



EL CAMINO COLLEGE

2014 Institutional Self-Study in Support of Reaffirmation of Accreditation

Submitted by:

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

Submitted to:

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

August 2014

CERTIFICATION

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

From:

Thomas M. Fallo, Superintendent/President

El Camino College

16007 Crenshaw Boulevard, Torrance, CA 90506

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures:

Thomas M. Fallo, Superintendent/President Date

William Beverly, President, Board of Trustees, El Camino College Date

Jeanie M. Nishime, Accreditation Liaison Officer Date

Jean Shankweiler, Accreditation Co-Chair Date

Matthew Cheung, Accreditation Co-Chair Date

Christina Gold, President, Academic Senate, El Camino College Date

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Commission Policies

Policy on Distance Education and Correspondence Education

- *Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.*

El Camino College ensures the development, implementation, and evaluation of all courses and programs, including those offered via distance or correspondence education, by adhering to the College's [Administrative Procedure 4105 pertaining to Distance Education](#).

Distance education is defined by instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. Each proposed or existing course offered by distance education at El Camino College is reviewed and approved separately. Separate approval is mandatory if any portion of the instruction in a course or a course section is designed to be provided through distance education. The review and approval of new and existing distance education courses follows the curriculum approval procedures as outlined in [Board Policy 4020, Program, Curriculum, and Course Development](#). Furthermore, distance education courses are approved under the same conditions and criteria as all other courses.

When approving distance education courses, the Curriculum Committee certifies the following:

1. The same standards of course quality, including Student Learning Outcomes (SLOs), are applied to the distance education courses as are applied to traditional classroom courses.
2. Determinations and judgments about the quality of the distance education course are made with the full involvement of the Curriculum Committee approval procedures.
3. Each section of the course that is delivered through distance education includes regular effective contact between the instructor and students.
4. All distance education courses approved under this procedure continue to be in effect unless there are substantive changes of the course outline.

El Camino College provides all student support services online to all students. Library and learning resource information is available online through the [Library's web page](#). This includes the online catalog, online databases, electronic books and E-res, an Electronic Reserve service. E-res provide access to reserve materials via the internet. Other online Library and learning resources include Ask-A-Librarian, an online reference service. Library services are evaluated for improvement through an annual survey given to library patrons and

distance education students. Additionally, online student services include: application to the college, orientation to the college, sample testing materials, virtual counseling, course registration and wait-listing, course availability, financial aid application and updates, debit cards for financial aid disbursements, classroom assignments, fee payment, textbook purchases, board policies, unofficial transcripts, transcript ordering and [Distance Education \(DE\) website](#). All of these services allow students to avail themselves to support services without physically visiting the campus. Surveys are used to evaluate the effectiveness of virtual services such as application, registration, orientation, and financial aid.

The mission of the distance education program is to provide alternative delivery modes of instruction that increase student access to post-secondary educational programs. There are 181 courses approved for online instruction. A majority of these courses meet either AA or AS degree requirements. All online courses are also available in the face-to-face mode of instruction.

On October 1, 2010, El Camino College submitted a substantive change proposal for the approval of [additional of courses that constitute 50% or more of a program offered through a mode of distance electronic delivery](#). Through the substantive change, El Camino College students are able to complete thirteen (13) Certificate programs, ten (10) Associate of Arts degree programs, four (4) Associate of Science degree programs and the General Education program through courses offered by distance education.

These program majors have 50% or more courses approved as distance education offerings:

Certificate of Achievement

- Business – Accounting
- Business – Bookkeeping
- Business – Business Management
- Business – Marketing
- Business – Retail Management
- Childhood Education – Early Childhood Education
- Childhood Education – Early Intervention Assistant
- Childhood Education – Special Education Assistant
- Computer Information Science – Microcomputer Applications
- Computer Information Science – Microcomputer Support and Network Management
- Real Estate
- Real Estate – Mortgage Loan Brokerage
- Real Estate – Real Estate Appraisal

Associate of Arts Degree

- Anthropology
- Childhood Education
- Economics
- English
- History

Liberal Studies (Elementary Teaching)
Philosophy
Political Science
Real Estate
Sociology

Associate of Science Degree

Business – Accounting
Business – Business Management
Business – Marketing
Computer Information Science

Consistent with federal regulations pertaining to federal financial aid eligibility and the College’s Administrative Procedure 4105, the El Camino College District authenticates and verifies that students who register in a distance education or correspondence education courses are the same students who participate in and complete the course or program and receives the academic credit.

The Vice President of Academic Affairs or the designee, in consultation with the Distance Education Advisory Committee or other appropriate campus committee, utilizes one or more of the following acceptable procedures for verifying a student’s identity: secure credentialing/login and password system, proctored examinations and/or new or other technologies and practices that are effective in verifying student identification. El Camino College provides each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

References:

1. <http://www.elcamino.edu/administration/board/policies.asp>
2. <http://www.elcamino.edu/administration/board/boarddocs/AP%204105%20Distance%20Education.pdf>
3. <http://www.elcamino.edu/administration/board/boarddocs/4020%20Program%20Curriculum%20and%20Course%20Development.pdf>
4. http://www.elcamino.edu/library/library_ser/
5. <http://www.elcamino.edu/library/distance-ed/>
6. <http://www.elcamino.edu/administration/vpaa/accreditation/docs/Final-Subchange-Report-09-30-2010.pdf>

Policy on Institutional Compliance with Title IV

- *Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptable low level and must also comply with program responsibilities defined by the U. S. Department of Education.*

The College has approved [Board Policy 5130](#): Financial Aid to ensure the College will adhere to all guidelines, procedures and standards to ensure student eligibility for federal financial aid. The policy also covers financial assistance outside of Title IV entitlements and includes state and local grants and scholarships.

El Camino College withdrew from the Federal student loan program in July 2013.

Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status

- *All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.*

El Camino College places the primary emphasis of all institutional advertising (including publications, promotional literature and recruitment activities) on the educational programs and services offered at the College. To assist in the creation and dissemination of institutional advertising literature, ECC has a [Public Relations & Marketing \(PR&M\) Department](#). The PR&M Department researches, designs, produces and delivers professional communications to a diverse student population, ECC employees, the communities across the world (via the web), the media, and elected and community leaders. The department also shares the news of all the outstanding accomplishments, events and activities happening at the college.

Demonstrating the College's dedication to excellence in education, the PR&M department provides numerous services to support the academic, athletic, artistic, and extra-curricular endeavors of students, faculty, and staff, including: news releases, government and media relations, advertising, photography, graphic design, website development, and promotions. [ECC Matters](#), [ECC Community Newsletter](#) and the [President's Newsletter](#) are distributed regularly to residents of the district offering updates on campus happenings.

The most comprehensive institutional advertising tools are the [college catalog](#) and [schedule of classes](#). These texts are available in hard copy format in the college bookstore as well as online on the college website at www.elcamino.edu. The college catalog clearly describes basic information pertaining to the institution's location and website and facilities available to staff and students. It also provides an in-depth description of the institutional mission, purposes of the college, degree and certificate programs, courses available, transferability of

courses, tuition costs and fees, financial aid options and requirements, and refund procedures and policies. Furthermore, the statement of nondiscrimination, academic freedom, rules of student conduct, as well as a full listing of faculty and governing board members can be found in the annual El Camino College catalog.

[The Office of Outreach and School Relations](#) is committed to serving prospective students from a wide array of locations, education levels, socioeconomic strata, ethnicities, races, experiences, and beliefs. Through this office, knowledgeable Student Ambassadors conduct campus tours, highlight student services, and perform visits with prospective students, school sites, and the community. Outreach services include information tables, information sessions, application workshops, and assessment/testing. Community groups, schools, and individuals who would like an informed tour of the El Camino College campus can fill out a tour request form. For schools and community groups who would like to request El Camino College outreach services, they can complete the outreach services request form on the college website.

El Camino College assures employment to verified individuals only. Grants and scholarships are offered to students based on specific criteria related to merit or financial need and are not used as false advertisement in the recruitment process. Additionally, misrepresentation of job placement or employment opportunities, program costs, or program requirements are not made in recruiting potential El Camino College students.

Institutional board policies and administrative procedures for El Camino College may be found on the college website at <http://www.elcamino.edu/administration/board/policies.asp>. In accordance with [Board Policy 3200 Accreditation](#), The Superintendent/President of El Camino College ensures the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation. The Superintendent/President also keeps the Board informed of approved accrediting organizations and the status of accreditations, as well as ensuring that the Board is involved in any accreditation process in which Board participation is required. Additionally, the Superintendent/President provides the Board with a summary of any accreditation report and any actions take or to be taken in response to recommendations in an accreditation report.

El Camino College states accurately its accreditation status on page five of the college catalog:

“El Camino College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato CA 94949-6175, telephone 415-506-0234, Web www.accjc.org, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. The University of California, the California State University and other colleges and universities give full credit for appropriate courses completed at El Camino College. El Camino College is approved for veterans by the Office of Post Secondary Education, California State Department of Education”

Policy on Institutional Degrees and Credits

- *An accredited institution conforms to a commonly accepted minimum program length of 60-semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.*
- *An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.*

The College adheres to Title 5, Section 55002.5, which establishes the minimum expected time that is necessary to award one unit of credit. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class.

El Camino College awards units of credit based on a student's achievement of the learning objectives that are noted in the approved Course Outline of Record (COR). Course student learning objectives cover the primary components leading to student achievement of the course's intent. The COR is developed by faculty and goes through a review and systematic approval process incorporating the articulation officer, curriculum advisor, curriculum institutional officer, and faculty who serve on division and the College Curriculum Committees. This process assures that degrees and credits meet the expected levels appropriate for rigor, content, breadth and length.

In order to receive a degree or certificate, students will demonstrate competency by meeting the conditions stated in the College Catalog which include completing sixty degree applicable units with a minimum GPA of 2.0 in coursework.

Policy on Institutional Integrity and Ethics

- *Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate his ethical standards in the management of its affairs and all of its activities dealing with student, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.*

El Camino College strives to act with integrity and honesty in its interactions with students, staff, the community and the accrediting agency. The College's board policies demonstrate a comprehensive effort to act with integrity and honesty. The El Camino College Board of Trustees has adopted policies and procedures on academic freedom, student's rights and responsibilities, and student academic honesty and standards of conduct. Additionally, there are policies concerning probation, dismissal and readmission, grade change, course repetition, limitation to remedial coursework, academic renewal, program, curriculum and course development and philosophy for associate degree and general education. These policies are available on the college website and in the 2012-2013 college catalog.

Board policies also guide the decision-making processes and the behavior of the trustees. Board Policy 2715 Code of Ethics/Standards of Practice clearly defines acceptable behavior and the process used by the Board to investigate any charge or complaint of Trustee misconduct. Other Board Policies dictate that trustees be involved in the accreditation process. The College's accreditation webpage further evidences its involvement and transparency in the accreditation process.

El Camino strives to be open and honest with its community as well. Job descriptions and specifications for all full-time positions are clearly and publicly stated on the website and in the Office of Human Resources. Hiring policies are established in Board Policy 7120. Other information such as the mission statement, educational programs, admissions requirements, student services, tuition, transcripts and other academic information is available on the website. El Camino College provides clear, accurate, and consistent information through print, electronic format, the College's websites, and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

- *When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.*

The College holds no contracts that apply to this policy.

References

1. <http://www.elcamino.edu/administration/publicrelations/>
2. <http://www.elcamino.edu/newsletter/>
3. <http://www.elcamino.edu/administration/publicrelations/docs/ECC-Community-News-Fall-2013.pdf>
4. <http://www.elcamino.edu/administration/president/presnewsletter.asp>
5. <http://www.elcamino.edu/admissions/docs/2013-2014-catalog.pdf>
6. <http://www.elcamino.edu/admissions/docs/ECC-Spring-2014.pdf>
7. www.elcamino.edu
8. <http://www.elcamino.edu/administration/board/policies.asp>
9. <http://www.elcamino.edu/administration/board/boarddocs/3200%20Accreditation.pdf>
10. <http://www.elcamino.edu/studentervices/outreach/>

Standard I: Institutional Mission and Effectiveness

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

A. Mission

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

Descriptive Summary

The El Camino College mission developed from an assessment of the educational needs of the people it is charged to serve along with regional workforce considerations and other needs of the community. As a college serving the large and diverse population of the South Bay for over 65 years, El Camino College commits to providing varied educational pathways and services and to assisting students of any background in achieving their educational goals. The College's mission reflects this long-standing commitment:

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

The College has a tradition of offering a comprehensive set of educational programs, including career technical education and other degree- or certificate-granting programs; transfer programs; community education; and workforce training. This breadth of programs and services are appropriate for serving the area's vibrant economy, large and established residential population, and numerous four-year institutions. In addition, the College commits to a broad set of academic and student support programs to assist both college-ready students as well as students in need of remedial work to achieve their goals. Students enter El Camino College at a wide range of levels and the College strives to meet student learning needs at all levels. The College mission is also in line with the purposes of a California community college outlined in the [California Master Plan](#) of 1960.

Self Evaluation

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

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

Descriptive Summary

El Camino College offers a broad variety of programs and services to reflect the mission, build on college traditions, and serve its current student population. Certificate and degree programs are offered in more than 60 fields; programs and services are offered both online and on campus; broad and accessible academic and student support services are available; transfer programs are integrated across the College; and community and workforce training programs are comprehensive. The College also enhances student learning and academic success to help meet the needs of its student population through a long history of focused and innovative support programs. These include interdisciplinary and accelerated learning communities, college success courses, counseling services such as the transfer and career center, Special Resource Center, EOPS/CARE, CalWORKs, and financial aid. Academic service and success centers include the Learning Resource Center, [Writing Center](#), [Reading Success Center](#), [Basic Skills Center](#), [Tutoring Center](#) and [Math Study Center](#).

The College mission is a broad statement focused on educational success. It is put into practice by way of [Strategic Initiatives](#), or institutional commitments to quality improvement. These initiatives are founded on the mission, developed on a five-year cycle, and reviewed regularly for relevance. Strategic initiatives focus College efforts to achieve its mission of “[enhancing] teaching to support student learning” (Strategic Initiative A), among other goals. In essence, the entire mission statement focuses on student learning.

Discussions about student learning among key constituents take place frequently in key college committee meetings, such as [College Council](#), the [Academic Senate](#), the [Curriculum Committee](#), the Academic and Student Services Program Review Committees, the Student Success Advisory Committee, the Compton Center Student Success Committee, the [Assessment of Learning Committee](#), and the [Board of Trustees](#). The discussions occur on topics such as access, class size, school calendar, pedagogy, registration dates, cancellation of courses, class schedules, online courses, matriculation, retention, graduation, and transfer. Ongoing discussions about more discipline-specific aspects of student learning occur in advisory committees, such as the Basic Skills Advisory Group and the Distance Education Advisory Committee, as well as in [Division Councils](#), [division curriculum committees](#), division SLO committees, and departmental meetings. The Faculty Development Committee oversees and creates professional development activities to help ensure ongoing improvement in the quality of instruction. A broad array of committee discussions focus on maintaining quality, comprehensive, educational programs and services that ensures the educational success of students.

Student Success Advisory Committee: Needs minutes link.

Compton Center Student Success Committee: Needs minutes link.

The College ensures that it is meeting the needs of its current students through a systematic and regular process of data gathering that includes enrollment analysis, educational needs assessments and student surveys. Student surveys include satisfaction surveys, student engagement surveys, and campus climate surveys with feedback from students sought about once per year on a variety of topics related to the mission. The primary data collection tool related to college mission is the [Campus Climate Survey](#) which gathers opinions about the mission from student and employees every three years. Results are disaggregated by demographic and employment groups and discussed broadly. Students also are represented on the Board of Trustees and all consultation committees.

On a regular basis, the College conducts regional environmental scans, community surveys, and occupational outlooks to ensure that the mission remains appropriate for the communities that it serves. The [regional scan](#) is conducted every five years to provide updated descriptions of the population, participation rates, K-12 enrollment trends, and college-going trends. [Community surveys](#) are conducted periodically to ensure that the College maintains a reputation of excellence across the district. Regional data is reviewed during the corresponding annual planning summit (e.g., 2010) and through the comprehensive master planning process. The College-wide [planning summit](#) and [master planning process](#) affords an opportunity for deep analysis of our place in the community and the relevance of the mission. The planning summit also provides an opportunity for college representatives to refresh their commitment to student learning and the mission of the College. Regional data is also periodically reviewed in venues such as [Board meetings](#), College Council, the [Academic Senate](#) (pg 18), the Enrollment Management Committee, and Dean's Council.

The College also ensures that Career Technical Education (CTE) program offerings remain relevant to community needs and demands through external scans associated with annual planning and program review. Central to this process are regular advisory meetings that bring together working professionals from each discipline such as field experts; employers; suppliers; and craft and trades persons. At the advisory meetings, faculty ask questions and gather information from industry representatives to keep the curriculum and workforce needs as current as possible. Faculty members also stay abreast of new trends and technologies through research, attending trade shows and seminars. Faculty members review job trends, and market and employment statistics which are a standard data set for biyearly CTE program review. For instance, the [2011 Construction Technology Program Review](#) included projections from the Joint Center for Housing Studies and the Los Angeles Housing Demographics Census to guide decisions regarding future growth needs of the program. Also through program review, faculty members conduct gap analysis between student performance, school and classroom capabilities, and industry needs and then recommend improvements to bridge any gaps. The [2010 Air Conditioning and Refrigeration Program Review](#) included data from the National Employment Matrix projecting a 28% growth in employment to predict future enrollment patterns.

Assessment and evaluation are major functions of the [planning process](#) at El Camino College and are used to verify and improve student learning and institutional effectiveness. Each program, unit and area creates an annual plan that undergoes twice-a-year (January and July) reviews and evaluations of the goals and objectives. The 4-year program review cycle includes evaluation of program effectiveness. Used to improve student learning and instruction and aligned with the program review cycle, [Student Learning Outcomes](#) are in place for every course and program offered through the College; assessments of SLOs are on-going. [Institutional Learning Outcomes](#) (ILOs) are a set of global learning outcomes that students are expected to achieve after a course of study at the College. These ILOs are evaluated on a yearly rotating basis through direct and indirect assessment of students nearing the end of their El Camino College careers. The Assessment of Learning Committee (ALC) determines the methods and timelines for assessing ILOs while the entire college community is responsible for their assessment. SLO assessment results may also lead to recommendations at the proposal development stage of curriculum review. Resources are provided to College constituents to aid in the assessment and evaluation process, and to help the College maintain sustainable continuous quality improvement. These resources are available through the [Assessment of Learning](#), [Program Review](#), and [Planning](#) webpages, as well as the Institutional Effectiveness intranet portal.

A multitude of assessments of institutional effectiveness have been developed to help ensure student learning programs and services address the needs of its student population. El Camino College's [Institutional Research & Planning](#) (IRP) department supports educational and institutional effectiveness by providing El Camino College and El Camino College Compton Center with a wealth of information and analysis for use in assessment, planning, and decision-making. The types of information they offer include demographic profiles, student achievement rates and goal completion, survey services and interpretation of results, community profiles, and program-focused research. IRP also provides access to comparative studies and accountability reports to provide context in which to discuss educational quality and areas in need of improvement. IRP reports and presentations help ensure that the campus community accurately understands and interprets the data they collect.

Compton Center is committed to responding to the specific needs of the communities it serves. The goals contained in the Compton Center Master Plan reinforce the necessity to serve the community's needs, and the College's [growing population](#) and the focus on [student achievement and attainment of goals](#).

Self Evaluation

The College meets the standard. The College's continuous process of educational data analysis and needs assessments provided by learning assessments, analyses of student achievement, and student feedback is evidence of the College's achievement of its mission to provide a broad array of programs and services based on the needs of its student population. In addition to this ongoing process, the College also includes regular environmental scans, community surveys and occupational outlooks to ensure the College's mission fulfills the needs of the community it serves. The results of these processes are continuously reviewed

by the institution through its assessment and evaluation functions of the College's planning process and college committees.

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

Descriptive Summary

The current mission statement was approved by the El Camino College Board of Trustees on June 18, 2007 as part of the College's Strategic Plan for 2007-10. The plan was developed at the April 18-19, 2007 Planning Summit by representatives from students, staff, faculty and management from both El Camino College and Compton Center. It is periodically reviewed and reaffirmed at annual Planning Summits, [Planning and Budgeting Committee](#) meetings and College Council meetings ([April 23, 2007](#), [April 28, 2008](#), [April 27, 2009](#), [May 3, 2010](#)). The College Campus is kept informed of review and changes in the [President's Newsletter](#).

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

Self Evaluation

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

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

Descriptive Summary

At the annual planning summit, College groups review and evaluate the mission and strategic initiatives and develop plans for the future. Summit attendees from throughout the College review supporting evidence, discuss factors affecting the mission, and modify or affirm the mission statement accordingly. In most cases, representatives at the planning summit take the information back to their constituents to review the revised mission statement and explain the process and outcome. For example, as a result of the discussion of the mission statement in enrollment management, colored flyers and posters were created and posted at both El Camino College and [Compton Center](#) to heighten awareness of the College's mission statement and strategic initiatives. An updated version of the flyer was created in 2012 to show the updated Strategic initiatives. A poster of the mission, strategic initiatives, and statement of values is displayed prominently in every division office.

The effectiveness of the overall mission review process is assessed regularly in two ways: 1) through the consensus process of mission review during annual planning summits, and 2) through student and employee assessment of the mission and College involvement by way of the Campus Climate Survey, administered every three years.

The partnership with Compton in August 2006 prompted a co-review and co-creation of the mission statement at the [two-day planning summit](#) in April 2007 that involved administrators, faculty, staff and students representing both El Camino College and Compton Center. (<http://www.compton.edu/campusinformation/ECCComptonAgreement.aspx>) The participants reviewed the mission statement for relevance to all the communities it was now serving. These new circumstances prompted a review of the mission statement.

The purpose of the College's annual planning summit is to ensure the involvement of all stakeholders in the development of the mission statement, strategic initiatives, and future planning for the College. Attendees are selected by invitation or appointment to ensure that the summit is representative of the College and community. Delegates represented a variety of programs, clubs, advisory boards and committees. Faculty members, classified staff, managers and students, from both El Camino College and Compton Center were among the summit attendees.

At the April 18-19, 2007 Planning Summit, over 50 participants representing students, staff, faculty and management attended from both El Camino College and Compton Center. All were involved with and in agreement with the creation of the College's current mission statement. During this day-long activity, attendees reviewed community data and discussed essential elements of the mission statement in small groups. The conclusion of the day resulted in one mission that was voted on by the entire group. Once the Mission statement was created, College Council and the Board of Trustees approved it. Strategic initiatives were also created at that time.

Mission approved by Board:

http://www.elcamino.edu/administration/board/agendas/6-18-07_agenda.pdf (pp. 16-17)

(http://www.elcamino.edu/administration/ir/docs/planning/ECC_strategicplan.pdf) The goal of the partnership with the CCCD is to establish a center and help bring it into good standing with the accrediting commission by providing accredited instructional and support services to meet the needs of Compton students. The ECC Compton Center Eligibility Proposal Status Report of October 27, 2011 states that the criteria of the mission statement defining institutional commitment to achieving student learning have been met. The mission statement shared by El Camino College and Compton Center appears in the El Camino College catalog. (<http://www.elcamino.edu/admissions/docs/ECC-2011-12-Catalog.pdf>)

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

Self Evaluation

The College meets this standard. Continuous re-evaluation and reaffirmation of the mission statement takes place at the annual planning summit in which discussion and decisions are made collegially by student, staff, faculty, and management representatives from El Camino

College and Compton Center. The College assesses results extracted from Student and Staff Campus Climate surveys indicating how familiar the institution's population is with the mission statement and its intention in providing quality educational opportunities to its diverse community.

For employees polled in the Spring 2010 Employee [Campus Climate Survey](#), the most important aspect of the El Camino College Mission statement was offering "quality educational opportunities." Overall, El Camino College employees are familiar with the mission statement and feel that the College is fulfilling its mission. More than half of students who participated in the 2010-11 [Student Campus Climate Survey](#) indicated they were familiar with ECC's mission statement and that the most important aspect of the mission statement was to provide "quality educational opportunities." Students highly agreed that ECC was fulfilling its mission.

http://www.elcamino.edu/administration/ir/docs/survey/Results_FacStaffSurvey_ECC_2010.pdf
ECC Faculty-Staff 2010 Campus Climate Survey

http://www.elcamino.edu/administration/ir/docs/survey/Results_FacStaffSurvey_CC_2010.pdf
Compton Center 2010 Campus Climate Survey

http://www.elcamino.edu/administration/ir/docs/survey/Results_CampusClimate_Students_ECC_FIN_AL.pdf ECC Student 2010-2011 Campus Climate Survey

<http://www.elcamino.edu/administration/ir/docs/survey/Student%20Campus%20Climate%20Survey%20Highlights%20CEC.pdf> Compton Center 2010 Student Campus Climate Survey

Actionable Improvement Plans

1. Place the mission on a regular five-year review cycle that is aligned with the development of a new Master Plan and Strategic Initiatives.

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

Descriptive Summary

The ECC mission statement succinctly describes the core purpose of the College is to provide a comprehensive and quality education to ensure the success of our diverse student body. It is the overarching philosophy that guides the College's planning process. The mission, vision, statement of values and strategic initiatives appear on each Board agenda, on posters in offices throughout each location, and in the college catalogue. The mission statement is printed on the backs of college business cards. Its frequent appearance on college documents indicates its central nature in the operations of the College.

This mission infuses the Master Plan, the Institutional Learning Outcomes, and the Strategic Initiatives. As a component of the [Master Plan](#), the Educational Master Plan demonstrates the effort to build and maintain a comprehensive, broad offering of programs at ECC, including strong transfer, CTE, Community Advancement, and Industry and Technology programs. The success of our diverse student population is targeted and supported by programs in the Counseling and Student Services Division, such as Puente and Project Success. The mission statement's focus on student success is reflected in the [Institutional](#)

[Learning Outcomes](#), which identify the abilities of successful students and provide the framework by which all SLOs and PLOs are organized. Assessment in courses and programs measures success in these areas and the results are used to enhance student success by improving instruction and curriculum and by guiding planning through program review. The College's commitment to use planning to achieve the mission statement's emphasis on quality education is seen through the expansion of the [Institutional Research and Planning](#) department. IRP assists the College in assessing courses and programs and in measuring achievements of our students and reporting measures of [academic success](#). In addition, the purpose of the Student Success Advisory Committee is to oversee and initiate college wide efforts to improve student success. Serving a similar purpose at the Compton Center are the Compton Student Success Committee and the Student Success Plan.

While the mission acts as the general philosophy of the College, it is enacted through the College's strategic initiatives. A review of the College's current mission statement as it relates to the [Strategic Initiatives](#) was conducted at the 2013 annual planning summit. Woven through these initiatives is the mission statement's emphasis on quality, success, and service to the community. The seven strategic initiatives infuse ECC's planning and budgeting processes. Four-year program reviews and annual plans by administrative, [academic](#), and [student support services](#) identify how program objectives and funding requests support the College's strategic initiatives. Program reviews are linked to planning by including program review recommendations in annual [Program and Unit Plans](#) created in Plan Builder, the College's planning and resource allocation software. Budget requests and recommendations that result from the Program Review and Annual Plan processes are tied to at least one strategic initiative. Recommendations that appear in annual plans go through a prioritization process for funding and implementation every year. This cycle ensures that planning and resource allocation is directly tied to the strategic initiatives, which serve to fulfill the mission of the College.

The Compton Center uses the El Camino College planning model for institutional effectiveness to ensure that its Master Plans, Student Learning Outcomes, and other strategic plans are aligned with its programs and the College Strategic Initiatives. The College's Educational Master Plan (2013) guides the creation of annual goals for the Center and the Compton CCD. The Educational Master Plan and the new planning processes are integrated and drive decisions about resource allocation and program planning. Like ECC, the Center [creates and updates](#) annual program, unit and area plans that link funding requests to strategic initiatives. Requests undergo a systematic prioritization process and are presented to ECC Compton Center's Planning and Budgeting Committee for use in the development of the budget.

Self-Evaluation

The College meets the standard by ensuring that the mission statement provides the central philosophy driving the strategic initiatives. Reviewing the mission statement and creating strategic initiatives occur concurrently during annual planning summits. The strategic initiatives, in turn, guide planning and budgeting decisions.

STANDARD I: Institutional Mission and Effectiveness

B. Improving Institutional Effectiveness

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

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

Descriptive Summary

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

[*Making Decisions at El Camino College*](#) explains the role of committees, administrators and the Board of Trustees in reaching decisions and asserts the value of college-wide input, stating that “our campus and students benefit when we cooperate to make jointly agreed upon decisions that we work together to implement.” The purpose of the document is to clarify and improve collegial consultation processes. It was co-written by the student, faculty, classified staff, manager, and administrative members of College Council, the only consultation committee chaired by the president/superintendent, and Campus groups, including the Associated Students Organization, the Academic Senate, and the classified employees union also offered feedback on the text. In order to ensure that committee members clearly understand their role in college dialogue and processes, committee chairs are directed annually to provide an orientation; review the committee’s purpose, purview and goals; conduct a committee self-evaluation; and review.

Collegial consultation committees meet regularly to discuss a wide variety of operational, planning, budgeting, and educational issues. Representatives to consultative committees include students, classified staff, faculty, managers and administrators who seek feedback from and bring information back to their constituent groups in a two-way flow of information. Active consultation committees include the institution-wide College Council; the Academic Senate; and the Calendar, ECC Technology, Facilities Steering, and Planning and Budgeting Committees, and the Consultative Council at the Center. Unique to Compton is the Consultative Council consisting of faculty and administrative representatives who

receive information from the Institutional Effectiveness Committee, which in turn gathers information from all other committees. Both the College and the Center have an [Academic Senate](#) to discuss the academic and professional matters in its purview. Its open, public meetings are also attended by students, managers and administrators, who are given the opportunity to participate and make presentations. In spring 2013, for instance, Associated Student Organization representatives attended regularly and presented the results of their textbook survey and their related recommendations. Discussion that ensued after a presentation on student achievement standards led to the creation of a task force to refine the methodology used in the creation of the standards. And, in that same semester, a Senate distance education task force worked together with the Learning Resources Unit director, classified staff and other distance education faculty to develop college guidelines for authentication and faculty contact that allow courses to meet accreditation requirements in these areas while maintaining the flexibility to enhance student learning using the unique content and functionality of publisher websites.

Collegial dialogue also occurs in Area and Division Councils. Area and Division Councils are developed locally and engage in a variety of consultative and operational functions, in addition to serving as a place for announcements and information exchange. Their memberships vary, but they generally contain representation from classified staff, administration, faculty, and sometimes students. Each area Vice President leads his/her Area Council (Administrative Services, Student & Community Advancement, Academic Affairs and Human Resources) while Deans and Directors lead Division/Unit Councils. Divisions Councils routinely discuss SLO assessment and program review. [Council meeting](#) minutes are available online and searchable by division.

Finally, advisory committees provide venues for dialogue about improvement in specific aspects of institutional functions and student success. These are broad-based committees that include the Council of Deans (and Directors), Basic Skills Advisory Group, Career Technical Education Act Committee, Distance Education Advisory Committee, Emergency Planning, Student Success Advisory Committee, Insurance Benefits Committee, Parking and Traffic Advisory Council, and Police Advisory Council. Over the past several years, for instance, the Distance Education Advisory Committee (comprised of faculty, classified staff and managers) has extensively discussed how to improve comparatively lower student retention and success rates in on-line courses. They worked to develop, implement and improve required on-line faculty [training courses](#) and student orientations to on-line learning. Flex training activities and best practices demonstrations were organized in conjunction with the Academic Technology Committee and the Faculty Development Committee. Major changes were made in consultation with the Academic Senate resulting in a new position of Senate Vice President of Academic Technology created in fall 2011. In fall 2012 DEAC sponsored a day-long [distance education institute](#) and in spring 2013, an Academic Technology Conference showcased a variety of new technologies and best practices, including [Student Authentication](#) and [Effective Contact Guidelines](#). Between 2007 and 2011 success [rates](#) in on-line courses improved from 49.4% to 59.0%, exceeding the state average. By fall 2012, the online rate of success as reported by the [Chancellor's office](#) had risen even further to 62.2%.

In addition to on-going communication in consultative and advisory committees, the College solicits feedback and perspectives directly from college constituents in regularly-scheduled surveys. Campus-wide surveys are administered to all relevant constituent groups with above-average response rates regularly achieved from a representative cross-section of the College. This supports the validity of survey results. Results are presented and discussed using the consultation process during regular meetings, open forums, Flex Day workshops, or focus groups. Examples of [campus-wide surveys](#) that followed this process include the Community College Survey of Student Engagement ([CCSSE](#)), feedback on the future of Winter Intersession, Technology Surveys, and Campus Climate surveys. The Campus Climate Survey provides evidence of employee awareness of the College mission, suggestions for improvement that are discussed broadly in the [Academic Senate](#) (Staff Technology Survey-5/7/13, Student Technology Survey-2/19/13, Campus Climate Survey and Winter Intersession Survey-9/7/10), College Council, [Flex Day focus groups](#), and employee bargaining units. Other areas assessed include college communication, climate and culture, student learning outcomes, and student service. Questions in most of these areas rated the College above average, while issues at or below average were the special focus of discussion in collegial consultation settings and focus groups. All campus-wide surveys are administered at both ECC and Compton Center. Student surveys are administered both in class and on-line, targeting both day and evening students.

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

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

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

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

The math division, humanities division and First Year Experience provide examples of how data are understood and used as a foundation for the improvement of student learning and achievement. Analysis of math progression disparities by entering academic level verified faculty suspicions and prompted development of experimental support modules and accelerated math sequences for an elementary algebra to transfer-level pathway, as well as the development of an intermediate algebra course for a statistics course pathway. Data analysis was also conducted, interpreted and discussed to determine how well the accelerated model worked for students. Similarly, English faculty developed an accelerated Reading/Writing learning community experimental course that tracked directly into transfer-level learning community. Existing cross-divisional collaboration as part of the First Year Experience (FYE) program helped in the exchange and discussion of ideas and findings during the process of evaluating the new experimental courses.

Self Evaluation

The College meets the standard. A broad committee structure and the use of professional development workshops, summits, and conferences provide opportunities for dialogue. Dialogue takes place at the institutional level for evaluative and assessment purposes toward improvements to student learning. The College will work to improve consultation by implementing the consultation philosophy and committee trainings and self-reflections

explained in *Making Decisions*. In 2013/14, enacting *Making Decisions* is a goal of both [College Council](#) and the [Academic Senate](#).

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

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

Descriptive Summary

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

[Strategic initiatives](#) are the broad goals for institutional improvement established to put the Mission into practice. The initiatives cover seven areas: instructional methods and services, educational and support services, collaboration and collegial consultation, workforce training and economic development needs, using assessment to improve planning and resource allocation, facility and technology improvement, sustainable environmental practices for the college. All program review recommendations and Plan Builder objectives are linked to the strategic initiatives. ECC strategic initiatives have been developed and revised at various planning summits since 2003 which are attended by faculty, student, classified staff, managers, and administrators.

Representatives from all college constituent groups participate in the annual planning summits at which the strategic initiatives are conceived, reviewed, reaffirmed and revised. A diverse group, including administrators, classified staff, managers, faculty, and students, provide feedback and suggestions from a variety of perspectives. As part of a campus-wide initiative to link planning to budgeting, the first planning summit in May 15-16, 2003 developed seven Strategic Goals for 2004-2007. The College concluded in its 2008 [self-study](#) that progress was made in the educational areas. The 2007 summit included the input of the Compton Center and created a second set of strategic initiatives. The introduction of Plan Builder as the College's budgeting and planning software allowed the College to require

that plans be directly linked to the strategic initiatives. Plan Builder also allows the College to determine how many plan goals are linked to specific initiatives and the amount of spending on each initiative.

At a [planning summit](#) in March 2010 cross college constituent groups met again to develop the 2011-2014 Strategic Initiatives, under which the College currently operates. The mission statement was also reviewed and reaffirmed. The summit participants created seven new strategic initiatives, which were distributed to all ECC and Compton Center employees for comment and prioritization. The 2011-2014 strategic initiatives were more comprehensive, encompassing a fuller vision of the College and its direction, based on the broad mission. In addition, the Planning Summit determined that the strategic initiatives would continue to be used as goals in program, unit, and area plans. The Planning and Budgeting Committee would help inform the College community about how money was being spent and how decisions were reached. At the [2013 Planning Summit](#), a [new planning model](#) was conceptualized discussed widely and adopted in fall 2013. The strategic initiatives and mission statements are found in places accessible to the entire college community, including on posters throughout the College; on the Institutional Research and Planning web page; in the College catalogue; in the Master Plan; and in the Academic Program Review training materials. The Planning Model chart was approved by the Planning and Budgeting Committee at both the [College](#) and the Center and appears in the Master Plan. Strategic initiatives are integrated into the annual planning cycle by serving as the annual plan goals themselves. Program, unit, and area planners link specific objectives to appropriate strategic initiatives. These objectives are measurable and are typically, though not necessarily, associated with resource requests. Evaluations of objectives are conducted twice each year and serve as a way to measure initiatives indirectly.

To strengthen the strategic initiative measurement process, the College now is collecting data to measure the achievement of each strategic initiative more directly. The process began at the 2013 Planning Summit when attendees assessed progress made on each initiative. In fall 2013, a small Strategic Initiatives working group assembled to continue this process. After determining that the initiatives were good goals but lacked measurability, the working group made several recommendations including the addition of measurable objectives for each strategic initiative to assist in quantitatively measuring progress. In the meantime, the college would measure the initiatives indirectly by assembling a compendium of all work done by initiative since inception. On an annual basis, the College community will review and reflect on progress made on strategic initiative and student achievement goals to determine where improvements need to be made in time for the next annual planning cycle. Review will begin at the annual planning summit and continue through a standard consultative process involving groups such as PBC, College Council, Academic Senate, and the Assessment of Learning Committee.

The College shows commitment to achieving its institutional goals by weaving strategic initiatives through the planning and budgeting processes. Requests for funding in plans and program reviews are placed in Plan Builder and must be linked to a strategic initiative. Institutional commitment to the strategic initiatives and other college goals is also apparent with the allocation of funding for related software and training. The College invested in Plan

Builder to strengthen the planning and budgeting process. It allows the College to systematically [link these processes to the strategic initiatives](#) and to determine the number and amount of requests for each. In addition, stipends and extra funding was assigned for the development of modules for program review and SLO assessments in CurricUNET. The College has funded related conference and training attendance and created an Associate Dean position in Academic Affairs to help administrate the SLO assessment and program review processes. Because of software problems with the SLO CurricUNET module that created recording inaccuracies, a task force selected TracDat as our new SLO software. All SLOs and assessments successfully migrated to TracDat in summer 2013.

El Camino College evaluates its effectiveness through its [Institutional Learning Outcomes](#) (ILOs), the set of core competencies that the College expects students to achieve after significant involvement with the institution. The learning outcomes and competencies that are measured at the institutional level include content knowledge; critical, creative and analytical thinking; communication and comprehension; professional and personal growth; community and collaboration; and information and technology literacy. ILOs are assessed on a four-year cycle, with results reviewed by the Assessment of Learning Committee and by faculty, staff and leadership, at large. After each assessment, results are discussed to determine where improvements may be needed, with instructional resources developed and published on the Institutional Effectiveness Portal for each ILO. The [first cycle of assessment](#) will be completed in Fall 2013, affording the opportunity to improve the assessment for the next round and begin tracking results longitudinally where possible.

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

Self-Evaluation

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

Actionable Improvement Plan

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

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

Descriptive Summary

El Camino College's cyclical planning and assessment processes are carefully linked to budgeting. The ECC planning process is guided by the College mission, the strategic initiatives, the Comprehensive Master Plan, and ongoing evaluation. As visualized in the Planning Model below, the process consists of cycles of program review, curriculum review, outcomes assessment, and annual planning. The [planning process](#) integrates master plans for education, technology, facilities, and staffing with the College's mission and strategic initiatives. The planning process is tied to budgeting through the systematic development and prioritization of recommendations and goals in program reviews, program plans, unit plans and area plans. Those goals and recommendations are all linked to the strategic initiatives, which carry out the mission. The Planning and Budgeting Committee (PBC) provides oversight and conducts a [yearly review](#) of the process, instituting and recommending changes as needed. There is college wide participation in the process as faculty, staff, managers, and administrators write the plans and send representatives to the PBC.

ECC Planning Model



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

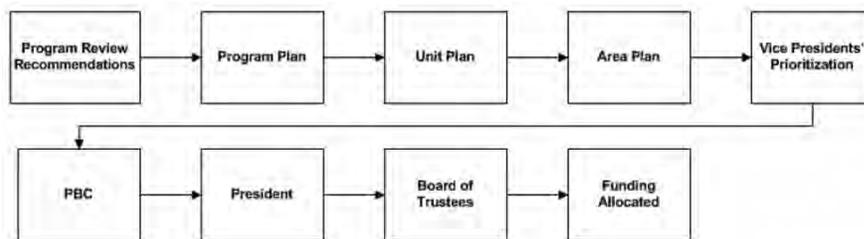
In the curriculum review cycle, all courses are reviewed by faculty in a six year cycle with vocational courses being reviewed on a two year cycle. The College used [CurricUNET](#), a curriculum management software, for review and approval of courses, degrees and certificates. Curriculum review is conducted by discipline faculty with the support of

Division Curriculum Committees and Deans. The College Curriculum Committee creates [curriculum policies](#) and procedures and provides oversight to the review process. Curricular changes and reviews are discussed in academic program reviews. SLO assessment results may trigger or inform curriculum revision, including the creation of new courses, programs, or certificates.

Every course has associated Student Learning Outcomes (SLOs) and academic program-level outcomes (PLOs); each administrative and student service area has Service Area Outcomes (SAOs); and the College has overarching outcomes, Institutional Learning Outcome (ILOs), which have been in place since 2007. Outcomes and assessments are embedded within planning and budgeting through the process of program review and the submission of program, unit and area plans. The assessment of SLOs, PLOs, SAOs and ILOs are ongoing. The [assessment results](#) of SLOs and PLOs are used to improve student learning and teaching practices, as well as to inform curricular and programmatic changes. SLOs and PLOs are on a four-year [assessment cycle](#), in alignment with the program review cycle. The College Assessment of Learning Committee determines the methods and timelines for assessing ILOs and the entire college community is responsible for their assessment. ILOs are also [assessed](#) on a four-year cycle. The first round of assessment of the six ILOs began in Fall 2010 and was completed in Fall 2013.

- Student services SAO webpage:
- <http://www.elcamino.edu/administration/vpsca/docs.asp>

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



The College's cyclical planning and assessment processes are carefully linked to budgeting through program review and the strategic initiatives. Assessment results are incorporated into program review and provide evidence for some funding requests. The funding requests derived from program review are linked to the strategic initiatives and become objectives in

the annual program plans that are entered into Plan Builder. Deans and [Division Councils](#) consider the recommendations from each program and create a prioritized list for their division or unit. This is included in a unit plan. The Vice Presidents review the priorities in each of the unit plans with their managers and determine the top priorities in the area, resulting in an area plan. All five vice presidents have their area managers vote on prioritized recommendations. To be given final consideration, a resource request must minimally be founded on a program review recommendation and support a strategic initiative. Other criteria include health and safety, accreditation and college-wide impact to determine the College's top priorities. These prioritized funding requests are then presented to the PBC, which reviews them to ensure they align with the College mission and strategic initiatives. Approved requests are incorporated into the College budget, which is further reviewed by PBC and sent to the Board for approval.

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

Academic Program Review datafiles for ECC and CEC: <https://ecc-portal.elcamino.edu/divisions/Insteffectiveness/PR/Shared%20Documents/Forms/AllItems.aspx>

Along with the aforementioned procedures, Compton Community College District also uses a Fiscal and Crisis Management Assistance Team (FCMAT) to provide fiscal advice and management assistance to identify strengths and weaknesses associated with financial and management responsibilities of the District. It serves in a dual role for the District and Center as a means of planning, setting priorities and development of overall student outcomes for the campus. During the last 6 years the FCMAT team has evaluated various department and divisions within the Compton District which have revised their planning processes to develop a sound fiscal budget, Human Resource department, as well as the overarching operations of the Academic and Student Services programs to adhere to the mission statement and strategic planning for the College.

Self-Evaluation

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

In its effort to continually improve processes, the College has identified and is taking action for improvement in several important areas. IRP reported that academic program review recommendations are not uniformly serving as the basis for objectives and funding requests in annual program plans. As such, how the final annual resource allocation list was prioritized is typically undeterminable from available evidence. In addition, the College should consider the new and ongoing development of student achievement goals and the improvement of institutional learning outcomes as future criteria in this process of planning and resource allocation.

Actionable Improvement Plans

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

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

Descriptive Summary

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

Classified staff, faculty, managers and administrators have been trained and participate in the College's ongoing integrated planning processes. Trainings, handbooks, and websites provide instruction in [writing and assessing SLOs and SAOs](#), [writing program reviews](#), and [creating program plans](#). The strategic initiatives that guide planning are created by cross-

campus groups at the annual planning summit. In addition, the Planning and Budgeting Committee is a consultation committee comprised of students, faculty, classified staff, managers, and administrators who review and monitor the planning and budgeting process. Program review across the College results in improvement to instruction, curriculum, programs, student services and administrative functions. A recommendation from the 2011 Program Review for Outreach and School Relations to fully fund the Student Ambassador program was approved at \$25,000 per year for the past 3 years and saw an increase in funding for 2013-14 to \$30,000. The Student Ambassador program has been a huge success in improving services to students. At a time when budgets and staff were being cut, the Student Ambassador program put El Camino College in a position to maintain its relationships with community partners and even improve services to students at a time when many colleges were making cuts to outreach services. The 2011 CACT program review recommended a new director position. The CACT's original purpose was to offer not-for-credit industry specific training for local industry. It had grown and was also offering training in the form of for-credit courses on the academic side of the college. The program review recommended a split between with industry specialized training remaining with the CACT and for-credit training shifting to a new program, Career Pathways. In 2012 the Career Pathways program was created and staffed.

The 2006 Machine Tool Technology Program Review discussed the need to integrate Engineering, Machine Tool Technology, and Manufacturing Technology into one program. Those programs are now part of Automation, Robotics, and Manufacturing which gives students a more global perspective of the manufacturing process, from design to implementation, giving students more marketable skills.

- Student Services program review webpage:
<http://www.elcamino.edu/administration/vpsca/programreview.asp>
- Administrative services program review webpage:
<http://www.elcamino.edu/administration/vpas/Program-Review-2011-12.asp>
- Human Resources program review webpage:
<http://www.elcamino.edu/administration/hr/programreview.asp>
- Academic program review webpage:
http://www.elcamino.edu/administration/vpaa/program_review/index.asp
- Machine Tool Technology Program Review 2006
http://www.elcamino.edu/administration/vpaa/program_review/Machine%20Tool%20and%20Manufacturing%20Technology.pdf

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

As of the 2012-13 academic term the El Camino College Compton Center has governance committees that engage Institutional Effectiveness, planning and budget matters, enrollment management, facilities, program review, safety, technology and participation in curriculum matters at El Camino College. The Compton Center committees are coordinated and responsible to the College's Consultative Council, which is comprised of members of all constituency groups, managers, union representatives, and Compton District's Chief Executive Officer. Through the work of the Compton Center committees, a comprehensive Educational Master Plan has been developed that includes the El Camino College Educational Master Plan. Additionally, there are comprehensive Master Plans for facilities and technology, as well as a 5-year budgetary revenue and expenses forecast. Each of the aforementioned has been accomplished with the collegial input of all Compton Center constituency groups and substantiated through minutes and requisite documentation. The Compton Center Planning and Budget Committee (PBC) operates on the same planning and budget calendar timeline as that of El Camino College. The PBC is assisted by the Compton Community College District CBO in its work by receiving constant California Community College System Office information updates and other economic statewide trends that have significant impact on community college budgets – which in turn affect college wide planning. The 2012-2013 academic terms has produced invigorated Program Review efforts on the part of the Institutional Effectiveness Committee, which assures a significant increase in the number of ECC-CEC programs reviewed by June 2013. Divisions evaluate and prioritize plans, and then forward them to area vice-presidents and the Compton Center PBC Committee for final review before the CEO makes funding recommendations to the Special Trustee. Unit plans must be coordinated with strategic plans, the most recent program review, and relevant accreditation planning.

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

The Grants Office facilitates a number of grants from the California Community Colleges Chancellor's Office that focus on workforce development. These include such diverse programs as the Center for International Trade and Development to help foster trade relationships between local companies and overseas markets, the CTE Teacher Pipeline to help students and community members become teachers in trades areas, and the Industry Responsive Training Fund for Incumbent Workers (RTF) to help workforce needs for specific industries from Hospitality to Advanced Manufacturing. From the Chancellor's office we were also awarded the Sector Navigator award for Advanced Manufacturing positioning El Camino as the resource for all community colleges in California in the area of Manufacturing.

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

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

Self Evaluation

The College meets the standard. The College provides multiple mechanisms for people from all constituencies of the College to participate in planning. The link between program planning and resource allocations is emphasized throughout the planning cycle and drives funding. However, although the mechanisms exist to track the linkage between resource allocation and institutional effectiveness, this is not always clearly reported and disseminated to the College community.

The College seeks and has been highly successful in receiving external funding in the amount of [REDACTED] over the past six years. As a result of special legislation, financial resources were made available to the Center to offer a variety of programs and services to the community. Fortunately, after four years of planning and concerted efforts by employees and students throughout the Center, enrollment in 2010-2011 has increased and surpassed the targets that had been established based on the state's previous guarantees. The Center's funding is now determined by enrollment.

Actionable Improvement Plans

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

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

Descriptive Summary

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

Assessment of student performance begins upon entry, with academic preparation of students from local high schools created annually, discussed College wide, and shared with principals and guidance counselors of feeder high schools. Individual high school data is compared to

the overall high school average to demonstrate how well students are doing with respect to entering academic preparation, educational goals, course success, persistence, and goal completion. Feedback is discussed in the President's Cabinet as well as other venues including Counseling Division meetings and Enrollment Management, with specific changes made based on suggestions from high schools. The information is also shared with the Board of Trustees and the [community](#) at large on the College website.

At Compton Center, performance data for students from local high schools is regularly shared with principals and guidance counselors, both during personal visits by college leadership and annual high school counselor luncheons within the Compton Community College District. Information is also shared within the Compton Commitment Partnership (a partnership that is derived of Compton Unified School District, ECC Compton Center and Cal State Dominguez Hills). Individual high school data is compared to the overall high school average to demonstrate how well students are doing with respect to entering academic preparation, educational goals, course success, persistence, and goal completion. Both Compton Commitment Partnership meetings as well as Counselor luncheons are also an opportunity to collect qualitative feedback from feeder high schools to determine how well the college is meeting the needs of their students.

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

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

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

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

Finally, the College utilizes peer group comparisons and longitudinal tracking to assess its effectiveness in terms of student achievement and goal completion. First, Institutional Research & Planning assembles an Academic Performance Profile annually, comparing the College to local institutions in its peer group, for both the [College](#) and the [Center](#). Measures in the report include successful course completion, college persistence, and goal completion (degrees, certificates, transfers, 4-year degrees conferred). Similarly, the President's Cabinet

annually reviews the *IPEDS Data Feedback Report*, a Federal peer group report with similar content based on national data sets. Finally, the College utilizes the California Community College Chancellor's Office annual Student Success Scorecard ([ARCC 2.0](#)), which tracks cohorts of El Camino College and Compton Center students through a variety of achievement measures and includes five-year trend data. This report receives wide exposure, with annual results presented and discussed with the [Board of Trustees](#) and in a variety of consultation and advisory groups such as the Academic Senate, Enrollment Management, College Council, and Council of Deans & Directors. In addition to the Scorecard, the College also utilizes information from the Chancellor's Office such as the [Transfer Velocity Report](#), which tracks the College's rate of transfer against other institutions.

For most measures of student achievement, the College now commits to a minimum institutional standard of performance and sets goals for higher achievement in the future. These standards and goals are set through a combination of statistical analysis and College-wide dialogue typically held during the annual planning summits. The Institutional Student Achievement Standards were reviewed and discussed by the [Academic Senate](#) (pg 21-25) as part of the process to set the standards. Standards and goals are published on the College website.

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

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

The College maintains a policy of openness with respect to assessment data and analysis, making a regular practice of posting all achievement data on its public website, in addition to its regular practice of distribution through consultative groups and leadership. Institutional Research & Planning (IRP) maintains a Research & Planning [web page](#) organized by major types of data: demographics, success and retention, student achievement, survey findings, regional data, and special-subject research reports. IRP hosts a Twitter feed and produces its own *Research & Planning Blog*, summarizing new releases of data, recent educational

research, and other information valuable to the community. Research also is discussed on a regular basis in the *President's Newsletter* and Compton Center's *CEO Newsletter* which are both distributed to each location's entire workforce and student leadership. In addition to public postings, assessment data are regularly presented and discussed at flex day presentations and workshops, Academic Senate meetings, and at Division and other meetings, where appropriate.

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

Self Evaluation

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

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

Descriptive Summary

The College systematically reviews its guiding planning principles and its planning and budgeting process with the intention to improve and to incorporate regulation changes and recent local, state and national developments. The mission and the strategic initiatives are updated or reaffirmed on a five-year cycle and reviewed yearly at the annual planning summit. The Comprehensive Master Plan, which includes plans specific to Education, Technology, Facilities and Staffing, is also updated every five years. Program plans in Plan Builder are continually revised at least once a year. Academic program review is informed by curriculum review, which is on a six year cycle for academic programs and two year cycle for Career and Technical Education programs. Both curriculum review and Student Learning Outcomes (SLO) for academic programs and Service Area Outcomes (SAO) for student services inform program review. SLOs and SAOs are systematically revised and assessed. Annual planning summits provide a time for representatives from throughout the campus community to provide holistic reflection on the planning and budgeting process. For instance, the campus was given a Planning Feedback survey prior to the 2011 Planning Summit. The survey covered technical questions, understanding and use of linkages between

mission, strategic initiatives, program review, student learning outcomes and resource allocation. It also provided feedback on the Planning & Budgeting Committee (PBC) as well as the planning process in general. During the Summit, participants reviewed the results of the survey and made changes as needed. They also created metrics to measure the 2011-2014 strategic initiatives. Results from the Feedback Survey were also reviewed by PBC to determine areas needing improvement, establishing action steps and goals for future years. The PBC analyzed feedback from the survey and established an action plan to improve the planning process as a result. A follow-up survey is planned for spring 2014 to measure the impact of these actions.

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

The academic program review process has undergone a continual process of improvement over the past four years. A template was introduced in 2010/11 to standardize reviews and to provide relevant assessment and data evidence to support recommendations for change and funding requests. Institutional Research and Planning developed standardized data sets for each program. A formalized training session for faculty writing reviews was also introduced. The Academic Program Review Committee (APRC) began to meet with each author and Dean to provide suggested improvements to their drafts. The formalized training, data sets, and APRC reviews are now permanent components of our academic program review process. In 2011/12 the training and APRC reviews of drafts continued, and the template was further refined. During that year, we worked with the CurricUNET company to create a program review module that would operate alongside the existing curriculum and SLO modules in the same system to create one inter-relational database. The following year, 2012/13, the CurricUNET program review module was used by faculty to compose and submit their program reviews. Technical and quality control issues caused the College to discontinue the use of CurricUNET. The College has now returned to a paper template for program review. The template has yielded more careful data analysis and deeper reflection on the program and its future direction. In the 2013/14, the [template](#) was refined (folder I.B memo) to strengthen the language used in the questions about assessments. In addition, programs are now asked to reflect on their performance in relation to institutional student achievement standards and to create a student success standard for their program and a goal for certificates/degrees/licensure exam pass rates, if applicable. IRP will include a proposed success

standard in the data set and will provide guiding questions for consideration as program faculty finalize their success standard.

Self Evaluation

The College meets this standard. The College continuously and systematically improves its planning processes leading to institutional effectiveness. The program review process has been strengthened by including SLO and SAO assessments. The ties to resource allocation have also been strengthened by emphasizing the connection between program review recommendations and the annual plan recommendations, both of which are coupled with at least one Strategic Initiative. The academic Program Review cycle has also been adjusted to allow program review recommendations to influence budget allocations more immediately. Documenting changes to the processes is an area where improvement is needed. The Academic Program Review Committee needs to keep regular minutes of the meetings and to document the reasons for changes to the template. To ensure full communication, outcomes of funding requests should be made available to the campus.

Actionable Improvement Plans

1. The College will document and justify changes to planning and resource allocation. The implementation of a new institutional effectiveness group page on the internal portal will serve as a repository for this information. Minutes from the Academic Program Review Committee will be posted to this site.

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

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

Program review processes and templates have been evaluated several times, with each successive review producing a more meaningful and effective process and reports that more fully integrated planning, learning outcomes and statistical evidence. [Program Review](#) relies on a template to guide program evaluators through the stages of a comprehensive review. This template has experienced several iterations over the past 10 years based on continuous dialogue within and across areas of the College. Some changes improved alignment with external standards and best practices, while others developed through self-reflection and participant feedback processes. The most recent changes occurred in 2013 to include the establishment of institutional standards for program and student achievement metrics.

Each cycle of review has led to improvements in the quality and effectiveness of program review reports. In addition to the template review, Program Review committees self-assess their own effectiveness through user surveys and an annual evaluation process. This process affirmed areas of quality and suggested areas where the committees could improve.

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

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

Consultation, advisory, and division/area committees are also responsible for monitoring and guiding institutional improvement. As such, they participate in self-evaluation processes to ensure the continuous institutional improvement. Designated committees conduct evaluations annually, assessing their performance against the College mission, Strategic Initiatives, committee purpose, and annual goals.

Faculty also assess themselves through the regularly scheduled Self-Evaluation Report ([Faculty Contract](#), Appendix J). Aspects of the self-evaluation include objectives for the continued improvement of instruction and participation in SLO assessment, reflection on student evaluation results, professional growth, and college participation. Success and retention rates are also published on the Institutional Research & Planning website by term and instructional method along with course averages. The purpose of these reports is to support instructor self-evaluation and faculty dialogue on student success. The Mathematics Division, for example, uses a customized version of these reports to discuss grading trends over time by course.

Self Evaluation

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

Actionable Improvement Plans

1. Establish and publish a process evaluation calendar for program review, planning, and learning outcomes assessment similar to other review calendars (e.g., program review, curriculum).

2. It is advised that the College conduct and document process assessments on a regular schedule to ensure that processes are comprehensive, meaningful, and contribute to institutional improvement.

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3. <http://www.elcamino.edu/administration/president/archives/2010/presnews04082010.pdf>
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7. <http://www.elcamino.edu/administration/ir/docs/planning/Plan%20Builder%20Checklist.pdf>
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9. <http://www.elcamino.edu/administration/hr/programreview.asp>
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12. <http://www.elcamino.edu/administration/ir/index.asp>

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2. http://www.elcamino.edu/administration/vpaa/program_review/
3. <http://www.elcamino.edu/administration/ir/docs/planning/ECC%20Plan%20Builder.pdf>
4. <http://www.elcamino.edu/administration/grants/>
5. <http://www.elcamino.edu/graduation-initiative/GIOverview.asp>
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3. http://www.elcamino.edu/administration/ir/docs/research/2012AcademicProfile_ECC_Peers.pdf
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11. <http://www.elcamino.edu/bond/public-opinions-strategy.asp>
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 2. <http://www.elcamino.edu/administration/ir/programreview.asp>
 3. <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>,
- Appendix J

Standard II: Student Learning Programs and Services

A. Instructional Programs

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

High-quality instructional programs that form emerging fields of study are offered at the College and the Center. These fields of study are designed result in student outcomes that lead to degrees, certificates, employment, or transfer to other higher education institutions or programs. To meet currency and rigor, all instructional programs are systematically assessed for continuous improvement in teaching and learning strategies and student learning outcomes. All instructional activities offered at the institution relate directly to the institution's mission.

Standard II.A.1 *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Descriptive Summary

El Camino College provides “quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community” in its [Mission Statement](#). The Statement of Values along with the Strategic Initiatives informs the courses and services offered at the College. The [Planning Model](#) evidences how the Mission Statement influences all levels of planning at the College including Program Review, Curriculum Review, budgeting, assessment and development of student learning outcomes, the comprehensive master plans, the annual plan and the enrollment management plan.

In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to the [Compton Community College District](#) residents. El Camino College provides accredited instructional and related support, in addition to administrative services, to meet the needs of the Compton Educational Center (CEC) students. El Camino College courses are taught at El Camino College Compton Center by Compton faculty. The Compton Center offers programs in transfer, education, career technology, developmental education, basic skills, non-credit instruction programs.

El Camino College is dedicated to fulfilling its mission and upholding its integrity in all programs. The College ensures the integrity of its academic offerings by conducting regular course and program reviews, faculty evaluations, and student surveys. Furthermore, in order to achieve the mission, the College uses the seven established [strategic initiatives](#) to link program review recommendations with program planning in order to focus efforts on subjects like student success, community outreach and institutional improvement. The Mission and the Strategic Initiatives were reconfirmed as recently as spring 2013's Annual Planning Summit by the seventy participants made up of faculty, staff, students, and administrators. That the first task of the day was to reaffirm and examine the mission statement is indicative of how the College aligns its offerings and services with its mission and values.

The Planning Model encompasses Program and Curriculum Review and ensures the high quality of programs, student services, student learning outcomes and service area outcomes. Faculty members drive this multilevel vetting process for course approval. For instance, after a department conducts a program review and reflects on its results, faculty may wish to develop a new course or program of study. This process begins by submitting a [course outline of record](#) that describes the course and its measurable outcomes. It proceeds from there through the division curriculum committee, to the college curriculum committee and ultimately to the Vice President of Academic Affairs for [approval](#). On the way, it will be reviewed by faculty who consider its sequencing, depth and rigor in the context of other classes. Outside factors such as articulation agreements with transfer institutions, contracts with business partnerships, and the economic climate also influence the College's decisions regarding the currency and need for a class.

Faculty members continually assess course student learning outcomes and program level outcomes. The [Assessment of Learning Committee](#) (ALC) holds the primary responsibility of overseeing and advising the campus on SLO matters. Three SLO coordinators lead a committee consisting of full-time and adjunct faculty from all divisions, counseling, the Special Resources Center, the Learning Resource Center, Institutional Research, Student Services, a dean's representative, and the VP of Academic Affairs. This group assesses the overall student learning outcome process and makes recommendations for continual improvement.

Self-Evaluation

The College continually upholds its mission with the processes in place. The Mission statement undergoes review every five years and was reaffirmed again in 2013. The Strategic Initiatives were reviewed at five year intervals but are now assessed annually. The Planning and Budgeting Committee reviews the Master Plans for Education, Technology, Facilities, and Staffing every five years as well. Program Review occurs every four years, Career and Technical Education courses review every two years and Curriculum, every six. Annual Plans and the Enrollment Management Plan occur every year while SLO review is ongoing. The College meets the standard.

Standard IIA.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

As an open-access college, El Camino Community College District is committed to providing comprehensive educational programs and services to ensure the educational success of students from our diverse communities. Diversity at El Camino College is demonstrated not only by the ethnic and racial backgrounds of students but also by differences in age, life experience, goals, academic preparation, and personal obligations. The Office of Institutional Research conducts periodic data collection and publishes reports on demographic profiles and regional data as well as information on students' enrollment status, unit load and educational goal, and data on student success, retention, persistence and completion. The geographic region represented by the student body extends beyond the Torrance/South Bay district boundaries and continues to reflect the cultural diversity of the greater Los Angeles area. The Center serves areas such as Lynwood, Paramount, and Compton. This service area has low levels of educational attainment among its adults, high numbers of English language learners and English as Second Language learners in the schools, low diploma rates in the feeder secondary schools, and, very few high school graduates have completed the college preparatory A-G course curriculum. The College remains a Hispanic Serving Institution.

In terms of academic preparation, El Camino College students also exhibit great diversity. Placement tests are offered in five subjects: Reading, Writing, Mathematics, Chemistry and English as a Second Language (ESL). The assessment instruments in use include: for Mathematics, COMPASS Math; for English, ACCUPLACER Reading Comprehension and Sentence Skills; for English as a Second Language, ACCUPLACER ESL Language Use, Reading Skills, and Sentence Meaning; for Chemistry, the California Chemistry Diagnostic Test. These tests inform the college about the learning needs and preparation levels of its incoming students.

The Office of Institutional Research collects data and published reports on [assessment test results](#) which incorporated into program planning. For example, the departments of English, English as a Second Language, Counseling, and Mathematics regularly review assessment results and instruments and work synergistically with the counseling department to improve the process and increase student success rates. Assessment results are also used by instructional divisions and the Office of Academic Affairs to plan appropriate course offerings and by the institution for long-term planning to determine need for new programs and support services. For example, data on the number of students who place into the most basic developmental Mathematics and English levels have led to the development of projects funded. Examples include pilot programs funded under the Basic Skills Initiative (BSI), such as a program involving [active participation of counselors](#) and supplemental instructors in the classroom to inform and provide counseling and tutorial services. Other pilot programs funded through BSI include Basic Accelerated Math (BAM) and [Basic Accelerated English](#) courses (BAE), two programs that successfully improved the rate at which students move into transfer level courses.

The College offers a wide variety of academic and student service programs designed to meet the unique needs of particular student populations, including First Year Experience Program; the Puente Program which serves Latino students transferring to four-year institutions; Project Success which targets African American high school graduates from the inner city areas of Los Angeles; the Supplemental Instruction program provides a series of weekly review sessions for students in selected courses; and Extended Opportunity Program and Services which is designed to enhance the success of students challenged by language, social, economic, and educational disadvantages. Success is reported in the Program Reviews for each individual program.

At the Center, attractive off-peak evening and weekend class offerings, which accounted for less than one third of enrollment, have been brought to a point of enrollment parity with daytime peak offerings. The percentage of students taking a full time load (12-15 units) in fall 2011 was 24.2% and it is increasing. In addition to focusing on the specific demographic groups mentioned above, the Center tailors the weight and distribution of its programming to meet the distinctive needs of its district population. As many as 40% of section offerings have been and will continue to lie in the developmental courses designed to remedy deficiencies in basic skills; for example, the English Department offers non-credit ESL courses to students who are deficient in the rudiments of the English language. Vocational programs such as air conditioning and refrigeration have also been weighted to meet demand in the surrounding service area. Such programming is subject to periodic review as demographics or economic conditions change

<http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf>
page 254-255;

<http://www.compton.edu/campusinformation/accreditation/docs/Accreditationmidtermreportoctober152011.pdf>

Self Evaluation:

The College meets this standard. Institutional Research and Planning (IRP) regularly assesses changes in the demographics, diversity and economy of the El Camino Community College District through annual and 5-year trend reports as well as surveys that is used to evaluate the effectiveness of program during the Program Review process. The district's formal processes for Program Review, Planning, and Student Learning Assessment use IRP's data in the evaluation of programs, learning and student success that are used to justify and support decisions. The College uses this data to make a determined effort to meet the needs of its diverse student population by providing an array of special programs and academic and support services designed to meet the varied needs of its students. The results from the [2012 ARCC](#) performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. With the guidance of the Student Success Task Force recommendations and student support initiatives, this trend should continue and improve in the years to come

Standard IIA.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

El Camino College commits to a cutting edge learning experience designed to meet the current and future needs and learning styles of its students. The College offers an array of instruction modes both traditional and non-traditional. Traditional modes include lecture, lab, group work, and computer assisted learning and instruction. Non-traditional modes include service learning, independent study, Cooperative Work Experience, classes linking interdisciplinary content, and online and hybrid classes. Along with these, El Camino College also provides interactive learning experiences through its own planetarium, an art museum, an anthropology museum, and the newly created nursing simulation labs. These modes of learning allow students the opportunity for active learning and are compatible with the objectives of the course curriculum. For example, in state of the art simulation labs nursing students practice emergency procedures on animated life size mannequins and develop skills they will need in the medical field. Many classrooms are equipped with instructor computers; wireless internet access, projectors and document cameras used to present course materials and support other interactive methodologies. Some classes use “Clickers” as an auto-response system that provides instructors with instant feedback to assess students’ understanding of the material being presented.

The curriculum process at El Camino College ensures that every course offered in a face-to-face, online or hybrid setting is based on a course outline which includes learning objectives and is reviewed regularly to maintain its integrity. The College Curriculum Committee and the Division review the alignment of instructional methods with course objectives and content. Faculty members are required to submit a curriculum form that explains and justifies the type of instructional method (i.e., lecture, lab, discussion, multi-media, presentations, demonstration, group activity, role-play/simulation, guest speakers and field trips) they use. These methods are evaluated through program review, faculty evaluation and student evaluation.

The curricular approval process applies to both online and on campus classes. The student learning outcomes of every class, regardless of delivery mode demonstrate that students engage in critical thinking, that courses use appropriate technology and adhere to best practices for instruction, and that quality standards are in place to guide course development, design, and delivery. All courses use the same course outline, course objectives, and student learning outcomes. The Director of Learning Resources collaborates with the academic deans concerning online course offerings and the Distance Education Office works with faculty members to ensure that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations. The [Distance Education Advisory Committee](#) (DEAC), composed of DE faculty, staff, and administrators from both campuses periodically consults with the Academic Senate, the College, and division curriculum committees to ensure continuous improvement of the online program.

If a course is to be taught online, the online delivery method must be approved by the College Curriculum Committee. All instructors must be certified in using Etudes, the College's official learning management system. The course review process requires information regarding methods of regular effective contact between instructor and student, methods of evaluation, how and where examinations are administered, and whether the text and other materials are the same as those used in face-to-face delivery.

El Camino College selects classes to be delivered in a hybrid or online format based on general education requirements or requirements for a specific major or certificate. Hybrid courses may be approved even if they have specific requirements unsuitable for fully online instruction or they require equipment accessible only in a traditional classroom setting. Typically, developmental level courses are not approved.

The academic dean determines if a course is offered in the distance education or traditional format based on three factors: student performance, enrollment, and the relationship to the current curriculum and semester schedule. The Distance Education office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education. The DE offices follow the standards in the [ECC Principles of Best Practice form](#) approved by the Distance Education Advisory Committee in the fall of 2009. These principles follow nationally recognized best practices in distance education course design and practice.

The effectiveness of courses is indicated by student retention, success, completion rates, and the faculty evaluation and peer evaluation, and the SLO assessment process. Student surveys will be introduced in the 2014 Program Review cycle. Comparable success and retention reports are prepared for the academic departments by the Institutional Research office. These data identify which online and face to face courses need improvement or which courses should be considered for removal from the online offering in consultation with the instructor. The data are also used as a basis for discussion regarding course design and scheduling of courses.

Program reviews, containing in-depth examination of content currency, success and retention trends, student satisfaction, environmental trends, and recommendations for improvement, are completed on a four-year cycle for all courses, online and face-to-face. Likewise each course SLO is assessed and reviewed on a designated time cycle.

Dialogue about student learning happens in a variety of forums which include the formal process of course review and development, SLO development and assessment, program review, articulation efforts, and student performance. Dialogue also occurs in the Academic Senate, the Assessment of Learning Committee (ALC), division and department meetings, faculty workshops on flex day and faculty-led "brown bags" throughout the year. El Camino College is committed to a high standard of online instruction and requires faculty to regularly attend workshops and training for online course delivery systems and emerging technologies. Instructors may only teach online after they have

completed a rigorous certification process for the Etudes online learning platform. All of these activities provide a vehicle for instructors to improve and share best practices.

The college regularly reviews [student performance](#) in all classes and posts this information on the website under the Institutional Research and Planning page. The Research Reports page houses [student success reports](#). Meanwhile [campus survey](#) results from all areas of campus and on numerous topics are available to the public.

The college employs a full-time articulation officer that is an ex-officio member of the College Curriculum Committee. As the UC, CSU or IGETC committees require information to update the articulation agreements, the articulation officer will transmit that information to the appropriate discipline group or the dean of the division for revisions to the curriculum.

The assessment process at the course and program level helps faculty members learn many important lessons. Thoughtful discussions about topics such as improving instructional methods, adjusting assessment tools, clarifying assignment instructions, or re-writing assessment statements to better reflect the desired outcome are occurring on a regular basis and are reflected in course-level assessment reports, program-level assessment reports, and program reviews. Faculty members include action plans in course-level and program-level assessment reports detailing the actions needed to improve student learning. Suggested changes and improvements are also added as recommendations in program reviews. These recommendations are then entered into the College's annual planning software. The recommendations are taken into consideration for funding and implementation.

Self Evaluation

The College meets the standard. The goal of CCC and the Division Curriculum Committees is to provide courses that meet the standards of excellence and require the appropriate scholarship and rigor for students to complete their studies.

The college provides ample student support services for both traditional and online instructions. The college stays current, offering courses utilizing a various modes of instruction to meet the objectives of the curriculum and students' needs. Traditional classroom instruction has been enhanced through technology, and distance learning courses comply with state and federal regulations on [regular effective contact](#) and [student authentication](#).

II.A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Effective Infrastructure

The College created an effective infrastructure to provide support for the SLO development and assessment process at the course, program, and Institutional levels. Two levels of support provided by the College have proven especially effective. The College provides release time for three [Campus SLO Coordinators](#) and provides hourly stipends for faculty facilitators to work for each Division. Compton Center has one faculty SLO Coordinator and two facilitators. Their responsibilities include representing Compton Center on the Assessment of Learning Committee (ALC) and other college level SLO meetings at ECC. The facilitators also work with CEC faculty in planning SLO activities and help with the collation of assessment results.

The Campus SLO Coordinators work as team to train the facilitators and faculty at large in the SLO development, assessment, and evaluation processes. They work to develop opportunities for faculty to engage in discourse and dialogue within departments, divisions, and across disciplines which included a campus-wide presentation on Flex Day. The coordinators also provide training and technical support on TracDat, the SLO management software system as of fall 2013, and trouble shoot problems as they arise. The Campus Coordinators ensure adherence to timelines, and provide continual updates to Facilitators, Deans, and the VP of Academic Affairs. The Campus Coordinators meet formally on a weekly basis with the VPAA or his designee.

Facilitator meetings are held on a monthly basis. They share their challenges and strategize ways to increase faculty participation in SLO assessment while adhering to all timelines. Division facilitators track all division assessment deadlines, work with faculty on upcoming assessments, meet regularly with the division dean and program employees, and offer assistance and training with outcomes, assessments, and the TracDat system.

The SLO Campus Coordinators and Division Facilitators have played an important role in increasing faculty understanding of the SLO process, improving the types of assessments, tools and rubrics being developed, and eliciting more significant and meaningful strategies for improving student learning, and sharing the results across campus.

Assessment of Learning Committee

The [Assessment of Learning Committee](#) (ALC) oversees and advises the campus on all student learning outcomes matters. This committee is led by the three campus SLO Coordinators and is comprised of faculty representatives from all academic divisions including adjunct faculty, counseling, the Special Resources Center, the Library, Institutional Research, Student Services, a dean's representative, and the VP of Academic Affairs. The ALC also works to assess the overall student learning outcome process and makes recommendations for continual improvement. For example, the SLO coordinators and the ALC decided to develop faculty groups create their own assessment to measure how well students had learned an ILO. They would then collect the data, provide feedback, and make improvements or modify curriculum, pedagogy, courses or programs based on their findings before beginning the cycle again. This recommendation has proven to be

especially effective since previous data only measured how well students felt they did rather than what they actually did.

Status of Student Learning Outcomes and Assessments

The College has worked tirelessly to develop SLOs for all courses, programs, certificates, and degrees. Faculty members create SLOs and PLOs. This process may consist of one faculty member (programs with only one full-time instructor) or a group of faculty working together. As a result of continued analysis and reflection regarding the appropriate breadth of SLOs and PLOs in relation to course and program objectives, in early fall 2013 faculty began developing additional SLOs and PLOs to better measure student learning. As of spring 2014, each course has a minimum of three and a maximum of six SLOs and each program has a minimum of three and a maximum of six PLOs. Faculty use standardized review guides to ensure that all SLO and PLO statements will appropriately measure student learning and elicit useful assessment results. Division facilitators review SLO and PLO statements according to the review guidelines and work with faculty members on any needed revisions. Division deans and associate deans may review statements and SLO Coordinators conduct checks to determine if any statements need strengthening. In cases where additional review is necessary, the Assessment of Learning Committee makes the determination whether or not the statements are acceptable.

SLO and PLO statements are entered into TracDat along with assessment timelines for each SLO and PLO. Alignment grids for all college programs have been developed. These grids map the relationships among SLOs, PLOs, and ILOs. Although this process had been completed in 2010, all alignment grids were re-evaluated and revised by faculty in fall 2012 and again in spring 2014. All SLO and PLO statements, alignment grids, and assessment timelines are posted on each [Division's Webpage](#). Beginning with fall 2013 assessment reports, all SLO and PLO assessment reports will be available to both students and the public on the SLO webpages. Information about student learning outcomes is widely communicated to students via course syllabi, division and college web pages, and the [college catalog](#) (pg. 2) <http://www.compton.edu/academics/distance-ed/Documents/Handbook/DEHB-sp13-3.pdf>).

As of fall 2013, El Camino had assessed 98% of all courses and 100% of all programs offered at the college. Due to the logistical restraints of limited course offerings and section reductions, El Camino will reach a 100 percent course assessment rate by fall 2014. The Compton Center has assessed 96 percent of all courses and 100% of all programs. The Center expects to complete over 100 percent of all course assessments by the end spring 2014 semester. (<http://www.compton.edu/campusinformation/accreditation/docs/Accreditationmidtermreportoctober152011.pdf>; <http://www.elcamino.edu/academics/slo/>).

SLO assessment reports have been refined to garner more explicit and meaningful data, analysis, and planned actions. Prompts in the following areas were added to the assessment report template prompting faculty to provide specific information about changes needed to improve student learning.

1. **Teaching Strategies:** Needed changes to teaching strategies to improve student learning.

2. **Curriculum Changes:** Needed curricular changes (pre-requisites, major topics, objectives, etc.).
3. **Program/College:** Anything the Program or College should do to support any of these changes.
4. **SLO Assessment Process:** Needed changes to the SLO statement or assessment process based on results.

Faculty members discuss possible changes to teaching strategies and curriculum, any needed support from the program or college, and any changes needed in the SLO assessment process so that student learning can be better assessed and analyzed. Faculty members also provide a timeline for implementing proposed action plan items so that accurate monitoring and follow-up will occur. The inclusion of help items and explanations throughout the assessment report template and within TracDat, along with workshops for faculty, and assessment report review by facilitators, SLO Coordinators, and division deans will ensure clear, consistent, and quality SLO assessments and action plans.

Use of SLO and PLO Assessment Results for Improvement

Assessment results lead to teaching and curricular improvements as well as requests for college resources to support student learning and refinements of the assessment process itself. Beginning with fall 2013 assessment reports, faculty members provide a timeline for implementing the proposed Action Plan items so that accurate monitoring and follow-up will occur. Spring 2013 SLO assessment reports for English 1A and Child Development 104 serve as examples of how faculty utilize data analysis and dialogue to make detailed recommendations for teaching strategies, curricular changes, resource requests, and the assessment process. From nine observable trends found in assessment data, English 1A faculty listed and ranked ten recommendations for changes to teaching strategies, nine recommendations for possible curricular changes, and eight recommendations for college support of student learning. Based on recommendations in these areas, faculty initiated a nine-part action plan to continue discussion and improve student learning. Child Development 104 faculty used a rubric to assess student learning and from three observable trends found in assessment data, made three recommendations for changes to teaching strategies, two recommendations for curricular changes, and three recommendations for college support of student learning. In general, TracDat facilitates follow-up on action plans, requiring faculty to provide updates on implementation of plans as well as any changes in student learning as a result of the plans. All fall 2013 and later assessment reports include this information and are available on the College website.

Assessments from PLOs provide sufficiently disaggregated results which are then used to make improvements to instruction, curriculum, and the assessment process. 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 concepts

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 examples
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 reinforcement
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 class
5. To improve assessment reporting, the Earth Sciences program created a simplified rubric and established standard methods for instructors to administer assessments
6. To respond to the needs of English as a Second Language students, the Childhood Education program analyzed how the language of assessment questions could be altered to more accurately capture ESL student performance
7. To address a concern regarding students' self-awareness about achieving career goals, the Human Development program faculty approved and advanced to the division curriculum committee a proposal for a 3-unit Career Development course

Faculty members continue to incorporate SLO and PLO outcomes reflection into their Faculty Self-Evaluations in a meaningful and action-oriented approach. Faculty members continue to use the self-evaluation document to analyze past objectives and actions regarding SLOs and to establish new objectives for the continued improvement of instruction and SLOs in relation to their overall professional development. The following passages from Faculty Self-Evaluations demonstrate a detailed, thoughtful, and results-oriented approach to evaluating their work with learning outcomes. To maintain privacy, faculty names have been omitted and only portions of text have been included in cited materials.

1. Math Division - "Student learning objectives (SLO's) are at the core of any successful academic program and, as such, it is of vital importance that I continue to refine my instructional model to optimize my students' comprehension of established course SLO's. Consequently, I plan to include a sizable group project into the Statistics course....I think Statistics is a perfect place to introduce a large comprehensive project that incorporates several course SLO's....This project will improve student learning with respect to several course SLO's, but in particular to the first and the sixth....It is my hope that this group project will provide my students with a creative outlet that allows them to untie the course material with subjects that they are really passionate about, thus resulting in a great learning experience".
2. Fine Arts Division - "Since my last evaluation...I have revised and fine-tuned my syllabi in conjunction with class handouts and presentations in order to clarify the relationship among course objectives, grading criteria, and student learning outcomes. I also researched SLO handbooks and studied various sources of 'good practices' related to writing, grading, and assessing student learning outcomes as well as methods for integrating assessment data into the instructional process".
3. Natural Sciences Division - "The analysis and assessment of the current Student Learning Outcomes (SLO's) demonstrated that the majority of students were successful and acquired a firm knowledge of the subject material. However, a substantial number of students with low scores indicate a need for improvement in

specific areas of each SLO....Providing extra microscope laboratory exercises will allow students extra practice time to acquire the skills required for proper use of the microscope. A post-test will also enhance student knowledge and success...Additionally, purchasing new slides...and microscopes....will significantly increase student success”

4. Natural Sciences Division - “My objectives to contribute to the department’s development and assessment of the student learning outcomes would be to continue to personally create new SLO’s and help develop further SLO’s with the other...faculty. I will continue to be involved with various ‘brown bag’ SLO meetings, help create various assignment rubrics and also facilitate the interpretation and evaluation of data for both programs and course level SLO’s”

Campus Assessment Dialogue

Dialogue about SLOs and assessments has increased dramatically across campus both formally and informally and at all institutional levels. SLO-specific and other assessment items are systematically included in meetings of the academic departments, division councils, Assessment Learning Committee, Academic Senate, Council of Deans, Academic Affairs Deans and Directors, and El Camino College Board of Trustees. An Academic Senate Vice President of Instructional Effectiveness position was established in spring 2012 and reports on assessment activities during each Academic Senate meeting. SLO- and PLO-related content and dialogue have become a prominent and regular feature of the College’s Flex Day presentations and the division Flex Day activities. Faculty members, including the SLO facilitators, formally and informally discuss topics such as improving instructional methods, developing and refining assessment tools, clarifying assignment instructions, and revising assessment statements to better reflect the desired outcome. Overall, faculty, staff, and administration have acted to become more articulate and specific regarding what assessment means to the College, its mission, and student learning. The College also continues to evaluate its outcomes assessment processes and disseminate results.

SLO Software Program

El Camino College began using the TracDat software in fall 2013 to manage and report SLO and PLO assessments. TracDat replaces the CurricUNET SLO module (CurricUNET remains the curriculum management software).

Faculty feedback and a thorough analysis of the previous 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 administrators 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 option. 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 budgeting. 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 history. TracDat training materials were generated by the SLO Coordinators and faculty training began at the start of the fall 2013 semester. Faculty input all fall 2013 assessments into TracDat and will continue to use TracDat for assessment reports and to provide updates on the effectiveness of actions proposed in assessment reports. SLO Coordinators offer TracDat workshops for faculty, staff, and administrators each semester. TracDat training materials and guides are posted on the SLO website. TracDat generates easy-to-read reports of SLO statements and assessments, which are made available via the college website. Members of the public have website access to all SLO and PLO statements and assessment reports beginning in fall 2013.

El Camino College has six Academic Senate-ratified ILOs. Students completing a course of study at El Camino College will achieve the following [Institutional Learning Outcomes](#):

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students affectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.

The first five ILOs were ratified by the Academic Senate in 2007 and the sixth Information and Technology Literacy ILO was ratified in 2010. The ALC initiated a thorough review of ILO statements in fall 2013. The ALC is scheduled to present any revisions to current ILO statements to the Academic Senate for review in spring 2014.

Institutional Learning Outcome Assessment

As of spring 2014, the College has assessed five of the six ILOs: Communication and Comprehension (fall 2010), Critical, Creative, and Analytical Thinking (spring 2011), Professional and Personal Growth (spring 2012), Community and Collaboration (fall 2012), and Information and Technology Literacy (fall 2013). The Content Knowledge ILO is scheduled for assessment in spring 2014. The assessments are scheduled to repeat starting in fall 2014 in accordance with the established four-year cycle. A new assessment cycle will be established by the ALC if necessitated by the ILO review process concluding in spring 2014. <http://www.elcamino.edu/academics/slo/corecompassess.asp>

During Spring Flex Day 2010, the college faculty mapped all courses and programs to the College's ILOs. Using a scale of 1-4, (1=least important and 4=very important) faculty were asked to rate how strongly each core competency was related to each of the program's courses. In doing so, the College has been able focus on courses that are "very important" to the ILOs when conducting assessments. ILO assessment methods initially utilized indirect assessment methods such as student surveys, faculty surveys, and course grades.

During fall 2012, the ALC evaluated different methods of ILO assessment. The ALC and Institutional Research reviewed the results of the first three ILO assessments and agreed that the methods of assessment successfully provided baseline information and data to judge future progress on questions about student learning. While useful for gauging students' perception of how well they have achieved ILOs, the ALC found that indirect assessment methods were not sufficient to fully assess student mastery the ILOs. The ALC acted to form Task Forces of faculty who teach the skills emphasized by the ILO for each ILO assessment. The Task Force would work to develop an assessment for the ILO. Each group would develop a method of assessment, attend ALC committee meetings to report on progress, participate in the revision of the ILO (if needed) to ensure its validity and the viability for authentic assessment, contribute ideas and strategies for assessments, assist in the development of assessment tools, analyze the data, and assist in writing the final report. This process was piloted in spring 2013 for the Information and Technology Literacy ILO. The sub-committee consisted of a faculty from the ECC and Compton Center campuses, the Director of Institutional Research, a librarian, and Distance Education staff member staff.

ILO assessment-results are shared widely with the campus and used to make instructional, curricular, and resource recommendations. Assessment results are distributed through presentations, summits, newsletters, and Flex Day presentations and activities. As an example, for the first ILO assessment, a summit occurred in fall 2010 to reflect on the assessment results for the Communication and Comprehension ILO. Following the summit, the Faculty Development Committee offered workshop sessions to address and discuss the results. The summit worked very well for the first ILO by providing time to look at the ILO results, and offering an opportunity for faculty to meet and discuss SLOs at all levels. The ALC used [data](#) from this summit to offer a 2012 Flex Day [general presentation](#). Following each ILO assessment, results are analyzed by the ALC and shared campus-wide through a variety of methods including newsletters, Flex Day presentations and breakout sessions, presentations to groups of faculty, administrators, and staff, and website posting. Assessment report conclusions are used by the ALC to identify areas for improvement and to formulate recommendations. For example, the Information and Technology Literacy ILO assessment report identified possible actions to improve students' skills including expanding resources for faculty

and students, developing instructional videos covering specific skills, and generating a set of course assignments and classroom activities at a MyECC resource page

Self Evaluation:

The College meets the standard. Student learning outcomes have been identified at all levels, course, program, and institution. Faculty have worked together to create course and program student learning outcomes (SLOs and PLOs) and continue to refine their assessment methods and tools, rubrics, and statements. All SLOs and PLOs have been mapped to a program student learning outcome (PLO) as well as to the institution learning outcomes (ILOs). Assessment timelines and alignment grids for all SLOs and PLOs are in place and assessment reports are completed according to published deadlines. A wide variety of assessment information, including SLO, PLO, and ILO statements and assessment reports, is accessible to the public via the College website. In fall 2012, the college was identified to have not reached the proficiency level, according to the ACCJC standards.

Actionable Improvement Plan:

The College will review the implementation of the TracDat system implemented in fall 2013 for ease of use, reporting abilities, and the ability to connect student assessment results to curricular improvements and student achievement.

Standard II.A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

El Camino College offers a wide range of courses at collegiate and developmental levels, for continuing and community education, and programs for international students. The College's Study Abroad Program is currently on hiatus due to budget constraints.

Evaluation of course proposals and continuing self-evaluation cycles guided by established review processes insure quality and improvement of these courses and programs. To develop, improve and insure the quality and relevance of its course offerings and programs, whether academic or non-academic, is a high priority for the college. The College uses several systems and processes to ensure its academic programs are of high quality, and the College carefully considers what the appropriate credit type and delivery mode is as well.

The College's review processes are ongoing, sustained and permeate all levels of campus leadership. Courses and programs are evaluated on four-year cycles that include curriculum review, student learning outcomes assessment and academic program review (http://www.elcamino.edu/administration/vpaa/program_review/). Comprehensive course reviews occur every six years. These reviews are informed by Student Learning Outcomes developed by the faculty themselves and assisted by SLO Facilitators in the division and the College's SLO

Coordinators (<http://www.elcamino.edu/academics/slo/contact.asp>). Institutional Research and Planning will also assist in aggregating and examining data such as student retention, success, completion, etc. This data is then used in recommendations made during the Program Review process and sent forward to the Planning and Budgeting Committee so that the College can enact changes and improvements. These processes are discussed thoroughly in substandard 2c, 2d, and 2e.

The College Curriculum Committee (CCC) plays a large part in ensuring quality and establishing credit type and delivery modes. To determine appropriate credit type, the College adheres to the criteria established by Title 5 and the Course Outlines of Record (COR) established on campus. Credit units are granted based on achievement of the stated learning objectives in the COR. The CCC considers the same factors when determining alternate delivery modes. Faculty develop CORs and submit them through an approval process involving other faculty members, an articulation officer, a curriculum advisor, a curriculum institutional officer all of whom participate in division and/or college curriculum committees. The CORs are reviewed and updated within a 6 year period and courses that are deemed vocational and categorized as Career Technical Education (CTE) are updated every 2 years. The [CCC assists](#) by overseeing much of this process and guiding faculty in determining how to write a course outline as well as the Title 5 criteria for determining units. The CCC will also consider the recommendation of the department dean and the Distance Education Advisory Committee's advice and use their principles of [best practices form](#) when deciding on whether to open online sections. Each course, program, certificate, and degree is evaluated by course review and then program review within each individual department.

International Students Program

The College's [International Students Program](#) serves students from 65 different countries. Hundreds of international students enroll every year and find a supportive environment in the ISP office that offers them orientation, counseling, and priority registration. The office also assists with their I-20 Visas and gives recommendations on how to attain medical insurance and housing.

International students enroll in the same courses offered to all students, but they have additional support services such as a designate counselor for academic counseling. Students arriving from other countries must meet English proficiency standards required by the College. International students that achieve the required score on the English Proficiency Test can enroll in academic classes. Those that do not have the required scores can enroll in the [El Camino Language Academy](#) or ECLA. ECLA offers classes in reading, writing, and grammar taught by ESL instructors. Each class also has a TOEFL preparation element so that students will be able to gain the scores necessary to begin academic study at the College. The holistic nature of the services indicates that the College strives to create a nurturing environment for its international students.

Short-term training courses

The College also offers short-term training classes through the Industry and Technology Division. Short-term training courses are recommended as a result of collaboration between industry advisory committee members and faculty in the discipline. In fall 2012, Heating Ventilation and Air Conditioning (HVAC) implemented short-term training in their programs and Welding and Auto Collision are in the process of reviewing and implementing short term training (8 weeks) for their programs as well. All recommendations are reviewed for quality

through the same curriculum processes of other courses. Student success, retention, completion rates, as well as certificates and degree completions are reviewed. Program review and industry feedback are additional tools used to measure program quality.

Community Education and Advancement

The College also addresses the diverse needs of the surrounding community with the Business Training Center (BTC) and its Community Education Program. In 1998, El Camino College established the division of Community Advancement to increase focus on specific industry-driven economic and workforce development efforts in our region.

The BTC houses four of the State's Economic and Workforce Development Initiatives / Centers -- thus offering an interwoven network of experts that specialize in technological assistance, consulting for international trade, small business development, and manufacturing and business training, along with other services and programs.

These four (4) centers are the: CACT (Center for Applied Competitive Technologies); CITD (Center for International Trade Development); SBDC (Small Business Development Center), and Workplace Learning Resource Center (WpLRC). These centers report to the Dean of Community Advancement, who in turn reports to the ECC Vice President for Student and Community Advancement. Through these centers the college provides services to businesses and industry, as well as: internships for students; continuing education classes for individuals seeking personal and professional development; outreach programs to high school students to attract them to career and technical education classes and careers; and career education for students to credit for on-the-job training.

The College's Community Education (CE) Program is self-supporting, receives no funds from the College or the State of California, and is separate from the academic offerings. The CE program develops, promotes, and administers short-term not-for-college-credit [classes, workshops, career-training programs](#) and events designed for professional and personal development with an emphasis on inspiring a sense of wonder and imagination for life-long learning. Classes are designed to meet the needs of young community members (grades 1-12) who are preparing for college (Kid's College); older adults (55+) who are interested in classes for community engagement, mental and physical well-being and self-sufficiency (Young@Heart); or for those seeking general knowledge and self-improvement or continuing life-long learning. These classes are vetted by the CE department. [Prospective instructors](#) must prove themselves to be experts in the field and submit a [course proposal form](#) which asks, among other things, what type of pedagogy will be employed – lecture, discussion, case study, problem-based learning—and a description of course goals and objectives.

The courses offered by CE vary throughout the year to reflect the program and course needs of the community. These needs are determined by studying the popularity of the classes offered. Those that consistently have high attendance are repeated. The CE department also administers surveys to students upon the completion of the class. These surveys are developed with the assistance of Institutional Research and Planning and reveal trends that the department considers when scheduling classes. The [survey](#) asks students to give their age and educational background and asks students to rate their experiences with the staff and the administration. The CE department studies the results and adjusts accordingly to the results. They recently noted that much of the population attending these

classes have graduate degrees. To cater to this demographic, the CE began a [lecture series](#) that has explored topics such as the space shuttle Columbia, the Human Genome Project, and the California Gubernatorial Recall. This is one example of how CE has adjusted its offering and its delivery methods to provide quality education that the community needs.

Self-Evaluation

The College has a wide variety of academic and nonacademic programs to offer its community. The diversity of its offerings serves the community well. The College has the necessary systems in place to assure the quality of these programs regardless of credit type, delivery mode or location. There are several forms of evaluation used for the courses and programs on campus. The hierarchical, cyclical and recursive nature of ECC's Planning Model allows for a sustained and thorough vetting of courses and programs. The data gathered from the review process will go on to influence planning and allow the College to make adjustments and improvement to maintain the quality of its programs. The College meets the standard.

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Development and revision of curriculum is a multi-step process involving creation, review and approval that is shared by faculty, curriculum specialists and deans. Final approval and evaluation of the curriculum is the responsibility of the Curriculum Committee which is a long-standing subcommittee of the Academic Senate. The implementation of curricula and programs involves the participation of college faculty, staff and administrators in shared governance decision-making bodies that make recommendations to the Planning and Budget Committee and then to College Council. College Council in turn oversees shared governance of institutional planning, budgetary priorities and allocations to implement programs. The Curriculum Committee creates faculty guidelines to assist in the development of course outlines based on the Title 5 requirements from the Chancellor's Office of the California Community College system. Faculty who initiate a course outline are primarily responsible for the academic rigor and content of a course. New faculty-developed course outlines as well as six-year revisions for existing course outlines are submitted to the Division Curriculum Committee, and then are forwarded to the College Curriculum Committee for final approval.

Faculty members are solely responsible for the content of their course outlines. Before revising or submitting a course outline, faculty members are provided training in this process. This system is important because it provides the faculty a chance to reflect on their course objectives and methods of instruction and evaluation, as well as assist in the correct incorporation and implementation of SLO's. After approval of the department, the Division Curriculum Committee reviews the course outline, ensuring the quality of the content and compliance with Title 5 regulations. Only upon DCC approval is the new or revised course moved to the College Curriculum Committee.

The College Curriculum Committee is composed of faculty representatives from the Academic Divisions, a matriculation officer, an articulation officer, curriculum coordinator, student body representative, Faculty Association representative, and the Vice president of Instruction, with two co-chairs and two secretaries. Members of the Curriculum Committee review courses at monthly meetings during which the course outlines are evaluated for quality and compliance with Title 5 regulations in aspects such as credits/hours, transferability, GE requirements, objectives, methods of instruction, course assignments, methods of evaluations and textbooks. The incorporation of Student Learning Outcomes (SLOs) statements into the course outlines is part of the review process. The College Curriculum Committee only approves courses that meet the highest academic standards set forth by El Camino College that meet the matriculation needs of the students.

Faculty members are responsible for developing student learning outcomes for all courses and programs and for conducting assessments. Documentation of SLO and PLO assessment is managed via TracDat which tracks assessment statements, assessment methods, frequency of assessment, assessment data, analysis of data, proposed actions to increase student learning, and follow-up assessment regarding implementation and effectiveness of actions. After faculty members complete SLO and PLO assessments, they reflect on data with program colleagues in order to develop instructional interventions and other actions related to curriculum, resource requests, and the assessment process. Faculty members report on these items in TracDat assessment reports. These assessment reports are subject to review by SLO Facilitators, SLO Coordinators, division deans and associate deans, and the ALC. Changes and actions recommended by faculty are used to guide the creation and revision of future Course Outlines as well as program review and budget planning recommendations.

Since 2008, there have been five SLO coordinators recruited by the joint efforts of the Academic Senate and the Office of Academic Affairs. The coordinators have worked with the Academic Senate, instructional faculty, and academic deans to implement the SLO and PLO creation and evaluation process throughout all academic programs. These individuals along with the division facilitators have worked to bring about a comprehensive and sustainable four-year planning and assessment cycle for SLOs and PLOs.

Self-Evaluation

The college meets this standard. The Curriculum Committee, a subcommittee of the Academic Senate, supports faculty in the creation and revision of courses to meet the matriculation needs of students who enroll at El Camino College. The Curriculum Committee has established strict guidelines for developing course outlines and carefully reviews each new course as well as existing courses submitted for revisions. Timelines for revisions of existing courses are clearly indicated at the Curriculum Committee website (<http://www.elcamino.edu/academics/ccc/>)

New course proposals or revisions to current course outlines are initiated by one faculty member from the discipline. Courses that are being revised or proposed are examined for academic quality, SLO statements, and consistency across disciplines, as well as meeting transfer requirements. The Division Curriculum Committee gives the faculty member feedback, makes recommendations for improvements to the course outlines and requests changes or modifications to a course outline, which are often necessary. The College Curriculum Committee reviews the course outline for compliance to Title V. Following the completion of the required changes, the course is ready for publication in the El Camino College Catalog. All courses are reviewed on a six-year cycle.

Progress has been swift in establishing SLOs, PLOs, alignment grids, and cycles of assessment since the last Accreditation Self-Study at El Camino College. All certificates and degree programs have at least 3 SLOs for each course and at least 3 PLOs for the program. As of fall 2013, El Camino had assessed 98 percent of all courses and 100 percent of all programs offered at the college. Due to the logistical restraints of limited course offerings and section reductions, El Camino will reach a 100 percent course assessment rate by fall 2014. The Compton Center has assessed 96 percent of all courses and 100 percent of all programs. The Center expects to complete over 100 percent of all course assessments by the end spring 2014 semester. Faculty members continue to make instructional, curricular, and program changes based on SLO and PLO assessments. El Camino College commits to an academically meaningful and sustainable model that will provide the ongoing assessment of learning outcomes at all levels that are key to Outcomes-Based Program Reviews.

Planning Agenda

The College will reach its target of 100 percent course assessment rate by end of fall 2014.

Standard II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for course, certificates, programs (including general and vocational education), and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

El Camino College relies on faculty expertise and advisory committee input in identifying and assessing competency levels and measurable student learning outcomes (SLO's). The college [requires](#) that all academic and CTE courses and programs have SLO's, that they are printed on the syllabus for each course, and that they are incorporated into course outline and program submissions during the curriculum process, which uses the [CurricUNET](#) system as a central repository for curriculum documents. Program SLO's serve as degree and certificate SLO's. It is also required that all curricula undergo review and update, as necessary, every six years.

It is up to the faculty to propose, develop, and update course outlines, certificates and programs in their disciplines, based on input from their advisory committees, the program review cycle, student surveys, changes in transfer requirements and employment factors, technologies, and student and community requests. Faculty must also define competency levels for their courses and programs, and determine how competency levels will be included in the curriculum. Faculty must also ensure that

each course has measurable SLOs and each program has measurable PLOs. Faculty members collaborate in the creation of SLOs and PLOs and are provided with guidance in this process by the faculty SLO Coordinators and the ALC. In spring 2013, the College committed to increasing the number, depth, and usage of assessments. Faculty worked to ensure that the number of SLOs and PLOs was sufficient to assess course and program goals, collected assessment data was detailed, and proposed actions to increase student learning were appropriate.

A number of spring 2013 Flex Day and fall 2013 Flex Day activities focused on SLO and PLO statements and assessments. 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 courses, SLOs, PLOs, and ILOs. As a result of continued analysis and reflection regarding the appropriate breadth of SLOs and PLOs in relation to course and program objectives, in early fall 2013 faculty began developing additional SLOs and PLOs to better measure student learning. Each course now has a minimum of three and a maximum of six SLOs; each program has a minimum of 3 and a maximum of 6 PLOs. Faculty use standardized review guides generated by SLO Coordinators and the ALC to ensure that the competencies demonstrated by SLOs are aligned with course objectives and the competencies demonstrated by PLOs are aligned with program goals.

Since 2010, faculty members have created alignments among SLOs, PLOs, and ILOs. All SLOs are aligned with PLOs as well as ILOs. All PLOs are aligned with ILOs. This alignment process ensures a clear structure among course, program, and institutional competencies and outcomes. Alignment grids demonstrating these relationships among course, program, and institutional competencies and outcomes are published on the College website. The grids are used to present and analyze a “college-wide” picture showing how the college addresses its ILOs. As of fall 2012, five of six ILOs have been [assessed](#) campus wide. ILO competency levels define the skills and knowledge a student should possess upon completion of a course of study at El Camino College. They address content knowledge, critical, creative and analytical thinking, communication and comprehension, professional and personal growth, community and collaboration, and information and technology literacy, are printed in the [college catalog](#) and are displayed on the colleges’ [website](#).

The advisory committees contribute input to these decisions in various ways, such as by suggesting skill levels needed for entry level positions in their industries. For example, at the 2013 [advisory committee meeting](#) for Computer Information Systems, the board suggested that keyboarding skills be a pre-requisite for the departments’ proposed Help Desk Certificate, as they find that skill seriously lacking.

Assessment timelines are in place for SLOs, PLOs, and ILOs and published on the College website. The timelines are reviewed every year and updated as needed. Each SLO, PLO, and ILO will be assessed, at minimum, on a four-year cycle, though some departments and programs have created timelines with more frequent assessments occurring, for example, every year or every three years. In addition, some PLOs, such as those in Nursing, are required to undergo an annual evaluation, and other CTE programs may incorporate program assessment into their two-year CTE program reviews.

In addition, Career and Technical Education programs receiving CTE funding are required to respond to the core indicators as part of the funding process. Situations where an SLO cannot be assessed, due to course cancellation or inactivation, are documented. Faculty members, SLO Facilitators, and SLO Coordinators ensure that SLOs and PLOs are in place, that assessment timelines are maintained, and that alignments among SLOs, PLOs, and ILOs accurately structure the relationship among course, program, and institutional competencies.

SLO, PLO, and ILO assessment results are used to evaluate the effectiveness of learning at the course, program, and institutional levels. Standard II.A.1.C details examples of steps taken to improve student learning based on assessment results. Assessment of course SLO's, PLO's, and ILO's factor into [college wide strategic planning initiatives](#) (p. 10). Course and program SLO's are tied to program review, and to the ILO assessments. From the assessment results college-wide patterns and trends can be identified. The completed ILO assessments are presented to deans, faculty, and administration to present a "college-wide" picture.

Self Evaluation

The College meets the standard. The College has made great strides in the development assessment, and alignment of SLO's, PLOs, and ILOs. New procedures have been created and are being used to maintain ongoing collection and documentation of SLO and PLO data, analysis, and proposed actions. As of fall 2013, El Camino had assessed 98 percent of all courses and 100 percent of all programs offered at the college. Due to the logistical restraints of limited course offerings and section reductions, El Camino will reach a 100 percent course assessment rate by fall 2014. The Compton Center has assessed 96 percent of all courses and 100 percent of all programs. The Center expects to complete over 100 percent of all course assessments by the end spring 2014 semester.

Standard II.A.2.c: *High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Descriptive Summary

The College insures high quality instruction through several processes. One method is through faculty evaluations. Faculty evaluations occur regularly upon full time employment. The processes for faculty evaluation are determined by contracts; therefore, procedures vary between the [College](#) and the [Center](#). The procedures vary due to differing contracts between the two locations and their hiring policies; however, evaluation criteria are the same for full or part-time faculty. Faculty are evaluated based on student surveys and peer observations. Criteria include the depth of an instructor's content knowledge, classroom organization and teaching practices, and inclusion of SLOs. The evaluation procedures culminate in a conference with one or more evaluators, which may include the dean of the department. Through this process, each division or department insures the quality of its instructors.

Dialogue concerning the quality of instruction and the appropriate breadth, depth, rigor, sequencing and time to completion occurs at the Curriculum Development process. The Curriculum Handbook outlines the procedure for initiating new and revised curriculum (<http://www.elcamino.edu/academics/ccc/tableofcontents.asp>) The curriculum development process ensures that all courses and programs conform to Title 5 regulations and are of appropriate breadth, depth, rigor, sequencing and time to completion. Courses are developed by faculty who are experts in the subject matter. Course curricula include instructional objectives, course content, and scope, instructional methodologies, methods of evaluation and assignments that demonstrate writing and critical thinking skills. Every new or revised course must adhere to strict guidelines and undergo several levels of review and consultation prior to approval. Courses require consultation with and approval by the appropriate department faculty and division dean. Faculty members are solely responsible for course content. Articulation checks during the curriculum process assure that transfer courses meet the requirements of CSU/UC and other four-year institutions.

These proposals are submitted to and reviewed by the Division Curriculum Committee (DCC). Each division has its own technical review committee, the DCC, composed of and directed by members of its own faculty. The DCC's responsibilities include approving new course proposals, as well as reviewing and updating existing courses. The DCC reviews course proposals to ensure that justifications for changes are relevant and clear. Discussions concerning prerequisites to new classes and its appropriate sequence, whether it is considered collegiate or pre-collegiate, would occur here as well. The recommendations of the DCC are then sent ahead to the College Curriculum Committee (CCC).

The CCC, which includes a voting representative from each division, has several duties. One [function](#) is to approve course (and program) proposals received from the various DCCs. By the time these have reached the CCC, they have already been scrutinized and approved by faculty at the division level. After outlines have been screened by the CCC Chairperson and Curriculum Advisor, CCC members review, discuss, and either approve or reject the proposed courses. If approved, the course proposal is sent to the Vice President. Upon his approval, the course is sent to the Board of Trustees for review and approval, and, ultimately, the Chancellor's office. If a course is not approved by the CCC, it is sent back to division faculty members for further revision. Another of the CCC's duties is to inactivate courses. Inactivation occurs rarely and upon determination that the course no longer meets student needs or state guidelines. The combined processes of the DCC and CCC therefore insure that factors such as a course's learning objectives at the course and program level, of the population of students a course serves, and requirements from the Chancellor's office or regulations regarding articulation are considered.

While the DCC and CCC often deal with new courses, existing courses and programs undergo a Program Review process and an SLO and PLO review every four years to allow for the faculty members to consider again the breadth, depth, rigor and sequencing of its courses and programs. This [process](#) begins in February of the program's appointed review year and ends in December when the recommendations of the review are placed into Plan Builder and published online.

The [Program Review process](#) covers eight areas. The first four areas offer a chance for the faculty to reflect on the current state of the program. Faculty will reflect on the mission of the department as a whole, data given to them by Institutional Research discussing grade distributions, enrollment rates, and review the Curriculum and Student Learning Outcomes for the program. During the SLO review process, faculty will determine the level of SLO assessment implementation as based on the ACCJC's rubric. The last four elements of Program Review deal with the logistics of the program or department. Faculty members decide what they need to move forward in areas such as facilities and equipment, software and technology, staffing, future directions for the next four years and then prioritize any recommendations for action. All Program Reviews receive input from various program and division colleagues and eventually reach the [Academic Program Review Committee \(APRC\)](#). The APRC is co-chaired by a faculty member and the Associate Dean Academic Affairs and consists of various faculty and staff from the campus. Their feedback is incorporated before the plans are implemented.

One final entity on campus that allows faculty a voice and a role in pre-collegiate level instruction is the [Basic Skills Advisory Group](#) (BSAG). Since 2009, BSAG promoted campus awareness of the needs of basic skills students and to make recommendations for programs and activities to promote success among under-prepared students. Their mission "supports and promotes retention, persistence, and success of basic skills students at El Camino College". The members of this committee represent diverse areas of campus such as Counseling, Special Resources, the Learning Resource Center, and various academic departments. Members from the Compton Center also serve on the group.

Members of this group have been instrumental in initiating a number of pilot programs, including expanded services in the Writing Center for basic skills students and proactive counseling in math and English, as well as two high profile faculty development programs – Math Workshops and the campus-wide Faculty Inquiry Partnership Program (FIPP). Information about these programs, as well as student success resources and reference materials for the college community, can be found on the [Basic Skills Website](#) maintained by the Basic Skills Advisory Group.

Self Evaluation

The College meets this standard. The multilayered process that begins at a department's program review level and ends with approval by the Vice President assures that courses contain the appropriate depth and sequencing. That faculty members serve at every level of the vetting process indicates that institutional dialogue occurs and faculty are aware of the appropriate collegiate or pre-collegiate depths for their courses.

Standard II.A2.d: *The institution uses delivery modes and teaching methodologies that reflect the diverse needs of and learning styles of its students.*

Descriptive Summary

Professional development programs spearhead the effort to make faculty, counselors, and other staff members aware of teaching methods that can apply to the various learning styles of the College's diverse student population. These professional development programs come in a variety of forms and

originate from different sectors of campus but are coordinated by the Professional Development Office (<http://www.elcamino.edu/administration/staffdev/>).

El Camino College faculty are required to complete a minimum of 24 hours of [professional development](#), or flex hours. The College holds joint flex days with faculty from the Center twice a semester where faculty and staff can attend a variety of workshops. These workshops come in a variety of forms but they are designed to evaluate, assess, and disseminate effective teaching practices and discuss learning styles. These workshops are often faculty-driven and can occur throughout the year.

Another activity the office sponsors and the first activity faculty participate in is New Faculty Academy. A primary objective of the Academy is to give faculty an awareness of different learning styles and how to adapt their teaching to the different styles and personalities present in their classroom. The Academy takes place during the first semester of full time employment. The principles learned here are further developed at other workshops sponsored by the Professional Development office.

The Professional Development Office sponsors a number of other opportunities for professional development including the On Course National Conference, the Reading Apprenticeship Program, and the Great Teachers Seminar, and Faculty Inquiry Partnership Program. Compton faculty members are encouraged to participate. Other forms of faculty development emanate from different departments as well. The Career and Technical Education (CTE) department also pays for their faculty to receive training on the newest advances in that field. Faculty from Journalism, Computer Information Systems, Heating, Ventilation, Air Conditioning and Refrigeration have all taken advantage of this grant. As of 2013, the CTE department has used the Perkins Grant to fund new training for their welding instructors. A comprehensive list of funded activities is found on the administration's [grants webpage](#).

Another opportunity for off-campus development occurred in 2012 in North Carolina. The [Title V Graduation Initiative](#) sponsored two faculty members to receive training on basic skills and developmental level instruction under the sponsorship of the Kellogg Institute. Upon their return, these faculty members led a four-day summer program called SIDE: [Summer Institute for Developmental Education](#). They provided information on developmental education theory and practice, and the twenty participants engaged in a community of practice as part of the collaborative dimensions of the program. During the summer training, approximately 25% of the curriculum focused specifically on learning styles, learning theories, and best practices for basic skills instruction according to *Basic Skills as a Foundation for Student Success in California Community Colleges*. Faculty gained knowledge on learning needs and pedagogical approaches. They were also given tools to identify students' learning styles. In addition, participants were required to design and present a lesson plan informed by the [SIDE curriculum](#) during the following fall semester. This required faculty to match methodologies with varying student learning styles. An additional two hours were also spent discussing Classroom Assessment Techniques, which gave faculty diverse methods for assessing student learning.

The Graduation Initiative also sponsors faculty development like the previously mentioned SIDE institutes, [Learning Teams](#) where faculty meet weekly to develop, implement, and assess new lesson plans, and student services like the [Writing Center](#) and the newly opened [Reading Success Center](#). This varied approach reflects the Graduation Initiative's understanding that student success comes when students' needs and learning styles are met, and only a multi-pronged effort can meet all of them.

Diverse learning styles are also taken into account with the College's incorporation of technology and teaching. The College is upgrading its buildings to incorporate smart classrooms. This process began a decade ago with the renovation of the Natural Sciences facilities followed by the Humanities Building in 2008. Improvements continued when the Behavioral and Social Science Building completed renovation in 2012. The refurbished building now has smart classrooms featuring projectors, document cameras, computers, wifi and other media access. As described in the [Facilities Master Plan](#) on pages 17 and 18, other buildings such as the ones housing the Fine Arts department and Art and Behavioral Sciences are slated for remodel and retrofitting as well.

In 2013, the College recently opened a new building housing its Mathematics, Business and Allied Health Departments (MBA). This building, along with the Humanities Division and the Social Sciences Division, now features internet connectivity in all classrooms, projection screens, document cameras, and new computer labs. These new technologies are better suited to address the learning styles of students by incorporating audio and visual media. In fact, the new building houses a number of features that would appeal to many learning styles, especially kinesthetic. The new [MBA building](#) features brand new computer labs with touchscreen monitors for students' usage. The Allied Health Department now has state of the art facilities and learning tools to provide students with a virtual hospital experience. The Simulation Labs have video and audio recording capabilities allowing students to review their performance in medical situations. Nurses can now train for various medical procedures, such as childbirth, using lifelike mannequins in two fully functional hospital wards. Aside from the multi-sensory learning experiences, one added benefit is that now the Nursing and Radiologic Technology programs are physically next to each other, thereby increasing opportunities for cross-disciplinary learning.

In conjunction with the new buildings, faculty members also have an online presence. The school continues to offer classes through the online platform ETUDES. All distance education courses use this platform, but face-to-face classes can also incorporate an ETUDES course website. This allows for synchronous and asynchronous communication between faculty and students thereby increasing the flexibility and convenience of the teaching and learning process (<http://www.elcamino.edu/library/distance-ed/etudes.asp>).

El Camino College SSTARS Program:

Additionally, the college has excellent support services designed to supplement in-class instruction at all levels with the intent of augmenting student success. The College houses these support services and programs under an umbrella called SSTARS: Student Success Transfer and Retention Services.

The [SSTARS program](#) includes the following programs and resources that address the diversity of the College's population including their backgrounds, ages, and learning styles.

Program
First Year Experience and Learning Communities
MESA
Honors Transfer Program
Project Success
Special Resource Center
Supplemental Instruction
Women In Technology
Community Education
Learning Resources Center
Basic Accelerated Mathematics
Puente

The
SSTAR
S
progra

m illustrates how the College uses a wide range of delivery modes and teaching methodologies to reach its student population. The effectiveness of these programs is measured internally through various methods through student surveys and evaluations as is the case with programs such as Community Education, FYE, the SRC. Qualitative analysis is done through the aid of Institutional Research and employed during Program Review, as used by the Math department, FYE and the English department.

Self Evaluation

The college meets the standard. The faculty development programs offer a variety of methods for faculty to improve their skills and learn about the needs of their students. Many of the activities are faculty driven and faculty led, therefore leading to implementation into the classrooms. The College's renovations in building and infrastructure also provide another opportunity to meet as many learning styles as there are students. Lastly, the College's varied student support services cast a wide net to ensnare its students in a web of learning that best suit their needs.

Planning Agenda Item

The College will conduct research to evaluate if the use of various methodologies offered as professional development positively impacts student learning on our campus.

Standard II.A.2.e: *The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Descriptive Summary

The College evaluates all its courses and programs on a four-year cycle through cycles of curriculum review, student learning outcomes assessment and academic program review.

Development and facilitation of these processes are assigned to the Curriculum Committee, the Assessment of Learning Committee and the Academic Program Review Committee respectively. The Academic Senate and the Vice President of Academic Affairs provide oversight. The Department of Institutional Research and Planning assists with the collection and analysis of data related to SLO assessment and program review.

Each academic program has developed a six-year curriculum plan for comprehensive course reviews. Course reviews pass through several tiers of review before being enacted. The process of how a course travels from the faculty members to the Division Curriculum Committee to College Curriculum Committee is described in substandard II.A.2.c. At each step, faculty members assure the course objectives and student learning outcomes are appropriate and relevant for the courses being reviewed.

The components of the program review include a comprehensive description; analysis of student achievement, demographic and enrollment data; curriculum and degree/certificate analysis; analysis of student learning outcomes assessments and recommendations; facilities, equipment, technology and staffing needs; and analysis of future directions for the program. CTE programs respond to an additional set of questions focused on market analysis, student outcomes, preparation for employment, and licensure and job placement. A standard [template](#) for program review is available to program leaders when evaluating their programs and courses.

Comprehensive analysis of Program Review components leads to the development of prioritized recommendations. These recommendations are, in turn, integrated into annual planning and resource allocation. Faculty members are encouraged to use SLO and PLO assessment to include data-driven recommendations in their Program Reviews. Examples of how academic programs integrate PLO and SLO assessment results into program review and associated planning, curricular, and budget steps are below.

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.
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 learning.
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 recommendation
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
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. 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 deficiency
 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 errors
 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 students.

The APRC ensures the consistent and meaningful application of the template to all program review reports and committee members use a feedback rubric to provide feedback for improvement as needed. Authors then revise and resubmit reports after changes are made. Final versions of all program reviews are published on the College website.

All programs, regardless of type, are assessed through the academic program review process. Faculty determine the structure of programs, taking into consideration factors such as the pedagogical needs of students, learning pathways, curriculum, degrees, certificates, and organizational and funding structures. For instance, the Mathematical Sciences division is subdivided into programs that include Math for Teachers, Developmental Math, and General Education Math.

Faculty members assess course and program student learning outcomes on a four-year cycle that is guided by a timeline developed by program faculty. The four-year cycle is coordinated with program review to ensure that assessments can be used in the program review process. The Institutional Research and Planning department provides support to faculty in the collection and analysis of data for assessment. Division SLO Facilitators and college SLO Coordinators assist faculty in writing and assessing SLOs. Beginning with fall 2013 SLO and PLO assessments, all assessment reports are posted publicly on the college website.

Program Review asks that faculty reflect on their SLO assessment results and on the ways in which their course or program may more effectively encourage student attainment of the outcome. Assessment leads to changes and improvement in areas such as pedagogy, curriculum, and degrees and certificates. The SLO Facilitators work directly with faculty to improve and diversify the ways in which faculty use their assessment results to implement change.

One element of Program Review examines the curriculum's impact on the overall curriculum. Frequency offering, course relevancy, success, and retention rates are all examined in the Program Review process. Changes to articulation and degree requirements are also considered. One result of Program Review should be that recommendations are made for course development or inactivations.

The College evaluates all of its academic programs on a four-year cycle, using a standard template developed by the Academic Program Review Committee in conjunction with the Vice President of Academic Affairs. The process begins with a training session in early spring for program faculty leads. In this session, faculty members learn about the purpose of program review, are familiarized with the template, and receive their program data sets from Institutional Research and Planning. Throughout spring, faculty leads write the review and receive feedback from program faculty and Division Deans. In early fall the first draft is finalized and receives feedback from the Co-Chairs of the APRC. After potential revision, the second draft is reviewed and discussed during a full meeting of the APRC that includes program faculty and Deans. The review is then finalized and posted on the Academic Affairs webpage.

The [program review template](#) contains supplementary questions for Career and Technical Education programs that comply with the Title 5 requirements. Every four years, CTE programs conduct a full program review that includes the supplementary questions. CTE programs are also required to submit a partial review that includes only the answers to the supplemental questions between full program review. The College's CTE programs recently completed their first cycle of two year program review CTE updates in 2014.

Since 2005, faculty conducting program reviews receive a standard four-year data set as they commence their evaluation processes. In recent years, this data set has been developed into an interactive tool for easy access and analysis by users. The most recent data set provided faculty with the following information: 1) student head counts, 2) grade distribution, 3) success rates, 4) retention rates, 5) comparison of success rates in face-to-face and online classes, and 6) fill rates. Programs may also conduct student satisfaction and needs assessment surveys to determine whether course offerings are meeting students' needs. Additional data provided to CTE programs include economic outlooks and job market analysis through customizable reports using current [labor market data](#).

Recent ACCJC requirements ask colleges to set student achievement standards at the institutional level. The College has established these standards and will work on establishing institutional goals at a planning summit in May. These standards will be integrated into program review.

The relevancy of programs is evaluated in several ways. Program leaders begin with analysis of course offerings, degree requirements, enrollment demand and fill rates to determine which courses are still needed. Based on this and other sources of information, authors must determine how well their courses, degrees and certificates are meeting the transfer and career needs of students. In addition, CTE leaders must evaluate their programs in terms of current occupational demand and outlooks, as well as district and state need for the program.

After comprehensive evaluation of their programs, program review authors create a list of prioritized recommendations noting which Strategic Initiative is supported by each (see [PR template](#)). During each of the next four years, as appropriate, program leaders integrate these recommendations as objectives in their annual program plans. Jointly with program planners, unit leaders such as academic deans, review and prioritize a combined list of objectives for their unit. These unit objectives further filter up to the Academic Affairs plans and ultimately the overall College plan for resource allocation. This final list of objectives, most of which are linked to program review recommendations, are reviewed by the [Planning and Budgeting Committee](#) (page 12) to ensure that they are aligned with the College mission and Strategic Initiatives.

Program Review is one of many ways that the College evaluates its programs and courses. The college also uses course and program level performance data posted on the ECC website to reflect on ways to improve student success, curriculum and student pathways to degrees and certificates. Course and program level performance data are evaluated every term through the review of successful [course completion and retention data](#) published on the ECC website. Academic deans and faculty make regular use of these rates to identify performance trends and outliers. Analysis of ECC website hits reveals that the Institutional Research & Planning (IRP) Success and Retention webpage is one of its most frequently accessed pages. The Success and retention page had over 700 hits in 2011-2012 while other pages on the IR website had half of that number.

Periodically, success and retention rates are disaggregated by demographic group (gender, ethnicity, age). These reports are reviewed by College leadership, faculty, and others to determine equity in outcomes which leads to discussions around solving these discrepancies. An example includes ECC's cyclical tracking of course success by math and English level using tools developed by the University of Southern California's Center for Urban Education (CUE). <http://www.elcamino.edu/administration/ir/research.asp>). Performance measures also are disaggregated by instructional location ([ECC](#) and [Compton](#)) and instructional method, with

side-by-side comparisons of on-campus and online courses reviewed and discussed to improve student success.

Where appropriate, progression to the next course in a series is tracked periodically to monitor educational quality and student achievement. Tracking studies are reviewed and discussed by College constituents to inform changes to educational practice. For example, early tracking of basic skills students through English and math courses revealed very low pass-through rates. These reports, along with faculty observations, prompted wide discussion of ways that instructional approaches, support services, and curriculum could be modified to improve student achievement and progress. Many initiatives resulted from these discussions including accelerated courses and concept-based modular instruction, academic support services, and learning communities. These approaches, in turn, are evaluated regularly to determine how effective they are in improving student learning achievement.

Self-Evaluation

The College meets the standard. The systems described above ensure the relevance and appropriateness of the College's programs and courses. The College is now on its third cycle of program review. Faculty drive each step of the program review and a division's future needs are addressed as course and program reviews trickle upward through the hierarchy of decision-making process. In the case of CTE programs, faculty members also utilize EMSI job outlook reports to aid them in evaluating the relevance of a program. Other instances such as the adoption of accelerated courses and student support services show that these systems do integrate planning and tangible changes have been made on campus.

Standard II.A.2.f: *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

Descriptive Summary

The El Camino College's planning and resource allocation is a systematic process, founded on the mission and Strategic Initiatives, and developed from both the Comprehensive Master Plan and Program Review. Participation in the process is broad-based, representing all areas of the College.

Members of the College community participate in planning in a variety of ways. First, students and selected employees from all constituent groups participate in comprehensive review and self-evaluation through the College's annual planning summits. Outcomes from planning summits include exchange of information about future trends that may affect the College, data-driven review and revision of the College mission and Strategic Initiatives, and

evaluation of College performance. The most recent summit occurred in the spring of 2013. Faculty, staff, students, and administrators gathered to set institutional goals concerning the number of degrees allotted and success rates; participants also voted to reaffirm the mission statement and designed a new planning model infographic. The potential new infographic was also sent out campus wide for a [vote](#). Second, representatives are active participants on Planning & Budgeting Committee (PBC) which oversees the planning and resource allocation process. And finally, members of the College community provide input for program review and the annually planning process.

The College assesses how well employees understand and participate in the annual planning cycle through a Planning Feedback Survey administered every two-three years. The survey is reviewed by the PBC and a list of recommendations are developed to improve understanding and involvement in the planning process (report forthcoming) The next Planning Feedback Survey will be administered in Spring 2014.

The college has a cyclical, self-sustaining planning process influenced by the College's mission, Strategic Initiatives and its ILOs. The Mission guides decision making and planning while the Strategic Initiatives are institutional goals that help the College achieve its mission. The Strategic Initiatives influence Program Reviews which recommend improvements in different areas of the College. The ILOs inform curriculum review, program review, and college planning.

The Plan Development is detailed below in page 8 of [The Annual Plan Newsletter](#).

Plan Development Cycle

- Departments review and update recommendations to create a Program Plan.
- Division Deans review prioritized goals from Program Plans and with their Division Councils decide what to incorporate into a Unit Plan.
- Vice Presidents review the prioritized goals from their Unit Plans to create Area Plans.
- All the Vice Presidents review priorities arising from their areas and collaborate to determine the institutions top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee.
- Planning and Budgeting Committee reviews funding requests submitted by the Vice Presidents for alignment with the College mission and strategic initiatives and forwards its endorsements to the President.
- Plans meeting presidential approval are forwarded to the Board of Trustees who determines which plans get funding.

The College also has a [Comprehensive Master Plan](#) that consists of an Educational Master Plan, Facilities Master Plan, and a Technology Master Plan. These plans are founded on the mission and Strategic Initiatives, Program Review findings and recommendations, and Institutional Learning Outcomes.

The timing for review occurs at different times. The Mission is reviewed every five years. The Strategic Initiatives are also reviewed every five years but since 2013 have been assessed annually. The PBC reviews the Master Plans every five years as well. Program Review occurs every four years, Curriculum every six. Annual Plans and the Enrollment Management Plan occurs every year while SLO review is ongoing.

A wide variety of data is available for program and college planning. A standard data set is provided to faculty embarking on a cyclical program review process. Student Services programs gather and report standard metrics during each semester to support planning. Periodic internal and external scans are conducted to support College self-evaluation, understanding, and future planning. Scan metrics include longitudinal student achievement, progress and goal completion data; student enrollment and demographics; external job outlooks & market analysis; and population and K-12 enrollment trends. College [factbooks](#) and external scans are accompanied by interpretive narrative to assist in the understanding and usefulness of the data. The Institutional Research and Planning [webpage](#) makes many of these studies available for review to the campus and the public.

Self-Evaluation

The College meets the standard. Specific processes and systems are in place that regularly allow for review and evaluation of student learning outcomes. Faculty are invited to either be participants in stated processes or can easily access the results at the Institutional Research webpage. The College's recently renaming the Institutional Research department to Institutional Research and Planning evidences the desire to more closely merge data and planning.

Standard IIA.2.g: *If an institution uses departmental course and / or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Descriptive Summary

El Camino College uses two program examinations, the Degrees of Reading Power (DRP) and the Townsend Press exam. Both of these exams are used by the English Department in its developmental reading classes as exit exams. Students generally must achieve passing scores determined by the department to proceed in the sequence of classes. The cutoff score varies by class. The DRP is also used by the Nursing Program as a prerequisite for entrance into the program. Students must earn a score of 85% or higher to enter the nursing program. If prospective nursing students do not meet this score, they can undergo remediation in reading skills before trying the test again.

The English Department uses the test as one of its assessment measures for its developmental reading classes. Students will have to earn a 70% on their coursework as well as achieve passing scores on either the DRP or the Townsend Press. Students must meet both of these measures to move on although instructors can use their discretion to issue waivers if needed. The passing scores vary by class. In the lowest reading class, English 80, the Townsend Press score is 70% but in the upper two courses, it is 75%. For the DRP in English 80 and English 84, the passing mark is 80%. For English 82, students must achieve a score of 77% (https://ecc-portal.elcamino.edu/divisions/academicaffairs/humanities/Division%20Only%20Documents/Reading/Portal%20Documents/Department%20Policies%20and%20Procedures/reading_dept_testing_guide.pdf).

Self Evaluation

The DRP and the Townsend Press exams have not been validated locally. The English department has commissioned Institutional Research to begin this test. While this is happening, another faculty member is also testing the validity of the DRP during his sabbatical in the fall of 2013 semester. He will be designing study materials for the DRP. Also, on a meeting on March 14, 2013 the Reading Committee decided that reviewing the validation process would be beneficial in order to see that the test is valid for the College's population. Validating the tests will be part of the Reading Committee's larger review of English 82.

Actionable Improvement Plans

The English department and Institutional Research will work together to validate the tests and ensure that the exit exams are unbiased.

Standard II.A.2.h: *The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Descriptive Summary

College work at El Camino College (ECC) is measured in terms of semester units. A "unit" is a credit per hour scale for degree- and non-degree applicable credit courses. Noncredit type courses like ECC's English as a Second Language do not record any credit in a student's record and are offered as "0" units. The amount of credit awarded shall be adjusted in proportion to the number of student learning hours of lecture, study, and/ or laboratory work noted in the Course Outline of Record (COR). Unit value is determined by dividing the total hours of an 18-week semester by 54. Unit values are never rounded up to a higher unit value. Some of ECC's Career Technical Education (CTE) courses i.e. Nursing, Radiologic Technology, Engineering Technology, and Cosmetology have courses with ½ unit values. Grading policies and the criteria for awarding credit for courses are clearly stated in the college catalog.

Title 5, section 55002.5 establishes the minimum expected time on task (lecture, study, and/or laboratory work) that is necessary to award one unit of credit. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming the students complete most required work in class. Although ECC uses a compressed academic calendar, the Chancellor's Office recommends that colleges use the 18-week semester as the basis for student contact hour calculations used in the COR.

Course Outline of Record (COR)

El Camino College awards units of credit based on a student's achievement of the learning objectives that are noted in the approved Course Outline of Record (COR), section II.B Course student learning objectives cover the primary components leading to student achievement of the course's intent. Objectives are measurable and correspond to topics of instruction listed in COR's outline of subject matter. Many learning objectives reflect critical thinking and incorporate verbs from Bloom's Taxonomy that relate to higher cognitive domains i.e. analysis, synthesis, and evaluation. ECC faculty provides students course syllabi which includes learning objectives from the COR. Student learning outcomes (SLO) are also included in the course syllabi.

In addition to the learning objectives for the course, the COR also provides information including: course content, student learning outcomes (SLO's), methods of presentation and assessment; sample assignments; textbooks or resources used in the course; the number of semester contact hours; the number of units; course transferability; and any prerequisites or advisories.

The COR is developed by faculty and goes through a review and systematic approval process incorporating faculty, articulation officer, curriculum advisor, curriculum institutional officer all of which are part of the division and/or college curriculum committees. The COR's are reviewed and updated within a 6 year period and courses that are deemed vocational and categorized as Career Technical Education (CTE) are updated every 2 years. Our College Curriculum Committee (CCC) is a subcommittee of our Academic Senate and meets regularly on bi-monthly basis.

Self-Evaluation

El Camino College meets the standard of awarding credits based on student's achievement of the course's stated learning objectives. Units of credit awarded meet Title 5 section 55002.5 regulation and are reviewed by the College Curriculum Committee in a timely manner. Units of credit awarded are also consistent with instructional policies that reflect equivalencies in higher education

Standard IIA.2.i: *The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Descriptive Summary

In order to insure that all baccalaureate-level courses articulate with courses offered at four-year colleges and universities, the Curriculum Committee requires that all courses, both new

and revised, have clearly stated SLO's based on measurable objectives contained within the Course Outline of Record. Faculty continue to work collegially within their programs to create meaningful assessments of student achievement of the stated outcomes. The relationship between course and program outcomes (including department, degree, certificate, or other specialized programs) ensures that the program-level outcomes are the basis for awarding degrees and certificates at El Camino College. As a result, all courses are aligned to Program Learning Outcomes, where the course and/or program outcomes are the rationale for the awarding grades and course credit. Thus, program outcomes are the overarching statements that were developed based upon the more specific outcomes developed for each course. And most importantly, the course level and program level outcomes are directly linked to each other. Following the development of the course and program level learning outcomes that lead to degrees and certificates at El Camino College, some career technical education programs followed suit in order to link their outcomes to external licensing examinations.

The information about the awarding of course credit is available to all members of the El Camino College campus community in both the online and hardcopy versions of the College Catalog and Schedule of Classes. These publications contain explanations of the award of credits, appeals procedures, withdrawal deadlines and procedures, incomplete grades, how GPA's are calculated, academic probation procedures, procedures regarding academic dishonesty, special program requirements, academic regulations for grades, policies for credit for prior achievement and credit by examination of classes, and assessment procedures for all courses, mathematics classes, and English classes.

In order to receive a degree or certificate, students will demonstrate competency by meeting the following conditions according to the College Catalog:

1. Students must complete at least 12 semester units of study in residence within requirements for either the general education and/or major at El Camino College.
2. Sixty (60) degree applicable units are required for the associate degree, including appropriate general education and major requirements.
3. Coursework toward the degree must be completed with a cumulative grade point average (GPA) of 2.0 or higher in work at El Camino College and in work completed at all colleges.
4. A minimum grade of "C" in a Freshman Composition course, a Mathematics course, and in all courses toward a major.

Self-Evaluation

El Camino College seeks to create learning outcomes with meaningful assessments by ensuring that student achievement of learning outcomes are directly linked to student success in their courses at ECC. Faculty experts create the outcomes and assessments that are critical for students to achieve success in each course and program. Credit for individual classes, degrees, and certificates are

therefore awarded based upon successful student performance in all college courses, thus achieving the stated learning outcomes of El Camino College.

All academic programs at the College have SLOs and PLOs in place. All courses have at least three SLOs and all programs have at least three PLOs, with authentic assessments occurring regularly. PLOs are assessed on a timeline that aligns with the program review four year cycle. Program reviews include a section on SLOs, PLOS, and assessment results. Faculty members summarize and analyze the recommended and implemented changes resulting from SLO and PLO assessment. As described in the ECC planning model, SLO and PLO assessment data is used for program review, which then drives recommendations for annual planning and budgeting, which is how resources are allocated. Statements regarding SLOs, PLOs, and ILOs are found on Page 2 of the El Camino College Catalog. SLOs and PLOs are found at <http://www.elcamino.edu/academics/slo/DivisionSLOpage.asp>

Standard II.A.3 *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Descriptive Summary

In 2002, the College Board of Trustee adopted [Board Policy 4025](#), Philosophy for Associate Degree and General Education. The policy, revised in 2013, states the associate’s degree is designed to “lead students through patterns of learning experiences designed to develop certain capabilities and insights” and “ Each associate degree offered by the college shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities and insights”. The courses and programs presented meet standards approved by the Board of Governors of the California Community Colleges as stated in the California Administrative Code, Title 5, Section 55002.

During the years 2002-2005, an Associate Degree Committee, established by the Academic Senate and the Vice President of Academic Affairs, thoroughly reviewed general education requirements and proposed changes. The Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of “General Education Criteria for Associate in Arts and Associate in Science Degrees,” which was presented to the College Curriculum Committee (CCC) and approved by the [Board of Trustees](#). This statement is published in the College Curriculum Handbook (<http://www.elcamino.edu/academics/ccs/handbooksections.asp>) and the College Catalog. The degree requirements for an associate degree at the college include six areas of general education Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education, Mathematics Competency. For each area, the college has adopted criteria for designation of courses which satisfy the requirement.

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the CCC. Each academic program has established its Student Learning outcomes, Program Level Outcomes, and these in turn contribute to Institutional Level Outcomes. All programs are scheduled and coordinated by the Office of Academic Affairs and each program review follows an established procedure. Faculty within the program use institutional data, analysis of curriculum, established trends, and results and reflections from SLO and PLO assessments to evaluate their program. The evaluation conducted through the review allows faculty to evaluate the quality of their program and what measures need to be in place to improve each program's course offerings and ultimately its program offerings. To a large extent, courses are included in the general education pattern based on articulation with the four-year schools and criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four year schools.

Self Evaluation

The college meets the standard. The philosophy for general education was established by the governing board and is implemented through a process relying on faculty disciplinary expertise.

Standard II.A.3.a: *General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Descriptive Summary

El Camino College General Education Learning Outcomes

General Education Learning Outcomes, also known as GEOs, are statements that define the knowledge, skills, and perspectives acquired by students who fulfill General Education (GE) criteria either by receiving an Associate degree or by completing the CSU GE Breadth requirements or the CSU/UC IGETC requirements. GEOs are similar to other learning outcomes, but they refer to the outcomes of the General Education criteria for Associate degrees, rather than outcomes for a particular course or academic program. To maintain an approach that is clear, simple, and manageable, ECC aligns GEOs with the already established GE criteria. In this model each GEO is aligned with a GE area; each GEO is designed to be embedded into the courses that satisfy that particular GE area; each instructor would then assess these GEOs as part of regular ongoing assessment processes; and instructors of GE courses dialogue about GEO assessment results and action steps.

El Camino College GEO Statements

GEOs are measurable outcomes that directly correspond to each of the General Education areas. Students are expected to have acquired and be able to demonstrate these outcomes either by receiving an Associate degree or by completing the CSU GE Breadth requirements or the CSU/UC IGETC requirements. A General Education Task Force comprised of faculty from each division, deans, the Academic Senate, the Curriculum Committee, and the Evaluations Unit developed the criteria and

selected the courses for each of the six General Education areas. (See the Graduation Requirements section of the *El Camino College Catalog* for further details regarding GE areas and courses.)

The College has identified the learning outcomes for each of the six General Education areas. On September 23, 2013, the Assessment of Learning Committee (ALC) approved moving ahead with GEOs for El Camino College. The GEO learning outcomes were accepted by the Academic Senate on October 15, 2013. The College has identified the following outcomes for each of the six general education areas.

1. Area 1: Natural Sciences: Develop an appreciation and understanding of the scientific method and an understanding of the relationships between science and other human activities.
2. Area 2: Social and Behavioral Sciences: Develop an awareness of methods of inquiry and stimulate critical thinking about the ways in which people act and interact within social cultural contexts.
3. Area 3: Humanities: Develop an awareness of the ways in which people throughout the ages have artistically and culturally responded to themselves and the world around them and develop aesthetic understanding and ability to make value judgments.
4. Area 4: Language and Rationality: Develop principles and applications of language toward logical thought, clear and precise expression, and critical evaluation.
5. Area 5: Health and Physical Education: A. Develop a knowledge of personal health through the examination of health related social problems, potential preventative strategies, and mediation actions. B. Develop competencies in activities that promote movement, reduce disease risk, and improve overall quality of life.
6. Area 6: Mathematics Competency: Apply knowledge of mathematics to solve mathematical problems and to judge the reasonableness of their results in meaningful and authentic applications.

El Camino College GEO Assessment Methods and Timeline

We are preparing to begin assessment of GEOs at El Camino College. All GEOs will be assessed, in some form, each semester. General Education courses are mapped to GEOs. In addition, Student Learning Outcomes (SLOs) for these mapped GE courses will be used as part of the GEO assessment process. Each semester one or more GEOs will be assessed using methods designed by faculty from each GE area. Generally, these assessments make use of rubrics which measure the skills, knowledge, and perspectives that students acquire in the General Education areas. GEO assessments have been scheduled so that campus outreach can take place, along with opportunities for faculty to review data, dialogue about assessment results, and propose action steps. A schedule for GEO assessment has been established and will begin upon completion of the ILO revision process in fall 2014.

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

The Institutional Learning Outcomes inform the course offerings of the College. The first ILO ensures that students have an understanding of the basic content and methodology of all major areas

of general education. These ILOs shape all general education courses including the disciplines such as Natural Sciences, Social and Behavioral Sciences and the Humanities. They demonstrate student achievement of comprehensive student learning outcomes. The goal of general education is to accomplish the College's ILOs which include developing students' critical thinking skills, learning to communicate effectively in writing, acquiring an understanding of the major concepts to solve problems, and employing methods of scientific inquiry to understand the world around them (<http://www.elcamino.edu/admissions/docs/ECC-2010-11-catalog.pdf>, p. 39). The ILOs form the basis of student learning objectives. These are outlined in the course objectives for each course and available on course syllabi.

Courses are selected for the general education breadth patterns by the academic division submission to the CCC. The CCC is responsible for determining where courses fit into the general education pattern; however, the committee relies strongly on the recommendation of the program faculty. Courses with similar subject and course content may vary in lab or lecture loads or hours; however, they are comparable to the general education courses at other schools. When courses are brought before the CCC, the committee, in coordination with the originating faculty members, will make a determination if the course has sufficient rigor to meet the standards of scholarship of the college. The courses are discipline based and related to criteria at the four year schools, articulation agreements, and comparisons to other community colleges in California. The CCC also responds to legislation such as Senate Bill 1440, and has created Associate Degrees for Transfer (AA/AS-T) in Communications Studies, Geology, Psychology, as well as Sociology, to be awarded starting the 2012-2013 academic year with more offerings to follow.

To evaluate whether students are able to apply their understanding to subsequent coursework, employment or other endeavors, the College assesses its ILOs. As of spring 2013, faculty have aligned all course and program learning outcomes to the ILOs and the College has assessed the "Communication and Comprehension" and "Critical, Creative, and Analytical Thinking" ILO.

Self Evaluation

Guided by the ILOs, the College general education and major requirements cover traditional areas such as the humanities and fine arts, natural sciences and social sciences. The CCC's vetting process considers internal and external factors concerning the College. Review assures that the proposed course outlines adhere to the standards stated in the course catalog and to standards dictated by the state of California. This process ensures that content and methodology are included in all course outlines. The College meets the standard.

Standard II.A.3.b

A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

All courses and program are aligned with the college SLOs and the Institutional Learning Outcomes (ILOs). The ILOs were constructed from the College's mission statement and include the skills desirable in a collegiate-level general education curriculum. The College's ILOs are used for general education as well as for all other areas of education that are offered and accomplished at the college. The ILOs have been constructed and aligned so that a student receives the skills necessary to succeed in classes and programs (<http://www.elcamino.edu/academics/slo/corecomps.asp>).

Three of the six ILOs, Critical, Creative, and Analytical Thinking, Communication and Comprehension, and Information and Technology Literacy are well aligned with the goal of developing strong critical analysis skills. The faculty, with the leadership of the Assessment of Learning Committee (ALC), has made great advancements in aligning the ILOs to both Program Level Outcomes and Course Level Outcomes. During Spring Flex Day 2010, the college faculty mapped their courses and programs to the college's ILOs. Using a scale of 1-4, (1 for least important and 4 for very important) faculty were asked to complete an ILO alignment grid rating how strongly each ILO was related to each of the program's courses (<http://www.elcamino.edu/academics/slo/corecompassess.asp>). In doing so, the college has been able to assess the Critical, Creative, and Analytical Thinking and Communication and Comprehension ILOs by focusing on courses that are rated as "very important." The courses rated as high were assessed through the use of student surveys, faculty surveys, and course grades. The first assessment for the "Communication and Comprehension" ILO occurred during the fall of 2010.

The student survey results indicated that the vast majority of exiting ECC students rated themselves as mastering the skills of Communication and Comprehension. The highest rated skills included writing and the expression and discussion of ideas. Holistic competency ratings of respondents by their instructors yielded somewhat lower average assessments of competency, but with an average well above "somewhat" competent. Finally, analysis of course grades in this competency showed high performance in terms of course success, retention, and GPA for exiting students in courses with greater emphasis on the ILO.

The second assessment for Critical, Creative, and Analytical Thinking occurred during the spring of 2011. These results showed that exiting students indicated that their critical thinking skills have improved since they began their education. Analysis of course grades in this competency revealed that exiting students demonstrate high performance in success, retention, and GPAs in courses with a greater emphasis on critical, creative, and analytical thinking.

One of the tasks of the Assessment of Learning Committee is to facilitate campus wide dialogue of the ILO assessment results with faculty and staff. After evaluating the results gathered from these ILO assessments, in collaboration with Institutional Research, the ALC agreed that the utilized method of assessment was successful in providing useful baseline information and data against which to judge future progress on questions about student learning and how faculty can improve this. The ALC members and faculty members felt that

student surveys alone were not the ideal instrument because they do not provide clear evidence of students' level of competence. However, student surveys have been beneficial in gathering information on students' perception of how well and why they have achieved the college's learning outcomes. As a result, the ALC determined that student surveys were a satisfactory way of gathering data but should only supplement the results collected using different and /or additional methods.

During fall 2012, the ALC also explored different methods of assessment for the college's ILOs. They decided to invite faculty to participate in a Task Force to work together and develop an assessment for the ILO their class emphasizes. Their job is to develop a method of assessment, analyze the data, and assist in writing the final report. The first group of faculty is currently working on the Information Technology ILO. The Task Force will conduct all their planning during the spring of 2013, and conduct assessments during the fall of 2013.

Self Evaluation:

The college meets the standards. All Institution Learning Outcomes have been identified as well as the courses and programs that addressed the skills in each ILO. Five of the six ILOs have been already assessed and will continue to be assessed accordingly to the four-year timeline developed. From these past assessments, the ALC has made changes to the ILO assessment process. ALC members have invited members from both campuses to participate in special task group to explore new assessment methods for Information Technology ILO. New members will be invited to do the same for all the other ILOs.

Standard III.A.3.c *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

The broad themes of ethics and citizenship are echoed in the college's Philosophy for Associate Degree and General Education. The recently renamed [Institutional Learning Outcomes](#) include Professional and Personal Growth and Community and Collaboration. The requirements in Social and Behavioral Sciences and Humanities provide opportunities to broaden students' awareness of society, culture, history, political science, philosophy, and values. The Humanities requirement encourages development of aesthetic sensibilities. The associated divisions such as Humanities, Social and Behavioral Sciences determine the SLOs that concern ethics and effective citizenship. SLO coordinators work with faculty members to determine where to include the student learning which leads to the development of these qualities.

Qualities such as civility and interpersonal skills, respect for cultural diversity, civic and social responsibilities are addressed in the offerings of the College. Courses such as Human Development 10, Philosophy, ethnic studies courses, Humanities, History, and Political Science, Child Development, Health, Communications all address these qualities in varying degrees. Some of the

courses and programs at El Camino have incorporated a service learning component which integrates community service and civic responsibility with academic instruction so that each strengthens the other. Students gain valuable knowledge and skills that integrate with course objectives. It connects academic coursework and civic responsibility and focuses on critical, reflective thinking and experiential learning, thus enriching the learning experience and strengthening communities. One of the largest programs on campus to embrace service learning is the [First Year Experience](#), FYE. In addition, El Camino offers a [Global Studies and Global Education Through Technology](#) (GETT) courses that offers an introduction to world cultures. In the Global Studies course students explore diverse cultures and analyze their origins, how and why they change, and their impact on individuals and societies (2012-13 catalog). The GETT courses connect classes at El Camino College with similar classes at colleges and universities in other countries in real time via web-based interactive video.

The ILOs for Community and Collaboration and Professional and Personal Growth concern what it means to be an ethical human being, an effective citizen, and how to appreciate cultural diversity. They were both assessed in 2012 with positive results. The Professional and Personal Growth ILO [assessment](#) showed that when students were assessed using this measure, they indicated that the College had an impact on their professional growth when it came to “learning, understanding information and having conversations with others regarding important matters”. Students indicated that their experience at the College had a positive influence on their self-esteem as they have improved their knowledge and have increased social interaction.

Self Evaluation

The college meets the standards. The categories in El Camino’s general education requirements do not specifically include areas corresponding to the qualities mentioned in this subsection, though the general education requirements parallel these areas. When considered as a whole, particularly in conjunction with the recently developed Institutional Learning Outcomes, the general education breadth pattern may result in the development of higher thinking individuals.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

According to the 2013-14 college catalog, the description of the [Associate Degree](#) (page 57) states that students will attain the “ability to think critically and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to find, evaluate, use, and communicate information in various formats; and to develop the capacity for self-understanding. In addition to these accomplishments, the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest”. Along with these requirements, students will successfully complete a minimum of 60 units of degree applicable coursework that includes 23-31 units of general education, a minimum of 18 units of focused study in

the major or in an interdisciplinary core, and, if necessary, electives. Coursework toward the degree must be completed with a cumulative grade point average (GPA) of 2.00 or higher at El Camino College and in work completed at all colleges. A complete list of the focused areas of study is available in the [2013-14 catalog](#) on page 61.

During the 2013-2014 school year, the College is offering 28 Associate in Arts degrees and 34 Associate in Science degrees, a number of which have options within the major. In addition to degree programs, the College also offers 32 state-approved Certificates of Achievement and six state-approved Certificates of Accomplishment in specific core areas, many of which likewise have options from which the student can choose. Each of the ECC certificate programs requires completion of courses in a particular field. Unlike degree programs, courses outside the field are not generally required. Specific [certificate requirements](#) are listed in the catalog, page 65. The Compton Center offers two programs that are unique to Compton: non-credit ESL and Commercial Music. The catalog lists 30 Associate in Arts Degree programs and 47 Associate in Science Degrees, for a total of 77 AA/AS degrees.

During the 2011-2012 academic year, the College's faculty in conjunction with the Articulation Officer began developing the SB 1440 legally-mandated 60 unit Associate Degrees for Transfer (AA-T and AA-S) and as of the 2012-2013 catalog year, four such degrees have been developed, each of which requires that students complete a minimum of 18 units of focused study in the major and that they are CSU or IGETC certified.

All degrees are reviewed by the College Curriculum Committee to ensure that they meet Title 5 requirements with regard to general education and in-depth study before they are submitted for state approval. To further ensure the viability of the degrees offered, the college has periodically assembled an Associate Degree Task Force and has implemented its recommendations with regard to general education criteria and course compliance.

Self Evaluation

The College meets the standard. Degree requirements are clearly outlined in the 2013-2014 college catalog with respect to both general education and major. Students are given three general education patterns from which to choose, and each degree offered lists at least 18 units of coursework in the major under the "El Camino College Major Requirements" heading for all disciplines in which a degree is currently offered. The College's commitment to focused study is likewise reflected in both its definition of the Associate's degree and in [Board Policy 4025](#)

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure certification.

Descriptive Summary

El Camino College offers a variety of career and technical education programs which lead to degrees and certificates. All academic degrees require completion of a general education component. Many of the programs offered prepare students for external accreditation through national and state agencies and external licensure and certification. Employment competencies are assured by the input of advisory committees which are composed of professionals in the field to ensure that technical and professional competencies meet employment and standards pertinent to their fields. Employers on the advisory committees give input on the effectiveness of the curriculum and report on the preparation of graduates from the programs. Career and technical education programs are reviewed on two-year cycles to ensure that they continue to meet industry standards and the needs of the community.

El Camino College was one of ten community colleges participating in the pilot CTE Employment Outcomes Project. The purpose of this statewide project was to address the current lack of data to validate the impact of CTE programs. In an effort to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California community colleges—including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs—El Camino College and other community colleges partnered with the RP Group, the Bay Area Community College Consortium and practitioners from around the state to develop a universally available survey methodology. A survey based on completers and leavers was conducted in 2011-2012. Although the response rate for El Camino College was lower than hoped, 29%, the results of the survey were encouraging. The results of the survey showed that taking at least twelve units of vocational coursework in the same program (determined by 2-digit TOP code), even without earning a certificate or vocational degree, is related to positive employment outcomes. Most of those who completed 12 or more units of vocational coursework at El Camino College are employed for pay, and are working in the same field as their studies or training, and are working full time. Even without earning a certificate or degree, vocational students posted an 18% increase in their hourly wage after their studies. The CTE Employment Outcomes Project survey will be conducted once again in 2012-2013. El Camino College will once again participate and El Camino College, Compton Educational Center will also participate in the 2012-2013 survey.

The following programs providing career technical education certificates or degrees undergo periodic review and accreditation through external accrediting agencies. These programs include Cosmetology, Fire and Emergency Technology, Nursing, and Radiologic Technology. The high pass rates indicate that the students can meet employment and are prepared for external licensure exams.

Program	Pass Rate
Cosmetology	First time pass rate 2006-2007: 72%
Fire and Emergency Technology -Paramedic National Registry Examination for Emergency Medical Technician -Paramedic	First time pass rate 1998-2007: 79%
Fire and Emergency Technology -Paramedic National Registry Examination for Emergency Medical Technician -Paramedic	Pass rate (up to five attempts) 1998-2007: 100%
Nursing	93%
Radiologic Technology State Fluor Examination Pass rate	First attempt 2007: 100%
National Registry Examination (ARRT)	First attempt 2007: 100%

Compton Center has achieved success in student pass rate (84.75%) within the Nursing program and the board licensure pass rate are and indicator of students' preparedness for professional practice (<https://www.ncsbn.org/1232.htm>).

Compton Center continues to offer a broad range of Career and Technical Education programs to meet community organization and economic development needs in the areas of industry, business improvements and entrepreneurship training. Several of these programs have been long established, such as the Nursing, Childhood Education, and Automotive Technology, while others have been only recently added. One such newly created program is the [Career Advancement Academy \(CAA\)](#) which has been in the operation for about two years at Compton Center. The CAA is a one-year training program that combines technical skills, workplace readiness workshops, and academic skills and essentially provides students with the hard skills as well as soft skills needed for employment. Students can choose from Aerospace Fastener Technology and Machine Tool Technology (www.compton.edu/academics/CTE/). The program has been very successful in working closely with industry partners like the Industry Fastener Institute (IFI) which is hired many of the students who finish the program. As a result, according to our job surveys, we have placed 40 students in jobs during 2011-2012 (www.compton.edu/academics/CTE/). CEC has the only community college based aerospace fastener manufacturing training center in the United States (www.compton.edu/academics/CTE/).

CTE programs adhere to a competency-based curriculum. Curriculum is developed and modified to comply with licensing requirements, with changes in regulations, and with mandates from external agencies. CTE courses and program modifications reflect external curricular mandates. All courses are reviewed by faculty within a six-year cycle with vocational courses being reviewed on a two-year cycle. New vocational certificate and vocational degree programs are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for approval and are forwarded to the Chancellor's Office for approval. Students are informed of licensure or certification changes

through the College Catalog or other college publications and postings. The ability to demonstrate the technical and professional competency required by business and industry or a licensing and certifying agency is stated in course outlines as objectives and/or as program outcomes. All faculty strive to ensure that the curriculum is structured to prepare students for the rigors of job demands and licensure in their chosen fields.

Self-Evaluation

The College meets the standard. El Camino ensures students earning vocational and occupational degrees and certificates will demonstrate the necessary skills and competencies to meet the requirements of the labor market in their respective field of study. The pass rates from the external licensure and certification bodies indicate that students are prepared for the fields they are entering.

Standard II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

Descriptions of programs and courses are printed in the El Camino College catalog. The printed catalog is available at the bookstore for purchase and is also available online in PDF and flipbook format, at no cost (www.elcamino.edu/admissions/docs/ECC-2010-11-catalog.pdf). Information provided to current and prospective students includes clear and accurate information about educational courses and programs and transfer policies. Each description consists of the knowledge and skills students will develop, as well as the courses required to complete the program. As such requirements change, they will be approved by the Curriculum Committee.

Faculty, classified staff, and administrators participate in updating the catalog on an annual basis. The College and the Center are made aware of the new catalog edition through email notifications. The catalog description is proposed by faculty in the discipline and approved by the College Curriculum Committee as a component of the adoption or review of the program. The catalog is reviewed and revised every year to reflect changes in certificates, degrees, courses, prerequisites, articulation status, and other related requirements. The catalog is a comprehensive publication that is kept current by the Office of Academic Affairs and the Public Relations & Marketing Department.

All faculty are required by the labor agreement and college policy to complete and distribute to students a comprehensive course syllabus that describes content, course objectives, examination requirements, and other information required for students to successfully complete the course. Syllabi are distributed on the first day of instruction and in some cases, are available on the instructor's Web page or course website. All division offices are required to maintain a copy of current course syllabi

and to ensure the inclusion of SLOs. The Center even offers its faculty a syllabi template to follow. Syllabi can be found in the offices themselves or on the web if the [department](#) chooses to post them. At the Center, The Office of Academic Affairs maintains a copy of all syllabi for courses taught in a given semester.

Self Evaluation

The college meets the standard. A collection of syllabi by appropriate divisions verify that students receive syllabi on the first day and that all syllabi include student learning outcomes and institutional policies. Institutional publications such as the college catalog provide accurate information pertaining to degrees and certificates.

Action Plan

Program mission statements and PLOs will be published on program area websites and in the college catalog.

Standard II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

El Camino College communicates transfer of credit policies in writing and via specific services within Admissions and Records. Incoming students submit official transcripts from other institutions to Admissions and Records for review. Counselors review the student's transcripts and indicate on the education plan how courses taken at another institution can be used to fulfill degree or transfer general education requirements. Every effort is made to ensure that the courses accepted for credit are comparable to those currently offered by the college.

The transfer center provides workshops, transfer fairs, and information containing statewide articulation agreements. The transfer center also gives students hard copies of curriculum guide sheets; these are also available online within the Counseling Division's website, and in the college catalog. With regard to the latter, pages 41-45 of the 2012-2013 catalog clearly explain the transfer process to students as well as delineating both CSU and UC general education requirements. In addition, the CSU and/or UC transfer status of every course the College offers is also included in the catalog prior to the course description. The College's policies on credit for Advanced Placement examination, International Baccalaureate (IB)

Exams, College-Level Examination Program (CLEP), and military service are specified in the catalog too.

Aside from counseling and Transfer Center services, El Camino College likewise maintains comprehensive articulation agreements with a number of public and private colleges and universities, including out-of-states (OOS) and historically black colleges and universities (HBCU's) (<http://www.elcamino.edu/studentservices/co/articulation.asp>). These agreements are created through the cooperative efforts of the college's Articulation Officer, its faculty, and the faculty and articulation staff at the receiving institutions. Currently the College maintains a variety of articulation agreements with 55 four-year universities: 23 California State University campuses, 10 University of California campuses, and 22 private institutions. Seven advising guides for HBCU's are also available to students. Most of these agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students in electronic format and through Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST).

As part of the articulation process, all newly developed or revised courses are reviewed for CSU and UC transferability. To this end, the Articulation Officer works closely with all teaching faculty to facilitate the transferability of new and revised courses to the university, and she conducts ASSIST workshops to enhance their understanding of articulation agreements. Once a new or revised course has been reviewed and approved by the College Curriculum Committee for CSU and/or UC depth and breadth, the Articulation Officer electronically submits it for possible inclusion on the CSU or UC general education pattern via ASSIST and Online Services for Curriculum and Articulation (OSCAR). After the CSU's and UC's render their decisions, the Articulation Officer notifies the counselors and the evaluators in writing and promptly updates the CSU and UC general education curriculum guide sheets in both hard copy and online. These updates likewise include the term and year for which the courses are being accepted for general education credit. The Articulation Officer also ensures that all new course approvals are likewise included in the following year's catalog.

The Articulation Officer also consistently reviews the transferability of courses through annual course submissions to the UC's and bi-annual submissions to the CSU's and ASSIST. Private university articulation agreements are ongoing. Each year, the Articulation Officer also prepares a yearly curriculum change document and electronically submits it to the college's counselors and evaluators as well as to the California Intersegmental Articulation Council (CIAC) listserv so that its members can receive the college's catalog information together with any changes to existing courses and all new or inactivated courses.

In addition to accessing counseling, Transfer Center and articulation services, students who attend El Camino College can use Datatel's Degree Audit Program to evaluate their progress toward associate degree completion and/or general education certification.

Self Evaluation

The College meets the standard. Articulation and transfer information is maintained and communicated in the catalog, on the College's website, and via specific services such as Transfer Center workshops. All courses transferred into the college are carefully evaluated for transferability and comparability, and the Articulation Officer regularly assesses the college's articulation agreements to ensure their viability and relevancy.

Actionable Improvement Plan

Currently one Articulation Officer serves the College and the Center. It will be necessary to either designate a current employee to oversee this area at the Center or to hire additional CCCD personnel, particularly as the Center moves towards eligibility for accreditation.

Develop a process for the regular review of the policy for the acceptance of transfer credit.

Standard II.A.6.b: When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

To ensure that students may complete their education in a timely manner with a minimum of disruption when program requirements are significantly changed or programs are eliminated, students are assisted by counselors and evaluators with identifying options and petitioning for individual course substitutions and/or course waivers as appropriate. Efforts are made to identify course substitutions rather than waiving requirements. Requests by students to use alternate courses toward requirements of the degree or certificate are reviewed by the appropriate faculty and dean after students request course substitutions from Admissions and Records.

No programs have been eliminated in recent years, but several programs have been modified. The college is in the process of developing a Program Discontinuance Policy. The policy has been submitted to the Academic Senate for review but has not been finalized at this time.

Self Evaluation

The College meets this standard. Although the College does not have an official Program Discontinuance Board Policy or Procedure, the College has procedures in place to ensure that students enrolled in programs may complete their education in a timely manner with a minimum of disruption.

Actionable Improvement Plan

The College and the Center need to finalize the Program Discontinuance Board Policy and Administrative Procedure.

Develop a systematic procedure to identify, notify and advise students when program requirements change. Include a plan for a regular review of the procedure.

Standard II.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

El Camino College represents itself clearly, accurately and consistently in all materials, both print and online.

College Communications

El Camino College is committed to providing informational, easy-to-use, and accessible publications that support the college's mission, strategic goals and branding efforts. This commitment includes a campus wide effort and begins with the El Camino College Public Relations & Marketing (PR&M) Department. The PR&M Department researches, designs, produces and delivers professional communications to a diverse student population, ECC employees (internal), the communities across the world (via the Web), the media, and elected and community leaders.

The PR&M Department regularly updates the Communications Guide and Publication Standards Manual. The [Communications Guide](#), which was updated in 2012, may be viewed on the PR&M Department Web page.

College Catalog and Class Schedule

Knowledgeable personnel from the divisions and departments across campus annually review institutional policies and procedures prior to publication of the catalog, which is updated and published annually. A print version is available for purchase in the Bookstore. The [catalog](#) is also posted online as a searchable PDF for download and printing. Beginning with the 2011-12 edition, the catalog is also published in flipbook format with a variety of features including hyperlinks, as well as search, full screen and zoom features. Compton Center administration, under the direction of the Vice President, reviews the college catalog annually, to ensure that it is accurate, up-to-date, and consistent in the presentation of information. The catalog includes a Center supplement, which includes policies and procedures whose application is implemented differently than on the main campus. It also specifically includes a listing of Center administrators and faculty.

[Class schedules](#) are produced three times per year – fall, winter/spring and summer. Printed copies are available for purchase at the Bookstore and online versions, PDF and flipbook are available, free of charge, on the college’s websites. The Online Searchable Schedule is the most up-to-date source for course offerings. Often courses are added or removed after the printed version has already been distributed. It is noted in the printed schedule to check the Online Searchable Schedule for the most current course listings. The Center class schedule is accessible separately from the College class schedule. This makes it possible for students to take courses on both campuses, as best fits their needs

Websites

El Camino College provides essential online access to the College and its centers through website maintenance and incorporation of new technology. The [Public Relations and Marketing Department](#) maintains the official presence on social media channels as a way to communicate with students as well as provide information and an online connection to the college. In June 2010, the redesign of the El Camino College website provided easier access to information and resources for students, faculty, staff and the community.

Outreach Communications

The Office of Outreach and School Relations deliver over 12,000 class schedules annually, to more than 80 high schools, adult schools, regional occupational centers, libraries and community centers]. (See attached Excel file for use as evidence). Target audiences of Outreach communications include: residents of all ages in the cities served by ECC (both in- and out-of-District). College communications such as the President’s Newsletter, Community News and ECC Matters are written, reviewed and created by the Public Relations & Marketing Department for Outreach purposes – for divisions, programs and events.

Board Policies

[Policies and procedures](#) are publicly available on the Colleges’ Board of Trustee’s webpage. This is updated as new versions or new policies are approved by the Board of Trustees. Policies that pertain to Academic Affairs and Student Services are published in the schedule of classes as well as the catalog.

Student Achievement Information

Self Evaluation

The college meets the standard. El Camino College provides clear, accurate, and consistent information through print, electronic format, the College’s websites, and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

Information is shared internally with staff and faculty through bi-weekly President’s Newsletters; ECC Matters – the online monthly newsletter for El Camino College; Center News – the online bi-monthly newsletter for Compton Center; the monthly CEO Message for Compton Center and the Compton Community College District; email blasts; and social media channels (Facebook, Twitter and YouTube for ECC and Compton Center). Information is shared externally through bi-annual Community Newsletters (for ECC and Compton Center); Outreach material for high schools (fliers,

postcards and brochures); email blasts; as well as social media channels (Facebook, Twitter and YouTube for ECC and Compton Center). The website for Public Relations and Marketing generates much of this media and is a centralized location for the public to access information (<http://www.elcamino.edu/administration/publicrelations/>).

Actionable Improvement Plan

Publish student achievement data in a place easily accessible to the public.

Standard II.7 *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional belief or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.*

Descriptive Summary

The El Camino College Board of Trustees has adopted policies and procedures on academic freedom ([BP 4030](#)), student's rights and responsibilities ([BP 5506](#)) and student academic honesty and standards of conduct ([BP 5500](#)). Additionally, there are policies concerning grading and academic record symbols ([BP 4230](#)), probation, dismissal and readmission ([BP 4250](#)), grade change ([BP 4231](#)), course repetition ([BP 4225](#)), limitation to remedial coursework ([BP 4115](#)), academic renewal ([BP 4240](#)), program, curriculum and course development ([BP 4020](#)) and philosophy for associate degree and general education ([BP 4025](#)) which address this standard. Moreover, the college's mission, philosophy, vision and guiding principles ([BP 1200](#)) further convey the college's dedication to the free pursuit and dissemination of knowledge. These policies are available on the college website and in the [2012-2013 college catalog](#).

Self-Evaluation

The college meets the standard. Policies are reviewed regularly and available to the public.

Standard IIA.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Academic freedom is addressed in Board Policy [4030](#) and in the [2012-2013 college catalog](#) (pg.45) and are available on the college website. Additionally, the faculty [bargaining unit contract](#) (pgs. 11-12) addresses academic freedom and its limitations. The policy on academic freedom makes it clear teaching carries responsibilities as well as rights. Accuracy, objectivity and respect of dissenting opinion are emphasized:

A faculty member shall have the freedom to examine or endorse unpopular or controversial ideas either in classroom teaching or in discussions with students as is appropriate to the course content or in academic research or publication, while recognizing the responsibility to be accurate, objective and respectful of others. ([BP 4030](#))

Students may report instructors' behavior or comments to the division dean. If a student expresses concern about whether an instructor is delivering personal opinion in a class, the division dean may speak with the instructor to understand the situation and, if necessary, to recommend adjustments in the way the instructor discusses material per the Informal Resolution section of Administrative Procedure [5530](#) Student Rights and Grievances. Students may file a formal complaint by following the instructions found in the same procedure. AP [5530](#) is available on the college website and in the [2013-2014 college catalog](#) (pgs. 31-33).

While Compton Center faculty adhere to El Camino College Board Policy 4030, Academic Freedom, adopted in 2006, they also are protected by and obligated to adhere to the following academic freedom policy statement, incorporated into the faculty collective bargaining agreement for 2010-2013: "The District and Federation, recognizing that the search for the truth and the expression of diverse opinions are essential to a democratic society, learning, and excellence in education, will encourage and protect academic freedom." The contract language on academic freedom in the faculty contract was linked to a CCD Board Policy on academic freedom.

Self-Evaluation

The college meets the standard.

Standard IIA.7.b

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

El Camino College's academic honesty expectations are published in Board Policy [5500](#) Academic Honesty and Standards of Conduct. Consequences for academic dishonesty can be found in Administrative Procedure [5520](#) Student Discipline and Due Process Procedure. Regarding the expectation of academic honesty, BP [5500](#) states that the College "insists upon academic honesty" and "all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an education environment of the highest standards characterized by a spirit of academic honesty." Furthermore, BP [5500](#) discusses the responsibility of the academic community and students in particular to promote a fair and honesty educational environment. Finally, consequences for academic dishonesty are found in AP [5520](#) which include assigning a failing grade, suspension from class, and a creation of a student disciplinary file. Students seeking to appeal a disciplinary action resulting from an accusation of academic dishonesty may do so by following the Due Process Disciplinary Procedures found in AP

[5520](#). BP [5500](#) and AP [5520](#) are available on the [college website](#) and in the [2013-2014 college catalog](#) (pgs. 31-34). Additionally, excerpts from BP [5500](#) and AP [5520](#) regarding academic dishonesty are included in the [2014 Spring class schedule](#) (pgs. 7-8).

Self Evaluation

The college meets the standard. Faculty members report academic dishonesty in compliance with AP [5520](#). Flex-day workshops are regularly presented by the Director of Student Development to inform faculty regarding academic dishonesty and student discipline issues. Additionally, upon request the Director of Student Development speaks to student groups and classes regarding academic honesty, misconduct and student discipline. Furthermore, many faculty members address expectations of academic honesty in class and in their syllabi.

Standard II.A.7.c

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

As a state-sanctioned community college, El Camino College does not promote a specific set of beliefs, a belief system or a worldview. However, conduct of faculty, staff, students and Board of Trustees members are discussed in various board policies and contractual agreements between faculty and the District and classified employees and the District. Board policy [1200](#) - The El Camino College Mission, Philosophy, Values and Guiding Principle establishes guidelines for the academic environment.

Board policy [2355](#) Decorum outlines unacceptable behavior at Board of Trustee meetings and Board Policy [2715](#) Code of Ethics/Standards of Practice establishes guidelines for trustee performance and consequences of not adhering to the policy Board Policy [3410](#) Nondiscrimination and Board Policy [3430](#) Prohibition of Sexual and Other Forms of Harassment provide evidence of the district's commitment to equal access and opportunity for all and maintaining a safe, harassment-free work environment. Prohibited behavior of faculty, methods of filing a complaint and complaint resolution are discussed in Article 22, Section 14 of the [bargaining agreement](#) (p. 127-128) between the El Camino College Federation of Teachers, Local 1388 and the District. All employees of the District are expected and required to conduct themselves in a manner which is appropriate to an academic environment and are not to engage in any prohibited behavior – that is, behavior which is demeaning, offensive, intimidating, or physically threatening to any other employee in the college community. Also included in the bargaining agreement as prohibited faculty behavior, is sexual harassment and discriminatory harassment.

Unacceptable classified staff performance and potential disciplinary action for such behavior is discussed in Article 23, Section 1 of the [bargaining agreement](#) (pgs. 95-97) between the El Camino Classified Employees, Local 6142 and the District.

Board Policy [5500](#) Academic Honesty and Standards of Conduct and Board Policy [5506](#) Student Rights and Responsibilities provide guidelines for acceptable student behavior while on campus, in class or while attending any college-sponsored event, excursion or field trip. The policy goes on to list examples of behavior that constitute misconduct in seven key categories: 1) dishonesty, 2) disruptive behavior, 3) inappropriate conduct and expression, 4) drugs, alcohol and smoking, 5) theft, robbery and damage, 6) harassment and threatening/violent behavior, 7) weapons and misuse of facilities and 8) miscellaneous. Disciplinary action for acts of misconduct is discussed in Administrative Procedure [5520](#). Furthermore, Board Policy [5506](#) also discusses the responsibility of students to conduct themselves in accordance to established policies and procedures.

Along with rights, students have responsibilities as provided in law, the State Education Code, Title V matriculation regulations, Board policies, including the Student Code of Conduct, and health and safety considerations. Additional classroom behavioral guidelines may be established by the faculty member teaching a course and are presented to students in the course syllabus.

Self Evaluation

Standards of conduct for employees and students of the District are well established in the campus community. This information is available on the college website as well as in printed publications and bargaining agreements of the district.

Standard II.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

This standard is not applicable to El Camino College or the Compton Center.

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Standard II.A.7.b

1. <http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf>
2. <http://www.elcamino.edu/administration/board/AP5520StudentDisciplineDueProcessProceduresDecember212009%20docx.pdf>
3. <http://www.elcamino.edu/administration/board/policies.asp>

Standard II.A.7.c

1. <http://www.elcamino.edu/administration/board/boarddocs/1200%20Vision%20Mission%20Statement.pdf>
2. <http://www.elcamino.edu/administration/board/boarddocs/2355%20Decorum.pdf>
3. <http://www.elcamino.edu/administration/board/boarddocs/2715%20-%20Code%20of%20Ethics%20Standards%20of%20Practice.pdf>
4. <http://www.elcamino.edu/administration/board/boarddocs/3410%20Non-Discrimination.pdf>
5. <http://www.elcamino.edu/administration/board/boarddocs/3430%20Prohibition%20of%20Sexual%20and%20Other%20Forms%20of%20Harassment.pdf>
6. <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>; p. 127-128
7. <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>; p. 95-97
8. <http://www.elcamino.edu/administration/board/boarddocs/5500%20%20Academic%20Honesty.pdf>
9. <http://www.elcamino.edu/administration/board/boarddocs/5506%20EI%20Camino%20College%20Student%20Rights%20and%20Responsibilities.pdf>
10. <http://www.elcamino.edu/administration/board/AP5520StudentDisciplineDueProcessProceduresDecember212009%20docx.pdf>

STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

B: STUDENT SUPPORT SERVICES

THE INSTITUTION RECRUITS AND ADMITS DIVERSE STUDENTS WHO ARE ABLE TO BENEFIT FROM ITS PROGRAMS, CONSISTENT WITH ITS MISSION. STUDENT SUPPORT SERVICES ADDRESS THE IDENTIFIED NEEDS OF STUDENTS AND ENHANCE A SUPPORTIVE LEARNING ENVIRONMENT. THE ENTIRE STUDENT PATHWAY THROUGH THE INSTITUTIONAL EXPERIENCE IS CHARACTERIZED BY A CONCERN FOR STUDENT ACCESS, PROGRESS, LEARNING, AND SUCCESS. THE INSTITUTION SYSTEMATICALLY ASSESSES STUDENT SUPPORT SERVICES USING STUDENT LEARNING OUTCOMES, FACULTY AND STAFF INPUT, AND OTHER APPROPRIATE MEASURES IN ORDER TO IMPROVE THE EFFECTIVENESS OF THESE SERVICES.

El Camino College provides open access to a diverse student population who benefit from the various programs consistent with the college's mission to offer quality, comprehensive educational programs and services. The institution recruits and admits a population of students coming from a broad ethnic, racial, and socioeconomic background. The annual ECC Factbook details the [student population](#) being served by El Camino College's many education programs and services. Enrollment in courses and programs is open to all students who have been admitted and meet the established prerequisites and eligibility criteria, as stated in [Board Policy 5052](#). The College ascertains the abilities of incoming students using multiple measures via the matriculation process to properly place students into courses that meet a wide variety of career, personal and educational goals.

The college and center have campus-wide collegial consultation committees that examine the institution's effectiveness from a broad perspective. The Enrollment Management Committee (EMC) serves as the focal point for ensuring that students have access to programs to facilitate the mission of El Camino College. This includes examination of admissions policies and procedures, outreach and marketing efforts, and course offerings to monitor and evaluate student access to the educational programs. The EMC is comprised of student service professionals, students, staff, administrators, and faculty. The goal of the EMC is to create a responsive, flexible, educationally sound, research based approach to enrollment management. Furthermore, the EMC advocates for and distributes resources to fund projects that work to increase matriculation, student success and retention. For committee meeting notes please see link (Enrollment Management Committee Meeting Notes - on Portal).

Self-Evaluation:

The College meets the standard.

- 1. THE INSTITUTION ASSURES THE QUALITY OF STUDENT SUPPORT SERVICES AND DEMONSTRATES THAT THESE SERVICES, REGARDLESS OF LOCATION OR MEANS OF DELIVERY, SUPPORT STUDENT LEARNING AND ENHANCE ACHIEVEMENT OF THE MISSION OF THE INSTITUTION.***

Descriptive Summary

El Camino College uses metrics data, program reviews and service area outcomes (SAOs), formally student learning outcomes (SLOs), to evaluate the quality of student support services to ensure

admitted students from our diverse community are able to benefit from our student service programs. The college and center offer comprehensive student service programs that ensure student success and support student learning amongst a diverse group of students who are enrolled in our educational programs. Student services programs undergo [program reviews](#) every four years and collect metrics data annually to evaluate program effectiveness. The student services programs work to provide student access to higher education, promote student success, and assist students with attaining their educational goals. Annual planning at the program and area level fortifies the intent of services to support student learning and are in alignment with the mission of the college. Furthermore, many programs participate in annual programmatic and fiscal audits and undergo a state review every six years by the Chancellor's Office, or when scheduled.

Student service programs also administer customer service surveys to students to assure the quality of its services. The surveys are used to collect data to determine that admitted students are able to benefit academically and socially from our support services. The data collected by student service programs is used in program reviews, program plans, and metrics data to evaluate program effectiveness. For example, Admissions and Records office administers registration surveys during peak registration. These surveys are used to assess ease of entry and student services. A copy of the survey can be viewed with the following [link](#). The results from the Admissions and Records survey is shared in department meetings, Enrollment Management Committee, and during student services meetings. This practice is replicated with various services, events and programs offered by student service programs.

Faculty and staff members collegially draft the department [program reviews](#), which go through the respective Dean or director and then on to the area Vice President. The purpose of the program review is to report accomplishments, challenges and/or issues, successes, projects in progress; and draft short and long-term recommendations and plans for program improvement. This process includes examination of past program review recommendations, student data, student satisfaction surveys, Service Area Outcome assessments and operation data such as staffing and facilities at the departmental and college level.

From 2007 through Spring 2013, the Vice-President of Student and Community Advancement convened monthly meetings during the regular year of program managers from both the College and Center by student service area to strengthen collaboration, communication and analogous services at the two sites. Ongoing communication and collaboration continue without regular meetings to strengthen student learning.

In addition to replication at the College and the Center several services are provided in an online or electronic format to provide distance education students access. These include, but are not limited to, Q&A, online counseling, clearing prerequisites via fax requests, Skype counseling at the Center and virtual counseling. Students have online tools such as degree audit to use individually to track their academic progress. Additionally, web tutor is available exclusively for online students. The Distance Education department further provides support to students enrolled in Distance Education courses to navigate and request support. Additional online services include admissions' application, orientation, library resources, social media, MyECC: online registration, email, Ask El Camino feature, FAQs and job placement.

El Camino College engages in a continuous process to assess the effectiveness of academic programs and student services in alternate locations and distance education. For example, a study was conducted in spring 2011 that looked at [enrollment growth and academic course performance in DE](#) versus traditional courses. [An](#) online student survey was also administered in spring 2011 that

included an [inquiry into Online Support Services](#) utilized and likely to be utilized ([Note: Question 30 pertains specifically to student support services](#)). [As a result of these findings and other metrics, changes in professional development for faculty teaching online courses, course offerings, online tutoring services and student preparation were addressed.](#)

El Camino College offers a myriad of student support services within the areas of Student and Community Advancement as well as Academic Affairs that support the achievement of the mission of the college. New programs or services, often supported by outside funding and specific initiatives, also address areas of student need such as student support through The Mathematics, Engineering and Science Achievement (MESA), TRIO, Graduation Initiative, and scholarships through the National Science Foundations and the U.S. Department of Health and Human Services. Smaller grants provide support to students in [individual programs](#) such as the Teacher Education Pipeline and Advancing Welding into the 21st Century.

Student Success Transfer and Retention Services (SSTARS)

El Camino College's student support programs compose the [Student Success Transfer and Retention Services \(SSTARS\)](#), which is comprised of 30 student support programs. A brochure that is made available to all students list the program name, purpose, and services offered as well as contact information for each program. The programs are housed throughout campus.

The SSTARS committee emanated from the Counseling and Student Services Division in spring 2003. To date, the composition of the committee and its focus continues to support the collaboration, communication and development of services for student success, transfer and retention. The SSTARS program can be categorized into five areas: Counseling/Matriculation, Categorical Programs, Learning Communities, and Academic Support Services and other student services. Recognized by the Chancellor's Office as a best practice, the College was asked to present the program at the Student Success Conference in 2012.

Counseling/Matriculation

The [Admissions and Records](#) office assists students with admissions application to the College, establishing residency, veteran services, [transcripts](#), general education certification, and graduation intents. The program maintains a variety of metrics to track and refine processes impacting students. These include but are not limited to the number of admissions applications to students enrolled, residency and late add petitions, and credit by exam. The following link provides the [program review for student services](#).

The Assessment and Testing Center offers placement testing (English, Mathematics, English as a Second Language, and Chemistry); waiver exams and various nursing assessments administered both online and via paper and pencil. The [Assessment and Testing Center website](#) provides students with testing information. In addition to services on campus, this department supports assessment testing at area high schools. One area of emphasis is to encourage students to prepare for assessment testing. This is noted in its [SAO report](#) and revision of the college's steps to matriculation.

The [Career Center](#) has extensive resources and offers opportunities for career and major research and exploration; pre-professional planning; orientations, career tours, presentations for classes and groups, and a number of activities throughout the year such as major and career related workshops and an internship fair. Several career assessments and [career search tools are available online](#). Data on [undeclared student trends](#) can also be found on the College website.

Counseling Services provide academic counseling for certificate and Associate degree majors, transfer admission requirements, career and personal counseling support. Counselors help students

matriculate. [Matriculation](#) includes the application, assessment testing, orientation, development of an education plan, registration and applying to appropriate programs and services. Matriculation services at the Center are incorporated into the [Welcome Center](#), a one-stop location where students can find information about academic programs, access to computers, and directions to various student support services. Students can also get quick access to class schedules, registration forms, and a variety of campus publications such as the student handbook, maps, and the college catalog.

According to El Camino College Institutional Research and Planning Office, students who complete the matriculation process earn higher grades, take more units, and persist in college more than those who do not. The Matriculation Summary below is provided by the office of Institutional Research, 2012, and is a table of student contact metrics for various components within Counseling Services at the College.

COUNSELING AND STUDENT SERVICES
Student Contact Metrics

Contacts	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Academic Counseling	15,995	16,689	16,979	11,928	12,625	12,893	15,907	19,047
Express Counseling	24,374	26,821	25, 872	27,329	28,105	28,704	33,871	27,069
Matriculation	863	1,404	1,600	1,056	1,162	1,311	749	1,608
SEP	385	401	447	334	323	1,072	1,729	1,706
Virtual Counseling	n/a	n/a	730	889	1, 156	1,678	749	1,163
Online Orientation	n/a	n/a	9,930	12,765	13,478	20,813	15,133	18,701
Web Q&A:								
Page Views	n/a	n/a	n/a	11,120	53,351	88,096	138,435	141, 915
E-mails	n/a	n/a	n/a	260	886	1,391	1,112	2,156

dismissal status by strongly encouraging them to attend SEP workshops. Offered throughout the year, these workshops explain the dismissal policies and procedures, give students strategies and assistance with the petition process, and an educational plan is developed to assist students in returning to good academic standing.

The [Transfer Center](#) (TC) coordinates transfer events (campus tours, workshops, fairs, university representative visits, and university days) and provides services and activities help to inform students of the many university options that are available, demystify university admission requirements, and assist them with making good decisions in choosing a university. It provides annual workshops on admission requirements of public, private and out of state university options. It also aids students with university applications and the writing of the University of California personal statement. The TC also coordinates Transfer Awareness Month in November and an Annual Transfer Conference in the spring semester. The conference attendance averages 300 students each year. The TC webpage

has information about services, activities, and events hosted by the department, Transfer Admission Guarantee (TAG) information, transfer guides, transfer FAQ's, and links to a wide array of transfer information.

The [Financial Aid Office](#) is responsible for outreach to prospective and current students who wish to apply for federal and state financial aid. El Camino College offers grants, work study, and scholarships. More than 650 [scholarships](#) totaling over \$1.4 million were recently awarded in 2013 to continuing and graduating students. Assembly Bill 540 created a pathway for undocumented students who attended a California high school for three years and graduated or equivalent to attend college and pay in state fees or tuition. The Financial Aid Office began accepting and processing the [Assembly Bill-540 version of the California Board of Governor's Fee Waiver](#) starting in the winter 2013 semester and will begin awarding eligible students state aid grants during the 2013-2014 Academic Year.

Categorical Programs

The [California Work Opportunity and Responsibility to Kids \(CalWORKs\) program](#) assists single parents who are receiving Temporary Assistance for Needy Families (TANF), and those transitioning off welfare, to achieve long-term self-sufficiency through coordinated student services. The college offers extensive services including childcare assistance, vocational and educational assessments, counseling, job placement assistance, along with various employability and life-skills workshops. The CalWORKs offices serve as a one stop shop for facilitation of the student's mandatory case management activities. Programs at the college and center were awarded a Los Angeles County Board of Supervisor grant where Department of Public Social Services (DPSS) funds are used to enhance and sustain CalWORKs students through coordination efforts, educational planning, and employment. Recognized as a model and best practice, the college has an on-site Greater Avenues for Independence (GAIN) Social Worker that is available to students each week. This partnership has been highlighted and presented during numerous CalWORKs Conferences and Trainings. The GAIN Social Worker assists students with GAIN eligibility, troubleshooting and issues related to county program and services. In spite of their challenges (including a reduced 48 month lifetime eligibility), students continue to be successful and enrollment numbers stabilized. Due to the success of the programs, previous budget cuts were restored resulting in a generous increase of funding for 2013-2014.

The CalWORKs programs partner with the County DPSS, during their Leadership Consortium, GAIN, CalWORKs Educational Training and Employment Partnership (CWETEP) and other collaborative meetings regarding successfully serving students. The programs also team with business & industry with a focus on employment placements and work opportunities for students. Collaboration occurs with the Los Angeles County CalWORKs Community College Consortium (LAC5) which consists of 21 community colleges who meet monthly regarding outcomes in the areas of student success and advocacy. The college's Assistant Director also represents the college, the center and other Region 7 colleges on the California Community Colleges Chancellor's Office State Advisory and State CalWORKs Association committees. At the college, a partnership occurs with the Harriet Buhai Center for Family Law who assists students with legal referrals and services. Also, at the center a partnership exists with the South Bay Workforce Investment Board providing on and off campus employment for CalWORKs students at no cost to employers.

New Student Orientations are provided that support student success and retention efforts as well as completion of six or more semester student educational plans. Metrics are used to assess students based on retention information including educational goals, academic achievement, and time clock status. They are also used to identify how program activities are effecting persistence and retention as students face numerous barriers and challenges. Data indicates that approximately 11-12% of

students of students at both the Center and the College graduates or receives their educational certificates.

The [Extended Opportunity Programs and Services \(EOPS\)](#) and Cooperative Agencies Resources for Education (CARE) programs help low income and educationally-disadvantaged students achieve their educational goals. EOPS provides financial and educational support services. CARE provides services to EOPS students who are single parents receiving TANF funds. EOPS receives its financial support through a grant from the Chancellor's Office and is mandated by Title 5. The mandate states that it is the responsibility of the EOPS program to provide services that are above, beyond and in addition to the services provided by the college to the general population of students. These above and beyond services are an attempt to make up for the deficit that these students begin college with. The services include but are not limited to: counseling, tutoring peer advising, progress reports, probation assistance, transfer services, book vouchers, and grants. In the 2012-13 academic year, EOPS/CARE services resulted in an average of 84% retention and 70% success rates. The most recent Awards Banquet at the college honored the success of 500 unduplicated EOPS students who earned a GPA of 3.0 or higher for spring 2012 and/or fall 2012.

The [Special Resource Center \(SRC\)](#) assists students with disabilities in their pursuit of a post-secondary education. The purpose of the SRC program is to assist students with disabilities to perform on an equal basis with non-disabled students in an integrated campus setting by the provision of reasonable accommodations and support services. Students with disabilities receive support and accommodations for registered courses both in and out of class. Although the emphasis of service and accommodations is to provide equal access not above and beyond services to ensure success, students with disabilities continue to have success and retention measures that equal or exceed the general college population (2012-2013 SRC Success/Retention: College: 67%/84%; Center: 53%/74) and demonstrate a trend for increasing graduation and transfer rates. Additionally to promote universal access for all students and support for students enrolled in Distance Education, forms and services have been replicated and saved in electronic formats; and efforts to mainstream assistive technology software with wide range applications across campus labs.

Various metrics are utilized by the categorical programs including three year trends by regular term and a comprehensive report from the Chancellor's Office.

Learning Communities

Funded by a grant from the California Community Colleges State Chancellor's Office in 2011, the [Career Advancement Academy \(CAA\)](#) combines technical skills, workplace readiness workshops, and academic skills via a learning community model. With programs for Aerospace Fasteners, Machine Tool Technology and Welding, students can earn up to seven certificates and attend an exclusive job fair with partner employers. Faculty from the trades classes, basic skills courses and college success courses work collaboratively to support student success and learning.

The [First Year Experience/Learning Communities Program \(FYE/LC\)](#) assists new students in transitioning from high school to college to attain their educational goals. This program links support services, learning community courses, and collegial experiences to facilitate student retention, transfer and graduation. FYE has received recognition through the State Academic Senate Office and was ranked as one of the top three exemplary programs in the state of California. Most recently, the program received honorable mention at the annual California Community College Chancellor's Office Student Success Awards meeting in Pasadena and was one of three student services programs to gain

honorable mention among numerous submitted nominations. [FYE conducted a program outcomes study comparing students in its cohorts to the general student population from fall 2008 to fall 2010. Findings revealed](#) students in the FYE cohorts demonstrate high persistence rates and healthy success and retention rates while in the program. FYE students also outperform their comparison group in progression through the English course sequence.

The [Honors Transfer Program \(HTP\)](#) at El Camino College prepares the highly motivated students to transfer and complete a bachelor's degree. HTP provides honors versions of general education courses which stress scholastic excellence. The program offers a Transfer Alliance Program (TAP) certification which provides students priority admission consideration into University of California, Los Angeles' College of Letters and Science, Transfer Admission Guarantee (TAG) into seven University of California institutions and a Pathways to Success Enrollment Partnership into CSU Dominguez Hills.

The [International Student Program \(ISP\)](#) at El Camino College enrolls hundreds of students from more than 65 different countries. The college offers an intensive English language program for international students via the [El Camino Language Academy \(ECLA\)](#).

The [Mathematics, Engineering and Science Achievement \(MESA\) program](#) provides support to students who are majoring in math or science, enabling students to excel academically and transfer to four-year institutions. MESA is based on a rigorous academic program that uses various components to build an academically-based peer community to provide student support and motivation. MESA's rigorous academics, leadership preparation, and collaborative problem-solving training have helped produce transfer students who graduate as part of the high-tech workforce that is so urgently needed by industry.

[Project Success](#) is a program designed to increase the retention rate and to improve the academic performance of students that are considered at-risk, low income and/or first-generation college students. The program targets African-American students but is open to all students. The mission of Project Success is to aid in the successful transition of students from high school to El Camino College and beyond in order to achieve their educational and career goals. Services offered include academic counseling, preregistration workshops, mentoring, cultural and university field trips, book loans, scholarships, and Learning Communities. Project Success currently serves a total of 140 students made up of first year and continuing students. The graduation/transfer rate for Project Success Cohorts 2009-2013 is 30 percent in comparison to students that entered ECC in 2006-07 academic year 18 percent transferred to a 4 -year University within the student's first four years (Institutional Research, 2012). Since its inception in 1987, Project Success has been recognized numerous times including Umoja John W. Rice Diversity and Equity Award in 2010 awarded by the California Community College Board of Governors, and Educational Student Tours Recognition Award in 2012 awarded by the Black College Tours for 25 years of dedicated service, inspirational leadership and for student services support accomplishments.

The [Puente Project](#) is an academic and student support services program designed to support transfer of underrepresented students, namely Mexican American and/or Latino students, to four-year colleges and universities. The purpose of this program is to provide a supportive and stimulating environment to help students build confidence in their writing skills and maneuver the college experience through extensive counseling and mentoring services which supports the college's mission. Students additionally are matched with a mentor from the community to gain additional support. Puente has a variety of services for students including orientation, counseling, university tours, mentors, and a Leadership Conference. In the 2011 Puente Statewide Office report, it stated that 46 percent of El Camino College Puente students in a six year span transferred to a four year university compared to

32 percent of all ECC students in 2008. In addition, Puente alumni are encouraged to pursue life-long learning and to participate as ECC Puente mentors once they have graduated from a college and are working professionals. Among other recognitions, in 2008, Hispanic Lifestyle selected Puente to receive its Non-profit Organization of the Year Hispanic Image Award in recognition of its work and success in promoting positive images of the Latino Community.

The [Women in Industry and Technology \(WIT\) program](#) was created to empower women for economic success by pursuing high-skill, high-wage majors and careers in Industry and Technology. WIT provides nontraditional occupational support services for the College and the Center through peer support groups, peer mentors, tutors, counseling, workshops, industry tours, career speakers, employment, and internship assistance.

Academic Support Services

[Academic support](#) is available to El Camino College students in a variety of areas, from tutoring and writing assistance to computer and copying services. Areas with open access to tutoring include the [Learning Resource Center \(LRC\)](#), [Math Study Center](#), and the [Writing Center](#) Computer Lab.

[Supplemental Instruction \(SI\)](#) is a series of peer-led weekly review sessions for students enrolled in selected courses. At colleges and universities throughout the country, the SI method has been proven to help increase student understanding of course material and raise grades. Attendance at SI sessions is voluntary. Students have an opportunity to compare notes, discuss important concepts, study for tests, and develop strategies for studying and learning.

Recently, the College received grant funding from the U. S. Department of Education to initiate a project supporting [Science, Technology, Engineering and Math \(STEM\)](#). The project aims to increase the number of students pursuing and succeeding in STEM disciplines at the college, transferring in STEM majors to four-year universities, or entering the related workforce. Counseling, tutoring and other student support services are being supplemented by an increased focus on STEM transfer pathways for students, and plans to develop a STEM center.

The [Student Athlete Independent Learning \(SAIL\)](#) program at the college is committed to providing students the skills needed to balance academics and athletics. SAIL provides special matriculation workshops, pre-registration course planning, priority registration, specialized tutoring, an athletic counselor familiar with eligibility requirements for all levels of transfer, Division I, II, III, NAIA, recruitment assistance, individualized educational planning, and a human development course geared towards the unique needs of student athletes.

Other Programs and Services

[CTE Teacher Pipeline](#) provides recruitment, education and career guidance for future teachers and other school professionals. The program helps students become Career & Technical Education instructors at the middle school, high school, Regional Occupational Program (ROP) and community college levels and serves as a pipeline to CTE teacher credentialing.

The [Foster Care Program](#) is responsible for providing instruction, support services, and referrals to current and former youth and their families. The Foster Care Program at El Camino College has three major components. Foster & Kinship Care Education (FKCE) provides pre-service classes for licensed resource foster parents and relative caregivers and non-related extended family caregivers. The program provides ongoing education for caregivers and professionals who work with youth living in out-of-home care. Funding for FKCE is provided by the California Community Colleges Chancellor's Office. Second, PS-Model Approach to Partnerships in Parenting (PS-MAPP) is preserving training for prospective resource foster and adoptive parents. The training is mandated by Los Angeles County Department of Children and Family Services. Funding for PS-MAPP is provided

by the Los Angeles County Department of Children and Family Services in coordination with The Community College Foundation. Last, Youth Empowerment Strategies for Success (YESS) is a comprehensive and integrated program that unites community partners and academic leaders to empower foster youth to successfully transition into independent living. The YESS program provides services that focus on life skills training and academic performance with the objective of achieving self-sufficiency, college degree or certificate completion, and employment. Funding for YESS is provided by the Los Angeles County Department of Children and Family Services in coordination with the Foundation for California Community Colleges.

In 2010, El Camino College launched a new program to boost the number of students earning their associate degrees titled [the Graduation Initiative](#). The El Camino College Graduation Initiative is designed to increase student readiness for the pursuit of the associate degree, while strengthening student learning and faculty teaching in essential gateway courses such as reading, writing, and math. In order to facilitate reading competency and to support to the Graduation Initiative, El Camino College has a [Reading Success Center](#). Research shows that a shift toward jobs that require workers with greater analytical and interactive skills is expected for the future, and a well-functioning education and training system will be essential. Funding for the Graduation Initiative is supported by a five-year \$3.24 million Hispanic Serving Institution (HSI) grant provided by the U.S. Department of Education.

The [Historically Black Colleges and Universities \(HBCUs\)](#) Initiative is realistically capable of attaining the required and proposed outcomes as a result of El Camino College's 25 year relationship with HBCUs. El Camino College was the first community college in the nation to develop a signed articulation agreement with Howard University. In addition, strong partnerships exist with 12 HBCUs that El Camino College currently has transfer agreements with. A combination of elements and activities that El Camino College currently utilizes will make this initiative achievable and successful. These include: Visits to HBCUs to develop guide sheets, Transfer Admission Guarantee (TAG) and Transfer Admissions Priority (TAP) agreements, formal articulation agreements, workshops, partnerships, MOU's, utilizing Umoja, meeting with CEO's, provosts, deans, faculty, staff, articulation officers, students, and administration with course descriptions and outlines.

The objective to develop statewide transfer agreements between HBCUs and CCC Chancellor's Office is realistically attainable and our proposed outcomes represent the capability to expand these transfer agreements to other CCC campuses with the ultimate purpose to provide students the opportunity to transfer to an HBCU. Of the 112 California Community Colleges, El Camino College is the leader in developing and obtaining transfer agreements with 12 HBCUs.

The [Office of Outreach & School Relations](#) is the college's liaison to the local high schools and the community and functions as a clearinghouse for all outreach activity involving El Camino College programs and services. Outreach provides matriculation services such as online admission's application workshops, orientations, and assessment testing at area high schools. The Office of Outreach and School Relations is committed to serving prospective students from a wide array of locations, education levels, socioeconomic strata, ethnicities, races, experiences, and beliefs. Through our office, knowledgeable Student Ambassadors conduct campus tours, highlight student services, work at the Information Booth within the Student Services Center and perform visits with prospective students, school sites, and the community.

The [Seeds Head Start Partnership program](#) provides professional development opportunities for current and prospective Head Start teachers to gain employment or advance in their careers.

The [Student Development Office \(SDO\)](#) promotes students to get involved in campus life through leadership, activities, clubs, and services. SDO is committed to developing the whole student through involvement, leadership, citizenship and service. Students have the opportunity to enhance their leadership abilities and expand their education beyond the classroom through co-curricular programs offered through the SDO. Many skills such as communication, organization, and leadership are developed when students have a chance to make decisions that concern El Camino College and plan diverse activities that can help make a difference on-campus. The SDO oversees and is responsible for Commencement, Associated Students Organization (ASO), Inter-Club Council (ICC), [student discipline](#), student identification cards, and student clubs.

The [Student Health Center](#) provides students with low cost immunizations, lab work and immunizations. It also provides free sexually transmitted disease (STD) testing, workshops on topics such as managing anger, anxiety and depression, and individual psychological counseling. In 2012, the college's Student Health Center hired a full-time clinical psychologist to serve both the Special Resource Center and general student populations.

The Assessment, Intervention, and Management of Safety (AIMS) Team, is a multidisciplinary campus threat assessment and behavioral intervention team that guides the campus community in effectively assessing and addressing threatening and/or concerning behaviors. This team formed in fall 2012 to proactively intervene before behaviors reach a critical level. The AIMS Team has members from both the College and Center that meet bimonthly.

SELF-EVALUATION

The college meets this standard. The description of student services described above demonstrates the breadth and depth of offerings available to meet the needs of students at the College and the Center. Student support service programs utilize metrics data, program reviews, student surveys and [Service Area Outcomes \(SAO's\)](#), formerly Student Learning Outcomes (SLO's), as tools to improve and enhance services to students.

Potential area of development in this Standard would be to expand online offerings to benefit both traditional and Distance Education students. Another potential area of development would be to utilize the SAO process to examine and compare in person and online utilization and effectiveness of student support services as noted in the [Substantive Change Proposal](#) submitted to the Commission in October 2010.

The College provides all major student support services online to all students. Online services include the admission's application, orientation, assessment preparation, registration, financial aid, bookstore and library services, records, and information on distance education at [ECC](#) and [Compton Center](#). Furthermore, student performance and enrollment in Distance Education courses have been closely monitored and tracked by academic divisions and the office of Institutional Research and Planning (IRP). This examination includes [comparative analysis](#) of student performance in online and traditional sections.

2. Catalog

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

- General information
 - Official Name, Address(es), Telephone Number(s), and Web Site
 - Address of the Institution
 - Educational Mission
 - Course, Program, and Degree Offerings
 - Academic Calendar and Program Length
 - Academic Freedom Statement
 - Available Student Financial Aid
 - Available Learning Resources
 - Names and Degrees of Administrators and Faculty
 - Names of Governing Board Members

Descriptive Summary

El Camino College has a [catalog](#), which meets all requirements documented by the Commission’s Standard IIB. It is printed and available in the bookstore as well as on the website in flipbook and PDF versions. Due to significant changes in degree and certificate offerings spurred by transfer model curriculum, a catalog addendum has been posted to the website to ensure accurate and current information for the past two years.

Originally revised in 2007, the educational mission statement was reviewed and reaffirmed in a collaborative effort at the Planning Summit May 2013 according to [Board Policy 1200](#). The college’s mission, vision, statements of philosophy and values, guiding principles and strategic initiatives are listed on Page 1 of the catalog. The active curricula and currently offered courses, programs, and degree offerings are listed in the catalog annually. In the [2012-2013 catalog](#), they can be found on pages 51 to 232.

The [academic calendar](#) is easily found in the front of the catalog after the title page. It can also be downloaded from the college website.

Information regarding financial aid is readily available in the catalog beginning on page 23 as well as page 264 with information specific to the Center. The College offers a wide array of student support services and learning resources many of which are adequately described in the catalog starting on page 20. Names and degrees of all ECC administrators, and current and emeritus faculty members are listed in the back of the catalog from pages 233 to 249 with the Center’s personnel listed on pages 272 to 275.

El Camino College District Board of Trustees members are listed on the website, on the inside covers of class schedules, and page ii of the 2012-2013 catalog.

The College has an approved academic freedom statement, and it is posted in the 2012-2013 college catalog on page 48, and available online under approved Board Policy (BP 4030).

Self Evaluation

The College meets the standard. El Camino College fulfills all of the requirements in this area in terms of key content: Official names, addresses, contact numbers, and website address are listed in college materials. In fact, the name, address, telephone numbers, and web address are listed on the cover page of the catalog.

- Requirements
- Admissions

- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

Descriptive Summary

The [catalog](#) provides this information in compliance with the standards. Section I of the catalog includes information about admissions and fees from page 5 – 8 with an easy to read list of fees on page 8 in the 2012-2013 catalog. Fees can be paid in person or online. Additionally, information on degree, certificates, graduation, and transfer inclusive of graduation and transfer requirements are included in Section III from page 34 to 50. This information is replicated in other locations as well including the website and in part the schedule of classes.

Self Evaluation

The College meets the standard.

- Major policies affecting students
 - Academic regulations, including academic honesty
 - Nondiscrimination
 - Acceptance of transfer credits
 - Grievance and Complaint procedures
 - Sexual Harassment
 - Refund of Fees

Descriptive Summary

Information on major policies affecting students is located in the student services section of the catalog (pp.25-31 in 2012-2013 catalog). This information is available in both the printed and online versions of the catalog as well as other locations on the website and the schedule of classes. Board Policies and Administrative Procedures concerning academic honesty, grievance and complaint procedures, and sexual harassment can be found on the [Board of Trustees webpage](#). Additionally, the refund of enrollment fess for resident and non-resident students is detailed in the catalog on pages 5 and 6 (2012-2013 catalog), and the acceptance of transfer credits is on page 54 (2013-2014 catalog).

Self Evaluation

The College meets the standard.

- Locations or publications where other policies may be found

Descriptive Summary

Via the website, all [board policies](#) are available and accessible for stakeholders including students, personnel, and the community. The Office of Academic Affairs revises the catalog annually in collaboration with all offices and programs that contribute to content. In times with changes that have occurred after the completion of the catalog an addendum was issued to provide additional information or clarification of changes. Identical versions of the catalog are available in both print and the website in flipbook and PDF formats. The catalog is well organized, easy to understand and use. The college utilizes a detailed process to ensure accuracy and currency. Students utilizing distance education classes are able to access the [student handbook](#) via the Library's Distance Education webpage.

The college maintains and complies with procedures for student rights and grievances according to Administrative Procedure [AP 5530](#).

Self-Evaluation

The College meets this standard. The College catalog includes all information required by the Commission for this accreditation standard and California regulations. The College follows a detailed process for producing a current and accurate annual catalog. Furthermore with the ongoing process of review of Associate Degrees for Transfer (AA-T and AS –T) and approvals occurring mid-year, an addendum has been released to timely share significant changes to degree and certificate programs when applicable. The catalog is available both in hard copy and online in an accessible format. Key student policies and procedures are listed in the catalog as well as schedule of classes. Furthermore the President’s office maintains the website which provides a comprehensive list and access to documents of all board policies and administrative procedures.

3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

El Camino College researches and identifies the learning support needs of its student population. The program review process and the SLO/SAO process are used to research and identify the learning needs of our students. Research efforts are supported through Institutional Research and Planning (IRP) department. IRP compiles research data used by student services programs to improve student success. The data that is collected by IRP and student services is published in the annual Fact Book as well as various reports, which may be found on the web. The [Fact Book](#) is a reference source containing trend data about students, student outcomes and instructional programs and services. The data published in the Fact Book and these various reports facilitates policy analysis and decision making, departmental planning, grant preparation, and in the accreditation process.

The [Community College Survey of Student Engagement \(CCSSE\)](#) and climate surveys were used to obtain information about effective educational practice at the college and to assist the institution in using that information to promote improvements in student learning and persistence. Additionally, other surveys and Program Reviews are utilized to identify the learning support needs of the college population.

As noted in the [Substantive Change Proposal submitted in October 2010](#), El Camino College students are able to complete thirteen (13) Certificate programs, ten (10) Associate of Arts degree programs, four (4) Associate of Science degree programs and the General Education program through courses offered by distance education. [Learning support needs for DE courses](#) are monitored in a similar approach to all offerings via student surveys and studies, departmental program reviews, course level evaluations and review, and SLOs. IRP has initiated studies and surveys as well as participated in outside agency led efforts. For example, in a study spearheaded by the Chancellor’s Office in Fall 2012, students enrolled in DE courses at El Camino College on average rated their courses equal to or higher than all participating colleges on nearly every measure of online student engagement, effective contact and academic support. The percentage of students rating their online experience positively was three to ten points higher than average on most measures according to the [Fall 2012 Student Satisfaction Survey](#).

A. THE INSTITUTION ASSURES EQUITABLE ACCESS TO ALL OF ITS STUDENTS BY PROVIDING APPROPRIATE, COMPREHENSIVE, AND RELIABLE SERVICES TO STUDENTS REGARDLESS OF LOCATION OR DELIVERY METHOD.

Descriptive Summary

El Camino College provides students equitable access to its numerous and diverse student service programs. These services are available for students attending classes at the College and the Center as well as those enrolled in Distance Education sections. The effectiveness of these services is evaluated via regular and ongoing program reviews, departmental level and college-wide student surveys, and Service Area Outcomes. An overall examination of student needs, utilization and performance is conducted via analysis of student performance measures (success, retention, persistence, and achievement), student surveys, and other [evidence based practices](#) can be found on the [College website](#).

[Program reviews](#) are conducted for each student support service program and office. Program reviews employ in-depth evaluation of each student service department via student surveys, questionnaires, and faculty evaluations. This process has increased awareness with program faculty and staff as to the services that need improvement as well as services that continually promote student success.

[Surveys that gather information](#) about student opinions are typically administered bi-annually. In [spring 2008, the Community College Survey of Student Engagement \(CCSSE\)](#) was administered and in fall 2010, a campus climate survey was given to a sample of El Camino College and Compton Center students. Another campus climate survey is scheduled for 2014. Both the CCSSE and the campus climate survey reveal students are highly satisfied with the student support services they receive at the College. The College is welcoming and the faculty members reflect the diversity of student population. One area of improvement noted in the campus climate survey was availability of services regardless of time and day (61% favorable). This survey revealed several things regarding student engagement at the Center. Many Compton Center students do not use the variety of student services available to them. Just over 50% of students indicated that they use skills labs and academic advising *Sometimes* or *Often*, the top two in usage. Sixteen percent or fewer were periodic or frequent users of job placement assistance, child care, and services to students with disabilities

The Center's students were most satisfied with skills labs (writing, math, etc.), computer labs, and counseling. Academic and career counseling and computer labs also rated as the highest of importance. Students were least satisfied with child care, job placement services and service to students with disabilities. A low response rate or sample size is a notable limitation of the campus climate survey as it was exclusively disseminated via students' email accounts.

Many of the programs and resources are available and open to all students on site with information and/or direct access online via the website and the student portal (MyECC.elcamino.edu). For example, students are able to access a [Full-Text Periodical Title Locator](#) allowing them to search all journals, magazines, and newspapers in print, electronic, or microfilm form that the ECC Library offers in full-text online. The library posts [links](#) for useful websites and handouts that are recommended to help students with writing and research, in addition to a number of other topics. The

library also posts handouts with source citation guidelines for Modern Language Association (MLA) and American Psychological Association (APA) style formats. Additionally, the library has information about copyright and fair use policies available for students to review.

The Distance Education Advisory Committee (DEAC) develops Distance Education (DE) course policies that comply with state regulations. Together with the academic deans and instructors, it addresses the issue of [student retention and success](#) as well as [professional development for faculty](#). If the rate is unsatisfactory, they identify the possible causes and recommend solutions. [Faculty support](#) information is also available on the College website. The Distance Education office encourages every prospective online student to take the [Online Readiness Assessment](#) and find out if they are ready to take an online class or need more preparation before they enroll. The test evaluates their technical skills, organizational skills, study skills and learning preferences. The results provide the DE program which particular areas most students need support with. The [Distance Education Survey in Spring 2011](#) reported student satisfaction/dissatisfaction with online support services and the [Student Technology Survey in Fall 2012](#) described students' technology needs. A [Student Handbook](#) available for students guides them in accessing online courses and student services, determine if an online course is a good fit, and answer frequently asked questions.

Self Evaluation

El Camino College meets this standard. The College evaluates students' needs and the effectiveness of its programs by engaging in authentic assessment via SAO, program review, annual planning processes and program level and institutional level student surveys. Additionally the college provides equitable access to students in a myriad of student service programs in an environment that encourages student development and engagement. The college would benefit from developing further studies to specifically examine the interest, importance and engagement of distance education students in campus-based activities and their experience of co-curricular offerings.

b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Descriptive Summary

The College provides opportunities for personal development in various capacities including student service and community advancement and education programs, experiences integrated with curriculum such as service learning, and student development. The following are a few examples of how the college embodies this standard.

Numerous student service programs as described in section II.B.1 foster student engagement and intellectual and personal development outside of the classroom. It begins with the matriculation process and orientations that are offered prior to the first day of classes by many programs. Moreover, via employment and volunteer opportunities as tutors, note-takers, peer advisors and student ambassadors in various programs including EOPS, MESA, Supplemental Instruction, SRC, Learning Resources and Outreach and School Relations, and cohort and cooperative learning embedded in programs such as FYE, Project Success and Puente programs; students have a myriad of opportunities for engagement and personal development. Additionally, programs such as CalWORKs extend beyond academic support to provide support for the family and transition into a living wage employment environment in order to achieve long-term self-sufficiency. Leadership skills are developed in students through participation in student government and clubs and are supported in classes such as the Student Leadership class, Communication Studies 6, offered each fall and spring semester.

The Student Development Office at the College and the Student Life Office at the Center encourage students to get involved in campus life through: leadership, activities, clubs, and services. Students have the opportunity to enhance their leadership abilities and expand their education beyond the classroom through co-curricular programs offered through the student life offices. These programs include Associated Students Organization (ASO - student government), Inter-Club Council, the Social Justice Program and a variety of clubs. Through involvement in these programs, students develop skills such as communication, organization, and social responsibility.

The College's Activities Center and the Center's Student Lounge serve as the focal point for student life and leadership programs. These areas strive to create a supportive and relaxing environment where students can interact with one another outside of the classroom. Each hosts social functions, activities, lectures, Inter Club Council, student government offices (ASO) and Photo ID. The Activities Center offers an open dining area, games, and a relaxing place to study or just socialize. In the student life centers you can find ways to become involved in clubs and organizations, Associated Students Organization, and find information about off-campus housing. The Associated Students Organization (ASO) and the Associated Student Body at the Center are the officially recognized student groups charged with representing the needs and interests of all El Camino College students. Officers are elected/appointed each year to provide a voice for students. Everyone who is a registered student on each campus is a member of the Associated Students. Associated Students sponsors programs and services to benefit the entire student body. Though two independent governing bodies, both groups hold at least one joint meeting per year to discuss common issues.

The ASO/ASB participate in local, state and national advocacy efforts that support California Community College Students.

The ASO sponsors events such as the Health & Safety Fair (April 3, 2013), the ECC Student Film Festival (May, 2013) as well as hosting Finals Madness during Finals Week each semester, which provides free tutors, scantrons, blue books and pencils as well as refreshments to help students get through their finals. The Finals Madness program has increased in participation from an attendance of 20-30 students per night in 2010 to currently hosting between 80-150 students per night during the spring 2013 event.

The ASB at the Center hosted its annual "Welcome Back to School BBQ, Concert, Club Rush & Campus Resource Fair", in fall 2013 which involved over 2,000 student participants where over 1500 free meals were served to students (day & evening).

In May 2012, ASO leaders and representatives across instructional and student service programs collaborated to plan and host a symposium to increase [awareness of mental health, stigma and social inclusion](#).

At the College, each of the academic divisions is represented on the Student Senate by two elected students. The Senate is concerned with the total student body and acts as a point of communication between the academic divisions and students. The Director of Student Development is assisted by a professional staff which works with the membership to sponsor such activities as workshops, lectures, and social events. Overall leadership of the Senate is provided by the Associated Student President and the ASO Cabinet.

Both the college and center elect a student each spring to represent the students for one year on the Board of Trustees of the El Camino Community College District and the Compton Community College District. The representative participates fully with the Board except in matters of personnel or pending litigation.

The Inter-Club Council (ICC) is comprised of representatives from campus clubs and sponsors activities including homecoming, the semiannual blood drive, a holiday party for children, and awareness nights bringing attention to such issues as human trafficking, domestic violence, and undocumented students. In fall 2013 the ICC surpassed its goal of 300 pints of blood donated during the Fall Blood drive by having 425 pints donated. Currently there are over 60 active clubs and organizations at the college. There are a variety of clubs available for students to join including honors, Alpha Gamma Sigma and Honors Transfer Club, service, cultural, performing arts, and special interest organizations

At the Center the “Tau Chapter” of Alpha Gamma Sigma was re-established at the Center in 2011 after a 12 year hiatus. It is now one of twelve (12) active campus clubs at the Center. The Inter-club Council (composed of two (2) representatives of each active campus club) was re-activated in 2013 after a seven (7) year hiatus.

Faculty/academic departments and student clubs often collaborate to host co-curricular events or opportunities. For example, the Anthropology department provides quality exhibits in the [museum](#) and in partnership with the student club hosts a [research symposium](#) annually where [students present original research](#).

The College hosts 21 men’s and women’s intercollegiate athletic programs and 12 intercollegiate sports at the Center. Over 450 student athletes at the College and 300 student athletes at the Center annually compete and excel in the classroom, on the court, and on the field as they prepare for transfer to a four-year institution. Athletics has a strong commitment to sportsmanship, education, and preparation. The College participates in the [Scholar Baller program](#), which recognizes athletic and academic achievement of students. Current achievements are routinely shared via ECC Matters and the [Athletics department](#) recognizing the achievement of the students and coaches.

El Camino College acknowledges the importance commemorating student success and achievement and does this at various functions throughout the year such as the many year-end award and retention events, a stellar graduation ceremony and celebration for students and their family, as well as congratulatory letters for making the Dean’s List. In addition, the “College Hour” held during 1:00p.m.-2:00p.m. on Tuesday’s and Thursday’s in the regular terms is reserved for student activities such as club meetings, guest-speakers, play live or recorded music, and other intellectual, civic-minded, and collective activities. The annual [Student Art Show](#) held each spring, showcases the current student body’s work. The works are selected by instructors and show a variety of the best student work in a wide range of media.

Likewise, the Center commemorates student success and achievement through its annual Academic Awards Tea, a stellar graduation ceremony, EOP&S annual end of the year luncheon, First Year Experience awards, and the annual Associated Student Body Council Awards Banquet. The College’s [Institutional Learning Outcomes \(ILOs\)](#) reflect the Commission’s standard for student development scholastically, personally and with an understanding of societal commitment and responsibility. [Assessments of these competencies](#) support the college’s efforts to analyze its effectiveness and potential ways to improve in these areas. Assessment also occurs at the student service program level. For example, Student Leadership assesses students in three areas: leadership development, collaboration, and social responsibility. This SAO identifies development in the students’ ability to articulate personal leadership style or philosophy through their involvement in student government. It also measures their ability to contribute to the achievement of an organizational/community goal as well as assess the students’ ability to understand and participate in relevant governance systems and understand their ability to affect change on campus.

The El Camino College [Community Advancement](#) division houses a diverse group of departments all designed to contribute, and ultimately sustain a robust South Bay globally competitive economy. Although these programs are distinct from accredited and apportionment generating courses, the comprehensive offerings demonstrate the relationship with area industry and the community and the holistic opportunities for personal, intellectual and employment development for students and our community. Additionally, El Camino College's Community Advancement department offers a variety of short-term, not-for-credit classes, workshops, career-training programs, as well as cultural, educational and intellectually enriching opportunities for children via the Kids College program, families, and seniors via the Young @ Heart for professional and personal lifelong learning. Special events include Pirate Camp, the Pentagon Papers lecture, Nixon Library field trip, the annual Mother Daughter Tea and Ten Years After Lecture series which examines historical events of 2003 including the invasion of Iraq, the Gubernatorial Recall and the Space Shuttle Columbia Disaster.

Self Evaluation

The College meets the standard. Student engagement and development occurs both in and out of the classroom. Student Development and specific clubs host events throughout the year to expand the consciousness of students, opportunities to take action or just develop one's personal philosophy. Numerous instructors embed service learning into their courses which supports the development of civic responsibility via community service while integrating and deepening the experience with curriculum content with practical application and reflection. Additionally departments collaborate on various events or opportunities such as art exhibits, technical demonstrations, student productions, and publications. Many of these programs promote greater awareness and understanding of diversity.

c. The institution designs, maintains, and evaluates counseling services and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling Division programs are evaluated through student satisfaction surveys, program review, year-end reports, metrics, service area outcomes and categorical program review. Programs within Student Services are evaluated every three years with input from faculty and staff. Below is an example of the Counseling Division Planning Dialogue process:

The following sources of information or evidence were used to develop the plan(s):

- a) Counseling and Student Services Program Review
- b) Faculty and Staff division Survey
- c) Counseling and Student Services Strategic Goals and Objectives
- d) Faculty Hiring Prioritization
- e) Counseling and Student Services Division Retreat
- f) Counseling and Student Services mandatory Flex Day meeting
- g) Counseling and Student Services Focus Groups
- h) Counseling and Student Services Division Council
- i) Counseling and Student Services Classified Meeting
- j) Counseling and Student Services Planning Meeting
- k) Staff and Student Surveys

Information was gathered from student and faculty surveys in the development of these plans. These surveys indicated that students needed greater counselor access in order to assist them in retention and persistence at El Camino College. A major theme among the students were they needed short-term and long-term educational planning, selection of majors, selection of careers, four-year university

plans, short-term career plans, development of plans for professional schooling, and addressing personal issues that affect students persistence and retention at ECC. Students also requested access to all counseling services which included Financial Aid, tutoring, Special Resource Center, etc.

Quantitative (percentages, amounts, dates, etc.) and qualitative components were built into the plan as a means to evaluate the goals and objectives. The quantitative component of the Unit Plans was given project cost analysis based on salary positions (faculty and classified staff). Most Unit Plans reflect a two- to five-year time frame. These unit plans consistently request positions and give an estimated cost of implementation of these positions. For example, faculty developed a hiring prioritization list which is developed within the division and submitted to the campus wide hiring priority list. Faculty and staff utilized Program Review and Unit Plan to conduct rankings of the hiring of various positions within all the areas of Counseling and Student Services.

Faculty, staff or other managers were involved in the development of the plans by participating in focus groups. These focus groups developed each program plan and discussed results and findings during our planning meetings. All program plans were reviewed discussed, updated, corrected and re-submitted to the program review committee. The program plan was reviewed collectively and recommended for submission to the district SCA program review. These committees notified the dean that all standards were met. Additionally, all faculty and staff were in attendance in Number 1 (above) a-k processes.

All program plans are printed and distributed every semester to each program (Transfer, Career, Puente, Project Success, etc.) for review and update. These programs are discussed during their advisory meetings. Program plans are also discussed individually, via notes and email, and during division council meetings.

Classified staff met separately and reviewed unit plans with the dean and provided feedback. Counseling faculty and classified staff met and developed a planning agenda during an all-day retreat. Counseling faculty and classified staff received a copy of the unit plan in their mailbox. Counseling faculty and classified staff prioritized their planning agenda during a Mandatory Flex Day Meeting. Each area submits an updated plan that was submitted to ECC Plan Builder. Follow-up dialogue continues throughout the semester to ensure its implementation and vitality via classified, counseling, planning meetings, and focus groups.

The Dean of Enrollment Services and Planning provided an annual update on ECC Plan Builder during division council meetings. This allows faculty and staff to ask specific questions and share concerns regarding the ECC Plan Builder process.

The plan(s) are communicated to employees, including part-timers, utilizing the following:

- a. Each faculty and staff are given a hard- and electronic-copy of drafts and finalized plans.
- b. Part-time faculty (affiliated with program) received a copy of unit plans in their mailbox.
- c. Some part-time faculty participated in the planning process.

The Dean of Counseling and Student Services provides reports every semester to the Vice President of Student and Community Advancement via Plan Builder. The Division drafts and evaluates its program plans.

The Transfer Center is an example of successful planning at ECC. According to the fall 2006 Student Profile, 42% of students indicated transfer as their educational goal. This percentage increased to 55% after matriculation. In order to meet the needs of this population of students, the Transfer Center is currently operating at a high level, offering more than 100 activities and services annually. In order to continue serving this demand, offering services at this level, and expanding services, increased

staffing and resources are a necessity. The Transfer Center addressed these concerns by creating and implementing a number of recommendations in their plan builder such as obtaining a full-time transfer counselor position for the Transfer Center and Honors Transfer Program. A full-time tenure-track Transfer/Honors Transfer Program Counselor was voted on by the counseling body as one of the positions to send forward to the faculty hiring committee and the position was #15 of the faculty positions to fill for the college in 2005-2006. However the position was frozen for that year. It was #11 on the faculty hiring prioritization list for 2006-2007 and again was not filled. The Transfer Counselor position was voted on by the counseling body again to be recommended to the faculty hiring committee for 2007-2008 and was finally selected. In fall 2008, a full-time Counselor assigned to the Transfer Center was hired. The Transfer Center also received increased staffing as a result of Program Review recommendations. Increased staffing has resulted in greater access for students to transfer counseling and advising, increased transfer-focused services and activities, and increased promotion of transfer services that leads to greater outreach to students. As a result of increasing staff, the Transfer Center doubled the number of written Transfer Admission Guarantees (TAG) with students.

The Institutional Research and Planning Office are evaluating counseling services in various ways for varying purposes. Comprehensive approaches such as the CCSSE in 2008 and an [opinion survey in Fall 2010](#) assessed students' opinions regarding student services among other areas. Additionally, studies with a narrow focus such as impact of counselor [intervention with students in basic math classes](#), and feedback on events or student behavior after participation in events such as New Student Welcome Day have been examined.

The CCSSE administered in 2008 ascertained responses from 1,024 students about their opinions of the importance of services and satisfaction with 21 services and 43 aspects of the college environment whereas the [student opinion survey in 2010](#) had less participation due to online method of dissemination and the questions were generalized to student service. Specifically the series of 6 questions pertained to overall experiences rather than specific services. Although with the majority being satisfied, areas of improvement noted by lowest rated items including students feeling valued by employees (76% favorable) and sufficiency of services regardless of time/day (61% favorable). [Various surveys](#) administered by Institutional Research and Planning are accessible via the following link to their webpage:

According to the Office of Institutional Research, during the 2012-13 school year 240 students completed point of service surveys for programs within the Counseling Department. Almost 40% of the responses come from General Counseling. A quarter of the responses come from SEP. Financial Aid and EOP&S each account for 10% of the respondents. Six other programs account for the remaining 16% of responses, while four programs produce no responses. The questions fall into two categories. The first relates to satisfaction of services received. The second category relates to satisfaction with accessibility. Overall, the results are positive for the Division. Over 90% of the respondents rate their satisfaction with services received from the program being visited as "Good" or "Excellent". Most of the remaining ratings are "Fair" with only a few (less than one percent) rating "Poor". Students seem to be happy with procedures, service, personal interactions, privacy, and the knowledge of the staff. In terms of the accessibility of programs, students support the offering of increased access opportunities. Almost 75% of the respondents said they would like to use Counseling services after 5pm. There is little difference amongst service locations in terms of respondents indicate they would not use services after 5 pm. Over 90% of the respondents are open to the usage of online opportunities; particularly the scheduling. However, 20% of the General Counseling respondents would not use Online Counseling even though they would use other online services. While 40% of the respondents do not work, 43% work at least 20 hours per week, and more

than half of those report working at least 30 hours per week. Most of the General Counseling and Transfer Center students work at least 20 hours per week. Over 40% of the SEP also work over 20 hours per week. The most popular day for workshops is Monday. Tuesday, Wednesday, and Thursday also produce some interest. The most popular time is morning. These are not across the board preferences. EOP&S prefer afternoon workshops. There is little difference in time preference for Financial Aid and General Counseling indicating that these students generally have needs at all times of the day. The results of the survey utilized are in the Appendix.

Counseling services are offered through several programs to support student development and success. Counselors participate in extensive training internally and from external providers to meet the needs of students. Forty hours of professional development annually, weekly meetings and/or in services of counselors from all departments, collaboration with instructional faculty in various areas including human development, basic skills, Puente Project and Project Success are some of efforts to remain current in the field and stay current with student trends to be responsive not reactive to their needs and demands. Counseling division maintains a training and resource handbook, has an extensive training protocol and encourages new counselors to participate in a mentor/mentee relationship with seasoned colleagues.

During the 2012-13 school year, 240 students completed point of service surveys for programs within the Counseling Department. The Office of Institutional Research, surveyed students on regarding online services such as online appointment scheduling, online counseling, online orientation and online assessment.

In regards to online appointments, 93% of students strongly agree and agree with the service. In regards to online counseling, 96% either strongly agree and agree with the service. In regards to online orientation, 89% either strongly agree and agree with the service. In regards to online assessments, 85% either strongly agree and agree with the service. Overall 91% of the respondents either strongly agree or agree with the online services offered.

Virtual Counseling/WEB Q&A system replaced our old online counseling that was e-mail based. As of October 1, 2012, WEB Q&A was discontinued as the college's FAQs service. The college acquired a new vendor, IntelliResponse, beginning October 2012. The new vendor software does not include a virtual counseling component.

Self Evaluation

El Camino College meets this standard. The College and center have comprehensive counseling programs to support student development and success for on campus and online classes. Counseling services are evaluated in varied ways and levels – point of service surveys, student satisfaction surveys, departmental and overall program reviews and SAOs, to name a few. The Division drafts and evaluates its program plans in Plan Builder after an extensive process inclusive of dialogue, collegial consultation, and evidence based decision making with input from staff, counselors and students. Counseling Division utilizes quantitative and qualitative components to evaluate goals and objectives in the planning process. The planning process is based on several forms of evidence, integrates a comprehensive dialogue process and involves all stakeholders including part and full-time counselors, classified staff and students. Counseling services are designed and implemented based on student demands and evaluation results. Counselors also participate in ongoing professional development opportunities offered on and off campus. Furthermore, new counselors, adjunct and full-time, participate in an extensive training process with existing personnel.

d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The college has several programs and services for a diverse population. Additionally through instructional and co-curricular opportunities students have the opportunity to enhance their understanding and appreciation of diversity. There are several student service programs and student groups specifically to embrace, engage and support a diverse student population as represented by gender, ethnicity, socio economic status, sexual orientation and religion. Some of these include the Puente Project, Project Success, Extended Opportunity Programs and Services (EOP& S) Special Resource Center, Women in Industry, First Year Experience and various student clubs such as the Muslim Student Association and the Lesbian, Bisexual, Gay & Transgender Alliance Club. The Graduation Initiative Project has also focused on the achievement of students with diverse backgrounds. To provide access in a student's first language, the campus disseminates a staff list of language translators to provide assistance.

The [Center for the Arts](#) annually presents a diverse of music, theater, and dance performances that support and enhance student understanding and appreciation of diversity. Dance performances explore cultural differences using Bollywood styles, hula, contemporary and Indonesian style in Shymala Moorty's performance of *What's your Stereotype?* An eclectic dance company, Middle Eastern dance, Afrobeat Music, Mozart Concertos and Symphony Orchestras and debate/speech all perform in the Center for the Arts programs. Student attendance is encouraged by classroom assignments and free or reduced price tickets.

The library also holds collections on various topics related to diversity such as Muslim Studies, provides monthly exhibits, lecture series or speakers often coinciding with commemorative months such as [Black History](#) (February), [Jewish American Heritage](#) (May), and Women's History (March). Furthermore there are numerous events through lectures or speakers, exhibits, and films throughout the year that support and enhance understanding and appreciation of [diversity](#).

There are over 60 active clubs on campus that students are involved in. Many of the clubs enhance students understanding and appreciation of diversity. For example, the Muslim Student Association has an annual discussion panel where they speak about their faith and seek to dispel false stereotypes. El Camino Achieving Higher Education for All Dreamers (AHEAD) is an active club on campus that supports Assembly Bill 540 and/or undocumented students on campus. The Inter-Club Council also hosts an annual World Tour event. The purpose of this event is to educate the campus on a variety of global cultures. In 2013, the Student Development office also hosted its first ever Social Justice Fair to expose the student population and the surrounding community to a variety of social justice issues as well as the organizations which address them in order to encourage and empower students to participate in such issues and/or organizations. The fair hosted 53 on-campus and community organizations and approximately 400 students took part in the fair.

The Associated Student Body at the Center produces programs and activities throughout the year which appeal to the cultural and ethnic diversity of the student body including its annual Latino Heritage Month observance (September/October) and Black History Month observance (February). Over nine such programs were sponsored during its 2013 Latino Heritage Month observance with two (2) of its lectures attracting over 250 participants each.

In February of 2013, ECC also celebrated its 50th year [Black History Month Celebration](#) named "The Dream Continues." The month long program included speakers, library exhibits, educational panels,

art/film showings, student performances and culminated with the annual Black College Fair and HBCU priority/guarantee programs workshop. Approximately 25 Historically Black Colleges and Universities visited the El Camino College campus at the culmination of the Black History Month events. These representatives informed students of the transfer process and thus exposed students to Historically Black Colleges and Universities as another transfer option.

The International Student Program at El Camino College enrolls hundreds of students originating from more than 65 different countries including Latin America, Europe, Africa, and the Pacific Rim each year. [The Language Academy \(ECLA\)](#) is a premier intensive English program. ECLA's staff and instructors provide quality instruction so that all of our students gain confidence, competence, and a connection to English, a connection to a new country and to become a part of the ECC campus. Student service programs utilize program review and SAO processes to measure the effectiveness of its services. Furthermore diversity is a component of Community and Collaboration ILO which was assessed Fall 2012. [Findings and implications of this ILO](#) assessment are still pending.

The College utilizes social media to communicate programs and services to El Camino College Students. Facebook and [Twitter](#) links exist on the [ECC](#) home page and [Compton Center](#) page. Additionally, [You Tube](#) uploads allow students to sign up for notifications in the format most used by them and provide frequent reminders of important deadlines and activities. Some campus clubs and programs have Facebook accounts to communicate with club members and students, sending information about club activities and important dates and deadlines. Some examples of clubs include The Gay-Straight Alliance [GSA](#), [International Club](#), [Science Club](#) and [Compton Theater Program](#).

Self Evaluation

The College meets this standard. The College provides breadth of opportunities and ways for students to broaden their understanding and appreciation of diversity. These include, but are not limited to, student groups and organizations, events, library collections and exhibitions. The College has a long history of supporting annual events such as Black History Month, which demonstrates its commitment to promoting student understanding and appreciation of diversity. Furthermore, one of the institutional learning outcomes demonstrates this as a core area of emphasis.

e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The College utilizes [various placement instruments](#) that are administered in the Assessment and Testing Center by trained personnel. ACCUPLACER is used to measure for placement of students into Reading, English, Math, and ESL (English as a Second Language) courses. The ESL assessment process also includes a written sample and five-minute oral interview. The California Chemistry Diagnostic Test is a paper and pencil test that is used to place students in transfer-level chemistry. There are also non-credit waiver exams for Contemporary Health and Math Competency. Validation studies are conducted for ACCUPLACER, the ESL Writing Sample, and Chemistry placements tests. Institutional Research and Planning is collecting data for the English and Math placement tests validation studies. The studies should be completed early 2014. Additionally, the Chemistry placement test was validated in 2012. These studies examine the appropriateness of the established cut scores and include analysis of disproportionate impact by language, age, gender, disability, and ethnicity. In addition, the content validity of each instrument is examined in these studies by having faculty review items on the test, and rate the extent the tests match prerequisite

skills for the courses into which the students are to be placed. All placement instruments are up-to-date on their validation studies and are approved by the [California Community Colleges Chancellor's Office](#).

ACCUPLACER Reading, English, and Arithmetic tests are used for the Ability-To-Benefit (ATB) testing requirement for students who did not graduate from high school and want to qualify for financial aid. The Combined English Language Skills Assessment (CELSA) Test is used for non-native speakers of English. Diagnostic tests are also used as a component of the application process for the El Camino College Nursing program. The ATI (Assessment Technology, Incorporated) and Test of Essential Academic Skills (TEAS) tests are required as part of the application to be admitted into the Nursing program. The Nursing division also utilizes a number of other ATI nursing tests given online to currently-enrolled nursing students.

Admissions and Records office uses [CCCApply](#), an open online admissions application provided by California Community College Chancellor's Office used by many colleges within the system. A statewide committee, where El Camino has representatives, works with the Chancellor's Office to review and confirm changes to the application in accordance with Title 5, Education Code and other applicable regulations. This statewide committee evaluates the effectiveness of the application tool and its impartiality and fairness for the diverse statewide student body.

Self Evaluation

The College meets the standard. The College engages in authentic assessment to evaluate the effectiveness of its placement and assessment instruments.

f. The institution maintains student records permanently, securely and confidentially, with provision of secure backup of all files regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

El Camino College maintains all student records with the utmost security. Our institutional policies follow Title 5 Section 59020 guidelines for maintenance of records.

The institution adheres to The Family Educational Rights and Privacy Act (FERPA) and maintains all student records confidential. College records after 1980 are held in the college's mainframe computers. The Admissions & Records stores all student records before 1980 including grade rosters, hard copy student transcripts and older applications in a secure vault that is only accessible by Admissions & Records staff. The College does not release student records without written consent signed by the student. Student records are released to agencies with a subpoena in accordance with Board Policy 5040 or in accordance with the Solomon Act. Access to student records by college staff is given only after submitting a written request to the Director of Admissions & Records or to the Assistant Director of Admissions. The Admissions & Records Office adheres to FERPA and instructs all employees regarding FERPA rules.

Information Technology Services maintains the servers that host Datatel and Hershey Imaging as well as the servers that store the backup information for both systems. In addition to backing up all files on site, Information Technology Services backs up files at Copper Mountain to provide a secure remote location. Files previously stored on the Laserfiche imaging system have been migrated to the Hershey system. Laserfiche has now been turned off. In an attempt to prevent receiving fraudulent transcripts,

the College no longer accepts hand carried transcripts. All official incoming transcripts must be sent directly to El Camino College from the originating institution. Transcripts are received by mail or electronically through transcript California or Credentials Inc.

The Admissions and Records office adopted new security measures in 2013. They now have security transcript paper which will no longer have to go through a validator due to the inclusion of the Director of Admissions and Records signature on each sheet. To ensure that security is not compromised and the paper is not accessible to anyone, no non-Admissions and Records staff is allowed in the vault, including student workers and faculty and staff from other departments.

Self-Evaluation

The College meets the standard. Student records are maintained in permanent, secure and confidential locations. The procedure for the release of student records is defined, published and the institution abides by these policies. Some records are still stored on microfilm. These records should be digitized before the microfilm begins to deteriorate.

4. The institution evaluates student support services to assure their adequacy in meeting the identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

As of spring 2013, Student Services departments, offices and programs are switching from SLO's to a Service Area Outcomes (SAO) Assessment Plan to differentiate Student Learning Programs and Services from Academic SLO's and to ensure that they are meeting the mission of the College and the needs of the students. The planned schedule for the SAO Report is to have the "Assessment Plan" section done in September of 2013, the surveys will be administered in October 2013 through November 2013, the results will be compiled in December 2013, and the "Results/Actions Taken" section will be done by February 2014. This timeline will allow the respective dean to add the SAO's into Plan Builder and have the document uploaded by March 1, 2014.

The College evaluates the quality of the student support programs by [conducting program review every four years](#), ongoing SAO assessment, student and faculty surveys, evaluations of program offerings and events and student metrics. Evaluation findings and recommendations are then integrated with planning and budgeting processes. Each department program review goes through its respective dean or director and then on to the area vice president. The purpose of the program review is for each office to report accomplishments, challenges and/or issues, successes, and projects in progress. In addition to the program review, student service programs and offerings include student satisfaction or feedback surveys, data analysis with institutional research support to track student behavior after participating in student service programs, and campus-wide student service surveys. Subsequent planning and program review processes utilize this evidence in conjunction with student progress and achievement data to evaluate their effectiveness and draft their program plans.

Despite this transition from SLO to SAO, Student services have had ongoing cycles of assessment since the College's initial push for SLO implementation. The [SAO assessment for Institutional Research and Planning from June 2009](#) reflects the College's intent for authentic assessment and

services contribution to the SLO process. This assessment measured the application of “knowledge from research data to strategize priorities and make decisions.”

The results of this SAO demonstrated the department’s contributions to institutional effectiveness and the college’s use of data for policy decisions. However, an implication was to share more broadly the potential supports of IRP to foster data based decision making.

The Counseling Division’s commitment to SAO’s is evidenced both the consistency and timelines with developing statements and assessing them but more importantly, in the use of SAO findings for program and service improvement. For example, the results of the Counseling Department SAO assessment indicated that although 82% of students learned about the steps needed to define, clarify or achieve their goals, only 40% of undecided major students indicated they learned about the choices they had to define, clarify or achieve their goals. In response to the SLO assessment results, the counseling dean coordinated with the career counseling faculty to provide an extensive professional development opportunity to all full-time counselors and staff. This professional development included a two week intensive training that offered each faculty and classified staff professional certification in both the Strong Interest Inventory and the Myers Briggs Type Indicator. This opportunity to expand faculty and classified staff knowledge of career assessment options, resources, and application in an individual appointment setting came as a direct result of the SAO process, supporting a learning opportunity for counseling services.

Self-evaluation

The college meets this standard. Student service programs utilize several forms of assessment to measure if their services meet student’s needs and contribute to institutional effectiveness. The programs have ongoing cycles of [program review](#) and SAOs, routinely examine other data elements such as students served, appointments, and impact of service or events. One such example is comparing student behavior of those who attended New Student Welcome Day versus new students who did not. Counseling, in particular, has established several bridges with instruction by presenting in basic skills courses, integrating orientation and educational planning in human development courses and actively being involved with other departments and efforts for planning collaboratively across the institution.

Authentic SAO assessment by the programs is leading to improvements in student participation, academic standing and program effectiveness. For example, the scholarship office’s examination of student’s progress through the centralized online scholarship application led to refinements of the online application and their practices to increase student completion and participation in applying for scholarships. [Financial Aid office SAO](#) promoted changes in the content discussed and materials disseminated during SAP workshops for students to improve their academic progress. [An SAO assessment at the Center’s Admissions & Records office](#) examined student’s awareness and utilization of the online registration system (MyECC). Assessment results led to efforts to increase student’s awareness of other features within the application, staff training to promote awareness and mandatory orientation.

Representatives from various divisions at the College and Center within the Vice-President of Student and Community Services’ area comprise a [program review committee](#) which contributes to consistency and rigor of these processes.

Although all the [programs are assessing SAOs and posting findings](#) on their respective webpages, a compiled page similar to academic affairs would allow for easier and collective review of the impact of assessment to improve services and the trends noted across departments.

Standard II: Student Learning Programs and Services

Standard II: Student Learning Programs and Services

C: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of locations or means of delivery.*

Descriptive Summary

The Learning Resources Unit (LRU) is an essential entity of instructional support for El Camino College (ECC) faculty and students, providing library and other learning support services that facilitate educational offerings and instructional programs. The LRU consists of multiple components including the Schauerman Library, the Music Library, Distance Education and the Learning Resource Center. The College's LRU is under the management of a director. Providing leadership support are an assistant director of Learning Resources and a faculty coordinator of Distance Education /Media Services. The LRU faculty consists of seven full-time librarians including the music librarian and seven part-time on-call librarians. The Unit currently employs fifteen full-time classified employees.

Students at the Compton Center are served by the Emily Hart-Holifield Library and the Learning Resource Center. Two faculty coordinators direct services at the Center.

The Schauerman Library occupies a large part of the LRU building and comprises seven areas: Acquisitions, Technical Services/Cataloging, Public Access (Circulation and Periodicals), Systems Development, Bibliographic Instruction (BI), and Reference. In addition to the seven full-time librarians, the Schauerman Library currently employs ten library media technicians, a production specialist, a media support technician, an instructional media coordinator, and one computer lab specialist in the Learning Center. The facility is open 70 hours a week during fall and spring semesters, and 36 hours a week during summer. The Emily Hart-Holifield Library and LRC are open 61 hours a week, and 40 hours a week during summer. The Library hours are based on the need to provide library support whenever classes are in session.

The College's onsite resources collection is of sufficient quantity, currency, and depth to support a variety of services. It includes over 100,000 books, close to 200 periodical titles including local and national newspapers, and an ample media collection sufficient for faculty use in classrooms. (Standard IIC.1. ECC Catalog and Collection Age pdf - on portal)

Online resources are available on the [Schauerman Library's Web page](#) and are accessible from both on and off campus. It is the central access point for all research-related resources, such as the Online Public Access Catalog (OPAC), which allows the user to search the [Millennium Catalog](#) (the Library

management system) for print materials and over 12,000 eBooks, [electronic reserve materials](#) (E-Res), electronic resources, which provide access to more than forty [online database subscriptions](#), and numerous other online resources, including links to local area libraries and commonly used guidelines for citing sources (MLA and APA styles).

The Schauerman Library provides support for the instructional programs and the intellectual activities for students in a range of various formats: instructional services, resources in both print and electronic formats, physical study space, computer workstations, and other supportive equipment. It provides a friendly environmental and technological space for students. It consists of several large study areas, ten group study rooms, two Bibliographic Instruction presentation classrooms, a special collection room which houses the Ella Rose Madden collection and other books in nursing and health-related topics, and an archival room which houses a sizeable collection of materials pertaining to local history.

There are 59 tables, 582 chairs, and 304 carrels to furnish the entire Library, and a total of 60 student PC workstations for research use: 30 in one of the classrooms, 20 in the reference area, seven dedicated to the Online Public Access Catalog, and three in the special resources room, equipped with peripheral accessories and software applications to accommodate students with special needs in the Schauerman Library. All PCs with the exception of the OPAC stations have full internet access.

The Library also houses copy/print equipment for supportive services to students. Quality Copying Inc. (QCI), with whom the College has a contract, provides the services. Several copiers and printers are located throughout the Schauerman Library building and in the Music Library as well.

The Music Library is part of the LRU but housed in a separate location. Located in the Music Building, it provides many of the same services as the main Schauerman Library, such as circulation, music reserves, specialized reference, and acquisitions, along with more specialized music cataloging. In addition to reference books and music, the facility includes titles of printed music, 6,000 sound recordings in various formats, laser discs, DVDs, interactive multimedia, and reserve materials. The staff of full-time librarians, library media technicians, and part-time evening certificated supervisors oversees 15 music practice rooms and the statistical record-keeping for some music courses and their FTES-generating labs. The Music Library contains approximately 1,000 books about music, 19,000 titles of printed music, and 6,000 sound recordings. The Music Library hours of operation are similar to those of the Schauerman Library, currently 64.5 hours/week during regular semesters.

The Compton Center Emily Hart-Holifield Library provides educational services and resources that support the curriculum offered and provide avenues for accessing information for student learning and research. The Library has been part of the Center since its inception in 1927 and has maintained the mission of making every effort to provide both services and materials to its students as a means of enhancing student learning. It is currently located in building B, awaiting the move to the new Library and Learning Resource building slated for 2014 opening. The new building will house not only the Library, but the Learning Resource Center which is currently housed in a separate location. The Library's activities are managed by a faculty coordinator, and the staff consists of two other full-time librarians, three part-time librarians, two full-time clerks and generally two or three student workers. The Library has a seating capacity of 174 seats with 57 tables in the reading/study area. The small lab currently holds 7 tables and 12 computers.

Onsite resources at the Hart-Holifield Library collection include over 40,000 books, including reference books, and audiovisual materials. In 2011-2012, 1,721 items were added to the Hart-Holifield collection to maintain currency in all disciplines. The Library currently subscribes to 42 full-text online periodical and reference databases to support the range of academic, vocational, and

personal needs of Compton Center students and the community. These databases offer thousands of peer reviewed and scholarly journals, popular resources, recreational reading, newspapers, and personal development materials. These [databases](#) are accessible online on campus as well as off campus via the Hart-Holifield Library's website. The Hart-Holifield Library also provides access to quality online information resources such as internet sites for reference assistance, both on campus and virtually via the [Library's website](#).

Instructional services to students are provided in various formats

Library tours and orientations are available upon request by instructors or departments. Tours introduce students to the Library and LRC services. The goals are to familiarize students with the physical layout of the building, to inform them of hours of operation and contact information, and most importantly to inform them of all available resources and services the LRU has to offer.

Bibliographic Instruction presentations take place in the Library or in instructor's classrooms

Reference services are provided by the librarians on duty during the Library's open hours. A log of statistics (with three categories: Informational, Reference, and Technology) is maintained at the reference desk.

Ask-A-Librarian, an off-campus reference service, is available via the "Ask-A-Librarian" link located on the Library webpage. Users communicate with librarians online from anywhere outside the Library. They can post questions via email and receive answers within a short time. A link to this service has recently been added to Distance Education Etudes course pages.

Learning Resource Center

The College's Learning Resources Center includes the Library Media Technology Center (LMTC), Basic Skills Study Center (BSSC), the Tutoring Program, and the Media Materials Collection. These are located in the Library building and have the same hours of operation.

The [Library Media Technology Center](#) is a general use, drop-in computer lab. Students have access to more than 100 networked Windows-based computers installed with a variety of software to support students' course assignments. Students may also use printers, scanners, adaptive access tools, and the internet in the LMTC. To familiarize students with the LMTC's equipment and services, instructors may schedule class orientations.

The [Basic Skills Study Center](#) has over 100 computers to provide students with computer-aided instruction to develop skills in reading and math. All computers are equipped with PLATO software and New Century academic learning software that are used as the main resources for the Academic Strategies 1 course curriculum. Students may also use these software programs on an individual basis without enrolling in AS 1.

The [Learning Resources Center's Tutoring Program](#) hires and trains tutors for many disciplines. Tutors help students prepare for tests, learn new concepts, and improve study techniques, as well as answer questions about assignments. All tutors enroll in the Tutor Training 200 course and are able to receive certification from the College Reading and Learning Association.

The [LRC provides online tutoring](#) hours on a limited basis for students enrolled in Distance Education (DE) courses. Online tutoring gives students who cannot attend face-to-face tutoring an opportunity to engage in tutorial sessions remotely from off campus.

The [Media Materials Collection](#) includes media and equipment to supplement instruction in many disciplines. This area has approximately 4,000 audio cassette tapes, video recordings on VHS format, models, CDs, and other instructional materials, such as rocks, slides, and anatomy models. Faculty may have media materials stored in the Media Materials Collection for students to check out and use in the Library.

The College also offers additional learning support services in various locations and various forms across campus. These services include the [Reading Success Center \(RSC\)](#); the [Media Services Department](#); the [Writing Center](#); the [Foreign Language Lab](#); [Supplemental Instruction](#); and the [Math Study Center \(MSC\)](#).

The College also offers other learning opportunities to support intellectual, aesthetic, and cultural activities. The Natural Sciences Division is responsible for the [Planetarium and Observatory](#) where students have the opportunity for hands-on experiences with telescopes and other equipment for observing the sky. Behavioral and Social Sciences has an [Anthropology Museum](#) that gives students enrolled in the museum studies class an opportunity to curate exhibits under the expertise and guidance of the anthropology faculty.

An [Art Gallery](#) holds six exhibitions a year, including one show for students and one for the [Art Department's faculty](#). Additionally, the College has a new [Fitness Center](#) that is free for students who are enrolled in a physical education activity course.

The [Compton Center's Learning Resources Center](#) provides tutoring and academic support services for all registered students attending the Compton Center. The LRC includes the Tutorial Program, [Writing Center](#), [Math/Science Drop-in Center](#), [Supplemental Instruction](#), CAI Computer Lab, Language Lab, and Math/Science Computer Lab. The Learning Resources Center has six group study rooms available to students. Five of the rooms have a maximum capacity of six students per room, while the larger room accommodates twelve students.

Self Evaluation

The College meets the standard. The institution has provided evidence that the Library and other learning support services at both campuses are sufficient in quantity, currency, depth, and variety.

In addition to the quantity and variety of services available in the Schauerman Library, student support services are available throughout the campus. The College provides updated hardware and software for students to use in various computer labs across campus. Students receive in-depth support through programs such as Supplemental Instruction and the Reading Success Center. Student support services are also available in many disciplines such as English, math, art, and physical education. The Library has a collection of media materials that is sufficient in quantity and variety. Many of the materials will be updated to a digital format as staff allows.

Adopting a centralized model for academic support services from the Compton Center's Student Success Plan, all tutoring, academic support programs, and computer labs will be streamlined and housed on the second floor of the new Learning Resources Center building. Its programs will be a nexus for a variety of student learning activities. Students will benefit by having access to tutoring, computer labs, Internet, study skill workshops, online academic

resources and group study sessions in one centralized location. (Standard IIC.1. Compton Education Center Library Student Survey Nov 2012 - on portal)

Standard II.C.1.a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

Descriptive Summary

The Library complements the mission of the College of offering quality, comprehensive educational opportunities by providing quality instructional support, resources, services, and instruction to the ECC community. The El Camino College Library has two physical locations and separate collections – the Schauerman Library and the Music Library located in the Music Building. The two libraries provide diverse resources in a variety of formats.

Building the Library collection is a joint responsibility of the librarians and the faculty. The librarians select most reference and interdisciplinary materials, and faculty members help select materials in the areas of their expertise to satisfy the teaching needs of their respective departments. The librarians select materials and information resources for acquisition primarily through evaluation of reviews. [Choice Reviews on Cards](#) is a tool for obtaining faculty input in determining the most valuable titles to be added for the enhancement of the collection. Other resources used and analyzed include professional literature, subject-specific journals, bibliographies, the core collection list, and publishers' catalogs. Recommendations from colleagues and users are also considered. The librarians act as liaisons with each academic department and program at the College. The liaison assigned to each academic area is responsible for meeting with faculty to provide information about collection-development activities in the Library, assess current and future needs, and respond to requests and questions. The liaison also publicizes new services, programs, and policies in the Library. Library material selection is carried out according to the guidelines of [Board Policy 4040](#) and other pertinent [Library policies](#) regarding selection criteria, contentious materials, textbooks, and gifts. The [Standards for Libraries in Higher Education](#), published by the Association of College & Research Libraries, and faculty and student requests are used as benchmarks to evaluate the collection. Librarian involvement with the College Curriculum Committee, specific course assignments, and required reading lists are also used to identify student needs for materials.

In 2012, the media collection, which was housed in the Library Media Technology Center, moved to the Circulation Department, which is responsible for the location and distribution of media materials for the use of ECC faculty and staff. The extensive media library includes films, videos, CD-ROMs and DVDs. A preview room allows faculty and staff to view materials from the Media Library and from vendors who send copies for review before purchase.

The Library Advisory Committee has been meeting regularly since 2010. The members discuss matters pertaining to collection, programs, issues, challenges and other topics that support Library needs in serving the campus community. The committee consists of faculty and staff advising the body on resources, services, and priorities. Members bring concerns to

the body, which requires their input for collection development, including resources to support new priorities and services. Committee members discuss how collaborations between entities could enhance teaching and the learning process (Standard IIC1a - Minutes for Library Advisory Committee 05-03-12 - on portal).

In spring 2013, the Compton Center created a functioning LRC Advisory Committee which consists of 10 faculty members from different departments at the Compton Center. The objective of the committee is to assist in creating processes, policies, and tutor referrals, addressing Compton LRC and departmental needs, and establishing a cohesive dialogue with departmental faculty. Furthermore, the LRC Advisory Committee ensures that all tutoring and academic support services are streamlined with the support of the Compton Center faculty. The committee meets once a month throughout the semester and is updated on LRC services and future plans.

Maintenance of the ECC Schauerman Library collection is an ongoing process. During FY 2008-2010, the Library was allocated a respectable book budget that resulted in the acquisition of a number of excellent reference and general collection titles. Between FY 2011-2013, the budget was cut by approximately 28 percent, which resulted in a smaller number of books purchased. Professional librarians with input from other faculty, paraprofessionals, and students, update and add to the collection by using standard publishers' catalogs and book reviews. The librarians keep up with curriculum changes so that all areas are fully provided for, whether it is a new class added or taken out of the curriculum. Removal of outdated materials from the collection is as important as obtaining new materials, so input from various factions of the community is important. Librarians, with the help of other faculty, are continuously involved in weeding the collection-that is, removing and disposing of those outdated materials that are no longer useful to students (Standard IIC.1. ECC Catalog and Collection Age pdf - on portal).

In January 2013, the Schauerman Library received information that it was one of 842 libraries and state humanities councils selected to receive the [Muslim Journeys Bookshelf](#) award, a project of the National Endowment for the Humanities Bridging Cultures initiative. The Library received 25 books, three films, and a *Muslim Journeys* companion web site with digital resources relating to the Bookshelf.

The Schauerman Library has a number of electronic periodical and reference databases that are accessible through the Library webpage. The Library's reference and electronic resources librarian is consulted when selecting and maintaining these types of resources. Electronic resources are invaluable research tools that complement the print-based resources of the Library. Their advantages include access to information that might be restricted to the user due to finances, access to more current information, and provision of extensive links to additional resources-related content. Students can access the Library's electronic resources 24 hours a day via the Library's web page. Other resources that are accessed from the Library's webpage are the online catalog, the Hart-Holifield Library page, and links to other local libraries in the area. Links to MLA and APA citation examples are also provided, as well as access to a reference librarian through the Ask-A-Librarian online reference service, which allows students to send research related questions to librarians.

The Schauerman Library offers electronic reserves as a convenient extension to traditional course reserves. The [Library's Electronic Reserves System](#) provides easy, round-the-clock, web-based access to selected course materials that instructors place on reserve. ERes offers, in accordance with copyright law and the principles of fair use, materials in support of classroom teaching, such as the

following: articles from magazines/journals, class notes, copies of past tests, course syllabi, and homework solution sets.

The Bibliographic Instruction Department has a demonstration classroom and oversees a classroom equipped with 30 computers for hands-on practice of research skills. Instructional presentations on research and information competency skills are developed in collaboration with faculty to maximize learning objectives.

By consulting with faculty and other learning support services professionals across campus, the LRC selects and maintains materials to support student learning. To select software for Academic Strategies 1, a basic skills course that is held in the Library, AS 1 faculty reviews the software options and makes recommendations before a purchase is made. Based on other faculty requests, software to support student learning in reading, math, and the sciences is installed and maintained on computers throughout the Library. The LRC also purchased several anatomy models based on recommendations created in the Life Science program plan and in Plan Builder.

Self Evaluation

The College meets the standard. The Schauerman Library has a well-balanced, relevant, and usable library collection that satisfies the current and future needs of El Camino College. The College's Library Advisory Committee and the Compton Center's LRC Advisory Committee assist in strengthening tutoring and academic programs while addressing the needs of faculty and students. The Learning Resource Center has sufficient support services that encourage student learning regardless of location or means of delivery. The College needs to continue to provide adequate budget support to keep the collections current.

Standard II.C.1.b. *The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Descriptive Summary

Since the ECC 2008 Accreditation Self Study, there have been heightened expectations in the area of information competency and many strides in the field. El Camino College adopted Information and Technology Literacy as an Institutional Learning Outcome in 2010. These [institutional outcomes](#) are evaluated according to the College's Assessment Plan on a four-year cycle.

The College attempts to instill information competencies and skills building from definitions from the American Library Association (ALA) and the Academic Consortium of Research Libraries (ACRL). The following is the definition of information competency adopted by the California Community Colleges Academic Senate:

“Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills.”

This same document, [Information Competency in the California Community College](#), lists the skills that students must be able to demonstrate in an integrated process in order to be considered information competent.

El Camino College provides a host of service areas, including the LMTC, reading labs, the Writing Center, and the [Basic Skills Study Center](#), that enable students to develop their information competency skills. A [2012 campus technology study](#) surveyed the ways ECC students use technology, and the results showed a large use of technology for searching the web, researching for assignments, and writing term papers. Hence, the need for information-competency skills is strong.

The El Camino College Library provides ongoing instruction by qualified faculty during all hours of unit operation in a variety of ways: Bibliographic Instruction sessions to individual classes upon request, individual reference interactions with students, the online Ask-A-Librarian service, online tutorials, print library guides, brown bag sessions, and two 1-unit course offerings.

Bibliographic Instruction sessions are popular with faculty as a way of introducing their students to the Library and its resources. The Schauerman Library averages over 100 instruction sessions per semester, seeing approximately 3,000 students (Standard IIC1b - 1 - Bibliographic Instruction Statistics – on portal) These 50-minute sessions aim at increasing information competency awareness and skills in students by introducing them to all the Library’s resources and showing how to use them. Overall, students receive instruction in evaluating sources for accuracy, authority, content, and currency. The instruction sessions are offered via lecture format in the Library classroom, via hands-on experience in the Library Demonstration Computer Laboratory, in the classroom, or individually at other point-of-service areas like the reference desk and online via services like Ask-A-Librarian. The reference desk assists students in searching for and identifying print materials, electronic database resources, and web sites. In FY 2012-2013, more than 19,900 requests were received at the Reference Desk and 32 emailed Ask-A-Librarian questions. Student Satisfaction Surveys consistently indicate satisfaction with bibliographic instruction from both faculty and students. Faculty feedback after instruction is positive, and many faculty routinely plan for bibliographic instruction for their classes. Service Area Outcomes (SAO) cycles and assessment results help the staff reflect on, and plan for, learning outcomes gained during bibliographic instruction. Examples include moving to clickers for certain instruction sessions to get more immediate feedback on students’ grasp of concepts presented, and preparing video tutorials accessible online to students that can reinforce ideas presented during the BI sessions (Standard IIC1b - 2 - ECC Library Survey Results 2013 – on portal), (Standard IIC1b - 3 - Compton Library Survey Results Nov 2012 – on portal).

The Learning Resources Unit works closely with individual faculty and classes to provide information competency to students, as evidenced by the over 100 bibliographic instruction sessions per semester, and more recently via the pilot “embedded librarian” where three reference and instruction librarians are teaming with five Humanities faculty to provide in-depth information literacy guidance to students. Representatives of the LRU also work with campus-wide committees to provide policy and guidelines to faculty in this area as evidenced by the SAILS (Student Assessment of Information Literacy Skills) assessment work and periodic brown bag presentations.

The following areas in the Learning Resources Center contribute to ensuring student success by providing tutoring, labs with student-use computers, printers, and specialized course software – the Basics Skills Study Center, the Tutorial Program, the Library Media Technology Center, and the Reading Success Center. The Humanities Division’s Writing Center also offers important services in this regard. The information needs of Distance Education students and the remote access needs of the student/staff body at large are addressed via several services. The Distance Education office has put a

link to the Ask-A-Librarian online reference service on all Distance Education Etudes pages. Off-campus students can keep abreast of library happenings and program offerings via services like the Library Facebook page, available from a link on the [ECC Library home page](#) and [the campus](#) YouTube, Facebook, and Twitter feeds.

The LRU has a representative on the campus Assessment of Learning Committee (ALC) which looks at campus-wide outcomes planning and initiatives, and plans campus-wide surveys of the college core competencies, now institutional learning outcomes (ILOs). Members from the Learning Resources Unit are also participating in the assessment of the sixth ILO Information and Technology Literacy: “Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.” This involved a campus-wide assessment effort using the SAILS instrument, a nationally benchmarked assessment instrument. Results of the SAILS assessment of students at the College and Compton Center campuses showed that our students scored above average on information literacy skills compared to colleges of similar size.

LRU personnel have been creating, discussing, and reviewing Service Area Outcome statements, assessment results, and reports since ongoing development and evaluation of Student Learning Outcomes throughout the College was mandated. The LRU has been involved in the campus-wide planning, having representatives on the SLO/SAO Campus Steering Committee. The LRU recently converted from the academic services templates to student services templates for SAO assessment purposes. Program and course-level SAOs identified as appropriate and written for the unit have been implemented and measured in accordance with the cycle of pre- and post-testing. Analysis of the data allows the LRU to better tailor Library services and programs to the needs of the students and to the stated goals of the College. For instance, as a result of survey results and student comments, student worker training programs have been increased, improved printing services have been introduced, and different strategies for gauging understanding during Library orientation visits have been tried.

Within the unit, the LRU program SAO is divided into subcategories to reflect the unit departments, and all LRU members belong to a team that oversees the creation, analysis, and measurement of collected data that helps improve current operations and serves as the basis for department and unit planning.

Each team conducts meetings, crafts assessment tools, administers assessments, and collates data and analyzes results to make further recommendations for improvements or changes in that particular area. The team leaders also meet a few times per semester as a unit committee or discuss issues via email. Consistent assessment takes two forms. Group projects that affect the entire LRU have assessments that are collaboratively compiled – for instance, the student satisfaction survey. All teams contribute questions to the annual student satisfaction survey, which provides useful data for the teams and also provides information for planning. The unit SAO committee meets twice a semester to get reports, and teams can get direction or advice from the SAO coordinator. Planning is linked to budgeting and equipment, so materials that may be needed for, or as a result of, assessment must be placed in Plan Builder,

the College's online planning system, if they are to be realized, so consistent assessment is necessary. Faculty and staff evaluations are also linked to SAO project contributions.

There are SAO teams in the following areas: periodicals, basic skills, bibliographic instruction, and book collection/public services. For example, over the past four years the periodicals team has conducted several assessments based on in-class (using the 1-unit Library courses) pre- and post-tests. The team has met and discussed results, focusing on the few questions missed by the most students. For example, many students particularly had problems with the questions related to the benefits of online databases and determining whether the content of articles in databases was essentially the same as that appearing in the corresponding printed journal/magazine/newspaper. The team will highlight problem areas in the next cycle of teaching. The team decided to return test results to students more quickly and use clickers for testing to improve learning. The periodicals team has entered information into [CurricuNET](#) and paper copies of assessment work are being kept until LRU members are trained on the new TracDat system.

To address the growing emphasis on information competency, the periodicals team has concentrated efforts on basic citation elements for periodicals, the resources to help students find periodical materials, and the differences between scholarly and popular periodicals. The Compton Center uses the same program-level SAO as the College. Assessment reports for [Learning Resources Unit](#) SAOs can be found on web.

Currently, The LRU has a librarian co-chairing the Faculty Development Committee – a committee of the Academic Senate – which works closely with the ALC to present Flex day programs and information sessions on the SLO/SAO processes and ILO assessment results to ensure continued campus buy-in, interest, compliance, and currency.

The Humanities Division offers two Library-related, 1-unit fully transferable courses: Introduction to Library Skills and Library Research Using the Internet, the latter also offered as an online Distance Education course. In addition, the Humanities faculty have instituted a “consistency agenda” whereby all English assignments require students to use at least one book, one website, and one ECC database article for argumentative assignments, so that students are exposed to a wide range of information resources and have to think critically about the information presented. The [Writing Center](#) supports this agenda by helping students find, evaluate, analyze, organize, and incorporate accurate information from print and online sources into their paragraphs, essays, and research papers.

The El Camino campus, as a whole, also works to address information competency. Institutional Learning Outcome VI, Information and Technology Literacy, was assessed in spring 2013 by a committee with campus-wide representation, including the Compton Center. The committee included a co-chair from the Learning Resources Unit. The committee used [SAILS](#), the nationally benchmarked assessment instrument.

The latest [Student Campus Climate Survey in 2011](#) shows students were aware of the campus SLO/SAO initiatives and value the efforts and activities, which include attempts to involve students with information competency.

The campus has an Academic Technology Committee and Campus Technology Committee, which meet during the year to ensure up-to-date technologies and software are available for teaching, research, and student use. Trends, budgets, and usage are discussed. The College hosted a Technology Conference and Vendor Fair in March 2013 and has run [student and faculty technology use surveys](#) to assist with future planning in these areas. ECC campus units, divisions, and

committees work closely with Compton Center counterparts to ensure an equal level of service and instruction in these areas. Information on library and research use is also available on the [Hart-Holifield Library website](#).

Self Evaluation

The College meets the standard. El Camino College provides a host of services that enable students to develop their information competency skills. The libraries provide ongoing instruction by qualified faculty during all hours of unit operation in a variety of ways: bibliographic instruction sessions to individual classes upon request, individual reference interactions with students, the online Ask-A-Librarian service, online tutorials, print library guides, brown bag sessions, embedded librarians, and two 1-unit course offerings. The Learning Resources Unit works closely with individual faculty and classes and with campus-wide committees to provide information competency to students and policy and guidelines to faculty in this area.

Standard II.C.1.c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

Descriptive Summary

The Strategic Initiatives, a component of [El Camino's mission statement](#), stress the enhancement of college services to support student learning and are reinforced through careful attention to student and faculty access to programs and services, regardless of location or means of delivery. Many resources are available to students and faculty both on- and off-campus, such as the Millennium Catalog (the library management system designed to handle all complex and necessary functions for the Library's operational services from acquisition, cataloguing, and circulation to OPAC), the Electronic Reserves System, electronic books, online databases, the Ask-A-Librarian Service, online tutoring, and other online resources. Some resources available on campus include Lunch Hour Labs, Library Information Skills courses, computer labs, and access to Wi-Fi.

Hours

The libraries are open Monday through Saturday during fall and spring semesters. [The Schauerman Library](#) is open 65.5 hours per week Monday through Thursday (8:00 a.m.–9:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (9:30 a.m.–2:30 p.m.). During these hours, students and faculty can utilize books, reference materials, and computers.

The [Music Library](#) is open 64.5 hours per week from Monday through Thursday (8:00 a.m.–9:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (9:00 a.m.–1:00 p.m.). Students and faculty have access to music scores, choral libraries, sound recordings, a Maddaford DVD/laserdisc collection, listening facilities, practice rooms, a special resource lab, and Macintosh computer music applications. Summer hours for the Schauerman and Music libraries vary slightly.

The Hart-Holifield Library is open 61 hours a week during fall and spring semesters, and 40 hours a week during summer. Its hours are Monday through Thursday (8:00 a.m.–8:00 p.m.), Friday (8:00 a.m.–4:00 p.m.), and Saturday (9:00 a.m.–2:00 p.m.) during semesters. The exact hours are posted on the [Library's webpage](#). The Center's LRC opens Monday through Thursday (8:00 a.m.–8:00 p.m.), Friday (8:00 a.m.–4:00 p.m.), and Saturday (9:00 a.m.–2:00 p.m.). Information pertaining to LRC services, hours of operation, description of programs, and tutoring are provided in the [LRC webpage](#).

On- and Off-Campus Resources

The Millennium Catalog allows students and faculty to locate information and materials within the Library or from Library resources accessed remotely (Standard IIC1c - 1 – ECC LRU Program Review Draft - on portal) .The [Electronic Reserves System](#) lets students and faculty from certain classes view and post articles from magazines/journals, class notes, copies of past tests, course syllabi, and homework solution sets.

[Electronic books](#) can be accessed by students and faculty on campus using the Library catalog and off campus with a student or faculty ID. The Compton Center is currently discussing the acquisition of electronic books. [Online databases](#) can be utilized by students and faculty on campus through the ECC Library webpage, while off campus through their MyECC account.

[Ask-A-Librarian](#) is an online service providing students and faculty with answers to “concise factual questions” or advice on research or research strategies.

The [Learning Resources Center Tutorial Program](#) helps students with their assignments, tests, and study techniques. Any registered ECC student can walk in and meet with a tutor at the LRC. For students enrolled in Distance Education courses, [online tutoring](#) through NetTutor is available. Recommended resources on writing techniques, Internet search tools, source citation, and educational Web sites are available on the [Library website](#). The Compton Center [Learning Resources Center](#) information and services descriptions can also be found online.

On-Campus Resources

[Lunch hour labs](#) offer an opportunity for students and faculty who are unable to attend a Library orientation to get acquainted with the Library and its services.

Information and Library courses are recommended to students desiring to increase their information competency and improve their [research skills](#) and techniques.

Computers at the Library Reference Area provide students and faculty with access to the Library catalog, online databases, Internet, and printing.

Computers at the [LMTC](#) offer the same access as above, plus Microsoft Office programs, adaptive access tools, and scanning.

The [Basic Skills Study Center](#) computers have individualized computer-assisted instruction programs in basic reading and basic math. These programs, with full reading and math curricula, include diagnostic testing, evaluation, and monitoring of student progress.

Computers at the Library Adaptive Access Room provide specialized equipment, such as high image readers, enlarging software, and screen reading equipment, to serve disabled users during Library hours. The [High Tech Center](#) staff trains all users prior to granting access and maintains the equipment. The campus has a high technology center in the Special Resource Center to provide technological support to students with special needs.

Other [computer labs on campus](#) providing exclusive access to students in particular courses are located in the Humanities, Art and Behavioral Science, Math Business Allied Health, Music, and Technical Arts buildings. Students and faculty on campus have access to [College Wi-Fi](#) using their MyECC username and password.

Overall, students on campus are satisfied with the level of services on campus according to a recent [Campus Climate Survey](#).

Self Evaluation

The College meets the standard. Computer and printing services are available to students in several locations, with special services to accommodate students with disabilities. During Library hours, the Learning Resources Center provides students with tutoring services from trained tutors in a wide variety of subjects. Beyond the normal operating hours of the Library, electronic resources are accessible to students both on and off campus.

Standard II.C.1.d. *The institution provides effective maintenance and security for its library and other learning support services.*

Descriptive Summary

The Learning Resources Unit staff takes continuous measures to ensure the maintenance and security of the Schauerman Library, Music Library, and other learning support services provided by the Library. These measures ensure well-maintained facilities for all El Camino College students. Maintenance and security at the Compton Center are the responsibility of the Maintenance and Operations Department.

Maintenance

As part of the ongoing maintenance process, the LRU safety committee arranges monthly meetings to discuss issues of safety on and around the Schauerman Library premises. Attendance sheets are submitted to the campus safety office. To increase safety for students and faculty, every six months, a subcommittee within this unit walks throughout the entire facility to note areas that need improvement and to order necessary equipment. (Standard IIC1d - 1 - ECC Maintenance Requests - on portal). Because the Music Library occupies a much smaller area in a different building, staff members submit work orders when necessary but do not meet monthly.

The Library Media Technology Center, along with other computer labs, is maintained by Information Technology Services and is on the cycle for replacement equipment. Maintenance of all student-use computers is a two-tier process. In-house LRU part-time staff conducts the initial service, and ITS provide all services thereafter. The LRU staff, however, completes all imaging and software updates. ITS also helps provide security for external access to the Library databases.

Maintenance and Operations (M&O) is responsible for tasks ranging from routine cleaning, to repairing electrical wiring, plumbing, and HVAC at the Hart-Holifield Library. The Management Information Systems Department is responsible for maintaining the Library's staff and student computers. However, student photocopying and printing are provided by an outside vendor that maintains its equipment.

Security

As part of an effective security system, the Schauerman Library relies on various measures to ensure the protection of Library property and the safety of students and staff on the premises. To increase external security, cameras were installed in 2009-2010 to monitor the outside premises of the Library (Standard IIC1d - 2 - ECC Camera Purchase Request – on portal). The entire building is secured with an alarm system, and some doors are individually alarmed. To protect the computer lab, the entire lower level of the building has a separate alarm system maintained by an external agency. The Music Library relies on the security provided by the Music Building, which houses that library. The Hart-Holifield Library is secured with an alarm system from a vendor and by campus police. A 3M

security gate prevents theft of library materials. This device is protected and maintained by the company through a maintenance agreement.

In agreement with the National Asian Pacific Center on Aging (NAPCA), two senior citizens currently volunteer several hours per day, five days a week, to monitor the two main exits of the Schauerman Library. They act as a deterrent against theft and assist Library staff when security sensor gates are triggered. Additionally, collaboration with the campus police has resulted in the regular patrol by an officer each afternoon. A walk-through of the entire premises establishes a police presence in the facility and thus increases security. The police provide support during student-related situations, such as a complaint, student disregard for directions, or missing property. During staff safety meetings topics provided by the College's Office of Safety and Health are discussed. This has been as varied as repetitive motion injuries and dangers of overexertion. Campus police have presented techniques to use regarding an active shooter and increased thefts in the Library.

Additionally, the LRU implements various procedures to further protect Library property and materials. All student-use computers in the LRU require students to log on using their MyECC log-in information. This ensures that only students access the computers. To protect Library materials, barcodes placed on Library materials are scanned upon checkout to ensure that items are returned in a timely fashion. In addition, security target strips placed in all Library materials must be desensitized by a staff member before they pass through the security exit gates. These internal security measures are part of the Library checkout system.

In addition to reference books, the Music Library provides students access to various materials including boom boxes, metronomes, headphones, CDs, DVDs, audio tapes, and theater scripts. To protect these materials, the Library enforces a "closed stacks" security method where all materials are housed in a back room. Only a staff member is permitted to retrieve items requested by students. Some items may be borrowed and must proceed through the Library checkout system previously detailed.

Compton Center's Learning Resources Center and its tutoring programs rely on campus police for security. Each discipline center and lab areas have security alarms which are set at the end of day and during the weekends. All student identification numbers collected by the LRC are locked and stored in the LRC Instructional Specialist's office for security purposes.

Self Evaluation

The College meets the standard. The maintenance and security of the LRU and other learning support services are continuously evaluated during regularly scheduled safety meetings. Library faculty and staff members address shortcomings in a timely fashion to ensure the safety of students as well as the security of Library property. For example, through continued collaboration with the NAPCA, the Library works to increase staffing at the two main exits of the Schauerman Library to ensure quicker responses to triggered alarms. These efforts, along with a sustained relationship with campus police, yield well-maintained, secure facilities and services. Additional video security is desirable at the Center's library and LRC.

Standard II.C.1.e. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is*

evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

ECC libraries provide over 40 electronic resources (online database subscriptions) and over 12,000 eBooks that cover subjects across the disciplines from general to specific topical areas. In addition to printed materials, the electronic resources provide students with abundant resources for their assignments and in turn help them achieve their educational goals. A number of these resources are sponsored by the Chancellor's Office and made available to the libraries. These resources include EBSCO products which cover general topical subject areas (for example, Academic Search Premier, Business Source Premier, and Vocational Studies Premier). A selected number of electronic resources have been added to the collection as the libraries' budget allows. These additional resources provide more in-depth information beyond the general information covered by EBSCO products. They cover areas in art, literature, health, and controversial and current event topics such as JSTOR Arts and Sciences, Gale Literary Databases, Health Reference Center Academic, ProQuest Ethnic NewsWatch, and National Newspapers Core (Standard IIC1e - 1 - Online DB Subscription - on portal).

The database subscriptions are reviewed and evaluated annually using the following criteria: usage statistics for existing subscriptions, contents' currency, and degree of depth of new products. Usage statistics are collected monthly and incorporated into annual reports to be shared among librarians and the area administrator. Based on the statistical reports and the review of new, emerging products, the team decides to continue or cancel subscriptions, and/or to select new resource(s) if budget allows. (Standard IIC1e - 2- Lib Stats Report - on Portal).

Electronic resources and eBooks are available to currently enrolled students. The Library has established measures to ensure accessibility for both on- and off-campus students and record usage. On-campus access from the college-owned PC workstations is established by the campus network IP address range. The network system assigns an IP address from within the range to a PC when it is logged on to the network. Using a combination of a user's name and ECC ID number, Millennium's proxy software authenticates remote access. Name and ID number are parts of patron records stored in the Millennium system; the records are updated every semester. This data is used to show usage of the LMTC lab and to determine what purposes brought them to the lab. This information is also useful in training persons assigned to work in the LMTC.

In addition to resources owned by the libraries and via online subscriptions, the ECC Schauerman Library provides two paths to obtain outside resources: reciprocal borrowing agreements with other institutions and the Inter Library Loan (ILL) service. El Camino College has reciprocal borrowing agreements with two local university libraries: California State University Dominguez Hills and California State University Long Beach. ILL is a supplemental service providing access to materials not available in the libraries; it is available upon request.

Standard IIC.1.e - 3 - *Reciprocal Borrowing Agreement - on portal*

Descriptive Summary

The libraries provide sustainable quality services to the campus community in part by maintaining continuous operational services for resources management and for technology updates and maintenance. The Libraries maintain the following operational services contracts: 1) Innovative Interface Inc., for the [Millennium integrated library system](#); 2) Baker & Taylor and Midwest Title sources for book selection and ordering process; 3) Online Computer Library Center (OCLC) bibliographic utility for retrieving/downloading records of purchased materials in MARC format into the Millennium system, making them available and searchable in Online Public Access; 4) EBSCO serial subscriptions for retrieving/downloading print periodical records into the Millennium system to be searchable via OPAC; 5) [Electronic Reserve System](#) that serves as a depository source where students can search and electronically retrieve their class's reserved materials.

For convenience and easy access to obtain research materials and/or homework assignments, the libraries offer affordable, low-cost copy/print services in the building through a contract with Quality Copying Inc. Copiers, printers, and scanners are placed in various locations throughout the LRU building and the Music Library. Network Digital Resources and Services provide the hardware, supplies, and maintenance for printing for a fee to the students at the Hart-Holifield Library.

Hart-Holifield relies on a few contractual agreements for services. Yearly agreements with vendors or their agents are signed and paid annually for goods received such as a yearly agreement with the Community College League of California for purchasing access to databases. Maintenance agreements are in place yearly for the 3M security gate, and the automated system Voyager and its reporting module Analyzer.

Learning Resources Center (LRC)

The Learning Resources Center provides students with access to PLATO and New Century software to assist them with deficiencies in basic skills. The PLATO software and New Century software provide students with individualized paths which help to improve their reading and math skills. The current contract between the Learning Resource Center and New Century allows for user licenses and the ability to request replacement books (supplementing the reading component of the software) at a cost of 10¢ per book. The Learning Resources Center has a contract with PLATO Learning Environment to provide licenses for post-secondary math and language arts, access passes to diagnostic testing software called Accucess, and licenses for a post-secondary course in the Allied Health Prep Pack. Student success in using PLATO and New Century software is evaluated by reports provided by PLATO and New Century

Standard IIC1e - 4 – *NC Full Service Agreement - on portal*(**Standard IIC1e - 5 - *Plato 2012 Full Proposal - on portal***). **The Learning Resources Center also contracted with Link-Systems to provide online tutoring for students enrolled in Distance Education (Standard IIC1e - 6 - *Link Systems 2012 Invoice - on portal***)(**Standard IIC1e - 7- *Plato 2012 Invoice - on portal***).

Descriptive Summary

Self Evaluation

The College meets the standard. The libraries and the Learning Resources Unit take responsibility for all services provided either directly or through contractual arrangement. Adequate and comprehensive online resources and services to support service area outcomes are provided. Regular evaluation of database subscriptions through reviewing usage statistics and analysis of new, emerging products maintains the quality, currency, and topic comprehensiveness of online resources. Accessibility to these resources is guaranteed through on-campus and off-campus access network settings. Departmental special announcements and highlighted information on the Library homepage inform the campus community of new database subscriptions and products. A reciprocal borrowing agreement with two local universities and the Inter Library Loan service allow the libraries to obtain additional resources.

A scheduled evaluation of the New Century and PLATO software has been established. Student interactions with the New Century and PLATO software are evaluated each semester through creating reports which reflect students' activity and progress in reading and/or math. Adequate licenses are purchased to provide access for an average sized class.

The LRU continues to maintain current services, keep up with technology as it becomes available and affordable, and acquire it for use in providing support and resources to faculty, students, and staff.

Standard II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The institution uses a variety of methods to evaluate its Library and other learning support services. As part of an effective, college-wide assessment process, the Library and Learning Resources Unit evaluate their goals and services on a regular basis using a variety of methods such as Service Area Outcomes, program review, faculty and student surveys, and user data analyses. SAOs are developed and assessed for each major department of the unit.

[Service Area Outcomes align with program assessments](#) and Institutional Learning Outcomes. SAOs were mapped to larger institutional outcome areas that aligned with the unit's goals. One example is that the LRU identified closely with the ILO of informational competency in that the LRU provides services and instruction dealing with information retrieval for research needs and lifelong learning.

The program review of the unit is currently underway and will be completed in 2014. These evaluative processes are the foundation for the unit's plan including the goals and objectives for each department in [Plan Builder](#). The Plan Builder objectives are written statements that accommodate an evaluative semi-annual update created online.

The service area outcomes used by the Library and the LRC provide a mechanism for assessing the services of the department. An annual Student Satisfaction Survey distributed to students, staff, and faculty provides data about use and satisfaction levels on issues like ambiance, safety, equipment, and service. In order to validate that they can extract the information needed for their assessment, all LRU Program SAO teams contribute to developing the survey. The comments and results, as compiled by Institutional Research, are circulated to all unit members and discussed in detail by the individual

SAO teams and the unit council. A recent change resulting from the survey was the increase of staff presence in study areas identified in the survey comments as having noise issues.

Some of the Service Area Outcomes assessments are achieved through specialized sampling, such as pre-tests and post-tests used for some bibliographic instruction classes and short quizzes attached to how-to-use-specialized-resources videos on the [webpage](#). The information gleaned is used to develop new approaches for class presentations.

Biannually, the Library staff completes the California Community College Chancellor's Data Survey (Standard IIC2 - 1 - Cal CC Chancellor's Data Survey - on portal) and the National Center for Education Statistics survey (Standard IIC2 - 2 - National Center for Education Statistics Survey - on portal) of all libraries of degree-granting colleges and universities. These reports provide statistical information on the current operations of the Library. This data is used to frame budget requests for services and staff. The Hart-Holifield Library also participates in state, federal, and other surveys. These surveys are generally used for comparison to peer institutions.

The College web master provides Google analytics statistics that are used to show the traffic to the Library webpage. The Library staff compiles statistics reports to reflect use of individual online databases and circulation use (Standard IIC2 - 3- Library Circulation Use - on portal). The staff also compiles annually an age-of-the-book collection report (Standard IIC2 - 4 - ECC Library Collection Age - on portal). The data are used to determine continuation or discontinuance of specific titles or databases. These identified issues are used to formulate program changes and service enhancements. Recently, the technology section of the collection was selected for weeding and title replacement based on the age-of-the-collection report.

Faculty are actively involved validating relevancy and currency of materials in their area. The Library staff share the age-of-the-collection information with faculty members about areas designated for in-depth weeding. The budget influences the volume of materials that can be replaced. Faculty members are a vital part of the book selection protocol through the division liaison librarians and the monthly circulation of book reviews in their subject area. Student requests for additions to the book collection are received at the reference desk. The librarians log requests for specific titles that the Library does not own. Three or more requests trigger an evaluation of the title for purchase.

Evaluations of the bibliographic instruction classes are completed by selected class sections to provide some baseline information on the instruction process. The instructional librarians have successfully used response tools such as clickers to help generate immediate evaluation and feedback during the bibliographic presentation.

The satisfaction survey results (Standard IIC2 - 5 - [Librarians Meeting 2-22-13 - on portal](#)) are also shared with the Library Advisory Committee, which includes faculty, staff, and students. The committee meets at least once a semester to discuss issues and make recommendations such as plans for activities showcasing the Bridging Cultures Muslim Journey grant.

At the Compton Center, all learning support services, including the Library, participate in the Compton Center's planning and review processes. In evaluating and assessing the services provided by the Library, the librarians take into account the Hart-Holifield Library's mission statement, the annual program plan, program review, and SLOs. The Library also surveys its students and faculty to assess use and satisfaction with the facility and services.

In November 2012, ECC Schauerman Library users were surveyed to determine their use of the Library, as well as their opinions of the Library facilities. Surveys were available at the circulation desk, distributed to Library patrons studying in the Library, and handed out in orientation sessions. Library users completed and returned 108 surveys. The survey provided information on Library usage, computer access, and satisfaction with facilities, purpose and duration of visits, and needs assessment. (Standard IIC2 - 6 - ECC and Compton Center Library Survey - on portal). According to the Library SAO, students will demonstrate knowledge of the various services available that the Library offers. The results of the survey do indicate that students are using the Library and are generally satisfied with the level of services provided.

The Compton Center's Learning Resources Center conducts a semester by semester faculty and student survey; some of the items measured relate to tutoring services, quality of tutors, accessibility to services, fostering independent learning and areas in which the LRC can improve. These surveys are instrumental to measuring Student Learning Outcomes and for addressing the concerns and needs of the Compton Center faculty and student population.

Self Evaluation

The College meets the standard. The ECC Schauerman Library and Learning Resources Unit have provided evidence that it evaluates all Library and support services regularly. Evaluation is done through Service Area Outcomes assessment and review, LRU program review, and user-data analyses. The results are used by Library faculty and staff to improve services. Regularly produced statistical reports, including hourly circulation activities, online database usage, and Google analytics, validate the services' effectiveness. These reports are also closely reviewed to identify areas that need improvement and consequently provide a springboard for further planning.

References:

Standard III: Resources

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized on if equivalence has been established.

Descriptive Summary

Under the auspice of the Human Resource department the college hiring process ensures that applicants and new hires meet the required qualifications and are capable of meeting the demands of the position in order to successfully support and implement our institutional mission and goals.

[Job descriptions](#) and specifications for all full-time positions are clearly and publicly stated on the website and in the Office of Human Resources. When a vacancy in the classified or administrative area occurs, the area manager and Human Resources review the job description and job duties to ensure the classification meets the needs of the position. Where needed, due to changing technologies and/or job requirements, job descriptions are reviewed, researched and updated accordingly. Human Resources staff drafts job announcements directly from the job descriptions, highlighting key duties and minimum qualifications. Board Policy [7120](#) provides direction in establishing hiring procedures. Per the classified [agreement](#), Human Resources announce and posts classified positions for a minimum of 10 working days. Classified screening committees are comprised of at least one member

appointed by the El Camino Classified Employees (ECCE) and an Equal Employment Representative.

These members undergo training to ensure that hiring procedures are consistently and fairly applied. For classified openings, the Human Resources department announces the vacancy in local publications and online postings unless a broader circulation is requested.

Respective vice presidents are responsible for overseeing the recruitment process for administrators in his or her area. The screening committee is comprised of administrators, faculty and classified staff. Management positions are announced for a minimum of 40 working days to draw the widest potential pool of qualified candidates.

The College has a well-defined process for the selection of faculty and, just as for administrators, faculty positions are announced for a minimum of 40 working days. ECC faculty position descriptions are included in Appendix A of the [Faculty Agreement](#) with the district. These descriptions designate that faculty members must hold the appropriate credentials to render service in a given area and focus on student learning. The local minimum qualifications for faculty come from the disciplines list approved by the Board of Governors through collaboration with discipline faculty and the Academic Senate. In 1990, the Academic Senate and Board of Trustees adopted a set of local minimum qualifications derived from the state disciplines list. Defined hiring procedures mutually agreed upon by the Academic Senate and the Board of Trustees exist for the hiring of full-time tenure-track, full-time temporary, and part-time faculty and include a teaching demonstration for all candidates ([See Appendix M-1](#)). The hiring process involves a two-tiered process where the screening committee, comprised primarily of discipline faculty, ensures discipline expertise and the ability to contribute to the department, an Equal Employment Representative, and the final selection committee, comprised of the administration and discipline representation, examines potential to contribute to the college. The Center's process mirrors the College's with the exception that the Special Trustee assumes the powers of the Board of Trustees and The Personnel Commission. All personnel activities require the final approval of the Special Trustee. The final decision to create new positions and to hire new full time employees is made by senior management which includes: El Camino College Superintendent/President, Vice Presidents, the CCCD Special Trustee, and CEO. If action is approved, CCCD hiring procedures commence.

Faculty and Administrator qualifications go through a dual review to ensure they are met. As part of the application process, candidates are required to submit copies of pertinent transcripts and HR reviews the degrees earned by candidates prior to applications being forwarded to screening committees. Candidates with foreign degrees are asked to provide equivalency transcripts from established companies such as the International Education Research Foundation. After the final screening committee selects the candidate Human Resources then reviews the individual's qualification prior to board approval. For those

candidates who do not have the minimum qualifications, as stated on the job announcement, but who feel they have equivalent qualifications, the college has an established policy and procedure for determining. The second and final review is conducted by the Vice President of Academic Affairs, Vice President of Human Resources and the President of the Academic Senate review all equivalencies prior to Board approval to ensure that necessary background and documentation is present to document the equivalency.

El Camino College has well-established policies and procedures to ensure that well-qualified personnel are selected to meet the needs of the college ([Appendix M-1](#) Federation Contract; Job announcements delineate the job requirements, so applicants are fully cognizant of them. Official transcripts verify candidates meet minimum qualifications prior to hiring. Teaching demonstrations allow faculty members to evaluate effective teaching of the candidates. Through the Office of Staff and Student Diversity, equal opportunity representatives participate in the hiring process to ensure that the process is equitable, and that the hiring procedures are consistently applied.

Faculty candidates are assessed on overall scholarship and potential to contribute to the college beginning with the initial minimum qualification screening process, followed by the Faculty Hiring and Screening Committee process, including a live teaching demonstration prior to final assessment and selection. ([Appendix M-1](#). To identify faculty expertise in DE/CE instruction, proper certifications from accredited institutions or organizations are verified by Human Resources. A teaching demonstration and presentation of a course shell with syllabus, assignments, and module lectures are evaluated by a committee. To gain expertise teaching online, faculty undergo two training sessions. Deans can also evaluate DE courses by inspecting course websites and online learning platforms. DE office also has a checklist of course requirements that must be met for any online course offerings.

The hiring process yields highly qualified employees. Probationary faculty members are evaluated six times in their first four years ([Article 20](#), Procedures for Faculty Evaluation). High percentages of full time faculty hires earn tenure as a result of this rigorous process.

Self Evaluation.

The college meets this standard. Job descriptions are publicly stated on the Human Resources webpage. Applicants are screened for appropriate credentials and job requirements by screening committees consisting of administrators, classified employees and faculty members.

Standard III.A.1.b. *The institution assures the effectiveness of its human resources by evaluation all personnel systematically and at stated intervals. The institution establishes written criteria for evaluation all personnel, including performance and assigned duties, participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvements. Actions taken following evaluations are formal, timely and documented.*

Descriptive Summary

El Camino College bargaining agreements and board policies ensure that all employees receive an evaluation in a timely manner to assess that they are meeting the performance standards for their assigned duties. [Classified Article 10](#), Page 35). The procedures and timelines are defined in the employees' respective bargaining agreements and/or board policy. The bargaining agreements and the job descriptions state appropriate institutional responsibilities for personnel participation.

Classified staff, police officers and confidential employees receive an annual evaluation. New hires receive at least two evaluations during their one year probationary and then annually thereafter. As part of the recently renegotiated Classified bargaining agreement, classified employee evaluations are now due by the end of the employees' anniversary month.

The Office of the Vice President of Academic Affairs maintains the records for all full-time and part-time faculty members that are evaluated each semester. The lists of faculty up for evaluations are sent over by the academic divisions every semester and each division is responsible for also maintaining their own records of faculty due dates and evaluations.

Following recent negotiations, the 2012 to 2014 faculty agreement also contains a change to include the evaluation of Student Learning Outcomes (SLOs) in the faculty's self-evaluation form ([Appendix J](#), ECC Federation of Teachers Bargaining Agreement). In addition, tenure track probationary faculty evaluations were changed to now occur during the first, second, third, fifth and seventh semesters (Article 20, Section 1). For Faculty Members first hired in the Spring semester, this evaluation schedule will commence in the Fall of that same year. Included in the evaluation process are the self-evaluation, peer evaluation and student evaluation which are then followed up by a conference with the evaluation panel comprised of the Dean and the peer evaluators for review.

Regular tenured instructors are evaluated every three years utilizing the same evaluation components and process (self-evaluation, peer and student evaluations and conference) as probationary tenure track faculty.

This same process is also used by the college to evaluate part-time faculty. They are evaluated their first semester and at least once during the next three semesters from their hire date. Thereafter, they are evaluated at least once every three years, or on an as-needed basis, as long as there is no break in service exceeding one year.

Evaluation of administrators and supervisors are done once a year for new hires for the first two years of service. After the initial evaluation they are done once every three years or on an as-needed basis. The evaluation process also includes a self-evaluation, peer/faculty/staff surveys, immediate supervisor's evaluation and a conference. Multiple measures make certain that personnel are effective in performing their duties.

All personnel evaluations provide the opportunity for improvement of overall job performance. Specific areas for improvement can be noted in an evaluation. An overall evaluation noting that improvement is needed results in the establishment of an improvement plan. (Article 20, Procedures for Faculty Evaluation and [Appendix J](#), Pages 182-187; [Article 10](#), Performance Evaluation and Appendix I, Classified Employee Performance Evaluation.)

The college continues to take steps towards improving the evaluation process. These include the incorporation of SLO's into the faculty self-evaluation, changing the classified evaluation due date to prior to the end of the anniversary month, providing training workshops at the monthly management forum meetings and online consortium training in conjunction with the legal firm Liebert, Cassidy and Whitmore.

Self Evaluation

The college meets the standard. Human Resources Department sends frequent alerts to managers and supervisors of classified personnel to remind them that evaluations must occur within 60 days of the notice. A list of overdue performance evaluations is also provided to the Superintendent/President and the three vice presidents every month. The College has strong completion rates for our faculty evaluations, but have seen a significant decline in the timely completion of Classified evaluations over the last 1-1/2 to 2 years. The College strives for timely completions by instituting the change from 30 day prior reminder notifications to 60-days to provide earlier visibility for management planning and tracking. As a result over the last few months we have started to see a slight increase in the completion rates which if continue should help us to exceed our prior 2008 timely completion rate of 82%. The Vice President of Human Resources monitors administrative and supervisory evaluations.

Standard III.A.1.c. *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Descriptive Summary

The roles of faculty, tutors, and others in producing student learning outcomes (SLOs) are significant and on-going. Faculty and tutors take direction about SLOs from SLO Facilitators and the SLO Coordinator. Under the guidance of the Student Learning Outcomes (SLOs), coordinators and departments develop student learning outcomes and assessment instruments for courses and programs. Full-time faculty have the primary responsibility of developing course and program SLOs and assessment rubrics. Part-Time faculty may also be included for subject matter expertise and assessment. Faculty are also required to include approved SLOs in their course syllabi and participate in the assessment of course and program SLOs during the designated assessment timeline.

The faculty agreement contains a section including the evaluation of Student Learning Outcomes (SLOs) in the faculty's self-evaluation form ([Appendix J](#), ECC Federation of Teachers Bargaining Agreement). As part of the faculty evaluation, students and evaluators examine a variety of areas that are geared toward improving instruction. These include evaluating the capability of faculty to relate to students; involving student participation through discussions; organizing classroom presentations and activities that promote student understanding of material; and creating an atmosphere for teacher-student interaction.

The current faculty self-evaluation report also includes a requirement to identify objectives for the continued improvement of instruction and Student Learning Outcomes (SLO's). As part of the evaluation process, evaluators examine a faculty members' adherence to the course outline and course objectives.

As a result of continuous SLO assessment and regular evaluation, faculty makes necessary changes in their teaching methodologies to improve student learning. Under the current bargaining agreement, all faculty members, as part of their evaluation, are to include a self-evaluation (Article 10.2). Evidence of changes in teaching methodologies can be found in the self assessment portion of the faculty evaluation. In an effort to evaluate effectiveness in producing SLOs, SLO Facilitator and Coordinator positions have been created to organize SLOs assessed and those to be assessed in upcoming semesters. Facilitators meet with faculty to distribute assessment materials and collect completed assessments, who then in turn report to the campus Coordinator who then reports and collaborates with El Camino College. This method has been shown to yield meaningful and useful results, with nearly 100% SLO compliance. In

addition, DE/CE courses are assessed with the same rigor as face-to-face instructional formats. However, DE/CE courses still need to be addressed in terms of recently updated ADA compliance.

In accordance with their faculty contracts and evaluations, Compton faculty members make significant use of the SLO assessment results to improve SLOs. Faculty members maintain accurate grade and attendance sheets, design classroom lectures and discussions, create day-to-day assignments and activities, as well as collect anecdotal evidence of student improvements all targeted around SLO improvement. Faculty department meetings often include time to discuss best practices to further improve SLOs. Through faculty and professional development, flex day meetings also include breakout sessions about improving or incorporating different teaching skills. Compton faculty members also work closely with El Camino faculty members during division meetings to review SLO data. Professional development is highly supportive of faculty in the development of new technologies and theories regarding SLO assessment and improvement through a series of monthly workshops as well as a [FIPP program](#) that are both geared towards both face-to-face and [DE/CE](#) instructional models. Compton faculty members are encouraged, through the Professional Development Committee, to attend workshops and conferences. The committee provides a funding stipend on a first-come, first-serve basis to faculty members who attend and present at conferences.

Self Evaluation

As part of the self-evaluation process, faculty members identify what they are going to do to improve instruction over a three-year period. In the self-evaluation, faculty members analyze the extent to which objectives for the improvement of instruction from the last report were met. Recent negotiations with faculty have resulted in the incorporation of SLO's into the faculty evaluation process. Effective Fall 2008, as part of the self-evaluation, faculty will be asked to identify objectives for improving student learning and to discuss how they were successful.

From Compton:

The college meets this standard. Completed SLO assessments are at an all-time high, with ample data available for faculty members to utilize when developing course syllabi, assignments, and future assessments in face-to-face courses.

Standard III.A.1.d. *The institution upholds a written code of professional ethics for all of its personnel.*

Descriptive Summary

The vision statement and statement of values support the mission of the College. According to the vision statement, “the employees will work together to create an environment that emphasizes people, respect, integrity, diversity and excellence.” The College’s five core values reflect the ethics of the institution.

People -We strive to balance the needs of our students, employees and community.

Respect -We work in a spirit of cooperation and collaboration.

Integrity -We act ethically and honestly toward our students, colleagues and community.

Diversity -We recognize and appreciate our similarities and differences.

Excellence -We aspire to deliver quality and excellence in all we do.

Currently, BP2715 “[Code of Ethics and Standards of Practice](#)” (updated November 13, 2012) is in place and observed by the Compton Board of Trustees. All deliberations and activities observe the following tenets:

- Acting as a Whole
- Managing Conflicts of Interest
- Monitoring Board Compensation and Expenses
- Handling Special Interest Groups
- Using Appropriate Channels
- Maintaining Appropriate Conduct at Board Meetings
- Maintaining Confidentiality of Closed Sessions
- Exercising Authority as Trustees
- Handling of Administrative Matters
- Giving Priority to the District and its Strategic Partner

The Academic Senate has adopted the [American Association of University Professor’s](#) code of professional ethics. In [Appendix A](#) of the faculty agreement (p.136), the position descriptions identify a faculty member’s responsibility to “maintain high standards of professional conduct and ethics appropriate to the Instructor’s professional position” and “to respect the academic freedom of students to express their opinions on controversial matters.”

Self Evaluation (2008 Response)

The college meets this standard. At this time, the college does not have a comprehensive code of ethics for all employees. The Superintendent/ President formed a committee chaired

by the Vice President of Human Resources to draft a policy that can be brought forward to the constituent groups of College Council. Statements do exist in a number of areas that address how employees should relate with each other, students, and the community.

Planning Agenda

Standard III.A.2. The Institution maintains a sufficient number of qualified faculty with full-time and responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.

Descriptive Summary

The college continues to maintain an adequate number of staff. Despite the budget restrictions, there is no longer a hiring freeze and the College has hired several qualified new staff. Since 2008 the college has hired a total of 187 new employees consisting of 57 full-time faculty, 13 full-time non-instructional faculty, 25 administrators, 79 classified employees, 9 police officers and 4 supervisors. Currently (as of end of Fall 2012), the college employs 280 full-time faculty and 460 part-time faculty for the instructional programs and 42 full-time and 33 part-time non-instructional faculty which includes counselors, librarians, health center personnel and faculty coordinators to provide key support services for students. To support and oversee the programs and services of the college, there are 56 administrators, 21 supervisors, 371 classified and confidential employees and 18 police officers

The current College Staffing plan is included in the 2012-2017 [Comprehensive Master Plan](#). The plan addresses various staffing issues the college will be faced with in the next five to ten years. The topics range from aging work force, organizational structure, staff development and staffing management issues. There are planning agenda items which included assessing potential retirement dates for the aging work force, recruiting and training new EEO representatives for upcoming recruitments and ongoing assessments of the training needs of the college by supporting the Staff Development office.

The institution continues to use established faculty hiring procedures and fill all open full-time faculty vacancies in the fall semester. The office of the Vice President of Academic Affairs meets with the division deans to review the faculty identification form they fill out in order to determine if the position meets the key factors which include growth potential, productivity and program review. Division deans and faculty form a committee that meets to review and prioritize the list which is then sent forward to the Superintendent/President as a recommendation of positions to hire. Cabinet meets to establish a number of faculty positions that will be filled for the upcoming year as part of the planning and budgeting activities. The College strives towards achieving the goal that 75% of all instruction be taught by full-time faculty and to continue to meet the state set faculty obligation number.

As part of their program reviews, programs have identified staffing needs based on current and changing class demand and this information is incorporated into Plan Builder. Requests for new positions or filling vacant positions are prioritized at the program, unit and area levels for inclusion in the budget. Program managers submit justifications to fill either a vacant or new position to Cabinet for approval. After approval is obtained, the hiring manager completes a staffing requisition along with the “Justification for filling Established, Non-Faculty Vacant Position” form. These forms are reviewed by cabinet to determine if the position will be approved to be filled. The forms delineate the needs of the vacancy and alternatives are discussed if the position is not to be filled. If approved, the Human Resources department begins the recruitment procedures to fill the vacancy. This process is also used for new positions.

Through the use of the above staffing planning and review process, the college is able to proactively project, plan, and recruit accordingly to ensure a sufficient number of qualified staff are in place to support the programs and service requirements of the college and its student population.

Self Evaluation

The college meets this standard. Systems such as the Comprehensive Master Plan, Plan Builder, and other review processes allow the institution to maintain a sufficient number of faculty to meet institutional missions and purposes.

Standard III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Descriptive Summary

The college continues to review and update its board policies under the model recommended by the Community College League of California (CCLC). The Vice President of Human Resources is responsible for creating a draft for all personnel policies which are reviewed by College Council prior to board approval. As the policies are updated, related procedures are also developed to assist in the administration of the policy. All policies related to personnel are reviewed by administrators and College Council prior to board approval. Once approved, new and/or updated policies are posted on the College [website](#). The Vice President of Human Resources and the Director of [Staff and Student Diversity](#) are responsible for ensuring that all policies and procedures are equitably and consistently administered.

Self Evaluation

The college meets this standard.

The Superintendent/President’s office serves as a repository for all board policies.

Human Resources has updated and revised more than 90% of all personnel management board policies and administrative regulations. The Dean of Human Resources is responsible for ensuring that all policies and procedures are equitable and consistently administered. The Center takes continuous measures that model the Community College League of California at regularly-scheduled intervals. The Center has been working to update the Employee's Policies and Procedures Handbook to align with current BPs, ARs, and CBAs. To ensure that these measures are being met, update dates are made available on the Handbook cover.

Self Evaluation

The college meets this standard. As evidenced in the November 2012 FCMAT Comprehensive Assessment, the Center earned a score of eight, or "Fully – Substantially" implemented. Current measures are being taken to improve the recommendations of the Recovery Plan, including that management staff and other key personnel are informed of policy changes, procedures, and practices to ensure compliance. In addition, policy manuals and employee handbooks are routinely revised to reflect any recent changes in policy, regulation, or CBA rule. Staff and employees are then made aware of these changes via email, mail, and/or announcements at meetings.

Planning Agenda

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Written policies and procedures have been established in El Camino College to ensure fair hiring practices. All bargaining agreements have written guidelines pertaining to hiring and participation of all faculty and staff vacancies being filled. Since the 2008 self-study the following policies remain in place to address the following:

- 7100 – Commitment to Diversity
- 7120 – Recruitment and Selection

7310 – Nepotism

4119 – Equivalency of Minimum Qualifications

3410 – Non-Discrimination

3420 – Affirmative Action

All policies are available for viewing on the board policies [website](#).

All hiring managers are provided with a check off sheet developed to help them follow the hiring procedures to ensure fair and consistent hiring practices. Human Resources staff assists hiring managers throughout the recruitment and selection process to provide clarification and guidance as needed and to ensure all steps are followed properly. All hiring committee members are given a set of written procedures to follow as well as a Statement of Confidentiality to read and acknowledge

Self Evaluation

The college meets this standard. Established board policies and hiring procedures guide and provide for fairness in all employment procedures. The Center has made great strides in this area as well. As stated in the November 2012 FCMAT Comprehensive Report, the Center has “clearly defined and clarifies roles for board and administration relative to recruitment, hiring, evaluation and dismissal of employees.” The HR department is responsible for recruitment, testing, development, approval of appropriate eligibility lists, and testing and selection for promotional positions. The Center earned a fully or substantially sufficient score meaning that these criteria for the standard are met.

Standard III.A.3.b. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Descriptive Summary

All personnel files are maintained and located in the Human Resources Department in a secure and confidential manner. During business hours records are available for trained District Human Resource staff access and maintenance. In accordance with the bargaining agreements, employees are allowed to review their personnel file in the presence of Human Resources staff during normal working hours by filling out and submitting a request. Employee records are confidential and are allowed to be reviewed only by authorized personnel such as Human Resources representatives, the employee, supervisor or director or in compliance with legal requirements, such as subpoenas, DoD Background Investigations or other mandated state or federal requirements.

Self Evaluation

The college meets this standard. The college follows the provisions state and federal law, the bargaining agreements and board policies in relation to personnel records.

Standard III.A.4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Standard III.A.4.a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

The campus appreciates and embraces diversity and has sponsored a series of initiatives to celebrate staff, faculty, and students from various ethnic groups. The Director of Staff and Student Diversity is responsible for coordinating a series of programs and trainings that cover a wide variety of topics such as cross-cultural communication, sexual harassment seminars, diversity training and many others. Programs and training are provided to staff year round. Further, the college offers a series of multicultural conferences across campus with the last one taking place in mid-October (2012) entitled “[Diversity Conference-Strategies for Change](#)” presented by the First Year Experience Program in Partnership with the Faculty Association of California Community Colleges and the Title V Graduation Initiative on campus. Topics included Teaching Latina Students to Advanced, The Student Success Act & How It Will Impact Diversity Among California Community College Campuses, and Changing Campus Climate for LGBTQ Students and Staff, Cultural Competencies in CTE Programs, and Responding to the Needs of Our Returning Veterans. Over eighty-five El Camino College employees attended the conference on September 28th, 2012 and faculty rated the conference as having been beneficial to their teaching and learning. In addition to providing programs that promote diversity, El Camino College faculty have also been recognized for their contributions to diversity. Most recently, El Camino College’s Project Success program coordinator, Elaine Moore, was named the recipient of the [John W. Rice Diversity Award](#) by the California Community Colleges Board of Governors for her outstanding contributions to diversity on campus. [The John W. Rice Diversity Award was established in 2001 and selects either a staff member, program, or college each year that has made significant contributions towards faculty, staff diversity, or student equity issues. Both Elaine Moore and Dr. Regina Smith, Dean of Counseling, traveled to Sacramento to accept the award.](#)

The college continues to host a series of events to promote tolerance, respect, and education of diverse groups on campus. Barbara Jaffe, an English faculty member on campus received a fellowship with the University of Southern California (USC) Jewish [Shoah Foundation](#) last year to examine Victor Frankl’s novel, [Man’s Search for Meaning](#). Barbara reviewed hundreds of Holocaust survivor video testimonies to see how the choices and decisions we make on a daily basis can have long lasting effects. Barbara offered a training opportunity to staff, faculty, and students on campus through flex development days and through brown bags. Over thirty faculty participated in the program and it was rated as a training that should be repeated on campus. The Office of Staff Development continually organizes programs that center around the topics of diversity and most recently worked in conjunction with the

Black History Committee to develop a series of events that included: films, presentations, keynote presentations on the “Legacy of Dr. Martin Luther King.” El Camino College professor, Dr. Maria Brown, hosted an art exhibit entitled “[50 Years: The Dream Continues](#)” in the Schauerman library in mid-February to commemorate the legacy of Dr. Martin Luther King. Further, several El Camino College staff and faculty participated on a panel to reflect on the speech “[I Have a Dream](#)” and to talk about what Martin Luther King’s dream speech means today. Over forty five faculty attended the panel and close to a hundred faculty and off campus visitors attended the art exhibit on the opening day. El Camino College also had the pleasure of welcoming lecturer and revered [Cecil Murray](#) to campus on February 21, 2013 to talk about the legacy of Dr. Martin Luther King. Over two hundred faculty, students, and community members attended the event in the campus theatre.

The college conducts climate surveys every two to three years. In the most recent survey conducted in Spring of 2013, 83.1% of the faculty and staff felt the college climate is respectful of religious, ethnic and other differences. Students expressed a similar sentiment with over that the college is equally supportive of women, men, and all racial/ethnic groups.

Self Evaluation

The college meets this standard. Programs coordinated by the Office of Staff and Student Diversity and workshops conducted by individual faculty and sponsored by the Staff Development Office foster an appreciation of diversity. Staff surveys indicate that College cares about equity and diversity issues and that employees feel that they work in a respectful climate. The college is fully compliant with the legal posting requirements of Title IX and observes [Board Policy 7100](#), Commitment to Diversity.

Standard III.A.4.b. *The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Descriptive Summary

The El Camino College District continues its commitment to support non-discrimination and provide equal opportunity to all throughout all stages of the hiring process. The District actively advertises and promotes its commitment to equal employment opportunity for all. Each hiring committee is represented by a diverse group of members including an Equal Employment Opportunity Representative to ensure that all qualified applicants selected for interview are treated fairly and that consistency is maintained throughout the process. The College tracks and analyzes its employment record by issuing voluntary and confidential surveys to all job applicants. The surveys allow the District to gather statistical data based on ethnicity, age, sex, veteran status, and the source from which they learned about the position.

The collected data is monitored by Human Resources and the Director of Student and Staff Diversity through all three stages of the recruitment process: the initial applicant pool, applicants meeting the minimum qualifications for the position, and candidates selected for interview. The survey summaries are also reviewed by the Superintendent/President for each full-time faculty and management position. The data is also used to assist in tracking and defining where advertising funds are being put to best use in obtaining qualified candidates for a position.

The chart below notes the demographics of the College.

	2006		2012		% Change	
	Racial/Ethnic Minority	% Female	Racial/Ethnic Minority	% Female	Racial/Ethnic Minority	% Female
Educational Administrators	40.00%	45.00%	62.96%	66.67%	22.96%	21.67%
Full-Time Faculty	24.93%	52.50%	31.88%	55.94%	6.95%	3.44%
Part-Time Faculty	35.18%	50.00%	42.80%	54.56%	7.62%	4.56%
Classified Managers	47.37%	36.80%	35.71%	53.57%	-11.66%	16.77%
Classified Professionals	60.00%	81.80%	73.77%	81.97%	13.77%	0.17%
Classified Support	59.02%	56.90%	67.05%	56.25%	8.03%	-0.65%

Note: This Chart was created from prior 2006 data available and by compiling a report of all current employees by Racial/Ethnic Identification Codes for 2012. See soft copy of employee data and gender, ethnic analysis and chart above.

Self Evaluation

The college meets this standard. El Camino College is an equal Human Resources is responsible for reviewing applications for completion and conducting a preliminary review of each applicant's possession of the applicable minimum qualifications as identified by the selection committee and job description. In addition, the process for recruitment requires the selection of a diverse search committee, which includes one nonvoting EEO representative to ensure a fair process. opportunity employer and has strived to maintain ethnic diversity in all of its hiring practices. Significant increases in both ethnic and gender diversity demographics continue to spread across all levels of the employee population.

Standard III.A.4.c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff, and students.*

The district has established a series of policies on non-discrimination. The college's goal is to provide an educational and work environment free of sexual harassment and discrimination.

They include:

[Board Policy 1200](#) – ECC Mission, Philosophy, Values and Guiding Principles,

[Board Policy 3410](#) -- Non-Discrimination

[Board Policy 3420](#) – Affirmative Action

[Board Policy 3430](#) -- Prohibition of Sexual and Other Forms of Harassment

[Board Policy 5200](#) – Student Equity

[Board Policy 5506](#) -- ECC Student Rights and Responsibilities

[Board Policy 7100](#) – Commitment to Diversity

[Board Policy 1600](#) -- Full Inclusion of People with Disabilities

[Administrative Procedure 3410](#) -- Non-Discrimination

The college provides the information to employees and students in a variety of venues. Human Resources provide all new employees with booklets outlining the district's policies. The policies are also published on the college's web site and in the college catalog and class schedule.

Self Evaluation

The college meets this requirement and complies with Title IX requirements to post complaint procedures so that they are available to employees and students. The procedure is easy to read and offers a clear, concise explanation of the process and rights available to employees and students.

Standard III.A.5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

Standard III.A.5.a. *The institution plans professional development activities to meet the needs of its personnel.*

Descriptive Summary

The Professional Development Program at El Camino College (ECC) is a comprehensive program designed for all employees, faculty, management and staff at the El Camino Campus and Compton Center. ECC participates in the Flexible Calendar Program and faculties are required to report 24 hours of professional development in lieu of instruction each academic year. Annually the Professional Development program oversees between 350 and 400 activities such as fall and spring Flex days, department brown bags, technology training classes, and various professional development programs offered throughout the year. The Professional Development Committee is made up of representatives from different departments and includes both faculty and staff members. The committee encourages professional development at both campuses and offers faculty and staff monetary reimbursement for attending and presenting at conferences. Both campuses participate in programs such as FIPP training and TEAMS collaborations. Additionally, Human Resources meet once a month to discuss opportunities to improve and address topics of interest and concern to employees.

Beginning in 2009, [Classified Professional Development Day](#) was expanded to include an entire week. There are a variety of workshops and team building exercises for classified staff throughout the week. Other professional development opportunities for staff are offered throughout the year through Staff Development, the office of Safety and Health, the Classified Professional Development Funds and the Tuition Reimbursement Program. Professional Development is in the process of designing an online orientation program for staff to be implemented in January 2014. Professional development for managers is achieved through attendance at conferences and training offered by various job specific organizations. Management Forums are held monthly and address current topics of interest to managers and supervisors. During the 2010 year, online training from Rapid Learning was offered for managers and supervisors. In the fall of 2011, Conversations with Colleagues developed as an extension of the Rapid Learning Online training. A group of 12-15 managers and supervisors met twice a month to discuss various topics and in the spring of 2012 read and discussed a book titled “Strength Based Leadership.” This spring the group is meeting once a month to read and discuss “Confessions of a Community College Administrator.”

Self Evaluation

The college meets this standard. Periodic comprehensive needs assessments are conducted; however, the more usable standard for planning programs arises from institutional needs and the evaluations that are conducted following the various programs. The Professional

Development Coordinator works with both the Classified Professional Development Committee and the Faculty Development Committee to assess the needs for faculty in the classroom and staff for job performance.

Standard III.A.5.b. *With the assistance of participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Descriptive Summary

The institution offers a variety of professional development programs for faculty, staff, administrators, and police officers. The professional development programs originate from periodic needs assessments conducted by the Professional Development Office and professional development committees. Various surveys conducted through Institutional Research and Planning such as the Climate Survey and Technology Survey provide information for programs and training needs. A comprehensive needs assessment for staff is scheduled for the spring/summer 2013. Professional Growth funds are contractually available to classified staff and police bargaining unit members for professional development opportunities. These funds are used for off-campus workshops and training and are administered on a first-come, first-served basis. The majority of professional development for faculty is offered during the fall and spring Flex days. Departments continue to offer “Brown Bags” on an ongoing basis that provide training opportunities focused on the particular teaching and learning needs of the departments. Emphasis over the past two years has been on SLO assessments and CurricuNet training

Several faculty members in Math and English have been involved in professional development programs through the Title V Grant. In English “Learning Teams” are trained each semester to identify specific concepts that students are having difficulty learning and work together to create new lesson plans for presenting the information. A continuous improvement cycle is used to validate the learning. The [New Faculty Learning Academy](#) continues to be held during the fall semester. The faculty meet four times a semester for two hours. The focus of the Academy is to assist new faculty with the administrative functions of their job and assimilation into the ECC culture. One of the meetings focuses on student learning and classroom issues. An online [Orientation](#) is currently being developed for new full-time and part-time faculty. It will be implemented in Fall 2013.

Professional Development opportunities are advertised throughout the year through campus email to the various listservs and on the Professional Development Webpage. In the spring of 2012, Professional Development implemented new software –FLEX Reporter. Along with an online registration feature, the program tracks professional development attendance for all employees. Enhancements to the software will include a name change to Professional Development Reporter to make it more inclusive and part-time faculty and staff now have a record of their professional development.

Areas of institutional focus over the past three years has been on program review, SLO’s and assessment for all areas and planning. Technology continues to be a driver for all employees.

Many of the administrative functions for faculty have been automated and much of the technology training has focused on using various technologies to enhance student learning, such as Grade Reporter, Etudes (distance education course management system), Team-sites (using the Portal), Teaching Online instruction, Turnitin, Read/Write/Gold.

New versions of Office require training for staff and managers who continue to be the primary users of these programs. In an effort to keep webpages for departments up to date with current information for students, many staff members use OU Campus, a software for managing web content. A similar software, OU Educate, is used by faculty wishing to have a web presence. Besides the many technology classes conducted, the [Professional Development](#) website offers a variety of tutorials and videos to assist faculty and staff in utilizing these technologies.

Following the majority of professional development programs offered through the Professional Development Office a feedback evaluation is solicited from attendees. The participants' evaluations ensure that their learning needs were met. The evaluation information is shared with the presenters. Beginning in the spring of 2013, Professional development is going to electronic evaluations using Survey Monkey. Once the attendance at a program is reconciled, attendees will be sent an email with a link to the evaluation survey. After the workshop, attendees are sent an email and asked to rate the value of the activity and if the materials learned will assist them in the classroom (faculty) or on the job (staff). This will save many hours of manual data entry.

In the spring of 2011 a Professional Development Evaluation and Needs Assessment survey was distributed to faculty at El Camino Campus and Compton Center. The results were used to assist in planning of programs for faculty. In the spring of 2012 a Program Review Survey was distributed to all employees at both locations – El Camino Campus and Compton Center. Results were used to improve programs and services. For instance, in 2011-2012, 96% of workshop attendees ranked the value of the activity a four or five (on a scale of 1-5) and 84% of attendees ranked the activity a four or five for usefulness to their job.

Year	Attendance (duplicate count)	Value of Activity (1-5, high) Percentage for 4 & 5 rank	Useful for Job (Yes/No) Percentage for 4 & 5 rank
2007-08	1962	94%	96%
2008-09	1987	98%	90%
2009-10	1901	96%	89%
2010-11	2244	97%	90%
2011-12	1636	96%	84%

Additional attendees are asked how the program might be improved and suggestions for future programs. This information used to more effectively plan future programs.

Between 2010 and 2012, 24-28 faculty members were trained each year in the use ETUDES. Until July 2012, ETUDES training was only available to faculty who were planning to teach online. Since July 2012, workshops on how to use ETUDES in the traditional instruction classroom are being offered. It is expect to see a 25% increase in faculty use of ETUDES.

Self- Evaluation

The College meets the standard. Professional development programs are systematically evaluated and the results become the basis of improvement. The Professional Development Office and the Professional Development Committee seek accurate and thoughtful feedback from program attendees. Websites such as Survey Monkey offer an opportunity for Professional Development to solicit information to improve.

Standard III.A.6 Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Human resource planning is a collaborative effort across various levels throughout the college. The college continually evaluates the policies, needs, and effectiveness of its human resources. Management is responsible for evaluating their current staffing levels, future demands and the changing needs of programs using information from program reviews and the faculty prioritization process which are tied to the college's goals.

The College's staffing plan is incorporated into the Education Master Plan. Each Vice President meets with his or her staff to identify the critical staffing needs of the area. As vacancies occur or new positions are requested, managers submit a justification form which is reviewed by the Planning & Budgeting Committee and the vice presidents prior to making a recommendation to the Superintendent/President.

Each fall, the Vice President of Academic Affairs and the President of the Academic Senate convene the faculty prioritization committee. Deans, in conjunction with faculty in the discipline, prepare an analysis of the need for a new faculty member. The committee examines the impact on program integrity, growth, and staffing availability before making a recommendation to the Superintendent/President.

Self Evaluation

The college meets this standard. The college is constantly reviewing its human resources planning to ensure effective use of personnel to improve services.

References:

Section 1a

1. Job descriptions:
http://www.elcamino.edu/administration/hr/employment/job_des_list.asp
2. 7120:
<http://www.elcamino.edu/administration/board/boarddocs/7120%20Recruitment%20and%20Selection.pdf>
3. Agreement:
<http://www.elcamino.edu/administration/board/boarddocs/7120%20Recruitment%20and%20Selection.pdf>
4. Faculty Agreement:
<http://www.elcamino.edu/administration/board/boarddocs/7120%20Recruitment%20and%20Selection.pdf>
5. Local Minimum Qualifications List
6. Appendix M-1: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>
7. New Minimum Qualifications Form -- Needed for upload
8. Appendix M-1: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>
9. Non Faculty procedures -- Needed for upload
10. Appendix M-1: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>
11. New Minimum Qualifications Form

Section 1b.

1. Federation Article 20: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>
2. Classified Article 10:
<http://www.elcamino.edu/administration/hr/ECCE%20AGREEMENT-2012-2014.pdf>
3. Appendix J: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>
4. Article 10:
<http://www.elcamino.edu/administration/hr/ECCE%20AGREEMENT-2012-2014.pdf>

Section 1c

1. Appendix J: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>
2. FIPP: <http://www.elcamino.edu/administration/staffdev/fipp/index.asp>

3. DE/CE:

<http://www.elcamino.edu/administration/staffdev/documents/2013/TechBlastAugust2013.pdf>

Section 1d

1. Code of Ethics and Standards of Practice:

http://district.compton.edu/board_of_trustees/doc/BP_2715_CodeEthics_StandardsPractice.pdf

2. American Association of University Professors: <http://www.aaup.org/report/statement-professional-ethics>

3. Appendix A: <http://www.elcamino.edu/administration/hr/Federation-Agreement-2012-2015.pdf>;

Section 2

1. Comprehensive Master Plan:

<http://www.elcamino.edu/administration/masterplan/docs/Comprehensive-Master-Plan-2012.pdf>

2. Faculty Identification Form

3. Justification for filling Established, Non-Faculty Vacant Position” form

4. Section 3

1. Website: <http://www.elcamino.edu/administration/board/policies.asp>

2. Staff and Student Diversity:

<http://www.elcamino.edu/administration/president/ssdiversity.asp>

Section 3a

1. Website: <http://www.elcamino.edu/administration/board/policies.asp>

2. Hiring procedures

3. Screening Interviewing Committee

Section 4a

1. Diversity conference: <http://www.faccc.org/New/Events/Diversity/Diversity2012.asp>

2. John W. Rice Diversity Award:

<http://www.elcamino.edu/administration/publicrelations/docs/2010/july/Moore-Rice-Award-07-2010.pdf>

3. Shoah Foundation: http://sfi.usc.edu/OLD_SITE_2013/education/mtw/2011/

4. 50 Years: The Dream Continues: <http://www.elcamino.edu/events/docs/library-reception-2013.pdf>

5. I Have a Dream: <http://www.elcamino.edu/events/docs/I-have-a-dream-2013.pdf>

6. Cecil Murray: <http://www.elcamino.edu/events/docs/Rev-Murray-2013.pdf>

7. Board Policy 7100: <http://www.elcamino.edu/administration/board/policies.asp>

Section 4c

1. Board Policy 1200:

<http://www.elcamino.edu/administration/board/boarddocs/1200%20Vision%20Mission%20Statement.pdf>

2. Board Policy 3410:
<http://www.elcamino.edu/administration/board/boarddocs/3410%20Non-Discrimination.pdf>
3. Board Policy 3420:
<http://www.elcamino.edu/administration/board/boarddocs/3420%20Affirmative%20Action.pdf>
4. Board Policy 3430:
<http://www.elcamino.edu/administration/board/boarddocs/3430%20Prohibition%20of%20Sexual%20and%20Other%20Forms%20of%20Harassment.pdf>
5. Board Policy 5200:
<http://www.elcamino.edu/administration/board/boarddocs/5300%20Student%20Equity.pdf>
6. Board Policy 5506:
<http://www.elcamino.edu/administration/board/boarddocs/5506%20El%20Camino%20College%20Student%20Rights%20and%20Responsibilities.pdf>
7. Board Policy 7100
<http://www.elcamino.edu/administration/board/boarddocs/7100%20Commitment%20to%20Diversity.pdf>
8. Board Policy 1600:
<http://www.elcamino.edu/administration/board/boarddocs/1600%20Full%20Inclusion%20of%20People%20with%20Disabilities.pdf>
9. Administrative Procedure 3410:
<http://www.elcamino.edu/administration/board/boarddocs/3410%20Non-Discrimination.pdf>

Section 5a

1. Program Offerings 2011-2012
2. Classified Professional Development Day:
<http://www.elcamino.edu/administration/staffdev/documents/2013/CPDWSchedule2013.pdf>

Section 5b

1. Curricunet training records
2. Learning Teams Evaluations
3. New Faculty Learning Academy:
<http://www.elcamino.edu/administration/staffdev/documents/NFLA-Intro-Schedule.pdf>
4. Orientation: <http://www.elcamino.edu/administration/staffdev/orientation/>
5. Professional Development:
<http://www.elcamino.edu/administration/staffdev/programs.asp>
6. Flex Program Evaluations
7. Faculty Evaluations for Professional Development
8. SD PR Survey Results
9. Report for Technology FV

Section 6

1. Faculty Identification Form

STANDARD III: RESOURCES

B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Descriptive Summary

The El Camino Community College District (ECCCD) facilities consist of a main campus – El Camino College, an educational center – Compton Educational Center, and various other centers or off-campus sites within the district’s boundaries.

El Camino College is located on 126 acres in an unincorporated section of Los Angeles County; the campus consists of 35 buildings totaling over 1.2 million gross square feet in size, ten parking lots that provide over 5,000 parking spaces, outdoor athletic facilities, horticulture gardens and a green house, a construction technology lab, and vehicular roads and pedestrian walkways.

The Compton Educational Center is located on 88 acres in the City of Compton. Located on the Center are 29 buildings totaling over 261,324 assignable square feet. In addition, there are outdoor athletic facilities, parking, and extensive gardens and green space. The southwestern portion of the campus is leased to the Major League Baseball Urban Youth Academy. The Center is the property of the Compton Community College District.

The ECC Fire Academy is located in Inglewood; this site was the former fire training facility for the City of Inglewood. The college purchased the property in 2000 when it became available due to the City of Inglewood’s discontinuation of its Fire Department. There is one building with a 60 foot fire training tower and one additional building which includes a classroom and two offices. The facility is used by the ECC firefighting program.

In addition to the facilities used at El Camino College, the Nursing, Respiratory Therapy, and Radiological Technology programs contract with a number of area hospitals to use their facilities for on-site practice.

The Business Training Center is located in the City of Hawthorne; this facility provides a base for a number of contract education services.

As stated in the [El Camino Community College District’s 2012-2017 Comprehensive Master Plan](#) (see 112 & 236) the district capacity load ratios (State’s standard for square footage allowed for level of WSCH) are:

2011	ECC	CEC
Lecture	149%	93%
Laboratory	122%	82%

Office	109%	99%
Library	117%	77%
Instructional Media	71%	37%

(The chart above provides percentages of space needed to meet the needs of the educational master plan. The educational master plan identifies estimated growth rates and WSCH for ECC and CEC. This in turn drives the facilities master plans.) These capacity load ratios are used to direct future Facilities Master Plans. The 2020 plan should cover insufficiencies.

The 2012 Comprehensive Master Plan documents the methods used by the college to evaluate how effectively the college meets the needs of its programs and services. Consultants have been hired by the college to assess district facilities to ensure that all buildings meet government standards and Los Angeles County and the State of California fire and safety regulations. [Results from the consultants' studies](#) (See pages 109-115) were used to create the Facilities Plan of the Comprehensive Master Plan.

To ensure the safety of the facilities and the staff, faculty and students on campus, the Safety Office and the College police department strive to maintain a secure working and learning atmosphere. Emergency preparedness training as well as health and safety resources is available to students, staff, and faculty, in addition to a recent enactment of Active Shooter Training at ECC.

The college offers over 50 online courses in the fall and spring terms. Online course offerings are managed in coordination with the academic division deans by the Learning Resources Director. Program improvements to support changes in software and hardware technology are made based upon submitted plans and available funding.

Self Evaluation

The college meets the standard. The College exceeds the state [recommended capacity for classroom and laboratory standards](#) (see page 87). The Compton Center needs to improve its capacity ratios for instructional media and laboratories. The Facilities Master Plan for both ECC and CEC of 2020 should address these issues as it defines that state funds will be used to modernize and add ASF to any areas that do not meet the State building guidelines. The requirement is that at least 65% of the gross square footage within a building should to be dedicated to lecture, laboratory, office and conference, library, or media/audio/television use to be considered efficient. Currently, 50% of the buildings on campus have ASF to GSF ratios that are below the state building requirements for state funding of new construction.

Planning Agenda

1. In coordination with the Compton District, ECC will update the Facilities Master Plan based on the Educational Master Plan to create one comprehensive Master Plan.
2. Improve Media/ATV capacity at the Compton Center.
3. Improve the laboratory capacity at the Compton Center.

a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The [2012 Facilities Master Plans](#) for the College (Facilities Master Plan Update July 2012 - on portal - See pages 2.22-2.23) and [the Center](#) (See page 1.1-3.14) build upon the recommendations of previous master plans and describe how the campus will be improved to meet the educational mission of the college, serve its changing needs, and address its projected enrollment (see [Five-Year Capital Construction Plan](#), pgs. 1-73).

The effectiveness of El Camino College District's facilities planning and construction is assured in a variety of ways: input from campus groups, involvement of the building users in the design process, and review of project plans by operations and maintenance staff.

All major constituency groups are represented on the Facilities Steering Committee, a group that considers facilities projects and provides advice and recommendations to the President. The group is scheduled to meet each quarter and more frequently if needed. The Facilities Master Plan was presented to the group in the spring of 2012. An example of the effectiveness of the group was their ability to discuss and recommended positive changes to the plan, allowing campus community a voice in the decision making process.

The design process for new buildings and building renovations includes the participation of user groups that will occupy and utilize the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about the most efficient way they equip their classrooms and workspace. The group is also provided with information regarding the newest furniture designs and gives their input regarding what will work best in their area.

The design and construction of facilities is managed by the Facilities Planning and Services Division, a unit that also includes the operations and maintenance groups. Departments and divisions input their facilities and equipment needs into their unit and program plans in Plan Builder. Plan Builder includes a mechanism to tag these facilities and equipment requests. As plans progress, they are reviewed by the relevant operations and maintenance groups, and consideration is given to the feedback obtained.

The college has developed a comprehensive set of design standards and material specifications based on current industry standards and design needs. These design standards are used by the architects when building or modifying facilities (Campus Standards Handbook - on portal). Designers are required to follow the standards unless given specific permission to deviate from them. Facilities are maintained at the level of original construction and building code. In the 12 month period of July 2011 through June 2012, the Facilities Planning and Services Division received 6,085 work requests and completed 6,287, representing a 103% completion rate.

The college supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division, which currently has 88 funded positions. Services provided include:

1. Facilities Planning
2. Facilities Construction
3. Custodial Operations
4. Building and System Maintenance
5. Grounds Maintenance
6. Material Receipt and Delivery
7. Physical Asset Management
8. Recycling & Waste Management
9. Utility Management

The college's Capital Construction Plan contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%.

Self Evaluation

The college meets this standard. The institution plans, builds, maintains, and upgrades its physical resources to insure effective utilization and quality necessary to support its programs and services. The key objective in the maintenance of facilities is to keep the facilities as effective as when they were originally constructed. Consistent with budget allocations, building systems and their components are replaced as needed to maintain effective operation.

While a process exists to identify facilities and equipment needs at the division and department level in Plan Builder, this process is not consistently utilized. Further training on the use of Plan Builder will improve the identification of facility's needs.

b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Construction, campus grounds maintenance, and planning are the responsibility of two divisions: Facilities and Planning Services (FPS) at the College and Facilities Planning and Operations (FPO) at the Center. Management of all on and off campus construction, contractor and sub-contractor management, consultation and management, site supervision construction projects are coordinated through FPS and FPO. Prior to major building or renovation projects, the College schedules a pre-job conference to ensure the district's policies and procedures are followed as it relates to job safety.

The recycling of green waste, removal of hazardous waste, and hazardous material abatement removal during renovations is closely monitored.

The college addresses accessibility issues to buildings, classrooms, and student laboratories to meet the Americans with Disabilities Act (ADA) requirements. Communications between the Special Resource Center, FPS, and the Safety and Risk Management departments is addressed to ensure the college meets ADA and DSA's Access Compliance Reference Manual requirements and increase access where needed.

All new construction and renovations projects include discussion and planning for ADA compliance. At the College, all new and renovated buildings are approved by the Division of State Architects (DSA). The College met its previous plan to renovate 32 restrooms in 16 buildings into full ADA compliance. In October of 2013, the Center completed a major [infrastructure project](#) (see page 3.14) funded by the state and Bond Measure CC funds. This will ultimately provide a state-of-the-art instructional facility, which includes replacing many original structures, such as the row buildings, which no longer meet seismic safety standards.

The college is proactive in providing a safe and healthful environment for students, staff, and guests. Additional written safety training materials is provided in staff workshops, manager training, and internet websites videos have been made available for employees and students. Monthly safety meeting topics and materials are located in the Office of Safety and Health.

In August 1997, Administrative Procedure 1003.11 Workplace Security Plan was developed located in the El Camino College Injury and Illness Prevention Program. Due to recent national shooting tragedies, an awareness program has been developed and implemented to provide Active Shooter Awareness Training presented by the ECC Chief of Police. Training of managers, supervisors, faculty, and staff has taken place in 2013. Since 2008, the Active Shooter training has been one of the most recent safety changes implemented. Rosters are available in the Office of Safety and Health.

In recent years, Keenan and Associates has developed Keenan SafeColleges, which is an online training resource for safety training. In 2011, the District experienced a 100% completion rate for the training of managers and supervisors, in the “Supervisor’s Role in Safety” online course. SafeColleges Training Assignment Compliance records are available in the Office of Safety and Health.

The ECC Emergency Preparedness Procedure video is presented to all New Hire Orientations in Human Resources in groups and individually. Additionally, a hard copy Emergency Preparedness Procedure Manual is located in each Division Office for referencing in the event of a building evacuation. Each building has been assigned a captain, who has specialized emergency training and can communicate via walkie-talkies with the Campus Control Center. Up to 25,000 students, staff, and faculty can be evacuated from a building in an emergency situation, such as earthquakes. Since 2008, each October ECC participates in Earthquake Preparedness Day. Every office and classroom is required to participate and practice emergency evacuations.

ECC is required to maintain a professional police department and staff. ECC Police officers are peace officers anywhere in the State of California. (California Penal Code 830.32) The ECC Police Department was established to enforce laws and regulations in and around the college. ECC established a Police Officer Standards Training approved department on May 7, 1981. In May of 2008, an agreement was approved by El Camino Community College Board of Trustees and the Compton Community College District Special Trustee, to merge the Compton Center Police Department with the El Camino Police Department. The [El Camino College Police Department provides an array of safety services](#) (see pages 74-75) at the Compton Center. The department is open seven days a week, 24 hours a day, and 365 days a year. The police department is sanctioned under California Penal Code 830.32 and adheres to the professional standards established by the [California Commission on Peace Officer Standards and Training](#). The police department continues to consist of five related units: Patrol Services, Police Dispatch/Records, Parking Services, Live Scan Fingerprinting, and Cadet Services. Patrol Services continue to provide community-based policing and crime prevention throughout the campuses and surrounding neighborhoods to assure a safe and secure learning and working environment for students and staff. Beyond assisting campus police

officers patrol and enforcing parking, Cadet Services assist in directing guests during events, conferences, regional meetings for traffic control, and monitoring reserved parking areas.

[Officers are required by the state of California](#) to complete a minimum of 24 hours of Continuous Professional Training every three years, and Perishable Skills Training for 16 hours every two years. An additional 8 hour in-house Active Shooter officer training is now mandatory as well. In 2011, the police dispatcher received 10,622 calls and in 2012, calls totaled 11,619. This data can be found in the Campus Police Database.

Over the last year, a Behavioral Assessment Team has been implemented to provide proactive efforts to resolve behavioral issues before a campus crisis develops; a webpage is currently under construction. Additionally, a [Police Advisory](#) and Parking Committee meet on a regular basis to discuss parking concerns and issues.

There are additional plans to improve safety and security by leveraging technology to include proximity reader cards that will unlock buildings and offices. To date, 137 campus cameras have been installed throughout campus. By the year 2020, an additional 220 cameras will be installed once the entire renovation projects are completed.

The ECC PD will continue to institute new technologies as needed to ensure a safe learning and working environment.

Self Evaluation

The college meets this standard. The Safety Office and the College police department work to maintain a safe, secure, and healthful working and learning environment. With the implementation of continued emergency preparedness training, additional health and safety materials accessible to students, staff, and faculty, as well as, the most recent implementation of Active Shooter Training, the college maintains a proactive stance.

With regards to ADA requirements, deliberate planning and implementation of access has been incorporated into the planning and construction of new/renovated buildings. The purchase of Assistive Listening Devices was added to new and future building plans. Furniture selection to accommodate students with physical limitations has improved.

There has been a concerted effort to collaborate with the various departments such as FPS department, ECC PD, Health and Safety, ITS, as well as Academic Affairs, and Student & Community Advancement to ensure ECC is proactive and working collegially to provide an accessible and safe campus. Several recommendations were made by the Special Resource Center (SRC) regarding a possible bi-annual steering committee meeting with Health and Safety, FPS, and ITS to address changing statues and accessibility issues as they arise on campus. An additional suggestion included having an FPS staff person with expertise in ADA facility needs and access.

2. To assure the feasibility and effectiveness of physical resources in supporting- institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis taking utilization and other relevant data into account.

The college uses the process of program review to assess how well its physical resources support programs and services. As each program is reviewed, the facilities and equipment being used are evaluated. Deficiencies then become budget needs and are considered within the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. This process occurs on a 5-year cycle. The information is collected and maintained on a state-wide community college system called [FUSION](#) which was designed for facilities assessment, planning, project management and evaluation. FUSION provides a quick, simple and accurate method for inventorying, estimating and tracking facility deficiencies. This facilities database system incorporates data on space, utilization, square footage, and FTES to prioritize needs and develop funding strategies. Additionally, it provides clear, understandable information that can help justify requests for funding and become the foundation for a capital renewal program. FUSION Data base is security encrypted; password protected and, does not allow access for research or informational purposes.

Self Evaluation

The College meets the standard.

- a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Descriptive Summary

In 2012, the district adopted a Revised Facilities Master Plan that contained specific goals that support the institutional goals. The purpose of the Facilities Master Plan for El Camino College is to provide a guide for future campus development. The plan provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a number of site improvements for the college.

The planning process was a highly participatory one involving all constituencies of the college. The facilities planners worked closely with the Facilities Steering Committee comprised of key faculty, staff, administrators, and students. The committee reviewed the analysis of existing conditions, evaluated a series of development options, and made decisions that led to the development of the master plan recommendations.

The planning process included a series of Facilities Master Planning Committee meetings as well as presentations and discussions with the college and Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed projects

The following project goals were identified in 2012 by the Facilities Steering Committee:

1. Improve instructional facilities.
2. Cluster related instructional areas.
3. Address faculty office space needs.
4. Improve access to Student Services.
5. Develop a "One Stop Shop" for Student Services.
6. Replace older facilities in need of major renovation.
7. Incorporate green (sustainable) design elements into the campus.
8. Repair and replace for energy efficiency.
9. Create an ecologically sound environment.
10. Establish a "front door" to the campus.
11. Enhance campus landscaping.
12. Develop well defined drop-off areas.
13. Improve campus way-finding.
14. Rebalance parking; locate closer to destinations.
15. Repair and improve pedestrian pathways.
16. Develop exterior edges of the campus to create inviting entry points and views.
17. Create focal points on campus.

The Compton Center’s recommendations present an overall picture of the future developed campus and include recommendations for renovation and replacement of facilities and campus-wide site improvements. The following is a summary of these [recommendations](#) (see page 2.6):

1. Aged and non-functional facilities are eliminated from the Campus.
2. New facilities are constructed and designed to address programmatic needs.
3. The Campus is “right-sized” to align with state standards.
4. Student Services functions are centralized at a newly developed front door to the Campus.
5. Aged Physical Education facilities are reconstructed on the southern edge of the campus, adjacent to the stadium and practice fields.
6. Entries, edges and drives are improved to create welcoming gateways to the Campus.
7. A series of quads and outdoor spaces are developed to create a park-like setting.
8. The atmosphere of the campus is enhanced to encourage use by the surrounding community.
9. Access to parking is increased with improved surface lots and a new parking structure on the south side of the campus.
10. Key elements of the existing site are enhanced in order to preserve the integrity of the Campus (Flagpole drop-off, Rose Garden, etc).

The Facilities Master Plan provides a thoughtful guide for the future, while appreciating the rich history of the past. It is a “living document” which will undoubtedly change. When considering the total cost of ownership as an evaluation tool for facilities renovations and equipment purchases, the elements considered are initial costs, operating costs, and the time value of money. Operating costs include energy consumption, maintenance, and repair costs.

Self Evaluation

The college meets this standard. Since the adoption of the 2010 through the 2012 Facilities Master Plan, the college has completed facilities projects that address the institutional goals. Examples include the Campus Sub-station, Humanities Building, Social Science Modernization, Parking Structure Southside (located on Redondo Beach Boulevard), Tennis Courts Project, Softball Field Project, Bathroom Renovation Project: Phase 1 and Phase 2; Infrastructure Project: Phase 1, Phase 2 and Phase 3, the construction of a new Math, Business and Allied Health Building and Phase 1 of the Athletics Field. The Center completed Phase 1 of the MIS Server Upgrade in November 2012.

b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

At El Camino College, physical resource planning is integrated with institutional planning through the use of program review and annual planning cycles. The college uses the process of program review to assess how well its physical resources support programs and services. As each program is systematically reviewed, the facilities and equipment being used are evaluated and areas of improvement identified. Areas of improvement then become budget needs and are considered within

the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan.

Facilities are also assessed by a process of detailed inspection and analysis of conditions. This process occurs on a 5-year cycle. The information is collected and maintained on a state wide community college system called FUSION. The resulting information is used to prioritize needs and develop funding strategies.

The 2012 Facilities Master Plan for the El Camino College District and the [Compton Community College District](#) (See page 1.1) are both part of the El Camino College Comprehensive Master Plan and a direct extension of the 2012 Educational Master Plan prepared by the College. The Facilities Master Plan Recommendations present an overall picture of the future campus and address the Project Goals that were identified at the start of the planning process. (Facilities Master Plan Update – on portal - [See page 2.4](#)).

The [Five-Year Capital Construction Plan](#) expresses the district’s needs to the system office and serves as a mechanism for funding allocation. It provides a complete summary of the capital improvement needs and construction projects for the two districts. The five-year construction plan actually spans a total of seven years including 2013, 2014 and 2015-2019. The plan is based on the comprehensive Facilities Master Plan.

The projects outlined in the five-year construction plan are needed to update infrastructure, instructional methods and equipment, as well as to address safety and environmental requirements (see pages 1-73 in The [Five Year Capital Construction Plan](#)).

The plan includes:

1. Master Plan, Energy Plan and Facility Plan Summary
2. List of projects in order of priority
3. Cumulative capacities and loads for the five types of space
4. The capacity of existing on-campus facilities
5. Initial Project Proposals (IPPs) and Final Project Proposals (FPPs), as required, for each undertaking, as well as descriptions and space changes affected by each proposal.

The Facilities Master Plan contains those projects judged to have the highest likelihood of receiving state funding from the system office based on the analysis provided by FUSION. Since the last accreditation, some major projects completed or in construction at the College are:

1. Humanities Complex.
2. Math-Business-Allied Health Building.
3. Social Science Building Modernization.
4. Infrastructure Projects II & III.
5. Athletic Complex Phase I.
6. Bookstore Renovation.
7. Electrical & Data Conversion.
8. Parking Lot H & Sports Complex.
9. Restroom Renovation Phase I & II.

- 10. Industry & Technology renovation.
- 11. Shops Building.

Some of the Center’s major projects that have been partially completed or are in construction are the MIS Server Upgrade, the Utility Infrastructure (Phase 1 and 2, which includes the new Central Plant) and the Library and Learning Resource Center.

El Camino’s Scheduled Maintenance Plan is filed annually with the California Community College Chancellor’s Office. This plan is required by the state and is input from the college on the FUSION data system annually. The plan identifies needs that are contained in the Facilities Master Plan and seeks funding for them.

In November of 2012, El Camino Community College District secured a publicly supported general obligation bond, Measure E. In anticipation of a bond measure, the college administered needs assessment surveys to all academic and non-academic divisions. These surveys provided the basis for projects which could be supported with bond money. The Campus forums of 2011 addressed these surveys. Beginning in February 2012, the [Facilities Steering Committee](#), a campus-wide committee consisting of administrators, classified employees, police officers, faculty, and students began working with facilities planners to develop the 2012 Facilities Master Plan. In July of 2012, President Fallo presented the proposals which were recommended by the Facilities Steering Committee and at campus forums in 2011. The proposed facilities master plan will take us through the year 2020. In November 2012, voters approved Measure E in support of completing the Facilities Master Plan which addresses the needs expressed by various divisions and more specifically, the needs expressed in the Educational and Technology Plans. The Facilities Master Plan projected a total cost of \$350,000,000 for various projects. A total of \$350,000,000 in bond money was approved by voters in [November 2012](#). Previous bond obligations totaling \$394,129,661 were approved in 2002. El Camino College also received \$5,451,047 in refunding income from the bond in 2006, and as of June 30, 2012, has a balance of funds from Measure E from 2002 in the amount of \$203,729,736, so the total budget for bond projects is currently \$553,729,736.

In February 2002, the bond projects were grouped into the following categories with the following [budgeted amounts](#) (see page 40).

Additional Classrooms and Modernization (ACM)	\$204,630,902
Campus Site Improvements (CSI)	\$ 28,435,148
Energy Efficiency Improvements (EEI)	\$ 16,819,098
Health and Safety Improvements (HSI)	\$ 84,007,276
Information Technology and Equipment (ITE)	\$ 58,674,739

Physical Education Facilities Improvements (PEFI)	\$ 1,949,301
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Self Evaluation

The college meets this standard. The Facilities Master Plan is integrated with institutional planning through program reviews and annual planning cycles. With the successful passage of the Measure E bond in December 2012, the college has prevented a shortfall of monies needed to successfully complete the planned projects, renovations, modernizations, infrastructure, technology, safety, and landscaping renovations recommended by the Board of Trustees, [Bond Oversight Committee](#) and Facilities Steering Committee. El Camino College is funding the [various projects](#) outlined in the 2012-2017 Comprehensive Master Plan with Measure E and state monies. ECC has made more aggressive use of state bond funding that was complimented by the second general obligation bond (Measure E, December 2012) to raise sufficient funding to complete the Facilities Master Plan that was developed in July 2012 (Facilities Master Plan Update July 2012 - on portal).

The total estimated cost to build-out the 2012 Compton Community College District Master Plan is approximately \$370,000,000. The District has a small amount of the \$100 Million Measure CC Bond funds left that are currently being used to cash flow the Utility Infrastructure Projects, and fund the LRC and Music Building Renovation Projects. Any remaining Bond funds may be sold in the near future to fund projects. The District would need to have another Bond passed to continue to fund other projects.

- c. Technology Resources. Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

Standard III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

The college utilizes two standing technology committees to identify its technology needs. The El Camino Technology Committee is one of eight standing college committees with campus wide responsibilities. The Academic Technology committee is a subcommittee of the [Technology Committee](#). The membership of both committees consists of faculty, staff, administrators and students. The Technology Committee exercises overall direction, but the subcommittee has considerable autonomy to rise issues, conduct studies and make recommendations. The Technology Committee looks at how the college uses technology to meet the institution's needs and goals. The Academic Technology Committee looks at how students and faculty use technology in the instructional process. The Academic Technology Committee sends its recommendations to the Technology Committee for discussion. The Technology Committees prepare an annual update of the

technology plan that integrates with the educational master plans and the facilities plans. (ECC and Compton Tech updates)

In addition to the Technology Committees, the individual academic and administrative divisions identify their technology needs during their program review cycles and annual plans. Divisions in each of the four administrative units meet annually to view and to rank the technology and other requests in the program reviews and annual plans. The Vice Presidents bring the top ranked requests to cabinet for discussion and final ranking. The results are taken to the Planning and Budget Committee for discussion before submission to the president for final decision.

In the last 5 years, the bond building construction and renovation projects have included the acquisition of major new and upgraded technologies. During the pre-construction planning ITS and Media Services staff work with facilities, the College's large project consultants, and the faculty, staff and administrators scheduled to occupy the new facilities. The planning is collegial and tied to continuous evaluation leading to improvements that ensure the technology is effective. (Lend Lease) All parties review technology needs and align these needs with current technology trends. These planning efforts have produced consensus decisions about the technology that went into the renovated social science building and the new Math, Business, and Allied Health building. In the process the college was able to standardize smart classroom control systems with ergonomic and transparent control surfaces that prevent technology from intruding into the teaching and learning process. (Utelogy)

Information Technology Services (ITS) collaborates with Institutional Research (IR) to evaluate the effectiveness of the College in meeting its range of technology needs. ITS ensures access to critical data sources for research, facilitates electronic manipulation and publication of data, and provides technical support when needed. Technological support of research is evaluated in through information feedback directed both to ITS and IR and formal evaluation of ITS and IR services. (Admin Services Program Review Survey)

An example of how ITS and IR support each other's goals is the development of a decision-support data warehouse. The campus and IR needed a way to access a large amount of data easily and to be able to drill down to smaller units (e.g., division, department, course data) The existing software (Cognos) was not satisfactory. Neither was the alternative DecisionCentric deployed in Spring 2007. In fall 2013, ITS migrated Colleague, its Enterprise Resource Planning (ERP), to Microsoft SQL. This greatly facilitated access to Colleague's data stores.

ITS maintains several reporting mechanisms that monitor system performance. The ITS Services Report shows the performance of all network systems and documents issues which result in downtime for each individual server. The report also calculates a percentage of reliability for specified periods. These reports are available online in real time. (System Status Report). The department also maintains online helpdesk statistics that are searchable by data, group (staff, request type, and division) and request type (computer, A.V., phone and all). The helpdesk system tracks staff assigned, status of job (open or closed), total hours to close, average hours spent, and average time to close. The department uses the helpdesk statistics to monitor persistent problems which may indicate hardware/software issues or the need for staff development training.(Help Desk Stats)

Self Evaluation

The college meets this standard. The relationship among the technology committee and its academic subcommittee has matured and is productive. Both committees share information and create initiatives. They worked together to host El Camino College's first faculty technology summit. The event was held in late March, 2013. Surveys indicate a high degree of satisfaction among the 12 vendors and over 100 attendees. To continue improvement, the college should draft concise statements that delineate the mission and relationship of the technology committee and its academic subcommittee.

ITS and IR work closely to evaluate how effectively the college's technology needs are being met. The network infrastructure provides a great deal of information network activity, including but not limited to logon statistics, the number of active devices, data storage capacity, and the number of transaction per second running across the ERP server. Information gathering and analysis needs to continue so that the college has a more complete understanding of its technology infrastructure and how it impacts instruction and student learning outcomes.

Planning Agenda

The technology committees should analyze the technology infrastructure's influence on instruction and student learning outcomes in annual reports. They should also review the reports and draft recommendations before reporting to the planning and budget committee and become a regular aspect of the annual planning and budget process. The technology funded projects will be monitored and their outcomes evaluated to determine the need for improvements.

Standard III: Resources

C. Technology Resources

C.1.a: Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The college utilizes several collegial consultation groups to make decisions about its technology services in three interrelated processes. Academic divisions and administrative departments articulate their individual technology needs during their program review cycles and annual planning updates. Information Technology Services assists and monitors these efforts. The technology committee and the academic technology committees take a campus-wide view of the college's technology needs and how they are being met. The technology committee drafts the five-year plan and prioritizes and presents annual projects and budget needs to the Planning and Budget committee. The plan and its annual update are posted on the technology committee portal for review and later discussion. The forms for both new PC requests and requests to upgrade PCs are available on the college portal. (New PC Equipment Request, Upgrade Request Form) Finally, Facilities involves ITS in planning and constructing new facilities and renovating existing structures. The college's technology standards evolve in this process and are adopted in the college's campus standards manual. The college requires architects and contractors to adhere to these standards. (Agendas)

The college is aware of the need to keep its technology current and has used the general fund and bond funds to upgrade its technology infrastructure. In February 2012, the college replaced staff PCs that were beyond their warranty period. In June 2010, the college funded the replacement of all faculty laptops purchased in January 2006. (Need Portal ITS Lists) ITS collected the inventory data that justified the decision. The technology committee reviewed and discussed the data. (Can you cite Minutes?). ITS submitted the recommendation to the Vice Presidents for discussion and the President's final decision. In late 2009, the Vice Presidents reviewed the technology requests that the divisions had submitted in their Program Review/Plan Builder plans. The Vice Presidents gave ITS a list for review and purchase. ITS reviewed the list with the Technology Committee and approved the acquisition of all but a few of the requests. (Proof / Evidence here)

The college offers an extensive schedule of [distance learning](#) classes. In Spring 2013 the college offered 62 sections as distance learning. The College has a site license contract with ETUDES-NG that allows for an unlimited number of full and hybrid online course sections. [number of full and hybrid sections and unduplicated count of full and part time faculty here]. Faculty teaching full online courses are required to take a five day ETUDES orientation course before their course shell are released to them. Faculty adding online sessions to their traditional courses are also required to take training that is geared to the hybrid experience and takes less time. The college's staff development office provides extensive [support](#) for faculty teaching online including additional training and assistance. The College also has extensive support for its students. The Distance Education [website](#) contains a student handbook and an application that students can download onto their mobile devices. Many online classes also require orientations on their first day's meeting. The College's technology effectively supports its curricular commitments.

The College has provisions for reliability and security. The hosting service is redundant, scalable (system capacity is always 50% greater than demand at any point in time), secure, and backed-up

regularly. Students and faculty access all ETUDES online courses through secure individual logons and passwords. All student records are protected and adhere to Family Education Rights and Privacy Act (FERPA) guidelines. (Is optimized learning the hosting service?)

Faculty who teach courses at a distance have access to on-campus technology including high speed (1 Gig) internet access via [CENIC](#). Students enrolled in distance education courses have access to a full range of online student [support services](#), including application and enrollment, e-counseling, and e-reference library services. The college provides [facilities](#) and open access computer labs for distance learning students wanting to work on campus. A recent student technology survey (spring 2013 – Do we have this?) indicated that 94% of respondents have access to a home computer with high speed internet service. The Information Technology Services help desk hosts a live chat room to help students experiencing problems. ETUDES helps faculty resolve higher level issues with their courses. The majority of student issues are failed logons and passwords.

The Learning Resources Unit houses a great deal of technology in the form of computers, microfilm machines, TV studios, electronic resources, and demonstration classrooms – all geared for the support of student learning in the Library, LRC, and satellite locations. The college library provides students with access to 27 computers in the Reference room and 30 computers in the Library Demonstration Classroom. The learning resources unit also runs several computer labs including the open access Library Media Technology Center, Basic Skills Study Center, and the mixed-use Humanities / LRC Reading Lab with a combined total of 435 computers. The library computers have access to the Internet and library resources useful for student research. The [LRC](#) labs offer this access, plus access to other software programs essential for completing assignments. Finally, the Library subscribes to more than forty online [databases](#) to meet the research needs of students and faculty.

Self Evaluation

The college meets this standard. Consultation committees are in place to make decisions about technology services, facilities, hardware and software. The technology available supports curricular commitments for distance learning programs and courses. The distance education program is functioning at a level of sustainable continuous quality improvement.

Standard III.C.1.b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

Descriptive Summary

Personnel technology training needs are assessed primarily through the Professional Development Office which is responsible for providing comprehensive technology training classes for all employees. When upgrades are imminent, training is scheduled and appropriate resource materials are posted on the [Professional Development](#) webpage. Periodically technology needs [assessments](#) are conducted. Workshop evaluations are conducted at the conclusion of the technology workshops. The results along with other factors such as software upgrades, new equipment, and programs drive the types of classes that are offered on an ongoing basis throughout the year. In 2012, Office 2010 was made available to all faculty and staff. Training was required before the deployment. Technology workshops are announced at the beginning of every semester, summer or winter session and on a weekly basis to all faculty and staff. Employees can sign up for technology workshops via [Flex Reporter](#) which is a web based appointment, calendaring and reporting tool.

The [Professional Development Office](#) provides technology training support for all interested faculty and staff. The Office has a coordinator, support staff, and an instructional technology trainer. The Professional Development home page links to a number of sites including current programs and training, Etudes (CMS) Resource Links, Innovation Center, OmniUpdate Tutorials, Professional Development links, Teaching for Success, Technology Links, Webinars, and Workshop Materials. The Home Page includes the link to log-in to Flex Reporter, a database that Professional Development utilizes to track (Flex) for faculty and staff as well. [Flex Reporter](#) also provides a means for all employees to enroll into Professional Development supported programs or technology trainings. All faculty and staff may either attend a scheduled technology training or division/department offices can request specialized technology training for their faculty/staff through the “[Training on Demand](#)” approach. The Innovation Center provided one-on-one technical help and [training](#) for all employees, which assists employees to perform their technical job duties.

The Professional Development Office conducted a Program Review survey in spring of 2012 and three of the questions addressed technology training specifically. Employees were asked the number of technology classes they had attended in the past year. Over half of the respondents had attended 1-3 classes. Over sixty percent indicated that the skills they learned were extremely or very helpful for performing their jobs. When asked to rate their overall satisfaction with the technology classes offered, seventy-nine percent indicated they were very and extremely satisfied.

In 2012, Office 2010 was launched by ITS, there were approximately 122 number of attendees. Once classified staff attends the workshop on *Office/Word 2010 Overview*, they can then request Office 2010 from networkservices@elcamino.edu. Approximately 95% of attendees from the Office 2010 workshops found that the skills learned in the workshop assisted them on their jobs.(Can we get the link to this report? Innovation center) During the past two years, ECC and Compton Center has added the ECC Gradebook and Turnitin as an ECC tool for faculty use. The workshops offered for faculty to learn how to use these tools have increased. The ECC Gradebook has been available for almost three years, which allows for digital grade reporting and submitting by faculty. Turnitin is the plagiarism web based software program that assists ECC and Compton Center faculty in detecting plagiarism. Approximately, 96% of attendees found the skills they learned in this workshop assisted them on their job. In the OU Campus trainings, creating and editing campus webpages, evaluations indicate that approximately 90% of the participants found that the skills they learned in this workshop assisted them on their job.

The Distance Ed/Media Services Faculty Coordinator tracks calls from students who are experiencing problems with online instruction technology. The call volume is particularly heavy at the beginning of the semester. Admissions and Records hires help desk technicians who take calls from students having problems with the admissions and enrollments process.(A & R Help Desk) Information Technology Services expanded its help desk to include a student chat room for students experiencing general technology issues. All the Academic Divisions have integrated technology into the curriculum.

Students also have access to training and technology assistance and training. As mentioned earlier, the Distance Education department offers many forms of support for its online offerings. The “[Preparation before Class](#)” webpage gives students an indication of what online classes will be like before they make the decision to enroll. The College also provides online [tutorials](#) for students to learn about the Etudes course management system. The [Special Resource Center](#) works directly with students requiring adaptive services technology. The college operates [writing](#), reading, and computer [labs](#) where students receive help on word processing for their coursework. Library faculty teach classes on the technology of the internet and information retrieval throughout the semester. The library building houses the learning resources center that helps students, faculty, and staff achieve

their academic goals. The Library Media Technology Center (LMTC) is a computer commons that houses 146 computers. In this lab user-support staff assist students with access to the internet and college-provided student email accounts as well as a variety of word processing, spreadsheet, presentation, and graphics programs. Library faculty teach students internet based information retrieval techniques. The LMTC's information commons provide students with open access to the internet, web browsing, and the software tools to do their academic assignments. Librarians and media / computer support staff provide student with on-demand assistance.(Learning Resources Handout)

Self Evaluation

The college meets this section of the standard. There are many different online and in-person training opportunities that can easily be accessed and scheduled on the professional development web site. Faculty and staff can select from various training opportunities. Regardless of their modality, all training sessions end with user feedback. Professional development staff review and discuss the feedback. The staff development office publishes monthly training bulletins and schedules. (ECC/Compton Training, ECC/Compton Faculty Portal Orientation) In 2013, the college assessed the technology skills and training preferences of both students and faculty. Both groups had an opportunity to complete an institutional "report card" on the quality and usefulness of the college's technology infrastructure and support systems.

Standard III.C.1.c The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

The college maintains, upgrades, and replaces its academic and administrative technology infrastructure centrally through the Department of Information Technology Services. All offices and most laboratories and classrooms are connected to a campus-wide data infrastructure. All students, faculty, and staff have access to email services, the internet, and the college's intranet portal. There are 47 academic computer laboratories and computer clusters housing over 1,600 connected devices. The college has deployed secure [wireless](#) service for students and staff at hot spots around the campus. The college deployed the core device for campus-wide service in spring 2013 when the MBA building went live. Service will be extended in all future construction and remodeling efforts. The college is prepared to upgrade all building with hot spots to full service.

The college has utilized Datatel (now Ellucian) Colleague as its enterprise resource planning tool since 1999. The college continues to maintain and upgrade Datatel. In fall 2005, the college launched a student portal and deployed Datatel's Web Advisor student services module.(Portal.elcamino.edu) In summer 2008 the college upgraded the portal to Datatel/Ellucian's SharePoint portal. Portal logon tracking software show nearly 10,000,000 logons in the first two years of operation. The college has tracked student logon activity in the 118 day period from the first day to register for fall classes to last day to add/drop courses. During this period in fall 2012 the system recorded nearly 2,000,000 logons. Innovative Interfaces is El Camino College's integrated library system vendor. The company deployed Millennium, a web-based browser, at the college in fall 2005. All students, faculty, and staff have access to this technology. ExLibris Information Systems is Compton Center's integrated library system vendor. The company deployed Voyager, a web-based browser in 2004-2005. The two systems operate independently.

ITS ensures the college's data systems are secure virtually and physically and provides an appropriate system for reliability and emergency backup. All of the college's data systems are deployed in a central campus location protected by card-access door locks and video surveillance. All systems are user logon and password protected. Users are required to change their passwords every 180 days.

Virtual private network firewall databases control access from off campus. Students are physically and virtually isolated from the district's administrative systems. All vital network services are housed in servers that are redundant, auto-faulting detecting, self-correcting, and able to call out for help. APC brand environmental sensors notify ITS, facilities, and security personnel when internal temperatures rise. The core network system is protected by a 250-kilowatt diesel generator capable of 24-hour, uninterrupted operation. Internal uninterruptable power supplies (UPA) protect network equipment from power surges and brownouts, and are programmed to shut down the servers in a predetermined sequence. All data systems are professionally backed up and stored at a secure site that is located off the fault line.

The director of ITS supports technology services at all locations. The Center has retained its connection to the internet via the Corporation for Education Network Initiatives in California (CENIC). The college installed three additional point-to-point T1 communications service lines. Two lines provide secure connections between the college and the center for Colleague users and one line provides secure point-of-sales transactions between college and Center bookstore operations. The college's Enterprise Resource Planning (ERP) system is the sole data repository for student services, financial, and human resources data for all transactions that have occurred since the partnership began on August 22, 2006. The center remains responsible for all data accumulated prior to that date. (Colleague)

The college employs 40 (33 at ECCD and 5 at CEC) professional staff and administrators to maintain and operate its technology infrastructure. (ITS Organization Chart, CEC Org. Chart) The ECC information technology services department is divided into three units: application support, network services, and technical services. Separate password-protected listservs exist for the College and the Compton Education Center.

The College provides appropriate core network systems that have appropriate reliability and redundancy to meet institutional needs. Servers and switches have auto-fault detection that identify problems, self-correct, and call out for help. Staff have PDAs and other remote computer equipment to monitor system performance and to perform diagnostic and other repair tasks. There is a diesel electric generator capable of sustaining basic ERP, email, and internet services during a prolonged campus electrical outage. ITS has deployed virtual machine (VM) technology in order to eliminate as many single points of failure as possible. VM technology also conserves energy by allowing multiple applications to run on single physical servers.

In 2012, the college completed a major data infrastructure upgrade project as part of a general retrenching of its electrical, water, and steam conduit systems. The data infrastructure now consists of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings have non-duplicated redundant connections to the backbone thereby allowing for instantaneous data re-routing in the event that one of the main circuits is disrupted.(MAAS Reports 65, 72, 128) The System Office (Community College Chancellor's Office) has established redundant connections between the community college campuses and CENIC, the system's state-funded internet service provider.(Chancellor's Office)

Self Evaluation

The college meets this standard. The College and the Center have new data centers with state of the art network switching, data storage, and application server equipment. There are no “single points of failure” in either center. Power and air conditionings system are redundant and auto-fault over. Both have card-key locking systems that record who is in the room. Video surveillance cameras scan the interior and exterior of both buildings. They are integrated with the campus surveillance system. The major data infrastructure upgrade project began in 2006 as part of a general retrenching of the college’s electrical, water, and steam conduit systems is complete. The data infrastructure consist of new fiber optic cable deployed in a ring around the outer edge of the campus. Major buildings have non-duplicated redundant connections to the backbone that allow for instantaneous data re-routing in the event that one of the main circuits is disrupted. The Community College Chancellor’s Office has established redundant connections between the individual community colleges and CENIC, the system’s state-funded internet service provider.

Standard III.C.1.d *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Descriptive Summary

The colleges utilize several committees and administrative structures when making decisions about the use and distribution of its technology resources. The Technology and Academic Technology committees make decisions from the perspective of how the college is using technology to meet the institution’s needs and goals. The academic and administrative divisions make decisions about technology during their program review processes. Technology recommendations flow from program review into unit and program annual plan databases. All units update their plans annually in coordination with the budget cycle. Plan Builder, the college planning tool, has a reporting tool that enables administrators to view all technology related requests by unit and division. The data can be downloaded into Excel spreadsheets. Divisions in each of the four administrative units meet annually to view plan goals and objectives and to rank the technology requests according to priority. The Vice Presidents bring the top ranked requests to cabinet for discussion and final ranking. The results are taken to the Planning and Budget Committee for discussion before submission to the president for final decision. Finally, all new and remodeling building projects include a technology component. Because technological change is so rapid and pervasive, the planning in this sector usually results in changes to technology campus standards. During the pre-construction planning ITS and library staff work with facilities, the college’s large project consultants, as well as the faculty, staff and administrators scheduled to occupy the new facilities. All parties review technology needs and align these needs with current technology trends.

ITS maintains data about how technology resources are being used and what issues need to be addressed. ITS provides direct support to the technology committee and the planning and budget committee in their efforts to make decisions about the use and distribution of technology resources. Unit administrators review help desk data and monitor key performance indicators, such as time to complete trouble tickets and the number of open and closed tickets. The unit also maintains hardware and software inventories that are linked to online calendars capable of prompting action when

renewal dates come due. In spring 2008, the unit began migrating the academic computer labs to active directory. Students must use their college-issued logon and password to gain access to lab computers. In fall 2011, ITS began using Microsoft Active Directory to accumulate student logons into a portal-based database. The system collects data about who, why, where, and for how long lab workstations are being used. The college uses this data, along with FTES and the end of semester seat count, to determine how the labs are performing and whether their continued existence is justified.

The College makes every effort to provide a robust and secure technical infrastructure providing maximum reliability for students and faculty. The college has deployed extensive security measures and system redundancies to protect its technology infrastructure from failure and unauthorized intrusion. Critical data servers, such as the email and web servers have redundant CPUs and power supplies. ITS staff monitor network performance and submit weekly performance reports to the administration. (System Status Report) High-volume storage area networks (SANs) protect critical data. High-speed data backup devices record nightly copies. The college has contracted for off-campus storage of weekly archival back-ups. The storage location is located away from the earthquake fault lines which have the potential to threaten the campus. ITS requires all Datatel/Ellucian Colleague users to reset their passwords every 180 days. The student and staff networks are physically and virtually separated. Students have no access to the staff network. The wireless network is attached to the student network and allows users to access only the internet and the college's portal-based services. ITS provides student users with logon names and passwords to the portal when they are admitted to the college. Because of storage limitations and the potential for serious network performance degradation, ITS does not save network logon files. However, it does save portal and VPN logon files.

The college has completed an underground trenching project for its electrical, steam, water, and data infrastructure. The college lit up the fiber-optic cable in 2012. The new data infrastructure provides for two independent data pathways to each of the five most critical building locations on campus, thereby enabling quick rerouting in the event that one connection is disrupted. (MAAS 128)

In 2006, the college participated in two security audits of its network infrastructure. HP/AT&T performed the first audit and McAfee performed the second audit. Both audits tested the college's security arrangements to determine vulnerability to unauthorized outside penetration. The results indicated that all of the college systems were secure and properly monitored. (Security Scan) In spring and fall 2006, the college conducted a face-to-face data security survey and discovered that many administrative offices were storing sensitive data on floppy disks and other highly vulnerable media. In fall 2007, the college acquired additional SAN storage capacity to accommodate these users. (Staff Data Security) ITS is systematically creating SAN storage locations for administrative users. The nightly backups include this data so that no user is more the 24 hours away from complete data restoration.

To remain current with technology standards, ITS has adopted a policy that all computers must adhere to a baseline defined by a uniform operating system and a common set of applications. The network infrastructure must support transmission control / internet protocol (TC/IP) standards, consist

of uniform end-to-end data switches, and provide at least 100 MBs to the desktop. This standard applies to academic as well as administrative PCs. The department of information technology services negotiated five-year parts and labor warranties with its PC vendor. This warranty plan is intended to reduce the maintenance liability to a level that can be sustained by the college's support staff and to replace PCs the first year they are out of warranty.

The technology and academic technology committees participate in an ongoing discussion of infrastructure issues and how well the installed base meets the requirements of academic and administrative programs. The department of information technology services uses this feedback when considering system upgrades and expansion. The department of facilities incorporates feedback from all these bodies into its campus planning, as well as building renovation and new building construction projects. The department of information technology services has drafted an "Infrastructure Standards Book" to guide architects and contractors in planning and deploying new systems. (Campus Standards) The [department website](#) contains the latest computer and printer recommendations as well as information about network performance, and computer security recommendations.

The institution gives deliberate and sufficient consideration to support its distance education programs. The Distance Education Advisory Committee (DEAC) meets regularly with the Vice President of Academic Affairs to identify issues that affect program quality. These issues are reviewed by the Division Deans, the Academic Senate and the department of information technology services for resolution. (Distance Education Task Force Agenda)

The department of information technology services reviews all technology requests to ensure that new purchases conform to current technology standards. Users can review the division's recommended hardware configurations and select options via the college [website](#). In fall 2010 the college distributed new laptop computers to all interested full-time faculty. These computers were configured to connect to the campus data infrastructure both on and off campus. Faculty use these laptops to access email, the internet, and to run administrative and academic software. The college maintains a site license to make the ETUDES course management tool available to faculty teaching online courses and faculty wishing to develop hybrid online course materials to supplement traditional course pedagogies. (Please explain where to embed links for Sakai project index, etudes, sakai project map) The college has deployed several wireless hotspots which students use to access the internet, email, and distance learning courses. In 2012 the college committed to deploy campus-wide wireless service. The Math Business Allied Health building specifications included the core switch for this new service. All new and remodeled buildings will have full coverage Wi-Fi. The URL for the [wireless campus map](#) is located at the bottom of an alphabetical list of student services on the student services homepage.

Faculty and staff have the capability of entering help desk work requests from the college web site. (Helpcenter) The college's help desk technicians also monitor technology issues raised by faculty and staff users and resolve many issues immediately over the telephone. In addition, the [ETUDES Consortium](#) provides help desk services and training sessions to faculty teaching online courses. The Library Media Technology Center ([LMTC](#)) computer labs are open access facilities providing

students with access to networked computers that support the general curriculum as well as internet access to distance learning classes. Beginning in fall 2011, ITS deployed a student logon tool that records the date and time of the login-logoff, student ID, location, and subject matter being studies. The chart below shows the number of logons for three semester, fall 2011 through fall 2012.

Student Logons Library LMTC Fall 2011						
Month	A 42 (Open Access) 26 PCs	B 44 (Open Access) 22 PCs	C 46 (Open Access) 24 PCs	D 31 (Open Access) 53 PCs	E 36 (Reading Lab) 21 PCs	Total
Sept.	2,066	2,354	1,166	9,999	257	15,842
Oct.	2,220	2,138	1,252	9,979	203	15,792
Nov.	2,550	2,327	1,423	9,326	227	15,853
Dec.	1,348	1,179	767	10,228	89	13,611
Total	8,184	7,998	4,608	39,532	776	61,098
Student Logons Library LMTC Fall 2012						
Month	A 42 (Open Access) 26 PCs	B 44 (Open Access) 22 PCs	C 46 (Open Access) 24 PCs	D 31 (Open Access) 53 PCs	E 36 (Reading Lab) 21 PCs	Total
Sept.	2,419	2,717	1,707	9,972	301	17,116
Oct.	3,016	2,883	2,186	10,758	322	19,165
Nov.	2,323	2,318	1,596	8,144	294	14,675
Dec.	1,241	1,373	1,035	4,605	161	8,415
Total	6,580	9,291	6,524	33,479	1,078	56,952

Self Evaluation

The college meets this section of the standard. The distribution and utilization of technology resources support the development, maintenance, and enhancement of programs and services. The College makes decisions about technology with the help of Plan Builder and Program Review. Equipment and infrastructure are maintained adequately and securely.

Standard III.C.2: *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Descriptive Summary

The College has integrated technology planning with institutional planning. Decisions pertaining to institutional technology resources are developed in a variety of ways. Administrative services units use various techniques and instruments to identify institutional needs. Divisions engage in program review and annual planning updates. Plan Builder, the institution's planning accountability tool, enables division planners to identify technology needs and tag them in a special resources needed area of the plan. ITS and other administrative officials pull this information out for analysis and discussion. In 2009-2010, the institution scanned all the Plan Builder submittals for that fiscal year paying particular attention to the requests for new technology, personnel, and facilities. They also asked ITS and the Technology committees to conduct a higher level institution-wide scan for non-division specific technology needs. The administration allocated nearly two million dollars to meet all the requests.

The comprehensive master plan, the education master plan, and the facilities master plan provide a framework that gives direction to the technology plan. The annual comprehensive master plan and enrollment management retreats enable students, faculty, and staff to consider and discuss weaknesses, strengths, opportunities, and barriers. The institution determines technology needs are effectively met through faculty, staff, and management surveys that provide feedback on service issues and suggest improvements. Help desk work order reports and chart room activity provide additional information. Student computer lab usage reports show what courses student are coming to the lab to study, seat counts and fill rates. (Need survey results)

This information helps the institution understand whether or not the facilities are functioning as intended. For example, in 2011 the college adopted Utelogy as the campus-wide standard for controlling smart classroom media systems. Utelogy reports are showing the most and least used equipment across the classrooms and curriculum. This information helps the college make decisions about what technology to deploy in future net and renovate buildings. In fall 2005, the college committed to moving as many student services as possible to its new online portal. Student services included the initiative in their unit plans and the technology committee included it in the technology plan. When Datatel/Ellucian launched their SharePoint portal product in 2009 the institution became an early adopter. In July 2010 the upgraded version went live. Virtually all students are now online. For the last six years the college has tracked student portal logons for the 118 day period from first day to add a fall semester class to the last day to drop a course. The fall 2012 registrations period nearly exceeded 2,000,000 student logons.

The college takes a collaborative approach when making decisions about technology purchases. Divisions are encouraged to include new technology needs in their program reviews and annual planning updates. The units within the divisions have a collaborative discussion after which they establish the priorities for that division. The Vice Presidents consider the cumulative priority requested for their area and carry them forward for a Vice President's level discussion. They present

the consensus results to the Planning Budget committee for final review before being sent to the President. As a result, the first question posed in a discussion of new technology is, “Is it in Plan Builder?” The college tries to fund as many requests as possible through the unrestricted general fund. State budget cuts have limited what could be funded.

Self Evaluation

The College meets this standard. Program Reviews and Plan Builder assess the use of effective technology resources and direct decisions leading to future improvements.

References:

Standard III: Resources

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial solvency. Financial resources planning are integrated with institutional planning at both college and district/system levels in Multi-college systems.

The institution continues to create and maintain a conservative [budget](#) that supports student learning. Our highest value is placed on our students and their educational goals. As a result, considerable effort is placed on academic, technological, facilities and staffing needs for the current and long-term. The institution has established seven Strategic Initiatives to accompany a strong mission, vision, values, goals and institutional learning outcomes in the continual effort to provide sufficient support of student success and long-term financial solvency.

Descriptive Summary

The institution consistently creates a final budget that reflects a minimum five percent reserve while providing the funding necessary to support student programs and services. The College's resource allocation process provides a means for setting priorities for funding and prioritizing institutional improvements. Through the guidance of the Strategic Initiatives the institution has established a system, Plan Builder, to address prioritized needs from these programs. These prioritized recommendations provide needed resources for programs and services. To assure transparency, integrity, and stability, Financial Services creates short-term and long-term budgets. The annual Budget Book along with five year projections are discussed and recommended at the Planning and Budget Committee (PBC). The institution has been able to clearly integrate the planning processes and financial planning. Linking program plans and area plans to PBC has made planning and budgeting a collaborative effort to support the student learning programs and to improve institutional effectiveness.

Since the partnership with El Camino College (ECC), in August 2006, the Center has adopted its mission and goals and follows a similar process for annual fiscal planning.

Initially, the Center followed the El Camino College Planning Model by rewriting the components of the Comprehensive Master Plan; i.e. the Student Success (Educational) Master Plan, Technology Master Plan, Facilities Master Plan and Staffing Plan to reflect the needs of the Center through a five year review cycle. Significant attention was paid to developing an annual Enrollment Management Plan as well as introducing institutional planning software, called Plan Builder, tying all yearly department and unit plans to El Camino College Strategic Initiatives created jointly by both campuses. The first Program Reviews written after the partnership were collaborations between departments at both sites. These are completed every four years. Ongoing course and program level

Student Learning Outcomes (SLO's) were initiated along with core competencies similarly shared and addressed for planning purposes.

Most recently, an ECC Compton Center Planning Process was adopted outlining how recommendations generated through the program evaluation process described above are then linked to a financial budgeting process. Overarching Priorities, identified by the Chief Executive Officer (CEO) of the Center and Vice President of the Compton Center were introduced. As Area Priorities are identified the Institutional Standing Committees, through the Planning and Budget Committee (PBC), develop funding recommendations which are then shared with the Consultative Council. Through this tiered model the CEO and VP review the recommendations. Based on the annual [budget](#), and after discussion with the ECC President, the CEO recommends items for funding to the Board of Trustees. The CEO then informs the PBC, Consultative Council and deans of funding decision outcomes and they then inform their respective areas.

The Center has implemented and adopted internal policies and procedures to ensure finances are managed with integrity which also ensure for financial stability and solvency. Over the past three years the Center has managed to decrease its expenditures and at the same time has increased its reserves. Since 2010-2011, the Center has increased its ending fund balance from \$3.079 million to \$7.149 million and its reserves from 9.06% to 23.91% in 2012-2013, respectively.

Self-Evaluation

The institution meets this standard as evidenced by the implementation of internal policies and procedures to ensure financial integrity and financial solvency. Sufficient resources are available for current and future needs.

Standard III.D.1. *The institution's mission and goals are the foundation for financial planning.*

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The mission, goals, vision and strategic initiatives provide El Camino College (ECC) its foundation for fiscal planning and resource allocation. Multiple individuals and groups are essential to the development of campus planning. Area vice presidents match identified priorities with resources, which are presented to the PBC. The PBC reviews the recommendations assuring adherence to the mission and strategic initiatives of the institution. The institutional strategic initiatives are embedded in the annual planning process. Every year, faculty and staff identify program and divisional needs. These priorities are placed in the Annual Plan after ensuring that they coincide with student learning outcome assessment and program review.

The [Comprehensive Master Plan](#) establishes priorities among the needs of the college and indicates the direction of future funding. The Master Plan provides a foundation for long-term financial allocation for the campus. Along with these established long-term priorities the campus provides avenues for short-term and emergency funding such as the health and safety, equipment replacement

and continued upgrade of campus technology. The comprehensive master plan, developed in 2008 and revised in 2012, provides a framework for future funding of programs and construction through 2017.

The final budget is annually developed in consultation with recommendations from the PBC, college council and other consultation committees as established by the superintendent/president. They identify institutional goals for the budget cycle. While under development, the preliminary, tentative and final budget is discussed every spring in various consultation groups such as PBC and academic senate. The preliminary budget and final budget along with PBC minutes are posted on the president's website.

At the Center, evidence that past fiscal expenditures have supported achievement of institutional plans is accomplished through the identification of Overarching Priorities. The Center establishes priorities among competing funding requests and identify future funding needs, so they are clearly linked to short-term and long-range financial plans. Examples of past fiscal expenditures found in the [budget](#) that have supported achievement of institutional plans include one-time allocations as follows:

1. Community Survey (\$35,000)
2. Enrollment Management Plan (\$150,000)
3. One-Time Planning Allocations (\$50,000)
4. Site Improvements (\$100,000)
5. Student Success Plan (\$25,000)
6. Technology Plan (\$100,000)

As part of the Center's goal to increase communication about the fiscal planning and identify institutional needs, the Center established overarching priorities that were shared with Consultative Council and Planning and Budget Committee (PBC).

As part of the Center's goal to identify institutional needs, the PBC at the Center implemented opportunities from divisions to submit budget augmentations for review. PBC established guidelines for evaluating the budget augmentations or funding requests that typically included factors related to support health and safety, student success or aligned with established priorities.

The Center continually refines and seeks to improve its financial planning and strategic planning processes to address any identified weaknesses in the process, communication and to better serve the institution's priorities from Consultative Council and Planning and Budget Committee.

The Center also provides the governing board, planning and budget committee, and consultative council with documents regarding fiscal planning such as the [five-year budget assumptions](#), [budget](#) information, budget development timeline, budget assumptions, and planning process. This information is evident in the minutes of [PBC meetings](#) and [Consultative Council](#) meetings.

Self-Evaluation

The institution meets this standard. Greater emphasis has been placed on planning development based on assessment of student learning outcomes and program review.

Standard III.D.1.b. *Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.*

Descriptive Summary

Individuals involved in institutional planning receive accurate information about the budget. The institution develops an annual budget that reflects many entities such as projected revenues from the state and projected expenditures while allowing for changing area needs and emergency expenditures. Substantial evidence and statewide projections help drive short-term and long-term funding. Participants and stakeholders such as PBC members and the campus community receive accurate information about available funds and are continually advised of the budget development process and the institution's financial situation through various presentations. For instance, annual audits and comprehensive analysis of financial resources at a macro and micro level provide stability to the allocation of funds campus wide. Discussion and presentation of the changes in state funding are ongoing in the development of the annual budget and five year budget.

While the program planning and review process identifies new and positive improvements and enhancements, to benefit the provision of educational services, it is equally important to tie these recommendations to strategic planning to guide what will be funded. The program review process also identifies gaps in the effectiveness, relevance, or need for services which, in turn, inform where adjustments or savings may be realized. As mentioned previously, the prioritization of goals and objectives take place in the spring. These broader Unit/Area Plans, for the following fiscal year, help narrow the focus for prioritization of funding decisions.

As outlined in the Compton Community College District/ECC Compton Center Planning and Budget Calendar, discussion of preliminary revenue estimates, assessment of key budget issues, and identification of budget development assumptions occur in January. This sharing of information with individuals involved in institutional planning is critical for the accurate and realistic estimation of ongoing and anticipated fiscal commitments.

The campus continues to seek additional sources of funding in an effort to decrease reliance on the state budget and provide additional funding to support student success. The El Camino Foundation has provided additional funds in support of needed equipment, staffing and scholarships. The foundation recently secured an endowment of \$2 million for an endowed chair for the business department.

The campus continues to strive to offer a comprehensive schedule of classes in conjunction with the institutional education goals. Reductions in state FTES funding during this economic downturn has resulted in a campus wide reduction in available funding. While total number of courses has been reduced in the past few years the campus has implemented guidelines for course offerings in an effort to reduce the effect on student transfer.

Student learning and success are given serious consideration throughout this process. Examples of student success oriented priorities funded at the Center include:

- LRC Instructional Specialist hired in Spring 2012.
- Part-time counselor hired for Basic Skills/ESL for Spring and Fall 2012.
- Hiring of eight peer tutors to assist in basic level Math for Spring 2013.

Through the comprehensive master plan and the application of Measure E funds, the campus has been able to construct a number of superior educational facilities. [Measure E](#), which passed in 2002, has provided capital improvements totaling over \$2,000,000. The recent passing of the Measure E extension will provide capital improvements of facilities over the next ten years.

A [Five-Year Budget plan](#) of the Center was developed in 2012 and is presented to the Budget and Planning Committee and the Board annually reflecting assumed growth rates, property tax revenues, salary and benefit increases. The Five-Year Plan also reflects funding for strategic planning and payment of the annual OPEB (Other Post-Employment Benefits) cost as defined by the Governmental Accounting and Standards Board. The Five-Year Plan assesses the longer-term effects of funding decisions and preparing for increases or reductions in expected revenue sources and expenditure planning.

PBC and the Board receive information about fiscal planning on a routine including a Tentative Budget workshop in [May](#), and a Final Budget workshop in [September](#).

In an effort of identify institutional needs, the PBC at the Center implemented opportunities from divisions to submit budget augmentations for review. PBC established guidelines for evaluating the budget augmentations or funding requests that typically included factors related to support health and safety, student success or aligned with established priorities (See PBC Minutes from [May](#), [July](#), [August](#) of 2013).

Self-Evaluation

The College meets the standard. Appropriate constituents involved in the planning process receive accurate information about and participate in the budget process throughout the year. The institution establishes and accomplishes funding priorities based on its mission, goals and student learning.

III.D.1.c. When making short-term financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Descriptive Summary

The institution places a high level of importance on long-range planning in an effort to continue to assure financial stability. The basis of long-range planning is formulated by the comprehensive master plan along with guidance from the strategic initiatives. A five year budget is routinely developed and examined as part of budget development. The application and projection of long-term

funding by the development of program plans and identifying future goals and objectives are in line with strategic initiatives.

Several examples of long range financial planning at the Center are in place to ensure fiscal stability. These include:

- [Five Percent Reserve](#) (page 7)

At the Center's September 3, 2013 [Board meeting](#), Board Policy – BP 6200 Budget Preparation was revised to increase the minimum unrestricted general reserve from 3% to 5% as defined by the California Community Colleges Chancellor's Office.

- [GASB – 45](#)

In March 2013, the Center finalized a funding plan for their other postemployment benefits ([OPEB](#)). The plan recommended the establishment of an Irrevocable Trust program. At the Center's May 21, 2013 [Board](#) meeting, a resolution of the Futuris Public Entity Investment Trust was approved with established an Irrevocable Trust program. As noted in the plan the amount to be contributed into the Trust is annually evaluated through budget and planning process. As noted in the 2012-2013 Adopted Budget, the budget included set aside funds for contribution

- [Facilities Master Plan](#)

Improving facilities continues to be a major focus point at the Center. With the completion of the Utility Infrastructure Project Phase 1 and Phase 2 nearly completed at a cost of nearly \$42 million, the Center is able to build upon a sustainable infrastructure that will allow for additional capacity with the construction of the new Allied Health Building, Instructional Building 1, and Instructional Building 2 that will support student success for years to come.

While maintaining a strong foundation for the future, the institution continually reviews and prioritizes short-term plans through the planning process. The integration of planning at the program and unit level has helped to collaboratively identify student program needs that can be addressed both in the short and long term.

Additional efforts are in place to support the commitment to financial stability. The institution has recognized its obligation to fund the other post-employment benefits and allocates money appropriately. Measure E continues to provide funding for building construction and renovations.

The college has completed various educational facility improvements that were identified in the Comprehensive Master Plan. These improvements replaced many aging facilities in an effort to provide superior facilities for student learning that align with institutional goals. The Master Plan was revised in 2012 extending the long-term campus planning into 2020.

Self-Evaluation

The college meets this standard. Significant evidence is available representing a campus priority towards long-term planning and budgeting for the future. The annual plan and long-term planning supports the college's commitment toward financial stability and sustainable resources. Resources are annually funded using program plans and priorities in an effort to sustain student programs and services.

Standard III.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The institution has a well-defined structure to provide for financial planning and budget development with appropriate participation from all constituent groups. Constituents can participate by joining any of the various groups that are part of the process of financial planning and budget development. For instance, the PBC, which meets twice monthly, consists of representatives from the college administration, management, classified staff, academic senate, faculty association and associated students. Various groups, such as administrative services and institutional research, routinely provide updates on planning, the Comprehensive Master Plan, financial updates, budget information and other requested items to the campus community. The PBC reviews its mission statement annually to continue to provide the needed review and recommendation of committee items.

The PBC annually reviews area plan priorities presented by the area vice presidents. These recommendations are considered after the prioritization of unit (division) and program plans developed by division administrators, faculty and staff.

At the Center the CEO and ECC Compton Center VP review all budget recommendations before moving them forward for review to the El Camino College President and ultimately to the Special Trustee for final consideration. The two documents outlining and guiding the processes for financial planning and budget development include the Annual Planning and Budget Calendar and Compton Community College/ECC Compton Center Planning Process attached here. While the planning and budgeting process occurs year round, the fall semester is predominantly focused on planning and budgeting occurs primarily during the spring semester.

Budget recommendations moving through the [planning](#) process start at the department level with Program Review and Program Plans (Plan Builder) and then are consolidated through the Unit/Area Plans and Institutional Standing Committees. Ultimately the surviving recommendations, agreed upon after discussion and revision among participating staff, faculty and managers, reach the Planning and Budget Committee. This committee is comprised of representatives from the Academic Senate, faculty union, classified union, management and the Associated Student Organization (ASO). The PBC representatives report back to their various campus constituencies on a regular basis. This committee has the ability to make recommendations to the CEO, via the Consultative Council, which

supports and enhances the collegial consultative process between the constituent groups for further discussion and review.



BudgetPlanningTimeline_Fy2013-14.pdf

Student representatives, through the ASO, are also encouraged to actively participate on all campus standing committees as well as attend these meetings on an ad hoc basis. A minimum of two student representatives are assigned to [institutional standing committees](#) including the following: Technology, Facilities, Planning and Budget, Professional Development, Auxiliary Services, Consultative Council, Institutional Effectiveness, Health Benefits, Health & Safety, Enrollment Management and Student Success. Additionally, campus-wide Budget Forums have been held to solicit questions and feedback from personnel and students. These forums have been an important part of the transition process as the Center moves from recovery towards transparency, expansion and ultimately accreditation.

[The Center's Institutional Effectiveness Committee](#) has defined guidelines for budget planning and development. The committee implemented [Program Review Process](#) and Timeline for planning and reviewing Program Reviews. One of the goals of this committee is to ensure [Program Reviews](#) are done timely and are directly link the student learning outcomes and assessment process to the institution's system of planning and budgeting, that to promote a more systematic and on-going improvement in educational programs and student learning.

Self-Evaluation

The institution meets the Standard as evidenced by the planning process and by the adoption of processes and timelines for reviewing Program Reviews which links Program Review with resource allocations.

Standard III.D.2. *To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

Standard III.D.2.a. *Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Descriptive Summary

The College assures the financial integrity of the institution and the responsible use of financial resources through the use of an internal control mechanism. The College organizes its financial documents into a Budget Book. This book presents a plan of financial operations of various funds for a given fiscal year. It consists of estimated revenues and expenditures within each educational category. The tentative budget is presented to [the PBC](#) in the spring and the final budget is reviewed, voted on, and adopted by the Board in September after being reviewed by the PBC in August.

Funds are allocated that will help achieve the institution's goals for student learning. The budget demonstrates its commitment to stated goals for student learning, as exhibited annually in its budget by the percentage of funds allocated to instruction and student services.

The institution systematically evaluates and makes public how well it [budgets](#) its financial resources. Pages 71-73 of the budget include the Budget Assumptions that guide the resource allocation process and in what ways it is accomplishing its purposes, including assessment of [student learning outcomes](#), student achievement of educational goals, and student learning.

The thoroughness of the budgeting process provides an accurate reflection of institutional spending due to a continual review of the college's priorities and [available funding/resources](#). Conservative budget assumptions and controls, such as the Purchasing Department's zero variance allowance policy, help ensure adherence to budget limitations. Open forums such as the PBC and [public Board of Trustees meetings](#) reflect the credibility of the budget and its process with constituents. Furthermore, consistent [monitoring](#) of spending versus budget allocations demonstrates the institution's commitment to financial stability.

The institution provides evidence of planning for improvement of institutional structures and processes as evidenced by its [Master Plan](#), management responses to audit findings, and presentations to the Board.

The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation as documented by [PBC Meeting Minutes](#) and its Board of Trustees Minutes.

Audit reports from [2009](#), [2010](#), and [2012](#) indicate that the College is in good financial standing. The annual audit report addresses areas of internal control over financial reporting and its operation. The audit report also addresses compliance testing regarding laws, regulations, contracts, and grant agreements. Consistently, the auditor's opinion states that El Camino Community College's basic financial statements are fairly presented in all material respects. These findings are communicated to appropriate institutional leadership and constituents at various meetings such as the PBC and [Board of Trustees](#) meetings. (Financial Statement Findings and Management Response Section Page 62 of [10/11 Audit Report](#) and 73 of [11/12 Audit Report](#)).

The College is mindful of the importance of making timely corrections on audit findings as witnessed by the management corrective action plan implementation and audit findings in subsequent years, 2011 & 2012, [pg 74-86](#), 2010 & 2009, [pg 70-103](#), and 2009 & 2008, [pg 68-95](#).

The Board of Trustees and Special Trustee approves the selection of an [independent auditing](#) firm for a contracted period of time that may be extended according to the terms of the contract. An audit is performed annually per California Education Code Section 84040 to examine all financial records including all funds, ancillary organizations, and Associated Students accounts and trust funds. The

annual audit is presented to the Board of Trustees and Special Trustee. Audit findings, recommendations and responses to current and prior year audit findings are included in the annual audit. The Chief Business Officer summarizes the annual audit highlighting the results of the audit including current and prior year audit findings. In addition, audits of the Bond Fund is performed annually in accordance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. The financial audit on the Bond Fund provides an opinion that the financial statements are presented fairly in conformity with the basic accounting principles. The performance audit determines compliance with the performance requirements which requires proceeds from the sale of bonds be used only for the purpose specified in Article XIII A, as referenced above. Audit findings from 2010 to 2012 are available on the Center [website](#).

The auditors issued an unqualified audit report which means that the financial statements presented fairly, in all material respects, the financial position of the Center in conformity with accounting principles generally accepted in the United States of America. In addition the report noted no instances of noncompliance with certain provisions of laws, regulations, contracts, and grant agreements. In 2011 there were ten (10) material weaknesses noted, however in 2012, there were no material weaknesses. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Compton develops a corrective action plan to ensure audit exceptions and FCMAT recommendations are implemented and/or being addressed in a timely manner to prevent repeat exceptions. As a result of this plan, the College was able to limit the number of audit finding in 2012. Below is a summary of the results:

1. The College has complied with the 50 Percent Law which has not occurred since 2003.
2. The College audit is complete and will be filed on time to the State by the December 31, 2012 deadline.
3. The College reduced total audit findings from twenty-six (26) audit findings in FY2011 to thirteen (13) audit findings in FY2012.
4. Of the twenty-six (26) prior-year audit findings, fourteen (14) were noted as fully implemented. Eleven (11) were noted as improved and are currently being addressed, and one (1) was noted as not implemented.
5. Most importantly, the ten (10) audit findings noted as material weaknesses in FY2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses were noted during FY2012.

The College also implemented and adopted internal policies and procedures to ensure finances are managed with integrity which also ensure for financial stability. Over the past three years the Center has cut costs in its budget and at the same time allowing for adequate funding for student success and learning (see [PBC minutes for August 2013](#)). Since 2010-2011, the Center has increased its ending fund balance from \$3.079 million to \$7.149 million and its reserves from 9.06% to 23.91% in 2012-2013, respectively.

Self Evaluation

The College meets this standard. Audits performed on financial statements have consistently been issued unqualified opinions. This means that the college's budgeting and implementation processes are sufficiently conservative, but allow enough flexibility to lessen the impact that unexpected cuts may have on the institution's ability to provide relevant student curriculum and to fulfill the mission statement. The College and the Center meet the standard as evidenced by the annual audits. Audit exceptions and FCMAT recommendations are reviewed at the conclusion of each audit and corrective actions are implemented. Information about the College's finances are communicated to appropriate leadership and constituents.

Standard III.D.2.b. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Descriptive Summary

Title V requires an annual external audit of all funds, books and accounts. The superintendent/president shall assure that an annual external audit is completed. The superintendent/president shall recommend a certified public accountancy firm to the Board with which to contract for the annual audit ([Ed. Code 84040](#) (b)).

Timely corrections, responses to audit exceptions and management advice are important in order to improve and maintain an institution's financial integrity. El Camino College has consistently recognized the significance of addressing audit findings. All audits since the previous accreditation period from FY 2008-[2009](#) (p.68-95), 2009-[2010](#) (p. 70-103) and 2011-[2012](#) (p. 74-86) have issued an "unqualified opinion" statement. Six examples of responses to findings are referenced below along with timely implementation of audit recommendations.

1. School Account Statements.

In 2011, the external audit revealed that the College did not have adequate documentation to show reconciliation of the School Account Statement (SAS) file and the Loan Detail records to the institution's financial records Direct Loan program. For 2012, there were no audit findings as corrective steps to implement a new reconciliation process to properly monitor disbursements had been enacted.

2. LBCC

In 2011, the timely submission of quarterly reports in order to gain reimbursement of expenditures in performance of its obligations to Long Beach Community College District was found to be significantly deficient. The College is one of many eligible "Network Service Centers" for the Los Angeles Regional Small Business Development Center ([SBDC](#)) run by the LBCCD. The LBCCD maintains a Cooperative Agreement with the College to be one of the locations providing services to small business owners and operators. In response, the Dean of Community Advancement has monitored the preparation of the appropriate reports for this program, ensuring timely filing with proper allocation of Federal funds. The 2012 audit did not address this as an area of continuing concern.

3. Cash in County Reconciliations

The 2010 audit found a material weakness in the College operating on two different systems: LACOE's PeopleSoft as the depository of funds, and Datatel as the operational general ledger regarding Cash in County Reconciliations. The specific requirement centers on adequate internal control over account activity and having a secure system of reconciliation in place to ensure proper recognition of revenues and expenditures. Per the auditors' recommendation, cash accounts must be reconciled monthly and procedures must be in place allowing supervisory personnel to check for completeness and accuracy. In 2011 this area was once again noted for a Significant Deficiency, partly due to stale dated checks and other items not being removed as reconciling items. In 2012, the cash account reconciliations were completed for the fiscal year, but reconciling items were still being researched and resolved into 2012-2013. Procedures are currently implemented; audit recommendations are carried out by staff that routinely post to the general ledger and staff that prepare and supervise bank reconciliations.

4. CDC

The Child Development Fund deficit spent in all of the past three years (i.e., 2010, 2011 and 2012). In 2010, the General Unrestricted (or Operating) Fund transferred \$75,000 to the fund. The auditors recommended monitoring spending and looking for other sources of revenue, including a reduction of the General Fund Contribution. In 2011 and 2012, \$425,000 and \$225,000 was transferred from the General Fund, as a result the Child Development Fund had a positive ending balance of \$103,344 and \$111,803 respectively. The College cited two bases for continuation of this program: the integration of teaching and learning; and the source of revenue provided by the FTES for students taking those courses. The College is continuing to monitor the spending and is considering all viable options for increasing revenue and decreasing expenditures.

5. Financial Aid

The audit recommendations in 2010 included: a report be written within the student accounting system that would provide the registrars and student financial aid office the ability to ensure enrollment information is correct; ensure no changes have been made that would impact the student financial aid award as required by Title IV; and establish better communication between the offices to ensure Federal awards are not inappropriately disbursed to ineligible students. In 2011, it was reiterated that the return of Title IV funds are required to be deposited or transferred into the Student Financial Assistance (SFA) account or electronic funds transfers initiated to ED as soon as possible, but no later than 45 days after the date the institution determines that the student withdrew. Due to a misunderstanding of

rules related to the threshold for the return of funds, the College was not in compliance with the Federal Requirements described in A-133 Compliance Supplement 34 CFR section 668.22 (j). In 2012, the condition persisted as the College made it a priority to implement policies and procedures to ensure that timelines were followed with respect to the return of funds and that the Student Enrollment/Accounting system be utilized for this purpose. The College needs to ensure the students are notified in writing within 30 days regarding the return of funds. During a district manager and staff meeting, it was detected that legitimate exceptions to the 45 day return can occur when students do not properly separate from a class either by untimely dropping or by notifying the instructor of their intention to stop attending class. A late discovery of a student's change in enrollment status would legitimately result in a late return of Title IV funds.

6. CTEA

In 2008, 2009, and 2010, audit reports noted that the College had not maintained an inventory control system that satisfied the compliance criteria of ensuring adequate safeguards to prevent loss, damage, or theft of equipment along with tagging products purchased with CTEA funds. Another component requires a periodic physical inventory of equipment reconciled with the equipment records at least once every two years to include investigating discrepancies between book and physical value. The College implemented a process to ensure that equipment purchased is tagged upon receipt.

7. Student Receivables

The monitoring, tracking, and collection of the student receivables had been a challenge for many years. The current policy is to place a hold on registration if the registration fees are not paid; a collection process for delinquent fees was virtually non-existent. There were no controls in place to limit access to overriding a student's account and removing their registration hold. In 2009, as per the audit recommendation, the College implemented a collection method by using COTOP procedures, as recommended by the Chancellor's Office, and has implemented controls which include review of violations of the student payment policy.

Information from the annual audit reports are disseminated throughout the college to the Board of Trustees, the PBC, and all pertinent departments and areas. The information is sufficient in content and timing to support institutional, financial planning and financial management. An annual audit report is presented to the Board of Trustees (BOT) and the superintendent/president. Information about budget, fiscal conditions, and financial planning are disseminated on campus through committees, scheduled meetings, and various documents as follows:

1. President's [Newsletter](#)

2. [Flex](#) Days, including a presentation by the President
3. [College](#) Website
4. Management Meetings
5. Facilities Master [Plan](#), which is updated as needed
6. Committee reports and reports to Constituents (e.g., PBC and Academic Senate)
7. Copies of the [Annual budget book](#) are available at the College Website and in the Fiscal Services Office
8. College newspaper "[UNION](#)"

This information is also communicated and/or discussed in forums such as the PBC, the Academic Senate, management meetings, and the President's Cabinet. The financial issues discussed include enrollment projections, state budget outlook, COLA, and college budget projections. The staff has real-time access to budget and financial information through Colleague's Datatel, which is the college's financial management system. Users have the ability to review budget availability, purchase order transactions, and other financial activity.

The Fiscal Services Office develops the tentative and final budgets, which are presented to the BOT for adoption. The BOT holds public hearings regarding the annual budget in May/June to present and discuss the Tentative Budget for the next fiscal year and again in September to present/discuss/adopt the Final Budget for the current fiscal year. The trustees also review quarterly financial reports that are submitted to the California Community College State Chancellor's Office. The college's annual audit reports are completed on schedule and are widely distributed; the findings are also presented directly to the BOT in a public session.

Once the senior administration establishes funding priorities, according to the process described above, that information is provided to the college community. Department heads, faculty chairs and coordinators share this information with their departments. Budget status reports are distributed to all departments and programs regularly.

State fiscal conditions are available for review on the [CCCCO](#) website. The information provided by the Chancellor's office is discussed in various meetings such as PBC and the BOT.

At the Center, [audit](#) results are reported to the following committees: Board of Trustees, Special Trustee, Planning and Budget committee, Senior Management, and the Special Trustee Advisory committee. The annual audit is posted on the website for public review along with the annually progress reviews conducted by FCMAT. The Center develops a corrective action plan to ensure audit exceptions and FCMAT recommendations and/or being addressed in a timely manner to prevent repeat exceptions being reported. The correction action plan is ordered in sections of priority and length of time to complete. This process helps ensure all critical areas are addressed immediately and areas that will require an expended length of time to complete are being addressed. The corrected and/or implemented findings are supported with documentation which is provided to the external auditors for review. In addition, the corrective action plan along with an updated status on each exception is given to the external auditors. The goal is to eliminate all the findings starting with the material weakness findings and working down to the significant deficiencies. This order is critical

due to the nature of a material weakness deficiency which is defined as a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. In 2013, the College implemented a plan to review the [internal operations](#) to be proactive in monitoring processes and internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.



Microsoft Excel
97-2003 Worksheet

Self-Evaluation:

The College meets this standard. The institution reviews the audit exceptions and management advice and makes a decision to either agree or challenge the exceptions. If in agreement with the finding, the College prepares an audit response and plans for corrective action. The plan is discussed with the auditors and the departments involved, and action is taken within the next fiscal year but before the time of interim audit fieldwork. The goal is to fully implement the recommendations by the next audit, which is an acceptable timeline by external audit firms. Some findings require longer periods of time to fully implement and are so noted in the external audit as partially implemented.

Standard III.D.2.c. *Appropriate financial information is provided throughout the institution in a timely manner.*

Descriptive Summary

As discussed in Standard III.D.2.b, information regarding budgeting and audits are disseminated throughout campus. The Board of Trustees, the PBC, and pertinent departments receive the information in a timely manner.

Revenues are generated almost entirely by state-funded apportionment. Some funds generated by the Business Training Center are transferred to the General Fund in recognition of services provided by the campus. El Camino College provides sufficient reserve for contingencies and emergencies. In 2007-2008, the ending fund balance was \$13.3 million, in 2008-2009 it was \$18.7 million, in 2009-2010 it was \$22.7million, in 2010-2011 it was \$23.4 million, and in 2011-2012, it was \$ 21.1 million. The Fund Reserve is averaging about 17% of the total operating [budget](#) annually (p. 56).

ECC has access to Tax and Revenue Anticipation Notes (TRAN) to assist with short term cash flow needs. An example of the [certificate](#) of participation is attached along with the PBC meeting [minutes](#) discussing the subject. The College also receives funding (\$4 million per year) from the State in relation to the College's partnership with the Compton Education Center. Three million dollars of

that funding is allocated to a Special Programs Fund (refer to pages 12 and 76 of the 2012-2013 [Budget Book](#)) and used to backfill funding shortages, due to state budget reductions in programs such as DSP&S, Matriculation, EOP&S and CARE.

The PBC serves as the steering committee for college wide planning and [budgeting](#). The PBC reviews, discusses, and evaluates the college's planning and budgeting processes to assure they are interlinked. All plans must be developed using data from program review and be linked to the college's mission statement and strategic initiatives. [PBC's meeting schedule](#) is comprehensive and various agenda items are calendared in relation to budgetary deadlines

The ECC [budget website](#) is updated with budget information with insight provided from the State Chancellor's Office, the Community College League of California and other state organizations along with recent developments posted in news articles and various publications.

The Compton's Planning and Budget [Calendar](#) sets specific deadlines for budgeting, financial reporting, and performance of audits. The Chief Executive Officer and/or the Chief Business Officer present annual Campus-Wide Budget Forum. The Chief Business Officer presents preliminary, tentative, and final budget presentations to PBC, Board of Trustees, and Special Trustee; these documents are available as standalone documents and in the Board Agendas [online](#). PBC meets monthly; members are kept informed on issues related to the state and College budget through periodic budget presentations, along with any other financial information.

Compton has implemented and adopted internal policies and procedures to ensure finances are managed with integrity which also ensure for financial stability. Over the past three years Compton has managed to decrease its expenditures and at the same time has increased its reserves. Since 2010-2011, Compton has increased its ending fund [balance](#) from \$3.079 million to \$7.149 million and its reserves from 9.06% to 23.91% in 2012-2013, respectively.

Compton reduced total audit findings from twenty-six audit findings in FY2011 to thirteen audit findings in FY2012. Of the twenty-six prior-year audit findings, fourteen were noted as fully implemented. Eleven were noted as improved and are currently being addressed, and one was noted as not implemented. Most importantly, the ten audit findings noted as material weaknesses in FY2011 were either fully implemented or improved to a status of significant deficiencies therefore resulting in zero material weaknesses were noted during [FY2012](#).

In 2013, the Center implemented a plan to review [internal operations](#) to be proactive in reviewing, monitoring processes, internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas throughout the Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures. Along with the internal operations review, the Center monitors internal control deficiencies reported in the [Annual Audit Report](#). Compton tracks all audit findings and actively reviews to ensure all audit findings have been implemented.

The College participates in self- insurance programs in order to keep the cost of insurance affordable and in the confines of board policy [6540](#). With ECC's membership in the Statewide Association of Community College (SWACC) Joint Powers Agency, we have sufficient reserves to handle financial emergencies. Appropriate limits of coverage for workers' compensation, property, and liability insurance have been maintained and a schedule of all insurance is provided in the appendix of annual Final [Budget](#) Book- Page 57.

Self Evaluation

The College meets this standard. Appropriate and timely financial information is provided throughout the college and the community. There are ample opportunities to obtain financial information and to participate in feedback sessions about fiscal integrity. Furthermore, the college's website has a portal that provides a wide variety of relevant information and Datatel has vast financial reporting capabilities.

Standard III.D.2.d. *All financial resources, including short and long term debt instruments (such as bonds and Certificates of participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Descriptive Summary

The general oversight of the college's finances is the responsibility of the vice president of Administrative Services, who reports to the college president/superintendent. Management and oversight of specific finances is distributed across multiple college offices. Periodic presentations regarding budgetary status are given to the [PBC](#) by the VP of Administrative Services. There are also quarterly reports given to the BOT in connection with the 311 Quarterly and Final Reports submitted to the [State Chancellor's Office](#).

In addition, Fiscal Services, in coordination with project administrators, prepares monthly, quarterly, and annual progress reports for review and/or for submission to funding [authorities](#).

Annual external audits include financial program review and issuance of a report on compliance requirements regarding laws, regulations, contracts, and grants. Internal control systems are evaluated annually during the external audit. Management responds to audit recommendations with regard to internal control weaknesses or deficiencies as evidenced in the reports for [2009](#), [2010](#), and [2012](#).

The College's only long term debt repayment obligation is the General Obligation Bond. In accordance with Proposition 39, an [annual performance](#) and financial audit must be conducted by an independent external agency. Furthermore, the [Citizen's Bond Oversight](#) Committee meets regularly and reports to the BOT.

The BOT oversees institutional investments and three of the four auxiliary organizations (Foundation, Associated Students, and Trust and Agency accounts), with direct supervision of these areas by college employees. Each area is subjected to an independent annual audit.

The Bookstore's annual audit is overseen and supervised by the Director of Accounting. The audit was performed by Vavrinke, Trine, Day & Co., LLP. Similarly, the El Camino Community College Foundation, a 501c (3) auxiliary organization of the college, is subject to an annual audit and it was performed by [Christy White](#) Accountancy Corporation.

Other departments on campus that have their own separate budgets undergo the same auditing and scrutiny as the main budget. The El Camino College Foundation enhances the ability of the college to excel in providing educational opportunities to its diverse community and students by promoting the college, identifying and developing community resources, and building internal and external partnerships. The [ECC Foundation](#) provides nearly \$1 million annually for scholarships, book vouchers, and funds that assist in faculty and staff's efforts to improve student learning. In an effort to reach the strategic goals of the college, the Foundation has increased and expanded fundraising activities like the Osher campaign to grow the amount of funds that can be advantageously distributed each year. Similarly, the Scholarship Office has recently awarded more than 400 scholarships totaling over \$450,000 to students attending El Camino College or transferring to a university. Lastly, the Grants Office provides coordination and oversight for all grant applications submitted by College faculty and staff, and all grant-funded projects awarded to the College. The Grants Office functions include: providing information on funding opportunities; proposal and budget development assistance; proposal review, sign-off, and transmission; grant negotiation and acceptance; grant start-up; post-award management assistance; grant close-out assistance; training in various aspects of grant stewardship (grant seeking, proposal writing, project management); and special projects.

Categorical programs are audited by the Chancellor's office. For example, the Small Business Development Center goes through two audits, a program audit and a financial audit. Other audits are performed for various programs. The Request for Applications includes the intent of the grant and the budget to carry out the activities. The budget is essentially a contract with the funding agency. Another form of "checks and balances" is the program monitor's role. This person compares expenses submitted via quarterly and final reports against the proposal. Any significant material changes must be previously approved by the monitor to ensure that it still maintains the integrity of the original proposal.

ECC's fiscal department also carries out compliance duties by monitoring expenses and certifying that the reports submitted are accurate. The Fiscal Services office is responsible for the development of the College's budgets, forecasting, business management procedures, implementation of new financial systems and interfacing with public and private sector agencies. The Accounting department provides services in the areas of general accounting, grant accounting, ancillary accounting, financial reporting, vendor payments, enrollment and cashiering services, banking and investing, human resources position control and payroll generation and disbursement, student financial aid accounting and disbursement and other related duties.

The El Camino College [Financial Aid Office](#) assists students with the financial aid application process, including grants, work-study, scholarships and loans. Workshops, advising and financial aid counseling services are also provided.

In 2012, the College commissioned an actuarial study from Total Compensation Systems, Inc. to determine the Other Post-Employment Benefits (OPEB) obligations and liability. The actuarial accrued liability was found to be \$22.3 million. These findings were presented to the PBC and the Retirement Board of Authority. The College currently has approximately \$15 million set aside for the purpose of funding OPEB. The President recommended at the [September 2012](#), Board Meeting, that these funds be moved to an Irrevocable Trust Fund which has already been established. \$11,206,057 has been moved via Benefit Trust Company Institutional Services to said trust.

Student loan default rates are monitored and assessed regularly. Although the Two Year Official Rate (CDR) for 2011 was 12.6 %, ECC has elected to withdraw from the Federal Direct Loan Program effective as of the 2013/14 Fiscal Year. According to U.S. Department of Education regulations, if the annual CDR exceeds 25% for a three-year period, the college risks the ability to participate in the Title IV Federal Student Aid Program. The number of Students being approved has decreased in recent years; there was concern that there might be an increased risk considering there are fewer borrowers. Ultimately ECC decided the ability to participate in the Title IV Federal Student Aid Program was too important to jeopardize. Attached please find the Vice President of Student and Community Advancement's recommendation to the President of El Camino, the latest information from the National Student Loan Data System (NSLDS) and [the President's memo](#) to the Board of Trustees (see page 3, item 13).

At the Compton Center, the Board of Trustees and Special Trustee approve the selection of an independent audit firm for period of time that may be extended according to the terms of the contract. An audit is performed annually per California Education Code Section 84040 to examine all financial records including all funds, ancillary organizations, associated students accounts, trust funds, and short and long-term debt instruments. The annual audit examines the reporting compliance relating to the long-term debt obligations in accordance with debt covenants.

In addition, audits of the Bond Fund are performed annually in accordance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. The financial audit on the Bond Fund provides an opinion that the financial statements are presented fairly in conformity with the basic accounting principles. The performance audit determines compliance with the performance requirements which requires proceeds from the sale of bonds be used only for the purpose specified in Article XIII A, as referenced above.

The Compton District also implemented and adopted internal policies and procedures to ensure finances are managed with integrity which also ensure for financial stability. Over the past three years Compton District has cut costs in its budget and at the same time allowing for adequate funding for student success and learning. All audit findings are evaluated immediately to ensure adequate implementation. In [fiscal year 2012](#) ten findings noted as material weaknesses in [fiscal year 2011](#) were either fully implemented or improved to a status of significant deficiencies therefore resulting in

zero material weaknesses were noted during fiscal year 2012. Additionally, an [internal operations review plan](#) was developed in order to review all areas acceptable to fraud, complexity and the susceptibility of misstatement to come up with a listing of priorities. In developing our assessment we focus on two risks, inherent risk and control risk.

Audit findings are addressed in a timely manner. Examples of audit findings and the College's responses are discussed in substandard 2b.

Self Evaluation

The College meets this standard based on the issuance of an unqualified audit report which means that the financial statements presented fairly, in all material respects, the financial position of the College in conformity with generally accepted accounting principles. In addition, they noted no instances of noncompliance with certain provisions of laws, regulations, contracts, and grant agreements. There were no material weaknesses reported within the audits. Several external audits are performed on a regularly scheduled basis. The financial resources are used with integrity on allowable expenditures within each funding source. Consistent monitoring of budget versus actuals is held throughout the annual fiscal cycle. Maintaining sufficient cash flow serves the college's operational and administrative function. Planning for the college's future obligations while constantly seeking out new grant opportunities and funding sources shows the college's willingness to ensure fiscal stability.

Standard III.D.2.e. *The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.*

Descriptive Summary

ECC shows its effectiveness and efficiency of operations, including the reliability of financial reporting as evidenced by its compliance with [applicable laws and regulations](#) as stated in an [audit report](#) on page 73. The auditors have consistently issued an unqualified audit report which means that regarding internal control over financial reporting there were no material weaknesses identified. In addition, there has been no evidence of material noncompliance within the financial statements.

[ECC Board Policy 6300](#) establishes procedures to assure that financial management is in accordance with having adequate internal controls, budget management, proper financial reporting, and accountability pursuant to the CSAM (California Community Colleges Budget and Accounting Manual).

The acquisition of materials and/or services totaling less than \$5,000.00 (including sales tax), may be made by issuing a purchase order, following competitive negotiations with vendors and the [California Public Contract Code](#).

Written quotations are secured for: Equipment/Supplies/Services totaling \$5,000.00 up to \$62,400.00 and may increase annually. [Purchasing procedures](#) are designed to encourage open competition.

Expenditures from special funds are audited on a yearly basis and the bond expenditures are viewed from a financial and performance perspective.

Another example of an internal control is [Board Policy 6100](#) and [6150](#). The Board delegates to the superintendent/president the authority to supervise the general business procedures of the College to assure the proper administration of property and contracts; the budget, audit and accounting of funds; the acquisition of supplies, equipment and property; and the protection of assets and persons. All transactions shall comply with applicable laws and regulations, and with the California Community Colleges Budget and Accounting Manual. No contract shall constitute an enforceable obligation against the College until it has been approved or ratified by the [Board](#).

The superintendent/president shall make appropriate periodic reports to the Board and shall keep the Board fully advised regarding the financial status of the College. The Authority to [sign orders](#) and other transactions on behalf of the Board is delegated to the superintendent/president and other officers appointed by the superintendent/president. The authorized signatures shall be filed with the Los Angeles County Superintendent of Schools.

The college has established and implemented sound fiscal accountability, planning, and reporting processes that ensure its fiscal stability and integrity as confirmed by the yearly audits. Besides the annual audit report, there are other agencies that review special funds established by the College, such as the Bond Fund. Vicenti, Lloyd, Stutzman LLP in accordance with Government Auditing Standards performs tests of ECC's compliance with certain provisions of laws, regulations, contracts and grant agreements the results of which are presented in the performance audit. Bond expenditures are consistently monitored by the [Citizen's Bond Oversight Committee](#), [annual reports](#), the Measure E [2009](#), [2011](#) and [2012](#) Performance Audit, and the Measure E 2011 Financial [Audit](#).

Student retention projects, library books, enrollment management plans, the auxiliary services fund, emergency equipment replacement/repair and the retiree health benefit allocation are included in the Special Programs Fund , which is part of the ECC annual audit. All of these program expenditures are carefully monitored as far as using funds for their intended purpose as addressed in the annual audit report. The Revenue Bond Construction Fund- Measure E is highly scrutinized as evidenced by the Proposition 39 Performance and Financial audits.

Self Evaluation

The College meets this standard. There are many effective and efficient internal controls that guide processes, procedures, and agreements within ECC and with outside agencies. Audits show no material weaknesses or non-compliance issues. The board of trustees, the president, and the stakeholders play an active role in overseeing the fiscal integrity of the institution as a whole.

Standard III.D.3. *The institution has policies and procedures to ensure sound financial practices and financial stability.*

Standard III.D.3.a. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.*

Descriptive Summary

El Camino College (ECC) has consistently maintained a fiscal reserve greater than the 5% requirement, as per [Board Policy 6200](#) and as demonstrated in the [Schedule of Financial Trends and Analysis](#).

The fiscal reserve has averaged approximately 20% (calculated as a percentage of Total Unrestricted General Fund Expenses) for 2010/11, 2011/12 & 2012/13. El Camino also has [Board Policy 6250](#) in place to address financial emergencies and unforeseen circumstances. As noted in Board Policy 6250, there are scheduled presentations of the Annual Budget at Board of Trustees meetings which are open to the public. In addition to the Annual Budget Agenda there are regularly scheduled presentations as demonstrated by the meeting items related to the budget under Administrative Services.

The Center's revenue source is almost entirely provided by state apportionment funds. Due to the nature of the Center's revenues sources and the financial difficulties the State has been facing over the past several years, the Center supplements cash flow by the issuance of Tax Revenue Anticipation Notes (TRANS). A resolution is approved by the board and filed annually with the Los Angeles Office of Education (LACOE) to participate in the LACOE's short-term borrowing TRAN program from anticipated, state deferrals, and/or of state problems that will impact the College's cash flow.

The annual CCFS 311 report shows an unrestricted balance exceeding the required 5% reserve amount recommended by the Chancellor's Office.

The College participates in self-insurance programs in order to keep costs of insurance as low as possible. The College's property, liability and workers' compensation are covered under the Statewide Association of Community College (SWACC) Joint Powers Authority (JPA). The schedule of insurance lists policy limits, JPA SIR, deductibles and annual contributions. The College's Health and Safety Committee is charged with identifying and reducing risks and hazards through heightened awareness among faculty, staff, and students. The Dean of Human Resources is the College's Risk Manager and chairs this committee.

Self Evaluation

The College meets this standard as evidenced by the adequate reserves, plan to ensure supplement cash flow when needed, and insurance policies. A conservative fiscal policies approach of maintaining an adequate General Operating Fund Reserve has afforded the college financial stability and the ability to have in place contingencies for emergencies despite years of economic downturn.

Standard III.D.3.b. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Descriptive Summary

ECC regularly reviews and oversees the institution's finances. There are various venues which focus on financial concerns such as the [Board of Trustees](#) monthly meetings and the [Planning and Budget Committee](#). The [Planning Model](#) demonstrates the relationships between Planning and Budgeting, Program Review, Curriculum Review, Student Learning Outcomes, Core Competencies, Annual Planning including the Plan Development and Evaluation Cycles, Enrollment Management Plan and Comprehensive Master Plan. The Program Review Status report illustrates the completion and/or timeline for completion of the various Divisions' Program Reviews and timelines for completion of others. One of the methods by which the Auxiliary Funds are reviewed is in connection with the [annual independent audit](#) (see page 110; Fiduciary Funds Balance Sheet).

The Auxiliary Funds are also reviewed in regular committee meetings of the [Auxiliary Services Board](#). The Auxiliary Services Board is comprised of Faculty, Staff, Administrators and Students whose purpose is to oversee and disseminate funds.

[El Camino College Foundation](#) is a 501(c) entity; its finances are held independently of the College and independent committees oversee the Foundation. The Foundation's financial statements are also subject to an independent, annual audit; the audits have consistently resulted in an unqualified opinion, refer to page one of the [audit report](#). The Financial Aid area and grants, both Federal and State, are reviewed annually during the [independent audit](#) to determine, in part, compliance with Federal Reporting Guidelines. The grants also have regular reporting requirements and may be subject to [audits](#) in addition to the annual independent audit of El Camino College, refer to pages 53-57.

The audits performed by independent parties, review of those audits by campus committees (i.e. Planning & Budget Committee) and the Board of Directors ensure that the evaluations'/audits' findings are addressed and ultimately used to improve existing policies/procedures.

The Center's external audit firm tests fiscal and internal control processes and procedures as part of the annual audit. The audit includes audits findings and/or recommendations along with the Center responses for prior years. Beginning in 2012-13 the College has included the completion of the Fiscal Health Checklist self-evaluation in its budget process as recommended and developed by the Chancellor's Office.

In 2013, the Center implemented a plan to review the internal operations of the Center to be proactive in reviewing, monitoring processes, internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside auditing firms to assess different areas throughout the Center as

defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

The Business Services department records and monitors all funds of the Center. Managers approve and monitor expenses which include but not limited to the unrestricted operating budgets, categorical programs and grant awards. All funds are identified through the use of funding sources specific to individual restricted funds as required by law or unrestricted Center resources and practices.

Federal regulations require that federal program expenditures be monitored closely and reported accurately. The Center uses the PeopleSoft system for awarding and disbursing funds and to reconcile expenditures monthly with the Business Services Office which retains account expenditure information for all federal programs. The Recordkeeping, Accounting, Disclosure, and Record Retention requirements are followed as outlined by Administrative Regulations.

Self-Evaluation

The College meets this standard. The college's effective financial oversight is demonstrated by the regular reviews of the operating fund and other funds, as well as the consistent positive unqualified opinions expressed by the external auditors.

Standard III.D.3.c. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.*

Descriptive Summary

ECC continues to diligently address the requirements of Government Accounting Standards Board (GASB) 43 and 45 regarding Other Post-Employment Benefits (OPEB) The OPEB consists exclusively of health care costs for retirees between the ages of 55 to 65. Specifically, the funding of the OPEB liability has been allocated annually as demonstrated per attached [Annual Budget](#) (see page 23). The funding as of June 30, 2013 is \$16,483,771 of the \$22,355,715 specified in the latest [Actuarial Report](#), dated May 9, 2012 (see page 4).

ECC has begun the process of transferring the dedicated funding to an [Irrevocable Trust](#) in order to maximize the benefit/recognition prescribed by the GASB pronouncements, refer to page 6. The benefit is that the dedicated funding is only recognized in the Actuarial Calculation if the funding has been deposited in an Irrevocable Trust. Depositing the funds in an Irrevocable Trust also provides a healthier Balance Sheet which in accounting terms is reflected as a reduction of the liability; refer to page 61-Other Post-Employment Benefits and Page 65 – [Inter-fund Transfers](#). Moreover, ECC continues to pay the OPEB from the General Operating Fund in addition to allocating funds to the OPEB liability, refer to page 5-[Retiree Benefits](#).

Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of ECC in [pages 19, 25](#).

The Center continues to address the requirements of Government Accounting Standards Board (GASB) 45 regarding Other Post-Employment Benefits (OPEB); the OPEB consists exclusively of health care costs for retirees between the ages of fifty five to sixty five years old. Specifically, the funding of the Center's unfunded actuarial accrued liability has been recorded on the Center's entity wide financial statements and is allocated annually as noted in the Final Adopted Budget.

The Center has begun the process of setting aside dedicated funds within the Unrestricted General Fund which amounts to \$200,000 as noted in the 2013 Final Adopted Budget in order to maximize the benefit prescribed by the GASB pronouncements. Also, the Center continues to pay other post-employment benefits from the General Operating Fund in addition to allocating funds to the OPEB liability. The Center is currently reviewing other alternative funding programs such as an irrevocable investment trust which is in compliance with GASB 45. Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of the Center. In accordance with Administrative Regulation (AR) 6311, Attendance and Time Reporting, in the event an employee accumulates in excess of 352 hours of vacation, the employee is notified by the Chief Business Officer (CBO) that a special vacation time report schedule must be submitted and the date the special vacation time report schedule is due to help limit the Center's overall liability. In addition, effective July 1, 2009 no additional vacation is accrued once an employee reaches 352 accumulated hours except as provided for under subsection 4 of Administrative Regulation (AR) 6311.

Self-Evaluation

The college meets this standard. The funding of Other Post-Employment Benefits has been addressed diligently as reflected by the significant portion of funds set aside in recognition of the long term liability.

Standard III.3.d. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

In accordance with GASB 43 and 45 pronouncements El Camino Community College has commissioned Actuarial Studies as recommended every two years. The most recent Actuarial report is dated [May 9, 2012](#) and the previous report was dated [October 15, 2009](#).

In accordance with GASB 43 and 45 pronouncements; the Center has obtained updated Actuarial Studies as required every two years. The most recent Actuarial report is dated March 1, 2011 and the Center has entered into contract to update the report as of June 30, 2013.

The Center's current [funding policy](#) is based on pay-as-you-go which is in compliance with GASB 45. The Center has begun the process of setting aside dedicated funds within the Unrestricted General Fund in the amount to \$200,000 annually as noted in the Center's 2013 Final Adopted Budget. However, the Center is currently [reviewing](#) other alternative funding programs such as an irrevocable investment trust which is in compliance with GASB 45 in order to address the Center's unfunded actuarial accrued liability.

The GASB [43](#) and [45](#) pronouncements which address Other Post-Employment Benefits (OPEB) are explained in the link.

Self Evaluation

The College meets this standard. The biennial actuarial study/report required by General Accounting Standards Board pronouncement 43 has been produced and submitted in a timely manner. The Actuarial Study of Retiree Health Benefits and the OPEB Funding Plan also show the College prepares OPEB plans by accounting standards.

Standard III.3.e. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Descriptive Summary

The only locally incurred debts which ECC's Operating Budget must accommodate are Tax Revenue Anticipation Notes (TRAN). A TRAN is issued by the County; the duration of those notes are not more than twelve months. The impact on the financial condition of the college is extremely minimal; the only expense is interest charges associated with the TRAN which for the Fiscal Year 2012/13 totaled \$498,769 or .475% of the Unrestricted Funds total expenses of \$104,967,659. However, the interest earned on the TRAN equaled \$430,903.68 reducing the interest expense burden substantially.

Tax Revenue Anticipation Notes or TRAN were requested and received for Fiscal Years 2010 (\$14,775,000), 2011 (\$8,850,000), 2012 (\$17,000,000 and \$10,000,000) and 2013 (\$10,000,000), refer to page 29 of the [budget](#) and page 37 of the [Annual Financing Report](#).

The economic climate the last several years has resulted in cash flow concerns, caused in part to [deferred payments](#) from the State, but the TRANs were secured to insure meeting cash flow requirements. The financial impact regarding repaying the debt is minimal because the interest rate charged is very modest and is offset by interest earned on the TRAN funding while being used, refer to page 29 of the [budget](#).

As the Final Budget Assumptions indicated in the El Camino Community College 2012-13 [Fiscal Year Budget](#), the reduced Apportionment funding levels necessitated deficit spending for fiscal year 2012 and a deficit annual operating budget for fiscal year 2013 in order to maintain the desired level of commitment to students and the community. However, the sufficiently adequate reserve allowed deficit budgeting and deficit spending to occur while still maintaining more than the required 5% Fund Reserve, refer to pages 4-6 and pages 71-73.

General Obligation Bonds have been issued in the past several years and are recorded as Non-Current Long Term Liabilities, refer to page 6 "Non-Current Liabilities" and page 38 "Note 11 Long Term Obligations" of the [budget](#). While the Bonds are reflected as a liability they do not have an adverse

effect on ECC's financial stability as the interest and principal are paid via Property Taxes as approved by the local community in accordance with [Proposition 39](#).

Approximately \$498,769 was paid in interest charges for TRAN's in 2013 and \$430,903.68 in interest was earned on those TRAN's resulting in a net interest cost/expense of \$67,865.31 (or .065% of Operating Budget).

The Center issued Tax Revenue Anticipation Notes (TRAN) for Fiscal Years 2010 (\$2,155,000), 2011 (\$3,500,000), 2012 (\$1,500,000 and \$4,000,000) and 2013 (\$8,000,000). Due to the economic climate of the State over the last several years has resulted in cash flow shortages, due in part to deferral payments from the State which have steadily increased over the same time period, and the TRANs were secured to supplement cash flow requirements. The financial impact regarding repaying the debt is minimal compared to other financing instruments because the interest rate charged is modest. Over the past few fiscal years the Center has implemented a conservative pending approach to help compensate for the cash shortages however this along is not sufficient to supplement cash flow shortages entirely. This conservative approach has increased reserve level slightly to more than the minimum 5 percent fund balance reserve.

General Obligation Bonds have been issued in the past several years and are recorded as Long Term Liabilities in the entity wide financial statements of the Center. While the Bonds are reflected as a liability they do not have an adverse effect on the Center's financial stability as a result of the passage of the Bond. Property owners or parcels are assessed within the Center specifically for the repayment of the debt incurred in accordance with Proposition 39 which is repaid by the Los Angeles County Tax Assessors Office.

Compensated absences, or earned vacation, are also recognized as a liability and addressed in the financial statements of the annual independent audit of the Center. In accordance with Administrative Regulation (AR) 6311, Attendance and Time Reporting, in the event an employee accumulates in excess of 352 hours of vacation, the employee is notified by the Chief Business Officer (CBO) that a special vacation time report schedule must be submitted and the date the special vacation time report schedule is due to help limit the Center's overall liability. In addition, effective July 1, 2009 no additional vacation is accrue once an employee reaches 352 accumulated hours except as provided for under subsection 4 of Administrative Regulation (AR) 6311.

Self Evaluation

The college meets this standard. The Tax Revenue Anticipation Notes are essentially the only locally incurred debt instrument. The issuance and timely payment of those instruments has ensured that necessary cash flow requirements are met, but that has not adversely affected the financial condition of the college.

Standard III.D.3.f. *Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.*

Descriptive Summary

The student loan default rates at El Camino Community College have traditionally been well below the federal guidelines' default rate of 30% for a two year cohort, as defined by the [Higher Education Opportunity](#) Act of 2008. El Camino Community College's [default rates](#) per the latest report were 16.5% for fiscal year 2010, 12.7% for fiscal year 2009 and 12.8% for fiscal year 2008. Although ECC is well below the federal guideline rate of 30%, the [college](#) is taking proactive measures to reduce its default rate in the following ways:

- Educating borrowers by providing information in Loan Packets; requesting borrowers complete yearly entrance and exit counseling (this exceeds federal requirements);
- Requiring borrowers to complete a money management session;
- Requiring extra references on loan applications

Student loan default rates are monitored and assessed regularly. Although the 2 Year Official Rate (CDR) for 2011 was 12.6 %, ECC has elected to [withdraw](#) from the Federal Direct Loan Program effective as of the 2013/14 Fiscal Year. Also, the College in partnership with Sallie Mae monitors and manages student loan default rate data from the Federal National Student Loan Data System. Exit Interviews are mailed on a monthly basis, delinquency letters and phone calls are completed monthly to help avert default. In addition, student loan applicants are required to attend an in-person loan entrance counseling session once per academic year.

Self Evaluation

The college meets this standard. Maintaining a student loan default rate well below the federal guidelines along with the unqualified audit opinions reflect the effective monitoring and management of student loans.

Standard III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

The Director of Business Services maintains agreements with external entities. The Purchasing Department prepares the Board Agenda for contracts requiring advanced approval by the Board of Trustees, in accordance with general purchasing practices as directed in Board Policy [6330](#) and [6340](#). Board Policy [6631](#) is an example of ECC's commitment to diversity and affirmative action which are in keeping with the institution's goals.

[Purchasing Procedure 509](#) establishes dollar amount limits, bidding requirements and approval requirements. [Public Contracts Code Section 20651](#) addresses areas such as bids and Board of Trustees' approval.

Invoices related to services must be approved by the requesting administrator and submitted to Accounts Payable Department for payment processing. The contracts have a dollar limit formally established and payment requests/invoices are monitored by the financial software system (Datatel) and Accounts Payable personnel to safeguard against overpayments. The Purchasing model, as seen in the [PO screenshot](#), of the Financial Reporting database has a 0% variance allowance in its calculation of payments versus the contract funding (or encumbered) amount.

The usage of the General Obligation Bond fund is audited annually to assure compliance with restrictions associated with use of the Bond Monies. The Bond Fund is audited annually by an independent accounting firm in accordance with [Proposition 39](#). The annual audits and the [Bond Oversight Committee](#) serve to oversee and ensure that funds are used in accordance with the requirements of Proposition 39. Furthermore, an independent annual [Performance Report](#) is prepared and submitted to the Board of Trustees.

The Purchasing and Business Services Departments are responsible for contracting on behalf of the Center. The Chief Executive Officer and Chief Business Officer are the sole authorities for executing contract agreements for purchases of goods and services. Board policies define bidding requirements and conflict of interest procedures, and all contracts are submitted to the Board of Trustees and Special Trustee for ratification or approval per Board Policy. Purchasing and Business Services reviews contracts for compliance with IRS rules, regulations and other public codes.

The Center's general terms and conditions for vendors are listed on the Purchasing Department's website which defines limitations of payments, variation in quality or quantity, and certification compliance.

Internal control for purchasing activities is included as part of the annual audit process to ensure proper internal controls exist over procurement and contract procedures.

Self Evaluation

The College meets this standard. Adherence to various Board Policies and the review of agreements by Purchasing and Management provide assurance that contracts are consistent with institutional goals, as well as compliant with local, state and federal requirements.

Standard III.D.3.h. *The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.*

Descriptive Summary

The College uses its annual external audit to provide feedback on its processes. The College contracts with an independent audit firm that assesses the adequacy of the systems to determine the financial statements present fairly in all material respects, reviews policies and procedures, internal control and compliance with federal, state and other agency rules and regulations. All audit findings are responded to adequately and in a timely manner and such responses be included in the audit report.

ECC is audited annually by an external, independent audit firm. Reports from [2012](#), [2011](#), and [2010](#) establish the school's history. The audit examines the adequacy of internal controls as well as compliance with various regulations. The latest [audit opinion](#) stated that ECC's internal controls were adequate on page 66. In addition to the annual audit of the institution's financial records and practices there is also an annual audit of the [General Obligation Bond fund](#). The most recent audit of the Bond Funds for the fiscal year 2012 was completed in January 2013.

The independent [audit report for fiscal year 2009/10](#) (see page 81, 2010-8 Finding) referred to a Compliance Requirement regarding Allowable Costs. The finding related to internal control issues addressing the monitoring/approval of expenses incurred; specifically, documentation showing the program director approved the expenditures. As a result of the audit, internal controls were put in place assuring that the program director was approving/monitoring all expenses incurred in relation to the Career and Technical Education Act grant. The subsequent [independent audit](#) (see page 85-86, 2010-8 Finding) reflected that adequate internal control measures had been implemented. ECC regularly reviews fiscal plans during [PBC meetings](#) and the annual Planning Summit as well as a component of the [Program Review](#) process. PBC demonstrates the thoroughness of the process and reflects the periodic review and evaluation of various components which are integral in determining the effectiveness of past fiscal planning.

In 2013, the Center implemented a plan to review the internal operations of the Center in an effort to be proactive in reviewing and monitoring internal controls to reduce risks associated with material misstatements and fraud. This plan is presented to Cabinet and PBC to set areas of priorities. Funding is provided from the Business Services budget and increased through the budget planning process to contract with outside accounting firms to assess different areas throughout the Center as defined by the Chief Business Officer and to report instances of fraud and provide recommendations to strengthen and/or revise control processes and procedures.

Self Evaluation

The college meets this standard. Internal control reviews and evaluations of financial management practices are consistently addressed during the annual independent audits. Furthermore, various committees, such as the Planning and Budget Committee, frequently discuss and advise on fiscal management.

Standard III.D.4: *Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.*

Descriptive Summary:

Financial resource planning is aligned to the Mission Statement and is driven by the Comprehensive Master Plan. The Comprehensive Master Plan is anchored on the Educational Plan that drives the Technology Plan, Facilities Plan and Staffing Plan. Resource allocations are based on short range and long range plans. For example, the College projects a five year budget cycle for planning for short term and intermediate goals and for long range plans uses the Facilities Plan and Technology Plan in the prioritization and allocation of resources. These factors are all integrated into the College's Planning Model as seen on page seventeen of "[Making Decisions at El Camino College.](#)" The Planning Model was revised in the Spring of 2013 and is now represented by this [graphic](#). The new model better illustrates how the Master Plan envelopes and guides the reviewing and planning processes.

In order to ensure that financial decisions are developed from program review results, institutional needs, and plans for improvements, the College uses Plan Builder software for most planning purposes. This software is used to create plans and track progress made towards goals and objectives within the plans. Plans are either short-term (less than one year) or long-term (two to five years), some require funding while others are cost neutral, and all are reviewed and updated at least twice each academic year.

The Master Plan's Plan Development Cycle follows the timeline below:

September–October: Each department reviews, updates, and inputs program review prioritized recommendations into their Program Plan for the next fiscal year.

November–December: Each division reviews and prioritizes program goals and objectives and enters or rolls over the information into the upcoming division Unit plan for the next fiscal year. All Program plans must be submitted by December 31.

January–February: Vice Presidents meet with division managers to review and prioritize Unit plan goals and objectives to create a prioritized Area plan. All Unit plans must be submitted by February 28.

March–April: Vice Presidents present a list of prioritized goals and objectives for the College to the Planning and Budgeting Committee for discussion and funding endorsement. All Area plans must be submitted by March 31. (PBC minutes: June 18, 2009, August 6, 2009, April 29, 2010, May 6, 2010, June 3, 2010, July 1, 2010, May 3, 2012 (Facilities Master Plan).

May: PBC submits a list of endorsed funding requests to the President for consideration.

Financial decisions are based on the results of evaluation of program and service needs through a collaborative effort that begins with program review, unit plans, area plans that culminates in the prioritizing and ranking of goals. The prioritized ranking forms the basis for resource allocation through the budgeting process. The budget process reflects the vision and philosophy of the College, where "our highest value is placed on our students and their educational goals."

The allocation of financial resources stems from the results of evaluations in the various Planning and Budget development activities of the various campus wide committees as follows:

1. Planning and Budgeting Committee
2. Insurance Benefits Committee
3. Facilities Steering Committee
4. Technology Committee
5. Campus councils

For the fiscal year ended June 30, 2010 unit plans that had budget requests of about \$3.7 million was funded. For the year ended June 30, 2011, unit plans that had budget requests of about \$1.4 million dollars was funded. In the year ended June 30, 2012, unit plans that had budget request of about \$.4million was funded. Per the program review the various plans have either been completed or in progress. Matrices for [2010](#) and [2011](#) show the status of the projects. The adopted budget for Fiscal years 2009-2010, 2010-2011 and 2011-2012 as shown in the embedded files below show the various [appropriations linked to the unit plan, program and budget.](#)

Due to the special circumstance regarding the loss of the Compton Community College accreditation, periodic reviews and progress reports have been on-going through the Fiscal Crisis Management & Assistance Team (FCMAT). The mission of FCMAT is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT provides management studies for school districts, county offices of education, charter schools and community colleges that request them. FCMAT can respond directly, at the request of a school district or county office, seeking advice to improve management practices, business policies and procedures or organizational structure. The state, in its monitoring role, can also ask for FCMAT's assistance.

In the case of the Compton Community College Center, the State requested that FCMAT come on site and review the status of the institution. The FCMAT team met with Center personnel and reviewed fiscal documents and other reports critical to the operation of the Center; specific student services programs, and academic departments. This data has been critical for assessing and setting up internal processes to improve and monitor the effective use of financial resources by the Center.

Additionally, a joint Program Review Committee has been formed to evaluate the information presented in all ECC Program Reviews submitted every four years. This review process will help programs improve their outcomes and will recommend the continuance or not of the department based on their success in supporting the established, overarching strategic initiatives and core competencies. The administration can use this information to forecast and prioritize which programs and services are viable and relevant in meeting the changing goals of the institution and which are not.

Other important tools to systematically assess the effective use of financial resources, and evaluate areas needing improvement, are the past and current Annual Financial Audit Reports allowing the administration to respond to audit-identified needs. Below are examples of areas identified as

needing improvement, over the past four years, and what was done to improve program accountability:

Self-Evaluation:

The College meets this standard. Plan builder ensures that financial decisions are developed from unit plans which identify institutional needs and forms the basis for resource allocations. Program reviews track progress made towards goals and objectives within the plans. The documents attached to this section strongly support our self -evaluation.

References:

Standard IV: Leadership and Governance

A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.**

Descriptive Summary

El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community. El Camino College is committed to student success and educational excellence. This commitment is demonstrated in the attention given to the evaluation of its academic and student services programs. The [College mission](#), statement of values, and strategic initiatives are outlined in the catalog and website and displayed in print posters throughout various program offices. The [College's Planning Model](#) illustrates how the Mission Statement is supported through the Strategic Initiatives.

Staff, faculty, administrators, and students work together to improve the practices, programs, and services in which they are involved. Participation in standing committees and all stages of the planning process consists of representation from the Associated Student Body, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees, Police Officers Association, Confidential employees and Management. It is noteworthy that representatives from all campus constituents were involved in this self-evaluation process.

Since the last Accrediting Commission for Community and Junior Colleges (ACCJC) Self-Evaluation in 2008, a [Campus Climate Survey](#) was administered in 2010 and another survey will be administered in 2013. Based on information from the 2010 survey, when asked about the institution's goals and values, individuals are aware of the college's goals and values and can describe their roles in assisting the institution in achieving its goals.

Information about institutional performance is made available to staff and students. Participation is encouraged at all levels, and final reports, planning documents, and agendas are made public and available on the El Camino College website. The office of Institutional

Research and Planning also maintains an [up-to-date website](#) and blog where all planning documents, research, and institutional performance data are readily available for staff and students. In addition, the [President's Newsletter](#), which is sent via mail, to all employees as well as via campus mail, includes information regarding institutional performance and planning efforts. At the annual Flex Day in August, which all faculty, staff and campus leaders are invited to attend, the College President provides the [campus with updates](#) on the state of the college and important updates from the State and other governing bodies. The College ensures opportunities for appropriate staff participation in the [planning process](#). The Planning Model, which is available to all employees, students, and visitors to the website, demonstrates the relationship between various plans at the College. Student Learning Outcomes and Services Area Outcomes provide the vehicle within which dialogue for change occurs. In addition, every year the College hosts a planning summit in which campus administrators, faculty, staff, and students participate. Specific goals are established for each summit. In the most recent [summit which took in spring 2013](#), participants revised the Planning Model and set new institutional goals based on current data provided by Institutional Research and Planning.

The flow of information is such that opportunities are provided to individuals to bring forward ideas for institutional improvement. Regular staff meetings at the departmental level provide staff and faculty the opportunity to provide campus leaders with feedback and ideas for institutional improvement. The flow of communication allows information and ideas to go from the departmental level, through division and area councils, to College Council. Similarly, various Operational Committees are established to address specific areas of the College. [Minutes to committee meetings](#) can be viewed on the College website. Individuals and groups utilize the governance process to enhance student learning. Policy and program changes that impact student learning must be funneled through various consultation committees before final changes are implemented. The various groups from College Council, through Area Council, Division Council and down to Department meetings are able to provide any important feedback for consideration prior to implementation. In accordance with [Board Policy 2510](#), various individuals and groups enhance student learning through the governance process by refining policies and programmatic changes that have been developed.

The [Professional Development office](#) provides opportunities for staff and faculty to remain updated on most current technology, research and training to assist their efforts of student success. Through the Foundation office, iGrants are available to all faculty to fund projects promoting innovative, state-of-the-art [opportunities that advance the education](#) of our students. These venues allow individuals to bring forward ideas for institutional improvement.

El Camino College supports innovative ideas. One such innovation is the [Faculty Inquiry Partnership Program \(FIPP\)](#), a nationally recognized initiative designed to increase student retention and success by developing active responsible learners. To date, five cohorts totaling more than 125 faculty from all disciplines in both campuses have participated in FIPP. Pre-versus Post-FIPP comparisons convey the significant impact the program has had on faculty and students. Nearly all of the faculty participants (99%) reported that FIPP positively

impacted their teaching. They reported significant decreases in the occurrence of difficult student behaviors and negative student attitudes. Student success rates after instructors attended FIPP were 2% higher than before their involvement in the program. Among students, 91% responded that FIPP strategies helped them understand the material and increased their interest in content; 92% reported that the strategies would contribute to their success as a student.

A second program supported by the College is Supplemental Instruction (SI). The main objective of SI is to help students successfully pass a targeted course, while learning critical life and learning skills. The SI program provides academic support by placing an SI Coach in the targeted course section to assist students with course work. The SI Coach attends all lectures along with the students. Then, immediately after class ends, the SI Coach facilitates two, fifty-minute sessions per week in which students from the targeted course can attend to get additional course-related support. [Supplemental Instruction supports the College's Strategic Initiatives 1 and 2.](#)

Self-Evaluation

The College meets the standard. Staff, faculty, administrators and students are closely involved in improving practices, programs and services and the process to assure effective discussion, planning and implementation is in place. The office of Institutional Research and Planning should be more prominently accessible from the home page. Mission statement and strategic initiatives should also be highlighted on the College Website.

1. The institution establishes and implements a written policy providing for faculty, staff, administrator, and the student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning and special-purpose bodies.

- a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

The various constituent groups and their participation in the governance processes are described in a variety of [Board Policies](#). Board Policy 2015 guarantees the inclusion of a non-voting student member on the Board of Trustees. Board Policy 4027 defines the formation and the duties of the Academic Senate. Administrative Procedure 2510 defines roles and participation in decision-making involving the Board of Trustees, Academic Senate, collegial consultation groups, staff, students, and College Council.

The five-member Board of Trustees is the ultimate institutional decision-maker, in compliance with state and federal laws and regulations, and ensures district-member

participation in developing policies and ensuring fiscal integrity for the District. The trustees represent the nine Los Angeles County cities and unincorporated areas served by the District. Recently, ECC enacted a redistricting for its Board so they are no longer elected in district-wide elections; instead, they will be elected from [one of five geographical areas](#) defined during a [redistricting campaign](#) that was initiated in 2010.

As the current Board members complete their terms, elections will be held in each of the geographical areas. In addition to the five elected members, the Board includes an advisory non-voting student member who participates as a full member of the Board except in closed sessions.

The President is responsible for recommending actions to the Board of Trustees and is delegated by the Board to ensure that its policy directives and initiatives are implemented. Chaired by the President, College Council acts as the body that advises the President on policy and procedures affecting the College. The College Council includes representatives from the Associated Student Organization, Academic Senate, El Camino College Federation of Teachers, El Camino Classified Employees Union, Police Officers Association, Confidential employees and Management. [Meetings notes](#) from the college council can be found on the College website. Governance recommendations and advice from each of these constituencies are brought to College Council to allow feedback from each other and to advise the President.

As outlined in AP 2510, collegial consultation groups include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to area Vice Presidents, the College President, and ultimately the Board to decide issues within their purview.

The Academic Senate is consulted on academic and professional matters and other areas of interest. Faculty participate in the consultation process in committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policies including processes for institutional planning and budget development. These committees include the Planning and Budgeting Committee, the Calendar Committee, and Enrollment Management. The Academic Senate (in consultation with the President or designee) also appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

Although faculty members sit on collegial consultation committees, the Academic Senate has expressed dissatisfaction with the effectiveness of collegial consultation. Several steps have been taken to improve the situation. In spring 2008, the Senate passed a resolution requesting technical advisory assistance from the Academic Senate of California Community Colleges (ASCCC) and Community College League of California (CCLC) on improving the effectiveness of collegial consultation at El Camino College. The CCLC represents the interests of administrators and the ASCCC represents the interests of faculty. However, both the academic senate and the College administration must jointly seek a request for such assistance, and this was not obtained at the time.

In the spring 2012 semester, the Senate passed a resolution of no confidence in the implementation of the collegial consultation process at El Camino College Torrance Campus. This resolution included a 13-page appendix listing evidence supporting the resolution. To address this issue, the College President and Senate President jointly sought and received the assistance of the CCLC/ASCCC technical assistance program. The leader of each group delivered a joint presentation on collegial consultation at a special Board meeting, which was recorded and is posted on the Board website.

College Council subsequently met in late spring and summer 2012 to review the video and discuss consultation on campus. These were difficult but fruitful discussions. College Council formed a subcommittee to author a document that both describes and improves the consultation process on our campus. "Making Decisions" was reviewed and discussed in College Council and in the Academic Senate throughout the 2012-2013 academic year and was sent to the Board for adoption in June 2013.

The Academic Senate has taken the lead in educating faculty members about their role in collegial consultation. Meetings have been held on several consecutive flex days to discuss the role of faculty in the collegial consultation process.

Concerning administration, there are three administrative Area Councils: 1) Academic Affairs, 2) Student and Community Advancement, and 3) Administrative Services. In turn, these are supported by their respective Division Councils, departments and committees. The El Camino College 2012-2017 Comprehensive Master Plan describes the implementation process for linking planning and budgeting activities. The Planning and Budget Committee (PBC) was formed in 2002 in order to develop a more effective link between planning and budget development. The PBC's responsibilities include linking planning and budgeting through an integrated process. The committee includes representation from administration, faculty, staff, and students, and provides substantial direction to the President in the form of recommendations to fund prioritized plans and actively participates in and makes recommendations during the annual budget development process. The link between planning and budgeting has been strengthened with the use of Plan Builder and the program review process, which link program recommendations and funding requests to the strategic initiatives. On October 3, 2013, the committee voted on a revised statement of purpose.

Classified staff members (Police Officers Association, El Camino Classified Employees and "confidential" employee groups) and the Associated Students Organization are given the opportunity to participate in the planning and development of district policies and procedures by serving on district committees, task forces, and the Board of Trustees. Classified staff members and students are also given consideration to express opinions and advice, especially in areas that affect their interests.

Self-Evaluation

The College meets the standard. It continuously strives for a work environment where representation and opinions by all on campus, including staff, faculty, administrators and

students, are included in the decision-making process. Faculty, administrators, students, and staff have a voice in policy, planning, and budgeting as defined by Board policy and purpose statements.

The Planning and Budgeting Committee (PBC), formed in response to recommendations made by the accreditation team in 2002, effectively links planning and budget development. The student role in the development of policies, processes, and procedures was recently clarified in Board Policy. Students are involved in developing and revising policies affecting grading; student codes of conduct; academic discipline; curriculum; educational programs; processes for budgeting and planning; student standards; student services planning and development; fees; and faculty, administration, and staff evaluation and hiring. Challenges remain in recruiting students to become involved in the governance committee system. More effort should be made to include them in the policy development process.

While there continues to be areas of disagreement between the Academic Senate and the College administration, there have also been specific areas of improvement. Faculty leadership has noted greater transparency in the decision-making process. A statement is now added to all new and revised Board Policies that fall within the purview of the Academic Senate stating the need to consult with the Senate. However, there remains some dissatisfaction on the part of the Senate regarding bringing Policies and Procedures to College Council after items have passed the Senate.

On the whole, the campus community has come together to strengthen and improve the collegial consultation process.

b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The Academic Senate is the faculty organization that provides for participation in the formulation of policy on academic and professional matters relating to the College. The Board of Trustees will normally accept the recommendations of the Academic Senate on the 10 + 1 academic and professional matters, as outlined in Board Policy 2510.

The Academic Senate facilitates communication among faculty, administration, employee organizations, bargaining agents, and the El Camino College Board of Trustees. The Academic Senate participates in the development of the District policies and procedures in coordination with other consultation constituent groups on the various governance committees.

The Academic Senate constitution and bylaws clarify the official formation, procedures, responsibilities, and authority of the faculty. [Several Board policies](#) are listed on the website (BP 2510, 2015, and 4027) for campus and community access regarding the working relationships and procedures in place for collegial consultation between the administration and the Academic Senate. Curricular responsibilities are defined in [Board Policy 4020](#). In

this policy, curriculum is established as the responsibility of the Academic Senate and the faculty. Curriculum Committee meeting minutes are also posted on the website. Faculty members, representing the Academic Senate, the union, and instructional areas take part in the governance process. Evidence of faculty participation can be found in the [minutes of the following committees and councils](#): Academic Technology Committee, Assessment of Learning Committee, Calendar Committee, Division Councils, ECC Technology Committee, Facilities Steering Committee, Faculty Development Committee, and Planning and Budgeting Committee. The majority of formal recommendations from the faculty regarding student learning programs and services are brought forward through the Academic Senate; however, faculty members are generally more engaged at the division level in implementation issues, such as faculty hiring, student conduct issues, program review, unit planning, and curriculum review and development. In all of these committees and areas, the faculty works closely with academic administrators to enhance programs and services.

Self-Evaluation

The College meets the standard. The Academic Senate is a well-organized and effective body in which faculty discuss and act upon important instructional and policy issues. Faculty members and academic administrators regularly provide recommendations in all collegial consultation committees and academic councils. The faculty leadership team works collaboratively with district administration to promote student learning and compliance with educational policies and laws.

3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

El Camino College has well-established governance structures and processes that enable students, staff, faculty, and administrators to collaborate for the benefit of the College. [Board Policy 2510](#) sets the policy of collegial consultation among students, staff, faculty, and the administration. Through department meetings, division-level committees, campus-wide committees, and the Academic Senate, all the school's constituencies communicate with one another and participate in decision-making. The Vice President of Academic Affairs communicates issues and concerns between the Board of Trustees and the Academic Senate. As noted above, College Council, a campus-wide committee chaired by the President, convenes weekly and provides administration, employees, and students the opportunity to participate in the development of district policies and procedures. It is made up of representatives from the Associated Student Organization, the Academic Senate from the College and the Center, the Federation of Teachers, classified employees, the Police Officer Association, confidential employees and Management, and the four vice presidents. A student trustee also represents the Associated Student Organization on the Board of Trustees. Students participate in collegial consultation through the [Associated Students Organization \(ASO\)](#). The ASO consists of student representatives in all educational divisions, elected by

the student body. Every member of ASO has a role in the decision-making process at El Camino College for the benefit of the College as a whole and of individual divisions. All consultative committees encourage students from the ASO to participate and voice student opinions.

The classified staff serves a similar role in the decision-making process. Represented by the classified union, staff participates on consultative committees.

The Planning and Budgeting Committee makes recommendations to the President on College-wide planning and budgeting decisions. Discussion and dialogue on the College's budget, policies, and procedures also occur in Area Council and Division Council meetings. Classified staff and faculty receive information and provide feedback to division deans and area vice presidents at these meetings. The vice presidents relate staff and faculty feedback to the College Council.

The dissemination of information and dialogue on district issues and concerns is done so effectively and information is current as it is facilitated by technology. The campus portal and website provide access to [Board of Trustees and campus committee minutes](#), Institutional Research reports, program reviews, important projects (e.g., Accreditation and Student Learning Outcomes), the College Mission and [Strategic Initiatives](#), and numerous publications such as the [President's Newsletter](#) and ECC Matters. E-mail serves as an important method of communicating official announcements and messages. Social media such as [Facebook](#), [Twitter](#), and Foursquare are utilized to communicate news and to encourage dialogue.

The College does an effective job of providing students, staff, faculty, managers, and administrators with information on district issues and on giving them the means to dialogue through the use of technology.

In 2010, the office of Institutional Research and Planning conducted the [Campus Climate Survey](#), and one of the main areas that the survey focused on was communication. Approximately 94% of the 569 faculty, staff, and administrators who completed the survey stated that they regularly read College e-mail messages, and 87% of them said they often or sometimes read the President's Newsletter.

Although the survey results indicate that most faculty and staff are regularly reading college publications and e-mail messages, there needs to be improvement in the openness of the communication. A slight majority of those surveyed disagreed with the statement that the College communicates "openly and honestly with employees at all levels." The survey did not contain any questions on the utility of the social media the College has recently begun using to communicate.

The office of Institutional Research provides the College's constituencies information about institutional efforts to achieve goals and improve learning such as success and retention rates, transfer and graduation rates, demographic information (e.g., the annual Fact Book. [These](#)

[reports](#) are posted on the Institutional Research and Planning website and are e-mailed to faculty and staff periodically.

Self-Evaluation

The College meets the standard. Staff and students are well informed of respective roles on campus and are encouraged to participate in collegial consultative committees. Both staff and students have roles on these committees and are encouraged by the Board policies to participate and voice the opinions of their constituents. The groups work in a collaborative effort to improve the institution.

One area in which the College has improved is student consultation. There is healthy participation of Associated Student Body representatives at department, Division Council, Academic Senate, College Council, and Board meetings.

The PBC has representatives from all groups on campus, and together they help make decisions regarding the budget of the College. While some difficult decisions must be made due to the fiscal climate, the committee works well to represent the voices of their constituents and helps to improve the campus fiscally.

4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accreditation Standards, policies and guidelines, and the Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

El Camino College has maintained its accreditation as a California Community College for over 68 years. It complies with Accreditation Standards, policies, and guidelines in an honest and forthright manner. The [most recent accreditation self-study report](#) and team visit in October 2008 resulted in nine recommendations from the Commission, which was later amended to [eight recommendations and two concerns](#) (from link, see pages 5-6). The College was placed on [Warning status in February 2009](#).

Some of the recommendations dealt with planning and budgeting issues that had been noted in previous accreditation cycles while others arose as a result of the complexity of the partnership with the Compton Educational Center that began in mid-2006.

The College responded expeditiously to the recommendations. In April 2009, it [responded to recommendations](#) one and three, and received a [follow-up letter from the Commission](#) in June 2009. The College [responded to all recommendations in October 2009](#), and in [January 2010, was removed from Warning status](#).

The recommendations from the Commission led the College to streamline its curriculum approval process and to move quickly to develop student learning outcome standards and assessments for all courses and programs. The recommendations also led to improvements in the program review process and the linkage between program review, planning, and

budgeting. In addition, a code of ethics was developed for the Board of Trustees, and the fiscal status of the Compton Education Center was stabilized.

In October 2009, the College submitted a [Substantive Change Proposal](#) dealing with the addition of courses that constitute 50% or more of a program offered through distance electronic delivery.

In [October 2010](#), the College again updated the Commission on the actions it had taken on all recommendations and concerns. A [midterm report](#) was prepared in October 2011, and a [follow-up report in October 2012](#).

The evaluation team visited the campus on November 14, 2012, and [in their letter of February 11, 2013](#), they again placed the College on Warning. El Camino College must resolve deficiencies and submit a [Follow-Up report by October 15, 2013](#); The Commission expressed concern about the College's response to Recommendation 2, pertaining to proficiency in using student learning outcomes to make improvements in student learning. Specifically, the Commission noted that some academic programs had a single student learning outcome, which they believed did not adequately address the range of learning that a program should encompass.

All reports prepared by the College and all letters from the Commission are posted on the [College website](#), demonstrating a concern for honesty, integrity, and transparency with students, employees, and the community.

In addition to accreditation of the College as a whole through the ACCJC, several programs at the College are accredited through other accrediting agencies.

The [Nursing program](#) is approved by the California Board of Registered Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC).

The [Radiologic Technology Program](#) is fully accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the California Department of Public Health, Radiologic Health Branch (CDPH-RHB).

The [Respiratory Care Program](#) is accredited by the [Committee on Accreditation for Respiratory Care \(CoARC\)](#) and has been fully accredited since the late 1960s. In 2010, with the encouragement and support of CoARC, the program began building an advanced registry-level program. After adding 10 advanced registry-level courses, the program was granted Initial/Provisional accreditation by CoArc and graduated its first class of advanced respiratory care practitioners in December of 2012. CoArc will do a focused site visit and review of the program in the spring or summer of 2013.

In the Industry and Technology division, the following programs are accredited by external agencies, and all these programs are in full compliance with their respective accrediting agencies:

- Police Academy: California Commission on Peace Officer Standards & Training (POST)
- Cosmetology: California Board of Barbering and Cosmetology
- Fire Academy: California State Fire Marshall

- Paramedic Training: Los Angeles County Health Services

In the Business Division the following programs are accredited by external agencies:

- Paralegal Studies Program: Approved by the American Bar Association
- Real Estate California State License Passage Rates

El Camino College communicates with appropriate local, state and federal agencies and complies with agency policies and guidelines. El Camino develops and sustains relationships with external agencies with honesty and integrity. External agencies that provide accreditation for specific coursework and programs are listed and [El Camino pass rates](#) are posted on the College website.

Allied Health and Nursing California State Licenses

- Respiratory Care: Respiratory Care Board of California and NBRC
- Nursing: NCLEX
- Radiologic Technology: AART

The College complies with all U.S. Department of Education regulations. This includes grant programs, financial aid, and International Student Programs. The following appendix includes the various current grant projects operating at the College along with information about the funding source or agency.

The [International Student Program](#) adheres to U.S. Government rules and regulations for international students and provides links to U.S. Government websites online.

The integrity of reporting on expenditures related to the College's grants from the U.S. Department of Education is ensured by the College and confirmed through the district's audit reports (See chart in Appendix). The College follows all regulations for [Financial Aid](#). The institution's communication of educational quality and institutional effectiveness are accurate. [The Public Relations Office](#) reviews reports and newsletters for accuracy prior to publication. Data related to educational quality gathered and processed through the office of Institutional Research and Planning and are posted online.

Self-Evaluation

The College meets the standard. The College has enacted the recommendations by the Commission in 2009. It has made significant improvement in its processes and policies and is strongly committed to meeting and exceeding all ACCJC standards, policies, guidelines, and requirements.

5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

El Camino has an established governance structure and corresponding process and practices in place to provide a forum for discussion and dissemination of various issues related to the operation of the campus. [Board Policy 2510](#) and [Administrative Procedure 2510](#) set guidelines for participation in local decision-making by faculty, staff and students.

Through Board Policy 2510, the Board of Trustees ensures that members of the District participate in recommending policies to be considered for adoption. The role of faculty, staff, and students in the consultation process as required by law is identified in the policy. Administrators, faculty, students and staff participate on campus advisory, consultation, contractual, association of students and operational committees. [Minutes of many governance committees](#) are posted on the College website.

[Board Policy 3260](#) charges the Superintendent/President to develop procedures for disseminating information and recommendations on District issues through the College Council. Members of the College Council are responsible for communicating information related to the governance process with their respective constituents.

The governance process is evaluated annually by the [Board of Trustees](#), College Council and Planning and Budgeting Committee. College Council establishes annual goals and conducts a self-evaluation that identifies annual priorities and publishes the results on the College website and in the [council minutes](#).

Since 2005, the Planning and Budgeting Committee has conducted an annual self-evaluation. The evaluation survey is published in [meeting minutes](#) which are posted on the College website. Communication of the governance process is standardized through the posting of agendas and minutes on the ECC Portal.

The document, [Making Decisions at El Camino College, 2012-2016](#), is an example of improvements made as a result of self-evaluations. The document clarifies and improves the governance process and the role of various constituent groups. The document has provided a foundation for improving communication throughout the College.

Self-Evaluation

The College meets the standard for campus-wide committees. Students are represented on Division Councils in Academic Affairs, and classified staff participation varies from division to division.

The Area Council includes faculty and student representation in Academic Affairs but lacks classified staff membership. Greater inclusion of classified staff on consultation committees in Academic Affairs is needed. Classified staff can provide input on the impact of proposed policies and procedures.

Planning Agenda

Add a classified staff member to all Area Councils and other consultation committees.

Appendix

Funding Source/Agency	Grant Project Name
American Chemical Society	2012 Starter Grant for ACS Student Chapters at Two-Year Colleges, Student Chapter of the American Chemical Society
American Library Association (ALA) via the National Endowment for the Humanities (NEH)	NEH/ALA Bridging Cultures Bookshelf: Muslim Journeys project includes a one year subscription to Oxford Islamic Studies Online (OISO); a set of 25 hardcover books, all related to the Muslim Journeys theme; a collection of short videos on Islamic arts (on DVD); three films, <i>Prince Among Slaves</i> , <i>Islamic Art: Mirror of the Invisible World</i> , and <i>Koran by Heart</i> ; as well as supplementary materials for program promotion, including bookplates, bookmarks, and posters.
California Community Colleges Chancellor's Office	Applied Competitive Technologies – Center for Applied Competitive Technologies (CACT)
	Career and Technical Education (CTE) Community Collaborative Project
	CTE Career Advancement Academy (CTE-CAA)
	CTE Liaison, Initiative HUB: Connection to Economic and Workforce Development Program Initiatives
	CTE Supplemental
	CTE Teacher Preparation Pipeline Grant
	CTE Transitions Allocation
	Disabled Student Programs and Services (DSPS)
	Enrollment Growth for Associate Degree Nursing (RN) Programs
	Industry Driven Regional Collaborative (IDRC) – Center for Applied Competitive Technologies (CACT) and Center for International Trade Development (CITD)

	Job Development Incentive Fund (JDIF) - North Orange County CCD Partnership
	LA Export Podcasts (CITD) - Statewide Discipline/Industry Collaborative for Business/CIS Education Mini-Grants
	MESA (Math, Engineering, Science Achievement) Fund for Student Success
	Responsive Training Fund for Incumbent Workers CACT and CITD
	Statewide Strategic Initiative Hubs (Hubs) - Centers for Applied Competitive Technologies
	Strategic Priority Leadership, Coordination & Technical Assistance
	Workplace Learning Resource Center
California Employment Training Panel	Employment Training Panel (ETP)
California Energy Commission (ARRA)	Gateways to Green Building Apprenticeship Preparation Program (GGB)
	Green Building and Clean Energy Workforce Partnership Program
Citibank	Small Business Development Center
HP LIFE Center of Excellence for North America	HP Learning Initiative for Entrepreneurs
National Science Foundation (NSF)	Achievement Scholarships in Engineering, Mathematics and Science
	Advanced Aerospace Manufacturing Education Project (NSF/ATE)
Perkins IV - Career and Technical Education Act (CTEA)	Advancing Welding into 21st Century Technology (Perkins IV -- CTEA Allocation)
	Welding Department Continuing Improvement and Outreach Project (Perkins IV -- CTEA Allocation)
U.S. Department of	Market Development Cooperator Program (MDCP)

Commerce	
U.S. Department of Education	Child Care Access Means Parents in School (CCAMPIS)
	Title III Hispanic Serving Institutions (HSI) Science, Technology, Engineering and Math (STEM)
	Title III HSI STEM Partnership with Mount St. Mary's College
	Title V HSI - Improving Graduation and Completion Rates
	Title V - STEM and Articulation - Supporting Student Success in Pre-transfer Mathematics
	TRIO - Student Support Services: STEM
U.S. Department of Health and Human Services	Scholarships for Disadvantaged Students from HRSA
	Head Start Career Advancement Partnership Program
U.S. Department of Labor	California IT & Advanced Manufacturing Career Pathways Project (H-1B Technical Skills Training Grants)
U.S. Export Assistance Centers	State Trade and Export Promotion (STEP) Grant Pilot Program
	State Trade and Export Promotion (STEP) Year 2
U.S. Small Business Administration	SBDC - Long Beach Community College District SBDC Network
Wells Fargo Foundation	Small Business Development Center

Standard IV: Leadership and Governance

Standard IV: Leadership and Governance

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Standard IV.B.1.*The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

Descriptive Summary

In accordance with EDC 70902 (a) (1), a Board of Trustees maintains, operates, and governs El Camino College, and the El Camino College, Compton Center. Board meetings are held monthly and the Agendas, Minutes, and Supplemental Materials for each meeting are available on the El Camino College [website](#). The Board has a set of Board Policies which are continually modified to assure the quality, integrity, and effectiveness of student learning and the financial stability of the college. Board Policy [1200](#): The El Camino College Mission, Philosophy, Values and Guiding Principles specifically speaks to these aspects of student learning and financial stability through the declaration of El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives. The prioritization of "quality, comprehensive educational programs" that serve our students and is "centered on its community" is included in the Mission and the Philosophy of Values. These are displayed on board agendas, in division offices and printed material such as the college catalog. The Board Policies, and any accompanying Procedures, are accessible to the community on the El Camino College [website](#).

The general policy and procedure for selecting a superintendent/ president can be found in Board Policy [2431](#) and Administrative Procedure 2431. The current president formally announced his June 2013 retirement date at the [December 17, 2012](#) meeting of the Board (Agenda of 12/17/12, p. 46). The lack of a specific procedure and time constraints led to two Special Board of Trustees Meetings - [January 7, 2013](#) and [January 16, 2013](#) - dedicated to the discussion of a selection process. Ultimately, the Board requested the president to withdraw his retirement and to assure that he would provide a one year notification of retirement in

order for the Board to develop a specific procedure for filling this vacancy (audio recording and minutes of [January 22, 2013](#) Board of Trustees meeting).

The Board's evaluation of the president can be found in Evaluation of Superintendent/President Board Policy [2435](#) and Administrative Procedure [2435](#). The evaluation procedure is also a part of the president's [contract](#) and dictates that the Board and President meet in June for a yearly evaluation. This policy and procedure are general also, but traditionally, an announcement in one of the May editions of the *President's Newsletter* calls for confidential letters addressing the president's performance to be submitted to the Board by May 30. An evaluation meeting between the Board and the President is held as part of a closed session at the [June](#) Board meeting.

Self Evaluation

The College meets this standard. It is recommended that the Board develop a specific process for selecting a new president. This is necessary so that the transition to a new President is as seamless as possible. The current President's new contract is a four-year contract that commenced on February 1, 2013; however, the current President can retire, without penalty, in three years.

Planning Agenda

The Board shall complete a procedure for the selection of a Superintendent/President.

Standard IV.B.1.a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

Descriptive Summary

As dictated by EDC 70902, the College's governing Board members are elected representatives of the service area of the El Camino Community College District. The Board's duties and responsibilities are outlined in Board Policy [2200](#). Each Board member is active in his/her community (e.g. [Ray Gen](#), [Maureen O' Donnell](#), [Ken Brown](#)) so in this way, represents the [public interest](#). Board meetings are held monthly and are open and public. The monthly [agenda](#) allows for public comment from anyone interested in addressing the Board. Agendas, Minutes, and supplemental materials for each meeting are available on the El Camino College [website](#). Audio [recordings](#) of the Board meetings are also available. Some hard copies of the Agenda are also available at each meeting. None of the Board members are District employees and there appears to be no other obvious conflict of interest. In order to better represent the public interest in the College, the El Camino Community College District (ECCCD) Board of Trustees adopted new Trustee Areas at its February 21, 2012 meeting and changed from "at-large" to "by-trustee area" elections. The ECCCD board

submitted the new [trustee areas](#) to the Los Angeles County Registrar Recorder's Office in order to be in effect for the November 2013 election.

The Board of Trustees is often divided in opinion, but after the vote, it usually acts as a unit to implement its decisions. For example, in the summer of 2012, the Board voted to put a school [bond](#) on the November 2012 ballot. This decision was divided, with the majority in favor. After the vote, the Trustees acted in near unison for the overwhelmingly successful passage with [68%](#) of voters in favor of the [bond](#).

Self Evaluation

The College meets this standard. The board acts independently and is representative of the public interest. Newly defined trustee areas better represent the constituency of the local area.

Standard IVB.1.b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Descriptive Summary

Policies and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. El Camino College's Mission Statement is stated in Board Policy [1200](#):

“El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.”

It also describes El Camino College's Vision, Statement of Philosophy, Statement of Values, Guiding Principles, and Strategic Initiatives. One commonality of all of these statements is the emphasis on student success.

In line with Board Duties and Responsibilities Board Policy [2200](#) and Program, Curriculum and Course Development Board Policy [4020](#) policies are continually updated to assure the quality, integrity, and improvement of student learning programs, services, and financial support.

In 2006, the Board approved a partnership with the Compton Community College District to establish an educational center at the site of the former Compton College and to expand ECC's service into the Compton Community College District. The expected duration of the partnership is based on the amount of time needed for Compton to become accredited as a college. In the spring of 2013, El Camino College and the Compton Community College District revised the partnership [agreement](#).

Self-Evaluation

The College meets this standard. Policies and other formal statements exist that describe the Board's expectations for quality, integrity, and improvement of student learning programs and services. Board policies address the College's values and emphasize student success. These policies are updated as needed for the improvement of student learning programs, services and resources.

Standard IV.B.1.c The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The ultimate responsibility for educational quality, legal matters, and financial integrity is granted to the Board in Board Policy [2200](#). Board [agendas](#) and [minutes](#) demonstrate that the Board enacts this policy.

The members of the Board are independent in that they do not have a financial interest in any contract made by the Board or in any contract they make in their capacity as Board members as stated in Board Policy [2710](#). Board members must file a [Conflict of Interest form](#) every year as a way to monitor this independence.

Self Evaluation

The College meets this standard. Policies dictate that the Board is ultimately responsible for educational quality, legal matters, and financial integrity. Members cannot have any financial interest with contracts made by the Board. The Board is independent and not subject to actions from an outside entity.

Standard IV.B.1.d: The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The Board's bylaws and the College's policies and procedures are available online on the El Camino College [website](#). Board Policy [2010](#) contains the specific bylaws addressing the board's size, structure and membership. Board Policy [2210](#) describes the roles of its officers. The Board's duties and responsibilities are covered in Board Policy [2200](#), and Regular Meetings of the Board: Board Policy [2310](#) establishes the operating procedures. Board Policy 2010 and all Board policies provide effective guidance to the Board of Trustees. Policies and procedures of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote as stated in Board Policy [2410](#).

Self-Evaluation

The College meets this standard. The public has access to bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures through the college website.

Standard IV.B.1.e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Descriptive Summary

Examining any of the [Board Agendas](#) and [Minutes](#) demonstrates that the Board acts in a manner consistent with its policies. The Board follows parliamentary procedure in the conduct of its meetings and adheres to the Brown Act requirements for public meetings (BP [2310](#)). The Board actively solicits input from the public on agenda and non-agenda items (BP [2340](#), [2345](#)). At the Board's yearly organization meeting, a President and a Vice-President of the Board are elected by their peers; the Secretary of the Board is the President/Superintendent.

The Board evaluates and reviews its policies on a regular basis. The College subscribes to the California Community College League (CCLC) Policy and Procedure service. Annual updates to policies and procedures are provided by CCLC in response to changes in federal and state law. The updates are reviewed by the Vice Presidents and affected policies and procedures are changed where needed by the responsible party. For academic areas, the Academic Senate Educational Policies committee updates the policy which is approved by the Senate prior to moving forward to the College Council and then to the Board for approval.

Self-Evaluation

The College meets this standard. The Board acts within the provisions of its policies and bylaws. Evaluations of policies and practices occur in adherence to the directives of the CCLC and the needs of the school.

Planning Agenda

A timeline for routine review of policies and procedures should be implemented to maintain currency.

Standard IV.B.1.f. *The governing board has a program of board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Descriptive Summary

For development purposes, the members of the Board of Trustees are able to attend a myriad of trustee trainings, conferences, and committees held at the state and local levels. Among the many include the Effective Trustee Conference, the Legislative Conference, the Advisory Committee on Legislation, the Advisory Committee on Educational Services, the Board Chair training, the Student Trustee Conference and Training, the online sexual harassment training, and the community resources meeting. Many of these trainings are provided by the Community College League of California ([CCLC](#)).

Newly elected and appointed trustees are provided with a Trustee Handbook, a publication of the CCLC. The [Handbook](#) orients new members by providing information on such topics as the community college system, policy and planning, fiscal responsibility, accreditation roles, and relationships with staff.

The mechanisms for providing for the continuity of board membership and for staggered terms of office are outlined in Board Policies [2010](#), [2015](#), [2100](#), and [2210](#). The Board consists of five members elected by the qualified voters of the District. There is also one student member, elected by the student body, who holds an advisory vote. At the Board's yearly organization meeting, a President and a Vice-President of the Board are elected by their peers; the Secretary of the Board is the President/Superintendent. Board members hold office for four years, with a District-wide election held every two years in November. A member's term begins in December. Board members previously were elected "at-large, but in February 2012, the Board adopted a redistricting plan that changed the election process to "by-trustee area" (See pages 9-11 of board [agenda](#) and [minutes](#) from February 2008).

Self-Evaluation

The College meets this standard. The CCLC handbook is used to orient new members on the role on the Board. Board policies exist detailing continuity of membership and staggered terms of office.

Planning Agenda

Standard IV.B.1.g. *The governing board's self-evaluation process for assessing board performance are clearly defined, implemented and published in its policies or bylaws.*

Descriptive Summary

The Board is committed to assessing its own performance as a Board in order to identify its strengths and areas which it may improve its functioning (BP [2745](#)). The Board sets goals and evaluates its performance annually, (Board of Trustees meeting December 17, 2012, page 6) (BP 2200, 2430, 2431, 2435, 2740 & 2745) using an evaluation instrument developed by CCLC. A summary of the evaluation is publicly presented and discussed at its October board meeting and Trustees discuss goals for the following year at the [November and December](#) board meetings. Goals were established in 2011/ 2012 for the following keys areas:

1. Participate in community activities and events and bring observations to the Board for policy issues.
2. Participate in the operation of the college at Board meetings.
3. Continue a trustee orientation program.
4. Support the 2010 Facilities Master Plan.
5. Fiscal Responsibilities.
6. Accreditation
7. Support Student Accessibility
8. Support redistricting action plan.
9. Required Board Training
10. Improve communication with all constituent groups and District employees.

The self-evaluation questionnaire, used for individual board member appraisal of all Board member activities for 2011-2012, focused on specific sub-goals. The Board Self Evaluation Instrument and questionnaire results can be found on pages 50-55 of the [November 2008 board agenda](#).

Self-Evaluation

The college meets this standard. It is advised that the current evaluation instrument be reviewed and possibly modified to include more clear and more objectively measurable items.

Planning Agenda

The Board shall revise the evaluation instrument.

Standard IV.B.1.h. *The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Descriptive Summary

At the July 20, 2009 [Board meeting](#), the Trustees adopted a revised version of Board Policy [2715](#), Code of Ethics/Standards of Practice. The standards are clearly defined and the process used by the Board to investigate any charge or complaint of Trustee misconduct is now included in the policy.

According to BP 2715, Trustees will adhere to the following standards of behavior:

1. Trustees will confine Board action to policy determination, to assuring fiscal stability of the District, and to delegating authority to the Superintendent/ President as the Board executive.
2. Trustees will oversee spending public funds appropriately, prudently and legally, including those relating to their own expenses.
3. Trustees will observe appropriate conduct at Board meetings to facilitate decision-making that reflects the best interests of the College and the community.
4. Trustees will encourage and welcome active involvement of students, employees and residents of the District.
5. Trustees will avoid any conflict of interest and will always act in a professional manner.
6. Trustees will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels.

Charges by any person that a Trustee has violated laws and regulations governing Board behavior or the Board's Code of Ethics/Standards of Practice shall be directed to the Board President or the Board of Trustees itself. If deemed appropriate, the Board President shall establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. These further courses of action are expanded upon in BP 2715.

The Board received a presentation regarding Ethics & Conflicts of Interest at its January 22, 2013. Board members have affirmed that they actively participate in ethics training mandated by AB 1234 and provided online by [the California Fair Practices Commission](#) and [Community College League of California](#).

The Compton Center revised its [Code of Ethics](#) and Standards of Practice policy and process on November 13, 2012. The Compton Center's policy includes the following categories:

1. Acting as a Whole
2. Managing Conflicts of Interest

3. Monitoring Board Compensation and Expenses
4. Handling Special Interest Groups
5. Using Appropriate Channels
6. Maintaining Appropriate Conduct at Board Meetings
7. Maintaining Confidentiality of Closed Sessions
8. Exercising Authority as Trustees
9. Handling of Administrative Matters
10. Giving Priority to the District and its Strategic Partner

The process by which charges of breaches in ethics and standard practices is handled is also part of this Board Policy.

The Compton Board members participated in an [ethics](#) training on October 12, 2012. More recently, August 19, 2013, ethics training was provided for the special trustee advisory committee at the Compton Center.

Self-Evaluation

The College meets this standard. Board policy 2715 lists standards of behavior. Board members receive ethics training as mandated by AB 1234 and outside entities such as the California Fair Practices Commission and Community College League of California.

IV.B.1.i. *The governing board is informed about and involved in the accreditation process.*

Descriptive Summary

All accreditation publications are sent to Board members by the President. The Board is updated on the status of the [accreditation](#) self evaluation process, progress reports, substantive change proposals, the progress of [SLOs](#) and other related information. Recognizing the significance of the accreditation process and standards, the Board receives on-going training on the process of accreditation. The Board receives publications and other materials of the commission on the accreditation processes, accreditation reports/findings, and other relevant information. Board members are encouraged to attend CCLC sponsored accreditation workshops. The board may complete an online course called “[Accreditation Basics](#).” Board members also attend California Community College Trustees Association meetings. Training on accreditation is made available by the association. Board members can also choose to become members of accreditation team visits to enhance their knowledge of accreditation. One of the institution’s board members participated in a visit.

The Board's discussion and input, support, and final adoption of recommendations presented by the President, all reflect its commitment to improvements planned as a part of the institutional self-evaluation and accreditation process, and to support and improve student learning outcomes.

Board members receive information on the accreditation standards through reports and presentations with an opportunity for discussion. Members also receive statistical reports on the accreditation process by the President. The governing board is informed about, and involved in, the accreditation process. As such, the Board of Trustees must approve the Accreditation Self Evaluation and Progress Reports, and Substantial Change Proposals before they are sent to the Commission.

In addition to the training the board members receive at the CCLC workshops, the administration regularly reports accreditation updates to highlight the changes in accreditation standards and policies. Individual board members are able to serve on the self evaluation committees if they so desire. The college website has an [accreditation](#) page that includes the Self Evaluation Report, the Commission's evaluation and recommendations, Progress Reports, Substantive Change Proposals, and all ACCJC correspondence with the College.

Self Evaluation

The college meets this standard. The Board has access to accreditation publications and training. They also receive updates from the present and give input as needed.

Standard IV.B.1.j. *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.*

Descriptive Summary

The current President was selected in July 1995. The recruitment selection process was managed by a search firm contracted by the Board. The procedure then called for a constituency-based committee to interview the first-level finalists and recommend to the Board a list of finalists. The finalists were interviewed by the Board with the final selection made by the Board. The Board has not used these processes since it last appointed a President to the position which was on July 1, 1995. [Board Policy](#) 2431

authorizes the Board to establish a search policy to fill a Superintendent/President vacancy.

The Board's delegation of administrative authority to the President is defined in the formally adopted written [Board Policy 2430](#). Board Policy 2430, delegation of authority to President, the Board delegates to the President extensive responsibility for administering policies adopted by the Board and executing decisions requiring administrative actions. Board policy 2410 states that the board may adopt policies as authorized by law or determined by the board necessary for the efficient operation of the district. Administrative procedures are to be issued by the Superintendent/President as statements of methods to be used implementing board policy.

Expectations of the Board are that the President performs duties described in the job description and fulfills other responsibilities. Authority delegated also includes interpreting board policy, undertaking action, and in the absence of policy, recommending written policy. Delegation of this authority is clear.

Board members have many opportunities to participate in campus events to recognize community members, students, and staff. They are regularly informed by the President in a monthly (supplemental) board letter or the [Presidents monthly newsletter](#) or board reports at board meetings.

Board member questions about non-consent and consent agenda items are routinely followed up by staff in the President's monthly communication to the Board. The President may meet with an individual board member as often as is necessary to familiarize or inform them.

The Board evaluates the President annually in closed session during the course of two or three meetings. The President initiates the process with an extensive self-evaluation detailing annual goals, objectives, and accomplishments. These are discussed in closed session with the Board to the satisfaction of both parties. The President is given clear goals and objectives to set performance goals for the next year.

Self Evaluation

The college meets the standard. Existing board policies discuss the selection and evaluation of the president. The president also holds the authority to implement and administer board policies.

Standard IV.B.2. *The president has primary responsibility for the quality of the institution he/she leads. He/She provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Standard IV.B.2.a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/She delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Descriptive Summary

In line with Board Policy [2430](#), the Board delegates to the President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. BP 2430 also allows the President to delegate any of his/her duties, but is specifically responsible to the Board for the final execution of these duties and powers. In this vein, the President delegates authority to the vice presidents of the College and the Center to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources. This delegation of authority is evident upon perusal of any [Board Agenda](#), where each vice-president has a section devoted to her or his areas of authority.

The President is involved in the final selection process of all key administrators and all full-time faculty members on the main campus and the Compton Center. One reason the President sits on these final selection committees is to ensure that the College and Center are run effectively by highly qualified and trained administrators and faculty who reflect the college's purpose, size, and complexity and the college's commitment to the needs of the community. Administrators, with duties delegated by the President, select additional staff who are also highly qualified and trained and who reflect the college's goals and commitments. All administrators, faculty, and staff are evaluated regularly by their immediate supervisors and peers as appropriate and/or as outlined in bargaining agreements.

Self-Evaluation

The College meets this standard. The president delegates responsibility as appropriate to reflect the institution's purposes, size and complexity.

Standard IV.B.2.b. *The president guides institutional improvement of the teaching and learning environment by the following:*

- 1. Establishing a collegial process that sets values, goals, and priorities;***
- 2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;***
- 3. Ensuring that educational planning integrated with resource planning and distribution to achieve student learning outcomes; and***
- 4. Establishing procedures to evaluate overall institutional planning and implementation efforts.***

Descriptive Summary

El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives are published in Board Policy [1200](#). The mission, philosophy, values, guiding principles, and strategic initiatives are communicated in print in a variety of fashions – e.g., in the monthly Board agendas, in the College catalogue, in the minutes of various campus committees. The president communicates these values, goals, and priorities in a variety of fashions as well – e.g., at the general session of semester-opening FLEX days, in the President's Newsletter, and on the College website.

These values, goals, and strategic directions are reviewed annually at the El Camino College (ECC) [Planning Summit](#), a college-wide event that brings together the president and other stakeholders from broad areas of El Camino College and the Compton Center to evaluate and provide feedback on various aspects of the planning process.

Collegial consultation committees also provide input into College initiatives, policies and procedures when appropriate. Recommendations developed in collegial consultation committees emerge from discussion and input from all major college constituencies. The Superintendent/President reviews the recommendations and supporting rationale and accepts, rejects or returns the recommendation for further consideration. If a recommendation is rejected, a written explanation is provided that demonstrates that the recommendation was carefully considered and explains why an alternative decision was made ([Making Decisions](#), page 11).

The College Council is the primary collegial consultation committee of the College. This committee meets weekly during the fall and spring semesters and on Board meeting days during the summer. Its members, including the president, represent the major constituent groups of the College. The College Council makes recommendations of a campus-wide nature to the president regarding the development of institutional planning and policy. Representatives are also charged with disseminating information to their constituents ([Making Decisions](#) page 13). After a year-long review, the College Council came to a clearer

understanding of collegial consultation and codified the results of that understanding in the [“Making Decisions at El Camino College”](#) document.

The office of [Institutional Research and Planning](#) supports educational and institutional effectiveness by providing the president with data and analyses of institutional performance of El Camino College and El Camino College Compton Center. This data is used for analysis for use in assessment, planning, and decision-making. The office of Institutional Research and Planning is a very strong component of the College and has a reputation of excellence in data collection.

The office of Institutional Research and Planning is staffed by a director with extensive research experience. The staff also includes research analysts, three at El Camino and one at the Compton Center. This office conducts research on both the college communities and the larger, surrounding communities. For example, data on student retention and success at both campuses by division, department, course, and instructor are easily accessible on the website. This data is used in multiple documents throughout both locations and is especially vital when preparing departmental program reviews and in analyzing Student Learning Outcomes and Service Area Outcomes. Further, members of the Planning and Budgeting and Enrollment Management committees rely on data conducted by this office, including research on demographic and enrollment trends and various aspects of student achievement, to assist with resource planning and distribution. Again, this information is readily available on the office’s website.

The Director of Institutional Research and Planning reports directly to the Vice-President of Student and Community Development. This Vice-President can then disseminate the information to the president and the rest of the Cabinet at their frequent meetings. Of course, the president can access information directly from the Director and/or from the website. The president as well as all members of the college can request data by completing an online Research Request Form.

The Director or Vice President makes research based reports available to the president, Board, and the community at various Board of Trustees meetings. For example, the Accountability Reporting for the Community Colleges (ARCC) document is presented for review and approval at Board [meetings](#) (page 1). Research information on other important aspects of the College such as student achievement data and student success is also presented (e.g., first page of Board agendas from [January 2008](#) and [March 2013](#)) Reports from the office of Institutional Research and Planning are also used by the president in his campus and off-campus presentations.

As the name indicates, the office of Institutional Research and Planning has a planning component as well. This office is responsible for general planning documentation as well as documentation on the Plan Builder program. Again, this information is readily available on the website. Including planning as a vital component of the office of Institution Research assists in ensuring that educational planning is based on sound research. The integration of research and planning helps the College in achieving student learning outcomes.

The office of Institutional Research and Planning also produces material which assists in evaluating overall instructional planning and implementation efforts. For example, employee campus climate surveys and student surveys are distributed regularly, with the results providing a barometer for further evaluation. These surveys and results are readily obtainable from the website. Further, the ACCJC rubric for Evaluating Institutional Effectiveness is included on the website.

Self-Evaluation

The College meets this standard. Collegial consultation occurs at multiple levels on campus. Decisions are also guided by the Office of Institutional Research and Planning. IR provides sound research to assist the college with educational planning.

Standard IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president does assure the implementation of statutes, regulations, and governing board polices and assures that institutional practices are consistent with the institutional mission and with institutional policies. Since the College is governed by numerous laws and policies, examples are offered that demonstrate that this standard is met.

As stated in BP [2430](#), the President is entrusted by the Board to delegate any of his/her duties, but is specifically responsible to the Board for the final execution of these duties and powers. In this vein, the President delegates authority to the vice presidents of the College to provide leadership in planning and budget development, course and program offerings, enrollment management, student support services, fiscal and facilities management, and human resources. The President delegates to the Vice Presidents the responsibility to ensure that legal requirements and board policies are met. This delegation of authority is evident upon perusal of any Board [Agenda](#), where each vice-president has a section devoted to her or his areas of authority.

The El Camino College Board meets the third Monday of each month as mandated by BP [2310](#). All Board meetings are open to the public and comply with Brown Act provisions, except as required or permitted by law.

In line with California Education Code [84040](#) and Board Policy [6400](#), the college is audited annually to ensure compliance with the fiscal guidelines required by law. The annual audit report is available for public viewing on the El Camino College website.

The Office of Staff and Student Diversity /Equal Employment Opportunity develops, revises, maintains and monitors the District's Equal Employment Opportunity Plan and Student Equity Plan and ensures equal employment opportunity and compliance with rules, regulations and laws. The office receives, investigates, compiles reports and makes recommendations for the resolution of both employee and student discrimination and sexual harassment complaints. The Director of the Office of [Staff and Student Diversity](#) /Equal Employment Opportunity reports directly to the president.

Self-Evaluation

The College meets this standard. The president, through delegation to the vice presidents, assures that statutes, regulations, and governing board policies are consistent with institutional mission and policies.

Standard IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

In accordance with California Education Code, Title 5, and Board Policies [6200](#) and [6300](#), the president assumes primary responsibility for the assurance of sound fiscal policies and procedures in budget planning and expenditures for the District. An element of this responsibility includes the campus Planning and Budgeting Committee (PBC). The PBC is charged with overseeing and directing the planning and budgeting activities of the District. This collegial consultation committee is composed of representatives of the various constituent groups on campus. Although not members, one or more of the vice-presidents attend each meeting; the president attends as deemed necessary. The PBC is chaired by a manager appointed by the president and makes recommendations to him regarding budget priorities voted upon by the membership. Although there is sometimes disagreement within PBC as to how the president chooses to allocate the budget, it is generally agreed that effective and proactive fiscal management is one of the president's strengths (Personal Communications, ECC and State leadership figures, to Angela Simon, 2008 to present; [Daily Breeze](#), [Inside Higher Education](#), [ECC Union](#)).

More objective proof of the president's fiscal expertise is that there have been no layoffs or furloughs of permanent employees since the last accreditation cycle. A perusal of [board agendas](#) from 2008 to the present shows that no permanent employee has been

subject to a layoff or furlough condition, even during periods of severe State budget shortfalls. Also, the college has maintained a healthy reserve during this same time period, as indicated by budget books from 2008 to the present. For instance, for the [fiscal year 2012 – 2013](#), the estimated reserve was 15%.

Reports on the District’s fiscal status are submitted by the president to the board of trustees on a quarterly basis and are reviewed at regular [board meetings](#) (Board Meeting April 15, 2013 page 19).

Revenues and expenditures from the successful facilities bond campaigns of 2002 and 2012 are also monitored by the president. An element of this monitoring is a nine-member [Citizens' Oversight Committee](#) appointed by the Board of Trustees; in accordance with Proposition 39 This committee monitors spending and reports all findings to the public.

Self-Evaluation

The College meets this standard. The president effectively controls budget and expenditures.

Standard IV.B.2.e. *The president works and communicates effectively with the communities served by the institution.*

Descriptive Summary

The president maintains communication with the communities served by the college and the college community itself through a variety of methods including college-produced media and personal contact. The president is assisted in his communication efforts by the office of [Public Relations and Marketing](#). The Public Relations and Marketing office communicates both information from the president and various types of campus-related information via the college [website](#), press releases, printed and on-line newsletters (e.g., President’s_Newsletter, ECC Matters), magazines (e.g., Community_News), brochures, and various forms of social media (e.g., Facebook, Twitter).

The president maintains community-wide personal contact via participation in Foundation events, membership in many community organizations, personal appearances by invitation from local groups and organizations, meetings with superintendents of local private and public high schools, and meetings with city, county, state, and federal elected officials. More direct campus contact is achieved by the president’s holding of weekly office hours, the president’s formal addresses to campus employees as part of the fall and Spring FLEX activities, and the president’s participation in campus events.

Self-Evaluation

The College meets this standard. The president utilizes multiple ways of engaging and communicating with the surrounding community.

Standard IVB.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

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<http://www.elcamino.edu/administration/board/boarddocs/6300%20Fiscal%20Management.pdf>
3. I don't know where to put these: personal communication, etc. The whole section.
Daily Breeze: <http://www.dailybreeze.com/social-affairs/2012/12/06/el-camino-college-president-thomas-fallo-to-retire>; Inside Higher Ed:
<http://www.insidehighered.com/news/2006/08/25/compton>; ECC Union:
<http://www.eccunion.com/opinion/2013/03/02/is-tom-fallo-worth-the-investment-yes>
4. Board agendas:
<http://www.elcamino.edu/http://www.elcamino.edu/administration/board/agendas/2008/Budget%202012-2013.pdf>
[administration/board/meetingagendas.asp](http://www.elcamino.edu/administration/board/meetingagendas.asp)
5. Fiscal year 2012-2013:
<http://www.elcamino.edu/administration/board/agendas/2008/Budget%202012-2013.pdf>
6. Board Meetings: http://www.elcamino.edu/administration/board/agendas/2013/4-15-13_agenda.pdf
7. Citizens' Oversight Committee: <http://www.elcamino.edu/administration/bond/>

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1. Public Relations and Marketing:
<http://www.elcamino.edu/administration/publicrelations/>
2. Website: <http://www.elcamino.edu>