



Academic Senate of El Camino College 2013-2014

September 17, 2013

16007 Crenshaw Blvd., Torrance CA 90506-0002 (310)532-3670 x3254

Officers & Executive Committee

President	Christina Gold	Secretary	Chris Jeffries
VP Compton Educ'l Center	Michael Odanaka	VP Finance & Special Projects	Lance Widman
Curriculum Chair	Mark Lipe	VP Academic Technology	Pete Marcoux
VP Educational Policies	Alice Martinez	Co-VPs Faculty Development	Claudia Striepe
VP Instructional Effectiveness	Janet Young		Kristie Daniel-DiGregorio

<u>Adjunct</u>	(1 yr term)	<u>Health Sci & Athletics/Nursing</u>	<u>Natural Sciences</u>
Nicholas Sean Bonness	12	Tom Hazell* 13/14	Sara Di Fiori 13/14
Kathryn Hall	12	Tom Hicks 13/14	Miguel Jimenez* 15/16
		Mina Colunga 12/13	Anne Valle 15/16
<u>Behavior & Social Sciences</u>		Kim Baily 13/14	vacant
Janet Young	12/13	Robert Uphop 14/15	vacant
Christina Gold	13/14		
Kristie Daniel-DiGregorio	14/15	<u>Humanities</u>	<u>Academic Affairs & SCA</u>
Lance Widman*	13/14	vacant	Francisco Arce
Michael Wynne	14/15	Peter Marcoux* 15/16	Karen Lam
		Kate McLaughlin 15/16	Jeanie Nishime
<u>Business</u>		Barbara Jaffe 14/15	Robert Klier
Phillip Lau	11/12	vacanat	
Jay Siddiqui*	11/12		<u>Associated Students Org.</u>
Josh Troesh	15/16		
		<u>Industry & Technology</u>	
<u>Compton Educational Center</u>		Patty Gebert 12/13	<u>President/Superintendent</u>
Estina Pratt	14/15	Harold Hofmann 12/13	Thomas Fallo
Chris Halligan	14/15	Lee Macpherson 12/13	
Essie French-Preston	14/15	Douglas Marston* 12/13	<u>Division Personnel</u>
Michael Odanaka*	13/14	Merriel Winfree 12/13	Jean Shankweiler
vacant			Don Goldberg
		<u>Learning Resource Unit</u>	Tom Lew
<u>Counseling</u>		Moon Ichinaga 13/14	<u>Counseling</u> Ken Key
Griselda Castro	14/15	Claudia Striepe* 13/14	
Chris Jeffries*	14/15		<u>Ex-officio positions</u>
Dexter Vaughn	13/14	<u>Mathematical Sciences</u>	ECCFT President
		vacant	Sean Donnell
<u>Fine Arts</u>		Hamza Hamza 13/14	Nina Velasquez
Ali Ahmadpour	14/15	Arkadiy Sheynshteyn 13/14	Curriculum Chair
Chris Wells*	14/15	Alice Martinez 14/15	Mark Lipe
Russell McMillin	14/15	Eduardo Barajas 13/14	CEC Chair-Elect
Vince Palacios	14/15		Jerome Evans
vacant			
			<u>Institutional Research</u>
			Irene Graff
			Carolyn Pineda

Dates after names indicate the last academic year of the senator's three year term, for example 11/12 = 2011-2012.

*denotes senator from the division who has served on Senate the longest (i.e. the "senior senator")



SENATE'S PURPOSE (from the Senate Constitution)

- A. To provide an organization through which the faculty will have the means for full participation in the formulation of policy on academic and professional matters relating to the college including those in Title 5, Subchapter 2, Sections 53200-53206. *California Code of Regulations*. Specifically, as provided for in Board Policy 2510, and listed below, the "Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters of:
 - 1. Curriculum, including establishing prerequisites and placing courses within disciplines
 - 2. Degree and certificate requirements
 - 3. Grading policies
 - 4. Educational program development
 - 5. Standards and policies regarding student preparation and success
 - 6. District and college governance structures, as related to faculty roles
 - 7. Faculty roles and involvement in accreditation process, including self-study and annual reports
 - 8. Policies for faculty professional development activities
 - 9. Processes for program review
 - 10. Processes for institutional planning and budget development, and
 - 11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate."

- B. To facilitate communication among faculty, administration, employee organizations, bargaining agents and the El Camino College Board of Trustees.

ECC ACADEMIC SENATE MEETING DATES AND LOCATIONS (1st and 3rd Tuesdays)

FALL 2013

September 3	Alondra Room
September 17	Alondra Room
October 1	Alondra Room
October 15	Alondra Room
November 5	Alondra Room
November 19	Alondra Room
December 3	Distance Ed Room (Lib166)

SPRING 2014

February 4	Alondra Room
February 18	Alondra Room
March 4	CEC – Board Room
April 1	Alondra Room
April 15	Alondra Room
May 6	Alondra Room

CEC ACADEMIC SENATE MEETING DATES AND LOCATIONS (Thursday after ECC Senate, usually)

FALL 2013

September 5	Board Room
September 19	Board Room
October 3	Board Room
October 17	Board Room
November 7	Board Room
November 21	Board Room
December 5	Board Room

SPRING 2014

January 23 (if needed)	Board Room
February 6	Board Room
February 13	Board Room
March 6	Board Room
March 27 (if needed)	Board Room
April 3	Board Room
April 17	Board Room
May 1	Board Room
May 8 (if needed)	Board Room



AGENDA & TABLE OF CONTENTS

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B. APPROVAL OF MINUTES	A. Minutes – Sept. 3, 2013	5-9
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	B. VP – Compton Education Center – Michael Odanaka	
	C. Chair – Curriculum – Mark Lipe	15
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	F. VP – Finance – Lance Widman	
	G. VP – Academic Technology – Pete Marcoux	
	H. VP – Instructional Effectiveness – Janet Young	
D. SPECIAL COMMITTEE REPORTS	A. Assessment of Learning Committee and SLOs Update – Janet Young	
	B. Vice President of Academic Affairs – District Profile and Accreditation Follow-Up Report	18-47
E. UNFINISHED BUSINESS		
F. NEW BUSINESS	A. Senate 2013/14 Objectives and To Do List	handout
G. INFORMATION ITEMS – DISCUSSION	A. Academic Procedure 7150 Evaluation This procedure does not come with an associated policy. It was presented to College Council for feedback from the campus constituencies by Oct. 7. It is a negotiable item in the union purview and is an information item for the Senate.	48-49
	B. Board Policy and Academic Procedure 3410 Nondiscrimination This policy and procedure was presented to College Council for feedback from the campus constituencies by Oct. 7.	50-57
H. FUTURE AGENDA ITEMS		
I. PUBLIC COMMENT		
J. ADJOURN		



Committees

<u>SENATE COMMITTEES</u>	<u>Chair / President</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Academic Technology Comm.	Pete Marcoux, Virginia Rapp			
Assessment of Learning Comm.	Chris Mello, Janet Young, and Karen Whitney	2 nd & 4 th Mon.	2:30-4:00	Admin 131
Academic Program Review Comm.	Janet Young, Co-Chair Bob Klier, Co-Chair			
Compton Academic Senate	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Compton Faculty Council	Michael Odanaka	1 st & 3 rd Thurs	1:00-2:00	CEC Board Room
Curriculum Committee	Mark Lipe, Chair	2 nd & 4 th Tues	2:30-4:30	Admin 131
Educational Policies Comm.	Alice Martinez	2 nd & 4 th Tues	12:30-2	SSC 106
Faculty Development Comm.	Claudia Striepe and Kristie Daniel-DiGregorio	2 nd & 4 th Tues	1:00-2:00	West. Library Basement

<u>CAMPUS COMMITTEES</u>	<u>Chair</u>	<u>Senate / Faculty Representative/s</u>	<u>Day</u>	<u>Time</u>	<u>Location</u>
Accreditation	Jean Shankweiler	Matt Cheung Holly Schumacher			
Basic Skills Advisory Group	Elise Geraghty, Arturo Martinez	Jason Suarez			
Board of Trustees	Bill Beverly	Christina Gold	3 rd Mon.	4:00	Board Room
Calendar Committee	Jeanie Nishime	Chris Jeffries Vince Palacios			
Campus Technology Comm	John Wagstaff	Pete Marcoux		12:30-2:00	Stadium Room
College Council	Tom Fallo	Christina Gold Estina Pratt	Mondays	1-2:00	Admin 127
Dean's Council	Francisco Arce	Christina Gold	Thursdays	8:30-10:00	Library 202
Distance Education Advisory Committee	Alice Grigsby				
Enrollment Management Comm.	Francisco Arce	Chris Wells Kristie DiGregorio Juli Soden	2 nd Thurs	2-3:30	Library 202
Facilities Steering Comm.	Tom Fallo	Christina Gold			
Planning & Budgeting Comm.	Rory Natividad	Lance Widman Emily Rader	1 st & 3 rd Thurs.	1-2:30	Library 202

All of these Senate and campus committee meetings are open, public meetings. Please feel free to attend any meetings that address issues of interest or concern to you.

ACADEMIC SENATE ATTENDANCE

3rd, September 2013

Name: Initials

Adjunct (1year)

Bonness, Nicholas Sean

Hall, Kathryn

Behavioral & Social Sciences

Daniel-DiGregorio, Kristie X

Gold, Christina X

Widman, Lance X

Wynne, Michael X

Young, Janet X

Business

Fernandez, Gabriella

Philip, S. Lau X

Siddiqui, Jay

Counseling

Castro, Griselda X

Jeffries, Chris X

Vaughn, Dexter X

Fine Arts

Ahmadphour, Ali X

McMillin, Russell

Palacios, Vince X

Wells, Chris X

VACANT

Health Sciences & Athletics

Baily, Kim

Colunga, Mina X

Hazell, Tom EXC

Hicks, Tom X

Uphoff, Robert X

Humanities

Isaacs, Brent

Jaffe, Barbara X

Marcoux, Pete SAB

McLaughlin, Kate X

Simon, Jenny

Industry & Technology

Gebert, Pat X

Hoffmann, Ed X

MacPherson, Lee X

Marston, Doug

Winfree, Merriel

Name: Initials

Learning Resources Unit

Ichinaga, Moon X

Striepe, Claudia X

Mathematical Sciences

Barajas, Eduardo

Bateman, Michael

Hamza, Hamza X

Martinez, Alice X

Sheynshteyn, Arkadiy X

Natural Sciences

DiFiori, Sara X

Jimenez, Miguel X

Valle, Anne X

VACANT

VACANT

Academic Affairs & SCA

Arce, Francisco

Nishime, Jeanie X

Lam, Karen

Assoc. Students Org.

Matson, Brooke

Montague-Jackson, Simone

Compton Education Center

Evans, Jerome X

French-Preston, Essie X

Halligan, Chris

Odanak, Michael X

Pratt, Estina X

Smith, Darwin

Ex-officio Positions

Shadish, Elizabeth (ECCFT)

Velasquez, Nina (ECCFT)

VACANT (CEC-VP)

Lipe, Mark (CCC Chair) X

Deans' Reps.; Guests/Other Officers:

Graff, Irene X

Schrader, Daniel X

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

Academic Senate President Gold called the first Academic Senate meeting of the Fall 2013 semester to order on September 3, 2013 at 12:38pm. The meeting was held in the Alondra Room.

Approval of last Minutes:

[See pgs. 5-8 of packet] for minutes of the June 4, 2013 meeting. Janet Young asked for a correction under “Instructional Effectiveness” to say “The average is 95% overall” as opposed to 90%. Moon Ichinaga had a correction on page 8 when referring to electronic books, it should have read “...but many cannot be downloaded...” There was also a correction to the attendance roster to show that Vince Palacios of Fine Arts and Hamza Hamza and Arkadiy Sheynshteyn of Mathematical Sciences were all in attendance at the June 4, 2013 meeting. The minutes were approved with these corrections.

OFFICER REPORTS

Academic Senate President’s report – Christina Gold (CG)

CG asked everyone and as a special reminder to new senators to look at page 2 of the packet to understand the 10 + 1 purposes of the Academic Senate. CG also explained how the Senate committees are designed to filter up work to the Academic Senate and noted that their meeting times and dates could be found on page 4.

The Senate roster was looked at and divisions that needed new senators were reminded to hold elections. There will be an election soon to fill the adjunct seats. It was noted that Robert Uphoff would be filling the vacant seat for Health Sciences and Athletics. Moon Ichinaga would remain on for another term for the Learning Resource Unit. Michael Bateman is no longer serving for Mathematical Sciences, so they do have an opening. Virginia Rapp is the new dean’s representative replacing Don Goldberg and Mark Lipe is the new Curriculum Chair replacing Jenny Simon. Pete Marcoux is on sabbatical for the fall semester.

CG announced that the workshop on “Collegial Consultation” that was voted on last spring to be conducted as a Flex Day workshop was cancelled and would be rescheduled after the results of the campus climate survey are reviewed.

College Council would be looking at calendars of other neighboring campuses and the results of a survey conducted by Academic Affairs could be found on page 9. CG noted that there will be no winter session at El Camino or the Compton Center, but instead we would have two back-to-back summer sessions of six weeks each which should be heavily scheduled. A question came up as to whether or not we should look at winter again. C. Wells asked if the LACCD campuses all had winter or if it was campus-by-campus and the answer was it is thought to be campus-by-campus. C. Jeffries stated that she had seen two students just that day who both did not realize we no longer offered a winter session and were quite dismayed by it and asked if they could attend winter on another campus. L. Widman pointed out that no high school students would be able to attend the first six week session since it started way before high schools were dismissed. A. Ahmadpour wondered if we lose students who go somewhere else for winter session and just decide to stay there.

VP – Compton Educational Center report – Michael Odanaka (MO)

MO announced that the Flex Day workshop held for the Center about TracDat was well received by the faculty.

They are making progress with SLO’s and currently have 98% of courses completed with 8 outstanding and 97% of programs completed with one left to be assessed. He noted that some SLO’s do need improvement because there are several that only have one SLO and more need to be added.

MO introduced Jerome Evans as the new chair-elect of the Center’s Senate.

C. Wells asked how the construction was coming along and MO stated that the Learning Resource Center is still slated to open in the spring.

Curriculum Committee report – Mark Lipe (ML)

ML announced that the Curriculum Committee meets every 2nd and 4th Tuesdays of the month from 2:30-4:30pm in Administration 131. There will be training for Curriculum Committee members on September 10th regarding Title 5 issues.

VP – Educational Policies – Alice Martinez (AM)

No report.

Co-VPs – Faculty Development – Kristie Daniel-Di Gregorio and Claudia Striepe (KD and CS)

The committee meetings will start next week.

VP- Finance – Lance Widman (LW)

The PBC minutes of the 8/22 meeting can be found on pages 10-12. This meeting, typically toward the end of August and this year held on Flex Day, has historically been the best, most informative meeting of the year. President Fallo conducts a very informal page-by-page review of the Proposed Final Budget, including income and expenditures, Fund 14 (\$1 million) and 15 (\$3 million) that are part of the ECC-Compton Partnership, Post Retirement Fund and the Child Development Fund. If you want to more clearly understand the financial picture at El Camino for 2013-14, spend some time with these minutes. After voting on 8/29 to recommend an important change to the Proposed Final Budget which was a reduction of the GASB Fund by \$1 million, the PBC unanimously recommended its approval to the Board of Trustees for its September meeting. It is not known if that recommendation will be brought to the Board.

Discussion ensued regarding the closing of the Child Development Center. J. Young explained a little of the history of the proposed closure and reminded the Senate how President Fallo had presented that proposal to the Board last January because the Center had been running at a deficit for years. The Board didn't agree with the recommendation and voted not to close the Center. J. Young says there is a salvage plan in place, but the Administration is just not forwarding that to the Board. Jennifer Montgomery was hired as the new director starting July 1st and they were hoping to have at least until November to see if important changes could be made, but it looks like the recommendation for closure could come as early as September or more likely October. Plans are to increase advertising and fund raising and getting the Center onto agency referral lists to increase enrollment, but there has to be enough time allowed to see if these efforts are working. C. Wells asked where our Program Discontinuance policy and procedures were and CG announced that she and Dr. Arce have been working on it, but right now it is sitting with the deans. CW asked how we can cancel programs without it and J. Nishime said it is because the Child Development Center is not an academic program, but is under student services; therefore, the Program Discontinuance policy would not apply. The Center has been moved under Dr. Miranda and the Behavioral and Social Sciences Division and Dr. Miranda plans to meet with Dr. Arce to come up with a solution. One solution would be to make the Center a lab school which it basically already is since our own Child Development majors use the Center to conduct their observations and field hours. If the Center is closed, they will have to go elsewhere to meet these program requirements. K. McLaughlin asked how many students are needed to make it show a profit and she was told J. Montgomery has those numbers.

VP – Academic Technology – Pete Marcoux (PM)

No report.

VP – Instructional Effectiveness – Janet Young (JY)

Pages 13-19 lists the programs that will be reviewed in 2013 along with the schedule for the four-year cycle review along with the two-year CTE reviews through 2016. This semester alone 27 programs will

be reviewed which includes 20 full reviews and 7 CTE reviews. Bob Klier has revised and updated the website, so please check it out.

SPECIAL COMMITTEE REPORTS

The reports were moved around slightly, but first Dr. Nishime was asked if she had anything to report. JN stated that the SLO report had been completed and actually goes to the Board tonight. The report still needs some links and references to dialogues from various minutes, but all in all it is done. The self-evaluation report is being worked on by Matt Cheung, Jean Shankweiler and Holly Shoemaker from the Center and should be ready in October.

B. Information Literacy Institutional Learning Outcome Assessment (ILO) – Assessment of Learning Committee and Institutional Research and Planning – pages 20-26

Irene Graff and Claudia Streipe repeated a presentation that was given at Flex Day this year which looked at if ECC students are information literate. The assessment included looking at ILO VI which requires students to locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students also need to understand the social, legal, and ethical issues related to information and its use. A 3-prong approach was used which included 1) a survey for faculty to get their input and feedback as to whether our students are information literate; 2) a student assessment called SAIL which is a nationwide assessment and; 3) a look at assignments, lesson plans, etc. and evaluated by the Assessment of Learning team. The questions were based on the Association of Academic and Research Libraries (ACRL) competency standards. More than 23 faculty supported the administration of the SAILS in spring 2013. A total of 367 students were tested between the main campus and the Center. The good news is that our students scored above average across the board compared to other community colleges nationwide! In most of the skill sets, performance improved as units earned increased. Areas for improvement could be having the faculty focus on areas that are the weakest such as selecting finding tools and retrieving sources. The faculty survey targeted faculty who taught the most intensive information literacy courses. The results show that competencies expected of students correlate closely with ACRL standards for most faculty. 73% of faculty teach these skills directly to students while also utilizing library orientations or YouTube videos and 58% of faculty felt their students had sufficient information literacy skills to complete assignments. The new Institutional Effectiveness page can be found on the portal. Some ideas that will be looked at in the future is to expand resources for faculty and students, instructional videos covering specific skills, and ideas for course assignments and classroom activities at a MyECC resource page.

C. Proposed Planning Model – Planning Model Team and Institutional Planning and Research – pages 27-31

Irene Graff presented the results of the Planning Model Team which met twice in summer 2013 to develop a new visual planning model based on existing processes. The charge came out of the May 10, 2013 Planning Summit and includes members from both the main campus and the Center. The model image that was created by Robin Dreizler was shown and explained to the Senate. Basically the El Camino planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. The mission underlies all that we do, with Strategic Initiatives providing direction for achieving the mission. The master plan is based on the mission and strategic initiatives and is guided by the planning components. These components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other. These components join to guide resource allocation and produce the ultimate outcome of institutional effectiveness. An explanation of how the rollover text and links to more information were presented. This model is not a done deal, but in the planning stage and will proceed through final consultations in the early fall 2013. Feedback from the Senate is welcomed and encouraged and can be sent to I. Graff.

A. Assessment of Learning Committee and SLOs Update – Janet Young (JY)

JY felt that David Marshall’s words were well received when he spoke at Flex Day. JY explained that surveys will remain part of our culture in order to see how we can continue to improve. The next survey will be to find out how well the faculty is versed in SLOs. JY announced that everything from CurricuNet is now in TracDat and training for faculty will start soon and signups will be online. M. Ichinaga asked if TracDat will allow us to track SOA’s and JY said that yes, it is much more flexible than CurricuNet. JY emphasized the fact that we need to document dialogue that occurs on campus regarding SLOs since accreditation really relies on this. She even recommended taking pictures with your phone and to always send an email to her if you ever have any meaningful conversation about SLOs, so she can document that. JY provided handouts of the SLO TracDat Template for the course level plan and training session dates and times for “Making the SLO Process Meaningful and Manageable.”

D. Course Repetition Guidelines – College Curriculum Committee – Pages 32-36 – Mark Lipe (ML)

ML shared a PowerPoint presentation regarding the Credit Courses Repetition Guidelines that were put out by the Chancellor’s office in July 2013. These new guidelines specifically put limitations on physical education courses and visual and performing arts course. Unfortunately the guidelines came out two years after the regulations did, so we have been grappling with these regs for a while now. A course is only allowed to be repeated once unless a substandard grade or W is recorded then it can be repeated a second time and if there is another substandard grade or W received then the course can be repeated a third time, but only with the dean’s consent. There are certain conditions under which a course can be repeated outside of these guidelines and are listed on page 32. Certain courses are allowed repeatability if they are courses that are necessary to meet the major requirements of CSU or UC for completion of a bachelor’s degree, if they are intercollegiate athletics courses and specific conditioning courses, and intercollegiate academic or vocational competition courses. These courses are allowed a maximum of four semester enrollments or an “abcd” and these include substandard grades or W’s. Additional limitations on intercollegiate athletic courses are listed on page 33.

The PowerPoint goes into more detail on academic/vocational competition courses and the enrollment limitations on those courses along with details about active participatory courses. The secretary had to leave before this part of the presentation was completed, so it is not known if there were additional comments made other than the ones on the PowerPoint.

ADJOURN

The meeting adjourned at an unknown time since the secretary had to leave at 1:59.
CJ/ECCSpring13

EL CAMINO COLLEGE
Office of the President
Minutes of the College Council Meeting September 9, 2013
DRAFT

Present: Francisco Arce, Linda Beam, Thomas Fallo, Julio Farias, Chris Gold, Irene Graff, Jo Ann Higdon, David Mc Patchell, Jeanie Nishime, Susan Pickens, Estina Pratt, and Luukia Smith.

1. The ECC School Year Calendars for 2014-2015 and 2015-16 were distributed. The date for the Veteran's holiday must be changed from Friday, November 7, 2014 to either November 10 or November 11. The calendars will go back to the Calendar Committee for their recommendation.

2. The following Board Policies (BP) and Administrative Procedures (AP) were distributed and will be brought back to College Council on October 7, 2013. These BP's and AP's are required by the Accrediting Commission and will go to the October 21, 2013 Board meeting.

- a. AP & BP 3200 – Accreditation;
- b. AP & BP 3410 – Nondiscrimination;
- c. AP 7150 – Evaluation;
- d. AP 7160 – Professional Development.

3. The College Council 2012-13 evaluation and goals for 2013-14 will be discussed next week.

Agenda September 16, 2013:

1. Minutes of September 9, 2013
2. College Council Evaluation/Goals

Administrative Procedure 7160**Professional Development**

The District shall establish a professional development plan consistent with the Education Master Plan and District strategic priorities.

Needs assessments surveys will be conducted to identify professional development needs among employees. Professional development activities will be planned and presented based on the results of the needs assessments and institutional priorities.

Professional development activities will be evaluated and the results will be used to improve programs and activities to ensure district and employee needs are being met.

Professional development activities, guidelines and processes including information about the Flex program are published on the District website.

Professional development activities may include, but are not limited to:

1. Improvement of teaching
2. Improvement of services to students
3. Institutional effectiveness
4. Maintenance of current academic and technical knowledge and skills
5. Training to meet institutional needs and priorities
6. Development of innovations in instructional and administrative techniques and program effectiveness
7. Computer and technological proficiency programs
8. Instructional technology
9. Training required by laws, codes, and regulations

See appropriate collective bargaining agreements for additional information regarding professional development for faculty and classified staff.

Also see AP 7341 titled Sabbaticals

Reference:

Accreditation Standard III.A.5
Education Code Sections 87767, 88220, and 88227

El Camino College
Adopted: TBD - 2013

AP 7160 Professional Development – CCLC Template

Reference:

Accreditation Standard III.A.5

Note: *This procedure is **suggested as good practice**. Insert local practice, which may include separate processes for administrators, faculty, and classified staff, and full and part time employees.*

EL CAMINO COMMUNITY COLLEGE DISTRICT SCHOOL YEAR CALENDAR - DRAFT 2014-2015

JULY 2014

S	M	T	W	T	F	S
		1	2	*3	[4]	[5]
[6]	7	8	9	10	[11]	[12]
[13]	14	15	16	17	[18]	[19]
[20]	21	22	23	24	[25]	[26]
[27]	28	29	30	31		

NOVEMBER 2014

S	M	T	W	T	F	S
						1
2	3	4	5	6	*7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	*27	*28	[29]
[30]						

MARCH 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	[14]
[15]	(16)	(17)	(18)	(19)	(20)	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2014

S	M	T	W	T	F	S
						[1] [2]
[3]	4	5	6	7	(8)	[9]
[10]	11	12	13	14	(15)	[16]
[17]	(18)	(19)	(20)	{21}{22}	23	
24	25	26	27	28	29	30
31						

DECEMBER 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	[13]
[14]	(15)	(16)	(17)	(18)	(19)	[20]
[21]	(22)	(23)	*24	*25	[26]	[27]
[28]	[29]	[30]	*31			

APRIL 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER 2014

S	M	T	W	T	F	S
	*1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JANUARY 2015

S	M	T	W	T	F	S
				*1	(2)	[3]
[4]	(5)	(6)	(7)	(8)	(9)	[10]
[11]	(12)	(13)	(14)	{15}	{16}	17
18	*19	20	21	22	23	24
25	26	27	28	29	30	31

MAY 2015

S	M	T	W	T	F	S
						1 2
3	4	5	6	7	8	9
10	11	12	13	14	15	[16]
[17]	(18)	(19)	(20)	(21)	(22)	[23]
[24]	*25	26	27	28	(29)	[30]
[31]						

OCTOBER 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2015

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8	9	10	11	12	13	14
15	*16	17	18	19	20	21
22	23	24	25	26	27	28

JUNE 2015

S	M	T	W	T	F	S
	1	2	3	4	(5)	[6]
[7]	8	9	10	11	[12]	[13]
[14]	15	16	17	18	[19]	[20]
[21]	22	23	24	25	[26]	[27]
[28]	29	30				

Fall	Spring	Flex Days	Summer	No Classes
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- { }** - Staff Development Flex Days – Campus Remains Open – Classes not in session
- []** - Campus Closed
- [*]** - Holidays (Management, Faculty, Staff, and Students) – Campus Closed
- ()** - Campus Remains Open – Classes not in session

Board Approved:

5/21/2013, Revised 5/22/13

EL CAMINO COMMUNITY COLLEGE DISTRICT SCHOOL YEAR CALENDAR - DRAFT 2015-2016

JULY 2015

S	M	T	W	T	F	S
			1	2	[3]	[4]
[5]	*6	7	8	9	[10]	[11]
[12]	13	14	15	16	[17]	[18]
[19]	20	21	22	23	[24]	[25]
[26]	27	28	29	30	[31]	

NOVEMBER 2015

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8	9	10	11	12	*13	14
15	16	17	18	19	20	21
22	23	24	25	*26	*27	[28]
[29]	30					

MARCH 2016

S	M	T	W	T	F	S
		1	2	3	4	5
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27	28	29	30	31		

AUGUST 2015

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[9]	10	11	12	13	(14)	[15]
[16]	(17)	(18)	(19)	{20}	{21}	22
23	24	25	26	27	28	29
30	31					

DECEMBER 2015

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	[12]
[13]	(14)	(15)	(16)	(17)	(18)	[19]
[20]	(21)	(22)	(23)	*24	*25	[26]
[27]	[28]	[29]	[30]	*31		

APRIL 2016

S	M	T	W	T	F	S
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24	25	26	27	28	29	30

SEPTEMBER 2015

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27	28	29	30			

JANUARY 2016

S	M	T	W	T	F	S
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[3]	(4)	(5)	(6)	(7)	(8)	[9]
[10]	(11)	(12)	(13)	{14}	{15}	16
17	*18	19	20	21	22	23
24	25	26	27	28	29	30
31						

MAY 2016

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8	9	10	11	12	13	[14]
[15]	(16)	(17)	(18)	(19)	(20)	[21]
[22]	(23)	(24)	(25)	(26)	(27)	[28]
[29]	*30	31				

OCTOBER 2015

S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	*12	13
14	*15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

JUNE 2016

S	M	T	W	T	F	S
				1	2	(3) [4]
[5]	6	7	8	9	[10]	[11]
[12]	13	14	15	16	[17]	[18]
[19]	20	21	22	23	[24]	[25]
[26]	27	28	29	30		

Fall	Spring	Flex Days	Summer	No Classes
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- { } - Staff Development Flex Days – Campus Remains Open – Classes not in session
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- * - Holidays (Management, Faculty, Staff, and Students) – Campus Closed
- () - Campus Remains Open – Classes not in session

Board Approved:

5/21/13, Revised 5/22/13



EL CAMINO COLLEGE

Office of Academic Affairs

September 3, 2013

TO: Francisco Arce

FROM: Quajuana Chapman

SUBJECT: Associate Degrees for Transfer AA-T/AS-T (Update)

The College has nine approved AA-T degrees. Ten additional AA-T/AS-T degrees were submitted to the Chancellor's Office for approval in spring 2013.

The following transfer degrees are approved by the Chancellor's Office and will appear in the 2013-2014 college catalog.

1. Administration of Justice AS-T
2. Communication Studies AA-T
3. Geography AA-T
4. Geology AS-T
5. History AA-T
6. Mathematics AS-T
7. Physics AS-T
8. Psychology AA-T
9. Sociology AA-T

The following transfer degrees were submitted to the Chancellor's Office for approval. The review process is taking approximately 90 days.

	<u>Date Submitted</u>
1. Business Administration AS-T	7/23/13
2. Computer Science AS-T	8/08/13
3. Early Childhood Education AS-T	7/08/13
4. Elementary Teacher Education AA-T	7/18/13
5. English AA-T	7/09/13
6. Journalism AA-T	8/01/13
7. Political Science AA-T	7/30/13
8. Art History AA-T	8/16/13
9. Studio Arts AA-T	8/16/13
10. Theatre Arts AA-T	8/20/13

There are four transfer degrees at various stages of review. These degrees will be reviewed by the College Curriculum Committee in Fall 2013.

1. Anthropology AA-T
2. Music AA-T
3. Philosophy AA-T
4. Spanish AA-T

Educational Policies Co-Chairs Meeting

Tuesday, Sept. 10, 1-2:00

In Attendance: Alice Martinez, Jean Shankweiler, Chris Gold

I) Committee membership

- Susan Taylor (Math) will be joining the committee
- We need to build the committee to include reps from counseling, Compton, Industry and Technology, and Humanities and/or Natural Sciences
- Chris will:
 - Contact Dr. Regina Smith to request a rep from counseling
 - Contact Stephanie Rodriguez to help find a rep from Industry and Technology (ask about Rene Newhall – welding)
 - Contact Michael Odanaka to find out about the CEC rep.
- Jean will try to find a rep from Natural Sciences
- Alice will try to find a rep from Humanities

II) BP/AP 4021 Program Discontinuance

- BP/AP 4021 has been in development and consultation for 5 years. Last Nov. Dean Lew presented a draft that the Senate returned with revisions that were in turn not acceptable to administration. In April Dr. Arce and Chris Gold developed a draft that was not acceptable to Dean Lew. Chris will look at Tom Lew's Nov. draft and consider supporting it with minor revisions. Although it does not create a proscribed process to allow a program the opportunity to repair itself, it does include a large role for the Senate in the process.
 - Chris and Alice will: Meet with Tom Lew and Gloria Miranda and ask that Stephanie Rodriguez and Rodney Murray be invited since they have some particular concerns.

III) BP 4030 Academic Freedom

- Last spring Chris worked with the union to develop a draft that included language wanted by the union. The union wanted to take the lead on this.
 - Chris will: check with the union to see if the new draft is acceptable and if there is anything we can do to help move it forward.

IV) AP 4050 Articulation

- Jean will follow up with this one and work on it.

V) AP/BP 3200 Accreditation

- This will go to the Senate for consultation. Feedback will be taken back to College Council.
- Issues to Consider:

- This partially falls into the 10+1 that places “faculty roles and involvement in the accreditation process, including self-study and annual reports” in the Senate purview.
- The statement about campus wide involvement may belong in the policy.
- The procedure does not explain our campus accreditation processes.
- We may use this procedure to describe our process in general terms and to create/explain a process that would ensure that accreditation becomes an on-going, continuous process on campus.

VI) AP 7150 Evaluation

- This will be presented to the Senate as an information item on Sept. 17.
- It is a negotiable item.

VII) AP 7160 Professional Development

- This falls partially under Senate purview, which include “Policies for faculty professional development activities.”
- It will go to the Senate as an information item on Sept. 17
- It will also be forwarded to the Faculty Development Committee for a recommendation.
- We have one month to consult on this and bring our feedback back to College Council.

VIII) AP/BP 3410 Nondiscrimination

- This will be presented as an information item to the Senate on Sept. 17
- Some of the inconsistencies in the listing of protected groups may be due to the terms used in legal code and may be necessary. Linda Beam is reporting back to College Council on this.

District Profile, 2013

El Camino Community College District

Introduction

The purpose of this data compilation is to highlight the characteristics of the district community and the student community to provide baseline background information for the college's enrollment management planning. The data included below will include demographics for the El Camino Community College District, incoming student demographic data, and projections for future populations.

Data Sources

Data sources include the U.S. 2010 Census for general demographics, the 2011 5-year American Community Survey for economic and educational estimations, and California Department of Education data for school API, rankings and graduation data. Chancellor's Office MIS data and local data are used for student enrollment trends. Finally, projections for future populations compiled by Economic Modeling Specialists, Inc (EMSI) from the California Labor Market Information Department are included.

District Profile

The El Camino Community College District includes the cities of El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach, and Torrance. According to the 2010 US Census, the combined population of these cities was almost 533,000 people. The largest populations come from Inglewood, Torrance and Hawthorne. Redondo Beach also contributes a sizeable population. The district city populations and the percentage of the total population contributed by each city can be found in Table 1.

TABLE 1: DISTRICT POPULATION BY CITY

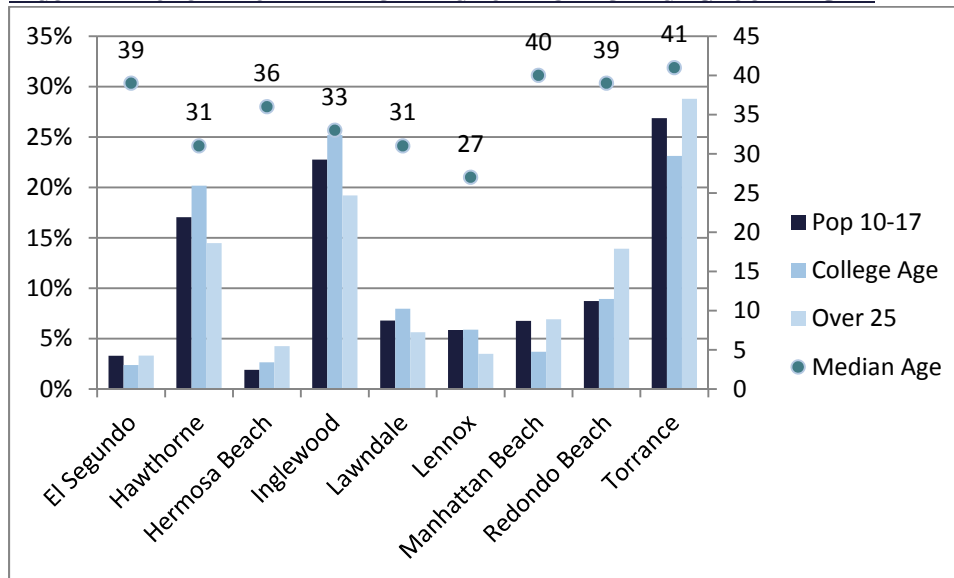
City	Population	Percent
El Segundo	16,654	3.1%
Hawthorne	84,293	15.8%
Hermosa Beach	19,506	3.7%
Inglewood	109,673	20.6%
Lawndale	32,769	6.1%
Lennox	22,753	4.3%
Manhattan Beach	35,135	6.6%
Redondo Beach	66,748	12.5%
Torrance	145,438	27.3%

Source: US Census 2010

Since different age groups use the college resources in different ways, Figure 1 shows the percentage of different age group populations provided by each city. The people in the 10-17 age range are people who will be entering college in the next few years. College age students are 18-24 and represent the population who make up the majority of the College’s new students. The population 25 and older years old often continues to make use of the college. During the 2012-13 school year, the 25 and older group accounted for 30% of the unduplicated students who enrolled in the college.

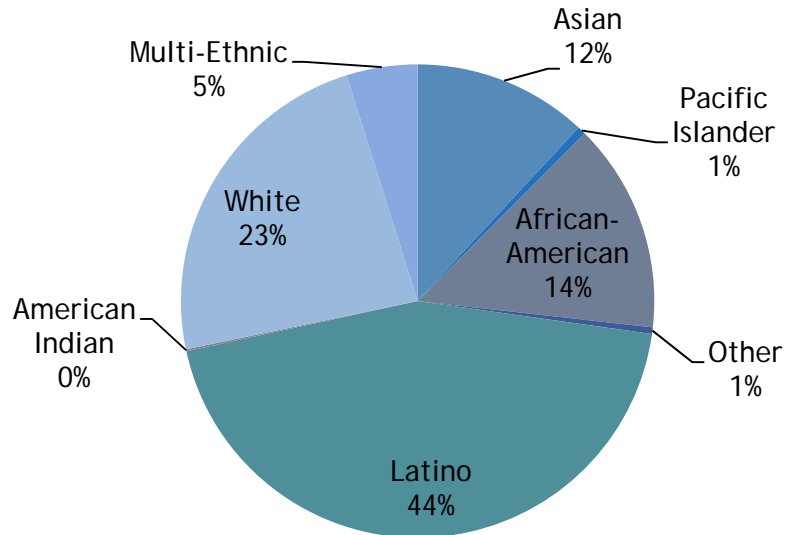
Not surprising, cities with a higher median age have a higher relative percentage of the over 25 age population than they have for the younger age groups. Torrance, El Segundo, and the Beach cities have the oldest populations.

FIGURE 1: POPULATION BY PERCENTAGE OF DISTRICT AGE GROUP BY CITY



Source: US Census 2010

In terms of race/ethnicity, the district is now one third Latino and one third White. The rest of the population is almost evenly split between Asian and African-Americans. Among the 10-17 year old and college age populations (Figure 2), Latinos comprise 45% of the district population. African-Americans still make up about one sixth of the relative population, while White drops to less than 25% and Asians drop to 10%.

FIGURE 2: DISTRICT COLLEGE AGE POPULATION BY ETHNIC GROUP

Source: US Census 2010

Student Profile

Students who first came to El Camino College during Falls 2010, 2011, and 2012 are analyzed to determine the characteristics of students entering El Camino College. Table 2 shows the cities where new students reside.

TABLE 2: STUDENT POPULATION BY CITY

City	City Rank	Percent N=12,633
Torrance	1	19.5%
Los Angeles*	2	19.4%
Hawthorne	3	9.8%
Gardena	4	8.7%
Inglewood	5	6.8%
Redondo Beach	6	5.2%
Lawndale	7	4.9%
Carson*	8	4.4%
Compton*	9	2.8%
San Pedro*	10	2.5%
Rancho Palos Verdes*	11	1.6%
Manhattan Beach	15	1.0%
El Segundo	16	1.0%
Hermosa Beach	18	0.5%
Lennox	27	0.2%

*Cities fall outside the District boundaries.

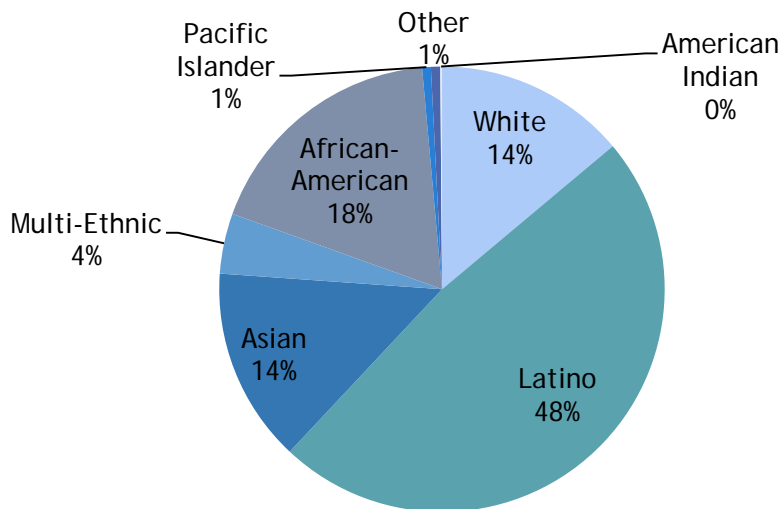
Source: US Census 2010 & Local data

Almost 50% of the new first-time students come from within the District boundaries. Close to 20% come from Los Angeles which borders the district. Torrance, which accounts for 23% of the District's college age population, makes up 20% of the new student population. Inglewood, the District's second most populous city only provides 7% of the new students to the college.

College age population is used as a comparison with new students because only 9% of all new students are 25 years or older. Eighty-three percent fall within the 18-24 year old range.

Ethnically, new students are similar to their proportions of the college age population within the district boundaries (Figure 3), with the exception of White students. Latinos, African-Americans, and Asians each enroll at rates within a few percentage points of the relative population within the district. White students, on the other hand, enroll at rates slightly higher than half of the relative college age population.

FIGURE 3: ETHNICITY OF NEW STUDENTS



Source: Local data

Feeder High Schools

Students come to El Camino College from schools throughout Southern California. Of the 12,633 new students who first came to El Camino College during the 2010-2012 Fall terms, 60% have identifiable high schools (many students have “unidentified Public HS” coded in their files). Of the students with an identified high school, 57% come from within a district school (see Appendix A). However 78% come from schools traditionally considered “feeder schools”. In terms of outcomes, these feeder schools are at extreme ends of the spectrum based on state rankings of API (Table 3). The state API ranking is based on a scale of 1-10 with 10 being awarded to schools with the highest achievement in terms of standardized test targets. Five schools are among the state's highest rated and have large percentages of graduates who are UC eligible. But there are also several schools that are the state's lowest rated and have less than one quarter of graduates eligible to attend a UC.

TABLE 3: NEW ENROLLMENTS BY HIGH SCHOOL

High School	Fall 2010	Fall 2011	Fall 2012	Total	API Rank	%UC Eligible
Hawthorne	162	141	127	430	2	24.5
Lawndale	89	79	97	265	5	51.5
Leuzinger	141	122	123	386	3	34.5
El Segundo	56	44	49	149	10	86.9
Inglewood	32	35	34	101	1	21.4
Morningside	36	31	34	101	1	27.5
Gardena*	116	128	121	365	1	24.9
Narbonne*	111	127	121	359	3	26.8
Carson*	104	78	91	273	2	22.1
Mira Costa	104	77	62	243	10	89.3
Redondo Union	217	148	158	523	9	51.9
Torrance	197	192	171	560	8	46.8
North	222	190	209	621	8	42.5
South	138	148	113	399	10	62.0
West	183	163	139	485	10	58.6
San Pedro*	81	73	66	220	3	25.6
Palos Verdes*	78	60	62	200	10	84.7
Washington*	58	50	42	150	1	24.9
Total	2,125	1,886	1,819	5,830		

*High Schools fall outside District boundaries.

Source: Local Data & CDE downloadable data

Unfortunately, the disparity we see in the school rankings underlies a problem with equity in the education system. While 73% of the Asian and 89% of the White students come from schools in the top 30% of state rankings, 70% of African-American and 61% of Hispanic students come from schools which rank in the bottom 40% of state rankings.

Because not all students could be matched to a school, students were matched by location to determine the school district associated with their addresses. This method allowed us to match over 95% of the students with a school district (Table 4). While most students attend their local school, we have no way of knowing if the students who do not have an identified school actually attended high school within their district. Over 40% live in areas associated with the Los Angeles Unified School District. Many students also live in the Torrance and Centinela Valley Union HS Districts. Table 4 shows El Camino first time enrollments by school district residence along with district API. API scores below 800 can be considered low performing, which includes large feeders like Los Angeles Unified and Centinela Valley Union High School Districts.

TABLE 4: NEW ENROLLMENTS BY HIGH SCHOOL DISTRICT RESIDENCE

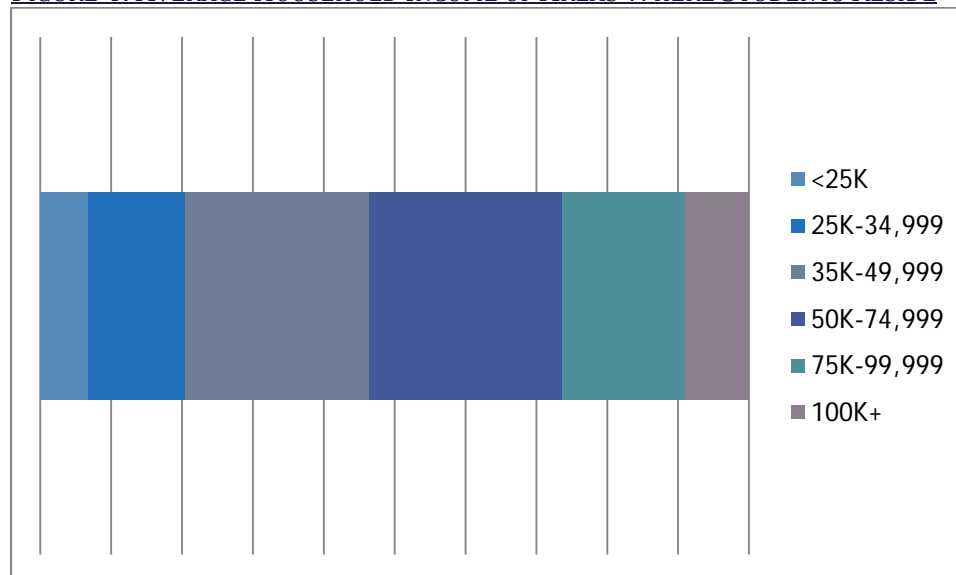
High School	District API	Students
Los Angeles Unified	746	5,084
Torrance Unified	869	2,126
Centinela Valley Union High	698	2,123
Inglewood Unified	719	621
Redondo Beach Unified	892	597
Compton Unified	697	450
Palos Verdes Peninsula Unified	924	265
Long Beach Unified	784	166
Manhattan Beach Unified	940	130
El Segundo Unified	894	126

Source: Local Data & US Census Data & CDE Data

Student Socioeconomics

Because we have limited data for individual student socioeconomic status unless the student applies for financial aid, location-based data from the US Census is tied to a student based on the home address provided by the student (Figure 4).

Fifty-eight percent of new El Camino Students come from areas where less than 25% of the population over 25 years has earned a BA or higher degree. This indicates new students may be lacking the social capital necessary to achieve in college. Associated with this is the relatively low economic status of many of the students. Approximately 47% of the new students live in areas where the average household income is less than \$50,000. Approximately 7% live in areas that are below the Federal poverty line for a family of four.

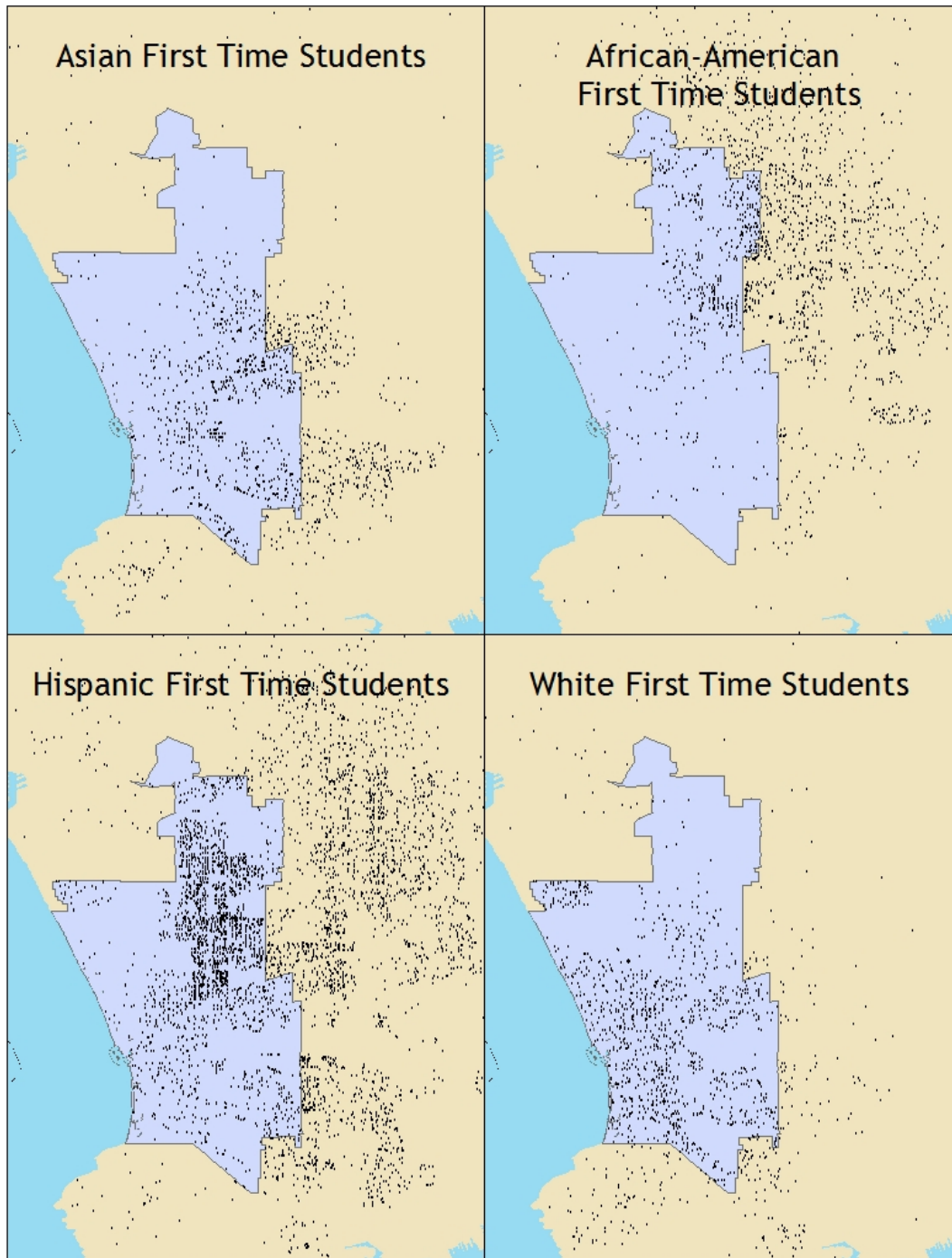
FIGURE 4: AVERAGE HOUSEHOLD INCOME OF AREAS WHERE STUDENTS RESIDE

Source: American Community Survey 5-year Estimates, 2011

The figure below illustrates where new students reside by ethnicity. There are apparent clusters for each major ethnic group. African-American and Latino students are clustered in the areas north and northeast from the college. Asians are mainly south of the college. White students tend to come from southwest of the college. The areas where White and Asian students are

clustered correlates with higher performing school districts, while the areas where African-American and Hispanic students reside are associated with the lower performing school districts.

FIGURE 5: RESIDENCE OF FIRST TIME STUDENTS BY LOCATION



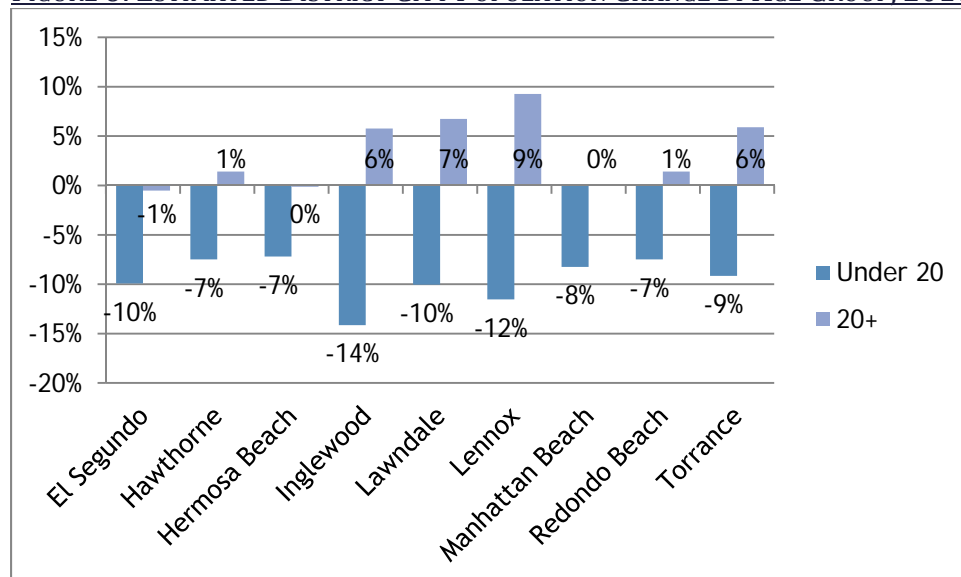
Source: Local Data & ESRI GIS

Future Projections

The district as a whole is projected to decrease in population through 2020. Some district cities are expected to see an increase in population for people over the age of 20 but this is mainly due to the aging of the populace. However, all district cities are expected to see large decreases in

the number of people under the age of 20. This is important because, as stated before, 83% of new students are younger than 25 and almost half come from District cities. Most of those are 18-19 years old. A decline in the younger population indicates a smaller pool of local students available for recruitment to El Camino.

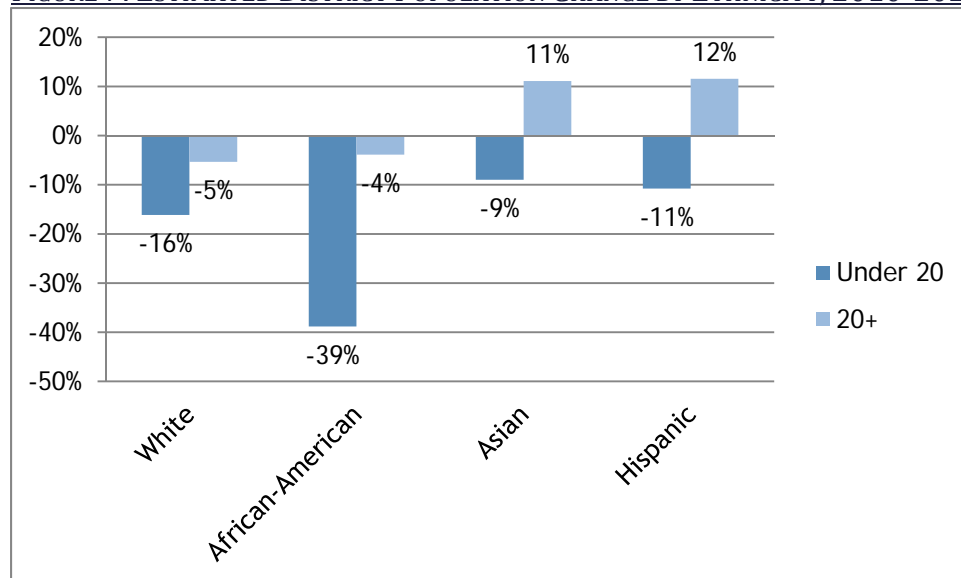
FIGURE 6: ESTIMATED DISTRICT CITY POPULATION CHANGE BY AGE GROUP, 2010-2020



Source: EMSI Projection Estimates

The expected change would affect all ethnic groups (Figure 7), but the local African-American population will see the greatest relative decline, especially in the younger age groups. Asians and Latinos are expected to see a decline in the younger age groups, but unlike the other major race groups, their adult populations are expected to see an increase.

FIGURE 7: ESTIMATED DISTRICT POPULATION CHANGE BY ETHNICITY, 2010-2020



Source: EMSI Projection Estimates

Based on 9th grade enrollments in local schools and the rates at which feeder schools have been providing students to El Camino College, we will expect to see declining enrollments coming

from our local feeders for the next few years unless mitigating steps are taken (Table 5). This will continue in the coming years with the projected decline in local populations under the age of 20. These projections are based on available information which includes self-reported high school. As mentioned earlier, almost 40% of new students do not have an identifiable high school. Therefore, these numbers may increase with improved record keeping. Also, these projections are based on the assumption that schools continue funneling students to El Camino at consistent rates regardless of external factors.

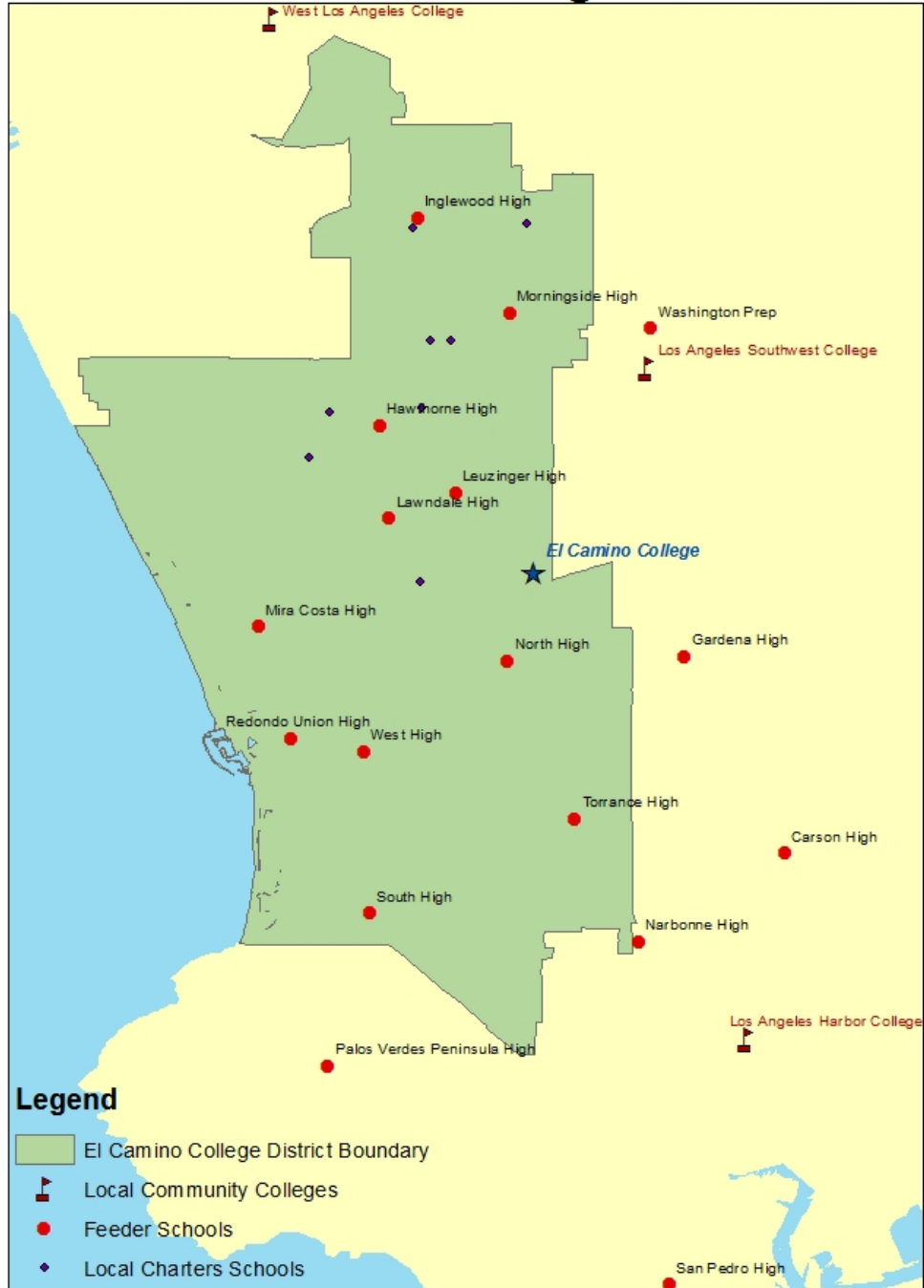
TABLE 5: ESTIMATED NEW ENROLLMENTS BY HIGH SCHOOL, 2013-2015

High School	New Students per Year		
	Fall 2013	Fall 2014	Fall 2015
Hawthorne	83	94	93
Lawndale	101	136	160
Leuzinger	94	69	43
El Segundo	48	47	55
Inglewood	32	31	29
Morningside	26	26	22
Gardena	114	90	65
Narbonne	123	121	112
Carson	95	90	77
Mira Costa	92	90	106
Redondo Union	74	72	72
Torrance	167	161	162
North	214	207	199
South	136	128	134
West	184	179	183
San Pedro	81	66	73
Palos Verdes	78	90	98
Washington	29	27	25
Total	1,770	1,725	1,707

Source: Local Data & CDE Data

APPENDIX A

El Camino Feeder High Schools



El Camino College



Follow-Up Report 2013

To

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

Submitted By

**El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506**

**310-532-3670
www.elcamino.edu**

October 2013

Report Preparation

This follow-up report is in response to the Accreditation Commission for Community and Junior Colleges (ACCJC) Action Letter dated February 11, 2013.

The Follow-Up Report 2013 was prepared by SLO Coordinators Kaysa Laureano-Ribas, Christopher Mello, Chelvi Subramaniam, and Janet Young; Associate Dean of Academic Affairs, Robert Klier; and Vice President of Academic Affairs, Dr. Francisco Arce. This report has been reviewed by all major consultative groups on campus. <In addition, the report was accepted by the El Camino Community College District Board of Trustees at their meeting September 3, 2013, and is published on the College website.>

Recommendation 2: Student Learning Outcomes

The college should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program, and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure that the College shall attain, by 2012, the level of Proficiency in the ACCJA Rubric for Evaluating Institutional Effectiveness: Part III: Student Learning Outcomes (II.A.1.b; II.A.2; II.A.2.a.2; II.A.6; II.A.7).

After submission by El Camino College of its Follow-Up Report and the subsequent November 14, 2012 Follow-Up Team Visit, the Commission required the College to fully resolve the deficiencies noted in the above recommendation. While the evaluation team noted the development of a plan and timeline for Student Learning Outcomes (SLOs) as well as increased course SLO assessment from 2011 to 2012, it recognized that the plan had not resulted in achievement of Proficiency level by fall 2012. They identified that the College needed to:

- Increase and strengthen course SLO assessment
- Ensure degree program assessment of outcomes fully addresses range of knowledge and competencies expected of students
- Ensure assessment results promote fine tuning of curriculum and other changes resulting in improved student learning

A. Response to the Recommendation

Since the Commission's Follow-Up Team Visit in November 2012 and the Commission's Action Letter delivered in February 2013, El Camino College faculty, staff, and administration have been engaged in a college-wide accelerated effort to identify and assess measurable student outcomes. The twenty-three member cross-disciplinary Assessment of Learning Committee (ALC), the SLO Coordinators and SLO Facilitators, and the Office of Academic Affairs have coordinated this comprehensive effort.

The College engaged in a wide variety of student learning outcomes assessment actions, including the following:

1. Conducted a campus-wide SLO audit to attain verified and improved SLO assessment count
2. Integrated SLO reporting and dialogue into a range of meetings and consultative bodies
3. Promoted increased collaboration and communication regarding student learning among faculty, SLO Facilitators, SLO Coordinators, division deans, and the Office of Academic Affairs
4. Allocated budgetary resources for SLO efforts, including hiring and staff development
5. Articulated a mission, goals, and planning activities for the Assessment of Learning Committee
6. Implemented new SLO tracking software
7. Improved SLO assessment reporting and review methods to elicit higher quality analysis and action plans to improve student learning

8. Conducted SLO assessment quality training and presentations
9. Clarified and revised Program Learning Outcome (PLO) guidelines, essential assessment outcomes components, and the PLO approval process
10. Reviewed all PLOs to ensure breadth and quality of assessment outcomes
11. Continued to incorporate PLO results into fine-tuning of instruction, curriculum, and planning.
12. Included additional SLO prompts and guidelines in the Program Review template to more fully integrate SLOs into planning, review, and budgetary processes
13. Standardized SLO alignment grids and timelines
14. Redesigned the SLO website for ease-of-use and to include additional materials for faculty, staff, administration, and community members
15. Created an Annual Campus Assessment Plan and designed an Annual SLO Coordinators Report

The College has resolved Recommendation 2 and continues to make significant progress in implementing teaching, curricular, and other changes based on assessment outcomes. The College is beyond Proficiency level according to the Commission's *Rubric for Institutional Effectiveness: Student Learning Outcomes* and by fall 2014 will meet all criteria of the Sustainable Continuous Quality Improvement level.

This report responds to the noted deficiencies by analyzing the College response to the findings and describing how deficiencies have been resolved. This report then provides an update on additional plans relating to assessments and how those plans will advance the College to the Sustainable Continuous Quality Improvement level.

The decisions reached and the actions taken by the College are the result of significant institutional progression in the assessment process. The steps outlined below are evidence of the College's commitment to this process.

B. Analysis and Resolution of Deficiencies

In response to the recommendations made by the Commission's November 2012 Follow-Up Team Visit and the findings of the Commission's February 2013 Action Letter, the College acted positively. The Commission's actions provided the College with the opportunity to further clarify and enhance outcomes assessment processes. The March 2013 issue of *The President's News* clearly outlined the College's goals regarding SLOs and assessment¹. Discussion regarding assessment intensified at all institutional levels, including meetings of the Academic Senate², the Council of Deans³, and Academic Affairs Deans and Directors⁴. Academic division⁵ and

¹ <http://www.elcamino.edu/administration/president/archives/2013/presnews03072013.pdf>

² <http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes2.19.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes5.21.2013.pdf>

³ <http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes1.24.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.14.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.28.2013.pdf>

⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting5.2.2013.pdf>

department meetings⁶ also addressed needed actions for sustainable outcomes assessment, as did Assessment of Learning Committee (ALC) meetings⁷. The College recognized and acted on the need to be more articulate and specific regarding what assessment means to the College, its mission, and student learning.

The College allocated appropriate resources to address assessment issues and to continue to improve the number and quality of SLO assessments. The College filled the vacant Associate Dean of Academic Affairs position, a position created in 2010 to specifically oversee and support the College's work with learning outcomes, program review, and curriculum⁸. The College also continued to fund four SLO Coordinator positions and fourteen SLO Facilitator positions. The four SLO Coordinator positions were again funded at 33 percent re-assigned time each⁹. These positions were established in 2006 in order to coordinate campus assessment efforts and will continue to be funded at these levels through at least AY 2013-2014. SLO Coordinators were also approved for a significant number of summer 2013 hours to implement new SLO tracking software, prepare faculty training resources, and update the SLO website¹⁰. SLO Facilitator positions were initially funded for a total of up to 70 hours each for AY 2012-2013¹¹. When the audit work and assessment improvement efforts warranted additional necessary work, the College funded SLO Facilitators for up to an additional 35 hours each¹². The work of the SLO Coordinators and SLO Facilitators was essential to the College successfully addressing and strengthening its level, quality, and usage of assessments. The College also funded attendance for four SLO Coordinators, the Vice-President of Student and

<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting6.6.2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeetingAugust2013.pdf>

⁵ http://www.elcamino.edu/cmte_minutes/minutes/1124/04182013103035.pdf

http://www.elcamino.edu/cmte_minutes/minutes/1124/03142013114831.pdf

http://www.elcamino.edu/academics/naturalsciences/docs/Div_Council_Minutes_2012-11-20.pdf

http://www.elcamino.edu/academics/naturalsciences/docs/SLO_Mtg_Minutes_2012-9-17.pdf

<http://www.elcamino.edu/academics/humanities/SLO%20March%202012%20minutes.pdf>

<http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/Spring%202013%20-%20B%20%20SS%20%20Flex%20Day%20Minutes.pdf>

<http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20April%204%202013.pdf>

<http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20December%206%202012.pdf>

⁶ <http://www.elcamino.edu/academics/behavioralsocial/childhooded/Childhood%20Education%20Department%20Minutes%20-%20Spring%202013.pdf>

<http://www.elcamino.edu/academics/behavioralsocial/economics/Economics%20Department%20Minutes%20-%20Spring%202013%20Revised.pdf>

<http://www.elcamino.edu/academics/humanities/journalism/Journalism%20mtg%20minutes%20Apr%203%202013.pdf>

<http://www.elcamino.edu/academics/humanities/Academic%20Strategies%202-16-13.pdf>

<http://www.elcamino.edu/academics/humanities/FL%20Minutes%20Apr%2016%202013.pdf>

http://www.elcamino.edu/academics/naturalsciences/astronomy/docs/Astronomy_Mtg_Minutes_2012-10-18.pdf

http://www.elcamino.edu/academics/naturalsciences/lifescience/docs/Life_Science_Mtg_Minutes_2013-3-19.pdf

http://www.elcamino.edu/academics/naturalsciences/earth/doc/Earth_Science_Mtg_Minutes_2012-12-4.pdf

<http://www.elcamino.edu/academics/behavioralsocial/politicalsci/Political%20Science%20Department%20Minutes%20-%20Spring%202013.pdf>

⁷ http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf

http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/2-25-13_Agenda.pdf

http://www.elcamino.edu/academics/slo/docs/alcagenda1/fall2012/9-10-12_Agenda.pdf

⁸ <http://www.elcamino.edu/administration/vpaa/orgchart.asp>

<http://www.elcamino.edu/academics/slo/sloreportevidence/JobDescriptionAssociateDeanAcademicAffairs.pdf>

⁹ <http://www.elcamino.edu/academics/slo/contact.asp>

¹⁰ http://www.elcamino.edu/administration/board/agendas/2013/6-17-13_agenda.pdf

http://district.compton.edu/board_of_trustees/agenda-06-18-2013.pdf

¹¹ http://www.elcamino.edu/administration/board/agendas/2008/7-16-12_agenda.pdf

<Add CEC Board Items for SLO Facilitators/Coordinator>

¹² http://www.elcamino.edu/administration/board/agendas/2013/4-15-13_agenda.pdf

Community Advancement, and the Vice-President of Academic Affairs at the April 19, 2013 ACCJC Regional Workshop at Pierce College¹³. A presenter at this workshop, David Marshall of the Institute for Evidence-Based Change, was then brought to the College to present the keynote address and several breakout sessions for the fall 2013 Flex Day activities¹⁴. The College remains committed to providing proper resources as it fine-tunes the practices used to reach the initial stages of Sustainable Continuous Quality Improvement level.

Strengthening Student Learning Outcomes Assessments and Usage

The College's SLO processes continue to be evaluated and refined to achieve best practices. Organizational structures continue to support the assessment and improvement of student learning as well as to encourage widespread dialogue about outcomes and assessment. The prioritization of student learning improvement at all levels demonstrates that the College is progressing into Sustainable Continuous Quality Improvement status.

In March 2013, the College was able to state that its rate of course assessment was significantly higher than had been reported to Commission in October 2012 due to a malfunction of the CurricUNET database¹⁵. At the programming level of the database, assessment reports had become de-linked from their courses and, while backup hard copies of the reports existed, the College had used figures from CurricUNET in its October 15, 2012 Follow-Up Report to the Commission. The database was stabilized and the SLO Coordinators initiated an audit of completed course assessments to determine a verified number of assessments.

The audit included the following steps:

1. Coordinators generated a form listing all active courses.
2. All courses with active SLO assessment reports in CurricUNET were marked off.
3. The lists of Courses with No SLO Assessment Reports were given to all divisions for verification¹⁶.
4. If an electronic or hard copy of a course assessment report existed, the division noted that on the form.
5. The existence of the electronic or hard copy assessment reports was verified by the SLO Coordinators¹⁷.
6. Courses that had not been offered within the past three years were inactivated by faculty and removed from the list¹⁸.
7. The collected and verified information was used to generate a list of courses needing to be assessed, which was then distributed to each division.
8. All courses on the lists were scheduled for assessment¹⁹.

¹³ <http://www.elcamino.edu/academics/slo/sloreportevidence/ACCJCRegionalWorkshopProgram.pdf>

¹⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf>

¹⁵ <http://www.elcamino.edu/administration/board/agendas/2013/03-18-2013-agenda.pdf>

¹⁶ <http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivision.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivisionSampleCompleted.pdf>

¹⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorDeansAuditMeetingsSpring2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditBindersVerification.pdf>

¹⁸ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

¹⁹ <http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSample-FineArtsDivision.pdf>

9. Academic deans and SLO Facilitators worked with faculty to complete assessments before end of spring 2013 semester.
10. Remaining assessments were scheduled for subsequent semesters through spring 2014²⁰.

As a result of the SLO audit process, the actual assessment completion rate was verified in March 2013 as 76 percent rather than the 55 percent completion rate initially reported to the Commission. By the end of spring 2013 semester, the College's overall assessment completion rate had increased to a verified 93 percent²¹. Due to course offering cutbacks and scheduling issues, the College was not able to reach a 100 percent assessment completion rate. By the end of summer 2013, the College assessment completion rate was 96 percent and on track for a 100 percent completion rate by fall 2014²².

The audit process prompted divisions to address absent assessments in an increasingly systematic manner, resulting in an accelerated effort to complete meaningful and high-quality assessments. Deeper engagement by faculty, SLO Facilitators, and division deans and associate deans led to vigorous accounting procedures and a close grasp of needed assessments. In facilitating the SLO audit, the SLO Coordinators produced more detailed course lists and SLO tracking tables and were able to account for special cases such as Independent Study courses and planned course inactivations. The migration to new SLO tracking software in summer 2013 was facilitated by this accounting process.

The audit process also motivated additional reporting and dialogue among the college areas. Robust discussion intensified amongst faculty, SLO facilitators, division deans and associate deans, SLO coordinators, Curriculum Committee, the Assessment Learning Committee, and the Vice-President of Academic Affairs²³. The SLO Coordinators engaged in frequent SLO dialogue by meeting with and providing workshops for faculty, SLO Facilitators, and division deans, and by regular contact with the Vice-President of Academic Affairs. SLO Coordinators also continued to regularly attend department, division, and Academic Senate meetings. SLO-specific items were systematically included in meetings of the academic departments, division

<http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSampleCompleted.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAssessmentsDueFall2012.pdf>

²⁰ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditFindingsAllDivisionsSpring2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/Audit-CoursesToReach100Percent.pdf>

²¹ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforECCJune2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforCECMay2013.pdf>

²² <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdatebyDivisionthroughFall2014-8.20.2013.pdf>

²³ <http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateSLOMessageJune2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateFall2013WelcomeMessage.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessageToFineArtsFacultySpring2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSLOCommitteeMeetingMinutesSpring2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDeanMessageToFacultyForTeacherEvaluation.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleDivisionMemoSpring2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleMessageFacilitatorandDean.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSampleMessageFacilitatorsCoordinatorandDeans.pdf>

http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106

<http://www.elcamino.edu/academics/slo/alc.asp>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorsMeetingsSampleAgenda.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOMessageFromVPAASpring2013.pdf>

councils, Assessment Learning Committee, Academic Senate, and El Camino College Board of Trustees²⁴. An Academic Senate Vice President of Instructional Effectiveness position was established in spring 2012 and reports on assessment activities during each Academic Senate meeting²⁵. SLO, standards, and assessment content and dialogue has become a more prominent and regular feature of the College's Flex Day presentations and the division Flex Day activities²⁶. The College also continued to evaluate its outcomes assessment processes²⁷.

Faculty feedback, the audit process, and a thorough analysis of the SLO database, CurricUNET's SLO Module, indicated that the College should research and identify other possible SLO tracking software. The research process, conducted by the SLO Coordinators, began in early spring 2013 and resulted in the presentation of SLO software options to a diverse group of faculty, staff, and administration in April 2013. Those present at this session provided feedback to the SLO Coordinators who then recommended purchase of the TracDat software based on overwhelmingly positive response to this option²⁸. In May 2013, the College contracted with Nuventive to provide TracDat software to both campus locations and also to provide the SharePoint option which will allow the College to more closely integrate data from SLOs, program review, annual planning, and budgeting²⁹. During summer 2013, TracDat software implementation was completed. The SLO assessment template was revised, numerous help items were included, and SLO assessment data was migrated from CurricUNET into TracDat. Past assessment reports were uploaded into TracDat as archived documents to show assessment

²⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDepartmentMeetingMinutesFall2012.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDepartmentMeetingMinutesSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionMeetingMinutesCECSpring2013>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionCouncilMeetingMinutesSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionMeetingMaterialsSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/alc.asphttp://www.elcamino.edu/academics/academicsenate/agenda.asp>
<http://www.elcamino.edu/administration/board/meetingminutes.asp>

²⁵ <http://www.elcamino.edu/academics/academicsenate/officers.asp>
<http://www.elcamino.edu/academics/academicsenate/agenda.asp>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateFall2013WelcomeMessage.pdf>

²⁶ <http://www.elcamino.edu/administration/staffdev/documents/2012/FallFlexDay2012.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDaySpring2013PresentationtoFaculty.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSpring2013FlexDayMaterials.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAlignmentGridProjectSheet.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf>

²⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOProficiencySurveySample.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorSurveyFall2013Results.pdf>

<Add Other SLO survey materials>

<Add All-Campus SLO Survey Fall 2013>

²⁸ <http://www.elcamino.edu/academics/slo/sloreportevidence/TracDat-eLumenPresentationSignInSheet.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSelectionGuideFeedback.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSelectionRequestandFeedback.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSurveyOfColleges.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/MessageRegardingSLOSoftwareFeedback.pdf>

²⁹ <http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoCollegeServiceAgreement5-7-2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoTracDatSubscriptionAgreement5-6-2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoTSOAgreement5-7-2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSoftwarePurchaseConfirmation.pdf>

history. TracDat training materials were generated by the SLO Coordinators and faculty training began at the start of the fall 2013 semester³⁰. Faculty will input all fall 2013 and later assessments into TracDat. TracDat generates easy-to-read reports of SLO assessments, which will be made available via the college website. Members of the public will have read-only access to SLO assessment reports in TracDat³¹.

In addition to its efforts to provide verified SLO assessment numbers, the College also committed to increasing the quality of assessments to ensure that collected assessment data was detailed and proposed actions to increase student learning were appropriate.

In early spring 2013, SLO Coordinators and SLO Facilitators analyzed the SLO reporting form and revised it to elicit more detailed and analytical responses from faculty. Additional guiding questions were added to the Action Plan section of the form, prompting faculty to provide specific information about changes needed to improve student learning. Faculty members were required to discuss possible changes to teaching strategies and curriculum, as well as any needed support from the program or college³². In June 2013, the SLO reporting form was further revised as part of TracDat implementation to elicit responses from faculty regarding any changes needed in the SLO assessment process so that student learning can be better assessed and analyzed. Faculty members are now also required to provide a timeline for implementing the proposed Action Plan items so that accurate monitoring and follow-up will occur³³. The inclusion of help items and explanations throughout the form and within TracDat will ensure clear, consistent, and quality SLO assessments and action plans.

A number of spring 2013 Flex Day and fall 2013 Flex Day activities focused on SLO and PLO statements and assessments³⁴. In division and department meetings following spring 2013 Flex Day sessions, faculty, SLO Facilitators, and deans reviewed their SLOs, PLOs, and assessment timelines and made appropriate revisions. Participants also examined learning outcomes alignment grids and used this opportunity to revise alignments among SLOs, PLOs, and Institutional Learning Outcomes (ILOs)³⁵. In early fall 2013, faculty began developing

³⁰ <https://elcamino.tracdat.com/tracdat/>

<http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSampleScreenshot.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorMessageTracDatFall2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatQuickStartGuideDraft.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySLOTrainingFall2013.pdf>

³¹ <Add Website link to SLO webpage with Reports and TracDat public login – ready by 9.6.2013>

³² <http://www.elcamino.edu/academics/slo/sloreportevidence/CurricUNETRevisedSLOTemplate.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/ALCSLOQualityDiscussionNotes.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDaySpring2013PresentationtoFaculty.pdf>

³³ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTemplateTracDatFall2013-2.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOTemplateDialogueSLOFacilitator.pdf>

³⁴ <http://www.elcamino.edu/administration/staffdev/documents/2013/FlexDaySP2013.pdf>

<http://www.elcamino.edu/administration/staffdev/documents/2013/Fall%20Flex%20Day%202013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatorPresentation.pdf>

³⁵ <http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionSpring2013FlexDayMaterials.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAlignmentGridProjectSheet.pdf>

<http://www.elcamino.edu/academics/humanities/Flex%20Day%20Minutes%20Feb%206%202013.pdf>

<http://www.elcamino.edu/academics/slo/corecompassess.asp>

additional SLOs and PLOs, when appropriate, to better measure the breadth of student learning³⁶. Revised SLOs, PLOs, and alignment grids will be standardized and posted on the SLO webpage and division SLO webpages³⁷.

Beginning in fall 2012 and continuing through fall 2013, SLO Coordinators, SLO Facilitators, and division deans reviewed SLO assessment reports with higher expectations in order to assure sufficiency of data and rigorous instructional, curricular, and other strategies to improve student learning. These elevated standards were based on the extra reporting form items as well as the shared impetus to cultivate effective dialogue and planning among faculty members as they completed assessment reports. These steps resulted in a more inclusive and collaborative process as assessment reports were analyzed, discussed, and revised based on feedback. Division deans as well as SLO Facilitators and SLO Coordinators offered fine-tuned recommended changes to submitted SLO reports³⁸.

To further develop this quality improvement process, a Quality Assessment Training session occurred at the April 2013 Assessment Learning Committee meeting. SLO Coordinators, SLO Facilitators, division deans, and members of the Office of Academic Affairs examined sample SLO reports, discussed strengths and deficiencies, and arrived at a common understanding of what the College would view as an acceptable assessment report. Sample rubrics were also examined and discussed to demonstrate effective usage of rubrics for assessment³⁹. With this training, deans were brought even closer into the assessment review chain. Shared expectations allowed SLO Facilitators and division deans and associate deans to work even more closely in review of assessment reports. Division deans and associate deans also directly communicated with faculty members as needed to emphasize the necessity of completing a robust report⁴⁰. Division meetings addressed SLO quality issues⁴¹. Several divisions also adopted a standardized rubric to create a common assessment tool for division faculty⁴².

³⁶ <http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatorPresentation.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FaciliatorMeetingAgendaFall2013SLOActivities.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDaySLOActivities.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf>

³⁷ <http://www.elcamino.edu/academics/slo/DivisionSLOpage.asp>

³⁸ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityCommentsSample.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityCommentsSample2.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityCommentsSample3.pdf>
 <Add Additional CurricUNET Report showing SLO comments and review – Governet will supply by 8.31.2013>
 <Add CurricUNET Report with examples - Governet will supply by 8.31.2013>

³⁹ http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013SignInSheets.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOQualityTrainingSpring2013Feedback.pdf>

⁴⁰ <http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessageSLOQuality.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorNarrativeToDean.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleAssociateDeanCommunicationSLOQuality.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleAssociateDeanCommunicationSLOQuality2.pdf>

⁴¹ <http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDivisionCouncilMeetingSLOQuality.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SampleFacilitatorMessageSLOQuality.pdf>

⁴² <Add Rubrics from HS&A, FA, Math>

As an additional example of department-wide assessment dialogue and activity, English faculty completed the *English 1A Consistency Project* which was designed to promote student success through application of consistent, rigorous teaching and assessment standards. Over the course of three workshops, faculty scrutinized instruction and assessment in all sections of English 1A, developed a common assessment tool, participated in assessment norming sessions, and discussed methods to increase instructional and assessment consistency. Data was collected and compiled from English 1A instructors for the spring 2013 English 1A SLO assessment report. The SLO assessment report included nine action steps pertaining to teaching strategies, curricular adjustments, and funding requests for readers/ graders⁴³. English department faculty broadened the scope of this project by applying English 1A consistency criteria to English 1B courses starting in fall 2013⁴⁴.

In May 2013, the College's Program Review Template was revised to better integrate SLO and PLO assessments into college planning, program review, and budget processes. These changes were approved by the Academic Program Review Committee and introduced in training sessions to faculty in the process of completing program reviews for 2013⁴⁵.

Programs are now required to respond to additional prompts, with guiding questions, regarding assessment:

1. Summarize the SLO and PLO assessment results over the past four years and describe how those results led to improved student learning. Analyze and describe those changes. Provide specific examples. (*Discuss what you have learned by assessing your SLOs and PLOs. Describe changes you have made after considering assessment results and describe the impact of those changes.*)
2. Determine and discuss the level your program has attained in the SLO Rubric in Appendix B. (Awareness, Developmental, Proficiency, or Sustainable Continuous Quality Improvement) (*Fill out the worksheet in Appendix B to help determine the level of your program on the ACCJC's SLO Rubric.*)
3. Describe how you have improved your SLO process and engaged in dialogue about assessment results. (*Is the program making improvements to the SLO process and raising SLO awareness with faculty and students? Have SLO assessment results been shared and discussed in meeting, at brown-bag lunches, etc.? Is information about SLOs distributed via email, bulletin boards, or some form of update?*)

Program review recommendations relating to course and program assessment can now be articulated with greater specificity, and program planning steps involving assessment can be better integrated into area and college planning. In spring 2013, Institutional Research and Planning initiated a process to revise the College's planning model as well as associated planning

⁴³ <http://www.elcamino.edu/academics/humanities/CollegeConsistency.asp>

<http://www.elcamino.edu/academics/slo/sloreportevidence/EnglishAssessmentProjectCommunication.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/EnglishAssessmentProjectCommunication2.pdf>

⁴⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/English1BAssessmentProjectCommunication.pdf>

⁴⁵ http://www.elcamino.edu/administration/vpaa/program_review/process-and-materials.asp

<http://www.elcamino.edu/academics/slo/sloreportevidence/ProgramReviewTemplateandMaterials2013.pdf>

<http://www.elcamino.edu/academics/slo/sloreportevidence/ProgramReviewTrainingandEvaluationsSpring2013.pdf>

process language. Based on input from the spring 2013 Planning Summit and the work of a Planning Model Team, the revised model and language demonstrated the essential connection between outcomes assessment and the mission of the College and how assessment integrates with program review, curriculum, planning, and resource allocation⁴⁶.

Strengthening Program Learning Outcomes

The College continues to ensure that its degree program assessment of outcomes fully addresses the range of knowledge and competencies expected of students and that assessment directly results in improved student learning. PLO practices are ongoing and systematic, resulting in program improvements and enhanced learning.

When guiding programs in the construction and assessment of PLOs, the Office of Academic Affairs and SLO Coordinators have offered two options: (1) utilize a single global and encompassing PLO that applied to a number of courses or to a capstone project, and (2) employ multiple PLOs to address the different components that best captured the expected capabilities of students completing a program. The goal was to keep PLOs to a workable number and to allow individual programs to assess how their program outcomes were best expressed and assessed so that effective plans could be made to improve student learning. Single, broad outcomes would be further defined by considering the smaller components required to achieve the outcome and by ensuring these components were assessed in a sufficiently comprehensive manner. Multiple PLOs, while more discrete, would also allow programs flexibility in stating their program outcomes and in selecting the most appropriate assessment methods. Currently, 28 programs utilize a single encompassing PLO and 35 programs utilize multiple PLOs.

In AY 2011-2012, based on evaluation of PLOs and assessment results, SLO Coordinators acted to improve the quality of PLOs. They guided a number of programs in a process where they either made a single basic PLO into an improved and more comprehensive outcome, or synthesized multiple PLOs into a single encompassing PLO⁴⁷.

The following examples illustrate how several PLOs were revised or condensed into a single encompassing PLO.

1. Art - Art History, Studio Art, Digital Art

Old Art History, Studio Art, Digital Art Multiple PLOs:

After completing an A.A. Degree, a certificate, or transfer curriculum in art, students will be able to:

- 1.) comprehend and discuss art works in terms of form, medium, style, and content;
- 2.) create art works in terms of form, medium, style, and content;
- 3.) demonstrate comprehension of the historical, geographical, and chronological context of art.

⁴⁶ <Add IRP new planning model & language – ready early September 2013>

⁴⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/PLORRevisionMaterialsFall2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/PLORRevisionProcessSample.pdf>

- *New Global PLO*
 - After completing coursework to fulfill requirements towards an AA degree, a certificate, or transfer curriculum in art, students will demonstrate the ability to comprehend and critique art works in terms of form, medium, style, content, and the creative process. (Revised 12/11/2011)⁴⁸

2. Communication Studies

- *Old Communications Studies Multiple PLOs:*
Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills:
 - 1.) communicate with diverse audiences in multiple contexts to meet the goals of the intended communication;
 - 2.) describe and analyze the symbolic nature of communication and how it creates individual, group, and cultural reality;
 - 3.) identify, evaluate, and utilize evidence to support claims used in presentations and arguments
- *New Global PLO*
 - Demonstrate the ability to describe and analyze forms of communications in terms of rhetoric (ethos, logos, and pathos), the symbolic nature of communication, and how it creates individual, group, and cultural reality. (Revised 2/26/12)⁴⁹

The following set of five PLOs for Childhood Education illustrates how multiple PLOs were utilized to assess the range of knowledge and competencies expected of students in the college:

1. An Integrated Understanding of Children's Needs: Students integrate understanding of the needs, the characteristics and multiple influences on the development of children ranging from birth to adolescence as related to high quality care and education.
2. Designing Environments for Children: Students design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all children.
3. Effective Guidance and Interaction Strategies: Students apply effective guidance and interaction strategies that support all children's social and emotional development.
4. Ethics and Professionalism: Students demonstrate and/or evaluate ethical standards and professional behaviors that deepen their understanding, knowledge of child development and a commitment to the field of early childhood education.
5. Home, School, and Community Partnerships: Students develop strategies that promote partnerships among programs, teachers, families, and the community.

Assessment results from PLO 1, PLO 2, and PLO 3 were collected from faculty, posted in the program's PLO Center, and discussed in order to generate follow-up actions to improve student

⁴⁸ <http://www.elcamino.edu/academics/finearts/docs/slodocuments/artgrid.pdf>

⁴⁹ <http://www.elcamino.edu/academics/finearts/docs/slodocuments/communicationsgrid.pdf>

learning. PLO actions included changes to teaching strategies and revisions to the PLO process⁵⁰.

Assessments from PLOs, whether single and encompassing or multiple, provided sufficiently disaggregated results which were then used to make improvements to instruction, curriculum, and the assessment process itself. The following examples illustrate how PLO assessment results were utilized to improve student learning:

1. To help students better describe resource allocation and price determination, the Economics program established a plan to use a greater variety of teaching methods, to include more reinforcement of material during class sessions, and to provide students with more opportunities to apply economic concepts⁵¹.
2. To improve the identification of sewing techniques, the Fashion program proposed creation of PowerPoint presentations to feature more sketches and photos for student reference and associated group work to analyze examples⁵².
3. To assist students pass a certification test, the Auto Collision Repair/Painting program designed a method where certification-specific information would be designated as such during lessons and follow-up hands-on activities would provide reinforcement⁵³.
4. After meeting its target for success, the Journalism program significantly raised its target and established interventions to improve student performance in its lowest performing class⁵⁴.
5. To improve assessment reporting, the Earth Sciences program created a simplified rubric and established standard methods for instructors to administer assessments⁵⁵.
6. To respond to the needs of ESL students, the Childhood Education program analyzed how the language of assessment questions could be altered to more accurately capture ESL student performance⁵⁶.
7. To address a concern regarding students' self-awareness about achieving career goals, the Human Development program faculty drafted a 3-unit Career Development course⁵⁷.

Academic programs also continued to integrate SLO and PLO assessment results into program review and associated planning, curricular, and budget steps. For example:

1. To better measure student mastery of biological tools and evidence gathering, the Biology and Health Science programs used assessment results in program review to recommend regular equipment updates and maintenance as well as the purchase of new microscopes. The programs purchased new microscopes in fall 2012⁵⁸.

⁵⁰ http://www.elcamino.edu/academics/behavioralsocial/slo_documents/Childhood%20Ed%204-year%20SLO%20cycle-2013.pdf
<http://www.elcamino.edu/academics/slo/sloreportevidence/CDEVplo3ReportSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/ChildhoodDevelopmentPLOAssessments.pdf>

⁵¹ <http://www.elcamino.edu/academics/slo/sloreportevidence/EconomicsPLOAssessments.pdf>

⁵² <http://www.elcamino.edu/academics/slo/sloreportevidence/FashionPPLOAssessments.pdf>

⁵³ <http://www.elcamino.edu/academics/slo/sloreportevidence/AutoCollisionPLOAssessments.pdf>

⁵⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/JournalismPLOAssessments.pdf>

⁵⁵ <http://www.elcamino.edu/academics/slo/sloreportevidence/EarthSciencesPLOAssessments.pdf>

⁵⁶ <http://www.elcamino.edu/academics/slo/sloreportevidence/ChildhoodDevelopmentPLOAssessments.pdf>

⁵⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/HumanDevelopmentPLOAssessments.pdf>

⁵⁸ <http://www.elcamino.edu/academics/slo/sloreportevidence/BiologyPLOAssessments.pdf>

2. The Life Sciences program at Compton Center used assessment results to plan additional reinforcement activities for difficult subject matter, to address the need for supplemental instruction and more lab hours, and to make equipment requests to directly support student learning⁵⁹.
3. To provide students with additional contact time with the tools of production, the Film/Video program connected its assessment findings with program review observations and made the creation of a dedicated postproduction space its top program review recommendation⁶⁰.
4. The English program at Compton Center used pass rates, completion rates, and SLO and PLO assessment results to make program review recommendations regarding implementation of new teaching strategies for thesis statements, increased offerings of writing workshops, and increased staffing of the Writing Center. Faculty shared teaching strategies, additional writing and grammar workshops were scheduled, and a Writing Center Specialist was hired in fall 2012⁶¹.
5. The Sociology program review discusses at length the results of SLO assessments and how the department plans to make adjustments in their core introductory course (Sociology 101) and plans to develop a new SLO to assess students in spring 2013. This program review also stresses department plans to work with the Writing Center to assist students in improving writing skills, which the assessments indicated was an area of student deficiency⁶².
6. To increase mathematical understanding among prospective elementary teachers, the Math program utilized assessment data in conjunction with program review findings to restructure the class hours for three courses so that student contact hours were increased. PLO assessment had indicated that the increased contact hours resulted in improved student ability to solve a mathematical problem, analyze the solution, and identify errors⁶³.
7. The Astronomy program correlated usage of a new lecture-tutorial textbook alongside active learning techniques with a 17 percent increase in assessment scores. The program found that the practice of in-class activities stimulated critical thinking and enhanced comprehension among students⁶⁴.

With the implementation of new learning outcomes software for fall 2013, SLO Coordinators acted to further improve the quality of PLO assessments and reports. Additional information regarding standards of assessment was required, as were responses to additional prompts regarding action plans and dates for implementation⁶⁵. As part of continued PLO evaluation and refinement, programs began a process of PLO analysis and revision in fall 2013 using

http://www.elcamino.edu/administration/vpaa/program_review/Health%20Science.pdf

http://www.elcamino.edu/administration/vpaa/program_review/Biology.pdf

⁵⁹ <http://www.elcamino.edu/academics/slo/sloreportevidence/CECLifeSciencePR2011-2012.pdf>

⁶⁰ <http://www.elcamino.edu/academics/slo/sloreportevidence/FilmVideoPLOAssessments.pdf>

http://www.elcamino.edu/administration/vpaa/program_review/Film%20Video%207-2-12.pdf

⁶¹ <http://www.elcamino.edu/academics/slo/sloreportevidence/CECEnglishProgramReview2012-2013.pdf>

⁶² http://www.elcamino.edu/administration/vpaa/program_review/Sociology%202012.pdf

⁶³ <http://www.elcamino.edu/academics/slo/sloreportevidence/MathElementaryTeachersPLOAssessments.pdf>

http://www.elcamino.edu/administration/vpaa/program_review/Math%20for%20Teachers.pdf

⁶⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/AstronomyProgramReviewDraft2013.pdf>

⁶⁵ <http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessagePLOQuality.pdf>

information gleaned from Flex Day presentations, resource materials from SLO Coordinators, and input and training offered by SLO Facilitators.⁶⁶

C. Level Of SLO Implementation

The College is moving from Proficiency level to Sustainable Continuous Quality Improvement level of SLO implementation. Vigorous, systematic planning and implementation will advance the College to the next level by fall 2014.

SLO assessments continue to be used systematically to improve student learning. Sustained allocation of assessment-related resources and persistent attention to developing strong action plans have resulted in higher quality assessment reports and increasingly effective follow-up activities. Updated and comprehensive information regarding assessment outcomes is readily available. Dialogue about student learning regularly occurs at all levels of the institution and is a pervasive part of planning, review, decision-making, and budgetary processes. Student learning outcomes are a significant part of program review and lead to teaching and curricular changes as well as planning and budgeting actions. The College continues to align its structures and practices in a continuous quality improvement process.

While SLO Coordinators, SLO Facilitators, and administrators frequently fine-tune SLO documents and processes, the Assessment of Learning Committee will work in 2013-2014 to make high-quality evaluation of student learning outcomes processes more systematic and widespread. Review of course, program, and institutional outcomes remains continuous, resulting in improved outcome statements, higher targets for success, more valid measurement instruments, and specific, actionable follow-up plans.

The Board of Trustees, administration, staff, and faculty have made a concerted effort to support student learning through outcomes assessment and to move to the next level of SLO implementation. Continued evaluation and refinement of student learning at the course, program, and institutional level is planned for and will continue.

D. Conclusion

El Camino College has successfully addressed the issues noted in Recommendation 2 and in the Commission's Action Letter dated February 11, 2013. Much work has been completed to increase and strengthen SLO outcomes assessment at both the course and program level. The College mobilized to refine all aspects of its assessment processes and to increasingly incorporate assessments into program planning, review, resource allocation, and campus dialogue in order to improve student learning. The College has achieved Proficiency status on the *ACCJC Rubric for Evaluating Institutional Effectiveness: Part III: Student Learning Outcomes* and is well on the way towards achieving Sustainable Continuous Quality Improvement status by fall 2014.

⁶⁶ <http://www.elcamino.edu/administration/staffdev/documents/2013/Fall%20Flex%20Day%202013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorandDeansMeetingFall2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySLOTrainingFall2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf>

Appendix

Evidence to provide support for the information in this report is provided in footnotes as well as below.

- ¹ <http://www.elcamino.edu/administration/president/archives/2013/presnews03072013.pdf>
- ² <http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes2.19.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes3.19.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateMeetingMinutes5.21.2013.pdf>
- ³ <http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes1.24.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.14.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/CouncilofDeansMeetingMinutes2.28.2013.pdf>
- ⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting5.2.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeeting6.6.2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicDeansDirectorsMeetingAugust2013.pdf>
- ⁵ http://www.elcamino.edu/cmte_minutes/minutes/1124/04182013103035.pdf
http://www.elcamino.edu/cmte_minutes/minutes/1124/03142013114831.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/Div_Council_Minutes_2012-11-20.pdf
http://www.elcamino.edu/academics/naturalsciences/docs/SLO_Mtg_Minutes_2012-9-17.pdf
<http://www.elcamino.edu/academics/humanities/SLO%20March%2012%20minutes.pdf>
<http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/Spring%202013%20-%20B%20%20SS%20%20Flex%20Day%20Minutes.pdf>
<http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20April%204%202013.pdf>
<http://www.elcamino.edu/academics/behavioralsocial/divisioncurriculum/B%20%20%20SS%20Division%20Council%20Minutes%20-%20December%206%202012.pdf>
- ⁶ <http://www.elcamino.edu/academics/behavioralsocial/childhooded/Childhood%20Education%20Department%20Minutes%20-%20Spring%202013.pdf>
<http://www.elcamino.edu/academics/behavioralsocial/economics/Economics%20Department%20Minutes%20-%20Spring%202013%20Revised.pdf>
<http://www.elcamino.edu/academics/humanities/journalism/Journalism%20mtg%20minutes%20Apr%203%202013.pdf>
<http://www.elcamino.edu/academics/humanities/Academic%20Strategies%202-16-13.pdf>
<http://www.elcamino.edu/academics/humanities/FL%20Minutes%20Apr%2016%202013.pdf>
http://www.elcamino.edu/academics/naturalsciences/astronomy/docs/Astronomy_Mtg_Minutes_2012-10-18.pdf
http://www.elcamino.edu/academics/naturalsciences/lifescience/docs/Life_Science_Mtg_Minutes_2013-3-19.pdf
http://www.elcamino.edu/academics/naturalsciences/earth/doc/Earth_Science_Mtg_Minutes_2012-12-4.pdf
<http://www.elcamino.edu/academics/behavioralsocial/politicalsci/Political%20Science%20Department%20Minutes%20-%20Spring%202013.pdf>
- ⁷ http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/2-25-13_Agenda.pdf
http://www.elcamino.edu/academics/slo/docs/alcagenda1/fall2012/9-10-12_Agenda.pdf
- ⁸ <http://www.elcamino.edu/administration/vpaa/orgchart.asp>
<http://www.elcamino.edu/academics/slo/sloreportevidence/JobDescriptionAssociateDeanAcademicAffairs.pdf>
- ⁹ <http://www.elcamino.edu/academics/slo/contact.asp>
- ¹⁰ http://www.elcamino.edu/administration/board/agendas/2013/6-17-13_agenda.pdf
http://district.compton.edu/board_of_trustees/agenda-06-18-2013.pdf
- ¹¹ http://www.elcamino.edu/administration/board/agendas/2008/7-16-12_agenda.pdf
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- ¹² http://www.elcamino.edu/administration/board/agendas/2013/4-15-13_agenda.pdf
- ¹³ <http://www.elcamino.edu/academics/slo/sloreportevidence/ACCJCRRegionalWorkshopProgram.pdf>
- ¹⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/Fall2013FlexDayProgramFinal.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf>
- ¹⁵ <http://www.elcamino.edu/administration/board/agendas/2013/03-18-2013-agenda.pdf>
- ¹⁶ <http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivision.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/AuditGridsByDivisionSampleCompleted.pdf>
- ¹⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorDeansAuditMeetingsSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditBindersVerification.pdf>
- ¹⁸ http://www.elcamino.edu/cmte_minutes/displaymin.asp?cal_id=106
- ¹⁹ <http://www.elcamino.edu/academics/slo/sloreportevidence/AuditMasterListSample-FineArtsDivision.pdf>
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<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAssessmentsDueFall2012.pdf>
²⁰ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOAuditFindingsAllDivisionsSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/Audit-CoursesToReach100Percent.pdf>
²¹ <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforECCJune2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdateforCECMay2013.pdf>
²² <http://www.elcamino.edu/academics/slo/sloreportevidence/SLOUpdatebyDivisionthroughFall2014-8.20.2013.pdf>
²³ <http://www.elcamino.edu/academics/slo/sloreportevidence/AcademicSenateSLOMessageJune2013.pdf>
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²⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/SampleDepartmentMeetingMinutesFall2012.pdf>
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²⁵ <http://www.elcamino.edu/academics/academicsenate/officers.asp>
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²⁶ <http://www.elcamino.edu/administration/staffdev/documents/2012/FallFlexDay2012.pdf>
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<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013FaciliatorPresentation.pdf>
²⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/DivisionSLOProficiencySurveySample.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorSurveyFall2013Results.pdf>
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²⁸ <http://www.elcamino.edu/academics/slo/sloreportevidence/TracDat-eLumenPresentationSignInSheet.pdf>
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<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOSoftwareSelectionRequestandFeedback.pdf>
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<http://www.elcamino.edu/academics/slo/sloreportevidence/MessageRegardingSLOSoftwareFeedback.pdf>
²⁹ <http://www.elcamino.edu/academics/slo/sloreportevidence/ElCaminoCollegeServiceAgreement5-7-2013.pdf>
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<http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSoftwarePurchaseConfirmation.pdf>
³⁰ <https://elcamino.tracdat.com/tracdat/>
<http://www.elcamino.edu/academics/slo/sloreportevidence/TracDatSampleScreenshot.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOCoordinatorMessageTracDatFall2013.pdf>
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<http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySLOTrainingFall2013.pdf>
³¹ <Add Website link to SLO webpage with Reports and TracDat public login – ready by 9.6.2013>

- ³² <http://www.elcamino.edu/academics/slo/sloportevidence/CurricUNETRevisedSLOTTemplate.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/ALCSLOQualityDiscussionNotes.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/FlexDaySpring2013PresentationtoFaculty.pdf>
- ³³ <http://www.elcamino.edu/academics/slo/sloportevidence/SLOTTemplateTracDatFall2013-2.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOTTemplateDialogueSLOFacilitator.pdf>
- ³⁴ <http://www.elcamino.edu/administration/staffdev/documents/2013/FlexDaySP2013.pdf>
<http://www.elcamino.edu/administration/staffdev/documents/2013/Fall%20Flex%20Day%202013.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/FlexDayFall2013FaciliatorPresentation.pdf>
- ³⁵ <http://www.elcamino.edu/academics/slo/sloportevidence/SampleDivisionSpring2013FlexDayMaterials.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOAlignmentGridProjectSheet.pdf>
<http://www.elcamino.edu/academics/humanities/Flex%20Day%20Minutes%20Feb%206%202013.pdf>
<http://www.elcamino.edu/academics/slo/corecompassess.asp>
- ³⁶ <http://www.elcamino.edu/academics/slo/sloportevidence/FlexDayFall2013FaciliatorPresentation.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/FaciliatorMeetingAgendaFall2013SLOActivities.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/Fall2013FlexDaySLOActivities.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/FlexDayFall2013BreakoutMaterials.pdf>
- ³⁷ <http://www.elcamino.edu/academics/slo/DivisionSLOpage.asp>
- ³⁸ <http://www.elcamino.edu/academics/slo/sloportevidence/SLOQualityCommentsSample.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOQualityCommentsSample2.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOQualityCommentsSample3.pdf>
- <Add Additional CurricUNET Report showing SLO comments and review – Governet will supply by 8.31.2013>
 <Add CurricUNET Report with examples - Governet will supply by 8.31.2013>
- ³⁹ http://www.elcamino.edu/academics/slo/docs/alcagenda1/spring2013/4-22-13_Agenda.pdf
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOQualityTrainingSpring2013SignInSheets.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOQualityTrainingSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOQualityTrainingSpring2013Feedback.pdf>
- ⁴⁰ <http://www.elcamino.edu/academics/slo/sloportevidence/DeanMessageSLOQuality.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SLOFacilitatorNarrativeToDean.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SampleAssociateDeanCommunicationSLOQuality.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SampleAssociateDeanCommunicationSLOQuality2.pdf>
- ⁴¹ <http://www.elcamino.edu/academics/slo/sloportevidence/SampleDivisionCouncilMeetingSLOQuality.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/SampleFacilitatorMessageSLOQuality.pdf>
- ⁴² <Add Rubrics from HS&A, FA, Math>
- ⁴³ <http://www.elcamino.edu/academics/humanities/CollegeConsistency.asp>
<http://www.elcamino.edu/academics/slo/sloportevidence/EnglishAssessmentProjectCommunication.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/EnglishAssessmentProjectCommunication2.pdf>
- ⁴⁴ <http://www.elcamino.edu/academics/slo/sloportevidence/English1BAssessmentProjectCommunication.pdf>
- ⁴⁵ http://www.elcamino.edu/administration/vpaa/program_review/process-and-materials.asp
<http://www.elcamino.edu/academics/slo/sloportevidence/ProgramReviewTemplateandMaterials2013.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/ProgramReviewTrainingandEvaluationsSpring2013.pdf>
- ⁴⁶ <Add IRP new planning model & language – ready early September 2013>
- ⁴⁷ <http://www.elcamino.edu/academics/slo/sloportevidence/PLORevisionMaterialsFall2013.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/PLORevisionProcessSample.pdf>
- ⁴⁸ <http://www.elcamino.edu/academics/finearts/docs/slodocuments/artgrid.pdf>
- ⁴⁹ <http://www.elcamino.edu/academics/finearts/docs/slodocuments/communicationsgrid.pdf>
- ⁵⁰ http://www.elcamino.edu/academics/behavioralsocial/slo_documents/Childhood%20Ed%204-year%20SLO%20cycle-2013.pdf
<http://www.elcamino.edu/academics/slo/sloportevidence/CDEVPO3ReportSpring2013.pdf>
<http://www.elcamino.edu/academics/slo/sloportevidence/ChildhoodDevelopmentPLOAssessments.pdf>
- ⁵¹ <http://www.elcamino.edu/academics/slo/sloportevidence/EconomicsPLOAssessments.pdf>
- ⁵² <http://www.elcamino.edu/academics/slo/sloportevidence/FashionPPLOAssessments.pdf>
- ⁵³ <http://www.elcamino.edu/academics/slo/sloportevidence/AutoCollisionPLOAssessments.pdf>
- ⁵⁴ <http://www.elcamino.edu/academics/slo/sloportevidence/JournalismPLOAssessments.pdf>
- ⁵⁵ <http://www.elcamino.edu/academics/slo/sloportevidence/EarthSciencesPLOAssessments.pdf>

⁵⁶ <http://www.elcamino.edu/academics/slo/sloreportevidence/ChildhoodDevelopmentPLOAssessments.pdf>
⁵⁷ <http://www.elcamino.edu/academics/slo/sloreportevidence/HumanDevelopmentPLOAssessments.pdf>
⁵⁸ <http://www.elcamino.edu/academics/slo/sloreportevidence/BiologyPLOAssessments.pdf>
http://www.elcamino.edu/administration/vpaa/program_review/Health%20Science.pdf
http://www.elcamino.edu/administration/vpaa/program_review/Biology.pdf
⁵⁹ <http://www.elcamino.edu/academics/slo/sloreportevidence/CECLifeSciencePR2011-2012.pdf>
⁶⁰ <http://www.elcamino.edu/academics/slo/sloreportevidence/FilmVideoPLOAssessments.pdf>
http://www.elcamino.edu/administration/vpaa/program_review/Film%20Video%207-2-12.pdf
⁶¹ <http://www.elcamino.edu/academics/slo/sloreportevidence/CECEnglishProgramReview2012-2013.pdf>
⁶² http://www.elcamino.edu/administration/vpaa/program_review/Sociology%202012.pdf
⁶³ <http://www.elcamino.edu/academics/slo/sloreportevidence/MathElementaryTeachersPLOAssessments.pdf>
http://www.elcamino.edu/administration/vpaa/program_review/Math%20for%20Teachers.pdf
⁶⁴ <http://www.elcamino.edu/academics/slo/sloreportevidence/AstronomyProgramReviewDraft2013.pdf>
⁶⁵ <http://www.elcamino.edu/academics/slo/sloreportevidence/DeanMessagePLOQuality.pdf>
⁶⁶ <http://www.elcamino.edu/administration/staffdev/documents/2013/Fall%20Flex%20Day%202013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/SLOFacilitatorandDeansMeetingFall2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FacultySLOTrainingFall2013.pdf>
<http://www.elcamino.edu/academics/slo/sloreportevidence/FlexDayFall2013BreakoutMaterials.pdf>

Administrative Procedure 7150**Evaluation**

The Superintendent/President will develop and maintain an evaluation tool for each employee category. Personnel shall be evaluated regularly, and are provided opportunities for professional development.

Faculty members and classified employees shall be evaluated in accordance with their respective negotiated labor agreements.

Reference:

Education Code Section 70902, 87626, and 87663-87683
Accreditation Standard III.A.1.b

AP 7150 Evaluation – CCLC TEMPLATE

Reference:

Accreditation Standard III.A.1.b

Note: *This procedure is **suggested as good practice**. It may be collectively bargaining for employees in represented groups. Insert local practice, which may include separate processes for administrators, faculty, and classified staff, and full and part time employees.*

Board Policy 3410

Nondiscrimination

The policy of the El Camino Community College District is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to, discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, physical or mental disability, or retaliation in any program or activity that is administered by, funded directly by, or that receives any financial assistance from, the State Chancellor or Board of Governors of the California Community Colleges.

The policy of the El Camino Community College District also provides for an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment.

The policy of the El Camino Community College District is to comply with the accessibility requirements of Section 508 of the Rehabilitation Act of 1973 in the development, procurement, maintenance, or use of electronic or information technology and respond to and resolve unlawful discrimination complaints regarding accessibility. Such complaints will be treated as complaints of discrimination on the basis of disability. Employees, students, or other persons acting on behalf of the District who engage in unlawful discrimination as defined in this policy or by state or federal law may be subject to discipline, up to and including discharge, expulsion, or termination of contract. The Superintendent/President shall establish administrative procedures that ensure that all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

Reference: California Government Code Sections 11135 through 11139.5; the Sex Equity in Education Act (Ed. Code Sections 11135 through 11139.5); the Sex Equity in Education Act (Ed. Code § 66250 et seq.); Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d); Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681); Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); the Americans with Disabilities Act of 1990 (42 U.S.C. § 12100 et seq.); and the Age Discrimination Act (42 U.S.C. § 6101).¹

Authority: Cal. Code Regs., Title 5, § 59300; Gov. Code, § 59300; Gov. Code 11135-11139.5; Ed. Code, § 66250 et seq.; 42 U.S.C. § 2000d; 20 U.S.C. § 1681; 29 U.S.C. § 794; 42 U.S.C. § 12100 et seq.; 42 U.S.C. § 6101.

RETALIATION

~~It is unlawful for anyone to retaliate against someone who files an unlawful discrimination complaint, who refers a matter for investigation or complaint, who participates in an investigation of a complaint, who represents or serves as an advocate for an alleged victim or alleged offender, or who otherwise furthers the principles of this unlawful discrimination policy.~~

~~Authority: 20 U.S.C. § 1681 et seq.; 34 C.F.R. § 106; Cal Code Regs., Title 5, § 59300 et seq., Revised Sexual Harassment Guidance: Harassment of Students by School Employees, other Students, or Third Parties, Title IX, Office for Civil Rights, January 19, 2001.~~

~~[†] If the federal statutes cited above would result in broader protection of the civil rights of individuals, then that broader protection or coverage shall be deemed incorporated by reference.~~

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The Superintendent/President shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

See Administrative Procedure #3410.

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;

Title 5 Sections 53000 et seq. and 59300 et seq.;

Penal Code Section 422.55;

Government Code Sections 12926.1 and 12940 et seq.

Accreditation Standard II.B.2.c

El Camino College

Adopted: 4/16/01

Amended: 12/20/06, TBD - 2013

Administrative Procedure 3410**Nondiscrimination****Education Programs**

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” mean’s a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

The District shall not prohibit any student from enrolling in any class or course on the basis of gender.

Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Employment

The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran.

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District’s needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

References for Education Programs:

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;

Penal Code Sections 422.55 et seq.;

Title 5 Sections 59300 et seq.;

Accreditation Standard II.B.2.c

References for Employment:

Education Code Sections 87100 et seq.;

Title 5 Sections 53000 et seq.;

Government Code Sections 11135 et seq. and 12940 et seq.

El Camino College

Adopted: TBD - 2013

BP 3410 Nondiscrimination - CCLC TEMPLATE

References:

Education Code Sections 66250 et seq., 72010 et seq., and 87100 et seq.;
Title 5 Sections 53000 et seq. and 59300 et seq.;
Penal Code Section 422.55;
Government Code Sections 12926.1 and 12940 et seq.;
Accreditation Standard II.B.2.c

NOTE: This policy is legally required.

The District is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities.

The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

The [**CEO**] shall establish administrative procedures that ensure all members of the college community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

No District funds shall ever be used for membership, or for any participation involving financial payment or contribution on behalf of the District or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of national origin, religion, age, gender, gender identity, gender expression, race, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or because he/she is perceived to have one or more of the foregoing characteristics, or because of his/her association with a person or group with one or more of these actual or perceived characteristics.

See Administrative Procedure [#].

Revised 9/02, 9/08, 3/12, 6/13

AP 3410 Nondiscrimination - CCLC TEMPLATE

Nondiscrimination References for Education Programs:

Education Code Sections 66250 et seq., 200 et seq., and 72010 et seq.;
 Penal Code Sections 422.55 et seq.;
 Title 5 Sections 59300 et seq.;
 Accreditation Standard II.B.2.c

NOTE: *This procedure is **legally required**. Local practice may be inserted, but should comply with these minimum requirements.*

Education Programs

The District shall provide access to its services, classes and programs without regard to, national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because he/she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.

[NOTE: *Districts may add additional protected categories.]*

All courses, including noncredit classes, shall be conducted without regard to the gender of the student enrolled in the classes. As defined in the Penal Code, “gender” means sex, and includes a person’s gender identity and gender expression. “Gender expression” means a person’s gender-related appearance and behavior whether or not stereotypically associated with the person’s assigned sex at birth.

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Academic staff, including but not limited to counselors, instructors and administrators shall not offer program guidance to students which differs on the basis of gender.

Insofar as practicable, the District shall offer opportunities for participation in athletics equally to male and female students.

Nondiscrimination References for Employment:

Education Code Sections 87100 et seq.;
 Title 5 Sections 53000 et seq.;
 Government Code Sections 11135 et seq. and 12940 et seq.

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The District shall provide equal employment opportunities to all applicants and employees regardless of race, religious creed, color, national origin, ancestry, physical

disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or status as a Vietnam-era veteran. (*Districts may add additional protected categories.*)

All employment decisions, including but not limited to hiring, retention, assignment, transfer, evaluation, dismissal, compensation, and advancement for all position classifications shall be based on job-related criteria as well as be responsive to the District's needs.

The District shall from time to time as necessary provide professional and staff development activities and training to promote understanding of diversity.

Revised 7/02, 8/03, 2/06, 8/06, 9/08, 3/12, 6/13