

# El Camino College

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## 2020

QUICK GUIDE TO  
ACCREDITATION

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# **El Camino College**

## **Mission, Vision and Values**

### **Mission Statement**

El Camino College makes a positive difference in people's lives. We provide innovative and excellent comprehensive educational programs and services that promote student learning, equity, and success in collaboration with our diverse communities.

### **Vision Statement**

El Camino College will be the college of equity and innovation by transforming, strengthening, and inspiring our community to excel through learning.

### **Statement of Values**

Our highest value is placed on our students and their educational goals; interwoven in that value is our recognition that the faculty and staff of El Camino College are the College's stability, its source of strength and its driving force. With this in mind, our five core values are:

**People** – We strive to inspire our diverse students, employees, and community with purpose, passion and pride.

**Respect** – We work in a spirit of civility, cooperation and collaboration.

**Integrity** – We act ethically and honestly toward our students, colleagues and community.

**Diversity** – We embrace our similarities and differences to promote an inclusive campus community with equitable outcomes for all.

**Excellence** – We deliver quality, innovation, and excellence in all we do.

The El Camino College Comprehensive Master Plan is supported by the Educational Master Plan, Facilities Plan, Staffing Plan, and Technology Plan and can be found [here](#). The Educational Master Plan and outlines the following initiatives:

**A. Curricular Innovations**

Implement and/or expand curricular innovations that will promote creativity in the classroom and encourage greater engagement, success and persistence among students

- Develop and/or expand integrated programs in which basic skills courses are paired with degree- or transfer-level courses relevant to students' interests OR in which basic skills content is aligned with a student's academic or vocational program (contextualized learning).
- Promote innovations in the basic skills curricula that lead to greater academic engagement in these courses and that promote higher completion rates of transfer-level math and English.
- Identify and support job development and certifications to provide improved career technical educational opportunities for our students, in alignment with relevant initiatives.
- Establish a long-range Distance Education Plan to expand a high quality and robust online program to support access and increase enrollment and learning options through implementation of the Distance Education Plan.
- Conduct a community assessment of how well the College engages and serves the surrounding community and develop a response plan, as determined by assessment findings.
- Develop or identify in-house funding opportunities that allow for faculty experimentation with innovative ideas.
- Develop and promote the adoption of open-source educational materials especially resources being developed by the Online Education Initiative (OEI) to improve teaching, learning, and student success.
- Facilitate and expand alternative modes of instruction using El Camino College's Learning Management System (LMS).

**B. Empowering for Equity**

Equip faculty and staff to equitably serve our increasingly diverse student population

- Regularly disseminate achievement gap data to faculty and staff to facilitate productive discussion of those areas where El Camino College could better serve targeted student populations.
- Develop an evidence-based and integrated professional development function that consults with existing and emerging institutional plans (e.g., SSSP, SEP, Basic Skills Initiative (BSI)) and other campus stakeholder groups.

- Promote growth and sustainability of faculty inquiry groups that reflect culturally responsive pedagogies.
- Offer professional development programs that are responsive to diverse faculty schedules to maximize faculty obtaining knowledge of key practices.
- Institutionalize equity practices by regularly scheduling professional development programs that address equity, inclusion, and social justice with the goal of concrete changes in the classroom to improve equity outcomes.
- Promote the use of educational technologies and other innovative instructional methods to support student learning and improve teaching.
- Develop an ongoing review of accessibility to ensure that all aspects of the educational experience are compliant with the Americans with Disabilities Act (ADA) and comply with the Universal Design for Learning Guidelines

### **C. Funding Technology**

Prioritize campus technology needs and ensure a stable and regular source of funding for assessing and updating infrastructure

- Conduct surveys or focus groups among students, faculty, and staff to get detailed information on their real needs, ensuring that leadership is proactive in soliciting these ideas and reporting out on implementation processes.
- Identify and address issues that hinder student support processes.
- Set aside funds for regular upgrades of equipment, and invest in new technologies to stay current, efficient, secure, and innovative.
- Produce plans for regular replacements and upgrades for classrooms and faculty laptops/computers, which are periodically shared with the departments and College campus via the Academic Technology Committee.
- Develop and adhere to the highest-level security protocols to ensure safekeeping of student and College data and information.
- Review technical capabilities in classrooms and learning management systems to ensure that the infrastructure supports instructional technology initiatives.
- Implement Facilities, Staffing, and Technology plans, and evaluate progress on a regular schedule.
- Ensure that Wi-Fi capability or any technology upgrades in all new buildings is based on contextual needs rather than simply classroom capacities (e.g., support for planned classroom-based tablet or Chromebook use)

#### **D. Technology for Communication**

Utilize various technologies to improve communication and to promote increased completion rates for El Camino College students

- Work with local high schools to digitally acquire the paperwork necessary for entering students. Currently, many prospective students give up on registration because they receive conflicting information and are sent to different departments to obtain all the necessary paperwork, within the constraints of limited operating hours.
- Facilitate communications by distributing the capability to create contact lists for targeted student populations (e.g., email listservs, texting, and other options).
- Improve ease of access to querying data necessary for assessments of various programs, initiatives, services, etc.
- Ensure web/mobile processes are continually evaluated to ensure clarity and ease of use for students, faculty, and staff. Ensure that all online services can be used or viewed on the most common platforms, browsers and devices.
- Migrate form-based processes to online submission. Conduct a needs assessment to create a prioritized list of forms and processes to convert.
- Use technology to more closely track student progress so that the College can communicate with students more readily after they reach specific milestones or exhibit at-risk behaviors.
- Create or adapt a mobile application for students that allows them to interact with College systems in a “mobile-first” environment including registration, financial aid, fee payments, form submissions, educational plans and transcripts, counseling appointments, etc., and all services currently available through MyECC.

#### **E. Comprehensive Student Support**

Develop, expand, or change services so that students experience a high level of comprehensive support, beginning prior to matriculation and culminating with goal completion

- Implement recommendations following analysis of the student experience, and redesign the process as described in Enrollment Management Plan.
- Expand and/or develop bridge programs to address the student support needs of basic skills students, prior to credit coursework, building on El Camino College’s existing math and English summer bridge programs, and working in concert with local high schools and adult education in order to create a seamless transition into college coursework.
- Evaluate El Camino College’s placement procedures, and redesign our processes so they utilize CCCAssess, includes multiple measures of assessment, and accurately place students into math and English classes where they will experience the highest levels of success.
- Expand service and follow-up processes to directly address new students. Services to be expanded will be detailed in the SSSP Plan.

- Transform the current “Information Desk” and create in the future Student Services Center a centralized and comprehensive Information Center. Information Center staff will be broadly knowledgeable and be able to assess and effectively remedy a variety of student needs.
- Improve service delivery processes to better manage high student demand for services and assist with providing basic information, referring to counselors and other resources, and prioritizing student situations as necessary, especially during peak times.
- Revise online orientation so students are exposed to a wide array of services and are more engaged with orientation content. Create brief and engaging resources, such as YouTube videos, with which to share a variety of information to support college readiness of students. Develop strategies to share this information with students regularly.
- Align service hours to assure that Counseling, Student Health Center, psychological services and other support services are available during intersessions, evenings and weekends, as needed. Increase student access to counseling to provide continuous, equitable, and comprehensive counseling services and programs year round.
- Promote greater coherence, communication, and collaboration among the various learning assistance resources on campus (Reading Success Center, Learning Resource Center, etc.).
- Develop positive messages (emails, letters, and social media communications) to encourage continuing students to return the following fall and spring semester.
- Evaluate support for students with a transfer goal. Develop or expand programs that successfully increase the number who transfer annually.
- Create opportunities for increased professionalism and training among tutors (in best practices, etc.)

#### **F. Lowering the Cost of Education**

Lower the cost of education for students, including external costs

- Promote and encourage open education resources (OER) and alternative textbooks in order to bring down costs.
- Provide expanded scholarships and book vouchers to low-income student population.
- Identify emergency resources for students facing food and housing insecurities. Develop a process for regularly educating faculty and service providers about these resources.
- Foster partnerships with local transportation services for reduced bus fares to campus

## **G. Evaluation of Student Processes**

Regularly analyze current procedures to ensure they are welcoming, unambiguous, and supportive in meeting the needs of current/future students, the faculty, the staff, and the community

- Assess enrollment processes. This includes establishing messages for prospective students, applicants, concurrent enrollment, core services and registration processes.
- Provide positive and clear communications between all parties on multiple platforms, including the El Camino College website, and have students test the forms and scripts in a pilot phase before introduction to the wider community; update web pages frequently to ensure old and misleading information is eliminated.
- Foster positive and effective internal communications by developing guidelines for use by leadership, faculty, staff and students.
- Develop guidelines used with all internal policies and procedures to ensure that they are flexible and accommodating to individual needs.
- Develop training for staff in service-oriented practices that put the needs of the students first.
- Develop processes to ensure that students are not sent from one department to another without satisfaction by encouraging all staff to work collegially to aid students, and by providing more staff and extended hours during peak times.
- Improve the process of receiving and storing transcripts from other colleges and making them easily accessible to appropriate staff such as counseling faculty and dean

## **H. Building Community**

Create a greater sense of community among students, and ensure physical spaces on campus enhance students' feelings of belonging at El Camino College

- Foster campus pride through events, activities, and other efforts to engage students.
- Evaluate and respond to the need for new or additional programs that support historically underrepresented student populations, including African American, Latino, Asian/Pacific Islander, foster youth, LGBTQ, undocumented, disabled students and religious minorities.
- Create or renovate indoor and outdoor physical spaces on campus where both students and faculty can conveniently and safely congregate and socialize.
- Improve dining options, including a café, for students so they stay longer on campus and feel connected to the institution. Provide charging stations/outlets in these spaces, both indoor and outdoor, to attract and accommodate more students.
- Create comfortable waiting areas for students seeking services on campus and/or utilize mobile technology to reduce the need to wait in line.
- Conduct student surveys or focus groups to help identify where improvements to the physical spaces and campus environments should be prioritized

**I. Improving our Processes**

Analyze current campus processes to ensure they maximize efficiency, promote safety, and/or effectively use current technologies

- Evaluate college processes to ensure they are efficient, effective, and up-to-date.
- Regularly conduct a comprehensive evaluation of our emergency preparedness including readiness for natural disasters, active shooter and events, and threats to Information Technology (IT) security (to be added to Tech Plan). Develop action plan to implement recommendations from this evaluation.
- Ensure recommendations from internal committees or outside consultants are acted upon with efficiency, with frequent progress reports, and with project leads evaluated based on their implementation of necessary changes.

## **What is Accreditation?**

Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The Accrediting Commission for Community and Junior Colleges, ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student's credential as legitimate.

### **The Accreditation Process**

ACCJC member institutions agree to undergo an educational quality and institutional effectiveness review every seven years to determine whether they are meeting the established Eligibility Requirements, Accreditation Standards, including the federal requirements and Commission policies, and that they are engaged in sustainable efforts to improve educational quality and institutional effectiveness. The review process includes four steps:

- 1) internal evaluation (institutional self-evaluation)
  - 2) external examination (site visit)
  - 3) Commission review and accreditation action, and
  - 4) continuous institutional improvement.
1. The accreditation process starts with an institutional comprehensive self-evaluation process wherein the institution conducts an evaluation of itself against the requirements stated above and in terms of its stated institutional mission and goals. The outcome of the institutional self-evaluation process is a written analysis, an Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness, which is submitted to ACCJC.
  2. The Commission appoints a team of trained, external, peer reviewers to conduct an external evaluation of a particular institution. All members of the External Evaluation Team are selected on the basis of their professional expertise in higher education, areas of specialization, and the unique characteristics of the institution being reviewed.

The External Evaluation Team examines the Institutional Self Evaluation Report, visits the institution as assigned, writes an External Evaluation Report that determines the institution's compliance with Eligibility Requirements, Accreditation Standards and Commission policies, and other requirements, makes recommendations for improvement, and commends excellent practice when appropriate. The team report also includes a confidential recommendation to the Commission on the accredited status of the institution. The External Evaluation Team submits its External Evaluation Report to the Commission after the institution's CEO has been given an opportunity to correct any errors of fact.

3. The Commission evaluates the Institutional Self Evaluation Report, the External Evaluation Report, and the college accreditation history and makes a decision on the accredited status of the institution. The Commission may also provide the institution with additional recommendations and direction for improvement. The Commission meets in January and June of each year. Commission decisions are communicated to the institution via an action letter and are made public through Commission announcements. When the institution has received the Commission action letter, it is required to release and share the External Evaluation Report and the Commission action letter with the college community and the public.
4. As part of the ongoing process of accreditation, each institution is expected to continuously assure the quality of its educational programs and services as well as address the recommendations provided in the External Evaluation Report.

### **Site Visit (September 28—October 1, 2020)**

The External Evaluation Team is responsible for conducting a site visit to verify the information provided in the Institutional Self Evaluation Report and assess whether the institution meets Eligibility Requirements, Accreditation Standards, and Commission policies. Due to the COVID-19 pandemic, the Site Visit will be conducted virtually.

The Commission expects key administrators and officers and campus personnel to be on campus during the time of the site visit in order to meet, as necessary, with members of the External Evaluation Team.

- Team members will typically meet with the chief executive officer, administrators, department heads, program coordinators, faculty, members of the governing board, students and persons with substantial responsibility for producing the Institutional Self Evaluation Report.
- Team members may also attend meetings of the governing board and other campus committees.
- The Team will also conduct open meetings for members of the college community to attend in order to provide broad access to the team during the site visit.
- All campus programs and campus sites will be visited by the team including distance education courses and student learning support services for review.

On the final day of the site visit, the Team Chair meets with the college's CEO and later, with the members of the institution to present the team's exit report. The exit report should not be filmed or recorded. The purpose of the exit report is to share brief observations, comments and major findings based on the team's evaluation of the Institutional Self Evaluation Report, supporting materials and observations made during the visit.

For more information about accreditation processes visit the ACCJC Website: <https://accjc.org/>.

## **What to Expect During the Site Visit**

- The Site Visit is an opportunity for El Camino College to demonstrate the educational quality, college values and the overall effectiveness of our institution. We are proud of El Camino College and the success of our students. Share openly with the team what makes us special and how we measure our success by the students we serve.
- If you receive a request for an interview, please be on time and well prepared to speak to members of the team. If the team is running behind schedule, please be patient. The data gathered during the Site Visit is critical in developing the visiting team's understanding of El Camino College and its processes. As a reminder, all meetings with the external evaluation team will be conducted virtually.
- If you receive a request for information, please be sure to process the request as quickly as possible.
- Please don't be shy! Share your El Camino Warrior pride!

## **Virtual Visit Protocol**

- The site visit will be conducted using a virtual platform such as Zoom. Participants are expected to use microphone and chat features appropriately, and all cameras must be on for meaningful interaction.
- The visiting team may request interviews of college personnel, especially specific committee members, along with specific topics to be discussed. The College will provide you with date, time and virtual meeting location.
- College personnel should present themselves consistent with a professional environment and practice.
- Interviews and other meetings will not be recorded.
- At least two open forums will be held virtually during the visit. These will be widely communicated and open to members of the college community.
- The Exit Report shall be scheduled the last day of the visit and open to the campus community. The Team chair will highlight the team's general findings from the visit. No questions will be taken from the audience during this report.

## **Site Visit**

**Monday, September 28 – Thursday, October 1, 2020**

Team Members expect to virtually visit campus  
Monday, Tuesday, Wednesday and Thursday.  
We will share bios and photos of the team as soon as they are available.

Team Chair Dr. Whitney Yamamura  
Superintendent/President Folsom Lake College

## 2020 Self Evaluation Report Summary

The 2020 Institutional Self-Evaluation Report and [supporting documents are online](#). The Institutional Self-Evaluation Report is the work of over 60 faculty, staff, students and administrators who actively participated in the accreditation self-evaluation process.

### Introduction

The Introduction details the changes that have taken place since the last accreditation site visit in 2014. The College offers 95 degrees and 119 credit and non-credit certificates, and served 18,707 Full Time Equivalent Students in 2019-2020. The diversity of the students served by El Camino College has grown. El Camino College's student population has continued to become more ethnically diverse with Hispanic students making up 52 percent, African-American students at 15 percent, Asian students at 15 percent, and White students making up 13 percent of the population in 2018-19. The College has also changed with the modernization of facilities, the construction of new buildings, and the addition of new faculty, staff and administrators.

### Standard I: Institutional Mission and Effectiveness

- Through a consultative process from 2018-2020, the College reviewed, analyzed and updated its Mission, Vision and Values statements which define the College's broad educational purpose, its intended student population and its commitment to achieving student learning.
- The Mission Statement, as expressed in Board Policy 1200, was approved by the El Camino Community College District Board of Trustees in April 2020. The College also used a collaborative and inclusive process to develop a new Strategic Action Plan and are in the midst of developing a new annual planning process. The Educational Master Plan, Facilities Plan and Technology Plan have all been updated within the last 5 years. All plans are linked and relate back to the mission of the College.
- Through its governance structures and processes, the College maintains an on- going, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. These processes result in recommendations that lead to decisions that are designed to improve student learning and institutional effectiveness. The implementation of Canvas for instruction through recommendations from the Distance Education Advisory Committee, Academic Senate and Technology Committee is an example of this process.
- Institutional effectiveness is achieved through gathering of data about student learning, analyzing this data in the context of institutional dialogue and discussion, and implementing systematic, evidence-based change to improve student learning. Since the last accreditation the visit in 2014, the College has revised the institutional effectiveness web page and included institutional research staff on key committees.
- Institution-wide plans as well as program plans are informed by data and establish goals that are designed to lead to improvement at both the institution and program level. Planning processes are being updated to effectively meet the needs of the institution.

## **Standard II: Student Learning Programs and Services**

- All instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.
- The College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- El Camino College offers various delivery systems and modes of instruction to meet the objectives of the curriculum and the needs of the College's diverse students.
- The College identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. The College is continuing to strengthen its culture of authentic assessment – using fewer and more relevant SLOs, and developing an integrated planning timeline to ensure that SLOs are systematically developed and assessed.
- BP 4020 and AP 4020 have established procedures to design, approve, administer, deliver, and evaluate courses and programs. The College recognizes and identifies the critical role of learning outcomes and the role of faculty for providing quality instructional courses and programs.
- El Camino College maintains high-quality instruction and appropriate breadth, depth, rigor, sequence, time to completion, and synthesis of learning across all programs through a range of programs and processes. The program review process promotes a culture of reflection, inquiry, and improvement. Faculty professional development programs promote the continual improvement in high quality instruction.
- El Camino College evaluates courses and programs through ongoing systematic review during the annual program review process. The program review process analyzes each course and program to determine the currency, relevance, appropriateness, achievement of learning outcome, and future program needs. Courses are scheduled to allow students to complete program in the expected time.
- The College uses effective delivery modes, teaching methodologies, and learning support services that reflect the diverse needs of the student population, in support of equity and success.
- When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.
- El Camino College represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

- The College establishes and maintains board policies regarding academic freedom, student conduct, and ethical behavior.
- The College researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs. El Camino College designs, maintains, and evaluates counseling and academic advising programs to support student development and success.
- The College evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.
- The College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery. The librarian works with instructional faculty to select collection materials that meet the learning needs of students.

**Standard III: Resources**

- The College employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, El Camino College demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.
- The College assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Facilities planning is integrated with the Educational Master Plan to assure that the campus facilities support student learning.
- Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning. The College has developed processes to ensure that the needs of the college's learning, teaching, communications, research and operational systems are the basis for decisions regarding technology.
- Technology planning is integrated with institutional planning. The College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

- Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The College plans and manages its financial affairs with integrity and in a manner that ensures financial stability and are aligned with the College's mission. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.
- When making short-range financial plans, El Camino College considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.
- El Camino College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee obligations.

#### **Standard IV: Leadership and Governance**

- El Camino College recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.
- The College has established and implemented a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies. Administrative procedures have been developed and implemented which further delineate participation in local decision-making. The Making Decision Guide, revised in 2019-20, provides a detailed description of participatory governance structures and processes.
- The College relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.
- The College has established policies and procedures that are used to gather input on important institutional planning and decision making in areas related to educational planning, strategic planning, and facilities planning.
- The College's primary participatory governance structure includes the College Council and its associated committees. The work of the College Council is supported by its Strategic Planning Committee, the Budget Committee, the Campus Safety and Security Committee, the Information Technology Committee, the Success Committee and the Access Committee.
- The governance processes are evaluated on a regular cycle and improvements are made to promote institutional effectiveness.

- Board policies demonstrate the Board’s role in ensuring the quality, integrity, and effectiveness of student learning programs and services, as well as the financial stability of the College.
- The Board establishes policies consistent with the College mission statement to ensure the quality, integrity, and improvement of student learning programs and services, and the resources necessary to support them.
- The Board adheres to a clearly defined policy for selection and evaluating the chief administrator for the College. Board Policy 2430 establishes the delegation of authority to the Superintendent/President to administer the policies adopted by the Board and execute all decisions of the Board requiring administrative action. The Superintendent/President was last evaluated in 2019-20.
- The Board established and routinely implements a policy on self-evaluation. The Board’s most recent self-evaluation was conducted in July 2020.

#### **Quality Focus Essay**

- Project #1 includes the revision of outcomes statements, alignment grids, and assessment protocols for course-level student learning outcomes (SLOs) and service area outcomes (SAOs) in select academic disciplines and student service units. Instructional faculty and student services faculty/staff will collaborate to revise select SLO and SAO statements, respectively, to more meaningfully align with applicable PLOs and ILOs, including new Guided Pathways PLOs.
- Project #2 involves the development of program-level learning outcomes (PLOs) for each of the Guided Pathways meta-majors and implementation of a pilot round of assessment and planning. Instructional faculty, counselors, staff, and students will collaborate to develop equity-minded PLO statements for each of the seven Guided Pathways meta-majors based on specific objectives of the four Guided Pathway pillars, and broad curriculum-related outcomes shared by the programs within the meta-major. The group will also collaborate to develop guidelines for assessing meta-major PLOs on an ongoing basis and will implement a pilot round of assessment and planning with select PLO statements.

**Important Resources:**

[The El Camino College Making Decisions at El Camino College 2020-2025](#)

[The El Camino College Strategic Plan 2020-2023](#)

[El Camino College Master Plan 2017-2022](#)

## NOTES



# El Camino College

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