HOW TO USE THIS TEMPLATE (DELETE THIS PAGE PRIOR TO SUBMISSION):
This template is designed to assist your institution as it completes its Institutional Self-Evaluation Report (ISER) in support of reaffirmation of accreditation. The template is essentially an annotated outline of the ISER, with embedded guidance and instructions for each required section. The template also includes embedded formatting (e.g., headers, etc.) that will help build a table of contents for the final document.

Throughout the template, you will see highlighted text containing instruction and guidance:

- **Yellow highlighting** contains instructions and additional guidance related to the section.
- **Gray highlighting** indicates "insert text here" and provides a description of what to insert.

Both types of highlighted text should be removed prior to the final submission of your ISER. Additional information about ISER preparation can be found in Section 4.2 of the *Accreditation Handbook*. Your ACCJC staff liaison is available to answer questions at any time.

REPORT DUE DATE:

If your Focused Site Visit is in:	Your ISER is due:	For example:
Fall	**Dec. 15 of prior year** *to accommodate Team ISER Review in spring prior to site visit*	Focused Site Visit = Fall 2026 ISER due Dec. 15, 2025
Spring	**Aug. 1 of prior year** *to accommodate Team ISER Review in fall prior to site visit*	Focused Site Visit = Spring 2027 ISER due Aug. 1, 2026

SUBMISSION PROCESS:
Unless you receive other guidance from your ACCJC staff liaison, you will upload your final ISER and supporting documentation to ACCJC's Institutional Portal as a single **ZIP** file.

Your submission must include the following:

- a PDF copy of the final certified ISER;
- a copy of the current catalog (PDF format preferred);
- a copy of the current schedule of classes (PDF format preferred); and
- a folder containing copies of all evidence and required documentation cited in the ISER.

REGARDING EVIDENCE FILES:
As part of the submission process, you will upload folders containing PDF copies of all evidence and documentation cited in your narrative responses. Please prepare a separate folder for each Standard – i.e., the folder named 1.1 would contain evidence cited in Standard 1.1; the folder named 1.2 would contain evidence cited in Standard 1.2; etc. Within each folder, names of individual files should be meaningful enough to give a general idea of the file's contents.

REGARDING EVIDENCE LINKS:
Within your report narratives, you will link to evidence and documentation as needed. Your hyperlinks should be descriptive enough to indicate what document will be opened when a reader clicks the link. Hyperlinks may resolve to the individual evidence files that were uploaded to ACCJC as part of your submission (i.e., using relative links within the document) or to PDF files available on a dedicated, online institutional repository.

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El Camino College

Institutional Self-Evaluation Report

in Support of an Application for

Reaffirmation of Accreditation

Submitted by

El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

to

Accrediting Commission for Community and Junior Colleges

December 2026

DRAFT

Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Brenda Thames
El Camino College
16007 Crenshaw Blvd.
Torrance, CA 90506

This Institutional Self-Evaluation Report is submitted to ACCJC in support of an Application for Reaffirmation of Accreditation. The Institutional Self-Evaluation Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Superintendent President, Dr. Brenda Thames	Date
Nilo Michelin, Board President	Date
Charlene Brewer-Smith, Academic Senate President	Date
Carlos Lopez, Vice President Academic Affairs, Accreditation Liaison Officer	Date
Keilani Camargo, Associated Students Organization President	Date
Roy Dietz, El Camino Classified Employees President	Date

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Update the table of contents prior to submission. To update, click anywhere in the table of contents and select "Update Table" on the tab that appears above the table of contents header. When prompted, select "Update entire table."

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Forward to the Institutional Self-Evaluation Report

El Camino College's Mission Statement drives the institution toward serving as an equity focused partner with our diverse communities to provide student-centered learning, career development, and lifelong enrichment. A critical element of this work is the College's institutional effectiveness efforts and commitment to continuous assessment and improvement in service of our mission. As a result, the District consistently monitors and assesses our work in line with ACCJC standards and annual reports. The generation of the Institutional Self-Evaluation Report represents a critical analysis of the College's efforts in support of our Mission and alignment to current standards since our last full accreditation review in Fall 2020.

The production of the ISER formally began after the submission of College's midterm report in Fall 2024. The College was then supported by two local training sessions over the Spring and Fall of 2025 provided by ACCJC Vice President Nikawanna Shaw. These sessions focused on the current formative/summative process for college review, and information about the current standards. Evidence gathering and drafting began in Fall 2025 and Spring 2026 leading to completion of the ISER in Fall 2026 with the support of the Institutional Effectiveness Committee that includes representation from major College constituent groups. The report was then reviewed through the college governance process for feedback and approved by the Board of Trustees in November 2026.

Highlights included on El Camino College's ISER include:

- Completion of the 2024-2034 Comprehensive Integrated Plan
- ECC’s Regular Substantive Interaction (RSI) Annual Review Process
- Comprehensive Student Support Programs including MESA, First Year Experience, Black Student Success Center, and the Social Justice Center
- ECC’s significant and ongoing investment in professional development of employees and students
- Post-COVID Enrollment Recovery

Through the drafting of the ISER, the College has identified a few areas that will be areas of focus for improvement. The first area is a commitment to meeting ACCJC standards and guidelines with respect to distance education with a focus on Regular and Substantive Interaction. The second area is related to ensuring that all Board Policies and Administrative Procedures are updated within our 5-year timeline established through current college policy. The third area is related to program review and program learning outcome (PLO) assessment. The College must improve access to reports related to program review and program outcomes assessment.

Lastly, this report relied on the expertise of multiple classified professionals, faculty, and administrators. These constituent groups brought together the College's collective knowledge of our students, programs, assessments, and improvements in support of our commitment to our mission and institutional effectiveness.

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A. Introduction: Institutional Context

History of El Camino College

Initial review and exploration of the need for a community college in the South Bay region of Los Angeles County culminated in 1946 with the approval for a college from local school district governing boards of Centinela Valley, Redondo Beach, Inglewood, and El Segundo and an election of the communities the new college would serve. As a result, the new District was established at the beginning of July 1946.

El Camino College supported an inaugural class of students beginning in September 1946, with classes held in temporary space at high schools in Redondo Beach, Inglewood, and El Segundo. The initial campus site totaled eighty (80) acres along the eastern edge of Alondra Park, situated along Crenshaw Boulevard between Redondo Beach Boulevard and Manhattan Beach Boulevard in an unincorporated property between the cities of Torrance and Gardena. Initial campus buildings were surplus World War II barracks which were trucked north from the Santa Ana Army Air Base in Orange County, and classes began on the new College campus in 1947. The first permanent building for classroom instruction opened in 1949 to support career and technical training of students. The women's gym, field house, another shop building, and the social science building followed during the 1950s.

Since its founding, the College has grown to support 34,219 credit and noncredit students during the 2025-2026 academic year. Facilities needed to have kept pace over the last 24 years with two local bond measures that were approved by local voters in November 2002, and again in November 2012. In total, the District was approved for $744 million to build new facilities and remodel existing facilities to support state-of-the-art instruction, student services, environmental efficiency, and the health and safety of students and employees.

Land Acknowledgement

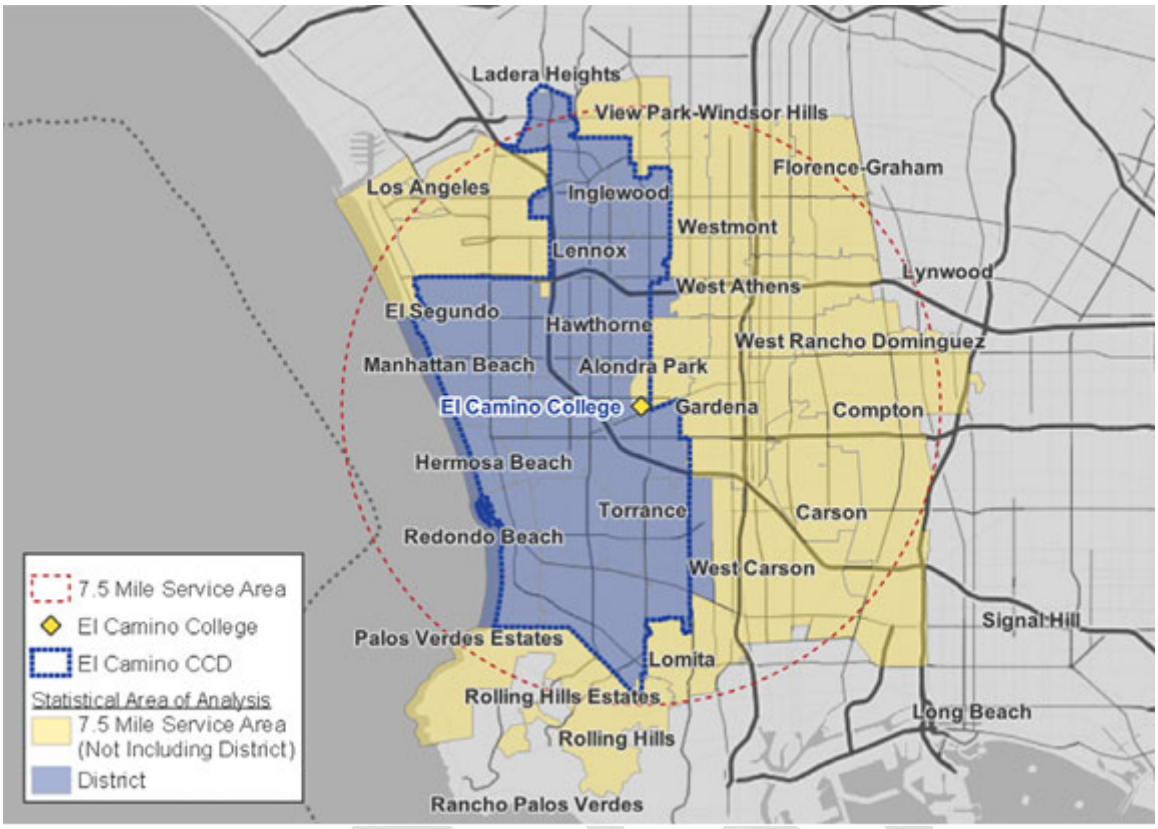
El Camino College acknowledges that it stands on the ancestral homeland of the Gabrielino-Tongva people, the traditional caretakers of the Tovaangar (the Los Angeles basin and Southern Channel Islands). We recognize that this institution benefits from the violent displacement and disenfranchisement of those who inhabited and stewarded this land for generations. We pay our respects to Gabrielino-Tongva people, past and present, and their connection to this space. In addition, the College community is aware of the racially discriminatory condemnation of the Gordon Manor tract, a black residential development project that had been proposed for the land where the College is currently located. We acknowledge the history of involuntary sacrifice that allowed for the establishment and continued existence of El Camino College.

Service Area and Community Demographics

The El Camino Community College District serves as the primary community college district for the South Bay region of the Greater Los Angeles region as indicated on the adjacent map. The northern boundary of the District includes the neighborhood of Ladera Heights, just north of the City of Inglewood, California. The western edge of the District includes the coastal region of the Santa Monica Bay stretching from the City of El Segundo, California, south to the Cities of Redondo Beach and Torrance California. The southern portion of the District aligns with the southern boundary of

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the City of Torrance. The eastern boundary of the aligns with the cities of Inglewood in north, Torrance in the south, and the western boundary of the city of Gardena, California in the center.



El Camino Community College District Map
Source: El Camino College Environmental Scan Page 6

Overall, the region that composes the District includes diverse populations from very affluent areas along the coast to areas that face significant socio-economic challenges. Per the External Environmental Scan completed as part of the Comprehensive Integrated Plan (CIP), the largest number of students serviced by the College come from the City of Torrance, followed by the City of Los Angeles (from the extended service area), and the cities of Hawthorne, Gardena, Inglewood, and Redondo Beach. Challenges include significant numbers of residents without a high school diploma or who live below poverty level located in the central and northern communities of Lennox, Hawthorne, and Inglewood.

The economy of the region is also diverse. Based on the CIP External Environmental Scan, the industries with the highest levels of employment include:

- Educational Services, Health Care, and Social Assistance
- Professional Scientific, Management, Administrative, and Waste Management
- Manufacturing
- Retail
- Arts, Entertainment, Recreation, and Food Services
- Transportation, Warehousing, and Utilities

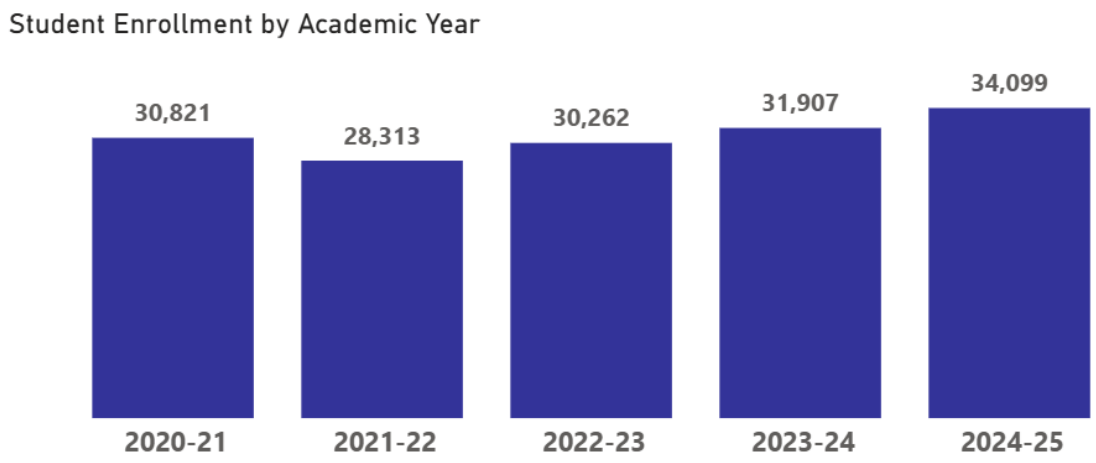
Proximity to companies across these employment sectors influences program development at the

College to offer pathways to local high-wage jobs.

There are several populations trends that are impacting the College even though the overall population of its service area is expected to remain stable through 2030. First, the College has experienced a significant rebound in enrollment in the post-COVID environment and served over 34,000 unduplicated students in 2024-2025. Second, the College's largest population of students has historically come from the traditional college aged (17 years old – 25 years old) population. The region and District service area is experiencing a significant decline in the number of high school graduates due to a decline in the population of individuals under 18 years old. This decline is expected to impact enrollment through the year 2035. Second, the population of residents over the age of fifty-five is expected to grow significantly. Lastly, the Hispanic/Latinx population is expected to grow modestly between 2025 and 2030.

As noted previously, the student population at the College is incredibly diverse. Hispanic/Latinx students make up the largest population of students 47.4% of enrollment in 2024-2025. This population is followed by white students at 18.4%, Black/African American students at 15.0%, and Asian students at 12.9%. The diversity of our students underscores the importance of our English as a Second Language programs, student and academic support programs, and engaging in culturally sustaining educational practices.

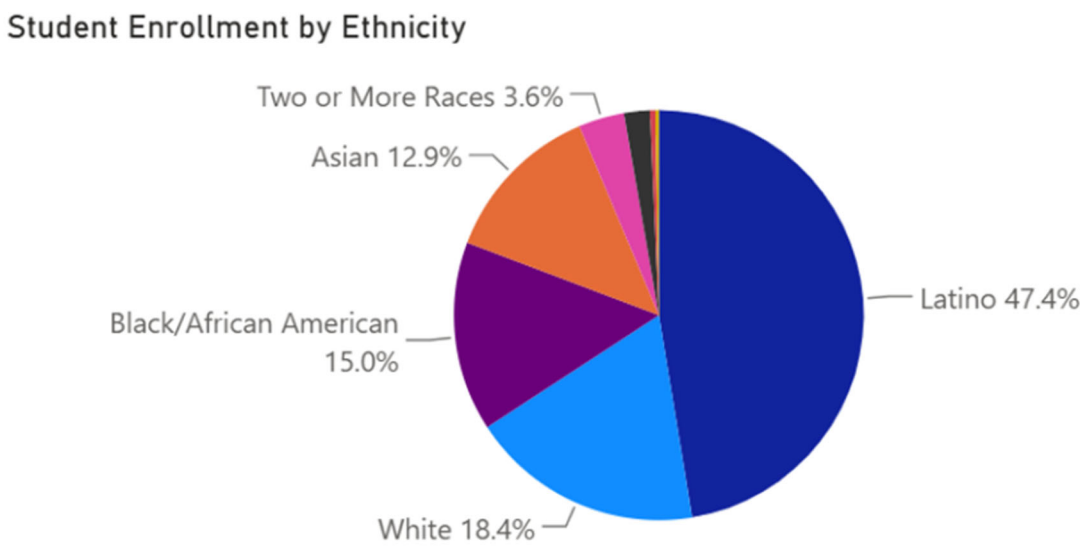
Unduplicated Headcount 2020-2021 to 2024-2025



Source: 2024-2025 El Camino College Factbook

Student Ethnicity 2024-2025

Student Enrollment



Source: 2024-2025 El Camino College Factbook

Student Enrollment by Gender and Age Group

2024-2025 Gender		
	Count	**Percent**
Female	17305	50.7%
Male	15503	45.5%
Non-Binary	26	0.1%
Unknown	1265	3.7%

2024-2025 Age Group		
	Count	**Percent**
19 or less	13808	40.5%
20-24	8826	25.9%
25-34	7202	21.1%
35-44	2443	7.2%
45-54	1068	3.1%
55+	752	2.2%

Source: 2024-2025 El Camino College Factbook

Other Notable District Context:

Achieving the Dream Network Membership

The College applied to participate in the Achieving the Dream Network (AtD) during the Spring 2026 semester and was notified of acceptance into the Network at the end of the term. The College's intent in participating in AtD is to engage with the support offered through the program to achieve transformative integration of our support services, both academic and non-academic, for students and improve student outcomes. As of Fall 2026, the College has formed its core AtD team, met with our Coaches, and is embarking on Institutional Capacity Assessment Tool (ICAT). During the first year, the College will engage in deep data analysis and discussion as part of this assessment and develop plans intended to lead to transformational change and improvement for our students.

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Early College High School and Dual Enrollment Programs

Dual enrollment and Early College High School programs been a focus of the college over the last 5-years in an effort to improve access to higher education, create completion pathways, decrease completion time, and close equity gaps by offering high school students within the service area the opportunity to take college classes at their schools. These efforts have saved families across our service area and region millions of dollars in tuition for their students by completing college-level course work while still in high school. This work has been completed in a complicated environment that includes nine (9) separate school districts and multiple charter schools.

Dual enrollment classes have significantly expanded at El Camino College since we first started our efforts in 2017-2018. From 2020-2021 to 2024-2025, the College has worked with our K-12 partners to grow dual enrollment offerings from 197 sections to 273 sections (+39%). In addition, the College has increased our unduplicated headcount of high school students taking dual enrollment classes from 1296 students in Fall 2020 to 3144 students in Fall 2024 (+143%).

Included in our dual enrollment growth is the creation and expansion of Early College High School partnerships. Our first Early College High School partnership was developed with North High School in the Torrance Unified School District. The inaugural class with North High School started in Fall 2022. Of the inaugural class, a total of sixty-two (62) graduated at the end of the Spring 2026 term with both their high school diploma and at least one associate degree from El Camino College. Additional Early College High School programs have started with Torrance High School (Torrance Unified School District), Lawndale High School (Centinela Valley Union High School District), and Inglewood High School (Inglewood Unified School District).

Respiratory Care Baccalaureate Program

El Camino College was approved to offer a bachelor's degree in respiratory care in 2022 by the California Community College Chancellors Office. The development of this program was based on the workforce needs of the region served by El Camino College and serves as an extension of the existing associate degree program in respiratory care. The baccalaureate program created a low-cost pathway for El Camino College Respiratory Care students and professional respiratory therapists to a bachelor’s degree. Upon completion of the program, students can experience increased income of up to $25,000 per year. The first cohort of students were accepted into the program and began their studies in Fall 2023. Of this first cohort, twenty-five (25) students completed their bachelor’s degree in Spring 2025.

Mathematics, Engineering, and Science Achievement (MESA) Program

The Mathematics Engineering and Science (MESA) program at El Camino College is one of the largest in the state of California and was established in 1999. The program provides academic support, enrichment opportunities, and resources for students who plan to transfer to four-year universities in a calculus-based STEM major. The program has grown significantly since it was founded and supported over seven hundred (700) students in 2024-2025, and now 130 MESA students per year, on average, transfer to a 4-year university. This level of engagement and success is only possible through the resources offered by the program:

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- MESA Center covering over 11,000 square feet.
- Dedicated counseling for educational planning and major/career advising.
- Research and internship opportunities.
- Support with the transfer process.
- University and industry field trips

Example of Comprehensive Student Support Programs

The College supports a comprehensive set of student support programs. One example of excellent work in supporting students is the Foster Youth Student Succes Program comprised of the NextUp program and the Guardian Scholars program. These programs support both current and former foster youth to pursue their academic goals at the college and make use of the Six Factors of Student Success based on the California Research and Planning Group Student Support (Re)Defined study. Notably, current, and former foster youth represent some of our most vulnerable students, and the support they receive translates into significant improvements in student outcomes. NextUp and Guardian Scholars students successfully complete courses at a rate that is 10.1% higher (60.5% vs 50.4%), experience 26.1% higher term-to-term retention (72.5% vs 46.4%), and experience 10.5% higher year-to-year retention (43.0% vs 32.5%0 compared to current/former foster youth students who are not in these programs. In fall 2025, 91% of NextUp and Guardian Scholar students completed a comprehensive educational plan with 100% completing this critical driver of student success by the end of their first year.

Noncredit Program Development and Growth

Beginning in 2022-2023, the College began to significantly expand noncredit programs given the long-term shift in the population away from traditional college going populations (17- to 24-year-olds) across Los Angeles County. Program expansion has focused on career and skills development, college preparation, English as a Second Language (ESL), and older adults to support working adults in the College service area begin new pathways into a career or transition into credit courses. These programs offer career pathways into workforce sectors that are projected to grow across the Los Angeles region and offer pathways to jobs at living wages or better.

From 2022-2023 to 2024-2025, non-credit program full-time equivalent students have grown from 58.05 to 304.80 (+425%). This is attributable to expanding the existing ESL program and the development of new noncredit programs in medical transcription, personal care aid, phlebotomy, GED preparation, parenting, child development, and human development. Additional pathways in development include a full adult high school diploma program, certified nursing assistant, pharmacy technician, and automotive technology.

B. Institutional Self-Evaluation of Alignment with Accreditation Standards

Standard 1: Institutional Mission and Effectiveness

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The institution has a clearly defined mission that reflects its character, values, organizational structure, and unique student population. The mission outlines the institution's explicit commitment to achievement for all students and serves as a guiding principle for institutional planning, action, evaluation, improvement, and innovation.

1.1. The institution has established a clearly defined mission that appropriately reflects its character, values, structure, and unique student demographics. The institution's mission articulates its commitment to ensuring educational opportunities and successful outcomes for all students. (ER 6)

Board Policy 1200 (Mission, Vision, and Values) formally establishes El Camino College's mission statement and provides evidence of compliance with Eligibility Requirement 6 (ER 6), which requires that the institution's educational mission be clearly defined adopted, and published by the governing board, consistent with its legal authorization, and appropriate to its role as a degree-granting California community college. Board Policy 1200 – District Mission Vision and Values (BP 1200) was revised in June 2024 following a comprehensive, inclusive, and data-informed process. The revised mission statement, adopted by the Board of Trustees, reads: *El Camino College is equity-focused and partners with its diverse communities to provide student-centered learning, career development, and lifelong enrichment*. Through its focus on student-centered learning, career development, lifelong enrichment, and service to diverse communities, the mission defines the College's institutional commitment to student learning and achievement. The mission is publicly available on the College's website and is further contextualized through the College's Comprehensive Integrated Plan (CIP) website, which describes how the mission informs institutional planning, priorities, and operations.

The College's mission, vision, and values "appropriately reflects its character, values, structure, and unique student demographics", as evidenced by the following:

Character: The mission revision process reflected El Camino's character as a community-centered, student-focused institution through an intentionally inclusive stakeholder engagement process. More than 50 listening sessions were conducted in November 2022, engaging students, employees, community members, adult school and industry partners, alumni, and high school partners, supplemented by written surveys and campus wide. The breadth and inclusiveness of this process reflects an institution whose character is defined by a genuine commitment to centering the voices of those it serves in its most foundational decisions.

Values: The themes that emerged from the listening sessions are directly reflected in the language of the revised mission, demonstrating that it is grounded in the College's core values. A synthesis of the listening session results informed the drafting of the new mission, vision, and values statements. Employees identified student-centeredness as the College's defining strength, noting that "our devotion to our students and commitment to their success is our greatest strength" and "we place our students first". External stakeholders affirmed the College's commitment to equity, access, and partnership, observing that "ECC provides access for not only conventional students but also the marginalized or students who may have less access to quality education and resources". These values are woven directly into the language of the revised mission statement, which explicitly names equity as a defining institutional commitment and positions ECC as an active partner with its communities.

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Structure: The mission appropriately reflects the College's structure through the ways it is embedded across institutional roles, functions, and plans. The position of Vice President of Student Services was retitled Vice President of Equity and Student Services, with a revised job description approved by the Board of Trustees on January 2025, embedding equity directly into the College's leadership structure. Additionally, all hiring committee members are required to complete Equal Employment Opportunity (EEO) training, reinforcing the mission's commitment to partnering with diverse communities by ensuring a shared institutional understanding of the value of workforce diversity. Training content emphasizes that a diverse workforce helps "students and employees communicate effectively with people of varied backgrounds" and fosters "the ability to provide a broader range of services."

Unique Student Demographics: The mission appropriately reflects the College's unique student demographics. The Environmental Scan completed in Spring 2023 provided a detailed analysis of the demographic trajectory of the South Bay region. The scan revealed that the surrounding community is projected to become increasingly older and more racially and ethnically diverse. These demographic realities directly shaped the revised mission's explicit emphasis on partnering with diverse communities, expanding access to career development, and supporting lifelong enrichment, reflecting El Camino's recognition that it serves not only traditional college-age students but also adult learners, career changers, and community members seeking educational opportunities.

The mission "articulates its commitment to ensuring educational opportunities and successful outcomes for all students" as evidenced by the explicit integration of the mission across the College's institutional plans and operations. The College's Education Plan includes the goal to "strengthen holistic student support to improve education quality and align with ECC's mission to support student growth", demonstrating that the mission actively directs academic planning toward student success. Similarly, the People Plan establishes goals to "engage and retain employees who embody the College's mission and values" and to "attract new talent that is student-focused and service-oriented", reflecting ECC's commitment to building a workforce that supports educational opportunity for all students. The mission and vision statements are also incorporated into every job description posted by Human Resources, ensuring that the College's commitment to student success and equity is communicated to prospective employees in recruitment processes.

1.2. The institution establishes meaningful and ambitious goals for institutional improvement, innovation, and successful outcomes for all students.

El Camino College has a demonstrated history of "establishing meaningful and ambitious goals" for institutional improvement, innovation, and successful outcomes for all students across successive planning cycles. The College's 2020–2023 Strategic Plan established specific, measurable goals aligned to the California Community Colleges Chancellor's Office Vision for Success. These goals included targets for degree completion, transfer, workforce outcomes, units earned, and equity, which were monitored and reported annually throughout the plan's cycle.

Building on the lessons learned from that cycle, El Camino College developed its 2024–35 Comprehensive Integrated Plan (CIP), which establishes eleven long-term institutional goals organized across five strategic themes to guide the College's work through 2035. The 2025–28 Strategic Plan serves as the first phase of the CIP, translating its ten-year vision into five actionable strategic outcomes (relevant and responsive instructional and support programs; access to credit for prior learning and work-based experiences; clear, coordinated, and affordable academic pathways;

a seamless pipeline of educational and career opportunities; and a data governance framework and infrastructure) For each outcome, there are measurable indicators and targets to ensure progress. Subsequent strategic plans will continue to support the long-term goals included in the CIP. Together, these institutional planning frameworks demonstrate that El Camino College's commitment to establishing meaningful and ambitious goals is not episodic but rather a continuous, evolving, and institutionalized practice.

The 2025–35 Comprehensive Integrated Plan goals are meaningful because they are explicitly grounded in the College's mission to be equity-focused and to partner with its diverse communities, and because they serve as the primary reference point for goal setting across all institutional bodies and governance committees. For example, College Council held a goal-setting exercise in January 2024. This exercise included explicitly aligning proposed goals to the CIP themes and goals. The Institutional Effectiveness Committee also considered how their goals could meaningfully support and advance the institutional direction established through the CIP.
ECC's institutional goals are also ambitious as evidenced by the 2025–28 Student Equity Plan (SEP), which sets specific, measurable targets for closing equity gaps for disproportionately impacted student populations, including African American/Black students, low-income adults, veterans, foster youth, justice-impacted students, and students with disabilities. The plan states a commitment to eliminating disproportionate impact and fully closing equity gaps by 2028. The ambition of these goals is underscored by the SEP's candid reflection on the 2022–2025 Student Equity Plan, which identifies specific implementation failures (including up to 73% of Black students remaining outside high-touch cohort support systems) and responds with systemic, accountable strategies including mandated equity-minded faculty training and shifting from opt-in to opt-out cohort support models. This honest self-assessment demonstrates that El Camino College's goals are genuinely ambitious, oriented toward institutional transformation rather than incremental adjustment.

ECC's Comprehensive Integrated Plan (CIP) addresses innovation and institutional improvement through goal #10, which promotes a culture of innovation and excellence, and goal #11, which focuses on strengthening institutional effectiveness through continuous improvement. The focus on institutional improvement is also evidenced by the longitudinal record of equity planning documented on the Student Equity and Achievement (SEA) Program website, reflecting a sustained, multi-cycle commitment to improving student outcomes across the 2019–2022, 2022–2025, and 2025–2028 Student Equity Plan cycles.

The institution's goals reflect a commitment to successful outcomes for all students, supported by annual reporting that tracked progress toward the goals set in its 2020–2023 Strategic Plan. These annual reports tracked progress not only for the overall student population but also for disproportionately impacted student groups, including Black/African American, Veterans, Foster Youth, Students with Disabilities, and Hispanic students, ensuring that the institution's goals for successful outcomes were monitored equitably across all students, not just in the aggregate. This disaggregated approach to monitoring goals reflects ECC's commitment to translating institutional improvement into successful outcomes for all students, including those who have faced the greatest barriers to achievement. Insights from the annual reporting informed the development of the 2025–35 CIP and the 2025–28 Student Equity Plan, demonstrating a continuous approach to goal-setting that connects each planning cycle to the next.

1.3. The institution holds itself accountable for achieving its mission and goals and regularly reviews relevant, meaningfully disaggregated data to evaluate its progress and inform plans

for continued improvement and innovation. (ER 3, ER 11)

El Camino College demonstrates a sustained and systematic commitment to accountability for achieving its mission and goals through an integrated framework of planning, evaluation, and continuous improvement. This framework is grounded in the regular review of meaningfully disaggregated data and is operationalized through strategic planning processes, institutional research, participatory governance, and program review. This integrated approach also supports compliance with Eligibility Requirement 11 (ER 11): Student Learning and Student Achievement, which requires the institution to define standards for student achievement, assess performance against those standards, publish expected student learning outcomes and program-specific achievement outcomes, and demonstrate through regular and systematic assessment that students achieve identified outcomes regardless of where or how programs are offered.

Central to this effort was the College's 2020–2023 Strategic Plan and its associated annual progress reports, culminating in the Strategic Plan Closeout Report in February 2025. These reports document the institution's progress toward established goals, using quantitative indicators to assess effectiveness. The iterative nature of these reports reflects a culture of inquiry in which data is not only collected but routinely analyzed and used to inform decision-making. Institutional performance metrics are consistently disaggregated by key student characteristics, including race/ethnicity, gender, age, and other relevant factors, to identify and address equity gaps. This approach ensures that progress toward the mission is evaluated not only in aggregate terms but also in relation to disproportionately impacted student populations.

ECC further demonstrates accountability through its robust use of campus climate surveys. Findings from the 2021 Student and Employee Campus Climate Surveys, as well as the 2024 Employee Campus Climate Survey with ethnicity data disaggregation, provided critical insight into stakeholder experiences. These data are systematically reviewed and translated into actionable improvements. For example, the Student Campus Climate Survey Improvement Updates document outlines how identified areas for improvement, such as access to student services, counseling, academic resources, and campus facilities, are directly linked to implemented changes, timelines, and responsible units. The document details concrete actions, including enhancements to financial aid service delivery, expansion of tutoring and library services, improvements to counseling access through new scheduling systems, and targeted investments in student engagement centers that support diverse student populations. This closed-loop process exemplifies how disaggregated data informed institutional planning and led to measurable improvements.

The institution's commitment to disaggregated data analysis is also evident in program-level review processes. Disaggregated data on enrollment, success rates, and course completion is analyzed to identify disproportionate impacts among student groups. Programs use these findings to develop targeted action plans, such as incorporating culturally responsive teaching strategies and enhancing faculty training to better support diverse learners.

El Camino College also meets Eligibility Requirement 3 (ER 3): Degrees, as a substantial portion of the College's educational offerings are programs that lead to associate degrees, and a significant proportion of students are enrolled in degree-applicable programs. The College offers degree programs that are at least two academic years in length and aligned with its mission as a degree-granting institution of higher education. The ongoing review of degree programs through program review, outcomes assessment, and institutional reporting helps ensure that educational offerings

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remain appropriate to the College's mission, responsive to student needs, and connected to student learning and achievement.

Institutional accountability is further reinforced through regular reporting to the Board of Trustees (BoT). Presentations such as the 2020–2021 Annual Factbook and the 2022 BoT Equity Data Session, among others provide transparent, data-rich overviews of institutional performance. These reports include disaggregated metrics on enrollment, retention, completion, and equity gaps, enabling board members to monitor progress and guide policy decisions. The inclusion of equity-focused data in Board discussions underscores the institution's commitment to aligning governance with its mission and strategic priorities.

The College also prioritizes building institutional capacity for data-informed decision-making. The Institutional Research and Planning Office (IRP) actively disseminates data through dashboards and facilitates professional development opportunities for faculty and staff. For instance, campus-wide video tutorials and workshops on the Course Success and Completion dashboard and the Enrollment Trends dashboard promote data literacy and empower stakeholders to interpret and apply data in their respective roles. These efforts ensure that data use is embedded across the institution, supporting cross-functional collaboration and alignment with strategic goals.
Participatory governance structures further support institutional accountability. Committees regularly engage in self-evaluation and document their effectiveness, as evidenced by publicly available committee self-evaluation reports. These evaluations assess how well committees contribute to institutional planning and improvement processes, ensuring that governance bodies remain responsive and effective.

1.4. The institution's mission directs resource allocation, innovation, and continuous quality improvement through ongoing systematic planning and evaluation of programs and services. (ER 19)

The College's systematic planning framework is intentionally designed to ensure that all institutional efforts, from long-term planning to annual budgeting, are aligned with its mission to promote student learning, equity, and success. This framework provides evidence for both sub-standard 1.4 and Eligibility Requirement 19 (ER 19): Institutional Planning and Evaluation, as the College systematically evaluates how well and in what ways it is accomplishing its purposes, makes evidence of institutional progress publicly available, plans for improvement of institutional structures and processes, assesses student achievement and student learning, and makes decisions through an ongoing cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The College employs an integrated planning model that connects comprehensive planning, strategic planning, program review, and annual planning and budgeting. This model ensures alignment across all levels of the institution, linking mission-driven goals to operational decision-making. Planning occurs on multiple cycles, including ten-year comprehensive planning, 3-year strategic planning, program review, and annual planning and budgeting, creating a continuous process of planning, implementation, evaluation, and improvement (Planning Handbook). Through this model, the College evaluates institutional structures and processes, student achievement of educational goals, and student learning, consistent with ER 19 and sub-standard 1.4.
The College makes institutional progress visible through regular reporting on its strategic goals and metrics. The reports for the 2020–2023 Strategic Plan document how the College assessed progress

toward stated goals, identified areas of achievement and continued need, and used institutional metrics to evaluate the effectiveness of its efforts. In addition, Strategic Plan metrics reports presented to the Board of Trustees provide public evidence of how the College monitors student achievement, institutional effectiveness, and progress toward mission-driven priorities. These annual reports demonstrate that the College not only evaluates its effectiveness internally but also makes information about institutional progress available through public governance processes, as expected by ER 19. provide public evidence of how the College monitors student achievement, institutional effectiveness, and progress toward mission-driven priorities. These reports demonstrate that the College not only evaluates its effectiveness internally but also makes information about institutional progress available through public governance processes, as expected by ER 19.

Program Review serves as a primary mechanism for evaluating programs and services and identifying resource needs. Program review at the college follows a four-year cycle across Academic Affairs, Student Services, and administrative areas. While all areas complete program review reports every four years, the development and submission timelines vary by area. Academic Affairs programs develop their program review reports during the fall term and submit them at the beginning of the spring. Student Services programs develop their reports during the spring term. Administrative areas also develop their program review reports during the spring term and submit them by the end of the summer. Across academic, student services, and administrative areas, programs assess effectiveness, analyze data, and establish goals aligned with institutional priorities. These reviews directly inform annual planning by identifying short-term and long-term needs, ensuring that resource requests are grounded in evidence and aligned with institutional goals. The hyperlinked examples demonstrate how program-level evaluation leads to targeted improvements that support institutional effectiveness, student learning, and achievement of educational goals.

The College's assessment of student learning outcomes further demonstrates compliance with ER 19. Student Learning Outcome (SLO) reports show that programs regularly assess student learning, review results, and identify improvements to support student achievement. This assessment process complements program review and annual planning by ensuring that evidence of student learning informs conversations about program effectiveness, instructional improvement, and resource needs.
Annual planning operationalizes program review findings, SLO assessment results, and institutional priorities. Through the Nuventive platform, programs submit funding requests that explicitly connect to Comprehensive Integrated Plan (CIP) goals, program review goals, and data-informed needs. Funding requests are guided by institutional goals, program priorities, data insights, and operational considerations, supporting stronger alignment between planning and budgeting. This process helps the College continue strengthening its systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation required by ER 19.

The College has refined its resource allocation process to strengthen alignment between planning and budgeting. Institutional priorities are translated into program-level funding requests, which are required to demonstrate alignment with institutional goals and the College's mission. Standardized prioritization rubrics have been used to evaluate requests based on criteria such as alignment with program review, institutional priorities, student impact, and identified needs. This structured approach ensures consistency, transparency, and an intentional focus on equity and student success in decision-making.

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The Planning and Budgeting Committee (PBC) plays a central role in reviewing prioritized funding requests to ensure alignment with the College's mission and strategic initiatives before recommendations are provided and forwarded to College Council for consideration. Governance processes, including presentations of prioritized requests and PBC review, further support transparency and shared responsibility in resource allocation decisions. These processes also contribute to making institutional planning and evaluation visible to the campus community, supporting ER 19's expectation that the institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes.

The effectiveness of this process is demonstrated through approved funding requests that include clear, data-informed rationales tied to student outcomes. For example, funding for student transfer tours was supported by survey data showing increased student awareness and motivation to transfer, particularly among first-generation and low-income students. This example illustrates how resource allocation decisions are grounded in evidence and aligned with the College's mission to promote equitable student success.
The College's Student Equity Plans also demonstrate an ongoing cycle of evaluation, implementation, and re-evaluation. The 2019–2022 Student Equity Plan established equity goals based on disaggregated data and identified annual milestones and review processes. The 2022–2025 Student Equity Plan built on prior implementation and external recommendations by refining its focus on race-specific equity gaps, equity-minded inquiry, instructional engagement, and transfer-specific strategies. The 2025–2028 Student Equity Plan further demonstrates re-evaluation by identifying implementation challenges from the prior cycle, including inconsistent adoption of equity-minded practices, limited reach of cohort-based supports, gaps in real-time disaggregated data, and insufficient scale and accountability. These findings informed revised strategies focused on stronger accountability, expanded high touch support services, improved data systems, and more systemic institutional alignment. Together, these plans provide evidence that the College evaluates student achievement of educational goals, implements improvement strategies, and re-evaluates its approaches over time.

To support continuous quality improvement, the College provides structured guidance, tools, and training resources that enable faculty and staff to align planning, data, and resource requests with institutional priorities. Institutional resources, including annual planning guidance, dashboards, and training materials, support the use of data to identify needs, develop initiatives, and evaluate outcomes, reinforcing a culture of evidence-informed decision-making and continuous improvement. These resources strengthen the College's capacity to assess progress toward stated goals and use the results of evaluation to inform improvement of programs, services, structures, and processes.

El Camino College meets standard 1.4. Yet, it recognizes an opportunity to strengthen how evidence of continuous improvement is documented across major areas of the institution. Program review, student equity planning, strategic planning, and resource allocation processes demonstrate that programs assess effectiveness, analyze data, and establish goals aligned with institutional priorities. Moving forward, the College seeks to generate more consistent evidence of "closing the loop" by documenting how findings from assessment lead to implemented improvements, how progress is re-evaluated, and how these results inform subsequent planning and resource decisions.

1.5. The institution regularly communicates progress toward achieving its mission and goals with internal and external stakeholders in order to promote understanding of institutional

strengths, priorities, and areas for continued improvement. (ER 19)

El Camino College regularly communicates progress toward achieving its mission and institutional goals through a variety of structured, recurring communication channels designed to reach both internal and external stakeholders. These communication efforts promote transparency, shared understanding, and continuous engagement with the College's strengths, priorities, and areas for improvement. The following narrative provides evidence for both sub-standard 1.5 and ER 19 (Institutional Planning and Evaluation), particularly ER 19's expectation that the institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes, student achievement, and progress toward institutional goals.

For internal stakeholders, the College utilizes multiple mechanisms to disseminate institutional progress and performance data, supporting ER 19 by making evaluation results visible and actionable across the institution. The Institutional Research and Planning (IRP) Office has consistently shared updates on institutional goals, planning efforts, and student outcomes through campus-wide eBlasts. These communications include updates on strategic plan progress, survey findings, dashboard releases, ensuring that faculty, staff, and administrators have timely access to relevant data. For example, eBlasts were used to share progress on the 2020–23 Strategic Plan, inviting the campus community to review institutional goal outcomes and consider their implications for planning and improvement. Similarly, regular updates on dashboards, such as the Annual Planning, Academic Program Review, and Course Success and Completion dashboards, provide actionable data to support program-level decision-making and resource allocation. Additional communications, including survey result dissemination, further reinforce a culture of transparency and data-informed dialogue across the institution.

The College also communicates institutional progress through long-standing forums to ensure that institutional progress is shared and contextualized within ongoing planning and improvement processes. Every fall and spring, ECC starts the semester with Professional Development (PD) Day presentations to provide the opportunity to faculty and staff to engage with institutional priorities, review progress toward strategic goals, and participate in discussions about improvement efforts. Additionally, since 2022, the four Vice Presidents have participated in Welcome Back Forums to provide campus-wide updates related to their respective areas. These forums serve as another regular communication mechanism through which the College promotes understanding among internal and external stakeholders about institutional strengths, priorities, and areas for continued improvement.

The College also communicates progress through Strategic Plan progress reports and the 2020–23 Strategic Plan Closeout Report, which document how the institution assessed progress toward stated goals, identified accomplishments and areas of improvement, and used evidence to inform subsequent planning and improvement. These reports strengthen the connection between sub-standard 1.5 and ER 19 by demonstrating that the College communicates not only institutional

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achievements but also evidence-based areas for continued improvement as part of an ongoing cycle of evaluation, planning, implementation, and re-evaluation.

Communication with governance bodies further strengthens institutional transparency and accountability. The College regularly presents data-informed reports to the Board of Trustees, including updates on student success metrics, funding models, and strategic initiatives. Strategic Plan metrics reports presented to the Board of Trustees provide public evidence of how the College monitors student achievement, institutional effectiveness, and progress toward mission-driven priorities. For example, Board presentations include analyses of student performance trends and outcomes, which are used to guide policy and resource allocation decisions, reinforcing alignment between institutional priorities and decision-making. Additional reports, such as those explaining the Student-Centered Funding Formula, provide context on how funding aligns with student access, equity, and success outcomes, further supporting informed governance discussions. These governance public communications directly support ER 19's expectation that the institution makes public how well and in what ways it is accomplishing its purposes.

For external stakeholders, El Camino College communicates institutional progress through publicly accessible reports and publications. ECC has regularly produced annual reports to the community that highlight institutional achievements, student success stories, and strategic initiatives. These reports demonstrate how the College advances its mission while contributing to regional economic development and workforce preparation. By sharing these outcomes with the broader community, the College reinforces its role as a key educational and economic partner in the region.
In addition, the College leverages ongoing communication platforms such as the President's News to provide regular updates on institutional initiatives, priorities, and accomplishments. These communications highlight key developments across the College, including enrollment efforts, diversity and equity initiatives, and institutional planning updates, ensuring that stakeholders remain informed about the College's direction and progress.

The College also maintained the Budget Strategies Leadership Team website during 2024–2026 to keep the campus community informed about budget-related planning, updates, and decision-making processes. This website served as an additional communication platform for sharing timely information about fiscal strategies, institutional priorities, and the College's efforts to align budget planning with its mission and long-term sustainability.
The College maintains regular communication of institutional data through publicly available tools such as the Factbook and institutional dashboards. Annual updates to the Factbook, shared through campus-wide communications since 2021, provide stakeholders with accessible, longitudinal data on student demographics, outcomes, and trends, supporting informed understanding of institutional performance.

The College's communication of student learning and student achievement evidence also supports ER 19. Student Learning Outcome (SLO) reports demonstrate that programs assess student learning, review results, determine whether standards are met, and identify improvements to support

student achievement. In addition, the College's Student Equity Plans communicate how the institution evaluates student achievement of educational goals, identifies disproportionate impact, implements improvement strategies, and re-evaluates its approaches over time. The 2019–22, 2022–25, and 2025–28 Student Equity Plans show an ongoing cycle of evaluation, implementation, and re-evaluation, including the use of disaggregated data, annual milestones, race-specific equity analysis, and revised strategies based on prior implementation challenges. Together, these examples demonstrate how the College communicates evidence of student learning, student achievement, and institutional improvement in alignment with ER 19.

Through these multiple, recurring communication channels, ECC ensures that stakeholders are consistently informed about institutional progress, priorities, and areas for improvement. The regular dissemination of data, institutional updates, Strategic Plan progress, student learning assessment evidence, Board reports, public dashboards, and equity planning documents foster a culture of transparency, shared responsibility, and continuous improvement. In this way, sub-standard 1.5 also provides evidence of compliance with ER 19 by showing that the College systematically communicates how well it is accomplishing its purposes, shares evidence of student learning and student achievement, and makes areas for continued improvement visible to internal and external stakeholders.

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Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote success for all students, and the institution evaluates student learning and achievement data to inform improvements and advance successful outcomes.

2.1. Academic programs at all locations and in all modes of delivery are offered in fields of study consistent with the institution's mission and reflect appropriate breadth, depth, and expected learning outcomes. (ER 3, ER 9, ER 12)

El Camino College ensures that all academic programs, regardless of location or modality, are offered in fields of study consistent with the institution's mission and reflect the appropriate breadth, depth, and rigor expected of higher education. This alignment is maintained through a structured, faculty-led curriculum development process and a systematic cycle of program review, ensuring both educational quality and mission-centeredness.

Academic programs at El Camino College are intentionally structured to lead to degrees, certificates, transfer, or career advancement, directly supporting the College Mission to provide student-centered learning and career development. This alignment is explicitly detailed in the College Catalog, which serves as the public record for program requirements and expected outcomes. For example, the Administration of Justice program prepares students for criminal justice careers by requiring core competencies in constitutional law and report writing. Similarly, the Child Development and Art programs outline professional and transfer pathways where proficiencies are assessed through portfolios and juried exhibitions.

To operationalize these requirements into navigable pathways, the College utilizes Program Mapper software to provide students with a clear, term-by-term sequence of courses. As seen in the History Associate of Arts for Transfer (AA-T) Map, the College sequences major-specific requirements alongside General Education areas to ensure students acquire the necessary breadth while maintaining a rigorous path toward degree completion.

In compliance with California Code of Regulations, Title 5, section 53200 and in accordance with established shared governance principles, the Academic Senate maintains primary purview over curriculum and educational program development. Through BP/AP 4020, Program Curriculum and Course Development and AP 4022, Course Approval, the College has established a clear process for ensuring the academic integrity of every course. This peer-review process, managed by the College Curriculum Committee (CCC), ensures that coursework meets both local standards and state requirements (Education Code and Title 5). The rigor of this process is further evidenced by the Curriculum Submission Deadlines and the comprehensive Curriculum Committee Course/Program Proposal Log, which document the disciplined, year-round cycle of review from initial faculty proposal through Board of Trustees approval.

As the College has expanded its offerings, it has developed specialized procedures to distinguish the rigor of upper-division coursework. While BP/AP 4100 governs standard Associate degree requirements, the institution has established BP 4100B and AP 4100B to oversee its four-year offerings. Furthermore, BP 4025B mandates that upper-division coursework must build upon lower-

division foundations through advanced measures of critical thinking and oral communication. For courses offered in the online or hybrid modality, AP 4105, Distance Education requires a specialized Distance Education Addendum Form, ensuring that these sections maintain regular and substantive interaction and full accessibility for students with disabilities.

Academic quality is further protected through the Academic Program Review (APR) process, which serves as a comprehensive, structured evaluation of program health, currency, and alignment with the institutional mission. On a four-year cycle (and a two-year cycle for Career and Technical Education programs), departments conduct an exhaustive self-study managed by the Academic Program Review Committee. This process requires faculty to engage in a rigorous analysis of institutional research data, including disaggregated enrollment trends, course success and retention rates, and structural completion metrics.

By evaluating these critical indicators, departments identify specific equity gaps and curricular bottlenecks, converting data dialogue into actionable program improvements, resource allocations, and long-term planning initiatives. An example of this process in action can be seen in a recent program review, where the English department examined student success, completion, and learning outcome mastery data disaggregated by race and ethnicity, identified equity gaps, and launched initiatives for targeted faculty professional development and increased funding for the reading and writing studio to address equity gaps between Black/African-American and white students.
When a program undergoes this comprehensive evaluation and demonstrates a persistent misalignment with institutional objectives or changing workforce demands, the College follows the structured intervention framework outlined in BP 4021 and AP 4021, Program Discontinuance. These formal procedures ensure that any institutional decision to initiate, significantly modify, or discontinue a program is based on a transparent, faculty-driven process that prioritizes student needs and rigorous educational standards.

2.2. The institution, relying on faculty and other appropriate stakeholders, designs and delivers academic programs that reflect relevant discipline and industry standards and support attainment of learning outcomes and achievement of educational goals for all students. (ER 3, ER 9, ER 11, ER 14)

The College follows El Camino Community College District (ECCCD) Board Policies and Administrative Procedures—including BP 4020/AP 4020 (Program Curriculum and Course Development), BP 4025/AP 4025 (Philosophy for Associate Degree and General Education), AP 4105 (Distance Education), and AP 7211 (Faculty Service Areas, Minimum Qualifications and Equivalencies)—to ensure that academic programs are thoughtfully developed and delivered by appropriate stakeholders (copies of BPs and APs). Faculty hold primary responsibility for curriculum development and oversight, as articulated in faculty job descriptions and detailed in the annually updated College Curriculum Committee Training Module. All proposed new courses and course and program modifications are subject to review and approval by the College Curriculum Committee, which includes faculty representatives from each instructional division to provide comprehensive disciplinary input. Educational Programs are evaluated by faculty in the Program Review process for adherence to the college mission (ER 9, ER 14).

El Camino College (ECC) also incorporates feedback from industry professionals, university faculty, and other relevant stakeholders to ensure that curricula remain current, discipline-appropriate, and

responsive to the needs of diverse learners. Within Career Education (CE), faculty work closely with industry advisory committees to evaluate discipline standards, program learning outcomes (PLOs), external accreditation requirements, licensure expectations, and industry certifications. These collaborations inform recommendations that help align courses and programs with recognized academic and professional benchmarks and support student success.

Eligibility Requirement 3 requires that an institution demonstrates that it has a clearly defined mission that guides its educational programs. The Mission Statement, Vision Statement, and Values of El Camino College provide the foundation upon which our degrees and certificates are built. The New Course Proposal Worksheet asks how a new course aligns with the college mission. Goals and objectives are evaluated for new programs.

For transfer programs, a central goal is to prepare students for upper-division coursework, making formal articulation with transfer institutions essential. For new courses, this process typically begins when ECC faculty explore the prevalence of a course at other post-secondary institutions, find parallel courses in community colleges, CSUs and UCs, explain how the course relates to the Mission Statement and Strategic Initiatives of the college and consider whether the course is accessible to students with disabilities. Faculty then submit formal articulation requests through the Articulation Officer. Through these efforts, the College ensures that its curricula align with transfer, disciplinary, and industry expectations, promote equitable outcomes, and support students' educational pathways.

The College has also implemented clearly defined, systematic processes to ensure that student learning outcomes (SLOs) and program learning outcomes (PLOs) are developed by discipline faculty and reviewed and approved through established curriculum procedures. As part of ER 9, The Office of Institutional Research & Planning (IRP) supports the El Camino College mission by leading institutional planning and guiding research that advances student success and institutional excellence. IRP provides several dashboards that give comprehensive, disaggregated data on student learning and achievement.

SLOs are required components of the course outline of record. Once approved, curriculum staff update learning outcomes in the College's institutional system, Colleague. As a result of these processes, current and accurate SLOs are consistently communicated to students through the course syllabi, which are submitted to division deans each semester. PLOs are published in the College catalog and are accessible on individual department webpages. Institutional student learning outcomes (ILOs) and have also been developed and published in the catalog.

As part of its review process, the Committee evaluates textbooks, readings, and instructional materials to encourage representation of relevant authors and scholarly voices. In addition, a Diversity Equity and Inclusion (DEI) Task Force formed by the College Curriculum Committee has been formed for the development of required DEI elements in all course outlines of record for as part of the curriculum review and approval process.

Following implementation, program faculty continue to evaluate equity and inclusion within the curriculum by examining disaggregated data related to course completion, student success, and awards by race, ethnicity, gender, and first-generation college student status. These analyses are presented in the Course Success and Completion Metrics Dashboard and allow faculty to identify and address equity gaps. Strategies to reduce disparities among disproportionately impacted

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student populations are incorporated into program planning and may lead to curriculum revisions, pathway redesigns, or adjustments to instructional practices.

2.3. All degree programs include a general education framework to ensure the development of broad knowledge, skills, and competencies related to communication, quantitative reasoning, critical thinking, information literacy, civic responsibility, and the ability to engage with different viewpoints. (ER 12)

All associate degrees require completion of a general education (GE) pattern in accordance with El Camino College District (ECCD) AP 4025/BP 4025: Philosophy and Criteria for Associate Degrees and General Education, the California Community College Chancellor's Office (CCCCO) Program and Course Approval Handbook. Students may fulfill GE requirements through the California Intersegmental General Education Transfer Curriculum (CalGETC), or an El Camino College-developed local GE pattern.

El Camino College's local GE pattern is grounded in the general education requirements set forth in the California Education Code and is designed to foster broad academic competencies, including written and oral communication, quantitative reasoning, critical thinking, information literacy, and engagement with diverse perspectives. GEs are organized across English language, communication, and analytical thinking; physical and biological sciences; scientific inquiry; life science, quantitative reasoning, and mathematics; arts and humanities; and social and behavioral sciences, and ethnic studies. All GE pattern options are published in the College catalog.

El Camino College is proud to be a participant in the California Community Colleges Baccalaureate Degree Program. Baccalaureate degrees require completion of a GE pattern in accordance with AP 4025b/BP 4025b: Philosophy and Criteria for Baccalaureate Degrees. El Camino College's Baccalaureate Degree in Respiratory Care allows students to take all required GE units in CalGETC.

The College Curriculum Committee (CCC) reviews and adjusts courses within El Camino College's local GE structure. Curricular changes are presented to the Board of Trustees. The CCC voting membership includes a CCC representative faculty member from each division, one FT faculty member from each academic division, one FT faculty counselor, and one FT faculty librarian. Faculty attend annual training in CCC processes, and they are instructed to explore adherence to Title V regulations, course specifications, appropriateness to the college mission, the feasibility of online or hybrid versions, equity and disproportionate impact on students . Student Learning Outcomes (SLOs) are incorporated into all Course Outlines of Record for all courses and are explored alongside.

The College's Articulation Officer works to ensure that GE courses meet transfer standards and satisfy general education requirements at four-year institutions. Alignment with transfer norms increases the likelihood that students' coursework will be accepted, facilitating seamless transfer for those continuing their education beyond the associate degree. Course articulation policies are described in AP 4050/BP 4050: Articulation. El Camino College adheres to the Handbook of California Articulation Policies and Procedures developed by the California Intersegmental Articulation Council.

Student Learning Outcomes (SLOs) are part of every ECC course syllabus in addition to being on the Course Outline of Record. Faculty assess course-level student learning outcomes (SLOs) within GE

courses to evaluate student attainment of knowledge and skills. These outcomes are aligned with and assessed in conjunction with the Institutional Learning Outcomes Program Level Outcomes and Institution Level Outcomes (PLOs and ILOs). ECC strives to create a culture where outcomes assessment continually improves the quality of student learning and institutional effectiveness. Dialogue between and amongst departments and programs moves the college forward to meet the evolving needs of our students through instruction, curricula, programs, and services.

El Camino College demonstrates a commitment to global awareness and cultural competency by incorporating diversity, equity, and inclusion training annually for CCC members. Equity is a core value of El Camino College, expressed on our Mission, Vision, and Values website. Equity and diversity are also emphasized in our College Catalog.

2.4. The institution communicates clear, accurate, and accessible information regarding programs, services, and resources that foster success in students' unique educational journeys. (ER 20)

Clear and accurate communication is essential to student success. Many students' first introduction to the college is through social media, and the Marketing and Communications Office oversees all social media posts for the college in order to ensure that relevant target populations of prospective students are receiving the information they require. Students often then investigate our college website, which is welcoming and clear. Those that come on campus are greeted by our Warrior Welcome Center, a one-stop shop to get students the right information. Once registered, students will find that they can conduct a great deal of campus business on the ECC Mobile App and the MyECC Portal. On their first day of classes, students are presented with comprehensive syllabi for every class. Behind the scenes, we make sure the Course Outlines of Record are accurate, and that our policies and procedures are crafted to serve students effectively and adhere to all relevant regulations. In case of emergency, the college community can access messaging via RAVE Guardian. El Camino College cares about its Warriors.

El Camino College provides students with accurate and current information on Student Learning Outcomes (SLOs) for courses and Program Learning Outcomes (PLOs) for programs on our website. SLOs are also available in course syllabi and in the Course Outline of Record.

El Camino College utilizes multiple communication platforms to ensure that students receive timely, relevant, consistent, and accessible information regarding the College's services, programs, and events, thereby enhancing the educational experience for both current and prospective students. All communications that contain information necessary for students to complete required work must comply with accessibility standards outlined in El Camino Community College District (ECCCD) Board Policies and Administrative Procedures (AP 3725: Establishing and Maintaining Webpage Accessibility).

The El Camino College website and the MyECC Portal serve as the primary hubs for academic information, student services, events, and campus resources. The website is regularly updated with news, event details, and resources for students seeking course information, enrollment support, and campus services. It is organized into clearly structured sections that guide students efficiently to available services. Class schedules for the full academic year are accessible through the website and provide information on course offerings. The catalog is also available through the website, offering comprehensive program information, while library services can be accessed directly online.

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Additional examples of information available on the El Camino College website include: Information on programs and services. For example, a "Find Support" link on the homepage directs users to a page listing library service, basic needs resources, diversity, equity, and inclusion resources, and health and safety resources. There is a link to additional student resources, such as getting academic counseling help, enrollment information, key dates, and financial aid assistance.

Institutional resources, including the College catalog and website, are reviewed annually to ensure accuracy and accessibility. On-campus communication is supported through physical signage, including bulletin boards, sandwich boards, monitors, and other visual materials promoting events and services. Marketing and outreach efforts are designed to ensure accuracy while reflecting El Camino College's commitment to care, support, and inclusivity. Digital communication platforms further extend engagement and include Canvas announcements, email and text campaigns, and RAVE, an emergency notification system for urgent communications.

College publications, branding, and outreach efforts are designed to foster a powerful sense of belonging and connection to the institution. El Camino College leverages digital marketing strategies, including online advertising and social media platforms (e.g., Instagram, TikTok, Facebook, YouTube, and LinkedIn), to share real-time updates, promote programs and services, and engage students directly. These platforms also support community-building by providing reminders, hosting interactive content, and facilitating communication with faculty and staff.

The El Camino College mobile application allows students to conveniently access essential services via their smartphones, including campus maps, announcements, event notifications, and peer engagement tools. Usage of the app is monitored, and appropriate student services staff respond to inquiries and provide support as needed. The college also utilizes a Contact Center that calls and texts students with essential information. Semesterly Student Support Expos are provided to expose students in person to our many support services.

The College gathers feedback on communication effectiveness and student preferences through Institutional Research and Planning surveys. These data inform strategies to improve outreach, enhance communication methods, and increase overall student satisfaction.

El Camino College regularly evaluates communication practices to ensure clarity, consistency, accuracy, and relevance. Website performance and engagement metrics are monitored regularly, including user activity, page views, and navigation patterns. Data also identify how users access the website, providing insights into the effectiveness of outreach efforts.

Social media platforms, including Facebook, X, Instagram, Flickr, YouTube, and LinkedIn, are evaluated using platform analytics to measure engagement, reach, and user interaction. These metrics help assess communication effectiveness and audience engagement.

The effectiveness of communication regarding programs, services, and resources is demonstrated by student engagement and utilization of available services. Service departments incorporate communication outcomes into program reviews, using findings to improve access and enhance service delivery.

Despite the emphasis on digital communication, El Camino College continues to value in-person interaction. Survey data consistently indicates that direct, person-to-person engagement—

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particularly through counseling—remains critical in connecting students with resources. To strengthen this approach, the College has expanded embedded counseling services and incorporated improvements into its Student Equity Plan and Strategic Enrollment Management Plan.

2.5. The institution holds itself accountable for students' success by scheduling courses in a manner that ensures degree and certificate programs can be completed in the expected period of time. (ER 9)

l Camino College holds itself accountable for student success by maintaining a scheduling architecture designed to ensure degree and certificate programs can be completed within the institutionally expected period of two years. This commitment represents a fundamental shift in our operational philosophy: moving from a legacy model of rollover scheduling to a data-driven, integrated planning process that aligns our offerings with established program pathways and real-time student demand.

The College has recognized that student persistence is inextricably linked to institutional predictability. When students cannot see a clear path to completion, or when required courses are offered sporadically without notice, time-to-degree inevitably expands. The Comprehensive Integrated Plan (CIP) codifies the institutional response to this challenge, mandating the expansion of flexible scheduling options, including eight-week terms, online asynchronous modalities, and off-site instruction to accelerate award completion.

This strategic mandate is not merely philosophical; rather, it was operationalized through the District's participation in the 2024-2025 Chancellor's Office Strategic Enrollment Management (SEM) Program. This move to Annualized Scheduling and Enrollment was a direct response to internal data showing a decline in student retention. By moving to a year-long scheduling cycle, students are afforded the ability to plan their lives and academic trajectories twelve months in advance. This institutional predictability is essential for students navigating our Program Maps, as it eliminates the bottleneck effect where a student must wait an entire year for a single spring- or fall-only course to reappear.

The integrity of ECC's schedule of courses relies on a rigorous, faculty-informed development cycle. The Annualized Schedule Development Timeline outlines a coordinated effort between the Office of Academic Affairs, the Academic Senate, and enrollment data analysts. This timeline includes a technical review phase where the focus shifts from departmental preference to pathway viability. During this phase, Academic Deans are required to verify that all course offering patterns align directly with published Program Maps.

This process ensures that ECC's curriculum translates onto the schedule of classes and supports student pathways. Transparency for stakeholders is reinforced through the College Catalog, which utilizes explicit notes sections to identify courses with limited availability (e.g., only offered in the Fall semester). By embedding this information directly in the primary student-facing document, the College empowers students to build sustainable two-year plans in consultation with Academic Counselors.

Evaluation of scheduling effectiveness is a continuous, year-round process. The College utilizes the Enrollment and Section Dashboard to monitor fill rates, waitlists, and student preferences for

specific modalities. For instance, by analyzing the Time of Day and Modality filters (as seen in the Astronomy example), divisions can identify if evening sections are underperforming while online sections maintain 100% fill rates. This allows for an agile reallocation of Full-Time Equivalent Faculty (FTEF) to meet student demand.

During the development cycle, the administration provides divisions with Targets and Load Budgets for Summer/Fall and Winter/Spring sessions. These spreadsheets are not static; they represent an analytical calibration of section counts against historical productivity and FTES goals. By targeting a 95% fill rate, the college ensures that divisions are neither over-scheduling (which drains resources) nor under-scheduling (which creates barriers to completion).

Finally, the College consistently engages in review of student completion data and acts as challenges are identified. The ECC Time to Degree and Certificate Completion Report establishes the expected period for completion as two years, however the report indicates that the median time-to-completion metric has historically exceeded this target, particularly among disproportionately impacted student groups.

While this historical report serves as our foundational benchmark, the College has recognized the need to move beyond static, historical data. To bridge this gap, we now use the Time to Completion Dashboard to contrast real-time student metrics against our historical benchmarks. This live data comparison highlights a persistent legacy trend: students frequently accumulate excess units, lengthening their overall time-to-degree. This accumulation is often a direct symptom of students taking filler courses while waiting for a required major course or sequential pre-requisite to reappear on a legacy schedule.

To address this, we use the dashboard to monitor units earned across different Meta-Majors such as Business, Health and Community Wellness, and STEM. By identifying where students are accumulating excess units, the College does adjust its annualized schedule to offer additional sections in bottleneck areas, while simultaneously restructuring pathways at the programmatic level to support students to educational goal attainment.

An operational example of this process is found in the Computer Aided Design and Drafting (CADD) program review. Following careful assessment of local industry needs, the program retired a sequence of four 2-unit CATIA courses that had historically created severe scheduling limitations and delayed student progression. These legacy offerings were consolidated into two 3-unit courses that now form a streamlined pathway for a newly established Certificate of Accomplishment: CATIA – 3D Designer & Drafter.

By scaling these types of data-driven curriculum calibrations alongside live dashboard tracking, the College continuously adjusts its offerings to resolve structural delays. This data-driven reflection was one of the primary motivations for the decision to move toward annualized scheduling as a structural intervention to minimize time-to-degree for all students.

2.6. The institution uses delivery modes and teaching methodologies that meet student and curricular needs and promote learning and achievement for all students.

El Camino College systematically utilizes and evaluates a diverse range of delivery modes and

teaching methodologies to align with student and curricular needs, ensuring academic achievement and equity for all students across all instructional formats.

To maintain instructional quality and guarantee compliance with federal distance education requirements, the College enforces strict professional standards grounded in institutional administrative procedures. In accordance with **AP 4105 (Distance Education)**, all faculty assigned online or hybrid course sections must complete a rigorous **distance education certification process**. This baseline requirement ensures that instructors are well-versed in maintaining regular and substantive interaction (RSI) and ensuring full digital accessibility under federal law. Furthermore, the operational standards embedded within this local certification process are explicitly aligned with the **ACCJC Policy on Distance and Correspondence Education.**

Faculty maintain this qualification through a formalized recertification cycle requiring 10 hours of distance education professional development every five years. This continuous learning is tracked through the College's standard, centralized FLEX process managed by the Academic Senate, where instructors log their professional development hours and explicitly designate their training as distance education related. The College's Distance Education Faculty Coordinator reviews all distance education professional development submissions to ensure that they meet the college's standard for high-quality distance education PD. To support this requirement, the College has offered an extensive catalog of **RSI-specific professional development sessions spanning from Spring 2023 through Spring 2026**, alongside **planned targeted training modules slated for the upcoming Fall 2026 Professional Development Day Power-Up Month**. To supplement synchronous training, faculty have continuous access to a **localized repository of informational PDFs**, **Senate presentation slides**, and a **centralized library of self-paced instructional videos** hosted on the campus professional development site.

To assist faculty in implementing online pedagogy standards, the College provides an ongoing repository of planning guidelines via the **Faculty Distance Education Resources Page.** Technical and pedagogical oversight is structurally supported by a dedicated Instructional Designer and a full-time Distance Education Faculty Coordinator. To systematically evaluate the maturity of our online offerings against regional expectations, the College utilizes the **ACCJC Quality Continuum Rubric for Distance Education** to ensure institutional alignment across all foundational and advanced quality metrics. Furthermore, the College has formalized its commitment to state-level quality standards through its certified **Peer Online Course Review (POCR)** process. This peer-led framework evaluates online course design against the California Virtual College (CVC) OEI Rubric. Courses successfully completing this review are awarded a "Quality Reviewed" marker on the CVC course exchange, verifying that the teaching methodologies promote effective learning environments.

The College's current oversight and evaluation mechanisms are heavily informed by historical peer review feedback. Following El Camino College's 2020 accreditation site visit, the institution received a formal recommendation for improvement regarding Regular and Substantive Interaction (RSI) in Distance Education courses, driven by data showing that under 85% of randomly selected courses demonstrated sufficient evidence of regular interaction. In direct response to this finding, the Academic Senate's Online and Digital Education Committee recommended a **three-year pilot program** designed to conduct an annual, randomized anonymous review of online course sections; this pilot program was **reviewed** and **approved** by the Academic Senate during the Spring 2024 semester and commenced in Fall 2024. Under this Senate-approved framework, thirty (30) online sections are selected for review at random each Fall term by Online and Digital Education (ODE) learning

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management system administrators using a sequential, de-identified numbering system to ensure complete faculty anonymity.

The pilot program utilizes Section B (Interaction) of the California Virtual Campus (CVC) Course Design Rubric to evaluate compliance across six key dimensions: pre-course contact (B1), instructor-initiated contact (B2), student-initiated contact (B3), student-to-student unstructured interaction (B4), regular contact among students (B5), and participation guidelines (B6). Reviewers are drawn from the trained local POCR team, undergo rigorous inter-rater reliability norming sessions, and utilize a common anonymous account to evaluate concluded course shells. This timeline minimizes direct student data access in compliance with FERPA requirements while providing aggregate data to campus stakeholders to guide professional development planning. To support faculty participation, instructors are notified of selection and given the option to embed an unpublished "RSI Review Notes" page within Canvas to document external interaction methods that do not natively log within the LMS environment.

The evaluation process has provided the institution with critical, longitudinal insight into online instructional quality. **Initial data from the first review cycle**, conducted during the Spring 2025 term using Fall 2024 course shells, revealed a significant institutional shortfall. None of the six CVC rubric criteria reached the required 85% accreditation threshold across the 30-course sample, with critical instructional contact metrics like criteria B2 and B3 falling to 36.7% alignment. The Academic Senate utilized these alarming baselines to anchor active campus dialogues, updates, and strategic interventions during its **October 21, 2025**, and **November 4, 2025, meetings**.

Data from the Year 2 review cycle, completed in Spring 2026, demonstrates measurable institutional improvement across all six evaluation criteria driven by these targeted interventions. As outlined in Table 1, the college achieved substantial alignment gains in foundational communication categories, with criteria B2 climbing to 70.0% (+33.3%) and criteria B3 rising to 72.4% (+35.7%). Furthermore, student-to-student interaction (B5) advanced to 82.6%, nearing our institutional compliance target. The Year 2 data also captured a notable increase in courses achieving Exemplary marks, signaling that ongoing professional development efforts are successfully motivating faculty to design high-quality digital environments that exceed baseline requirements.

Table 1: Section B Rubric Criteria Longitudinal Alignment Trends (Percentages)

Criteria	Spring 2025	Spring 2026	Δ
B1 - Pre-Course Contact	66.7	75.9	+9.2
B2 - Instructor Initiated Contact	36.7	70.0	+33.3
B3 - Student Initiated Contact	36.7	72.4	+35.7
B4 –Student-Student Unstructured Interaction	33.3	58.6	+25.3
B5 - Regular Contact Among Students	56.7	82.6	+25.9
B6 – Participation Guidelines	70.0	75.9	+5.9

*Note: The Year 2 sample size was reduced to twenty-nine (29) due to a scheduling format error.

Despite these positive trajectory markers, El Camino College practices clear institutional honesty in recognizing that none of the criteria have fully cleared the mandatory 85% threshold. This ongoing deficit underscores the necessity of our continued focus on targeted faculty messaging and expanded

professional development training to ensure comprehensive alignment across all distance education sections. If the Academic Senate chooses to adopt randomized anonymous RSI reviewing as a standard, permanent operational procedure at the conclusion of the three-year pilot, the practice will proceed through the standard collegial consultation process as a formal modification to Administrative Procedure 4105.

The effectiveness of online and hybrid delivery modes is subject to continuous, multi-layered evaluation. At the governance level, institutional progress, modality success metrics, and technological updates are routinely scrutinized via comprehensive Distance Education Reports submitted to the Board of Trustees (**October 2025**; **May 2025**; **October 2024**), ensuring transparent and continuous administrative evaluation.

At the program level, this evaluative dialogue is operationalized through **Academic Program Review**. Utilizing the interactive **Program Review Dashboard** provided by the Office of Institutional Effectiveness, departments are able to disaggregate student success data by mode of delivery (e.g., Online Asynchronous, Hybrid, Face-to-Face). Analyzing these localized modality gaps allows faculty to execute data-informed interventions such as developing targeted supplemental digital materials to directly stabilize success rates and close achievement gaps across different delivery methods as demonstrated in the most recent **Human Development (HDEV) program review**.

To ensure instructional effectiveness spans all access points, this data-driven oversight extends to offsite locations via the College's **Dual Enrollment Dashboard**. This allows the College to monitor enrollment trends and success metrics for high school pathways, ensuring that teaching methodologies are systematically adapted to meet the unique pedagogical needs of concurrent learners. Formal standards of instruction for these offsite pathways are explained in the College's standardized **CCAP Partnership Agreement Template** and mandatory **Dual Enrollment Instructor Agreement**. These legal frameworks explicitly certify that the College retains primary right of control over all instructional activities and that faculty teaching within these high school pathways adhere strictly to the same Title 5 rigor, course outlines of record, and peer evaluations as on-campus sections.

The College offers a wide variety of professional development opportunities for faculty to improve teaching methodologies. The **Faculty Development Committee (FDC)**, an official Academic Senate subcommittee, develops the **comprehensive content for the mandatory professional development days** held at the start of each semester. The design and focus of these days are heavily informed by an annual faculty professional development needs assessment survey as well as targeted training focuses to improve support for student success.

Distinct from this semester-opening event, the FDC also coordinates ongoing, semester-long activities designed to support continuous improvement. These separate, responsive initiatives include a **campus book club** to discuss timely educational topics, **short instructional videos** detailing small actions faculty can take to build a sense of belonging in their classrooms, and a wide range of **distance education professional development opportunities** designed to facilitate faculty maintenance of DE certification as mentioned above.

Separate from general professional development, the College has institutionalized a specialized cohort program: the Teaching Academy for Continuous Learning (TACL). TACL was developed through a California Community Colleges Chancellor's Office Culturally Relevant Pedagogy and Practices (CRPP) Innovative Best Practices Grant awarded to two ECC faculty leaders with the foundational structure

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and institutional outcomes compiled in the **grant's final report**. Institutional oversight and progress tracking for the academy are routinely communicated to campus leadership via formal reports and **presentations to the Board of Trustees.** Cohorts 1 through 3 were funded through this initial state grant, after which the College began the formal process to fully institutionalize the academy. The academy functions as an intensive institute on culturally relevant pedagogy for instructors who wish to advance their instructional practices, an effort successfully sustained across **five distinct cohorts**. To foster ongoing professional dialogue beyond the initial training period, the TACL leadership team launched the **TACL Reconnecting Series**, establishing an active faculty cohort for program alumni to share instructional successes and brainstorm current pedagogical challenges.

The program is facilitated by faculty colleagues who possess extensive training in equity-minded pedagogy and consistently maintain among the highest success rates on campus. Participants are paid a stipend for their involvement, which requires completing rigorous pedagogical training, engaging in structured peer observation and feedback, and executing direct course modifications to improve student learning and achievement. To guide these modifications, participants utilize a standardized **action plan template** to map out specific instructional adjustments for the subsequent semester. Evidence of these structural interventions is demonstrated through direct artifacts, including **before**-and-**after** samples of equity-minded syllabus revisions and a **syllabus reflection assignment** completed by faculty participants during the institute. Furthermore, participating faculty utilize a **specialized dashboard data tool** designed to help instructors analyze their individual disaggregated student success data and pinpoint specific equity gaps within their sections.

2.7. The institution designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs. (ER 15, ER 17)

El Camino College designs and delivers effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential for success. Such services include library and academic support, academic counseling, basic needs, and special programs that El Camino College identified as appropriate for our mission and student needs.

The College offers robust library and academic support. It provides research support both through drop-in and appointments. The library has active outreach to the college, including first week activities that help to introduce new students to services and to demonstrate the welcoming environment in the building. The library also has targeted outreach to support equity programs, like our FIRST (Formerly Incarcerated Re-entry Students Thriving) program that support reentry students. The library also offers a variety of technology for checkout that helps reduce the cost of college to students, including laptops, calculators and camera equipment that supports photography courses. There is also robust tutoring available to students. Tutoring is offered for a variety of general education and major specific courses. Tutoring is available to students in multiple formats: drop-in support, embedded support in specific courses, and supplemental instruction.

The College provides comprehensive academic counseling and student support services that address both academic progression and holistic student well-being. Counseling services are

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delivered through multiple modalities, including in-person, virtual, and embedded approaches, ensuring accessibility for all students.
Counseling and support services include:

- Academic advising and educational planning aligned with Guided Pathways (Meta Majors/Evolve)
- Career exploration and transfer counseling
- Specialized counseling for disproportionately impacted student populations (e.g., EOPS, DSPS, Veterans, Umoja, Puente)
- Mental health services and wellness support
- Basic needs assistance, including food security, housing referrals, and emergency aid.

These services are structured to ensure that students receive continuous, intrusive, and developmentally appropriate guidance throughout their educational journey. Effectiveness is demonstrated through counseling service utilization trends, student educational plan completion rates (abbreviated and comprehensive), and persistence outcomes, which are systematically tracked through institutional dashboards (Power BI dashboards, ECC Connect Meetings, Student Services) and student support systems (e.g., ECC Connect, SARS). These data are regularly reviewed to assess impact and inform scheduling and service improvements. For example, Counselor snapshots have been provided to all counselors for the past two years so they may reflect and adjust their practices contact reporting and comprehensive student education planning.

El Camino College provides clear, structured pathways for transfer and career advancement, ensuring students understand and can act on their long-term educational and career goals.
Support includes:

- Transfer Center services, including university partnerships, application workshops, and transfer fairs.
- Career Center programming, including career assessments, resume workshops, and employer engagement opportunities.
- Integration of career and transfer planning within counseling and educational plans
- Work-based learning opportunities, internships, and career exploration activities.

These services ensure that students have clear, actionable information regarding post-completion opportunities, aligning with ACCJC expectations for transparency and goal-oriented support systems.

El Camino College employs intentional, data-informed processes to identify and respond to students' academic, non-academic, and basic needs, ensuring that services are proactive rather than reactive. Through onboarding processes such as orientation, placement, counseling, and educational planning, prospective to enrolled students are guided into appropriate academic pathways and support structures early in their enrollment.
The College provides comprehensive intake and onboarding services, including:

- New student orientation (in-person and online modalities)
- Educational planning through counseling services, including abbreviated and comprehensive student educational plans (CSEPs)
- Financial aid workshops and application support
- Registration assistance and first-term course planning

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- Early alert and case management systems (e.g., ECC Connect) enable coordinated interventions that identify and intervene with students experiencing academic or personal challenges.

The College has implemented several institutional innovations to strengthen onboarding effectiveness. As part of a Strategic Enrollment Management Academy Project (SEM 2.0) conducted in partnership with the California Community College Chancellor's Office and RP Group, the College redesigned and centralized onboarding services through the Warrior Welcome Center, integrating Admissions and Records, Financial Aid, and onboarding support functions into a coordinated, student-centered model.
Additional strategies include the administration of a Start Strong Survey to identify student needs prior to enrollment, targeted communications to guide students through key onboarding milestones, and proactive outreach encouraging timely educational planning. The Financial Aid and Advocacy Student Training (FAAST) program further integrates financial aid and advising services, supporting students in maintaining Satisfactory Academic Progress.
These efforts demonstrate a systematic, data-informed approach to improving onboarding processes, increasing early engagement, and strengthening first-term persistence outcomes.

The College employs a coordinated, multi-channel communication strategy to ensure that students receive clear, consistent, and timely information regarding available services and expectations for engagement. Primary communication platforms include the college catalog, institutional website, Canvas (learning management system), and mobile applications (e.g., ECC App), supplemented by targeted outreach campaigns through phone, email, text messaging, and early alert systems (e.g., ECC Connect, GECKO).

In addition, institution-wide communications such as the ECC Weekly email provide students with ongoing updates regarding key deadlines, services, and engagement opportunities. This integrated communication approach ensures broad accessibility while allowing for targeted, program-specific outreach aligned with student needs.

Policies, procedures, and expectations for accessing services are presented in a clear and student-centered manner, ensuring that students understand how and when to utilize available resources.

Data-Informed Evaluation and Continuous Improvement
El Camino College engages in systematic evaluation of student support services using disaggregated data, ensuring that services are effective and equitable.
Evaluation methods include:

- Program review processes for student services and instructional support areas.
- Analysis of service utilization data (e.g., counseling contacts, tutoring usage, library services) via numerous dashboards (some are public, while others provide trends and actionable data to programs
- Disaggregated student success metrics (retention, persistence, completion, transfer) are also available by cohort or special program
- Student satisfaction surveys and feedback mechanisms
- Early alert and case management data to assess intervention effectiveness.

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Results from these evaluation methods are systematically analyzed and used to refine service delivery, expand high-impact practices, and address identified equity gaps through program review and institutional planning processes. For example, analysis of onboarding, enrollment and persistence data has informed the expansion of centralized intake services and proactive outreach strategies, resulting in increased applicant yield, engagement with counseling and support services during the first term.
This continuous improvement cycle—data collection, analysis, implementation of changes, and reassessment—ensures that services remain responsive to evolving student needs and aligned with institutional effectiveness goals. These systems also enable real-time monitoring of student progress and support timely interventions to keep students on track toward their academic and career objectives.

Through integrated onboarding, robust academic and support services, clear communication, and systematic evaluation, El Camino College demonstrates that it effectively designs and delivers services that support students holistically across their educational journey. The institution's commitment to equity, accessibility, and continuous improvement ensures that all students are positioned to achieve their academic, transfer, and career goals.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys. (ER 15)

El Camino College demonstrates a systematic, equity-centered approach to fostering student belonging and engagement through a comprehensive ecosystem of curricular, co-curricular, and student support experiences. Engagement opportunities are intentionally designed to meet the diverse academic, cultural, social, and career-oriented needs of the college's student population, with particular emphasis on historically under-represented groups. The College provides a robust, inclusive, and continuously improving set of engagement opportunities that foster belonging and community. Through intentional design, equity-focused implementation, and systematic assessment, the institution ensures that all students have access to meaningful connections that support their educational journeys and success.

The institution provides multiple formal and informal engagement pathways, ensuring students can meaningfully connect with the campus community. Examples of these include:

- Academic and Program-Based Engagement
    - Learning communities and cohort-based programs (e.g., First Year Experience, Puente, Umoja Project Success)
    - Discipline-specific clubs and honor societies (Student Organizations)
    - Embedded counseling and classroom-based engagement activities (Learning Communities, MyPath, Counseling Partnership in ENGL C1000 with support)
    - Undergraduate research (Honors Transfer Program), internships, and career-aligned experiential learning and apprenticeships
- Student Life and Co-Curricular Engagement
    - Student government and leadership development opportunities (Student Justice

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Leadership in Action)
    - Cultural, identity-based, and affinity group programming (e.g., Umoja, Puente, MOCAN, Equity programs)
    - Athletics and wellness programming
- Career and Workforce Engagement
    - Career center workshops and employer networking events
    - Job placement support, internships, and work-based learning (ex. Intern South Bay with survey results)
    - Industry partnerships and career pathway exploration

Many offerings blend these areas supporting students holistically, such as the Student Development Workshop Series. Further, activities are provided in different modalities (in person, online), times (day and evening) allowing for engagement across our diverse student population. Overall, the colleges' offerings are substantial and ensure that engagement is not limited to a single student profile but instead reflects the institution's commitment to serving working students, part-time students, online learners, and disproportionately impacted populations.

The institution uses disaggregated student data, surveys, and direct student feedback to design and refine engagement opportunities. Programs are intentionally aligned with the needs identified through:

- Student surveys (e.g., sense of belonging, campus climate, event surveys)
- Program review processes and service area outcomes.
- Equity gap analyses across demographic groups at the college and program level (e.g. SEA Plan, Annual Distance Education Report, FYE)
- Direct student input (focus groups (Learning Styles Latinao), advisory councils, student leadership)

Targeted initiatives are implemented to support historically under-represented populations, including:

- Culturally responsive programming and community spaces (e.g. Social Justice Center, MiCASA, Black Student Success Center, Dream Resource Center)
- Cohort-based support models that promote peer connection and persistence (Peer mentoring – PASS Mentors, MESA Study Center, programming and supports for pregnant and parenting students)
- Specialized counseling and academic support services (Transfer Equity advising, EOPS/CARE, CalWORKs, Guardian Scholars, NextUP , formerly incarcerated - FIRST)

These efforts demonstrate an institutional commitment to equity-minded design, ensuring engagement opportunities are both accessible and relevant to the populations served.

The institution engages in intentional planning and regular and systematic evaluation of student engagement activities using both qualitative and quantitative methods. The Knowing our Students: Latina/o and Hispanic Student Views on Learning is one example of thoughtful and intentional assessment of student experience and planning for effective academic and non-academic engagement and student support.

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Continuous assessment of programs and services tailored to individual student needs occurs through review and analysis of both quantitative and qualitative data:

- Quantitative Data
    - Event attendance and participation rates
    - Retention, persistence, and completion metrics linked to engagement participation (ex. MyPath)
    - Utilization data for student services and programs
- Qualitative Data
    - Student satisfaction surveys (Transfer Center Program Review, CARE Student Experience Survey)
    - Focus groups and feedback sessions
    - Reflection and evaluation forms following events and programs

These data are analyzed through event evaluations, program review cycles (examples – Data Insight and Assessment section pages noted: EOPS (p. 9-20), CalWORKs (p. 8-19), Dream Resource Center (P. 5-9), LGBTQIA+ Pride Center (p. 5-12)) and institutional effectiveness processes, informing program modifications and scaling decisions, resource allocation and prioritization and identification of gaps in engagement offerings. The institution demonstrates a continuous improvement framework, ensuring that engagement strategies remain responsive, impactful, and aligned with student success outcomes. Examples of this work include FamilyU work with CARE & CalWORKs program highlights and events, FamilyU Accomplishment Posters, VAR Reported data for Student Equity and Achievement, and data dashboards.

2.9. The institution conducts systematic review and assessment to ensure the quality of its academic, learning support, and student services programs and implement improvements and innovations in support of achievement for all students. (ER 11, ER 14)

El Camino College maintains a comprehensive, systematic process for the review and assessment of its academic, learning support, and student services programs. This institutional cycle ensures that improvements and innovations are grounded in the disaggregated analysis of student learning and achievement data, with goals of closing equity gaps and supporting success across all learning modalities.

The College's commitment to educational quality is codified through a multi-tiered assessment architecture managed by the Academic Senate and the Office of Academic Affairs. As detailed on the **Student Learning Outcomes (SLO) Webpage**, the institution evaluates effectiveness at four distinct levels: Student Learning Outcomes (SLOs) for courses, Program Learning Outcomes (PLOs) for degrees, Institutional Learning Outcomes (ILOs) for campus-wide competencies, and Service Area Outcomes (SAOs) for student support functions. This comprehensive framework ensures that outcomes assessment is a campus-wide responsibility to support student success.

To maintain institutional accountability, outcomes assessment completion data are systematically tracked and reported by the Assessment of Learning Committee (ALC) to the Academic Senate. The ALC produces **monitoring reports** detailing course-level Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) completion rates by term and year. These data-driven assessment

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updates are normally included on **Academic Senate Agendas** at least once per semester to ensure continuous institutional dialogue and compliance across all academic divisions. While significant College and Senate-level leadership changes briefly disrupted this reporting cycle in 2024-2025, regular SLO and PLO reporting have resumed as of 2025-2026 as can be seen from the Academic Senate Agendas included above. Additionally, beginning in 2023-2024 the Assessments of Learning Committee approved a change to include PLO reporting through the College's regular Program Review process as the data is identical for both reports; this change has significantly improved efficiency of program-level reporting. Governance-level review also extends to broader institutional metrics; the College completed comprehensive Institutional Learning Outcome (ILO) assessments spanning the **2023-2024**, **2024-2025**, and **2025-2026** academic years. The findings from these ILO evaluations were formally reported to both the **Academic Senate** and **College Council** to guide campus-wide strategic planning and educational improvement.

The primary vehicle for systematic review is the **Academic Program Review (APR)** process. All academic programs undergo full self-study every four years, with Career and Technical Education (CTE) programs conducting supplemental mini reviews every two years. This process requires faculty to analyze quantitative and qualitative inputs, including success and retention data disaggregated by the Office of Institutional Research and Planning (IRP).

To demonstrate this systematic application, completed self-studies show how faculty analyze disaggregated data to make operational improvements and tie findings directly to resource requests. For example, the **Political Science Program Review** utilizes disaggregated data to identify specific equity gaps and document action plans. Similarly, within academic support units, the **Library and Learning Resources Program Review** tracks student usage and learning metrics to drive profound structural changes; this review directly informed the revision of catalog search terms to eliminate harmful language, guided the creation of dedicated DEI collections, and justified the successful prioritization and hiring of a specialized DEI Librarian to support student equity. Furthermore, Career and Technical Education programs execute targeted evaluations on a shorter timeline, as demonstrated in the biennial **Computer Science Mini-Review**, which highlights compliance with vocational outcomes and industry trends. Collectively, these samples illustrate how data analysis at El Camino directly drives the institutional resource allocation process.

To facilitate this analysis of disaggregated data, the College recently transitioned to requiring that all SLO data be reported through Canvas Outcomes. This integration allows for the automatic disaggregation of student data, providing faculty with immediate access to section-specific equity data. By embedding assessment directly into the Learning Management System (LMS), the College has enhanced the ability of faculty to identify and respond to equity gaps in real-time.

Support for this transition is provided through robust **SLO Training Resources**. To support data-informed instruction, the Academic Senate Assessments of Learning Committee offers specialized training on integrating Canvas Outcomes with assessments; participation in these modules fulfills equity professional development requirements for faculty and equips them to utilize disaggregated data for continuous curricular improvement. Course-level results are then entered into Nuventive, the College's centralized data management system, to document actionable plans for improvement. El Camino College's culture of systematic, data-driven evaluation extends seamlessly into student support and operational infrastructures. The Student Services area participates in a structured, four-year review cycle overseen by the **Student Services Program Review Committee**, a cross-functional body composed of administrators, faculty, and classified professionals representing multiple

constituency groups. **The Student Services Program Review Webpage** publicizes the standardized templates, established cycles, and completed self-studies for key areas including **Financial Aid**, the **Student Development Office**, and the **Warrior Welcome Center**, demonstrating a disciplined and transparent review process across the entire division.

Similarly, non-instructional units adhere to a rigorous Administrative Program Review process managed by a dedicated oversight committee. This process systematically evaluates operational progress toward established goals and Service Area Outcomes (SAOs) for units within the President's Office, Administrative Services, and Human Resources. These comprehensive reviews guide resource allocation and strategic improvement over four-year horizons, as evidenced by publicly accessible self-studies for **Institutional Research and Planning** (IRP), **Marketing and Communications** (MARCOMM), and **Information Technology Services** (ITS).

To reinforce this systematic assessment, the Office of Institutional Research and Planning deploys a customized "**Administrative Program Review Partner**" application within the secure California Community Colleges Playlab AI environment. This tool functions strictly as an interactive administrative coach rather than an automated content generator, guiding reviewers through ECC-specific templates, definitions, and data prompts to ensure rigorous institutional reflection, alignment with established planning expectations, and strict data integrity.

The efficacy of this systematic review is best demonstrated where data analysis leads to direct institutional innovation as demonstrated in the **Human Development (HDEV) Program Review**. During the 2022 assessment cycle, faculty disaggregated SLO data by modality and identified a success gap on a critical educational planning assignment. In response, the department collaborated with counseling faculty to develop a targeted instructional video series for online sections, an innovation that directly improved student understanding and achievement in the digital environment.

These departmental, student support, and administrative findings collectively inform the highest levels of institutional goal setting. The **2022-2025 Student Equity and Achievement Plan** and the subsequent **2025-2028 Student Equity Plan** provide the strategic framework for addressing disproportional impact across the District. By integrating these metrics into the **2025-2028 Strategic Plan**, the College ensures that broad institutional objectives, such as those found in the 10-year Comprehensive Integrated Plan (CIP), are directly responsive to the disaggregated learning and achievement data analyzed at the program level.

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Standard 3: Infrastructure and Resources

The institution supports its educational services and operational functions with effective infrastructure, qualified personnel, and stable finances. The institution organizes its staffing and allocates its physical, technological, and financial resources to improve its overall effectiveness and promote equitable student success. The institution actively monitors and assesses resource capacity to inform improvements to infrastructure and ensure long-term health and stability.

3.1. The institution employs qualified faculty, staff, administrators, and other personnel to support and sustain educational services and improve student success. The institution maintains appropriate policies and regularly assesses its employment practices to promote and improve mission fulfillment. (ER 8, ER 14)

El Camino College employs qualified faculty, classified professionals, and administrators who possess the education, training, experience, and commitment necessary to support the College's mission, educational programs, student services, and institutional goals. The College's recruitment, hiring, and employment practices are guided by Board Policies, Administrative Procedures, collective bargaining agreements, California Education Code, Title 5 regulations, and Equal Employment Opportunity (EEO) requirements. These processes promote equitable employment practices, workforce diversity, and support student success.

The College uses an integrated planning and resource allocation process to identify staffing needs in alignment with institutional priorities. Staffing requests originate through program review, annual planning, workload analyses, operational needs, and other planning considerations. Requests for new faculty positions are reviewed through a participatory position identification process to ensure that proposed instructional and non-instructional positions support educational quality, operational effectiveness, student support services, and mission fulfillment.

Recruitment and hiring processes are administered through Human Resources in accordance with collective bargaining agreements, Board Policy 7120, Board Policy 3420 and Administrative Procedure 3420 and Administrative Procedure 7211 related to recruitment, selection, equal employment opportunity, diversity, and nondiscrimination. Job announcements clearly identify minimum qualifications, required education and experience, essential duties, and preferred qualifications aligned with the responsibilities of the position. Faculty and educational administrator positions require applicants to meet the California Community Colleges Minimum Qualifications Handbook, ECC Local Faculty Minimum Qualifications, or approved equivalency standards. Classified positions are aligned with established classification specifications that identify required knowledge, skills, abilities, and experience.

The College utilizes an online applicant tracking and recruitment system to support consistent and equitable hiring practices. Position announcements are broadly advertised through multiple recruitment platforms to attract diverse and qualified applicant pools. Search Chairs and other employees who belong to professional organizations or know of potential qualified candidates are encouraged to forward job announcements to their professional affiliates. Job announcements include the College's mission statement:

> *El Camino College is equity-focused and partners with its diverse communities to provide student-centered learning, career development, and lifelong enrichment*.

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For faculty job openings, applicants are asked to respond to standardized supplemental questions that evaluate their ability to effectively support and engage diverse student populations, including historically underrepresented and marginalized students. For example, faculty applicants are asked:

1) How do you support student success, particularly for students from historically underrepresented and/or marginalized communities?
2) How have you demonstrated culturally responsive practices in the classroom?

These supplemental questions allow search committees to evaluate applicants beyond minimum qualifications by assessing experiences, pedagogical approaches, and demonstrated equity-minded practices that align with the College's mission and values. The questions also signal to applicants that the College values culturally responsive teaching.

To support equitable hiring practices, screening committee members participate in required Equal Employment Opportunity (EEO) and implicit bias training prior to participating in recruitment activities. Training includes confidentiality requirements, conflict-of-interest expectations, equitable evaluation practices, legal compliance, and strategies to reduce implicit bias during screening and interviews. Human Resources and EEO representatives support recruitment processes to ensure consistency, fairness, and compliance with applicable laws, regulations, and district procedures.

Search committees evaluate applicants using criteria noted in the job announcement. The committee reviews the job announcement before seeing the applications. Search committees discuss the most important qualifications to look for in an applicant. (See sample agenda for first committee meeting and EER reminders.) Structured interview questions, teaching demonstrations (for faculty positions), and reference checks are used to further assess candidate qualifications, professional expertise, and demonstrated commitment to student-centered practices and equity-minded service. Official transcripts, licenses, and certifications are verified by Human Resources during the hiring process to ensure all employees meet minimum qualifications and position requirements.

The College regularly evaluates employment practices and workforce data through the EEO Plan to assess progress toward equity and diversity. The Director of Title IX and EEO Compliance reviews applicant pool data, hiring outcomes, and workforce demographics. Potential barriers in recruitment and hiring processes are discussed with EEO sub-committees that focus on employment practices and measures of underrepresentation to support continuous improvement efforts. The College's EEO Plan includes strategies to improve outreach, diversify applicant pools, reduce adverse impact, and strengthen equitable hiring practices.

In addition, employment-related Board Policies and Administrative Procedures are reviewed regularly through participatory governance processes to ensure compliance with legal requirements, alignment with institutional values, and incorporation of current equity-focused practices. Human Resources also assesses recruitment and onboarding practices to improve employee support and retention.

El Camino College demonstrates its commitment to mission fulfillment and student success through intentional recruitment, equitable hiring practices, ongoing evaluation of employment processes, and the employment of qualified personnel who support the academic and student service needs of

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its diverse community. Through continuous assessment and improvement of its employment practices, the College works to ensure that its workforce reflects institutional values of equity, inclusion, diversity, and educational excellence.

3.2. The institution supports its employees with professional learning opportunities aligned with the mission and institutional goals. These opportunities are regularly evaluated for overall effectiveness in promoting success for all students and in meeting institutional and employee needs.

El Camino College (ECC) recognizes the importance of professional development opportunities to support the college's mission and student success. This can be seen in the Comprehensive Integrated Plan, as well as the People Plan, which emphasize continuous professional development opportunities for faculty, staff, and administrators.

Comprehensive Integrated Plan Goals:

1. Prioritize employee wellbeing and professional development
2. Cultivate a campus culture that embraces innovation and excellence
3. Strengthen institutional effectiveness through continuous improvement

People Plan Goals:

1. Develop a highly skilled workforce that is willing and able to deliver an exceptional student experience.
2. Encourage employees' understanding of their purpose and part in the College's strategic plan.
3. Cultivate effective leaders who demonstrate behaviors that create an inclusive, and collaborative student-centered environment.
4. Strengthen the knowledge and skills of leaders to increase enrollment and effectively manage budgets.
5.

Professional Development Website

The Professional Development Website is the hub for Professional Development opportunities on Campus. It includes a link to the Faculty Resource Guide which has a comprehensive set of resources for new and returning faculty. The website also includes a link to Cornerstone that provides access to a comprehensive calendar of events offered on campus as well as training session provided by the Chancellor's Office and other prerecorded professional development sessions.

The Vision Resource Center, an online learning platform for California community colleges, allows employees to access professional development materials and collaborate with peers statewide. ECC also offers specific management and leadership training, including from Leibert Cassidy Whitmore (e.g., Managing Performance through Evaluation).

Classified Professional Growth

The Classified Professional Growth Program at ECC encourages permanent classified employees to engage in professional development activities aimed at improving their service to the District. As outlined in the ECCE Contract (January 1, 2023 - December 31, 2025), eligible employees can have professional development costs paid for as determined by the Classified Professional Growth Committee.

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District Wide Professional Development Committee
The District Wide Professional Development Committee provides funds to faculty to support professional development beyond what is available to faculty at the Divisional level.

Faculty Professional Development Plans
Full-time faculty submit professional development plans each fall that describe that professional development they plan to do for the year.

Racial Equity Focused Professional Development
Faculty are encouraged to participate in racial equity focused professional development as part of the professional development obligation each year, offering a variety of one-time professional development activities and a teaching academy.

ECC Engage- Leading from Where you Are
ECC Engage is a leadership academy created for managers, faculty, and staff to foster the development of visionary, innovative, and creative leaders. ECC Engage provides "big picture" perspectives and the knowledge which empowers people to lead and shape our district and the community college system. ECC Engage enables prospective leaders the opportunity to assess current leadership aptitudes and engage in opportunities to build the confidence and competence needed to be among ECC's future leaders.

Professional Development Evaluation
ECC evaluates professional development opportunities through post event/workshop surveys and through needs assessment of classified professionals, managers, and faculty.

New Faculty Orientation Committee
The New Faculty Orientation Committee plays a critical role in supporting the professional development of newly hired faculty members. This comprehensive orientation is designed to help new faculty navigate the expectations, systems, and resources available at the College while fostering a sense of community and alignment with the institution's mission of student success and equity.

Distance Education (DE) Training and Approval
The DE Faculty Coordinator reviews all training sessions that are marked as DE eligible and has final approval. This helps us maintain quality in our distance education. The College also offers a variety of professional development focused on high-quality distance education such as training sessions on topics like accessibility, regular and substantive interaction, distance education certification, and peer online course review for quality course badging. We also require faculty to complete 10 hours of approved distance education professional development every 5 years to maintain their distance education certification.

Classified Appreciation Week
The Classified Professional Development Committee organizes a Classified Appreciation Week that includes a mix of professional development and wellness activities, based on the Classified Professionals' needs assessment.

Professional Development Day and PD Powerup Month

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ECC hosts two professional development days each academic year, one before Fall term starts, and one before Spring term starts. These include the campus gathering, which is the opening session, Divisional meetings, PD workshops, the self-care fair and in the Fall of 2026 the College held its first Racial Equity Summit in the afternoon. During the Spring, the College holds the Academic Technology Conference.

Professional Development Advisory Committee (PDAC)
PDAC is the committee that connects professional development activities for different employee groups on campus. It also runs ECC Engage and creates processes for selecting employees for professional development opportunities when seats and opportunities are limited. For example, when the Association of California Community Colleges Administrators (ACCCA) Admin 001 course opens its call for participants, the Committee will work with College leadership to send out a call to employees who may be interested in participating in the training.

Legally Required Student and Employee Training
In addition to the professional development discussed in this section, the college supports required student and employee group training using the online Keenan Safe Colleges Training platform. This platform customizes the training required for each group/type of campus community member. Mandatory training on topics like harassment prevention, bullying, and current safety practices. Human Resources and Risk Management use the system to track and ensure that all employees complete all mandated training annually.

3.3. The institution evaluates its employees regularly, using clear criteria that align with professional responsibilities and reflect the institution's mission and goals.

El Camino College evaluates employees regularly through established processes that align employee performance with professional responsibilities, institutional effectiveness, student success, and the College mission. Evaluation procedures are defined through Administrative Procedures and collective bargaining agreements that establish consistent expectations and timelines for employee groups.

The College maintains systematic evaluation processes for faculty, classified professionals, confidential employees, and administrators. Evaluation cycles vary by employee group and employment status to ensure regular assessment and meaningful feedback.

Full-time probationary faculty are evaluated five times during their first four years of employment per Article 20, Section 1 of the faculty CBA. Evaluations include a self-evaluation, student surveys, classroom observations, peer evaluation, and a conference report. Evaluations focus on currency and depth of subject knowledge; teaching effectiveness; interactions with students; appropriateness of classroom materials; course syllabi content; safety compliance; professionalism with others; professional development; and participation in other division-related work (i.e., SLOs/PLOs, committee work, office hours, adherence to class meeting times, timely submission of records/documents.)

Tenured faculty are evaluated every three years from the last evaluation in accordance with Article 20, Section 2 of the faculty CBA. Evaluations include a self-evaluation, student surveys, classroom observations, peer evaluation, and a conference report. Evaluations focus on the same criteria as probationary faculty.

Part-time faculty are evaluated on a regular cycle established through the collective bargaining agreement. Evaluations include a self-evaluation, student surveys, classroom observations, peer evaluation, and a conference report with evaluators.

Classified employees are evaluated by supervisors using established performance standards related to quality of work, quantity of work, judgment, working relations, initiative, dependability and reliability, attendance and punctuality, compliance, communication skills, and customer service. Probationary employees are evaluated more frequently, while permanent employees are evaluated on a regular cycle established by the collective bargaining agreement. Confidential employees are evaluated in the same manner as Classified employees.

Administrators are evaluated regularly through supervisory assessments and 360-reviews that assess trust-building skills, collaboration, student or client-focused efforts, learning mindset, and level of accountability. New administrators are evaluated 12 months from start date and every 2 years thereafter. More frequent evaluations are allowable as deemed necessary by the direct supervisor.

Across all employee groups, evaluation processes are designed not only to assess performance, but also to support continuous professional improvement. Employees receive feedback regarding strengths, accomplishments, and areas for development. Evaluation discussions frequently include goal setting, identification of professional development opportunities, and strategies for improvement when performance concerns are identified.

When deficiencies are noted, the College utilizes performance improvement plans, follow-up evaluations, and supervisory support to promote employee success and accountability. These processes provide employees with clear expectations, timelines for improvement, and access to appropriate resources or professional development opportunities.

The College uses automated, online processes to monitor the completion of evaluations and ensure institutional consistency. Human Resources, with the administrative support of division office staff uphold and track evaluation timelines and communicate with administrators regarding upcoming or overdue evaluations. This level of oversight supports compliance with evaluation procedures and reinforces institutional expectations for regular employee assessment.

Evaluation processes at El Camino College are aligned with the institution's commitment to student success, equity, professional excellence, and continuous improvement. Evaluation criteria are directly connected to employee responsibilities, ensuring that employees understand performance expectations and their role in supporting the College mission.

In addition, the College periodically reviews and updates evaluation processes through collaborative governance, collective bargaining, administrative review, and policy revision processes to ensure evaluation practices remain meaningful, equitable, and responsive to institutional needs.

Through these established and regularly implemented evaluation processes, El Camino College demonstrates its commitment to evaluating employees consistently, using clear criteria aligned with professional responsibilities and institutional goals, while supporting employee development and institutional effectiveness.

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3.4. The institution develops, maintains, and enhances its educational services and operational functions through the effective use of fiscal resources. Financial resources support and sustain the mission and promote achievement of success for all students. (ER 18)

El Camino College is dedicated to the thoughtful and strategic management of its financial resources to support, sustain, and improve its educational programs and operational services (AP 6300/BP 6300 Fiscal Management). By investing in resources that strengthen student programs and services, the College ensures that expenditures are aligned with its mission and commitment to advancing equitable student achievement and success.

El Camino College maintains sufficient financial resources to support critical institutional needs, program enhancements, and innovative initiatives. The College receives substantial funding from federal and state sources, including grants that assist students in meeting their educational goals. These resources enable the College to provide a wide range of student support services, including tutoring, career guidance, wellness programs, and other academic and personal support initiatives. By addressing both educational and non-academic challenges, these services contribute to improved student retention, persistence, and completion. Financial aid and scholarship programs are designed to expand access and promote equity for students from diverse backgrounds. As a result, institutional resources are intentionally directed toward students with the greatest demonstrated need to help ensure equitable outcomes.

El Camino College uses a variety of strategies to prioritize financial support for students facing the greatest barriers to success, ensuring that available resources directly contribute to student achievement.

The College provides grants, scholarships, and other forms of aid to students with documented financial need through Financial Aid and Scholarships. Programs such as the Pell Grant, Cal Grant, and California College Promise Grant help reduce the cost of attendance for low-income students. In addition, emergency assistance funds may be available to help students address unexpected financial hardships related to basic necessities such as housing, food, transportation, and other essential expenses. These resources help remove financial obstacles that could otherwise disrupt students' educational progress.

Specialized student support programs and services are offered and funding is allocated to programs and services that address the academic, personal, and social needs of students. These investments support areas such as tutoring, academic advising, career counseling, food and housing assistance, disability support services, veteran-connected student programs, technology access initiatives, and mental health and wellness resources. Priority is given to services that have a direct and meaningful impact on students with the highest levels of need.

The budget development process at El Camino College is guided by principles of transparency, accountability, and ongoing assessment. Through the program review process, departments evaluate their goals, outcomes, and resource requirements, including requests for budget enhancements needed to achieve established objectives. The Planning and Budget Committee participates in reviewing priorities and making recommendations that align with the College's mission and strategic goals. Each year, a budget development timeline is presented to the governing

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board, including the review of the tentative budget and approval of the final budget. This structured process helps ensure that financial resources are allocated in a timely and strategic manner.

To maintain long-term fiscal stability while responding to evolving opportunities and challenges, El Camino College regularly assesses its financial position and planning strategies. The College utilizes multi-year financial projections and relies on current fiscal assumptions and funding information provided by state agencies and higher education finance organizations to inform its planning and decision-making processes.
El Camino College manages its fiscal resources through prudent budgeting practices, intentional resource allocation, and continuous evaluation. These efforts support the delivery of high-quality educational programs, strengthen institutional effectiveness, and promote long-term sustainability. Through sound fiscal stewardship and transparent budgeting procedures, the College ensures that financial decisions support student success, academic excellence, and responsible institutional growth.

As part of its commitment to fiscal accountability, El Camino College undergoes regular independent financial audits. The College's recent audit reports have consistently demonstrated compliance with applicable financial reporting, budgeting, and accounting standards. Audit reviews have found no significant deficiencies or material weaknesses in internal controls and have reported no major findings related to financial statements or federal and state award programs. These outcomes reflect strong fiscal management practices and the College's commitment to responsible oversight of public resources. Audit reports are made available to stakeholders in accordance with institutional transparency practices.

3.5. The institution's mission and goals are the foundation for financial planning. Financial information is disseminated to support effective planning and decision-making and provide opportunities for stakeholders to participate in the development of plans and budgets.

El Camino College's mission, vision, and values provide the framework for its financial planning and resource allocation processes. The college aligns budgeting and fiscal management practices to support its institution plans to ensure strong support for instructional programs, student services, and long-term institutional stability. Financial information is shared openly to promote informed decision-making and to encourage meaningful participation from faculty, staff, students, and administrators in planning and budget development. Through collaborative planning and evidence-based fiscal management, the college maintains financial sustainability while advancing student achievement and institutional effectiveness.

The annual fiscal planning process at El Camino College is intentionally connected to the institution's mission and goals. As a student-focused institution dedicated to academic excellence and equitable educational opportunities, the college incorporates these values into all budgetary decisions. Strategic planning efforts help identify institutional priorities, such as strengthening academic programs, expanding student support services, and maintaining a high-quality learning environment. Within a structured and transparent budgeting framework, resources are allocated to advance these priorities while preserving the college's fiscal health.

Budget development each year includes a review of enrollment patterns and FTES projections, operating expenses, state and local funding sources, and available categorical and grant funding

opportunities. By integrating financial planning with institutional priorities, El Camino College ensures that fiscal decisions support both student success and the continued growth of the institution.

El Camino College recognizes the importance of broad stakeholder participation in financial planning, prioritization, and budget development. Faculty, staff, students, and administrators contribute through committee work and participatory governance processes, including the Planning and Budget Committee, Academic Program Review Committee, Academic Senate, and the College Council. These groups review financial information and provide recommendations regarding resource allocation, funding priorities, and long-term fiscal strategies to help ensure that financial decisions reflect institutional needs and objectives.
Transparency and stakeholder engagement are central components of the college's fiscal planning process. Members of the campus community participate in planning and prioritization discussions, program review activities, and budget forums where financial information is presented and evaluated. This collaborative approach helps ensure that resource allocation decisions address campus needs while supporting responsible fiscal stewardship and institutional effectiveness.

El Camino College is committed to maintaining transparency in financial planning by providing those involved in institutional decision-making with timely, accurate, and relevant financial information. The annual budget, which outlines both ongoing and anticipated financial commitments, is shared with stakeholders to support informed planning and decision-making. Administrators, faculty, and staff engaged in planning activities have access to financial reports detailing available resources, projected revenues, and expenditure trends.

To promote financial literacy and accountability, the college provides regular budget updates on unrestricted and restricted funds through participatory governance groups and Board of Trustees meetings. Institutional Effectiveness Office staff assist administrators, faculty, and staff with financial reporting, budget management, and forecasting, particularly in areas involving grant-funded programs and compliance requirements. By making reliable fiscal information readily available, the college supports informed dialogue regarding resource allocation, program development, and institutional priorities. This practice reinforces the connection between financial planning and institutional effectiveness while supporting long-term sustainability and student success.

Sound financial planning is essential to achieving El Camino College's strategic objectives and sustaining institutional growth. The college employs a realistic, data-informed budgeting process that incorporates budget tools such as the Joint Analysis of the state budget and the School Services of California Projection Dartboard to project available resources and align expenditures with institutional priorities. Fiscal planning is guided by comprehensive financial analysis, enrollment data, and anticipated revenue sources, enabling the college to make strategic investments that support educational quality and student outcomes.

Through ongoing budget monitoring, careful expenditure management, and the pursuit of additional funding opportunities through grants and partnerships, El Camino College maintains fiscal stability while advancing its mission. Regular review of budget performance allows the college to identify potential financial challenges and develop contingency strategies when necessary. An example of this proactive approach includes ongoing contributions to an irrevocable trust for Other Post-Employment Benefits (OPEB) liabilities.

By taking a forward-looking approach to fiscal management, El Camino College strengthens its institutional resilience and ensures that financial resources are used effectively to support academic programs, student services, and campus improvement initiatives.

3.6. The institution ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes and financial management practices to promote institutional mission fulfillment.

El Camino College ensures the integrity and responsible use of its financial resources and regularly evaluates its fiscal outcomes to promote institutional mission fulfillment. This operational framework is secured through a robust series of internal control policies, including BP 6300 (Fiscal Management), AP 6300 (Budget Management), BP 6330 (Purchasing), AP 6330 (Purchasing), BP 6340 (Bids and Contracts), and AP 6340 (Bids and Contracts). Together, these policies establish a clear separation of duties and standard procurement regulations that protect institutional resources. To ensure that these internal control mechanisms translate directly into reliable financial decision-making, fiscal teams utilize the Simpler interface to generate real-time operational reports, which are actively tracked via the District budget master spreadsheet.
External validation of the District's financial management is governed by BP 6400 (Audits) and AP 6400 (Audits), which mandate a rigorous annual evaluation by an independent certified public accounting firm. The integrity of these practices is demonstrated by the 2023-2024 Independent Annual Audit Report, which was formally reviewed by the public and executive leadership during the January 13, 2025 Board of Trustees meeting. Any findings or operational improvements identified during these cycles are systematically addressed to guarantee continuous compliance. This strict external fiscal oversight extends to auxiliary operations as well, as evidenced by the 2022 El Camino College Foundation Audit Report. Long-term liabilities are similarly monitored via independent evaluations, such as the 2024-2025 Actuarial Study, which integrates future obligations directly into the institution's fiscal planning analyses.

Information regarding the College's budget, changing fiscal conditions, and audit results are systematically communicated to campus stakeholders in full alignment with our shared governance processes. Driven by BP 6200 (Budget Preparation), AP 6200 (Budget Preparation), BP 6250 (Budget Management), and AP 6250 (Budget Management), alongside the Institutional Planning Handbook, resource allocations remain tightly linked to the college mission. The Planning and Budget Committee (PBC) serves as the core consultation body where financial reports are evaluated, a collaborative process captured within the PBC meeting minutes from February and March 2025. The ongoing effectiveness of this body is regularly assessed via annual Self-Assessment Surveys. Transparency across the wider campus is maintained through direct communication channels, including budget presentations to the Board, campus town hall budget updates, and a page on the District website displaying the annual approved budget request memos, ensuring that the entire college community remains informed of institutional funding determinations.

3.7. The institution ensures financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities and future obligations to ensure sustained fiscal stability. (ER 18)

El Camino College maintains a robust and multi-layered commitment to fiscal integrity and long-term financial solvency, codified in Board Policies (BP), Administrative Procedures (AP), and institutional planning frameworks. The District ensures short-term fiscal stability by anchoring its planning in rigorous, data-driven analysis of historical financial results. In strict compliance with BP/AP 6400 (Audits), alongside BP/AP 6300 (Fiscal Management), the District undergoes an independent external examination annually. The Independent Audit Report for the fiscal year ending June 30, 2024, serves as the primary empirical baseline for validating structural balances and adjusting subsequent operational assumptions.

This historical evaluation is structurally embedded within the District's annual budget calendar to ensure the institution responds nimbly to external economic forces. A recent example of this systemic monitoring occurred during the February 19, 2025, Board of Trustees meeting, where leadership reviewed a formal presentation on the Governor's Budget to parse localized state funding trends against internal multi-year revenue projections. To ensure proper oversight, the Board of Trustees participates in ongoing fiscal professional development, such as the March 2024 Budget Development Training, which equips governing members to interpret ending-fund balances and structural deficit warnings.

Short-range operational budget adjustments and cash management strategies are continuously evaluated to protect the District's fiscal cushion. Guided by BP/AP 6250 (Budget Management), the District mandates regular appraisals of revenue and expenditure variances. The Planning and Budget Committee (PBC) serves as the primary shared governance body responsible for ensuring these adjustments align with educational priorities, a process validated by the 2024-2025 PBC Self-Assessment Survey Results. Internal fiscal teams execute daily oversight using the District's Simpler enterprise platform and archive formal iterations within Monthly District Budgets folders. When mid-year fluctuations necessitate course corrections, updates are presented transparently to the governing board, as evidenced by the Table showing Budget Updates given to the Board of Trustees for 2025-2026 and finalized within the master Spreadsheet of the District's Budget for Fiscal Year 2026.

To bridge the gap between short-term spending and long-range institutional effectiveness goals, the College tightly links its financial planning cycle to its educational mission. Following BP 3250 (Institutional Planning), and operationalized via the College's Institutional Planning Handbook, fiscal resources are distributed through an integrated, transparent process. The 2024-2025 Resource Allocation Process and Timeline graphic outlines how departmental requests undergo rigorous prioritization based on student equity and achievement markers before receiving funds. Accountability in these disbursements is preserved publicly via the College website, which hosts a continuous, five-year historical record through the Links to Lists of Approved Funding Requests (2021-2022 through 2025-2026).

Long-term solvency is actively insulated from structural instability through systematic planning for future obligations and liabilities during the annual budget-building process. A prominent fiscal commitment is the management of Other Post-Employment Benefits (OPEB). The El Camino Community College District Actuarial Study of Retiree Health Liabilities Under GASB 74/75, dated June 30, 2025, provides an independent projection of future health insurance obligations. This report was formally vetted and accepted via a Board of Trustees Agenda Item on July 28, 2025, ensuring pre-funding targets are integrated into multi-year forecasts. Locally incurred debt obligations are similarly constrained under BP/AP 6307 (Debt Issuance). Any debt tool utilized by

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the District must feature an explicit amortization schedule designed to prevent adverse impacts on daily instructional operations, with all capital liabilities and debt servicing fully accounted for as fixed obligations within the master Spreadsheet of the District's Budget for Fiscal Year 2026.

3.8. The institution constructs and maintains physical resources to support and sustain educational services and operational functions. The institution ensures safe and effective physical resources at all locations where it offers instruction, student services, and/or learning supports.

El Camino College maintains a robust and multi-layered commitment to the structural integrity, safety, and continuous evaluation of its physical resources, codified in Board Policies (BP), Administrative Procedures (AP), and institutional planning frameworks. The District ensures safe, accessible, and operationally sufficient physical environments across its 126-acre main Torrance campus and designated instructional sites by anchoring facility maintenance, traffic infrastructure, and asset oversight in rigorous, data-driven analysis of instructional and operational needs. In strict compliance with BP 6500 (Real Property), BP/AP 6520 (Security for District Personnel and Property), and BP/AP 6540 (Insurance), the division of Facilities Planning and Services oversees the systematic modernization, liability protection, asset monitoring, and mechanical maintenance of over 1.2 million square feet of building space. To ensure these foundational structural, security, and risk-management standards remain tightly aligned with evolving safety codes and pedagogical requirements, the governing policies undergo regular evaluation as part of the District's standard five-year Policy and Procedure review cycle.

To bridge the gap between day-to-day facilities maintenance and long-range institutional effectiveness goals, the College tightly links its capital planning cycles to its educational mission. Following BP/AP 3250 (Institutional Planning) and operationalized via BP/AP 6600 (Capital Construction), physical resource development is integrated into the Comprehensive Integrated Plan (CIP) and driven by the El Camino College Facilities Master Plan alongside the Five-Year Capital Outlay Plan executing the operational frameworks set forth in the Advancing Facilities Planning Document. This alignment ensures that facility modernizations directly echo student demographic shifts, hybrid learning modalities, and academic capacity demands identified within departmental program reviews. To ensure that subterranean support structures, mechanical systems, and technological pipelines keep pace with these surface developments, long-term capital forecasting is systematically guided by the comprehensive 2023-2034 Facilities, Infrastructure, and Utilities Plan. This strategic framework ensures upcoming utility capacities, building networks, and carbon-reduction initiatives are structurally synchronized with future instructional footprints. Public and financial accountability for major capital improvements funded via voter-approved bond measures, including Measure E, is institutionalized under BP/AP 6740 (Citizens' Oversight Committee), ensuring that independent public review structures validate bond expenditures against Proposition 39 requirements. Long-term resource allocations are guided by the shared governance frameworks in the Facilities Institutional Information and Advancing Facilities Planning documents, which outline the central role of the Facilities Steering Committee in vetting priorities as well as the specific emergency pathways utilized to deploy capital immediately, mitigating disruptions to student learning environments when urgent, unpredicted operational demands arise outside standard fiscal cycles.

Short-range operational safety adjustments, vehicular access protocols, auxiliary enterprises, and

public venue parameters are systematically executed to protect the physical well-being of the campus community. Guided by BP/AP 6800 (Safety) and integrated with BP/AP 6750 (Parking), the District mandates regular technical inspections across all walkways, parking structures, and modern learning environments—including the newly constructed Administration Building, Behavioral and Social Sciences Building, Arts Complex, and the Modular Village (Basic Needs Center). When community groups utilize public spaces under BP/AP 6700 (Civic Center and Other Facilities Use), strict logistical rules prevent external events from interfering with scheduled instructional programs. Similarly, essential physical support services—such as the auxiliary textbook distribution footprint managed via BP 6900 (Bookstore)—are subjected to identical structural safety and capacity monitoring baselines. For critical vertical transportation infrastructure, operational safety is maintained via a formalized List of All Elevators on Campus along with their Location, and Type, continuously supported through dedicated fiscal authorizations including an ongoing Blanket Purchase Order for Elevator Maintenance and Specific Purchase Orders for Elevator Maintenance when needs arise. To ensure swift, localized response times for emergent maintenance hazards, the District utilizes the Asset Essentials cloud-based CMMS platform. The institution provides campus personnel with an Asset Essentials Training Document Describing How to Create a Work Order, empowering employees to nimbly register facility issues within this centralized system.

The institution structurally coordinates its safety monitoring and life-cycle resource evaluations with local, regional, and state regulatory entities to validate compliance and maintain operational efficiency. Fire, life-safety, and emergency notification systems are independently verified by external field experts, as evidenced by a comprehensive Contract for Fire Extinguisher Inspection and Service and formally authorized through the Annual Unified Facility Permit from the LA County Fire Department. To guarantee proper environmental safety, the College actively regulates its operational footprint through a formal Report on Air Quality and a List of Equipment from the AQMD (South Coast Air Quality Management District). This external baseline record contains a comprehensive inventory of regulated campus infrastructure items, ensuring all industrial equipment stays within emissions compliance thresholds. When facilities infrastructure or technological assets reach the end of their operational utility, the District systematically executes decommissioning and replacement protocols under BP 6550 (Disposal of Property and Fixed Assets). The combined outputs of these regulatory inspections, equipment registers, asset disposals, and preventative maintenance files are systematically analyzed to inform long-term facility updates, ensuring that every location where instruction, student services, and learning supports are offered remains fully compliant, secure, and structurally optimized.

3.9. The institution implements, enhances, and secures its technology resources to support and sustain educational services and operational functions. The institution clearly communicates requirements for the safe and appropriate use of technology to students and employees and employs effective protocols for network and data security.

El Camino College strategically implements, evaluates, enhances, and secures technology resources to support student learning, institutional effectiveness, and administrative operations. Technology planning is guided by the **2024–2027 Technology Plan**, which establishes institutional priorities for infrastructure modernization, cybersecurity, instructional technology, digital equity, data governance, and technology lifecycle management. The Technology Plan aligns technology investments with the College's mission and institutional planning processes while providing a

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framework for continuous assessment and improvement. The Technology Plan Executive Summary 2024–2027, is available via the campus website and provides an overview of the Technology Plan.

Technology Planning, Governance, and Infrastructure Enhancement
Technology investments are evaluated through established participatory governance processes to ensure they support institutional priorities and available resources. The Technology Committee, supported by the Academic Technology Committee, reviews technology initiatives, infrastructure improvements, and instructional technology needs. New technology acquisitions are submitted through the Technology Request (Intellistack) process, evaluated against institutional priorities, and advanced through a documented Technology Committee decision-making process before implementation. These governance processes ensure that technology investments are transparent, strategically aligned, and responsive to the instructional and operational needs of the College (Technology Committee Decision Making Flow Chart).

Consistent with these planning processes, the College continues to invest in modernizing its technology infrastructure. During the accreditation cycle, the Board approved a $4.9 million campus-wide Wi-Fi 6 modernization project that significantly expanded wireless capacity, improved reliability, and increased network performance across instructional, administrative, and student spaces. Additional investments include modernization of classroom audiovisual systems to support technology-enabled instruction and hybrid learning environments Audio Visual Upgrade Board Agenda). The college continues to investigate technology to improve technology infrastructure. An example of this work is the assessment of access to College's wireless network via Aruba Wireless Survey and Implementation contract from February 2023.

The Information Technology Services (ITS) division provides centralized technology support through dedicated Technical Services, Network Services, Application Development Services, and Information Security functions. ITS maintains enterprise infrastructure, instructional technologies, telecommunications, application development, and cybersecurity services while providing technical assistance through the ITS Help Desk. ITS is sufficiently staffed to support the campus community and provides information and support through the ITS webpage.

To promote equitable access to technology, the College provides students with laptop loan programs through the Library and offers technology assistance, printing services, Canvas support resources, and direct assistance through the ITS Help Desk, ITS Get Help webpage, and Library Technology Services. These resources help ensure students have the necessary technology to participate fully in instructional programs regardless of personal circumstances. For example, the college continues to maintain a significant Library Technology Loan Program that provides laptops and calculators for students.

Safe and Appropriate Use of Technology
El Camino College communicates expectations for the appropriate, ethical, and secure use of technology through comprehensive Board Policies and Administrative Procedures that are publicly available to students and employees, BP 6160/AP 6160 Computer and Network Use, establishes expectations for authorized use of institutional computing resources. Supporting administrative procedures—including AP 3722 - District Data Security Standards for End Users, AP 3723 - Information Security, and AP 3740 - Information Security Incident Response, define information classification standards, personally identifiable information (PII) protections, secure storage and transmission requirements, user responsibilities, incident reporting procedures, and institutional

response protocols. Together, these policies establish clear expectations for responsible technology use while promoting the protection of institutional information assets.

Network and Data Security
The College employs a layered cybersecurity program designed to protect institutional systems, data, and users. Multi-Factor Authentication (MFA) is required for all students, faculty, and staff accessing institutional systems, providing an additional layer of identity protection across enterprise applications. The Information Security function within ITS coordinates cybersecurity governance activities including security awareness, policy compliance, risk management, vulnerability management, phishing awareness, and incident reporting. The College provides ongoing cybersecurity awareness training through the Keenan SafeColleges platform and maintains dedicated information security resources for the campus community.

The College continuously evaluates the effectiveness of its cybersecurity program through independent assessments and ongoing remediation efforts. In May 2025, El Camino College engaged PLANNET LLC to perform a comprehensive third-party cybersecurity assessment consisting of internal vulnerability scanning and external penetration testing. The assessment identified vulnerabilities primarily associated with end-of-life software and missing operating system patches and provided prioritized recommendations for remediation. The College uses these findings to strengthen its cybersecurity posture through continuous vulnerability remediation, patch management, infrastructure hardening, and ongoing monitoring.

Through comprehensive technology planning, participatory governance, continuous infrastructure investment, clearly communicated technology policies, equitable access initiatives, and a mature cybersecurity program, El Camino College demonstrates that it effectively implements, enhances, and secures technology resources to sustain educational services and operational functions while continuously evaluating and improving the technology environment in support of institutional effectiveness.

3.10. The institution has appropriate strategies for risk management and has policies and procedures in place to implement contingency plans in the event of financial, environmental, or technological emergencies and other unforeseen circumstances.

The El Camino Community College District has comprehensive Board Policies (BP) and Administrative Procedures (AP) to address financial, environmental, and other unforeseen emergencies. These BP/APs outline protocols to ensure the effective assignment of resources to support the El Camino Community College District, protect the well-being of local community members, and minimize disruptions to academic and administrative operations. The District also maintains sufficient reserves in case of emergency.

BP 6250/AP 6250 (Budget Management) ensures that the college has sufficient reserves to manage unforeseen issues. The fund balance target, applied to the Unrestricted General Fund (Fund 11) budget, equals a minimum of two months of total general operating fund regular ongoing expenditures. It is the practice of the District to keep an excess of 20% of total expenditures in reserve.

Table of 2026-2027 Proposed Budget including 2024-2025 Actuals and 2025-2026 Actuals

	2024-2025	2025-2026	2026-2027

	Actuals	Actuals (Unaudited)	Proposed Final Budget
Total Ending Fund Balance	48,675,724	48,421,744	48,609,299
Total Reserve Percentage	27.80%	26.77%	25.70%
Board Required Reserve (20% Total Expenditures)	35,018,402	36,170,615	37,830,138
Reserve for Economic Uncertainty	8,877,259	7,963,234	7,006,442
Reserve for Emergency & Disaster Response	4,780,063	4,287,895	3,772,700

Source: Final Budget 2026-27, El Camino Community College District

BP 3505/AP 3505 Emergency Response Plan address ECCCD's planned response to emergencies arising from natural disasters, technological incidents, and national security emergencies. The policies detail incident response and evacuation procedures, including the structure of the Emergency Operation Center, notification processes, and procedures for testing incident responses and evacuation procedures. The plan includes processes for hazard assessment, planning, and mitigation. The plan incorporates principles from the California Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS), and the Incident Command System (ICS) into emergency operations. The plan ensures the District's eligibility for pre- and post-disaster mitigation grants and federal mitigation funding.

Resources related to Emergency Management, Environmental Health and Safety, are available on the Workplace Safety and Risk Management Website. El Camino Community College District maintains emergency preparedness information on Public Safety's website, including information for responding to disasters and emergencies. ECC utilizes the RAVE emergency notification system to send out alerts via email and text. Emergency drills are conducted regularly to educate employees and students on how to respond during fires and earthquakes. ECC has participated annually in the Great California ShakeOut to promote earthquake preparedness.

The District maintains legally required insurance policies, including liability, fire, real property damage, personal property loss, district vehicles, and workers' compensation insurance (BP 6540/AP 6540 Insurance). Claim procedures are defined under BP 3810/AP 3810 Claims Against the District. All policies are provided through a qualified, licensed insurance broker certified by the California Department of Insurance, with District Risk Services ensuring adequate coverage. Workplace Safety and Risk Management collaborates with both the Joint Powers Authority and insurance consultants on insurance coverage and types.

Policies and procedures to protect employee and student information systems data are critical components of CCCD's risk management. BP 3310/AP 3310 Records Management, provides classifications for various employee and student data and defines retention and destruction protocols. BP 5040/AP 5040 Student Records and Directory Information defines protected student data and access permissions.

The El Camino Community College District continues to assess potential risks to its operations and infrastructure. To support ongoing preparedness, the District will continue to regularly review emergency preparedness protocols to ensure alignment with instructional needs and equitable student outcomes. Additionally, the regular review of related BPs and APs strengthens the District's ability to respond effectively to financial, environmental, and technological emergencies.

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Standard 4: Governance and Decision-Making

The institution engages in clear and effective governance practices that support the achievement of its mission. Governance roles and responsibilities are delineated in widely distributed policies, and institutional decision-making processes provide opportunities for meaningful participation and inclusion of relevant stakeholders.

4.1. The institution upholds an explicit commitment to principles of academic freedom, academic integrity, and freedom of inquiry. (ER 13)

El Camino College maintains a robust and multi-layered commitment to academic freedom and freedom of inquiry, codified in both Board Policy and the faculty collective bargaining agreement.

The District Board Policy governing these matters is BP 4030, Academic Freedom. To ensure this policy remains aligned with current Title 5 regulations and evolving academic standards, it undergoes regular review as part of the District's five-year Policy and Procedure review cycle. Most recently, BP 4030 completed a comprehensive revision during the 2023-2024 academic year. This process exemplifies the District's commitment to shared governance; after an initial technical review by a team of Academic Deans, the policy was vetted through the Educational Policies Committee (EPC), the Academic Senate, and College Council before final approval by the Board of Trustees (see: BP 4030 Marked-up Revision Draft). This consultative path ensures that those responsible for the curriculum, the faculty, have primary oversight of the principles governing their classrooms and research.

Complementing Board Policy, Article 5 of the Faculty Contract provides legally enforceable protections for freedom of inquiry. Section 5.2 explicitly protects faculty from adverse employment actions when exercising the freedom to examine unpopular or controversial ideas, selecting instructional materials, or speaking as citizens. The institutional importance of these protections is evidenced by their continued presence in labor negotiations; Article 5 was most recently opened and reaffirmed during the 2024-2025 contract negotiations, ensuring these rights remain a priority for both the District and the Federation. The College communicates these principles to students and the public through the College Catalog, which includes an explicit Academic Freedom statement ensuring students are aware of their rights to engage in a free search for truth.

The District further communicates clear expectations for academic integrity and maintains transparent procedures for addressing academic dishonesty through BP 5500 (Standards of Student Conduct), AP 5500 (Standards of Student Conduct), and AP 5520 (Student Discipline Procedures). While these policies follow the standard five-year review cycle, the institution remains agile in updating them to reflect shifts in statute or the broader educational environment.

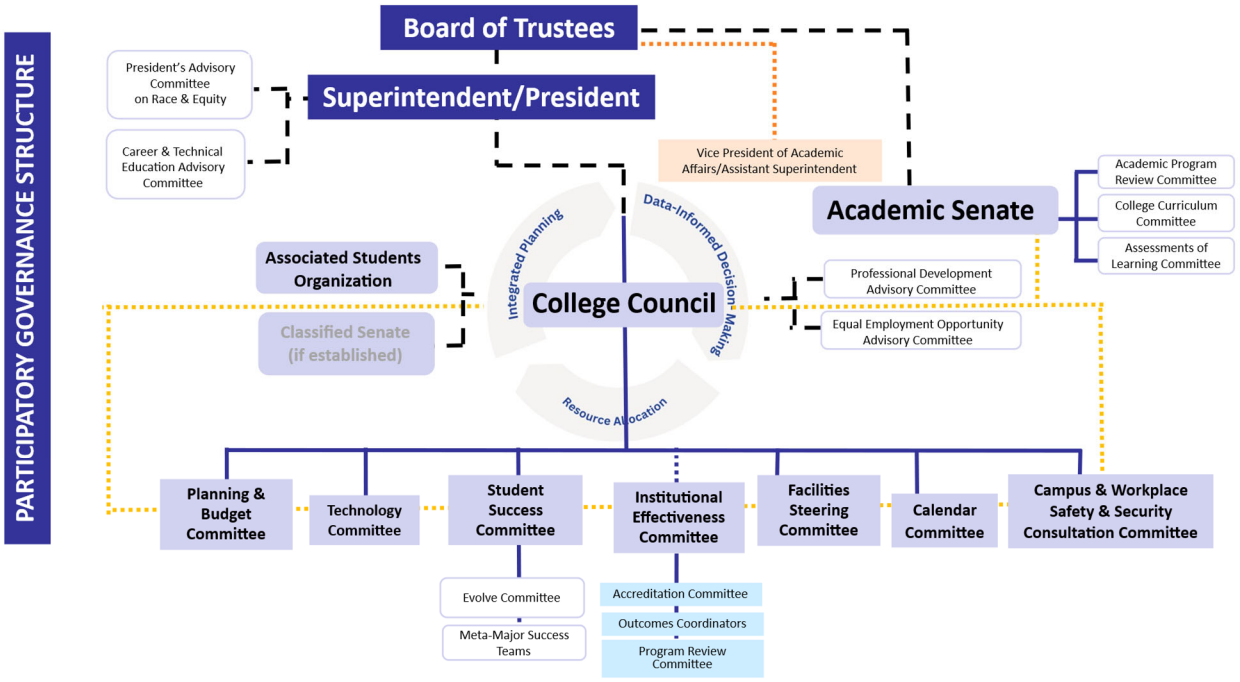
A recent example of this responsiveness occurred in 2025, when BP/AP 5500 was revised through a collaborative effort between the Director of Student Development and the Academic Senate. While the Director led the updates to address new Federal and Title 5 requirements regarding bullying, the Academic Senate concurrently utilized the review to codify specific language regarding the use of generative artificial intelligence (see: Academic Senate Minutes, Fall 2025). This dual-track revision ensures the College's integrity standards remain compliant with law and relevant to modern classroom realities.

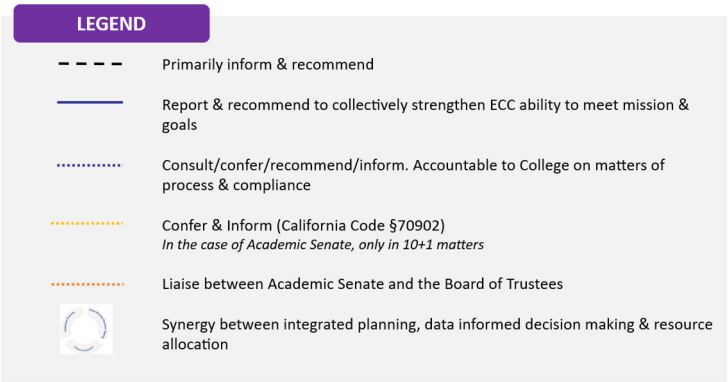
Institutional expectations are broadly disseminated through the College Catalog, which serves as the primary public record for both conduct standards and the procedural consequences of misconduct. To bridge the gap between institutional policy and classroom practice, the Academic Senate provides faculty with a sample syllabus statement on Academic Integrity which they are encouraged to personalize to meet their specific needs. This resource allows faculty to provide students with consistent guidance from the outset of every course. When violations occur, the District adheres to the structured due process outlined in AP 5520, ensuring that disciplinary actions are managed with the transparency and consistency required to protect both academic standards and student rights.

4.2. Roles, responsibilities, and authority for decision-making are clearly defined and communicated throughout the institution. The institution's structure for decision-making provides opportunities for stakeholder participation and ensures the consideration of relevant perspectives.

The roles, responsibilities, and authority for decision-making are clearly defined and communicated at El Camino College. The processes and structures are documented and available through the College website on the Participatory Governance and Committee webpage, Board Policy 2250 – Participation in Local Decision Making, and Administrative Procedure 2250 – Participation in Local Decision Making. Collectively, these documents define the roles and responsibilities of the College's primary constituent groups including the Board of Trustees (BOT), Superintendent/President, Academic Senate, Associated Students Organization (ASO), classified professionals, confidential staff, and college administrators.

The specific procedures and governance committee roles are defined in the College's Participatory Governance, Planning & Decision-Making Handbook (2024) available via the website and appear on all College Council meeting agendas. The handbook includes information about ECC's governance framework, principles, structures, planning processes, governance committees, and operational committees. The following diagram from the handbook is a visual description of the governance structure at the College:





The College Superintendent/President receives input from all constituent groups via College Council, the College's highest level governance committee. As can be seen in the 2026-2027 College Council Membership List, this committee includes representatives from the Associated Students Organization (ASO), Academic Senate, administrators, and classified professionals. In addition, College Council includes representatives from each of the governance committees: Planning and Budget Committee, Technology Committee, Student Success Committee, Institutional Effectiveness Committee, Facilities Steering Committee, Calendar Committee, and Campus & Workplace Safety & Security Consultation Committee (recently renamed the Campus Safety and Security Consultation Committee). This cooperative structure ensures that all major areas of the campus have a direct voice in the decision-making process. For example, the August 17, 2026, College Council minutes show this collaborative process in action when the council reviewed, voted on, and approved an operational safety recommendation coming directly from the Campus Safety and Security Consultation Committee.

El Camino College faculty are represented in the governance structure via the Academic Senate, which maintains primary responsibility for all academic and professional matters as defined in California Code of Regulations Title 5, Section 53200 (the "10+1"). To ensure comprehensive oversight, the Academic Senate has established standing subcommittees, including the College Curriculum Committee (CCC), Assessment of Learning Committee (ALC), Academic Program Review Committee, Academic Technology Committee, Distance Education Advisory Committee, Educational Policies Committee, and the Faculty Development Committee. Each of these subcommittees reports to the full Senate body on a regular basis, as can be seen from the September 1, 2026, Academic Senate Agenda. This process exemplifies the District's commitment to shared governance; courses and programs are reviewed via the College Curriculum Committee and forwarded directly to the Board of Trustees via the Superintendent/President's Office, ensuring a direct line for curricular matters. Students are represented through the Associated Students Organization whose members serve on College Council and other governance/operational committees and bring relevant matters to the ASO body for discussion. Lastly, classified professionals are represented on each of the governance committees. Appointments of classified professionals to governance committees are made by the El Camino Classified Employees union, though some appointments are made by relevant executive leaders depending on the committee and membership position.

Per the Participatory Governance, Decision-Making, & Planning Handbook, the College maintains a robust governance, advisory, and operational committee structure. Advisory committees perform

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specialized functions that benefit the College community or respond directly to issues of importance to college constituents. These bodies report to and advise specific institutional leaders, including the Superintendent/President. Examples of current Advisory Committees include the Career and Technical Education Advisory Committee, OER/ZTC Advisory Committee, and the President's Advisory Committee on Race and Equity. Concurrently, administrators or managers convene operational committees to coordinate daily procedures and fulfill policy implementation across the College. This operational tier is exemplified by bodies such as the Student Services Council, Council of Deans, Enrollment Management Committee, and the Commencement Committee.

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4.3. The institution's decision-making structures are used consistently and effectively. Institutional decision-making practices support a climate of collaboration and innovation that advances the mission and promotes successful outcomes for all students.

El Camino College is dedicated to decision-making that is consistent, effective, collaborative, and innovative in support of our mission and promotion of equitable student outcomes. This work is driven by Board Policy 2250, Administrative Procedure 2250, and the Participatory Governance, Planning, and Decision-Making Handbook. The handbook outlines the distinct constituencies, roles, and responsibilities of the College's governance, advisory, and operational committees. In addition, planning across the institution is guided by Board Policy and Administrative Procedure 3250 – Institutional Planning which establishes the purpose of the College's critical planning documents and cycles of review. These policies ensure that collegial consultation remains core to the development and ongoing review of our plans, all of which are tightly aligned with the College's Mission, Vision, and Values.

Each governance committee engages in evaluation of its effectiveness on an annual basis through surveys conducted by the Office of Institutional Effectiveness. Each committee uses the survey results to evaluate their performance and consider changes to their structure, charge, membership, and roles. A primary example of this ongoing self-assessment is the annual survey and report evaluated by College Council. When evaluations necessitate adjustments, committees route those changes through College Council for final review and approval. This self-assessment cycle is reflected in recent governance updates, including the formal renaming of the Campus & Workplace Safety & Security Consultation Committee to the Campus Safety and Security Consultation Committee to better reflect its active scope, as well as the newly formalized structure of the Institutional Effectiveness Committee (IEC).

The College's commitment to equitable student outcomes appears in our Mission, Vision, and Values statements, and serves as a core driver of planning and decision-making. For example, El Camino College's Guided Pathways, known locally as ECC Evolve, has established numerous initiatives focused on improving equitable student outcomes. These include the Caring Campus Initiative, the ECC App, updated program maps that place transfer-level English and math courses in a student's first year, and the collaborative work of the Colleague Improvement Group (CIG), which recently developed the campus Data Governance Manual to improve institutional data management for both students and staff. (enterprise and student information systems improvements for students and staff). In addition, College Council approved the formation of the Student Success Committee as a formal governance committee. This body is specifically charged with "developing, supporting, and informing the coordination of recommendations and integrated efforts to increase student access, progression, and success by strengthening and improving the delivery of instruction and services for students."

Lastly, the College's governance structure plays a leading role in the review and recommendation of significant resource allocation requests on an annual basis. The overall process for requesting resources is tied directly to program review and is submitted from each of the major areas of the College. The requests that require significant institutional resources are reviewed by the Planning and Budget Committee (PBC) which then makes formal funding recommendations directly to College Council to ensure transparency and strategic alignment before resources are distributed.

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4.4. Acting through policy, the governing board takes responsibility for the overall quality and stability of the institution, and regularly monitors progress towards its goals and fiscal health. (ER 7)

The El Camino Community College District Board of Trustees takes responsibility for the overall quality and stability of the institution, and it regularly monitors progress towards college goals and fiscal health by collaborating with the Superintendent/President, Academic Senate, employee groups, and students. The basis for this work is grounded in a series of Board Policies, primarily Board Policy 2200 Board Duties and Responsibilities. The policy commits the Board to representing the public interest, establishing policies and directing long-range planning, hiring and evaluating the Superintendent/President, assuring fiscal health and stability, monitoring institutional performance and educational quality, advancing a culture of diversity, equity, and inclusion, and engaging in advocacy for the District.

The Board of Trustees oversees the overall quality of the institution through its focus on institutional effectiveness and comprehensive planning, as codified in BP 1200 District Mission, Vision, and Values, BP 3200 Accreditation, and BP 3250 Institutional Planning. The Board engages directly with the college through focused study sessions and consistent presentations regarding institutional goals, student success and outcomes, diversity and equity initiatives, and long-term planning through the College's Comprehensive Integrated Plan (CIP). Recent board workshops and presentations related to institutional effectiveness and quality include an annual student success discussion that is based on goals established in both the CIP and the Three-Year Strategic Plan. In addition, the Board receives monthly presentations on student support and success programs from across the college. This process is exemplified by presentations on STEM student success through the College's MESA Program in September 2025 and our Foster Youth programs in May 2026. Furthermore, the Board of Trustees has joined the Aspen Institute's Presidents & Trustees Collaborative to strengthen its capacity to engage in sustained systemic reform that improves student outcomes through policy. As a result of this collaborative work, the Board has developed a set of institutional commitments and measurable metrics promoting student success at its April 2026 Board of Trustees Meeting.

Board Policy 2200 also charges the Board of Trustees with fiscal oversight to maintain institutional health and stability. To accomplish this, the Board approves a tentative annual budget for the upcoming fiscal year each June and adopts a final budget on or before September 15th of each year in accordance with California Education Code and Title 5 Regulations. Examples of this work consistently appear on the June 2025, June 2026, September 2025, and September 2026 Board of Trustees Meeting Agendas. In fact, the Board routinely holds budget workshop study sessions in advance of final budget approval to ensure any concerns or questions regarding the budget are addressed prior to formal adoption. Over the last two years, the Board has held two dedicated study sessions in advance of final budget approval. Lastly, in addition to these hallmark budget review and approval steps, the Board has also received monthly budget updates since March 2025.

The Board's fiscal oversight responsibilities are also supported by the Superintendent/President and the Vice President of Administrative Services as outlined in BP/AP 6100 Delegation of Authority, BP/AP 6250 Budget Management and BP/AP 6300 Fiscal Management. Through these Board Policies and Administrative Procedures, the Board empowers the Superintendent/President

and the Fiscal Services Division to prepare the annual budget and oversee the fiscal management of the District. Moreover, the Board requires that the College strictly adheres to all relevant Education Code sections, California Regulations, and the California Community College Chancellor's Office Budget and Accounting Manual (BAM).

Lastly, the El Camino Community College District Board of Trustees meets its obligation to review and update its policies on a regular basis. This is accomplished as a collegial process outlined in BP/AP 2410 Board Policies and Administrative Procedures that establishes responsible parties for reviewing and updating each policy and procedure. This includes review and feedback via the Academic Senate for all policies and procedures that are related to "10+1 Academic and Professional Matters". The Superintendent/President's Office maintains a master list of all Board Policies and Administrative Procedures along with their required review dates. This list is published and available to the campus community and the public via the College's BoardDocs site. All policy and procedure updates are reviewed by College Council for constituent feedback prior to moving to the Board of Trustees. Board Policies are sent to the Board of Trustees for review and final approval. Updated Administrative Procedures are sent to the Board of Trustees as informational items. As of the writing of this self-evaluation report, the College has made significant progress ensuring that board policies and administrative procedures are kept up to date, however a significant number of policies and procedures in Chapter 1 – The District, Chapter 2 – Board of Trustees, Chapter 6 – Business and Fiscal Services, and Chapter 7 – Human Resources have been found outside of our standard 5-year review timeline. The Board has scheduled a special study session on November 4, 2026, to review Chapter 1 and 2 policies outside the standard review cycle. These policy revisions will then be placed on 2026-2027 regular Board agendas for adoption. Chapter 7 Policies will be reviewed according to the HR Policy Review Plan. Additionally, the College is currently developing a plan and a timeline to get all Chapter 6 policies reviewed and updated prior to the start of the Fall 2027 academic term.

4.5. The governing board selects and evaluates the institution's chief executive officer (CEO). The governing board gives the CEO full authority to implement board policies and ensure effective operations and fulfillment of the institutional mission.

El Camino College maintains a systematic process for selecting and evaluating the performance of the Superintendent/President and clearly defining the authority delegated to that position. The Selection of the Superintendent/President is detailed by BP 2431/AP 2431. Through BP 2435/AP 2435, the Board of Trustees establishes expectations for regular evaluation of the Superintendent/President to ensure effective leadership and institutional progress. The evaluation process is guided by established performance expectations, institutional goals, and the responsibilities assigned to the position. By conducting periodic evaluations, the Board assesses the Superintendent/President's effectiveness in advancing the College mission, implementing Board priorities, and supporting student success and institutional effectiveness.

The Board further ensures effective institutional leadership through its delegation of administrative authority to the Superintendent/President. Consistent with BP 2430/AP 2430, the Superintendent/President is granted responsibility for administering Board policies, overseeing daily operations, and carrying out Board actions requiring administrative implementation. This delegation enables the Superintendent/President to lead the College efficiently while remaining accountable to the Board for institutional performance. The Board's responsibilities, including its role in

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empowering and evaluating the Superintendent/President, are further reinforced through BP 2200 that defines the governance roles and operational authority of the Board of Trustees.

Together, the Board's evaluation processes and delegation of authority policies provide a framework for accountability, effective leadership, and consistent administration in support of the College's mission and strategic goals.

4.6. The governing board functions effectively as a collective entity to promote the institution's values and mission and fulfill its fiduciary responsibilities. The governing board demonstrates an ability to self-govern in adherence to its bylaws and expectations for best practices in board governance. (ER 7)

The El Camino College Board of Trustees fulfills its governance responsibilities as a collective body committed to advancing the mission, vision, and values of the College. Board Policy 2200 affirms the Board's responsibility to represent the public interest, establish institutional policy, and ensure that College operations are conducted in an ethical, lawful, and mission-driven manner. BP 2510/AP 2510 reinforces this commitment by ensuring meaningful participation of constituent groups in local decision-making while recognizing the Board's ultimate authority in matters assigned to it by law. These policies establish a governance framework that values collaboration, transparency, and broad-based input in support of institutional effectiveness and student success.

The Board operates within a comprehensive system of Board Policies and Administrative Procedures designed to promote accountability, ethical conduct, and stewardship of public trust. Conflict-of-interest provisions outlined in BP 2710/AP 2710 and its corresponding administrative procedures establish clear expectations regarding financial interests, contractual relationships, employment matters, and acceptance of gifts. These requirements help ensure that Board decisions are made solely in the best interests of the institution and the communities it serves. Complementing these safeguards, Board Policy 2715 establishes a code of ethics and standards of practice that guide trustee conduct and reinforce the Board's commitment to integrity, professionalism, and responsible governance. Trustees are expected to act in support of the College's mission, prioritize the needs of students, and exercise their authority through the collective actions of the Board rather than as individual members.

Board policies also define expectations for professional conduct and effective governance practices. Board Policy 2715 outlines protocols for communication, decision-making, and trustee responsibilities, emphasizing that concerns or complaints should be addressed through established administrative and governance channels. Additional policies, including Board Policy 2355 on decorum and Board Policy 2330 on quorum and voting, provide clear procedures that support orderly meetings, respectful dialogue, and transparent decision-making. Together, these policies strengthen the Board's ability to function effectively as a governing body and maintain public confidence in its actions.

Recognizing the importance of continual growth and development, the Board is committed to ongoing trustee education and self-improvement. Board Policy 2740 provides for orientation of new trustees and encourages participation in conferences, workshops, retreats, and other professional development opportunities that enhance trustees' understanding of their governance responsibilities. The Board also engages in regular self-evaluation to assess its effectiveness and identify opportunities for improvement. Consistent with Board Policy 2745, trustees participate in an

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annual self-evaluation process that examines Board performance, governance practices, and adherence to established standards. Results of the self-evaluation are used to strengthen Board effectiveness, improve governance processes, and support continuous institutional improvement in service of the College mission.

C. Required Documentation

Within the Institutional Self-Evaluation Report, the institution should provide narratives and a variety of evidence sources to describe and demonstrate alignment with each Standard and related Commission policies. Institutions must also include the required items below. This documentation can be included as supporting evidence for the Standard narratives if appropriate, or they may be provided as stand-alone files. Peer Review Teams will confirm these items during the comprehensive review process.

Insert a hyperlink (or hyperlinks) to documentation for each required checklist item below. Be sure to provide a clear, descriptive name for each document listed. Your institution may have included some of this documentation as part of the supporting evidence for your narrative responses above. **If so, please link to the page in the ISER where the item is discussed so your team can see the item in context**.
<Links for this section are pending and will direct to links within the ISER where appropriate>

Standard 1: Mission and Institutional Effectiveness

Required Item	Documentation
i. Documentation of institution's authority to operate as a post-secondary educational institution and award degrees (e.g., degree-granting approval statement, authorization to operate, articles of incorporation) (ER 1)	• ACCJC Action Letter - Accreditation Reaffirmed 2/4/22 • ACCJC Action on Midterm Report 7/19/23 • Included our Midterm Letter
ii. Procedures/practices for periodic review of mission/mission-related statements, including provisions for revision (if/when revisions are needed) that allow for participation of institutional stakeholders, as appropriate for the character and context of the institution	• BP 1200 (District Mission) • Participatory Governance Handbook (pg4)
iii. Documentation of the governing board's approval of the institutional mission (ER 6)	• Resolution No. 19789: 2030 Vision Comprehensive Master Plan 7/21/2021 • BP 1200 shows the Board approved the Mission in 2024
iv. Procedures/practices for setting institutional goals, including provisions for the inclusion of input from relevant institutional stakeholders, as appropriate for the character and context of the institution	• Participatory Governance Handbook • BP/AP 3250 (Institutional Planning) • ICC Bylaws • I put CIP Processes here, BP/AP 3250

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v. Documentation that the institution has established standards and goals for student achievement (i.e., institution-set standards), including but not limited to standards and goals for successful course completion, certificate completion, degree completion, transfer rates, job placement rates, and licensure examination pass rates, at the institutional and program levels (ER 2, ER 11)	• Institutional Set Standards Outcomes • Institutional Set Standards Dashboard • BP/AP 3250 (Institutional Planning) • Dashboards/Reports with student achievement and the website with job placement and licensure pass rates.

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Standard 2: Student Success

Required Item	Documentation
i. Documentation that the institution's practices for awarding credit reflect generally accepted norms in higher education, including: • Commonly accepted minimum program lengths for certificates, associate degrees, and baccalaureate degrees • Written policies for determining credit hours that are consistently applied to all courses, programs, and modalities • Adherence to the Department of Education's standards for clock-to-credit hour conversions, if applicable (ER 10) • Methodology to reasonably equate the direct assessment program to credit or clock hours, if applicable (See Commission *Policy on Competency Based Education* and *Policy on Credit Hour, Clock Hour, and Academic Year*)	• College Catalog (56-60) • BP/AP 4025 (Philosophy and Criteria for Associate Degree and General Education) • BP/AP 4020 (Program and Curriculum Development; Course Approval) • BP/AP 4100 (Graduation Requirements for Degrees and Certificates)
ii. Documentation that the institution's transfer of credit policies include the following: • Any established criteria the institution uses regarding the transfer of credit earned at another institution • Any types of institutions or sources from which the institution will not accept credits • A list of institutions with which the institution has established an articulation agreement • Written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning See *Policy on Transfer of Credit*	• College Catalog (61-66) • BP/AP 4050 (Articulation) • BP 4235 (Credit by Examination)/AP 4235 (Credit for Prior Learning) • BP/AP 5120 (Transfer Center)
iii. Documentation of the institution's advertising and recruitment policies, demonstrating alignment with the *Policy on Institutional Advertising and Student Recruitment* (ER 16)	• AP 5011 (Admission and Dual Concurrent Enrollment of High School and Other Young Students) • AP 5012 (International Students) • BP/AP 5010 (Admission and Concurrent Enrollment) • BP/AP 5052 (Open Enrollment) • BP/AP 5055 (Enrollment Priorities)
iv. Documentation of clear policies and procedures for handling student complaints, including: • Evidence that these policies/procedures are accessible to students in the catalog and online; • Evidence that that institution provides contact information for filing complaints with associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs	• Student Complaint Policy for Non-Title IX Webpage • College Catalog (49-50) • IVC Student Grievance Form • AP 5530: Student Rights and Grievances • Title IX Resources webpage • Student Rights catalog

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Required Item	Documentation
v. Verification that the institution maintains files of formal student complaints received throughout the current accreditation cycle (i.e., since the last site visit), demonstrating: • Accurate and consistent implementation of complaint policies and procedures • No issues indicative of noncompliance with Standards	No link required; to be verified by the team during in-person site visit
vi. Verification that student records are stored permanently, securely, and confidentially, with provision for secure backup	No link required; to be verified by the team during in-person site visit
vii. Documentation of the institution's policies and/or practices for the release of student records	• BP/AP 5040 (Student Records, Directory Information, and Privacy) • Student Information Release Authorization
viii. Documentation that the institution's policies and procedures for program discontinuance provide enrolled students with opportunities for timely completion in the event of program elimination	• AP 4021 (Program Discontinuance) • AP 4021
ix. Official college catalog contains required elements (ER 20)	See Appendix 1
FOR TITLE IV PARTICIPANTS:	
x. Documentation of institution's implementation of the required components of the Title IV Program, including: • Findings from any audits and program/other review activities by the U.S. Department of Education (ED) • Evidence of timely corrective action taken in response to any Title IV audits or program reviews See *Policy on Institutional Compliance with Title IV*	• BP 5130 Financial Aid • AP 5130 Financial Aid • Note: El Camino College is currently in compliance and eligible to disburse Federal financial aid. The College has not experienced any audits or reviews by the U.S. Department of Education during this accreditation cycle.
FOR INSTITUTIONS WITH DISTANCE EDUCATION AND/OR CORRESPONDENCE EDUCATION:	
xi. Documentation of institution's: • Procedures for verifying that the student who registers in a course offered via distance education or correspondence education is the same person who participates in the course and receives academic credit • Policies and/or procedures for notifying students of any charges associated with verification of student identity (if applicable) • Policies regarding protection of student privacy See *Policy on Distance Education and on Correspondence Education*	• In adherence to AP 4105, Students must authenticate their identity using a unique username and password. Access is managed through a single sign-on system, which enhances confidence in verifying student identity. Additionally, Multi-Factor Authentication (MFA) is required for all students. • AP 3722: District Data Security Stds • Info Security Webpage
REQUIRED ONLY IF APPLICABLE	
xii. Documentation demonstrating how the institution distinguishes its pre-collegiate curriculum from its college-level curriculum	• College Catalog (pg. 73)

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Required Item	Documentation
xiii. Documentation of policies and/or procedures for awarding credit for prior learning and/or competency-based credit	• BP 4235 (Credit by Examination)/AP 4235 (Credit for Prior Learning) • College Catalog (41-42) • BP/AP 4235 and catalog
xiv. Documentation of agreements with other external parties regarding the provision of student and/or learning support services	Not Applicable
xv. Policies and/or other documentation related to institutional expectations of conformity with any specific worldviews or beliefs	Not Applicable

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Standard 3: Infrastructure and Resources

Checklist Item	Documentation
i. Written policies and procedures for human resources, including hiring procedures	• BP/AP 7120 (Recruitment and Selection) • BP/AP 3420 (Equal Employment Opportunity) • AP 7236 (Substitute and Short-Term Employment)
ii. Employee handbooks or similar documents that communicate expectations to employees	• AP 3050 (Institutional Code of Ethics) • CSEA 2023-26 Contract • PTFA 2022-25 Contract • CTA 2024-27 Contract
iii. Annual financial audit reports - 3 prior years (include auxiliary organizations, if applicable) (ER 5)	• Audit 2023-24 • Audit 2022-23 • Audit 2021-22
iv. Practices for resource allocation and budget development (including budget allocation model for multi-college districts/systems)	• BP/AP 6200 (Budget Preparation) • Program Review Handbook
v. Policies guiding fiscal management (e.g., related to reserves, budget development)	• BP/AP 6250 (Budget Management) • BP/AP 6300 (Fiscal Management)
vi. Policies, procedures, or agreements (e.g., AUAs) related to appropriate use of technology systems	• BP/AP 3720 (Computer and Network Use)
FOR TITLE IV PARTICIPANTS:	
vii. Documentation that the institution's student loan default rates are within the acceptable range defined by ED, or – if rates fall outside the acceptable range - documentation of corrective efforts underway to address the issue	• NSLDS School 3-Year Default Rate FY 2023, 2022, and 2021 (latest published report)
REQUIRED ONLY IF APPLICABLE	
viii. Documentation of any agreements that fall under ACCJC's *Policy on Contractual Relationships with Non-accredited Organizations*	Not Applicable
ix. Written code of professional ethics for all personnel including consequences for violations	• BP 2715 (Code of Ethics/Standards of Practice) • AP 3050 (Institutional Code of Ethics) • BP/AP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code)

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Standard 4: Governance and Decision-Making

Checklist Item	Documentation
i. Governing board policies/procedures for selecting and regularly evaluating its chief executive officer	• AP/BP 2435 (Evaluation of the CEO) • BP 2200 (Board Duties and Responsibilities) • BP 2430 (Delegation of Authority to the CEO) • BP 2431 (CEO Selection) • BP 2432 (CEO Succession)
ii. Documentation or certification that the institution's CEO does not serve as the chair of the governing board (ER 4)	• BP 2430 (Delegation of Authority to the CEO) • BP 2210 (Officers)
iii. Governing board policies/procedures/bylaws related to Board Ethics	• BP 2715 (Code of Ethics-Standards of Practice)
iv. Governing board policies/procedures/bylaws related to conflict of interest	• AP/BP 2710 (Conflict of Interest) • AP 2712 (Conflict of Interest Code)

Other Federal Regulations and Related Commission Policies

Checklist Item	Documentation
i. Documentation of the institution's appropriate and timely effort to solicit third party comment in advance of the Focused Site Visit and – if applicable - cooperate with the review team in any necessary follow-up See *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions*, Section D	<Pending ECC Accrediation Website Update>
ii. Documentation that the institution provides accurate information for the public concerning its accredited status with ACCJC on its institutional website, no more than one page (one click) away from the home page See *Policy on Representation of Accredited Status*	One-click access on main website

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D. Appendix 1: Verification of Catalog Requirements (ER 20)

REQUIRED ELEMENT	CATALOG LOCATION
General Information	
Official Name, Address(es), Telephone Number(s), and Website Address of the Institution	Page 2
Educational Mission	Page 6
Representation of accredited status with ACCJC, and with programmatic accreditors, if any	Page 5
Course, Program, and Degree Offerings	Programs: Page 75 Courses: Page 285
Student Learning Outcomes of Programs and Degrees	Page 7
Academic Calendar and Program Length	Page 3
Academic Freedom Statement	Page 39
Available Student Financial Aid	Pages 16-19
Available Learning Resources	Pages 20-22
Names and Degrees of Administrators and Faculty	Pages 593-620
Names of Governing Board Members	Page 5
Requirements	
Admissions	Page 8
Student Tuition, Fees, and Other Financial Obligations	Page 13
Degrees, Certificates, Graduation and Transfer	Pages 59-60
Major Policies and Procedures Affecting Students	
Academic Regulations, including Academic Honesty	Page 35
Nondiscrimination	Page 34
Acceptance and Transfer of Credits	Page 47
Transcripts	Pages 15
Grievance and Complaint Procedures	Page 23-25
Sexual Harassment	Page 27, 33, and 35
Refund of Fees	Page 13-14
Locations or Publications Where Other Policies May be Found	
Board Policies and Administrative Procedures	ECCD BoardDocs

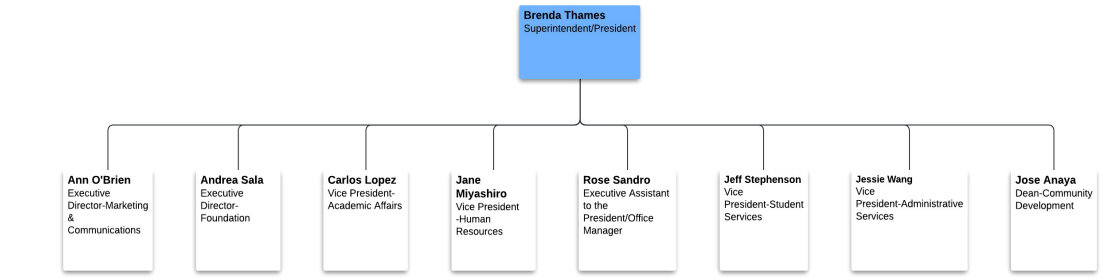
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E. Appendix 2: Organizational Structure

<Multiple Org Charts to be integrated into one overarching chart>

President's Office

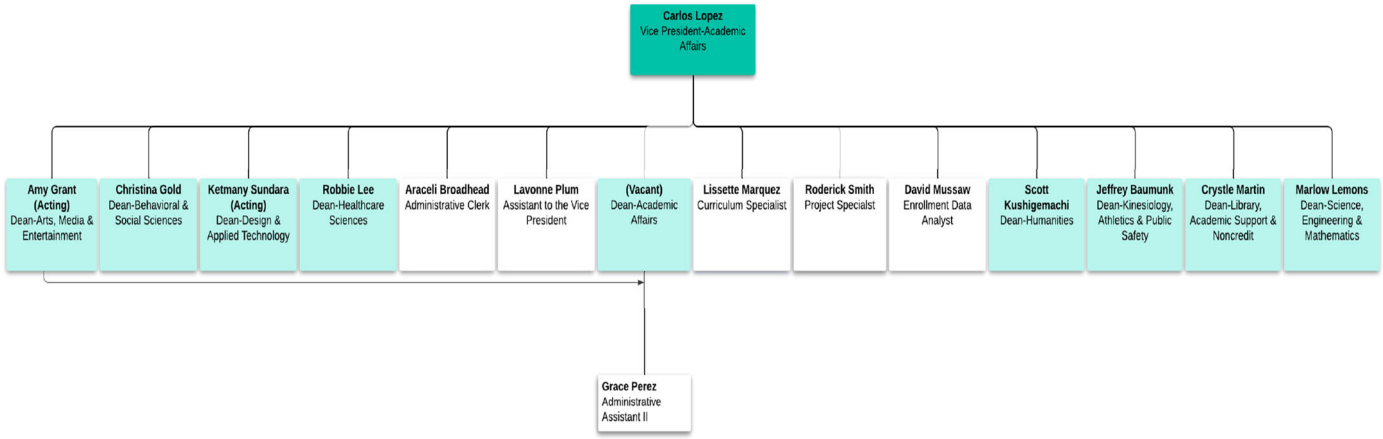
El Camino College



Updated: 7/7/2026

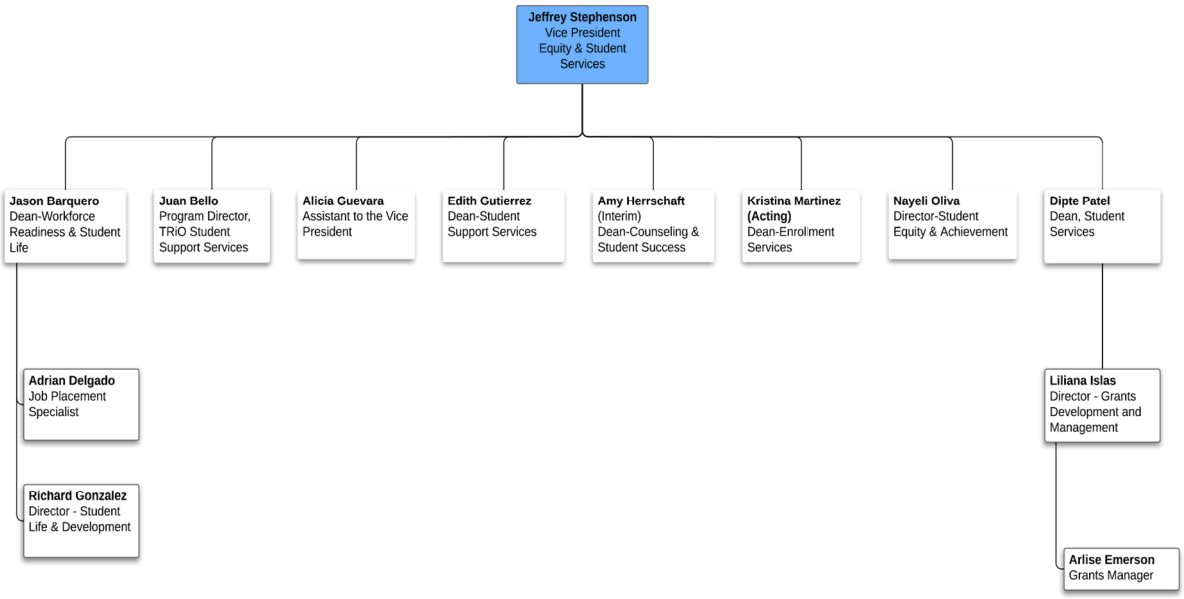
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Academic Affairs



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Student Services

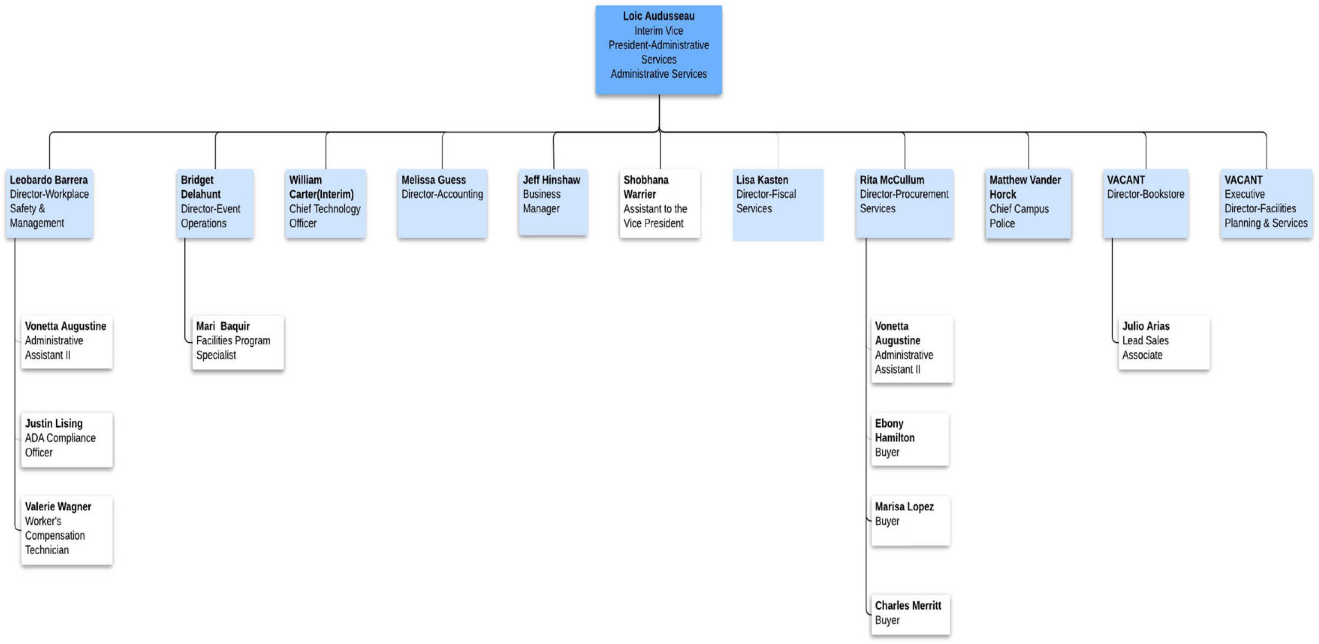


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Administrative Services

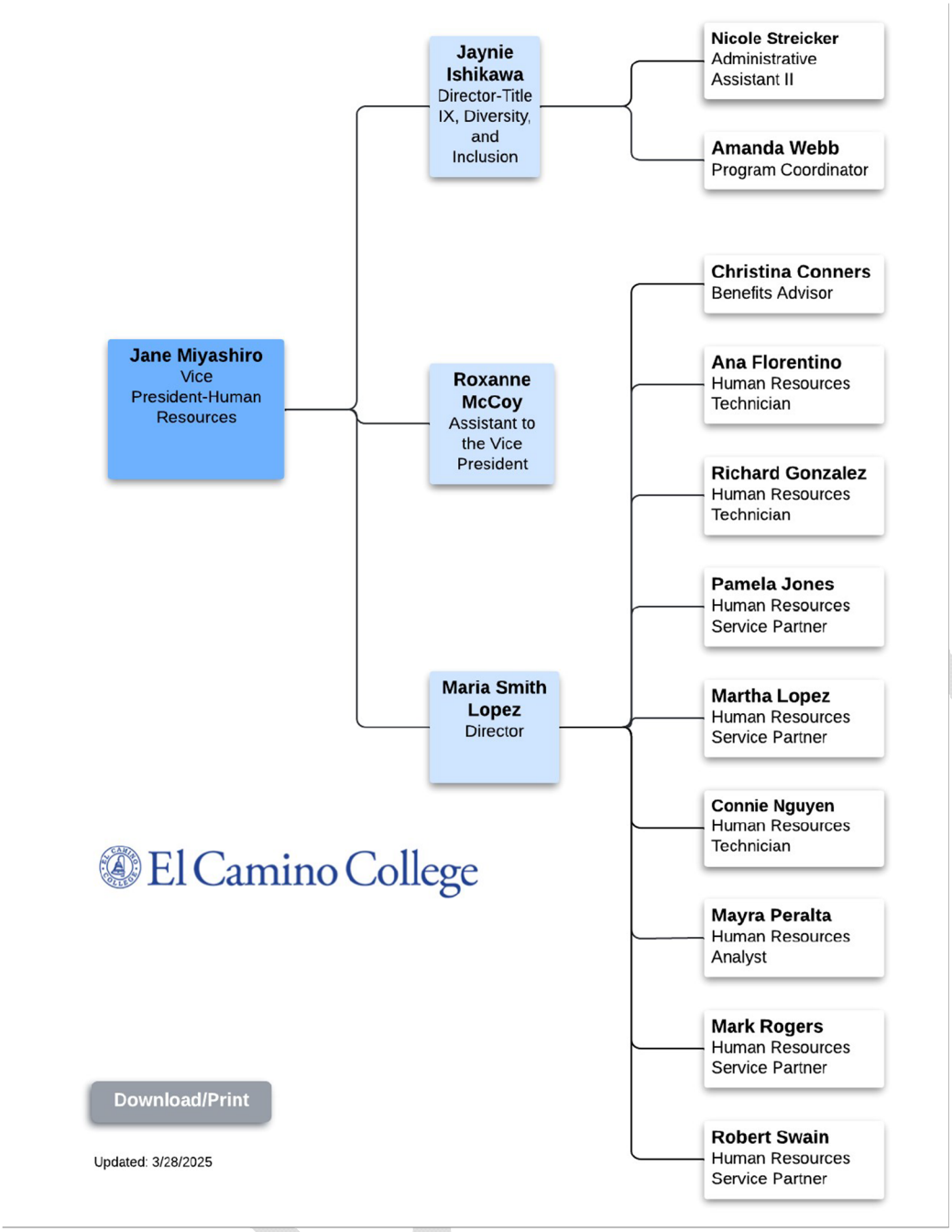


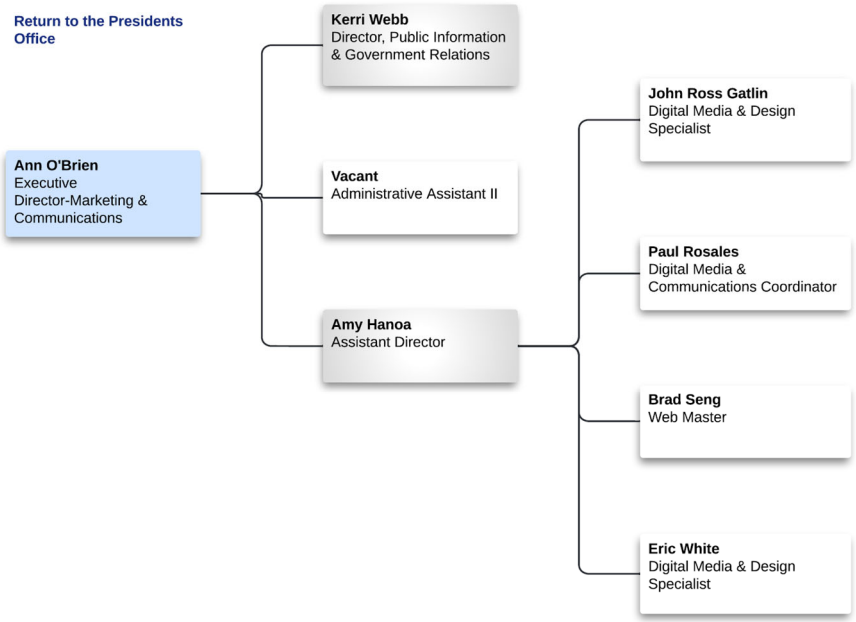
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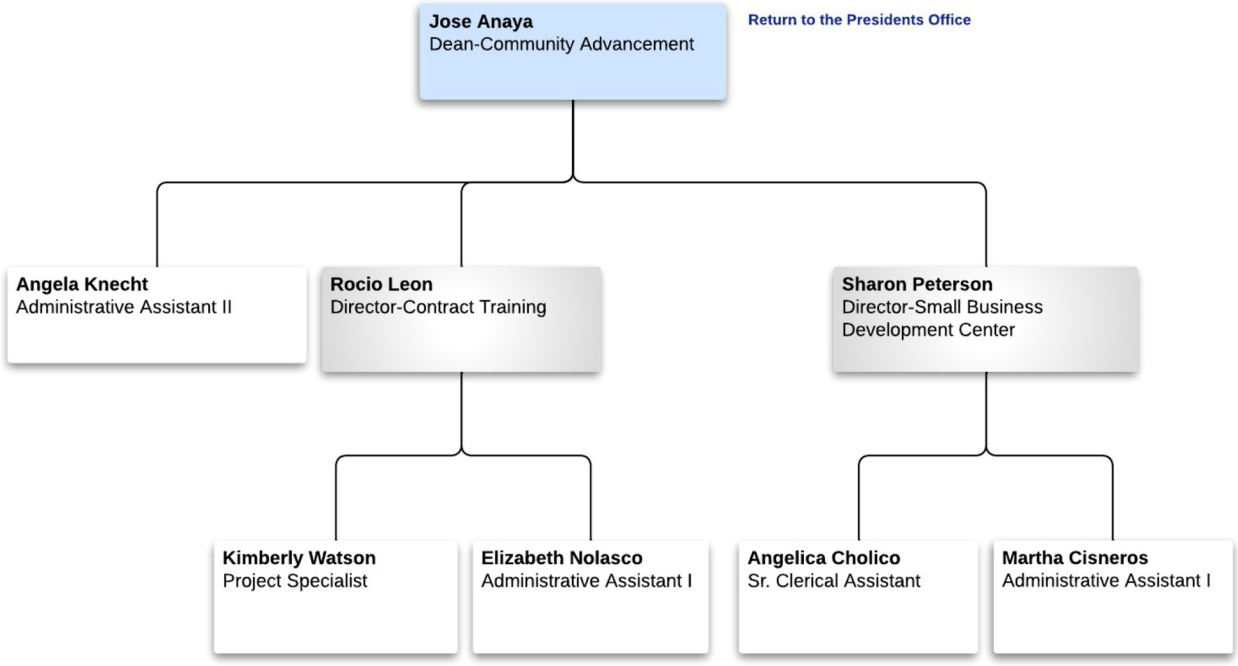
Updated: 10/31/2025

Human Resources

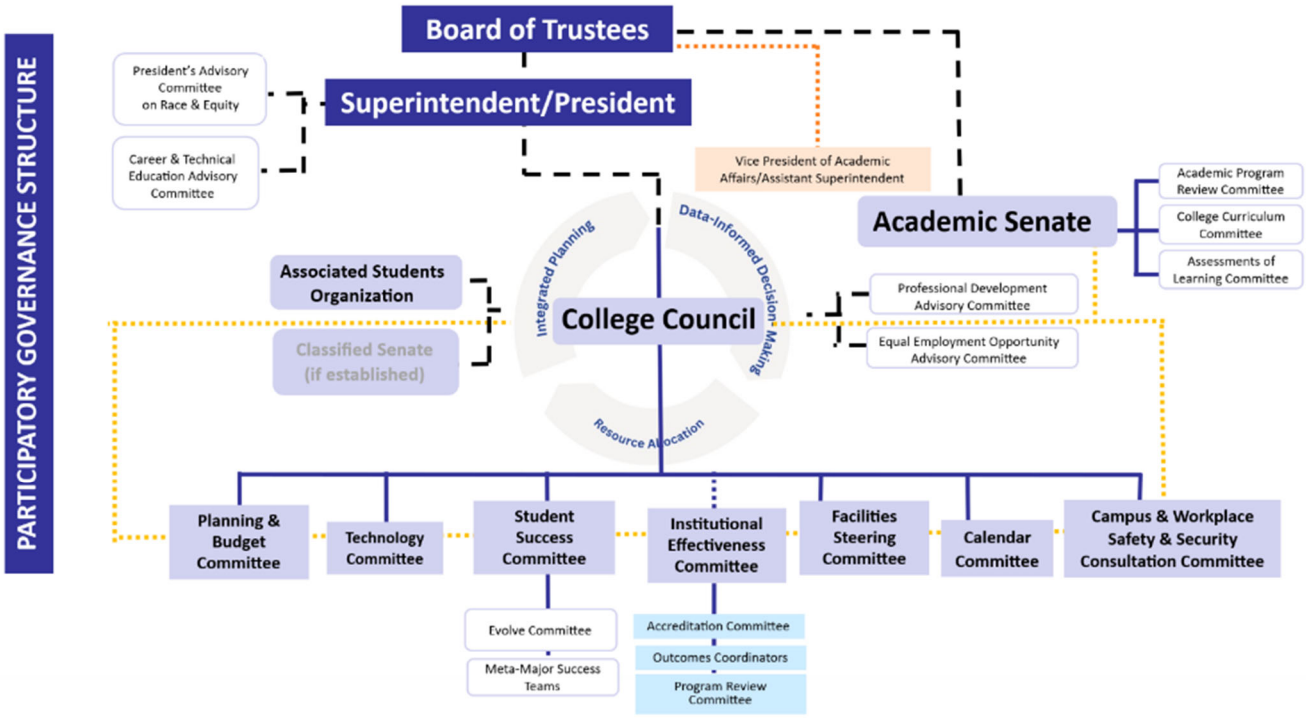

Jane Miyashiro
Vice President-Human Resources
Jaynie Ishikawa
Director-Title IX, Diversity, and Inclusion
Roxanne McCoy
Assistant to the Vice President
Maria Smith Lopez
Director
Nicole Streicker
Administrative Assistant II
Amanda Webb
Program Coordinator
Christina Conners
Benefits Advisor
Ana Florentino
Human Resources Technician
Richard Gonzalez
Human Resources Technician
Pamela Jones
Human Resources Service Partner
Martha Lopez
Human Resources Service Partner
Connie Nguyen
Human Resources Technician
Mayra Peralta
Human Resources Analyst
Mark Rogers
Human Resources Service Partner
Robert Swain
Human Resources Service Partner
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Community Advancement



Participatory Governance Structure


PARTICIPATORY GOVERNANCE STRUCTURE
Board of Trustees
President's Advisory Committee on Race & Equity
Superintendent/President
Career & Technical Education Advisory Committee
Vice President of Academic Affairs/Assistant Superintendent
Academic Senate
Academic Program Review Committee
College Curriculum Committee
Assessments of Learning Committee
Associated Students Organization
Classified Senate (if established)
Integrated Planning
Data-Informed Decision-Making
College Council
Resource Allocation
Professional Development Advisory Committee
Equal Employment Opportunity Advisory Committee
Planning & Budget Committee
Technology Committee
Student Success Committee
Institutional Effectiveness Committee
Facilities Steering Committee
Calendar Committee
Campus & Workplace Safety & Security Consultation Committee
Evolve Committee
Meta-Major Success Teams
Accreditation Committee
Outcomes Coordinators
Program Review Committee

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F. Appendix 3: Approved Locations

Students may complete 50% or more of a degree or certificate program at the following locations:

Not Applicable

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