, Planning, Research, and Development*

Ellen Lorenz, *Project Specialist II, Library*

Cesar Lopez, *Off-Set Operator, Print Shop*

Raquel Ortiz, *Supervisor of Production Services, Public Information & Marketing*

Annette Owens, *Web Developer, Information Technology Services*

Christine Saldana, *Clerical Assistant, Academic Affairs*

Lilia Velez, *Duplication Clerk, Copy Center*

Ricardo Villarruel, *Senior Printer, Print Shop*

Rachel Weiss, *Research Analyst*

STANDARD SUBCOMMITTEES

Standard 1 - Institutional Mission:

Carolyn Hardy, Chair, Administrator
Patrick Dickey, Student (2000)
Maria Elena Dominguez, Classified
David Echivibel, Student
Sonia Gallardo, Classified

Joseph Holliday, Faculty (2000)
Hector Salazar, Classified (2000)
Don Ward, Classified
Joy Zhao, Faculty

Standard 2 - Institutional Integrity:

Martha Ansite, Co-Chair, Faculty
Leo Middleton, Co-Chair, Administrator
Benson Atkins, Student
Debra Breckheimer, Faculty
Judith Harris, Faculty

Giselle Richards, Administrator
Luukia Smith, Classified
Claudia Striepe, Faculty
William Yates, Administrator

Standard 3 - Institutional Effectiveness:

Steven Fasteau, Chair, Administrator
Lucinda Aborn, Administrator
Heather Brown, Administrator
Georgiana Coughlan, Faculty (2000)

Thomas Hazell, Faculty (2000)
Arlene Ishimoto, Classified
Giselle Richards, Administrator (2000)

Standard 4 - Educational Programs:

Cheryl Kroll, Co-Chair, Faculty
Virginia Rapp, Co-Chair, Administrator
Jacqueline Booth, Classified
Ann Collette, Classified
Charles Cowell, Faculty

Judith Harris, Faculty
Lars Kjeseth, Faculty
Jean Shankweiler, Faculty
Jacquelyn Thompson, Faculty
Michael Wynne, Faculty

Standard 5 - Student Support & Development:

Alice Grigsby, Co-Chair, Faculty
Regina Smith, Co-Chair, Administrator
Benson Atkins, Student (2000)
Donald Brown, Faculty
Lia Cibes, Classified
Hortense Cooper, Administrator
Vicki Lockridge, Supervisor

William Mulrooney, Administrator
Dawn Reid, Faculty
Sherri Rodriguez, Classified (2000)
Terry Spearman, Faculty
Darrell Thompson, Faculty
Rachel Weiss, Classified

Standard 6 - Information & Learning Resources:

Susan Dever, Co-Chair, Faculty
Alex Kelley, Co-Chair, Administrator
Michelle Arthur, Classified
Jennifer Borland, Student
Kerry Bossin, Classified
Phil Dykstra, Classified

Edward Martinez, Faculty
Peter Marcoux, Faculty
David Murphy, Classified
Donna Post, Classified
Evelyn Uemura, Faculty
Satish Warriar, Supervisor

Standard 7 - Faculty & Staff:

David Shannon, Co-Chair, Faculty
Marcia Wade, Co-Chair, Administrator
Jennifer Apple, Student
Sharron Bryant, Classified (2000)
Siannah Collado, Student
Robin Dreizler, Classified (2000)

Donna Grogan, Faculty (2000)
Donna Manno, Supervisor
Bozena Morton, Administrator
Mona Nahm, Student (2000)
Rebecca Stewart Wilson, Classified

Standard 8 - Physical Resources:

Robert Gann, Co-Chair, Administrator
Michael Stallings, Co-Chair, Faculty
Rocky Bonura, Administrator
Victor Cafarchia, Faculty
Janet Clarke, Administrator

Maurice Elmore, Administrator
Kirk Johnston, Supervisor
Christine Moran-Wisdom, Faculty
Jose Rodriguez, Student
John Ruggirello, Faculty

Standard 9 - Financial Resources:

Pamela Fees, Co-Chair, Administrator
Margaret Quinones, Co-Chair, Faculty
Estelle Collins, Student (2000)

Patrick Gallardo, Student
Bryan Leifer, Student (2000)
Nina Marshal, Classified

Standard 10 - Governance & Administration:

Leslie Back, Co-Chair, Faculty
Harold Tyler, Co-Chair, Administrator
Sara Blake, Faculty
Siannah Collado, Student (2000)

Lila Hummel, Board Member
Roger Quadhamer, Administrator
Ruth Sanchez, Classified
Ronald Way, Administrator

TIME LINE: 2002 ACCREDITATION SELF STUDY

Time Period	Activity	Responsibility
Spring 2000	Steering Committee Selection	Steering Committee Co-Chairs, VP – Academic Affairs, President Academic Senate
Summer 2000	Overview of Process, Survey Selection, Formation of Std Sub-committees	Steering Committee
8/21/00	Presentation to College Community	President, Steering Committee Co-Chairs
8/21-9/8/00	Set guidelines for Draft Report and finalize Survey Instrument	Steering Committee
Spring 2001	Distribution of Surveys	Research Office
9/00	Campus Presentation – Accreditation Orientation to Campus Community	Steering Committee Co-Chairs
9/11–2/8/00	Review of last Accreditation Report and recommendations, preparation of First Draft of Standard Sub-committees Reports	Std sub-committees
12/6/00	Responses to previous recommendations due in Academic Affairs Office	Std sub-committee Co-chairs
2/21/01	First Draft of Sub-committee Reports due in Academic Affairs Office	Std sub-committee Co-Chairs
2/22–3/31/01	Review of First Draft Self Study	Cabinet, Academic Senate, College Council, Steering Committee Co-Chairs, Editor, Campus Community
3/28/01	Open Forum	Steering Committee
3-19–4/16/01	Review campus community feedback, return sub-committee reports with recommended revisions to Standard co-chairs	Editor, Steering Committee Co-chairs
4/17-6/14/01	Review by sub-committees of suggested revisions and writing of Second Draft	Std sub-committees
6/27/01	Second Drafts of Standard Reports due in Academic Affairs Office	Std sub-committee Co-Chairs
7/1–9/14/01	Review of Second Draft Standard Reports	Cabinet, College Council, Academic Senate, Associated Student Council, Campus Community
9/6/01	Second Open Forum	Steering Committee
7/1–10/1/01	Final Edit of these Drafts, resulting in a College Second Draft Self Study	Editor
10/8/01	Edited Draft Self Study due in Academic Affairs Office	Editor
10/8–10/12/01	Preparation and distribution of copies for review by Steering Committee	Academic Affairs Office
10/17/01	Review of Accreditation Self Study	Steering Committee
10/18-10/26/01	Final edit of ECC Self Study in response to Steering Committee suggestions	Editor
10/26/01	Edited Draft due in Academic Affairs Office	Editor
10/26–10/31/01	Preparation and distribution of copies for review by appropriate campus Bodies	Academic Affairs Office
11/1–11/14/01	Review of the Final Draft Self Study through the shared Governance process	Appropriate Campus Bodies
11/14/01	Final Review of Self Study and planning of Team visit arrangements	Steering Committee
11/15–11/26/01	Preparation of copies of Accreditation Self Study for 12/10 Board Meeting	Academic Affairs Office, Public Information Office
12/10/01	Accreditation Self Study submitted to Board of Trustees for acceptance	President’s Office
12/18/01	Self Study delivered to Public Information Office for printing and binding	Academic Affairs Office
1/7/02	Printed copies returned to Academic Affairs Office	Public Information Office
1/14/02	Self Study mailed to Accrediting Commission	Academic Affairs Office
1/7 – 3/17/02	Preparation for Team Visit	Steering Committee Co-Chairs
3/19-21/02	Accreditation Team visits ECC	Academic Affairs Office

Introduction

El Camino College is a public two-year institution located in the South Bay area of Los Angeles County. El Camino Community College District encompasses five unified and high school districts and nine cities with a population of nearly one million. The district is governed by a five-member Board of Trustees, each representing one of the five school districts.

In 1946, the community established the college in temporary quarters at a local high school. Within three years, the first permanent structures had been built at the present campus, sited adjacent to Torrance, the district's largest city. The college rests on 126 acres, on which there are 35 buildings with approximately 756,000 square feet of interior space. Currently, the college enrolls more than 25,000 students in a diversity of programs.

The student population also has become very diverse over the years. During the last accreditation, Caucasian students represented the largest ethnic group. However, over the last six years, the number of Hispanic students has increased so that they now represent the largest campus ethnic group. In the Fall, 1996, 28% of the students were Caucasian, 25% were Hispanic, 21% were African American, 15% were Asian, 4% were of Filipino descent, and 1% were American Indian. As of first census for Fall, 2001, 24.6% of the students are Caucasian, 29% are Hispanic, 16.6% are African American, 15.1% are Asian, 3.3% are of Filipino descent and 0.5% are American Indian. Although the ethnic diversity has changed, other student characteristics have remained fairly constant. Women represent 54% of students versus 55% in 1996. Thirty-one percent of the college's students identify themselves as evening students, in contrast to 34% in 1996.

There has been a four percent decline in African American students over the last six years, a trend which the college would like to reverse. To accomplish this goal, the college has recently signed a lease for a new center in Inglewood,

adjacent to city hall. The college will be recruiting for a new director whose responsibility will be to coordinate with Academic Affairs, Community Education, and the Business Training Center to schedule classes and workshops for the community, provide academic counseling services, and assist students to transition into the college's academic and vocational programs.

Since 1996, the college has undergone a variety of changes. It adopted a new Educational Master Plan in December, 1998. The Office of Institutional Research has been expanded to support the increased demand for accountability, both internally and externally. In June, 2000, the college hired a new Vice President of Student and Community Advancement, who is providing strong leadership in planning and assessment and is leading the effort to ensure that planning is linked to budgeting. As a result of vacancies, the student services area is undergoing a reorganization to better meet the needs of the college.

Several new programs have been started to increase student success. In 2000, the government awarded the college a Title V grant, targeting primarily Hispanic students, through a program known as First Year Experience. Partnership for Excellence funds have allowed the faculty to design programs to strengthen instruction and increase student success and retention. The Humanities division has established learning communities throughout the curriculum, and the mathematics department has hired certificated tutors to provide students experienced assistance. Recently, two programs received recognition for their efforts. The MESA program was a finalist for the Prestigious Innovations in American Government Award sponsored by the Ford Foundation. At the annual Community College League of California meeting in Riverside, the organization recognized a dedicated group of faculty for their efforts in establishing the Teachers' Education Program, providing students who are interested in teaching a seamless transition to neighboring CSUs, as they prepare for their teaching credentials.

Technologically, the college has made significant modifications. To become Y2K-compliant, the college purchased an integrated software package, Datatel's Colleague, designed to link student information, human resources, and financials. The conversion from an IBM main-frame computer system to the integrated system involved collaboration between Information Technology Services personnel and users and continues today, as Information Technology refines the system to meet the needs of the institution. In Fall, 1999, the college provided laptops for full-time faculty to facilitate participation in professional and instructional activities. During Spring, 2000, the college completed a campus-networking project that has allowed faculty to integrate the use of the Internet in their classrooms and to facilitate interactions with students. It provided high-speed connections to El Camino's collegewide area network throughout the campus.

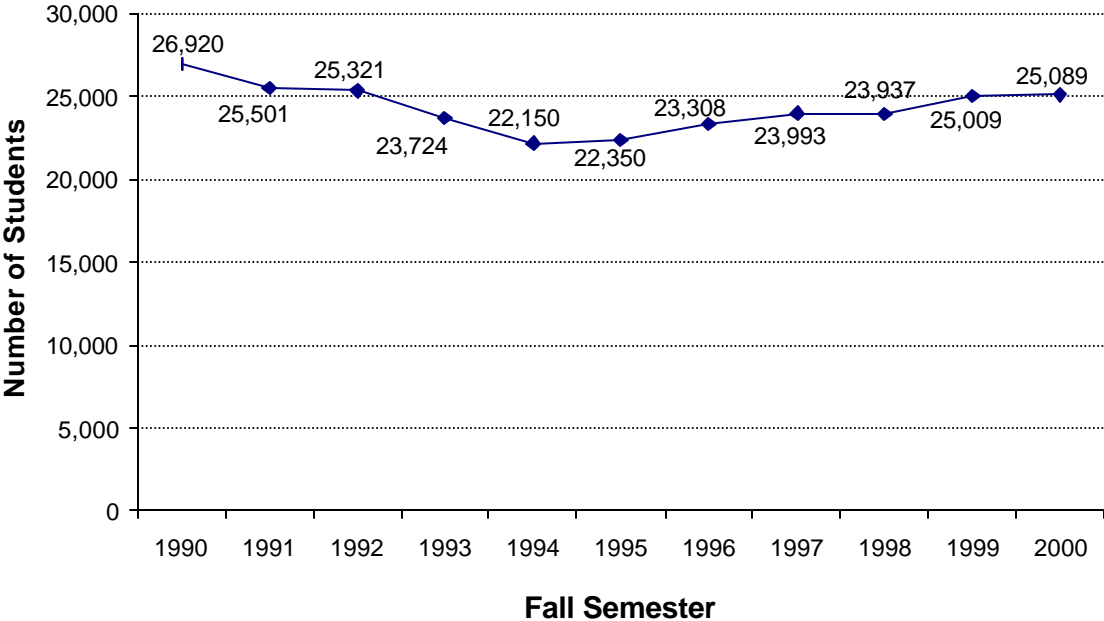
Over the past two years, the college examined the feasibility of moving to a compressed calendar. The Calendar Committee, which is comprised of representatives from all campus constituencies, visited other institutions using a modified cale-

dar and held open forums to discuss all options with the campus community. As a result of surveys and other feedback, the college has elected to move to a compressed calendar beginning Fall, 2002. Since its adoption and approval by the Chancellor's Office, the deans, faculty, and staff have worked together to design a schedule to meet the needs of students.

Beginning June, 2002, the college will begin the long awaited renovation of the Natural Sciences complex. In past years, the district completed most of its classroom buildings without any bonded indebtedness. However, since Proposition 13, the college has been at a disadvantage in applying for state funds for new buildings and renovations, as current classrooms are more spacious than state guidelines. Due to age, most of the infrastructure is in need of renewal. As a result of unmet needs, the college is studying the feasibility of a bond issue in 2002. It conducted a voter poll and presented the results to the Board of Trustees at the November, 2001, meeting. The Board is currently deliberating their options for the 2002 elections.

El Camino College Credit Enrollment

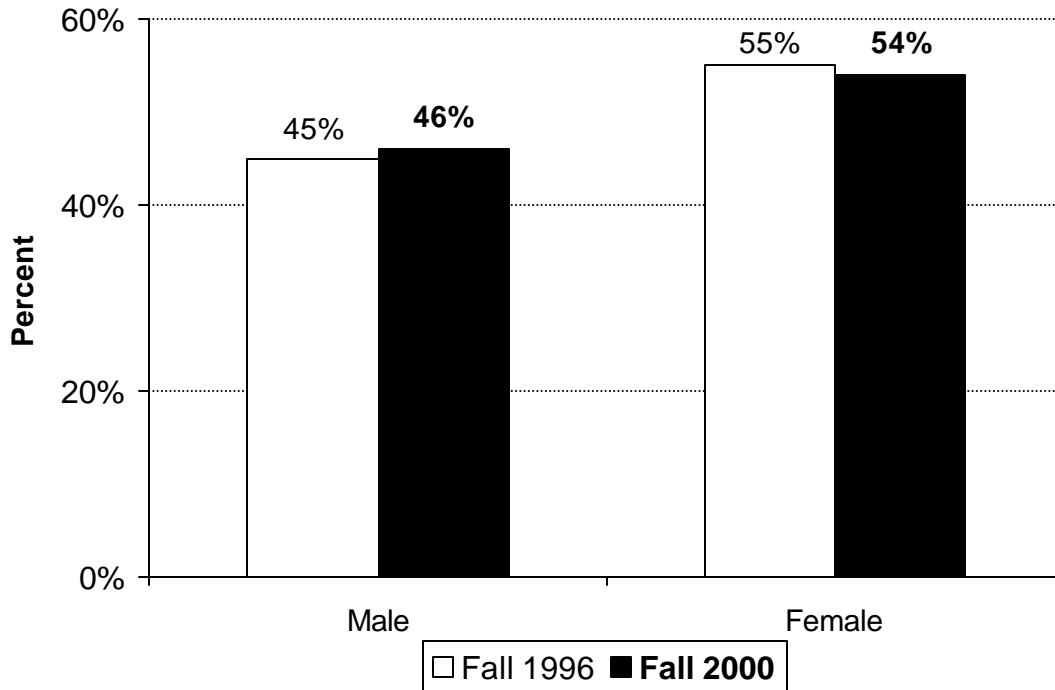
Total Credit Students Fall Term Reporting (end of term)



Source: Chancellor’s Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Gender

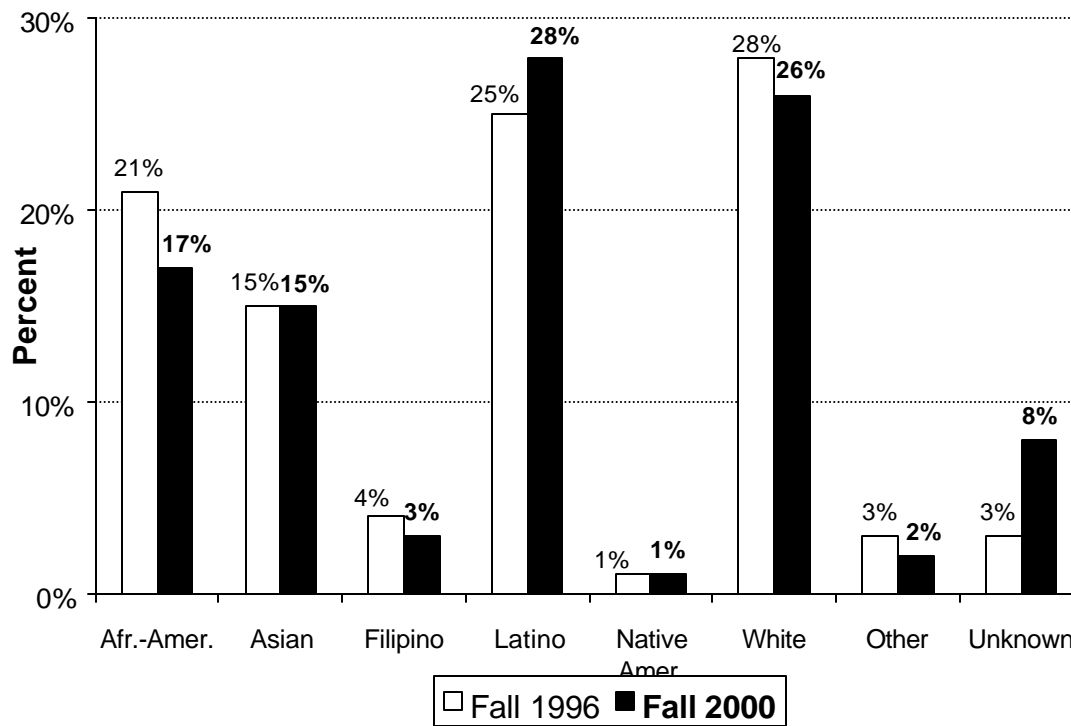
	<i>Fall 1996</i> <i>N = 23,308</i>	<i>Fall 2000</i> <i>N = 25,089</i>
Male	10,438	11,346
Female	12,870	13,386
Unknown	0	357



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Ethnicity

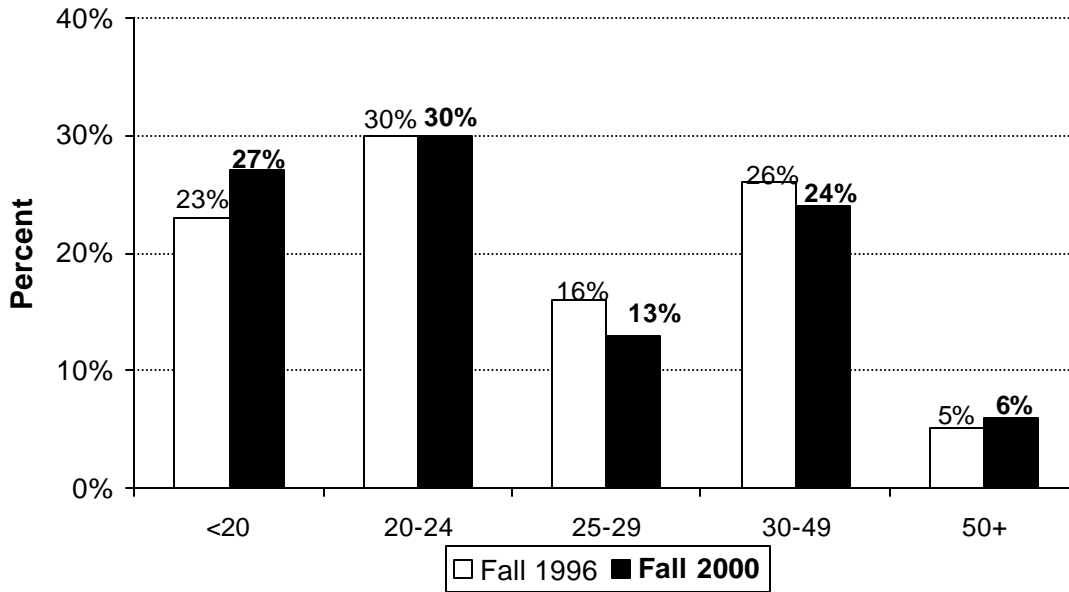
	<i>Fall 1996</i> <i>N = 23,308</i>	<i>Fall 2000</i> <i>N = 25,089</i>
African-American	4,878	4,257
Asian	3,477	3,794
Filipino	903	817
Latino	5,822	6,925
Native American	189	136
White	6,597	6,556
Other	666	500
Unknown	776	2,104



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Age

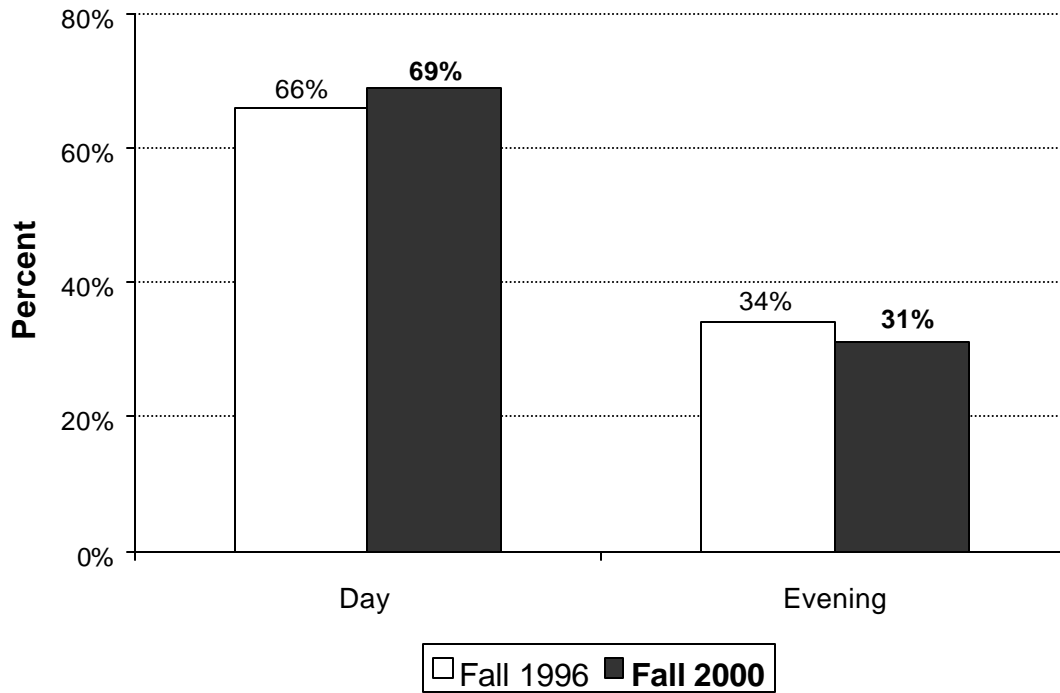
	<i>Fall 1996</i> N = 23,308	<i>Fall 2000</i> N = 25,089
<20	5,302	6,713
20-24	7,094	7,407
25-29	3,626	3,166
30-49	6,176	6,162
50+	1,110	1,571
Unknown	0	70



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Day/Evening Students

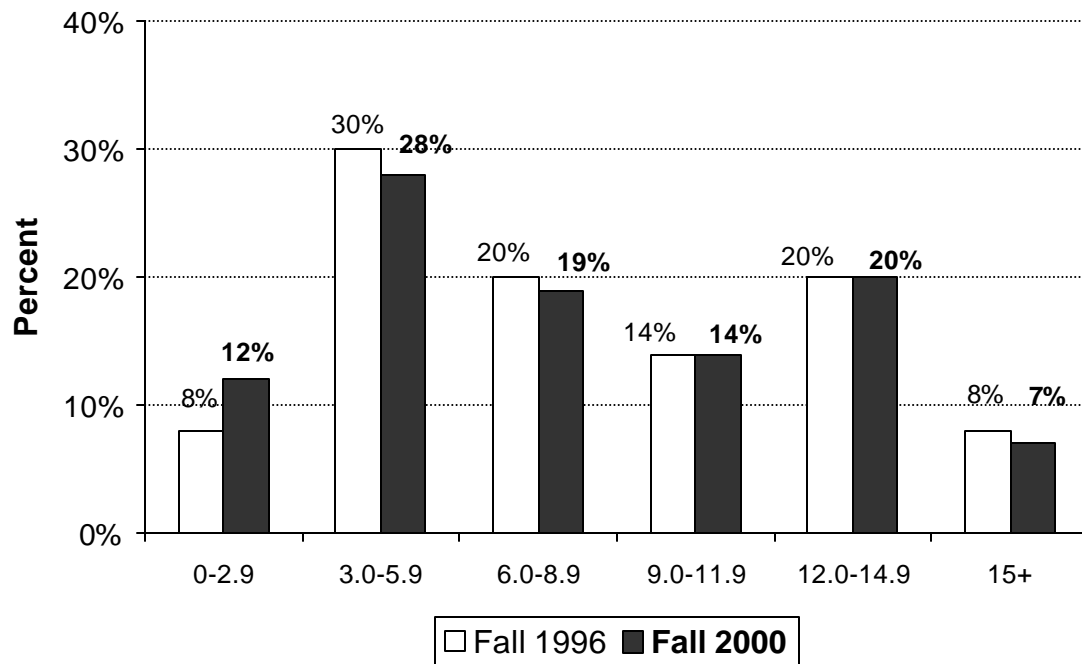
	<i>Fall 1996</i> <i>N = 23,308</i>	<i>Fall 2000</i> <i>N = 25,089</i>
Day Only, or Day & Evening	15,218	17,004
Evening Only	7,848	7,536
Unknown	242	549



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Unit Load

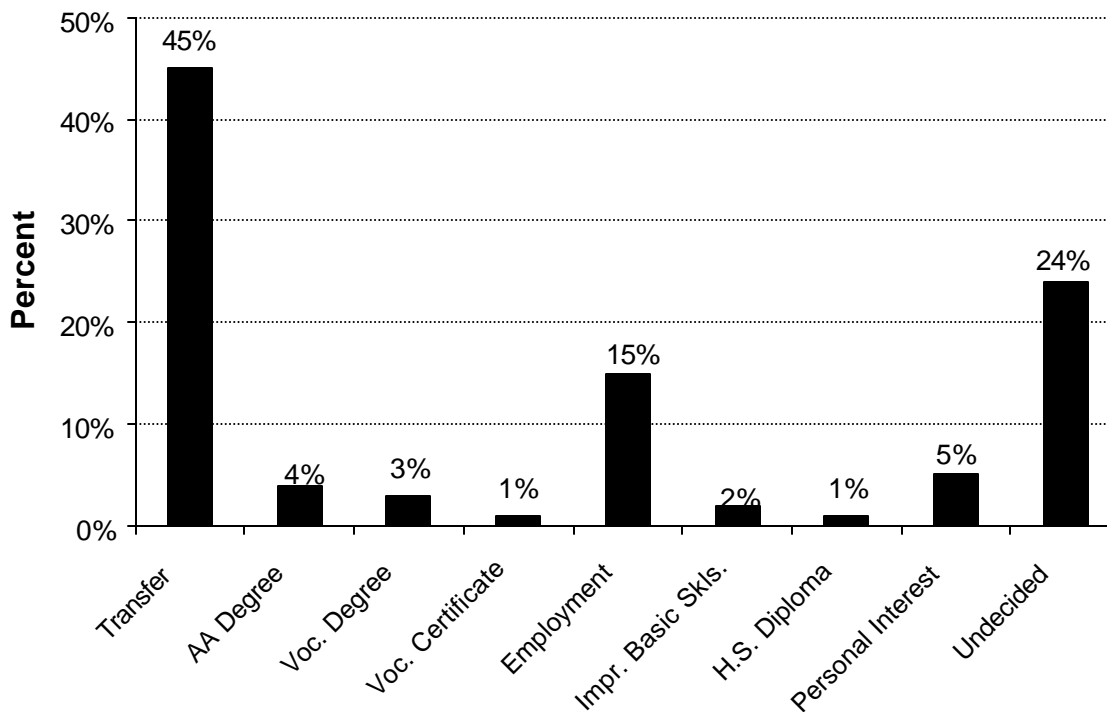
	<i>Fall 1996</i> <i>N = 23,308</i>	<i>Fall 2000</i> <i>N = 25,089</i>
0-2.9	1,916	2,955
3.0-5.9	7,029	6,942
6.0-8.9	4,719	4,803
9.0-11.9	3,211	3,436
12.0-14.9	4,558	5,122
15+	1,875	1,831



Source: Chancellor's Office MIS. Includes any student included in the fall term reporting file (i.e., any student who attempted at least half a unit).

Educational Goal

Educational Goal	Fall 2000 N = 23,785
Transfer	10,658
- with an AA	(8,813)
- without an AA	(1,845)
AA degree, no transfer	901
Vocational degree, no transfer	711
Vocational certificate, no transfer	290
Employment	3,408
- Formulate career interests	(847)
- Acquire job skills	(1,347)
- Update job skills	(980)
- Maintain license	(234)
Improve basic skills	535
High school diploma	273
Personal interest	1,054
Undecided	5,661
Unreported	294

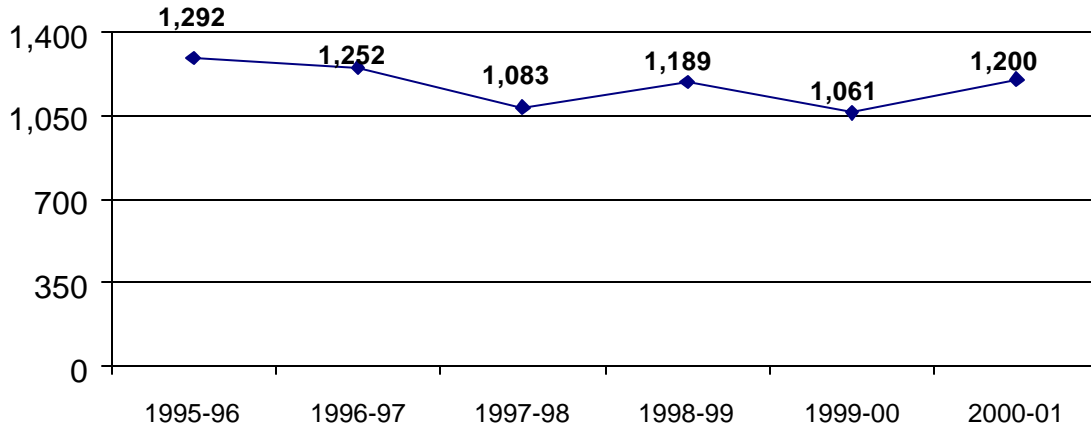


Notes:

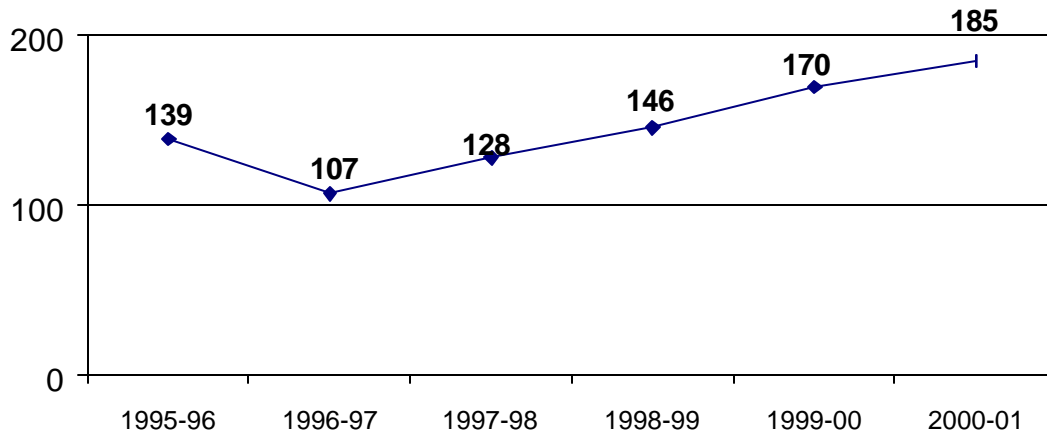
Educational goal represents students' initial (often uninformed) reason for enrolling at El Camino College; it is collected on the application for admission. Extracted from Datatel on Fall 2000 Census, by the Institutional Research Office.

Awards

Degrees



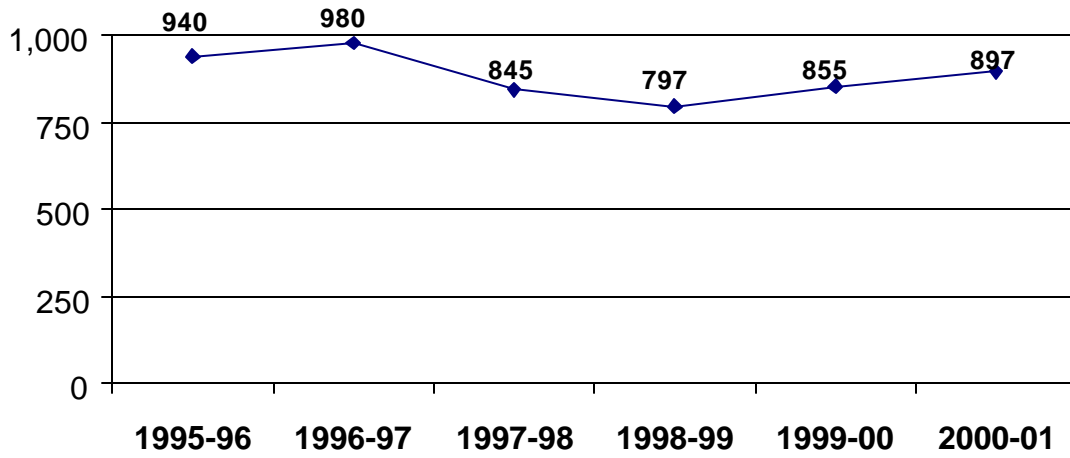
Certificates



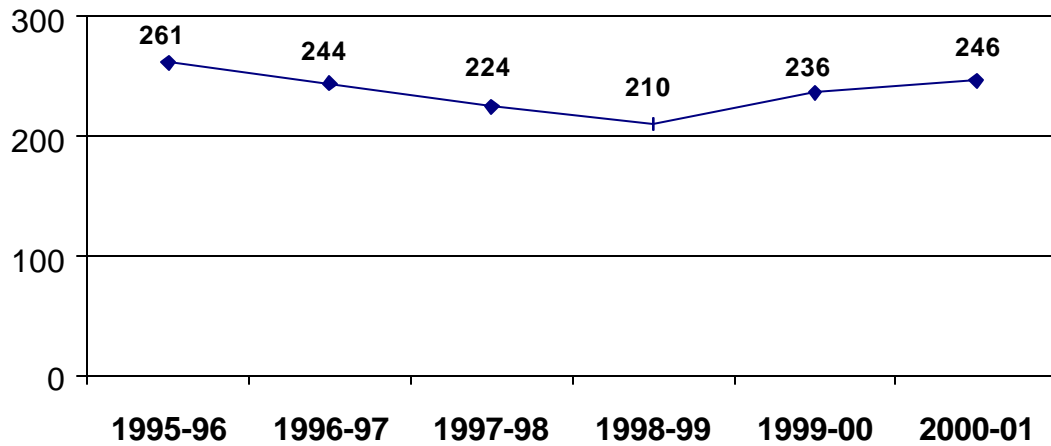
Source: Chancellor's Office Data Mart

Transfer

CSU



UC

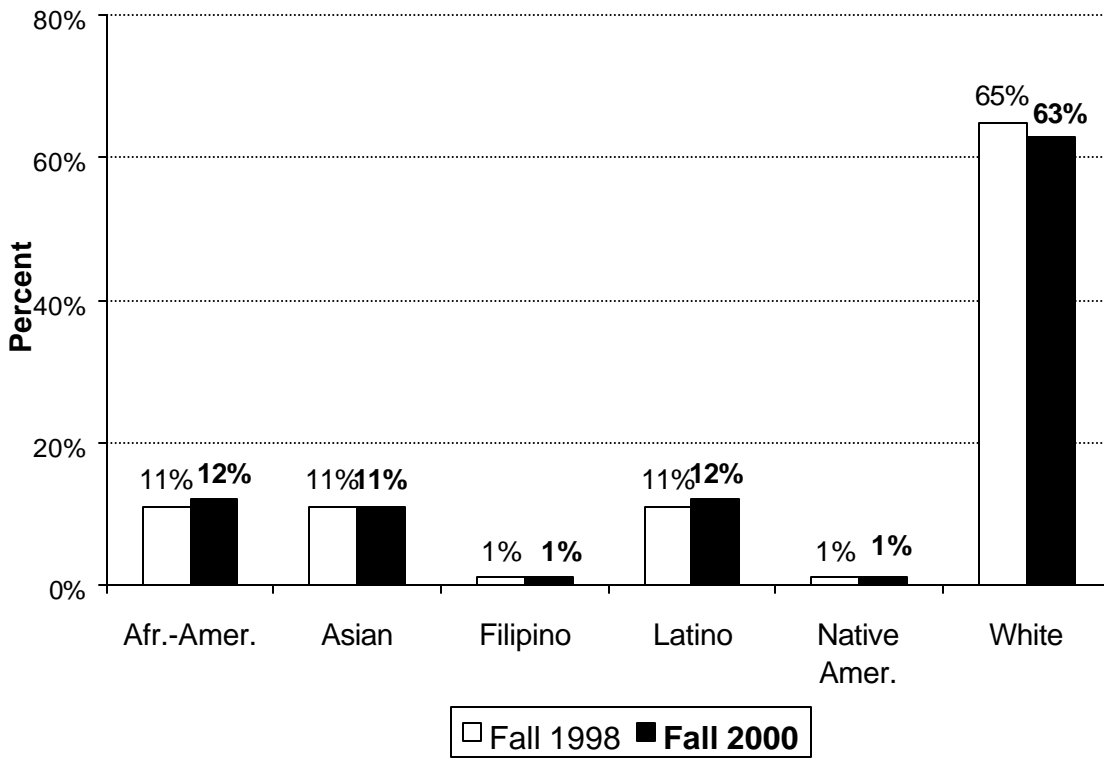


Source: CPEC Student Profiles

Employee Information

Ethnicity

	<i>Fall 1998</i> <i>N = 1,219</i>	<i>Fall 2000</i> <i>N = 1,321</i>
African-American	131	158
Asian	127	146
Filipino	17	16
Latino	137	155
Native American	10	9
White	797	835
Unknown	0	2



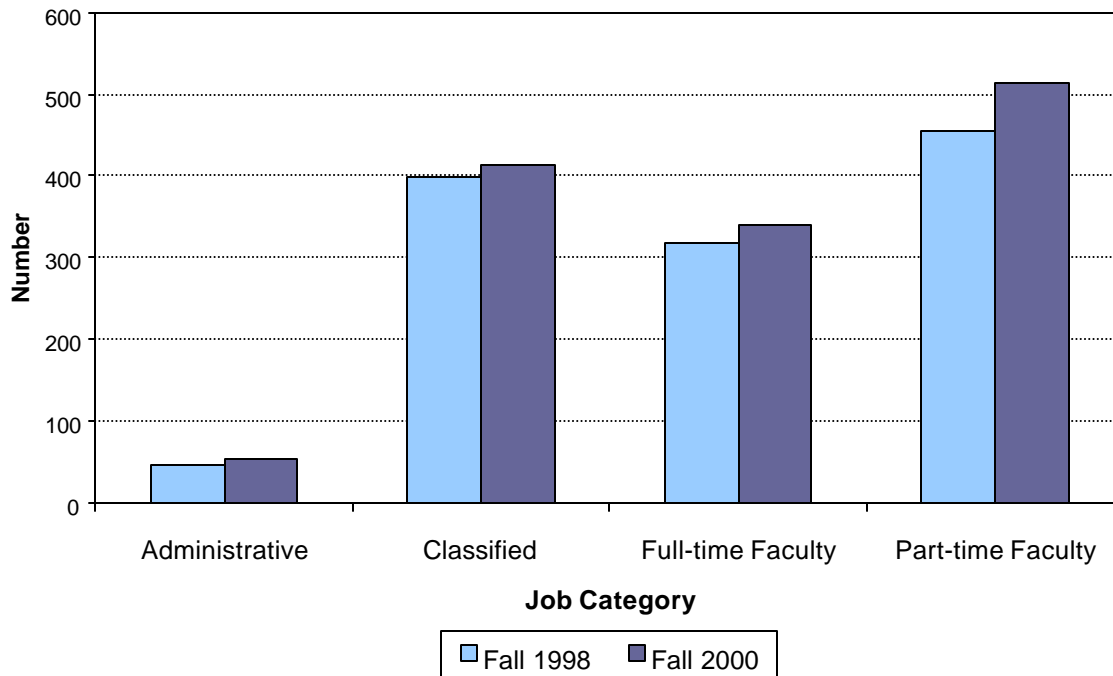
Source:

Chancellor's Office MIS Employee Ethnicity Report

Employee Information

Job Category

	<i>Fall 1998</i> <i>N = 1,219</i>	<i>Fall 2000</i> <i>N = 1,321</i>
Administrative	47	53
Classified	398	413
Faculty	(774)	(855)
Faculty: Full-time	318	341
Faculty: Part-time	456	514



Source: Chancellor's Office MIS. EE06 Activity by Employee Classification Report