

El Camino  
College

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2020

INSTITUTIONAL  
SELF-EVALUATION  
REPORT  
IN SUPPORT OF  
ACCREDITATION

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## Certification

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

From: Dena P. Maloney, Ed.D  
El Camino College  
16007 Crenshaw Blvd.  
Torrance, CA 90506

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

|   |         |
|---|---------|
|    | 7/21/20 |
| Dena P. Maloney, Ed.D., Superintendent/President                                    | Date    |
|    | 7/21/20 |
| William Beverly, President, Board of Trustees                                       | Date    |
|  | 7/21/20 |
| Jean Shankweiler, Ph.D., Vice President, Academic Affairs and ALO                   | Date    |
|  | 7/21/20 |
| Claudia Striepe, Accreditation Co-Chair   | Date    |
|  | 7/21/20 |
| Christine Gold, Ph.D., Accreditation Co-Chair                                       | Date    |
|  | 7/21/20 |
| Darcie McClelland, Ph.D., President, Academic Senate                                | Date    |
|  | 7/21/20 |
| Lissette Marquez, Vice President, El Camino Classified Employees                    | Date    |
|  | 7/21/20 |
| Urwa Kainat, President, Associated Student Organization                             | Date    |

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## **A. Introduction**

### **College History**

On June 30, 1946, the South Bay community voted by an overwhelming margin of 10 to 1 to create El Camino Junior College (ECJC). From its modest beginning with 450 students and a handful of programs housed temporarily in repurposed World War II army barracks, the College has expanded to 34,500 students, 963 instructors, and almost 200 certificate and degree programs. In 2018-19 the college awarded 3,700 degrees and certificates. Over the past 74 years, the College has earned the community's consistent and enduring support by developing strong ties to the community and establishing a tradition of instructional excellence, comprehensive educational offerings, and fiscal stability.

Since its founding, El Camino College presidents have emphasized growth and excellence built upon a tradition of fiscal stability. The first president, Forrest G. Murdock (1947-1958), oversaw a period of tremendous growth that led to the construction of an expansive campus of modern buildings – all without incurring debt. This remarkable feat gave the College a fiscal stability envied by other districts. With the later additions of Marsee Auditorium and Schauerman Library, this infrastructure served the College and its community for over 50 years. In 1995, Superintendent/President Thomas Fallo led the District as it obtained voter approval for two facility bond measures totaling \$744,000,000. With this generous fiscal support, the College has upgraded classroom facilities, modernized instructional equipment, and embarked on multiple new constructions and renovations that have modernized the face of the campus. New construction includes large parking structures, a stadium, new athletic facilities, an administration building, multiple new classroom buildings, a community theater, recital hall, and a black box theater.

Throughout its history, El Camino College (ECC) has maintained a close relationship with the surrounding community. Since 1952, the ECC Center for the Arts has enhanced the educational goals of the College while enriching the lives of the College's students and community. With a 2,048-seating capacity, the Marsee Auditorium houses popular music, dance and theatrical performances, providing a cultural hub in the South Bay community. The more modest sized Haag Recital Hall and Campus Theatre provide venues for classes, recitals, lectures, and festival events. Families and children from the community meet astronauts at Onizuka Science Day, build robots for robotics competitions, and come to the theatre and stadium to celebrate high school and junior high school graduations. Children from surrounding neighborhoods learn to swim in the College's pool, practice soccer with their club team, and take academic and recreational classes through the College's Community Education program.

In August 2006, the El Camino Community College District (ECCCD) reached out to support its neighbor, Compton Community College District (CCCD), in its quest to reestablish its accredited status. ECCCD partnered with CCCD for 13 years to support the required educational, institutional, and instructional improvements necessary to regain independent accreditation for Compton College. Led by President Keith Curry, Compton College celebrated the culmination of years of work when it was reaccredited in 2019 and formally separated from ECCCD.

Since 2016, ECCCD has been under the strong and capable leadership of Superintendent/President Dena P. Maloney. Dr. Maloney has overseen the complex, ongoing

construction that is changing the face of the campus. She has reinvigorated the collegial and welcoming climate that ECC has long enjoyed, while maintaining the College's fiscal stability. Under her leadership the College is concentrating its efforts to improve student success, develop clear academic and career pathways, provide equitable learning opportunities, and develop programs that offer the career training necessary to meet the needs of the local economy.

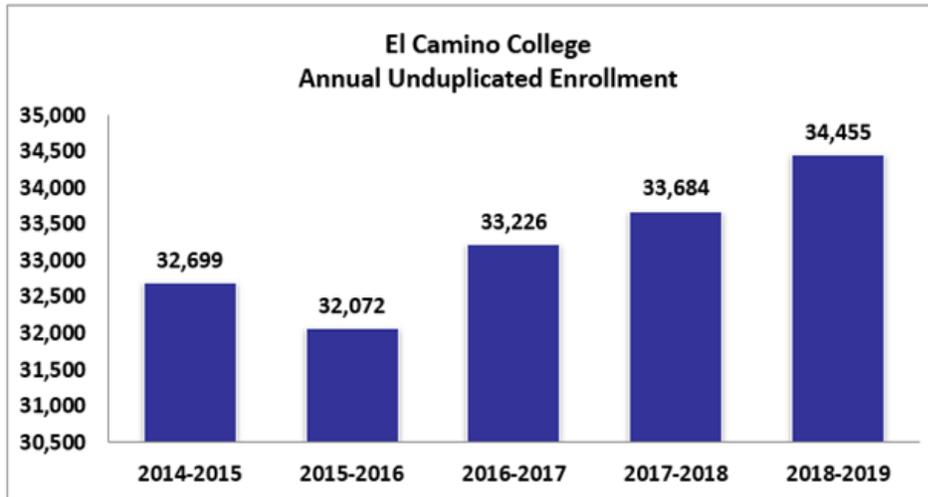
In 2019, ECC staff, faculty, and students engaged in deep conversations about what ECC means to them. Out of this dialogue, the campus adopted the motto "Where you belong, where you succeed." This phrase perfectly embodies the importance of helping all our students feel welcome and included at ECC, while helping them achieve their educational goals. With a vigorous commitment to equity, ECC faculty are participating in equity trainings and culturally responsive teaching workshops, while working alongside programs that support African Americans, Latina/os, Pacific Islanders, veterans, and foster youth.

As the 21<sup>st</sup> century is well underway, El Camino College is on a trajectory of modernization and improvement. The major construction projects across campus are creating cutting-edge learning environments for students. With a balanced budget and a wide range of educational offerings, the College continues to enjoy the support of the South Bay community. Most importantly, ECC students are achieving success in record numbers, with the attainment of degrees and certificates up a remarkable 54% in the last three years. From its modest beginnings 75 years ago, El Camino College has consistently provided a wide range of excellent programs to the South Bay community, while responsibly managing the money and resources entrusted to it.

## Student Enrollment Data

El Camino College enrollment remained steady in 2014-15 and 2015-16 academic years with an average enrollment of 32,385 during that time period. Beginning in 2016-17, enrollment increased by 4% from 33,226 in 2016-17 to 34,455 in 2018-19 (Chart 1).

Chart 1. El Camino College Annual Unduplicated Enrollment. 2014-2019 Trend



Source: California Community Colleges Chancellor's Office

Full-time equivalent students (FTES) for El Camino College rose from slightly over 18,600 in 2014-15 to a little over 19,000 in 2016-17. From that point, it then declined to 18,140 in 2018-19. However, FTES in 2018-19 had changed only slightly from 2014-15 (Table 1 below).

Non-credit offerings have increased in the last four years with the College earning 20.56 FTES for non-credit classes in 2018-19. Nevertheless, in 2018-19 only 0.1% of the College FTES were earned for non-credit enrollment (Table 1 below).

Table 1. ECC Full-Time Equivalent Students (FTES). 2014-2019 Trend

| ECC FTES        | 2014-15   | 2015-16   | 2016-17   | 2017-18   | 2018-19   |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Credit FTES     | 18,589.04 | 18,168.36 | 19,043.55 | 18,404.28 | 18,119.77 |
| Non-Credit FTES | 14.13     | 3.44      | 17.42     | 18.97     | 20.56     |
| Total FTES      | 18,603.17 | 18,171.79 | 19,060.98 | 18,423.25 | 18,140.33 |

Source: California Community Colleges Chancellor's Office

The majority of ECC students attend part time. While 65.5% of ECC students enrolled in fewer than 12 units in fall 2019, 26.1% enrolled in between 12.5 and 14.5 units, and only 8.3% enrolled in over 15 units (Table 2).

Table 2. Fall 2019 Unit Load Summary: Full-Time/Part-Time Students

| Number of Units | Number of Students | Percentage of Students |
|-----------------|--------------------|------------------------|
| 0.1-2.9         | 1,659              | 6.8%                   |
| 3.0-5.9         | 5,507              | 22.7%                  |
| 6.0-8.9         | 4,620              | 19.0%                  |
| 9.0-11.9        | 4,125              | 17.0%                  |
| 12.0-14.9       | 6,349              | 26.1%                  |
| 15+             | 2,009              | 8.3%                   |
| Non-Credit      | 2                  | 0.0                    |
| <b>Total</b>    | <b>24,271</b>      |                        |

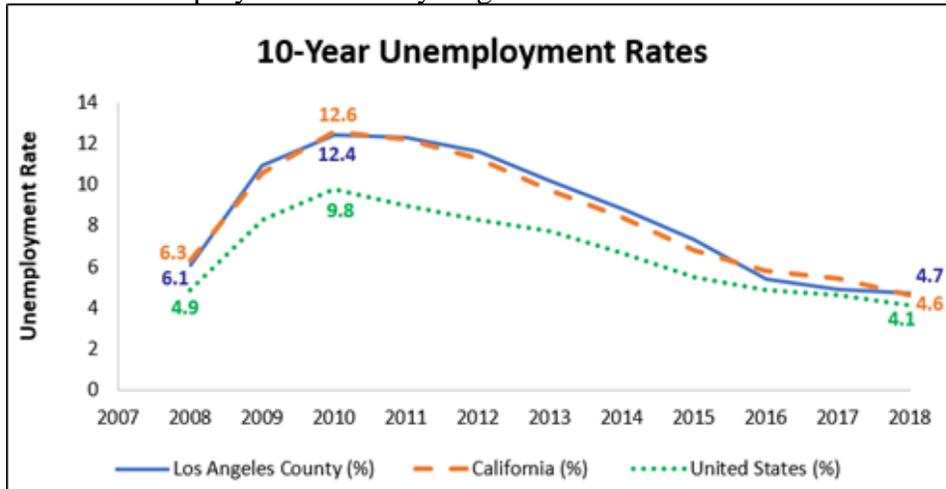
Source: California Community Colleges Chancellor’s Office

**Labor Market Data**

Employment: U.S., California, and Los Angeles County

The 2018 unemployment rate for Los Angeles County (4.7%) was at one of the lowest levels since 2008 (Chart 2), yet remained higher than rates for the nation (4.1%). Unemployment trends reveal that unemployment rates are slightly higher in the county level (4.7%) compared to the state and the nation. Unemployment rates between 2014 and 2018 have varied widely by service area city, with unemployment rates being highest in Compton, Carson, and Inglewood (Table 3).

Chart 2. Unemployment Rates by Region. 2007-2018 Trend



Sources: California Employment Development Department and Bureau of Labor Statistics

Table 3. Five-Year Unemployment Trends by Service Area City

| City            | 2014 (%) | 2015 (%) | 2016 (%) | 2017 (%) | 2018 (%) | 5-Yr Change |
|-----------------|----------|----------|----------|----------|----------|-------------|
| Carson          | 10.6     | 8.6      | 6.8      | 5        | 4.9      | -5.7        |
| Compton         | 12.7     | 10.4     | 8.2      | 6.3      | 6.3      | -6.4        |
| El Segundo      | 4.6      | 3.7      | 2.9      | 5.6      | 5.4      | 0.8         |
| Gardena         | 8.2      | 6.7      | 5.2      | 4.9      | 4.7      | -3.5        |
| Hawthorne       | 7.4      | 6.0      | 4.7      | 4.7      | 4.8      | -2.6        |
| Hermosa Beach   | 3.5      | 2.8      | 2.2      | 2.3      | 2.2      | -1.3        |
| Inglewood       | 10.8     | 8.8      | 6.9      | 5.5      | 5.5      | -5.3        |
| Lawndale        | 7.9      | 6.4      | 5.0      | 4.4      | 4.3      | -3.6        |
| Lomita          | 5.9      | 4.8      | 3.7      | 4.3      | 4.1      | -1.8        |
| Long Beach      | 9.0      | 7.4      | 5.7      | 4.9      | 4.7      | -4.3        |
| Los Angeles     | 8.7      | 7.1      | 5.6      | 4.8      | 4.6      | -4.1        |
| Manhattan Beach | 3.4      | 2.7      | 2.1      | 3.5      | 3.4      | 0           |
| Redondo Beach   | 5.1      | 4.1      | 3.2      | 3.9      | 3.8      | -1.3        |
| Torrance        | 5.8      | 4.7      | 3.6      | 3.9      | 3.8      | -2          |

Source: State of California Employment Development Department

As observed in Table 3, Manhattan Beach, Hermosa Beach, and Redondo Beach saw the least fluctuation during 2014 and 2018, with no change for Manhattan Beach and 2.5 percentage point decline in the unemployment rate for Hermosa Beach and Redondo Beach. In contrast, economic recovery has dramatically benefited Compton, Carson, and Inglewood, which experienced a 6.4%, 5.7%, and a 5.3% drop in unemployment, respectively, from 2014 rates that exceeded 10%. However, unemployment rates remain high in these cities (6.3% for Compton, 4.9% for Carson, and 5.5% for Inglewood). Other cities with 2018 unemployment rates above the county average include El Segundo (5.4%) and Hawthorne (4.8%).

*Largest Occupations*

Personal Care Aides; Laborers and Freight, Stock, and Material Movers; and Combined Food Preparation and Serving Workers including Fast Food make up the three largest occupation categories within ECC’s service area (Chart 3).

Chart 3. 2018 Largest Occupations and Earnings



Source: EMSI, March 2020

By 2023, the greatest job growth is expected to occur for Personal Care Aides (24%), Combined Food Preparation and Serving Workers, Including Fast Food (16%), and Registered Nurses (12%), who receive median hourly earnings that range from \$12 for Personal Care Aides and Combined Food Preparation and Serving Workers, Including Fast Food and \$48 for Registered Nurses (Table 4).

Table 4. Trend in Largest Occupations

| Occupation   | 2018 Jobs | 2023 Jobs | Change in Jobs (2018-2023) | % Change | 2018 Median Hourly Earnings |
|--|-----------|-----------|----------------------------|----------|-----------------------------|
| Personal Care Aides  | 26,557    | 32,823    | 6,266                      | 24%      | \$11.94                     |
| Laborers and Freight, Stock, and Material Movers                   | 21,462    | 23,045    | 1,583                      | 7%       | \$13.34                     |
| Combined Food Preparation and Serving Workers, Including Fast Food | 14,987    | 17,385    | 2,398                      | 16%      | \$11.94                     |
| Cashiers   | 14,882    | 14,982    | 100                        | 1%       | \$12.22                     |
| Retail Salespersons  | 14,724    | 14,689    | -35                        | 0%       | \$13.23                     |
| Office Clerks, General   | 13,621    | 13,670    | 49                         | 0%       | \$16.25                     |
| Security Guards  | 11,387    | 11,793    | 406                        | 4%       | \$14.18                     |
| Registered Nurses  | 10,741    | 12,060    | 1,319                      | 12%      | \$48.25                     |
| General and Operations Managers                                    | 10,564    | 10,947    | 383                        | 4%       | \$56.19                     |
| Stock Clerks and Order Fillers                                     | 10,300    | 10,536    | 236                        | 2%       | \$13.56                     |

Source: EMSI, March 2020

*Highest Paying Occupations*

Chief executives make up the largest group of the highest paying occupations (Chart 4) and is projected to show a four-point decline in job growth (Table 5).

Chart 4. Highest Paying Occupations and Earnings



As observed in Table 5 below, the median earning for Anesthesiologists (\$148.02 per hour), who make up the fifth largest group, is the highest paying compared to other occupations. The greatest job growth is projected to occur for Nurse Anesthetists (22%) and Orthodontists (12%) who represent the smaller groups of the groups in highest paying occupations.

Table 5. Trend in Highest Paying Occupations

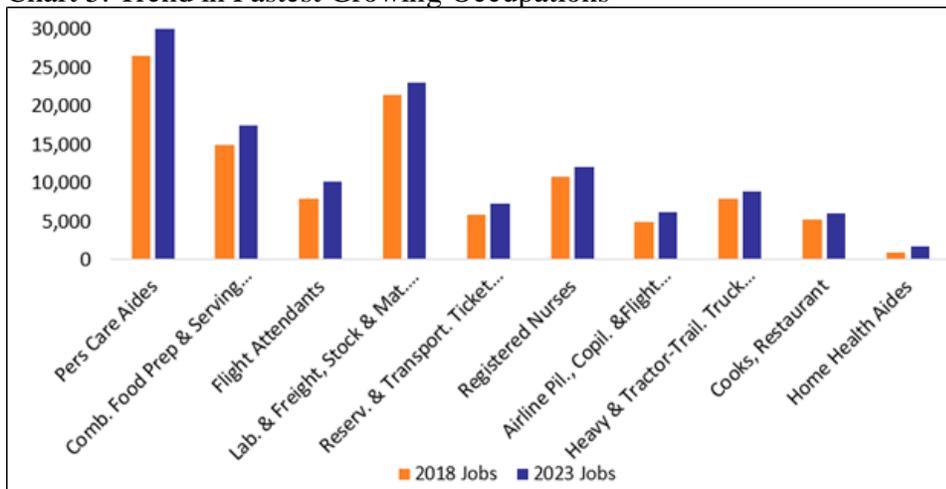
| Occupation                         | 2018 Jobs | 2023 Jobs | Change in Jobs (2018-2023) | % Change | 2018 Median Hourly Earnings |
|------------------------------------|-----------|-----------|----------------------------|----------|-----------------------------|
| Anesthesiologists                  | 148       | 142       | -6                         | -4%      | \$148.02                    |
| Psychiatrists                      | 143       | 156       | 13                         | 9%       | \$124.30                    |
| Oral and Maxillofacial Surgeons    | 26        | 28        | 2                          | 8%       | \$118.49                    |
| Chief Executives                   | 1,196     | 1,151     | -45                        | -4%      | \$115.44                    |
| Physicians and Surgeons, All Other | 1,125     | 1,163     | 38                         | 3%       | \$107.98                    |
| Air Traffic Controllers            | 198       | 211       | 13                         | 7%       | \$102.11                    |
| Internists, General                | 128       | 133       | 5                          | 4%       | \$94.87                     |
| Orthodontists                      | 26        | 29        | 3                          | 12%      | \$91.44                     |
| Nurse Anesthetists                 | 46        | 56        | 10                         | 22%      | \$89.95                     |
| Surgeons                           | 153       | 146       | -7                         | -5%      | \$89.87                     |

Source: EMSI, March 2020

*Fastest Growing Occupations*

Personal Care Aides; Laborers and Freight, Stock, and Material Movers; and Combined Food Preparation and Serving Workers, including Fast Food, currently make up the largest group of the fastest growing occupations within the service area (Chart 5). The most rapid rate of growth in employment is expected to occur among Home Health Aides (69%), Flight Attendants (29%), and Airline Pilots, Co-Pilots and Flight Engineers (27%) from 2018 to 2023 (Table 6). Several factors that may attribute to the growth of Home Health Aides include an aging population combined with changes in health care legislations. Despite this growth, Home Health Aides make up a smaller group of the fastest growing occupations.

Chart 5. Trend in Fastest Growing Occupations



Source: EMSI, March 2020

Table 6. Trend in Fastest Growing Occupations

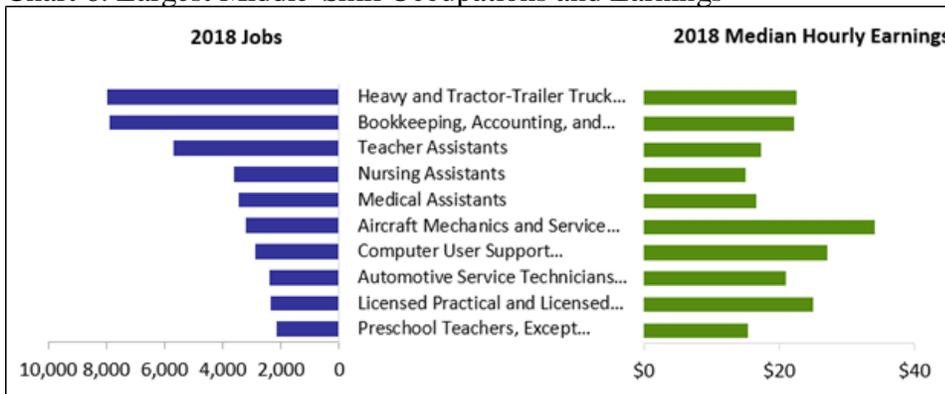
| Occupation   | 2018 Jobs | 2023 Jobs | Change in Jobs (2018-2023) | % Change | 2018 Median Hourly Earnings |
|--|-----------|-----------|----------------------------|----------|-----------------------------|
| Personal Care Aides  | 26,557    | 32,823    | 6,266                      | 24%      | \$11.94                     |
| Combined Food Preparation and Serving Workers, Including Fast Food | 14,987    | 17,385    | 2,398                      | 16%      | \$11.94                     |
| Flight Attendants  | 7,852     | 10,165    | 2,313                      | 29%      | \$26.59                     |
| Laborers and Freight, Stock, and Material Movers, Hand             | 21,462    | 23,045    | 1,583                      | 7%       | \$13.34                     |
| Reservation and Transportation Ticket Agents and Travel Clerks     | 5,864     | 7,210     | 1,346                      | 23%      | \$17.57                     |
| Registered Nurses  | 10,741    | 12,060    | 1,319                      | 12%      | \$48.25                     |
| Airline Pilots, Copilots, and Flight Engineers                     | 4,810     | 6,103     | 1,293                      | 27%      | \$71.00                     |
| Heavy and Tractor-Trailer Truck Drivers                            | 7,977     | 8,787     | 810                        | 10%      | \$22.57                     |
| Cooks, Restaurant  | 5,236     | 5,972     | 736                        | 14%      | \$14.01                     |
| Home Health Aides  | 988       | 1,667     | 679                        | 69%      | \$13.62                     |

Source: EMSI, March 2020

*Largest Middle-Skill Occupations*

Middle-skill occupations require either some college, postsecondary non-degree award, or associate degree. Heavy and Tractor-Trailer Truck Drivers; Bookkeeping, Accounting, and Auditing Clerks; Teacher Assistants; Nursing Assistants; and Medical Assistants make up the five largest middle-skill occupations within the service area (Chart 6). Although, Bookkeeping, Accounting and ... is one of the largest middle-skill occupations, by 2023 its number of jobs is projected to decline by 1%, as is Automotive Service Technicians and Mechanics (-2%). By 2023, the greatest job growth is expected to occur for Aircraft Mechanics and Service Technicians (19%) and Nursing Assistants (14%), who will receive median hourly earnings that range from \$15 to \$34 (Table 7).

Chart 6. Largest Middle-Skill Occupations and Earnings



Source: EMSI, March 2020

Table 7. Trend in Largest Middle-Skill Occupations

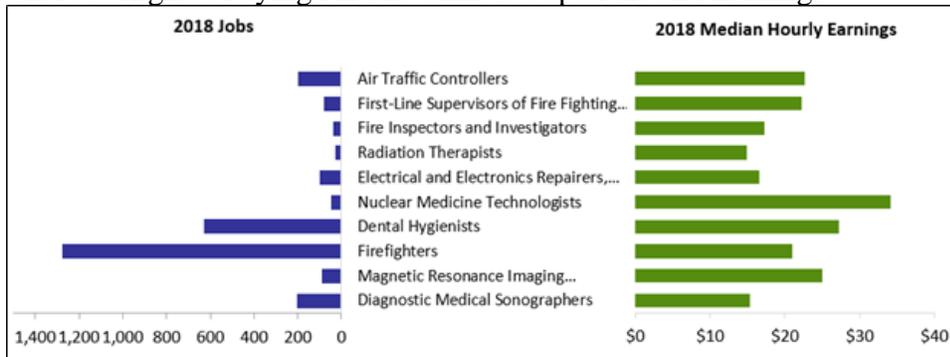
| Occupation  | 2018 Jobs | 2023 Jobs | Change in Jobs (2018-2023) | % Change | 2018 Median Hourly Earnings |
|---|-----------|-----------|----------------------------|----------|-----------------------------|
| Heavy and Tractor-Trailer Truck Drivers           | 7,977     | 8,787     | 810                        | 10%      | \$22.57                     |
| Bookkeeping, Accounting, and Auditing Clerks      | 7,880     | 7,763     | -117                       | -1%      | \$22.26                     |
| Teacher Assistants                                | 5,673     | 5,925     | 252                        | 4%       | \$17.27                     |
| Nursing Assistants                                | 3,638     | 4,141     | 503                        | 14%      | \$14.96                     |
| Medical Assistants                                | 3,460     | 3,891     | 431                        | 12%      | \$16.62                     |
| Aircraft Mechanics and Service Technicians        | 3,222     | 3,847     | 625                        | 19%      | \$34.15                     |
| Computer User Support Specialists                 | 2,886     | 3,130     | 244                        | 8%       | \$27.18                     |
| Automotive Service Technicians and Mechanics      | 2,392     | 2,333     | -59                        | -2%      | \$21.02                     |
| Licensed Practical and Licensed Vocational Nurses | 2,361     | 2,672     | 311                        | 13%      | \$24.99                     |
| Preschool Teachers, Except Special Education      | 2,143     | 2,308     | 165                        | 8%       | \$15.31                     |

Source: EMSI, March 2020

*Highest Paying Middle-Skill Occupations*

Firefighters make up the largest group of the highest paying occupations (Chart 7) and is projected to show a 5% growth by 2023 (Table 8). The median earning for Air Traffic Controllers (\$102.11) is the highest paying compared to other middle-skill occupations followed by First-Line Supervisors of Fire Fighting and Prevention Workers

Chart 7. Highest Paying Middle-Skill Occupations and Earnings



Source: EMSI, March 2020

Table 8. Trend in Highest Paying Middle-Skill Occupations

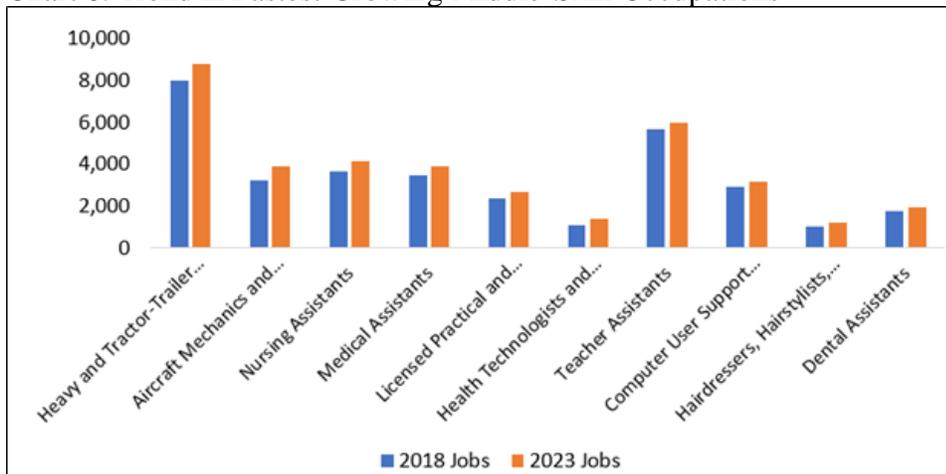
| Occupation  | 2018 Jobs | 2023 Jobs | Change in Jobs (2018-2023) | % Change | 2018 Median Hourly Earnings |
|---|-----------|-----------|----------------------------|----------|-----------------------------|
| Air Traffic Controllers   | 198       | 211       | 13                         | 7%       | \$102.11                    |
| First-Line Supervisors of Fire Fighting and Prevention Workers          | 78        | 87        | 9                          | 12%      | \$85.51                     |
| Fire Inspectors and Investigators                                       | 36        | 38        | 2                          | 6%       | \$64.66                     |
| Radiation Therapists  | 29        | 33        | 4                          | 14%      | \$53.64                     |
| Electrical and Electronics Repairers, Powerhouse, Substation, and Relay | 97        | 96        | -1                         | -1%      | \$52.91                     |
| Nuclear Medicine Technologists  | 48        | 51        | 3                          | 6%       | \$52.78                     |
| Dental Hygienists   | 626       | 701       | 75                         | 12%      | \$48.13                     |
| Firefighters  | 1,275     | 1,336     | 61                         | 5%       | \$44.75                     |
| Magnetic Resonance Imaging Technologists                                | 87        | 97        | 10                         | 11%      | \$42.95                     |
| Diagnostic Medical Sonographers   | 204       | 232       | 28                         | 14%      | \$42.28                     |

Source: EMSI, March 2020

*Fastest Growing Middle-Skill Occupations*

Heavy and Tractor-Trailer Truck Drivers, Teacher Assistants, and Nursing Assistants make up the largest group of the fastest growing middle-skill occupations within the service area (Chart 8). The most rapid rate of growth in employment is expected to occur among Health Technologists and Technicians and All Other (24%), Hairdressers, Hairstylists, and Cosmetologists (20%), and Aircraft Mechanics and Service Technicians (19%) from 2018 to 2023 (Table 9). Despite this growth, Health Technologists and Technicians and Hairdressers, Hairstylists, and Cosmetologists make up a smaller group of the fastest growing middle-skill occupations.

Chart 8. Trend in Fastest Growing Middle-Skill Occupations



Source: EMSI, March 2020

Table 9. Trend in Fastest Growing Middle-Skill Occupations

| Occupation  | 2018 Jobs | 2023 Jobs | Change in Jobs (2018-2023) | % Change | 2018 Median Hourly Earnings |
|---|-----------|-----------|----------------------------|----------|-----------------------------|
| Heavy and Tractor-Trailer Truck Drivers           | 7,977     | 8,787     | 810                        | 10%      | \$22.57                     |
| Aircraft Mechanics and Service Technicians        | 3,222     | 3,847     | 625                        | 19%      | \$34.15                     |
| Nursing Assistants                                | 3,638     | 4,141     | 503                        | 14%      | \$14.96                     |
| Medical Assistants                                | 3,460     | 3,891     | 431                        | 12%      | \$16.62                     |
| Licensed Practical and Licensed Vocational Nurses | 2,361     | 2,672     | 311                        | 13%      | \$24.99                     |
| Health Technologists and Technicians, All Other   | 1,082     | 1,342     | 260                        | 24%      | \$21.64                     |
| Teacher Assistants                                | 5,673     | 5,925     | 252                        | 4%       | \$17.27                     |
| Computer User Support Specialists                 | 2,886     | 3,130     | 244                        | 8%       | \$27.18                     |
| Hairdressers, Hairstylists, and Cosmetologists    | 998       | 1,195     | 197                        | 20%      | \$12.21                     |
| Dental Assistants                                 | 1,740     | 1,907     | 167                        | 10%      | \$16.90                     |

Source: EMSI, March 2020

## Demographic Data

### Gender

Overall, 10% more women than men have attended ECC in the last five years. The greatest difference was found in 2018-19 when 11% more women than men attended ECC. The gender gap was smaller in 2014-15 when 8% more women than men attended ECC (Table 10).

Table 10. ECC Students by Gender. 2014-2019 Trend

| Students by Gender | 2014-15       | 2015-16       | 2016-17       | 2017-18       | 2018-19       |
|--------------------|---------------|---------------|---------------|---------------|---------------|
| Female             | 17,072        | 16,810        | 17,442        | 17,792        | 18,135        |
| Male               | 15,624        | 15,260        | 15,781        | 15,891        | 16,314        |
| Unknown            | 3             | 2             | 3             | 1             | 6             |
| <b>Total</b>       | <b>32,699</b> | <b>32,072</b> | <b>33,226</b> | <b>33,684</b> | <b>34,455</b> |

Source: California Community Colleges Chancellor's Office

### Age

When looking at unduplicated student enrollment, in the last five years, 69% of enrolled students were less than 25 years of age. Working adults ages 25-44 comprised 25% of enrolled students, while 5% of students were ages 45 and older. From 2017-18 to 2018-19, there was a 21% increase in enrolled students ages 19 or younger. Additionally, enrollment among students ages 25-34 and decreased by 4% from 2017-18 to 2018-19 (Table 11).

Table 11. ECC Students by Age. 2014-2019 Trend

| Students by Age | 2014-15       | 2015-16       | 2016-17       | 2017-18       | 2018-19       |
|-----------------|---------------|---------------|---------------|---------------|---------------|
| 19 or less      | 9,898         | 9,950         | 9,175         | 9,956         | 12,046        |
| 20 - 24         | 12,750        | 12,398        | 13,552        | 13,096        | 12,178        |
| 25 - 34         | 6450          | 6301          | 6796          | 6958          | 6683          |
| 35 - 44         | 1861          | 1731          | 1843          | 1851          | 1835          |
| 45 - 54         | 979           | 941           | 1049          | 1040          | 973           |
| 55+             | 761           | 751           | 811           | 782           | 740           |
| <b>Total</b>    | <b>32,699</b> | <b>32,072</b> | <b>33,226</b> | <b>33,684</b> | <b>34,455</b> |

Source: California Community Colleges Chancellor’s Office

*Ethnicity/Race*

Latinos represent the largest ethnic group on campus, comprising 52% of the student population. This student population experienced a 13% increase enrollment in the past five years. Other ethnic groups’ enrollment has remained stable, with the exception of African American students, whose representation has declined by 13% in five years (Table 12).

Table 12. ECC Students by Ethnicity/Race. 2014-2019 Trend

| Students by Ethnicity/Race   | 2014-15       | 2015-16       | 2016-17       | 2017-18       | 2018-19       |
|------------------------------|---------------|---------------|---------------|---------------|---------------|
| African-American             | 5,547         | 5,027         | 5,022         | 5,004         | 4,822         |
| Amer. Ind. or Alaskan Native | 53            | 56            | 59            | 55            | 72            |
| Asian                        | 4,841         | 4,842         | 4,980         | 4,967         | 5,008         |
| Latino                       | 15,816        | 16,070        | 16,936        | 17,408        | 17,860        |
| Pacific Islander             | 168           | 173           | 164           | 153           | 158           |
| Two or more races            | 1,490         | 1,465         | 1,556         | 1,529         | 1,611         |
| Unknown or Decline           | 245           | 160           | 141           | 124           | 504           |
| White                        | 4,539         | 4,279         | 4,368         | 4,444         | 4,420         |
| <b>Total</b>                 | <b>32,699</b> | <b>32,072</b> | <b>33,226</b> | <b>33,684</b> | <b>34,455</b> |

Source: California Community Colleges Chancellor’s Office

*Disability*

About 5% of ECC students have a registered disability. The most common one is learning disabilities, followed by psychological disabilities. In 2016-17, students with attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD) were reported for the first time. In 2018-19, 9% of ECC students with a registered disability had ADHD, while 14% were on the autism spectrum (Table 13).

Table 13. ECC Students by Disability. 2014-2019 Trend

| <b>Students by Disability</b>                                   | <b>2014-15</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
|---|----------------|----------------|----------------|----------------|----------------|
| <b>Acquired Brain Injury</b>                                    | 111            | 113            | 82             | 73             | 63             |
| <b>Attention Deficit<br/>Hyperactivity Disorder<br/>(ADHD)*</b> | -              | -              | 163            | 146            | 153            |
| <b>Autism Spectrum*</b>   | -              | -              | 160            | 196            | 230            |
| <b>Develop. Delay. Learner</b>                                  | 74             | 85             | 80             | 67             | 71             |
| <b>Hearing Impaired</b>   | 111            | 100            | 81             | 80             | 86             |
| <b>Learning Disabled</b>  | 141            | 124            | 455            | 444            | 446            |
| <b>Mobility Impaired</b>  | 258            | 242            | 206            | 177            | 178            |
| <b>Other Disability</b>   | 909            | 987            | 212            | 132            | 150            |
| <b>Psychological Disability</b>                                 | 206            | 204            | 213            | 202            | 274            |
| <b>Speech/Lang. Impaired**</b>                                  | 23             | 15             | -              | -              | -              |
| <b>Visually Impaired</b>  | 43             | 44             | 30             | 32             | 38             |
| <b>Total</b>  | <b>1,876</b>   | <b>1,914</b>   | <b>1,682</b>   | <b>1,549</b>   | <b>1,689</b>   |

\*First time reported in 2016-17

\*\*Last time reported in 2015-16

Source: California Community Colleges Chancellor's Office

### *Special Populations*

In fall 2019, El Camino College attained 8,424 FTES from students in special populations. From those, the Foster Youth program enrolled a little less than 1% of the College FTES, veterans and active military comprised 13.4% of FTES, and Extended Opportunity Programs & Services (EOPS) served students who comprised 7.73% of FTES (Table 14).

Table 14. Fall 2019 ECC Students by Special Populations

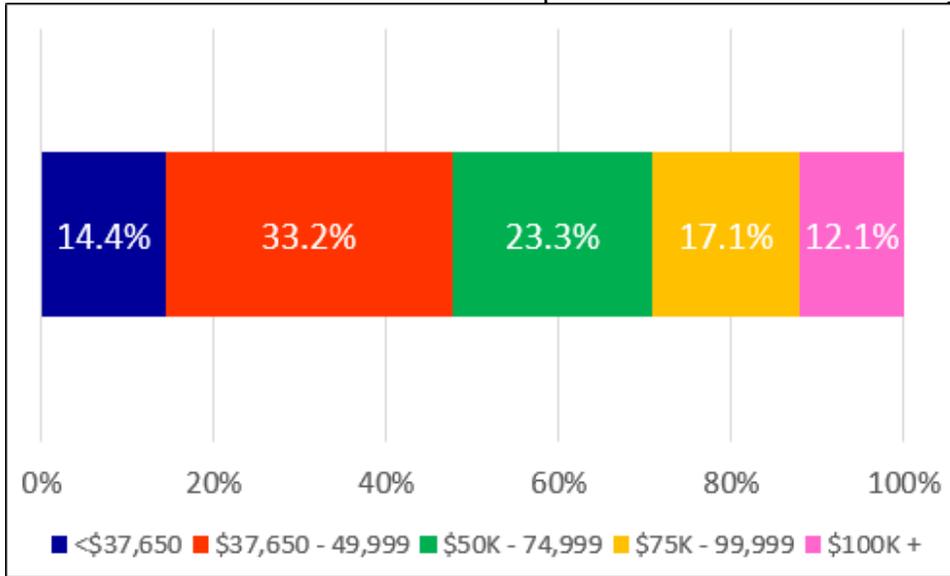
| Students by Special Populations                                 | Unduplicated Headcount | Credit Enrollment | Credit FTEs |
|---|------------------------|-------------------|-------------|
| Achievement in Science, Engineering, or Mathematics (ASEM)      | 313                    | 1,006             | 172.82      |
| California Work Opportunity & Responsibility to Kids (CalWORKs) | 180                    | 519               | 73.64       |
| Cooperative Agencies Resources for Educations (CARE)            | 115                    | 384               | 49.82       |
| Disabled Students Programs & Services (DSPS)                    | 999                    | 2,859             | 347.54      |
| Extended Opportunity Programs & Services (EOPS)                 | 1406                   | 5281              | 652.12      |
| First Generation  | 846                    | 1852              | 236.79      |
| Foster Youth  | 176                    | 557               | 68.99       |
| Mathematics, Engineering, and Science Achievement (MESA)        | 240                    | 767               | 124.35      |
| Military (Active Duty, Active Reserve, National Guard)          | 20                     | 69                | 9.7         |
| Puente  | 175                    | 692               | 76.35       |
| Special Admit   | 2,400                  | 4,423             | 614.42      |
| Umoja   | 84                     | 297               | 30.83       |
| Veterans  | 253                    | 797               | 103.17      |

Source: California Community Colleges Chancellor's Office

### Socioeconomic Data

An examination of socioeconomic helps consider the extent to which students who come from within the service area have the social capital that supports college achievement. The reported median household income for approximately 48% of the service area population was less than \$50,000 (Chart 9).

Chart 9. Median Household Income for Zip Codes in ECC Service Area by Zip Code Population



Source: US Census Bureau, American Community Survey, 2013-2017 S1903

According to the 2018 federal poverty guidelines provided by the U.S. Department of Health and Human Services, a household of four with an income less than \$37,650 would fall below the 150% federal poverty level. This value is used as an indicator for eligibility for need-based financial aid. Zip codes with a median household income of less than \$37,650 contain 14.4% of the ECC service area population (Chart 9).

Gardena, Hawthorne, Inglewood, Lawndale, and Lennox are service area cities where more than 20% of the households are living below the 150% federal poverty level, with Inglewood at 30% and Lennox at 41% (Table 15).

Table 15. ECC Service Area Households Living Below the 150% Poverty Rate

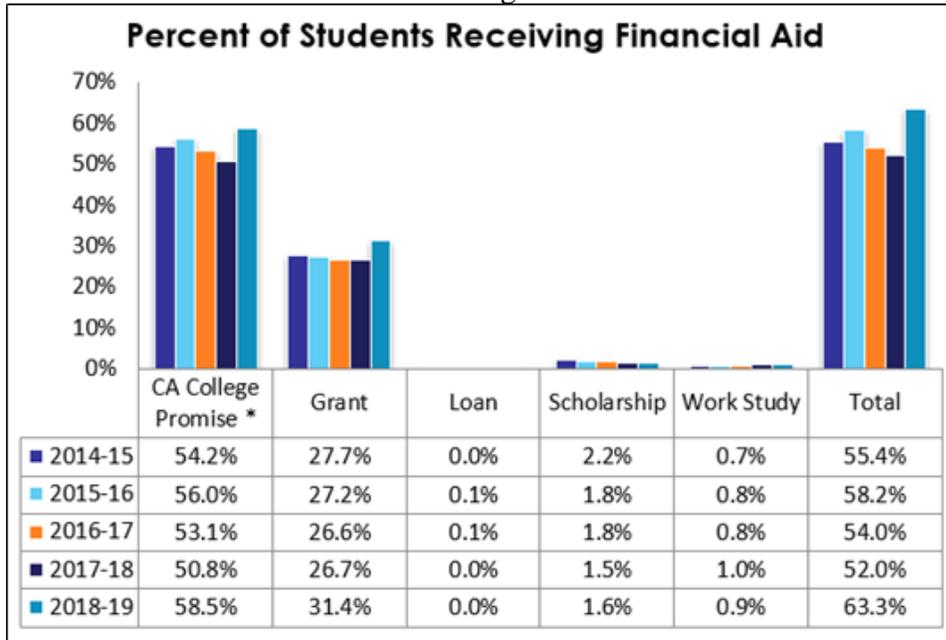
| ECC Service Area Cities | 2013-17 Households Percent Living Below 150% Federal Poverty Level |
|-------------------------|--|
| Carson                  | 16%  |
| El Segundo              | 9%   |
| Gardena                 | 23%  |
| Hawthorne               | 28%  |
| Hermosa Beach           | 3%   |
| Inglewood               | 30%  |
| Lawndale                | 25%  |
| Lennox                  | 41%  |
| Manhattan Beach         | 4%   |
| Redondo Beach           | 5%   |
| Torrance                | 10%  |
| <b>Average</b>          | <b>17%</b>   |

Source: US Census Bureau, American Community Survey, 2013-2017 S1701

*Financial Aid*

As observed in Chart 10, between 2014-15 and 2018-19, the percentage of students receiving financial aid awards increased almost eight percentage points, from 55.4% to 63.3%. The ECC largest financial aid program is the California College Promise with over 58% of all students receiving the award. Throughout the period examined, there was an increase from 54.2% to 58.5%, a 7.9% increase in California College Promise recipients. Between the beginning and the end of the period, the second largest financial aid program, Grants, grew from 27.7% to 31.4%, a 13.3% increase.

Chart 10. Percent of Students Receiving Financial Aid 2014-19



Source: California Community Colleges Chancellor’s Office

As observed in Table 16, the student count varies across the period for California College Promise, with 2018-19 being the year the largest number of students received the award. Starting in 2016-17, the number of students who received grants steadily increased. In 2016-17, 8,842 students were awarded a grant, while in 2018-19 the number of grant recipients increased to 10,833 students. The number of students receiving scholarships also showed variability during the years examined. The largest number of recipients was in 2014-15. Financial aid coming from work study increased since 2015-16, and then showed a slight decrease in 2018-19.

Table 16. Number of Students Receiving Financial Aid. 2014-19 Trend

| Type of Financial Aid | Number of Students |               |               |               |               |
|-----------------------|--------------------|---------------|---------------|---------------|---------------|
|                       | 2014-15            | 2015-16       | 2016-17       | 2017-18       | 2018-19       |
| CA College Promise *  | 17,737             | 17,951        | 17,631        | 17,111        | 20,173        |
| Grant                 | 9,036              | 8,730         | 8,842         | 9,003         | 10,833        |
| Loan                  | 14                 | 18            | 21            | 6             | 11            |
| Scholarship           | 731                | 579           | 594           | 507           | 558           |
| Work Study            | 241                | 241           | 280           | 325           | 320           |
| <b>Total</b>          | <b>18,102</b>      | <b>18,668</b> | <b>17,953</b> | <b>17,522</b> | <b>21,804</b> |

\*Formerly known as Board of Governors Fee Waiver (BOGFW)

Students may have received more than one award; therefore, totals do not equal the sum of students per financial aid type.

Source: California Community Colleges Chancellor’s Office

Table 17 below shows that amounts for Pell Grants have grown throughout the period examined, except for 2015-16. Between 2014-15 and 2018-19, the California Promise Grant amount has slightly declined (0.5%). However, from the beginning to the end of the period, the Cal Grant B dollar amount has increased by 65%. The largest dollar growth was experienced by the Full-Time Student Success Grant, with a 473% increase.

Table 17. Financial Aid Dollar Amount 2014-19 Trend

| Type of Financial Aid           | Dollar Amount       |                     |                     |                     |                     |
|---------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
|                                 | 2014-15             | 2015-16             | 2016-17             | 2017-18             | 2018-19             |
| Pell Grants                     | \$29,359,253        | \$27,711,179        | \$28,748,162        | \$29,692,437        | \$32,492,540        |
| California Promise Grants       | \$14,716,478        | \$13,491,676        | \$12,857,934        | \$12,922,159        | \$14,647,113        |
| Cal Grant B                     | \$2,308,231         | \$2,662,441         | \$3,124,379         | \$3,517,400         | \$3,807,353         |
| Full-Time Student Success Grant | N/A                 | \$663,900           | \$867,698           | \$1,645,500         | \$3,806,390         |
| <b>Total</b>                    | <b>\$46,383,962</b> | <b>\$43,865,296</b> | <b>\$44,730,475</b> | <b>\$46,131,996</b> | <b>\$54,753,396</b> |

Source: California Community Colleges Chancellor’s Office (CCCCO) Data Mart

**Sites**

1. El Camino College  
16007 Crenshaw Blvd.  
Torrance, CA 90506
2. El Camino Fire Academy  
206 W. Beach Ave.  
Inglewood, CA 90302
3. Small Business Development Center  
13430 Hawthorne Blvd.  
Hawthorne, CA 90250

## **Specialized or Programmatic Accreditation**

1. Administration of Justice: Peace Officer Standards and Training (POST)
2. Air Conditioning and Refrigeration: ESCO Group HVAC Excellence
3. Automotive Technology: Automotive Service Excellence Education Foundation
4. Cosmetology: California Board of Barbering and Cosmetology
5. Electronics and Computer Hardware: Computing Technology Industry Association (CompTIA)
6. Engineering Technology: Project Lead the Way
7. Fire Technology: California State Fire Marshal/ California Department of Forestry and Fire Protection (CAL FIRE)
8. Machine Tool Technology: National Institute for Metalworking Skills (NIMS)
9. Nursing Program: California Board of Registered Nursing approved
10. Radiologic Technology: Joint Review Committee on Education and Radiologic Technology (JRCERT)
11. Respiratory Care: Commission on Accreditation for Respiratory Care (CoARC)
12. Welding: City of Los Angeles Department of Building and Safety. American Welding Society accreditation application has been submitted and is pending.

## B. Presentation of Student Achievement Data and Institution-set Standards

In response to a new reporting requirement based on federal regulations for satisfactory institutional performance with respect to student achievement, El Camino College established in March 2013 institution-set standards for course completion, degrees, certificates, transfers, job placement, and licensure exams. At that time, Compton College was not recognized as an independently accredited institution, therefore, standards were based on combined data for the two locations.

Driven by the El Camino College mission and Board Policy (BP) 1200 District Mission, Vision and Values, ECC set the following measures as institution-set standards:

Table 18. ECC Institution-Set Standards, 2010

| Data Element                             | Definition of The Measure  | Institution-Set Standard |
|--|--|--------------------------|
| Successful Course Completion Rate (Fall) | Number of fall course completions with a grade of C or higher divided by the number of students who enrolled in fall semester      | 65%                      |
| Degrees Awarded                          | Number of associate degrees awarded during the academic year   | 1,463                    |
| Certificates Awarded                     | Number of certificates awarded during the academic year  | 435                      |
| Transfer Counts                          | Number of students who attended during the academic year and transferred to a four-year college/university the following fall term | 1,299                    |

Source: Office of Institutional Research and Planning (IRP) Internal Documentation

### *Successful Course Completion*

Success rates were analyzed across 10 years to average out the effects of external factors influencing enrollment composition, course offerings and academic performance (e.g., economic, state budgeting/funding, California State University (CSU)/University of California (UC) enrollment restrictions). In addition, success rates were analyzed across the most recent five years to reflect performance since fall 2008 when Compton enrollments were beginning to stabilize. Another factor that contributed to setting the standard was the change in the withdrawal notation date that went into effect in fall 2012 (shifted to census date), which likely contributed to a slight and permanent increase in success rates. The institution-set standard rate is set .5 to 1 percentage points below performance in the last five years (since this is an exceptional period likely influenced by an increase in deferred CSU/UC-bound students, among other factors).

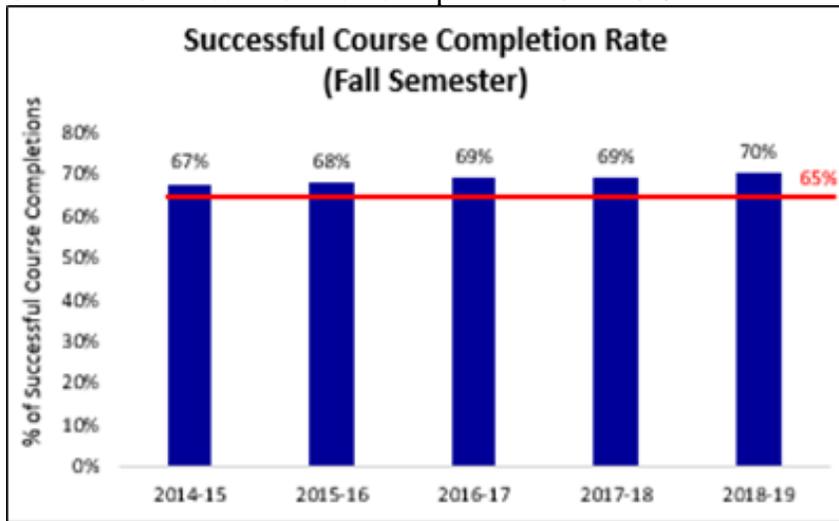
As observed in Table 19 and Chart 11 below, the successful course completion rate has remained steady and above the standard that ECC set for this measure (65%).

Table 19. Successful Course Completion: Institution-Set Standard, 2014-19 Trend, and Multi-Year Average

| Data Element                             | Institution-Set Standard | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Multi-year Average |
|--|--------------------------|---------|---------|---------|---------|---------|--------------------|
| Successful Course Completion Rate (Fall) | 65%                      | 67%     | 68%     | 69%     | 69%     | 70%     | 69%                |

Source: CCCCCO Data Mart

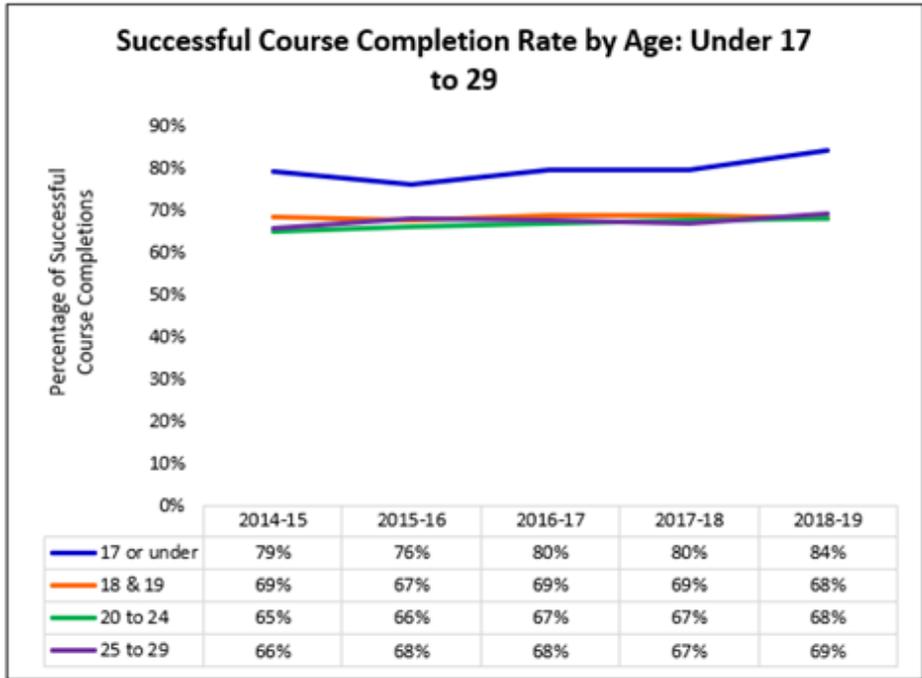
Chart 11. Successful Course Completion: 2014-2019 Trend and Institution-Set Standard



Source: CCCCCO Data Mart

When disaggregated by age, the successful course completion rate for students 17 years old or younger is higher (76% or more, blue line in Chart 12 below) than the rates for students between 18 and 29, which remain together, within a 65%-69% successful course completion rate range (see all other lines in Chart 12).

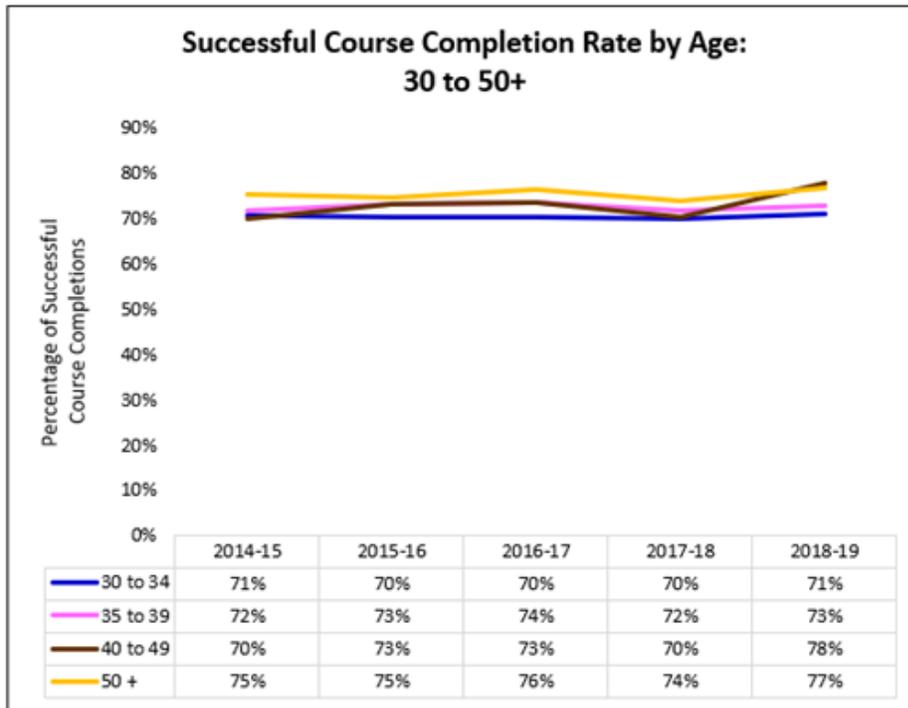
Chart 12. Successful Course Completion by Age: Under 17 to 29: 2014-2019 Trend



Source: CCCCO Data Mart

Students 30 years of age or older situate themselves within a 70%-78% successful course completion rate range (see all lines in Chart 13), positioned in between the youngest students (Chart 12) and the students aged 50+ years.

Chart 13. Successful Course Completion by Age 30 to 50+: 2014-2019 Trend

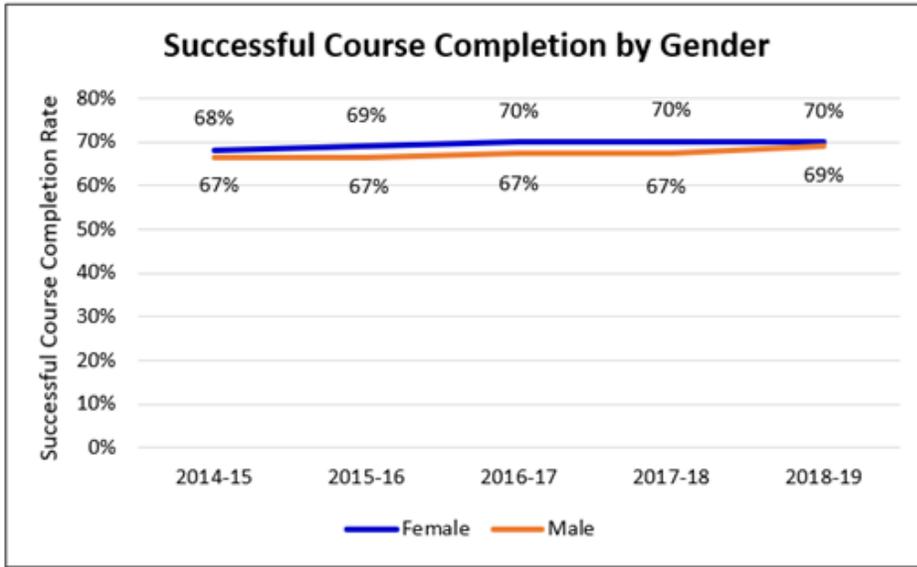


Source: CCCC Data Mart

When looking at both Charts 12 and 13, students age 17 or younger showed the highest successful course completion rate (76% or more), followed by those age 30 or older (70%-78% successful course completion rate range). Students between 18 and 29 showed the lowest successful course completion rate (65%-69% successful course completion rate range).

Throughout the period examined, female and male students showed a similar successful course completion rate (see blue and orange lines in Chart 14), although there was an increase for women in 2015-16 and 2016-17 (blue line) and for men in 2018-19.

Chart 14. Successful Course Completion by Gender: 2014-2019 Trend

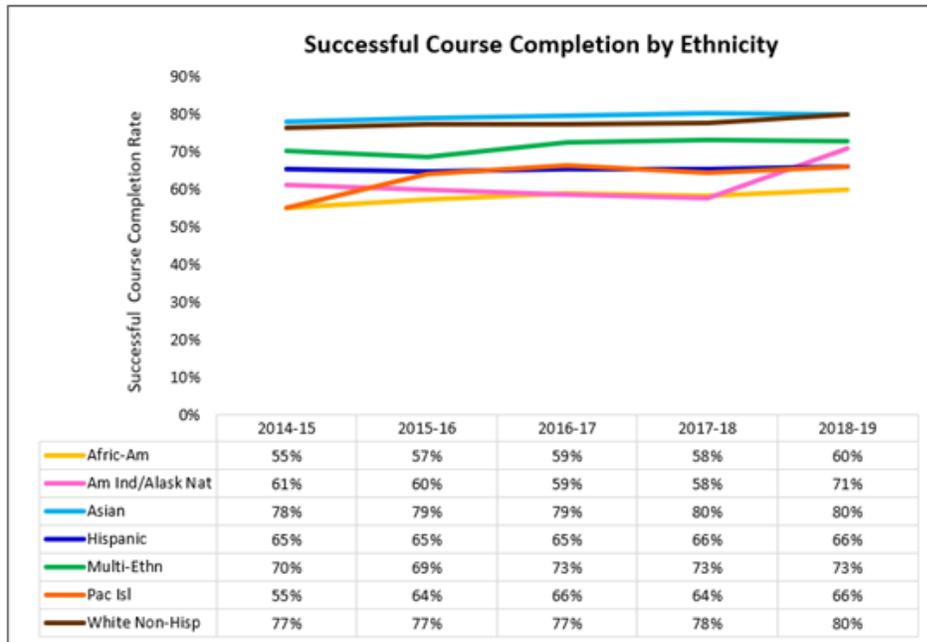


Source: CCCCO Data Mart

As observed in Chart 15<sup>[1]</sup> below, successful course completion rates of all ethnic groups show little variability throughout the years examined, except for American Indian/Alaskan Native students (pink line) who showed an increase of 13 percentage points in 2018-19 (from 58% to 71%). African-American students (yellow line) showed relatively consistent successful course completion rates for the period, between 55% to 60%. Asian students (light blue line) showed a uniform performance, with rates in the 78%-80% range. Similarly, white non-Hispanic students (brown line) kept their completion rates between 77% and 80%. When disaggregated by ethnicity, these last two groups showed to be who best performed. Multi-ethnic students (green line) were able to maintain their rate at 73% during the last three years. Hispanic students (blue line) kept a uniform successful course completion rate, within the 65%-66% range. During the last four years, Pacific Islander students kept their rate relatively consistent, in the 64%-66% rate range.

[1] Students who declared "unknown" ethnicity were not included in the chart.

Chart 15. Successful Course Completion by Ethnicity: 2014-2019 Trend



Source: CCCCO Data Mart

### *Degrees Awarded*

The standard for award of degrees was calculated based on the three-year average of degree completion, replicating the process for negotiating performance targets used by Perkins IV Core Indicators.

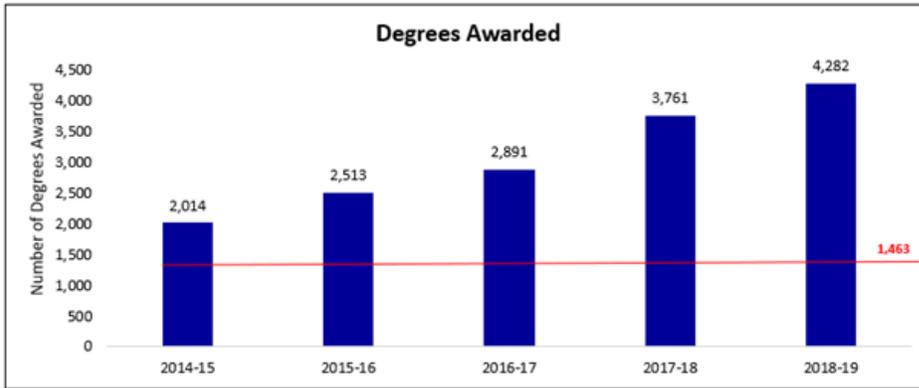
As depicted in Table 20 and Chart 16 below, the number of degrees awarded during the last five academic years has progressively increased. In addition, during the past five years, the College has exceeded the standard set for this measure (1,463 degrees per academic year).

Table 20. Degrees Awarded: Institution-Set Standard, 2014-2019 Trend, and Multi-Year Average

| Data Element    | Institution-Set Standard | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Multi-Year Average |
|-----------------|--------------------------|---------|---------|---------|---------|---------|--------------------|
| Degrees Awarded | 1,463                    | 2,014   | 2,513   | 2,891   | 3,761   | 4,282   | 3,092              |

Source: ECC Colleague, December 2019

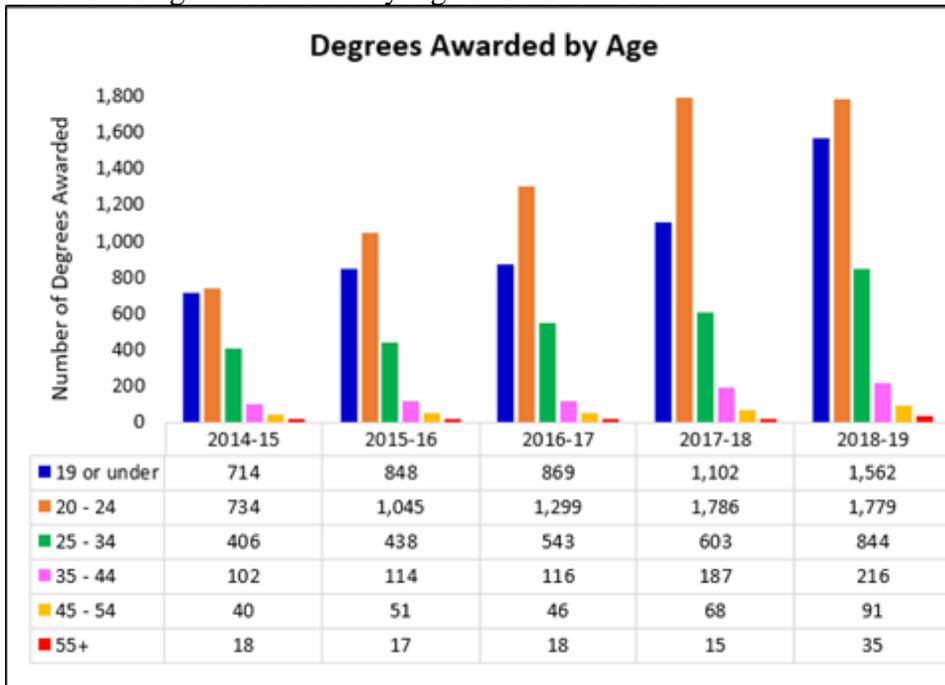
Chart 16. Degrees Awarded 2014-2019 Trend and Institution-Set Standard



Source: ECC Colleague, December 2019

As observed in Chart 17 below, during the years examined, progressive growth in the number of degrees awarded was experienced by students age 19 or younger (blue bars, 119% increase), 25-34 (green bars, 108% increase), and 35-44 (pink bars, 112% increase). Similarly, degrees awarded to students 20 to 24 years old (orange bars) increased during all years assessed, except for a slight decrease in 2018-19. For students age 45 to 54 (yellow bars), the number of degrees increased except for 2016-17. Degrees awarded to students age 55 or older (red bars) increased from 2017-18 by 133% in 2018-19.

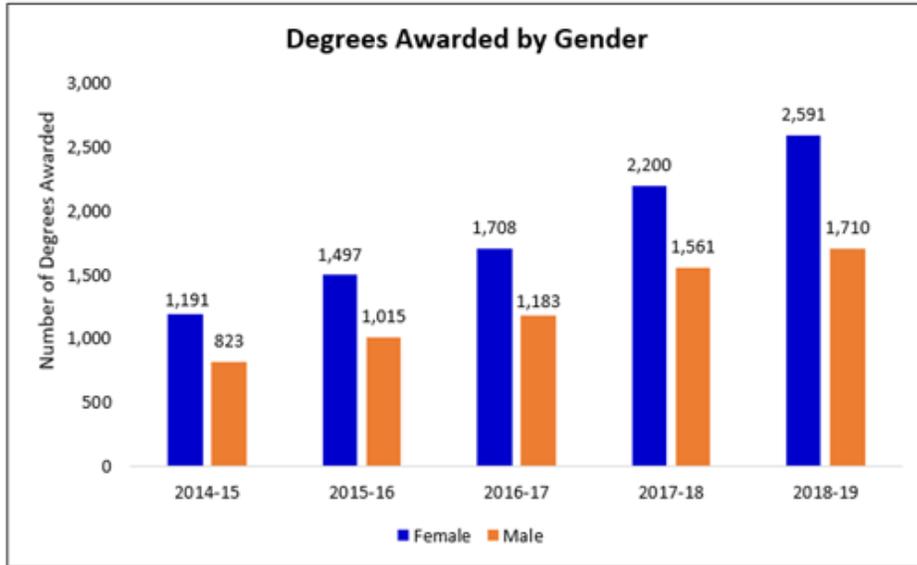
Chart 17. Degrees Awarded by Age 2014-2019 Trend



Source: ECC Colleague, December 2019

Chart 18 below shows that the number of degrees awarded to female students (blue bars) has increased by 118%. Similarly, degrees earned by male students have increased by 108% (orange bars).

Chart 18. Degrees Awarded by Gender 2014-2019 Trend

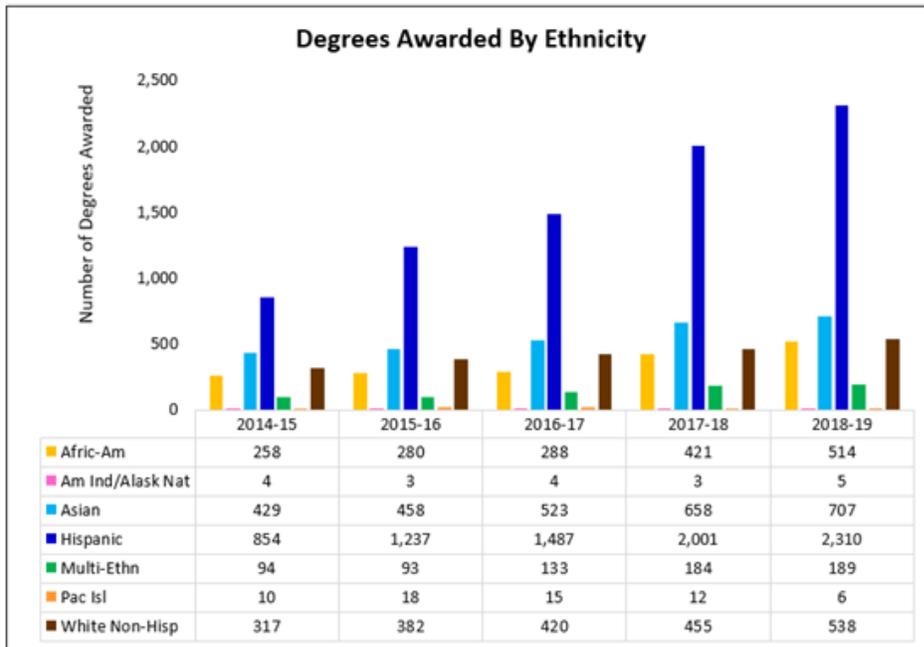
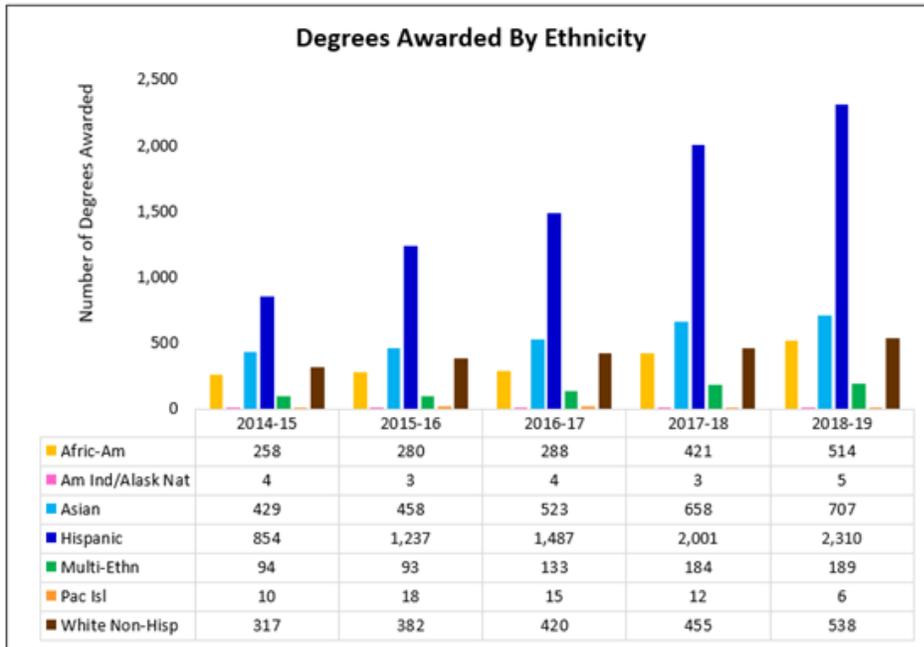


Source: ECC Colleague, December 2019

Chart 19<sup>[1]</sup> below presents the number of degrees awarded by ethnicity. During the period examined, most groups have shown increase in degrees earned: Hispanic (blue bars), Asian (light blue bars), white non-Hispanic (brown bars), and African American students (yellow bars). Degrees received by multi-ethnic students (green bars) have increased except during 2015-16. However, besides year 2015-16, the number of degrees obtained by Pacific Islanders (orange bars) has decreased. Degrees awarded to American Indian/Alaskan Native students (pink bars) have been variable, showing increases in 2016-17 and 2018-19.

[1] Students who declared "unknown" ethnicity were not included in the chart.

Chart 19. Degrees Awarded by Ethnicity 2014-2019 Trend



Source: ECC Colleague, December 2019

### Certificates Awarded

The standard for the award of certificates was based on the three-year average of certificate completion. This is the same method used in the process for negotiating performance targets for Perkins IV Core Indicators.

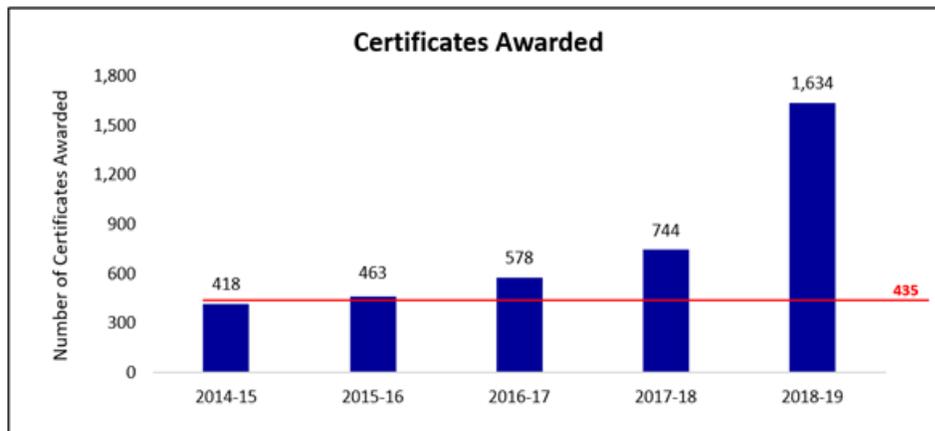
Table 21 and Chart 20 below show the number of certificates awarded during the last five academic years. As observed in Chart 20, the period examined shows progressive increase in certificates awarded, particularly in 2018-19 with a 120% increase from 2017-18. Additionally, except for 2014-15, the College has exceeded the standard set for this measure (435 certificates per academic year).

Table 21. Certificates Awarded: Institution-Set Standard, 2014-2019 Trend, and Multi-Year Average

| Data Element         | Institution-Set Standard | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Multi-Year Average |
|----------------------|--------------------------|---------|---------|---------|---------|---------|--------------------|
| Certificates Awarded | 435                      | 418     | 463     | 578     | 744     | 1,634   | 767                |

Source: ECC Colleague, December 2019

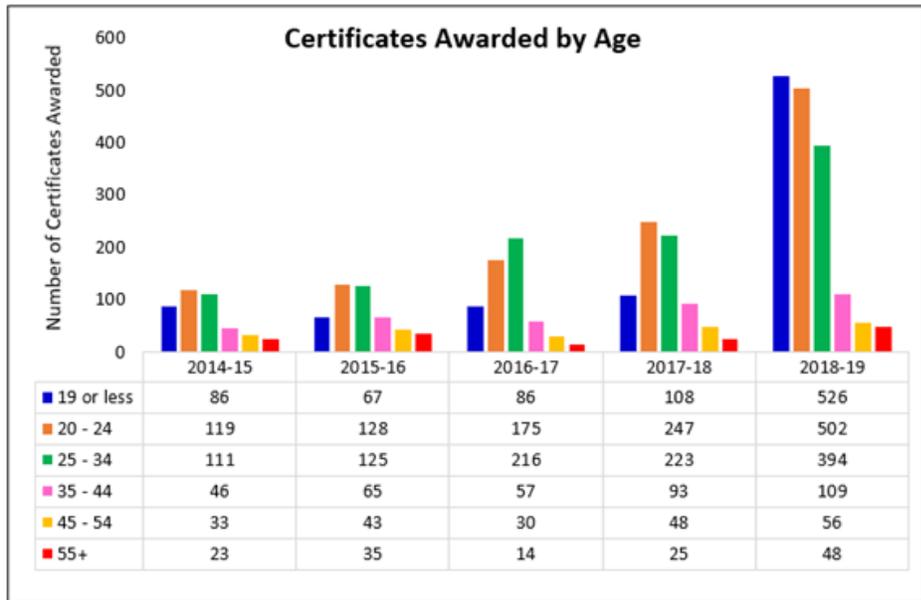
Chart 20. Certificates Awarded 2014-2019 Trend and Institution-Set Standard



Source: ECC Colleague, December 2019

Certificates awarded to students 20-24 years of age (see orange bars, Chart 21) and 25-34 (green bars) have progressively increased during the period examined. All other age groups have increased in the last three years.

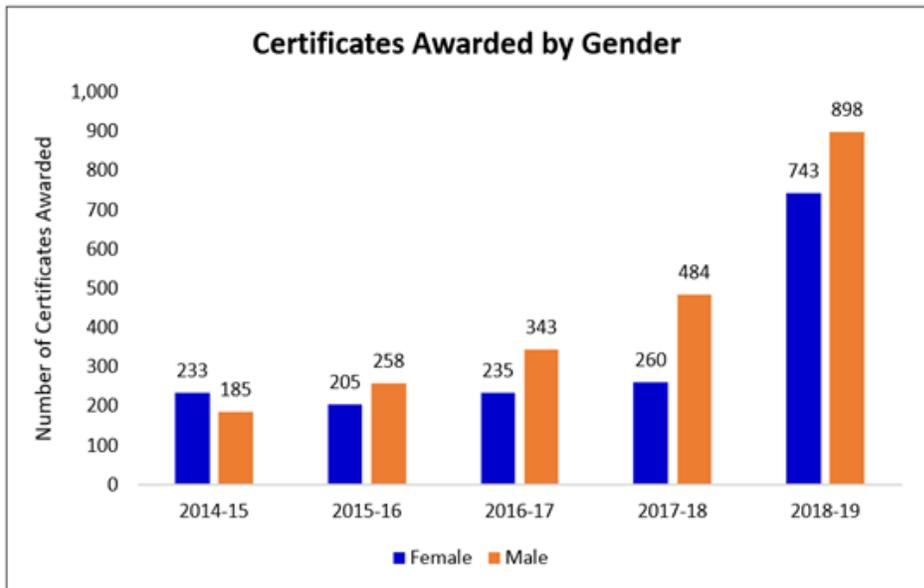
Chart 21. Certificates Awarded by Age 2014-2019 Trend



Source: ECC Colleague, December 2019

As observed in Chart 22, the number of certificates awarded to female students (blue bars) has increased during the last four years, particularly in 2018-19 with a 186% rise since 2017-18. Certificates obtained by male students (orange bars) grew during the entire period examined showing a total increase of 385%.

Chart 22. Certificates Awarded by Gender 2014-2019 Trend



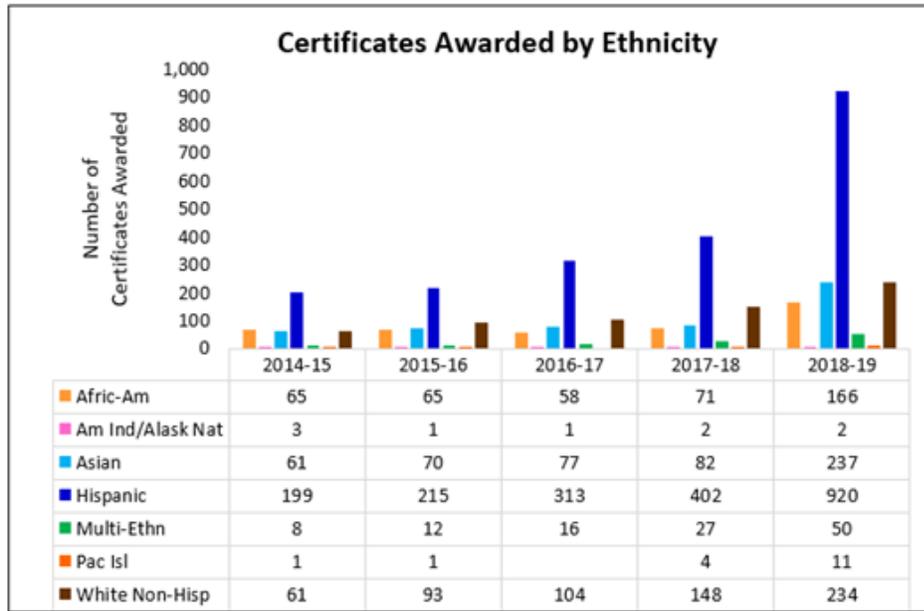
Source: ECC Colleague, December 2019

Chart 23<sup>[1]</sup> below shows the number of certificates awarded disaggregated by ethnicity. During the period assessed, most groups have shown increase in certificates earned: Hispanic (blue

bars), white non-Hispanic (brown bars), Asian (light blue bars), and multi-ethnic students (green bars). African American students' certificates (yellow bars) have grown the last three years with a 186% increase. The number of certificates obtained by Pacific Islanders (orange bars) grew in 2018-19. Certificates awarded to American Indian/Alaskan Native students (pink bars) were consistent during the years examined.

<sup>[1]</sup> No data was available for certificates awarded to Pacific Islander students during 2016-17.

Chart 23. Certificates Awarded by Ethnicity 2014-2019 Trend



Source: ECC Colleague, December 2019

The standard for number of students who transferred to a four-year college/university in the following fall term was based on the five-year average of transfer students.

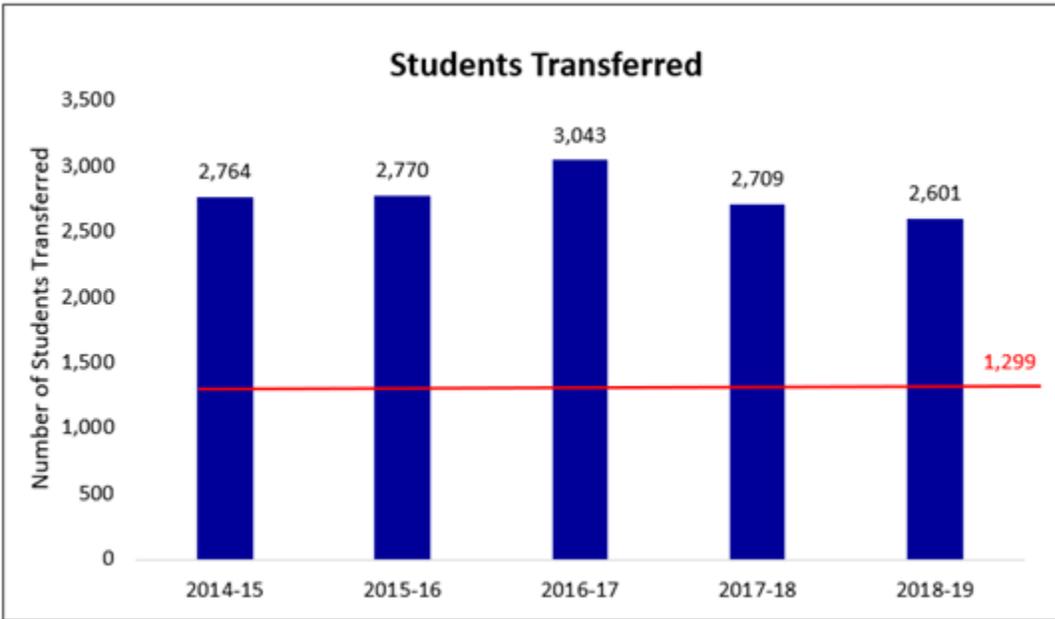
Academic years 2015-16 and 2016-17 showed an increase in the number of students transferred (see Table 22 and Chart 24 below). Furthermore, all five years depict numbers of transfer above the College standard (1,299 transferred students per academic year).

Table 22. Students Who Transferred: Institution-Set Standard, 2014-2019 Trend, and Multi-Year Average

| Data Element         | Institution-Set Standard | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Multi-Year Average |
|----------------------|--------------------------|---------|---------|---------|---------|---------|--------------------|
| Students Transferred | 1,299                    | 2,764   | 2,770   | 3,043   | 2,709   | 2,601   | 2,777              |

Source: National Student Clearinghouse

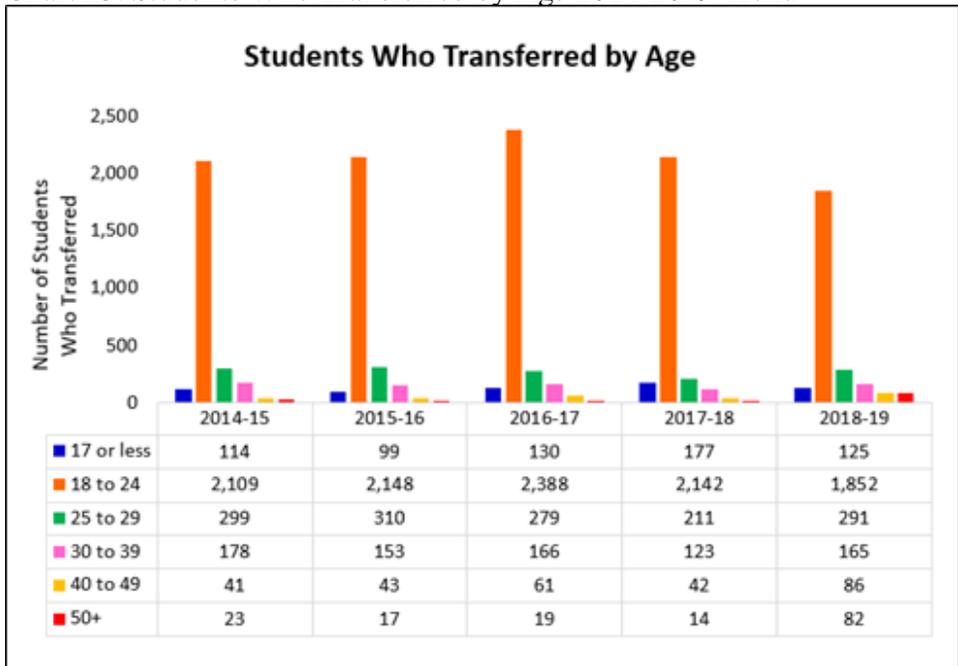
Chart 24. Students Who Transferred 2014-2019 Trend and Institution-Set Standard



Source: National Student Clearinghouse

Chart 25 below shows the number of students who transferred by age during the years examined. Students 40 to 49 years old (yellow bars) show increase in number of transfers through the entire period except for 2017-18. However, this age group presents the highest percentage decrease during the years examined (31% in 2017-18). Students age 18 to 24 (orange bars) show an increase in transfer during the first three years of the period. Age groups 30 to 39 (pink bars) and 50+ (red bars) show transfer growth in 2016-17 and 2018-19. During the period examined, the latter group shows the highest percentage increase (486% in 2018-19). Students 17 years of age or less transferred more in 2016-17 and 2017-18. Growth in transfer for students 25 to 29 took place in 2015-16 and 2018-19.

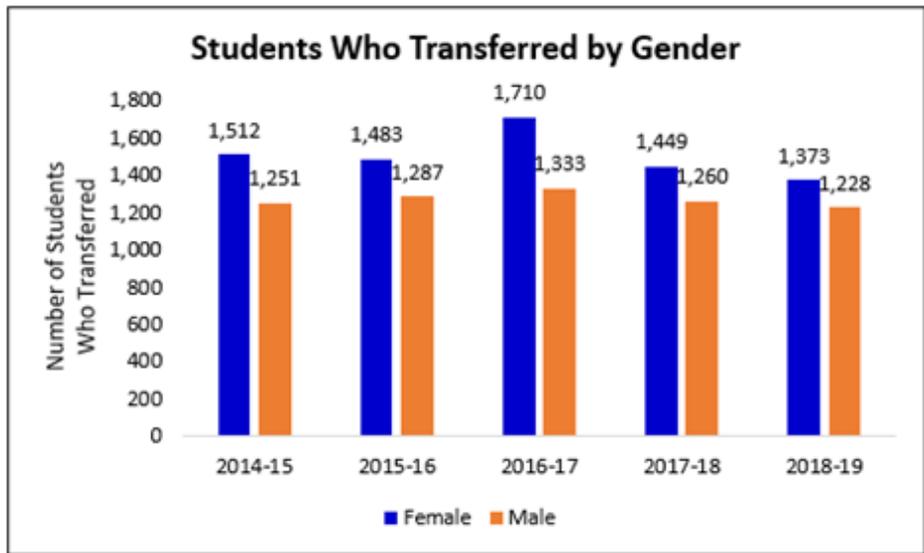
Chart 25. Students Who Transferred by Age 2014-2019 Trend



Source: National Student Clearinghouse

As observed in Chart 26 below, the number of transferred female students (blue bars) increased from 2014-15 to 2016-17. Male students' transfers (orange bars) behaved in a similar fashion.

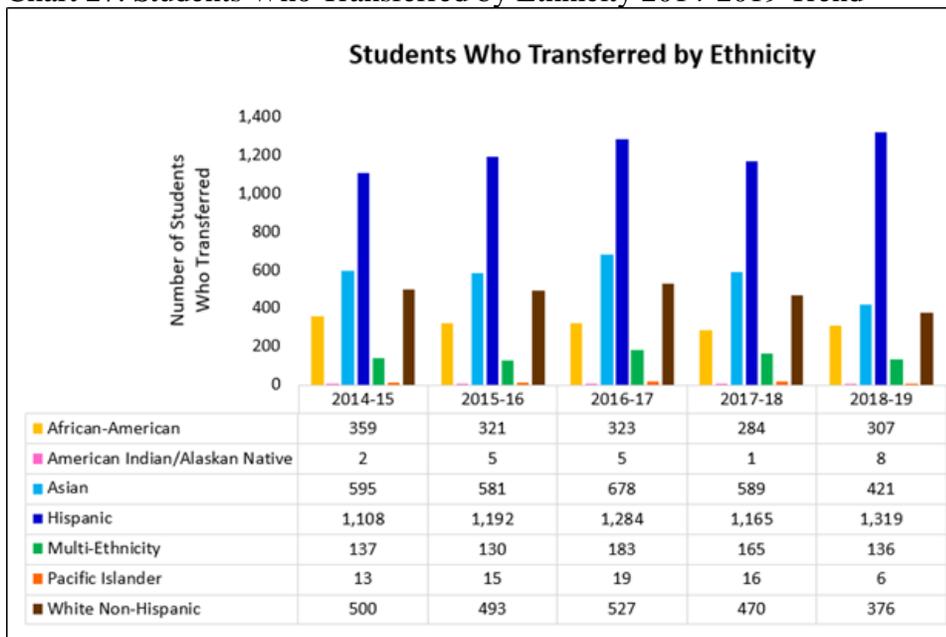
Chart 26. Students Who Transferred by Gender 2014-2019 Trend



Source: National Student Clearinghouse

Chart 27 below shows number of transfers disaggregated by students' ethnicity. Asian, multi-ethnic, Pacific Islander and white non-Hispanic students only show growth in 2016-17. However, except for year 2017-18, Hispanic students' transfer numbers increased. African American and American Indian/Alaskan Native students showed variability; the former group shows transfer increases in 2016-17 and 2018-19; the latter group shows transfer increases in 2015-16 and 2018-19.

Chart 27. Students Who Transferred by Ethnicity 2014-2019 Trend



Source: National Student Clearinghouse

### *Institution-Set Standards for Career Technical Education Programs and Licensure Exams*

In 2013, the Office of Institutional Research and Planning (IRP) was tasked with developing minimum standards (baselines) for career and technical education (CTE) programs based on the data available. At the time, the CTE Outcomes Survey was the only multi-department tracking system to which IRP had access. The results of that survey were positive but had a low response rate. Because the responses were so positive, it is likely that the job placement standards established at that time were too high for many of the programs. Recently, Career and Technical Education has been renamed Career Education.

In 2017, the College sought to revise the CTE standards based on updated data and with more direct input from the programs. Department faculty assisted IRP in establishing new standards. The data source this time was the Perkins IV report developed by the California Community College Chancellor's Office (CCCCO)<sup>[1]</sup>. The CCCCCO has access to databases from UC, CSU, National Student Clearinghouse, and employment data by matching with state unemployed insurance rolls. This is much more comprehensive than what the College had in the past. Where applicable, programs were also provided with the licensure exam pass standard and the most recent years of data available for those outcomes.

### *Institution-Set Standards for Career and Technical Education Programs*

In consultation with IRP, all of the programs developed their own standard. This standard would be used as a baseline and could be altered as more data became available. There is a chance that job placement standards are set too low, as the five-year minimum and five-year average both overlap years that include the economic downturn, so these numbers may be deflated. Table 23<sup>[2]</sup> below presents the institution-set standards established in 2017 for CTE programs. The percentages highlighted in green show the rates that exceeded the program standard.

[1] Although Perkins IV report tracked all ECC CTE programs, the College did not expand its reporting to include additional CTE programs that had data from the Perkins IV Core Indicators. ECC continued tracking only the programs included in the CTE Outcomes Survey.

[2] Table 21 does not include standards for the Welding program and Air Conditioning and Refrigeration program since, at that time, they were not provided to IRP.

The blank cells indicate that data was not available at that time.

Table 23. Institution-Set Standards for Career and Technical Education Programs, 2014-2019 Trend, and Multi-Year Average

| CTE Program                                | Institution-Set Standard | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | Multi-Year Average |
|--|--------------------------|---------|---------|---------|---------|---------|--------------------|
| Accounting                                 | 53%                      | 48%     | 48%     | 48%     | 85%     | 58%     | 57%                |
| Administration of Justice                  | 60%                      | 70%     | 71%     | 77%     | 77%     | 84%     | 76%                |
| Architectural & Architectural Technology   | 50%                      | 71%     | 48%     | 69%     | 81%     | 41%     | 62%                |
| Automotive Collision Repair                | 60%                      | 65%     | 76%     | 54%     | 68%     | 65%     | 66%                |
| Automotive Technology                      | 60%                      | 68%     | 51%     | 62%     | 83%     | 79%     | 69%                |
| Business Administration                    | 70%                      | 62%     | 59%     | 63%     | 75%     | 75%     | 67%                |
| Business Management                        | 70%                      | 60%     | 53%     | 67%     | 75%     | 82%     | 67%                |
| Child Development/Early Care and Education | 55%                      | 63%     | 53%     | 62%     | 68%     | 71%     | 63%                |
| Computer Information Systems               | 70%                      | 38%     | 56%     | 71%     | 62%     | 46%     | 55%                |
| Construction Crafts Technology             | 60%                      | 20%     | 50%     | 40%     | 56%     | 82%     | 50%                |
| Cosmetology & Barbering                    | 60%                      | 57%     | 58%     | 58%     | 71%     | 67%     | 62%                |
| Film Studies                               | 65%                      | 100%    | 100%    | 0%      | 67%     | 80%     | 69%                |
| Fire Technology                            | 75%                      | 86%     | 81%     | 95%     | 87%     | 85%     | 87%                |
| Machining & Machine Tools                  | 60%                      | 52%     | 56%     | 83%     | 93%     | 75%     | 72%                |
| Marketing & Distribution                   | 70%                      | 73%     | 71%     | 75%     | 60%     | 53%     | 66%                |
| Nursing                                    | 60%                      | 64%     | 57%     | 74%     | 83%     | 87%     | 73%                |
| Office Management                          | 60%                      | 50%     | 100%    | 100%    |         | 100%    | 70%                |
| Paralegal Studies                          | 60%                      | 58%     | 78%     | 78%     | 80%     | 72%     | 73%                |
| Paramedical Technician                     | 75%                      | 97%     | 100%    | 96%     | 100%    | 100%    | 99%                |
| Radiologic Technology                      | 75%                      | 60%     | 64%     | 61%     | 90%     | 91%     | 73%                |
| Respiratory Care                           | 60%                      | 65%     | 50%     | 50%     | 81%     | 85%     | 66%                |
| Sign Language Interpreter Training         | 62%                      | 58%     | 55%     | 63%     | 85%     | 63%     | 65%                |

Source: CCCCO Perkins Report

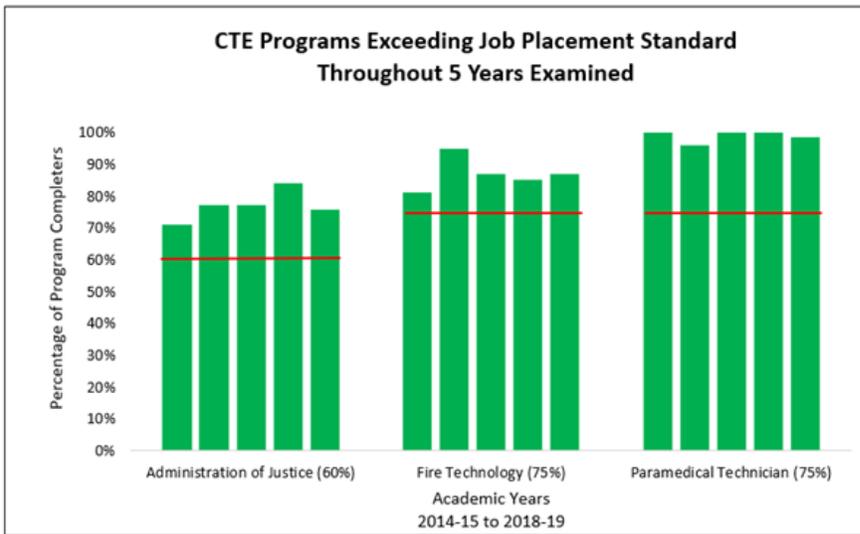
Administration of Justice, Fire Technology, and Paramedical Technician surpassed their job placement standards throughout the period examined, since the percentage of program completers was higher than the standard for all five years (see Table 24). In Chart 28 below, each bar represents an academic year. The bars in green represent, in each program, the five years that the programs exceeded the standard, which is represented by a red line in the chart.

Table 24. Career and Technical Education Programs Exceeding Standard Throughout Five Years Examined

| CTE Program                     | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------------------------------|---------|---------|---------|---------|---------|
| Administration of Justice (60%) | 71%     | 77%     | 77%     | 84%     | 76%     |
| Fire Technology (75%)           | 81%     | 95%     | 87%     | 85%     | 87%     |
| Paramedical Technician (75%)    | 100%    | 96%     | 100%    | 100%    | 99%     |

Source: CCCCOC Perkins Report

Chart 28. Career and Technical Education Programs Exceeding Job Placement Standard Throughout Five Years Examined



Source: CCCCOC Perkins Report

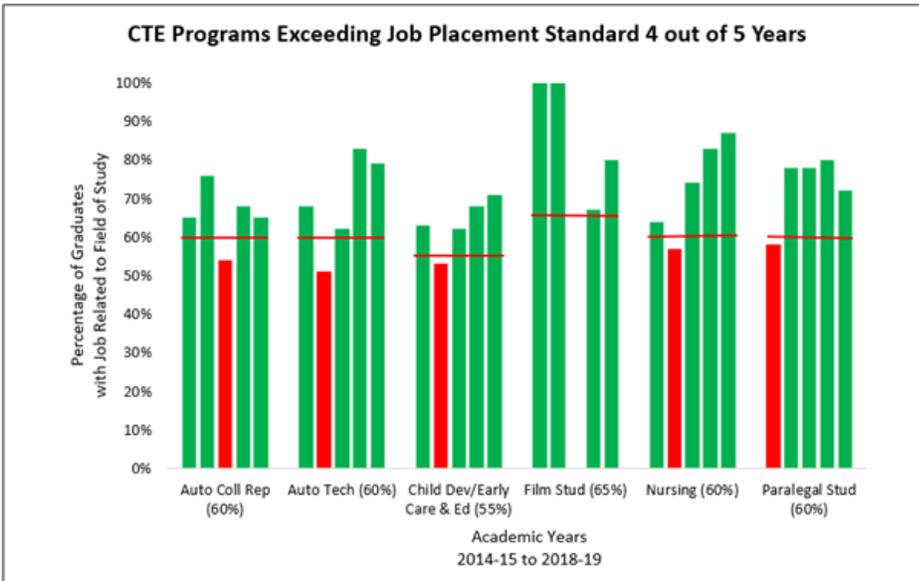
For the six Career and Technical Education programs listed in Table 25 below, the rate of program completers was higher than the standard four out of five years (see green rates). In Chart 29 below, each bar represents an academic year. The bars in green represent, in each program, the four years that the programs exceeded the standard, which is represented by a red line in the chart.

Table 25. Career and Technical Education Programs Exceeding Job Placement Standard Four out of Five Years

| CTE Program                     | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---------------------------------|---------|---------|---------|---------|---------|
| Auto Coll Rep (60%)             | 65%     | 76%     | 54%     | 68%     | 65%     |
| Auto Tech (60%)                 | 68%     | 51%     | 62%     | 83%     | 79%     |
| Child Dev/Early Care & Ed (55%) | 63%     | 53%     | 62%     | 68%     | 71%     |
| Film Stud (65%)                 | 100%    | 100%    | 0%      | 67%     | 80%     |
| Nursing (60%)                   | 64%     | 57%     | 74%     | 83%     | 87%     |
| Paralegal Stud (60%)            | 58%     | 78%     | 78%     | 80%     | 72%     |

Source: CCCCOC Perkins Report

Chart 29. Career and Technical Education Programs Exceeding Job Placement Standard Four out of Five Year



Source: CCCCO Perkins Report

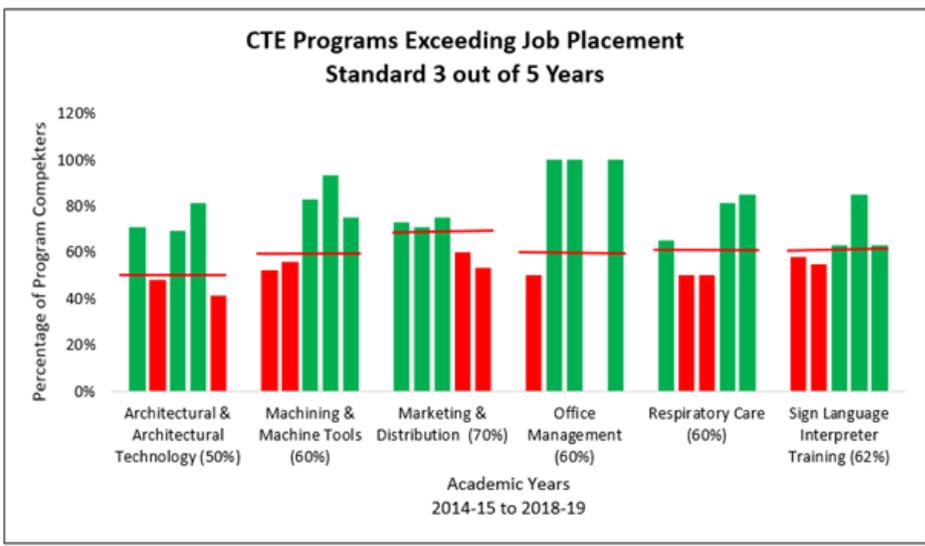
Six Career and Technical Education programs went above their job placement standard three out of five years (see green rates in Table 26 below). In Chart 30 below, each bar represents an academic year. The three bars in green represent in each program the years that the percentage of program completers was higher than the standard, which is represented by a red line in the chart.

Table 26. Career and Technical Education Programs Exceeding Job Placement Standard Three out of Five Years

| CTE Program                                    | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|---------|---------|
| Architectural & Architectural Technology (50%) | 71%     | 48%     | 69%     | 81%     | 41%     |
| Machining & Machine Tools (60%)                | 52%     | 56%     | 83%     | 93%     | 75%     |
| Marketing & Distribution (70%)                 | 73%     | 71%     | 75%     | 60%     | 53%     |
| Office Management (60%)                        | 50%     | 100%    | 100%    |         | 100%    |
| Respiratory Care (60%)                         | 65%     | 50%     | 50%     | 81%     | 85%     |
| Sign Language Interpreter Training (62%)       | 58%     | 55%     | 63%     | 85%     | 63%     |

Source: CCCCO Perkins Report

Chart 30. Career and Technical Education Programs Exceeding Job Placement Standard Three out of Five Years



Source: CCCCO Perkins Report

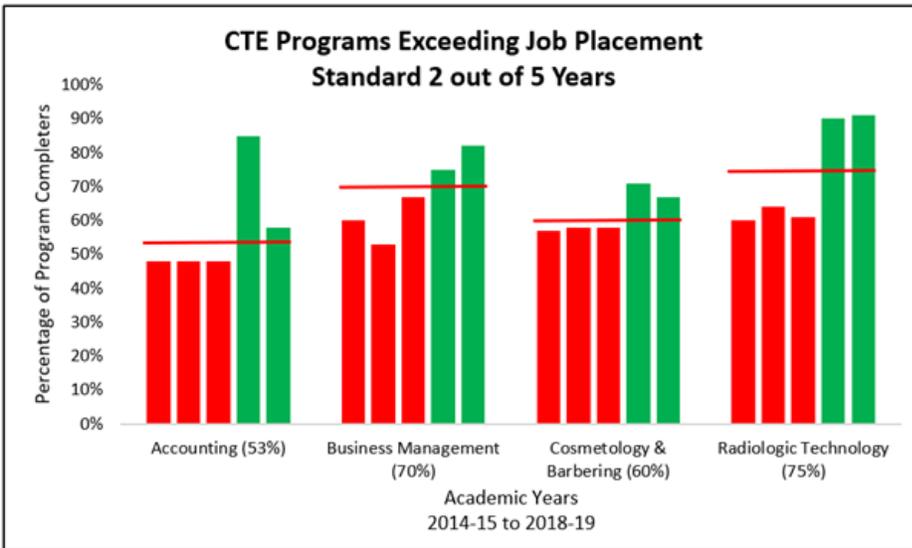
Programs that exceeded the job placement standard two out of five years were Accounting, Business Management, Cosmetology and Barbering, and Radiologic Technology. Lower rates for all these programs concentrate between 2014-15 and 2016-17 (see Table 27). Radiologic Technology has seen great increases for the last two years reported. As observed in Chart 31, each bar represents an academic year. The two bars in green represent in each program the years that the percentage of program completers was higher than the standard, which is represented by a red line in the chart. The four programs in the chart exceeded their standards in the last two years.

Table 27. Career and Technical Education Programs Exceeding Job Placement Standard Two out of Five Years

| CTE Program                   | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------|---------|---------|---------|---------|---------|
| Accounting (53%)              | 48%     | 48%     | 48%     | 85%     | 58%     |
| Business Management (70%)     | 60%     | 53%     | 67%     | 75%     | 82%     |
| Cosmetology & Barbering (60%) | 57%     | 58%     | 58%     | 71%     | 67%     |
| Radiologic Technology (75%)   | 60%     | 64%     | 61%     | 90%     | 91%     |

Source: CCCCO Perkins Report

Chart 31. Career and Technical Education Programs Exceeding Job Placement Standard Two out of Five Years



Source: CCCCO Perkins Report

Table 28 below shows that Computer Information Systems surpassed its 70% standard only in 2016-17. Construction Crafts Technology exceeded its 60% standard at the end of the period examined, in 2018-19.

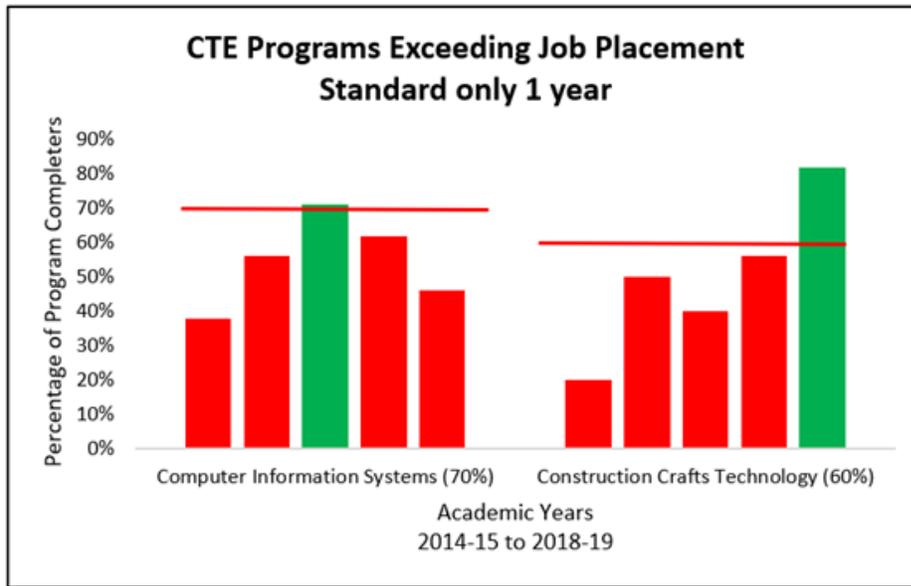
Table 28. Career Education Programs Exceeding Job Placement Standard Only One Year

| CTE Program                          | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|--------------------------------------|---------|---------|---------|---------|---------|
| Computer Information Systems (70%)   | 38%     | 56%     | 71%     | 62%     | 46%     |
| Construction Crafts Technology (60%) | 20%     | 50%     | 40%     | 56%     | 82%     |

Source: CCCCO Perkins Report

As observed in Chart 32 below, each bar represents an academic year. The bar in green represents in each program the year that the percentage of program completers was higher than the standard, which is represented by a red line in the chart.

Chart 32. Career Education Programs Exceeding Job Placement Standard One out of Five Years



Source: CCCC Perkins Report

*Career and Technical Education Programs Licensure Exam Pass Standards*

Table 29 below shows the licensure exam pass standards of five El Camino College Career and Technical Education programs that required certification.<sup>[1]</sup> It also includes the 2013-2018 passing rates for each of the programs, as well as the multi-year average rate. Across the period of years examined, both of the Radiological Technology exams show high passing rates above the 90% exam standard. Students taking the Cosmetology practical exam and the NCLEX-RN Nursing exam scored above standard throughout the period assessed. The Cosmetology written exam, Paramedic Training and the Respiratory Care test show passing rates below standard (see rates highlighted in red). Except for the Respiratory Care program, all other programs show in average passing rates above the exam standard (see multi-year average column).

[1] Data for the Paramedic and Fire Academy programs is incomplete or unavailable; therefore, the programs are not included in Table 29.

Table 29. Licensure Exam Pass Standards, 2013-2018 Rates Trend, and Multi-Year Average

| CTE Program             | Name of Exam                                 | Licensure Exam Pass Standard | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | Multi-year Average |
|-------------------------|--|------------------------------|---------|---------|---------|---------|---------|--------------------|
| Radiological Technology | Radiography Examination                      | 90%                          | 100%    | 100%    | 100%    | 100%    | 100%    | 100%               |
| Radiological Technology | Fluoroscopy Permit Examination               | 90%                          | 100%    | 100%    | 100%    | 83%     | 100%    | 97%                |
| Cosmetology             | Cosmetology Written Exam                     | 75%                          | 49%     | 55%     | 92%     | 81%     | 72%     | 70%                |
| Cosmetology             | Cosmetology Practical Exam                   | 75%                          | 97%     | 80%     | 100%    | 85%     | 77%     | 88%                |
| Paramedic Training      | EMT Written Examination                      | 75%                          | 59%     | 97%     | 48%     | 83%     | 78%     | 73%                |
| Nursing                 | NCLEX-RN                                     | 80%                          | 97%     | 97%     | 95%     | 87%     | 92%     | 94%                |
| Respiratory Care        | NBRC-CRT (2012-2013) – Respiratory Therapist | 80%                          | NA      | 71%     | 83%     | 83%     | 77%     | 79%                |

Source: ECC Website

### *Institutional Effectiveness Outcomes as Performance Metrics*

Besides the institution-set standards that the College established in 2013 as a response to federal regulations for satisfactory institutional performance with respect to student achievement, in 2014, the institution amended Board Policy (BP) 1200 District Mission, Vision and Values to include performance metrics that would serve to measure progress on student achievement and institutional effectiveness. Called institutional effectiveness outcomes (IEOs), the following metrics were selected based on those used in the U.S. Department of Education (USDE) College Scorecard. Some of these metrics are the same or similar to the standards set in 2013.

- a. *Student Readiness Rate*  
Percentage of new, non-exempt, full-time students completing assessment, orientation, and an abbreviated or comprehensive education plan by the end of their first semester<sup>[1]</sup>
- b. *Successful Course Completion Rate*  
Percentage of students earning an A, B, C, or P in a course
- c. *Remedial Writing Completion Rate*  
Percentage of students successfully completing a college-level English course within six years whose first writing course completed was below the transfer level
- d. *Remedial Math Completion Rate*  
Percentage of students successfully completing a college-level math course within six years whose first math course completed was below the transfer level
- e. *Three-Term Persistence Rate*  
Percentage of degree, certificate, and/or transfer-seeking students who enrolled in their first three consecutive terms
- f. *30-Units Achievement Rate*  
Percentage of degree, certificate, and/or transfer-seeking students who achieved at least 30 units within their first six years of enrollment
- g. *Completion Rate*  
Percentage of degree, certificate, and/or transfer-seeking students who completed a degree, certificate, or transfer-related outcome within their first six years of enrollment
- h. *Transfer Rate*  
Percentage of students who transfer to a four-year university within six years of first enrollment
- i. *Degrees and Certificates Awarded*  
Number of degrees and certificates awarded during an academic year
- j. *Number of Transfers*  
Number of students who transferred to a four-year college/university in the following fall term
- k. *CTE Completion Rate*  
Percentage of students who attempted more than eight units in vocational or CTE in a single discipline and completed a degree, certificate, or transferred within their first six years of enrollment

[1] This metric is exclusive to El Camino College as was not based on the USDE College Scorecard.

Although standards for these metrics were not developed, the College created a 2012-13 baseline and 2019-20 goals to keep the College monitoring the metrics' progress and achieve the goals that had been set.

Table 30 shows the historical trends of all 12 metrics, multi-year averages, and the 2019-20 goals. For half of these performance measures, El Camino College was able to surpass the 2019-20 goals earlier than expected.

Table 30. Institutional Effectiveness Outcomes Metrics 2014-19 Trend, Multi-Year Average, and 2019-20 Goals

| Institutional Effectiveness Outcomes Metrics | HISTORICAL RATES/COUNTS |         |         |         |         | Multi-Year Average | 2019-20 (goal) |
|--|-------------------------|---------|---------|---------|---------|--------------------|----------------|
|  | 2014-15                 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |                    |                |
| Readiness Rate (Fall Entry)                  | 53.5%                   | 61.5%   | 64.5%   | 69.9%   | 52.1%   | 60.3%              | 100.0%         |
| Successful Course Completion Rate            | 68.8%                   | 70.0%   | 70.3%   | 71.6%   | 72.0%   | 70.5%              | 73.7%          |
| Remedial Writing Completion Rate             | 51.6%                   | 50.5%   | 51.7%   | 51.7%   |         | 51.4%              | 54.3%          |
| Remedial Math Completion Rate                | 30.1%                   | 32.7%   | 33.5%   | 36.2%   |         | 33.1%              | 29.6%          |
| Persistence (Three-Term) Rate                | 71.9%                   | 76.2%   | 77.0%   | 80.5%   |         | 76.4%              | 72.1%          |
| 30 Units Achievement Rate                    | 68.1%                   | 68.6%   | 69.0%   | 70.5%   |         | 69.1%              | 69.3%          |
| Completion Rate                              | 48.8%                   | 47.8%   | 47.8%   | 48.4%   |         | 48.2%              | 50.9%          |
| Transfer Rate                                | 39.3%                   | 38.6%   | 38.1%   | 38.3%   |         | 38.6%              | 41.1%          |
| CTE Completion Rate                          | 58.0%                   | 60.5%   | 60.5%   | 57.8%   |         | 59.2%              | 60.2%          |
| Degrees                                      | 1,977                   | 2,463   | 2,783   | 3,299   | 4,282   | 2,961              | 2,232          |
| Certificates                                 | 410                     | 474     | 558     | 719     | 1,634   | 759                | 659            |
| Transfer                                     | 2,764                   | 2,770   | 3,043   | 2,709   | 2,601   | 2,777              | 1,509          |

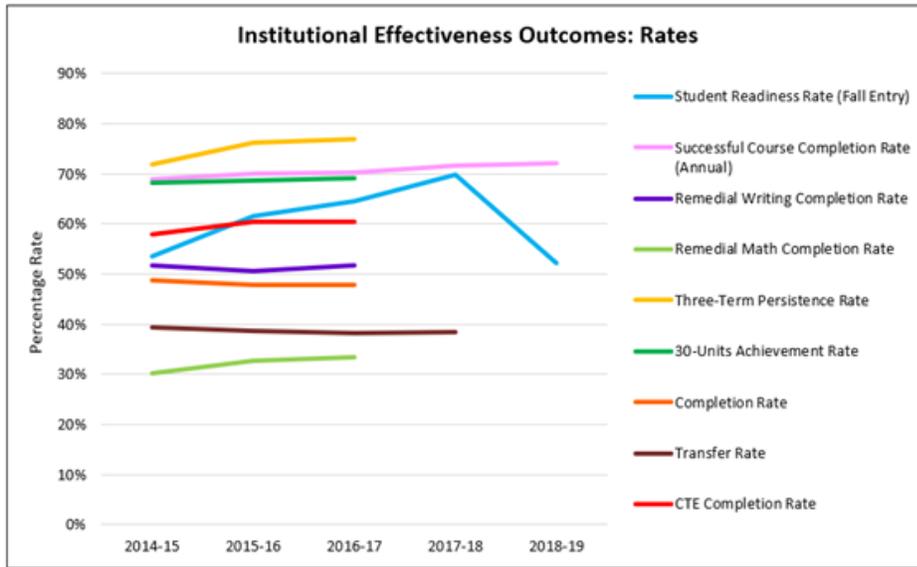
Grey cells cannot be updated as tracking was discontinued as the Student Success Scorecard was streamlined into the CCCC Vision for Success goals.

Sources: IRP Office Internal Documentation, CCCC Student Success Scorecard, and CCCC Data Mart

Chart 33 depicts El Camino College's progress in each of the student achievement metrics measured by percentages. Remedial math completion rate (light green line), three-term persistence rate (yellow line), and 30-units achievement rate (dark green line) increased throughout the first four years examined. The student readiness rate (turquoise line) behaved likewise but showed a 17.8 percentage point decrease in 2018-19.

The annual successful course completion rate (pink line) progressively increased through the whole period, with a total increase of 3.2 percentage points. The remedial writing completion rate (purple line) did not show much fluctuation, with a multi-year average of 51.4%. The completion rate (orange line) remained fairly steady, with a 48.2% multi-year average. The transfer rate (brown line) experienced fluctuations through the period and had a multi-year average of 38.6%.

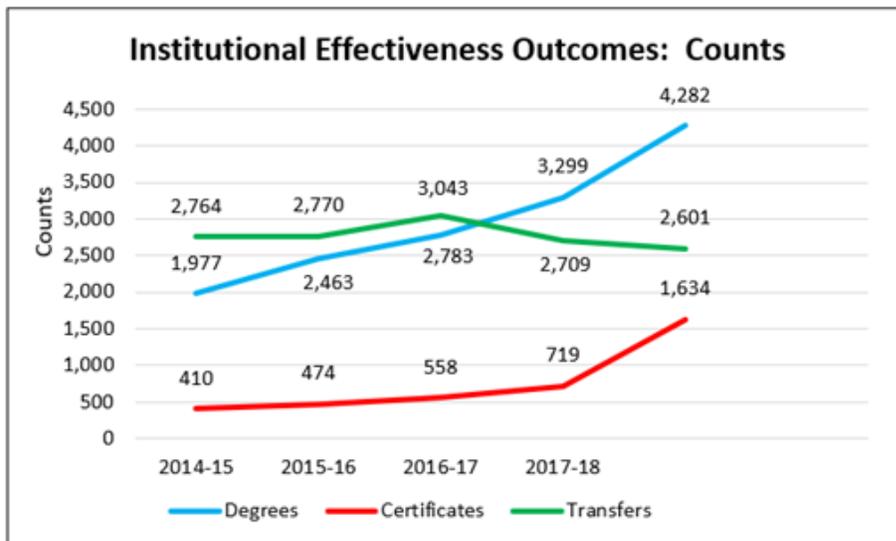
Chart 33. Institutional Effectiveness Outcomes: Rates: 2014-19 Trend



Sources: IRP Internal Documentation, CCCCO Student Success Scorecard, and CCCCO Data Mart

As observed in Chart 34 below, the number of degrees awarded (turquoise line) increased throughout the entire period examined and substantially surpassed the 2019-20 goal. The number of certificates (red) also grew with 1,634 certificates awarded in 2018-19, easily surpassing the 2019-20 goal of 659. The number of students transferred to four-year institutions (green) only experienced increases during the first three years of the period. However, transfer counts for all five years comfortably exceeded the 2019-20 goal.

Chart 34. Institutional Effectiveness Outcomes Counts: 2014-19 Trend



Source: IRP Office Internal Documentation

El Camino College has used student achievement data as presented above to inform comprehensive master planning, strategic planning, and annual planning decisions. At the comprehensive and strategic planning levels, student achievement data, among other types of evidence, has served as the foundation for development of the master and strategic plans. At the annual planning level, student achievement data has informed programs in designing their planning to address students’ needs and challenges.

To increase student performance tracked by the metrics presented above, the institution developed two campuswide plans to guide institutional improvement: the Enrollment Management Plan and the Student Equity Plan. These plans have ensured action to meet the College’s goals.

To reflect the California Community Colleges Vision for Success and the retirement of the Student Success Scorecard, in fall 2018 the Strategic Planning Committee updated the performance metrics that El Camino College would use to track student achievement. The institution is currently tracking the performance metrics in Tables 31 and 32 below. Although standards for these metrics have not been developed, the institution is using baselines and 2021-22 goals to monitor the metrics’ progress and achieve the goals that have been established. Goals were set in the same or higher percentages than those proposed by the CCCC.

Table 31. El Camino College Local Vision Goals 1, 2, 3 & 4: Completion, Transfer, Unit Accumulation, and Workforce

| Vision for Success Goal          | College Local Goal   | Baseline Number (2016-17) | Most Updated Number (2017-18) | 2021-22 Goal |
|----------------------------------|--|---------------------------|-------------------------------|--------------|
| <b>GOAL 1: Completion</b>        | 1A: Increase All Students Who Earned a Degree by 20%   | 2,441                     | 2,535                         | 2,929        |
|                                  | 1B: Increase All Students Who Earned a Certificate by 20%  | 437                       | 559                           | 524          |
|                                  | 1C: Increase All Students Who Earned and Degree or Certificate by 20%                            | 2,247                     | 2,409                         | 2,696        |
| <b>GOAL 2: Transfer</b>          | 2A: Increase All Students Who Earned an Associate Degree for Transfer by 35%                     | 869                       | 974                           | 1,173        |
|                                  | 2B: Increase All Students Who Transferred to a UC or CSU Institution by 35%                      | 1,676<br>(2015-16)        | 1,837<br>(2016-17)            | 2,263        |
| <b>GOAL 3: Unit Accumulation</b> | 3A: Decrease Average Number of Units Degree Earners Accumulate by 10%                            | 87                        | 88                            | 78           |
| <b>GOAL 4: Workforce</b>         | 4A: Increase Median Annual Earnings of Students by 30%   | \$24,404<br>(2015-16)     | \$26,784<br>(2016-17)         | \$31,767     |
|                                  | 4B: Increase Students Who Attained the Living Wage by 39%  | 36%<br>(2015-16)          | 40%<br>(2016-17)              | 50%          |
|                                  | 4C: Increase Career Education Students with a Job Closely Related to Their Field of Study by 10% | 76%<br>(2014-15)          | 67%<br>(2015-16)              | 84%          |

Goal highlighted in green has already been met.

Source: CCCC Data on Demand (Vision for Success Data File)

Table 32. El Camino College Local Vision Goals: Equity

| Vision for Success Goal   | Aligned College-level Goal with ECC Disproportionately Impacted Groups              | Baseline Number (2016-17) | Current Number (2017-18)  | 2021-22 Goal |
|---|---|---------------------------|---------------------------|--------------|
| <b>GOAL 5: Equity</b><br>40% Decrease in Achievement Gaps Occurring in Metrics from Goals 1-4 | 1A: Increase Students Who Earned an Associate Degree (including ADTs)               |                           |                           |              |
|   | <b>Overall</b>  | <b>2,441</b>              | <b>2,535</b>              | <b>2,929</b> |
|   | LGBT  | 27                        | 36                        | 48           |
|   | Black or African American   | 241                       | 215                       | 366          |
|   | 1B: Increase Students Who Earned a Chancellor's Office Approved Certificate         |                           |                           |              |
|   | <b>Overall</b>  | <b>437</b>                | <b>559</b>                | <b>524</b>   |
|   | Black or African American   | 42                        | 48                        | 65           |
|   | 1C: Increase Students Who Earned an Associate Degree or Certificate                 |                           |                           |              |
|   | <b>Overall</b>  | <b>2,247</b>              | <b>2,409</b>              | <b>2,696</b> |
|   | LGBT  | 23                        | 37                        | 43           |
|   | Black or African American   | 232                       | 217                       | 344          |
|   | 2A: Increase Students Who Earned an Associate Degree for Transfer                   |                           |                           |              |
|   | <b>Overall</b>  | <b>869</b>                | <b>974</b>                | <b>1,173</b> |
|   | LGBT  | 10                        | 12                        | 20           |
|   | Black or African American   | 74                        | 79                        | 137          |
|   | 2B: Increase Students Who Transferred to a CSU or UC Institution (2015-16 baseline) |                           |                           |              |
|   | <b>Overall</b>  | <b>1676</b><br>(2015-16)  | <b>1,837</b><br>(2016-17) | <b>2,263</b> |
|   | Veteran   | 23                        | 37                        | 38           |
|   | Disabled  | 74                        | 95                        | 121          |
|   | Foster Youth  | 15                        | 23                        | 24           |
|   | LGBT  | 20                        | 32                        | 32           |
|   | Black or African American   | 181                       | 201                       | 282          |
|   | 4B: Increase Students Who Attained the Living Wage (2015-16 baseline)               |                           |                           |              |
|   | <b>Overall</b>  | <b>36%</b><br>(2015-16)   | <b>40%</b><br>(2016-17)   | <b>50%</b>   |
|   | Foster Youth  | 14%                       | 24%                       | 37%          |
|   | Disabled  | 20%                       | 23%                       | 40%          |
| LGBT  | 21%   | 37%                       | 41%                       |              |
| Black or African American   | 30%   | 34%                       | 46%                       |              |
| Economically Disadvantaged  | 32%   | 37%                       | 48%                       |              |
| Hispanic or Latino  | 33%   | 37%                       | 48%                       |              |
| Female  | 34%   | 37%                       | 49%                       |              |
| 4C: Increase Students with a Job Closely Related to Their Field of Study (2014-15 baseline)   |   |                           |                           |              |
| <b>Overall</b>  | <b>76%</b><br>(2014-15)   | <b>67%</b><br>(2015-16)   | <b>84%</b>                |              |
|   | DI group identified has insufficient data (count less than 10) to set goal          |                           |                           |              |

Goal highlighted in green has already been met.

40% gap decrease if cohort size remains the same as baseline.

Some other races and more than one race are excluded.

Goals are not required for metrics 3a & 4a.

Source: CCCCO Data on Demand (Vision for Success Data File)

El Camino College Local Vision Goals were used in the development of the 2019-22 Enrollment Management Plan to maximize the College resources serving the greatest number of students, to maintain the greatest possible student access consistent with educational quality, and to respond to the students' needs. Similarly, the ECC Vision for Success goals were used as input to inform the development of key performance indicators of the current strategic plan (2020-23 Strategic Plan).

In conclusion, the evidence presented above demonstrates that El Camino College establishes appropriate standards of success or goals with respect to student achievement in relation to the institution's mission; gathers data on institution-set standards and performance metrics; and analyzes results on student achievement against goals and standards. These analyses have allowed the institution to make appropriate changes to increase student performance, educational quality, and institutional effectiveness.

## C. Organization of the Self-Evaluation Process

Accreditation Liaison Officer: Jean Shankweiler

Accreditation Co-Chairs: Claudia Striepe (2018-20), Rory Natividad (2017-18), Linda Clowers (2018-19), Chris Gold (2020)

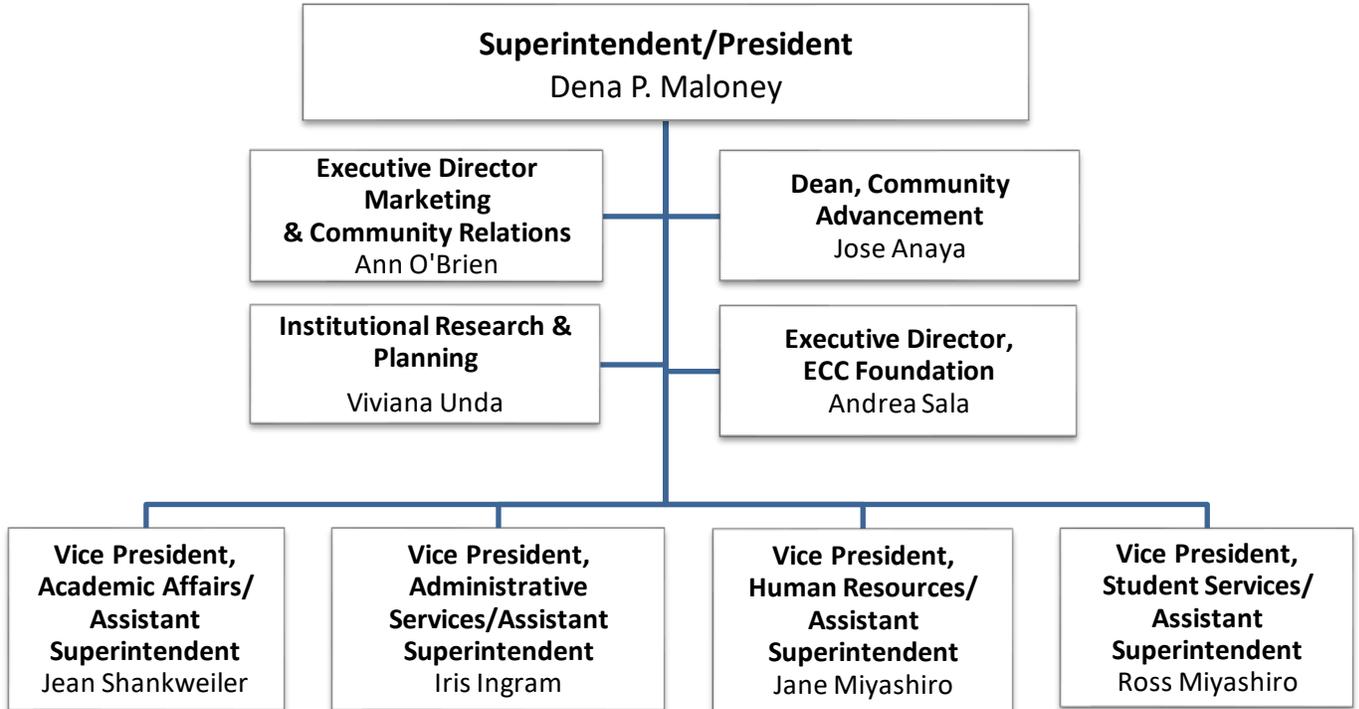
Steering Committee: Chris Gold, Chuck Herzig, Matt Kline, Art Leible, Virginia Rapp, Russell Serr, Jean Shankweiler, Claudia Striepe, Josh Troesch, Urwa Kainat (S), Jennifer Lopez (S)

| Standard I  | Standard II  | Standard III  | Standard IV   |
|---|--|---|---|
| Co-Chairs<br>Chris Gold (M)<br>Russell Serr (F/M)<br>Irene Graff (M)  | Co-Chairs<br>Dipte Patel (M)<br>Chuck Herzig (F)<br>Linda Clowers (M)  | Co-Chairs<br>Josh Troesch (F)<br>Art Leible (M)<br>James Buysee (M)   | Co-Chairs<br>Virginia Rapp (M)<br>Matt Kline (F)  |
| Kevin Degnan (F)<br>Melissa Fujiwara (F)<br>Lisette Marquez (C)<br>Gina Park (C)<br>Karen Whitney (F)<br>Janet Young (F) Gary<br>Greco (M) Berkeley<br>Price (M) Chris<br>Jeffries (F) Stacey<br>Allen (F) Traci<br>Granger (F) | Matt Cheung (F)<br>Amy Grant (M)<br>Sheryl Kunisaki (M)<br>Crystle Martin (M)<br>Mary McMillan (F)<br>Marcy Myers (C)<br>Claudia Striepe (F) | Thurman Brown (M)<br>Dave Fuhrman (M)<br>Gary Greco (M)<br>Jorge Gutierrez (M)<br>Jeff Hinshaw (M)<br>Pete Marcoux (F)<br>Jane Miyashiro (M)<br>John Mufich (F)<br>Gema Perez (C)<br>Luukia Smith (C)<br>Maria Smith (M)<br>Claudio Vilchis (C)<br>Vladimir Vasquez<br>(M) Paul Yoder (C) | Julieta Arámburo (C)<br>Walter Cox (M)<br>Kristie Daniel-<br>DiGregorio (F)<br>Scott Kushigemachi<br>(F/M)<br>Analu Josephides (F)<br>Rebecca Loya (F)<br>Lucy Nelson (C)<br>Gema Perez (C)<br>Luukia Smith (C) |

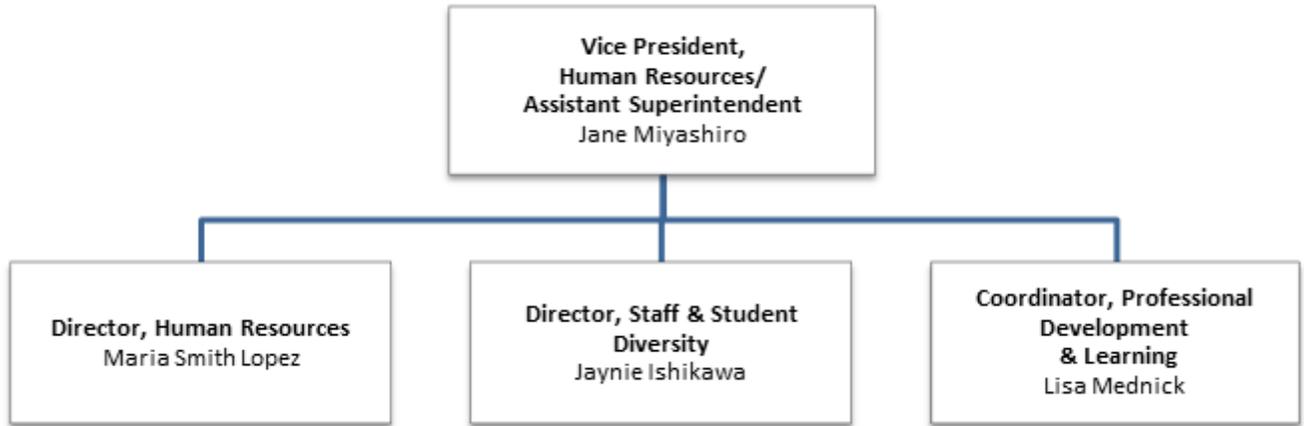
(F) – Faculty    (C) – Classified    (S) - Student    (M) - Manager

## D. Organizational Information

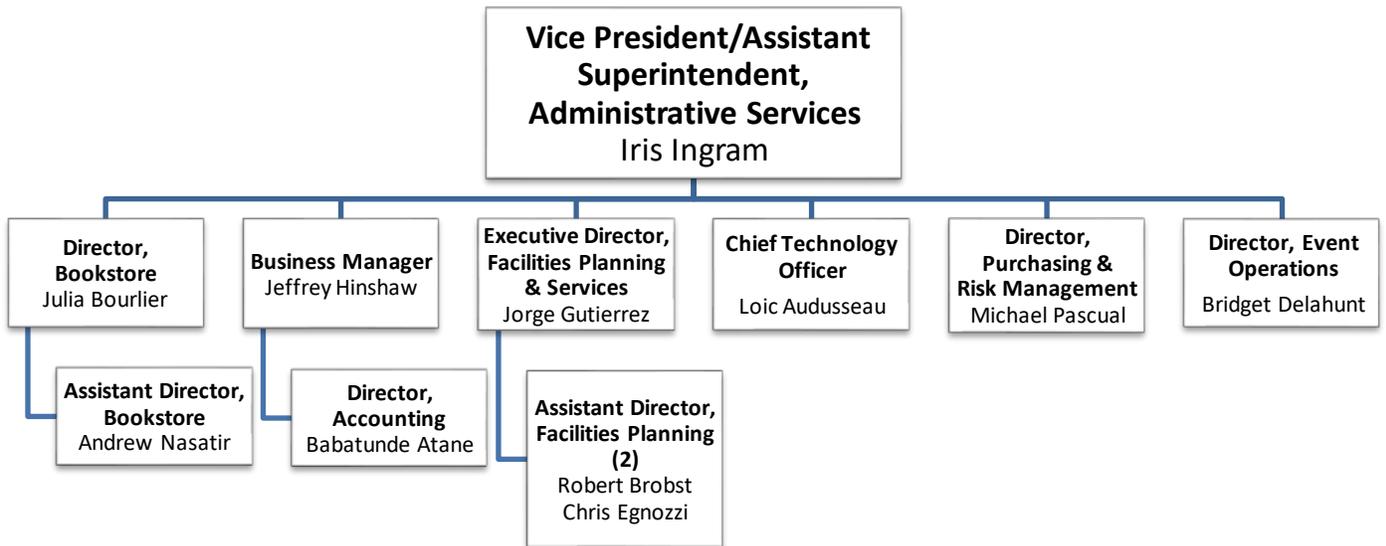
### President's Office Organizational Chart



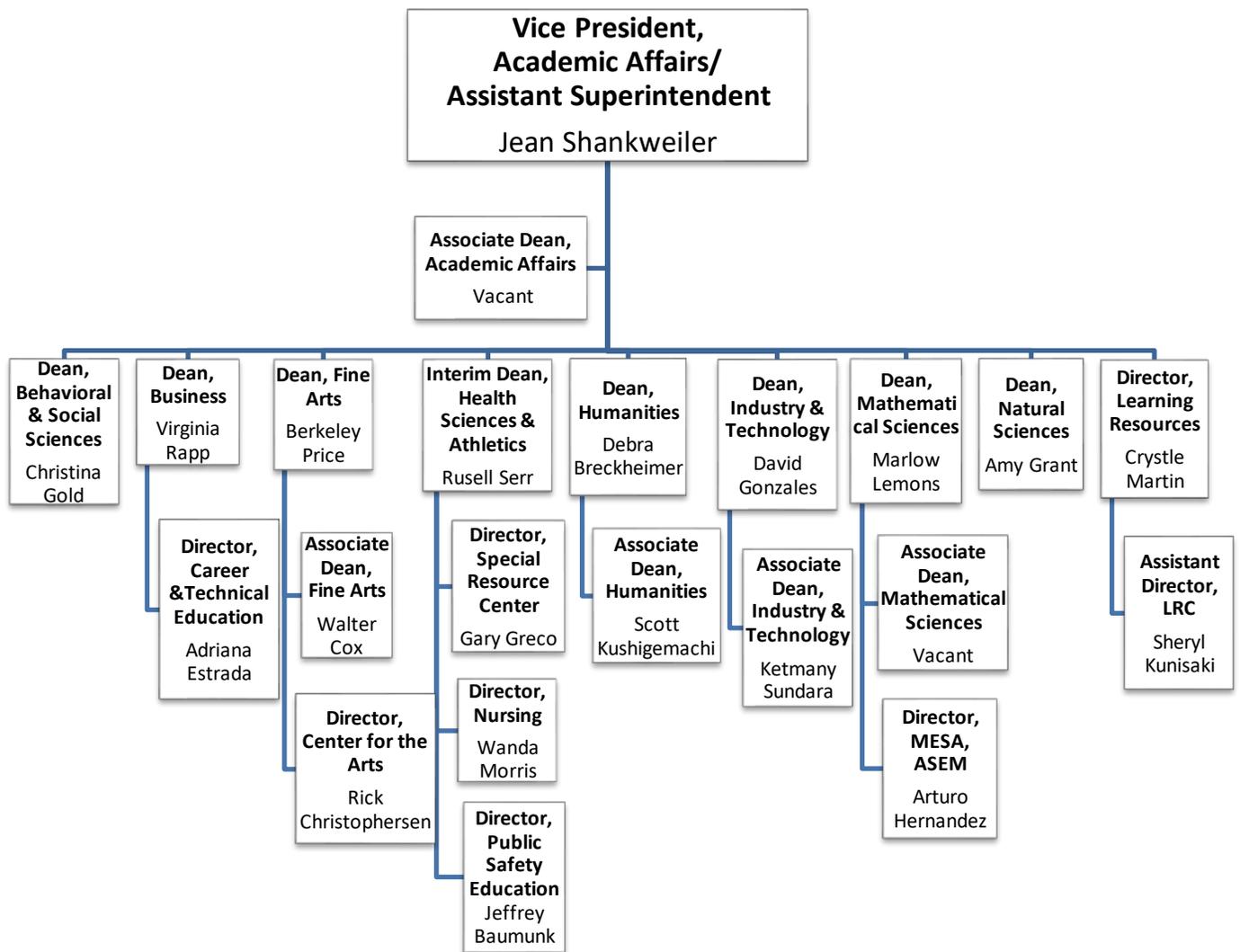
Human Resources Organizational Chart



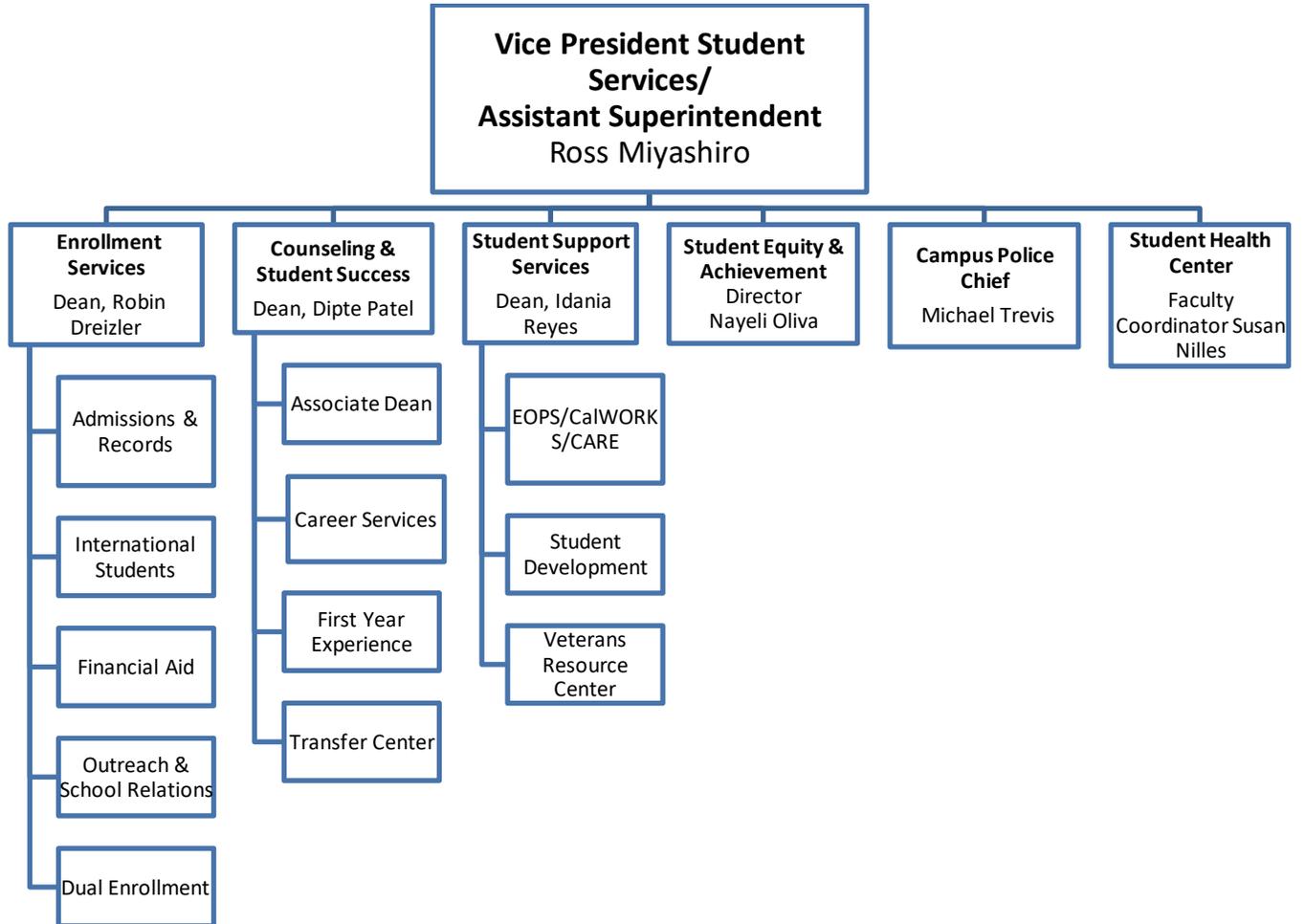
Administrative Services Organizational Chart



Academic Affairs Organizational Chart



Student Services Organizational Chart



## **E. Certification of Continued Compliance with Eligibility Requirements**

### **Eligibility Requirement 1: Authority**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

El Camino College, founded in 1947, meets the minimum conditions for community colleges under the California Code of Education, The California Code of Regulations, Title 5: Education, Division 6: California Community Colleges, and the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation.

El Camino College derives its authority to operate as a degree-granting institution from statute 70902 of the California Education Code ([ER 1.1](#)).

The College is authorized to operate as a post-secondary educational institution and award degrees based on continuous accreditation by the ACCJC, a division of the Western Association of Schools and Colleges. Reaffirmation of ECC accreditation is noted in this letter from the ACCJC in 2015 ([ER 1.2](#)).

The ACCJC is recognized by the Commission on Recognition of Postsecondary Accreditation and by the U.S. Department of Education (USDE).

### **Eligibility Requirement 2: Operational Status**

The institution is operational, with students actively pursuing its degree programs.

Students at the College enroll in a variety of courses that can lead to either an associate degree or a certificate of achievement/accomplishment in one of 81 programs. These courses are listed in the College catalog ([ER 2.1](#)) and the schedule of classes ([ER 2.2](#)). The majority of courses are transferable, and the College strives to maintain a curriculum that is both comprehensive and balanced. Students are actively pursuing degrees and certificates, and, in 2016-17, 2,289 degrees and 578 certificates were awarded at El Camino College ([ER 2.3](#)). This exceeds the institution-set standards for degree and certificates of 1,463 and 435, respectively. In the last three years, there has been a steady increase in the number of degrees and certificates awarded at El Camino College.

Enrollment trends and data are constantly monitored and evaluated ([ER 2.3](#)).

### **Eligibility Requirement 3: Degrees**

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

El Camino College currently offers 81 associate degrees ([ER 3.1](#)). These degrees are supported by offerings from each of the eight academic divisions. Degree requirements are listed in the College catalog. The Economics AA-T serves as an example, and individual departments within divisions also list degree information and requirements ([ER 3.2](#)). Of the 32 finalized Transfer Model Curriculum degrees, the College has 17 transfer degrees approved by the California Community Colleges Chancellor's Office (CCCCO) and another five submitted for approval. Two degrees are in the review process with the College Curriculum Committee.

Information on California State University (CSU) General Education (GE) Breadth Requirements and Intersegmental General Education Transfer Curriculum can also be found in the catalog. Data describing student enrollment in degree and non-degree programs is available in the Annual Factbook.

### **Eligibility Requirement 4: Chief Executive Officer**

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

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The primary role and responsibility of the El Camino College superintendent/president is to serve as the chief executive officer (CEO) of the College, administer board policies and provide oversight of the District. The previous superintendent/president was Dr. Thomas Fallo, who retired in February 2016. The Board of Trustees appointed the current superintendent/president, Dr. Dena P. Maloney, to begin in February 2016 after a nationwide search. Under the guidance of a consultant selected by the Board, a large, broad-based committee comprised of representatives of the campus community, student government, and the community at large, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration. Employment of the CEO was formally noted in the minutes of the ECC Board meeting of November 15, 2015 ([ER 4.1](#)).

President Maloney has an office in the center of campus and is always available to staff, students, and the community. The President's News publication of February 10, 2016 contains some biographical detail ([ER 4.2](#)).

The superintendent/president's employment contract notes the positive evaluation she received and states the extension of employment through 2021 ([ER 4.3](#)).

### **Eligibility Requirement 5: Financial Accountability**

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

An independent firm audits the El Camino Community College District (ECCCD) on an annual basis. The firm conducts the audit in accordance with generally accepted auditing standards; the standards applicable to financial audits contained in the Government Auditing Standards, as issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees and notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations, as necessary.

Past, current and proposed budgets are found on the El Camino website ([ER 5.1](#)). A listing of financial audits is noted on the El Camino web site ([ER 5.2](#)), along with findings from independent auditors which are noted in ECC annual financial reports ([ER 5.3](#)). Financial aid is also specifically mentioned in audit reports.

The student loan default rates at El Camino College have traditionally been well below the federal guidelines' default rate of 30% for a two-year cohort, as defined by the Higher Education Opportunity Act of 2008. El Camino College's default rates per the latest report from the National Student Loan Data System (NSLDS) fall below federal guidelines ([ER 5.4](#)).

### **Evidence List:**

ER 1.1 [EDC 70902](#)

ER 1.2 [ACCJC letter to ECC 02 06 2015](#)

ER.2.1 [Degrees and Certificates - El Camino College](#)

ER.2.2 [ECC-winter-spring-2020-schedule](#)

ER 2.3 [ECC Factbook 2018-19 p. 33](#)

ER 2.3 [ECC Factbook pp. 7-13](#)

ER.3.1 [Degrees and Certificates by Division - El Camino College](#)

ER.3.2 [Degree & Certificate\\_ Economics, AA-T - El Camino College](#)

ER.4.1 [Board of Trustees Minutes 11-16-15](#)

ER.4.2 [President's News 02 10 2016](#)

ER.4.3 [President Contract](#)

ER.5.1 [Annual Budget Books](#)

ER.5.2 [Financial and Performance Audits](#)

ER.5.3 [El Camino CCD Financial and Performance Audit Report June 2019](#)

ER.5.4 [ECC Default Rates](#)



## **F. Certification of Continued Institutional Compliance with Commission Policies**

El Camino College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **Public Notification of an Evaluation Team Visit and Third Party Comment**

*Regulation citation: 602.23(b).*

El Camino College has made timely and appropriate efforts to solicit third-party comments in advance of the comprehensive evaluation visit. The dates of the evaluation visit were announced in the President's News dated October 14, 2019 ([CP.1](#)). In addition, the dates for the evaluation visit were posted on the Accreditation webpage ([CP.2](#)). The Accreditation Self-Study Report was published on the Board of Trustees agenda for the June 2020 and July 2020 meetings ([CP.3](#)). The campus held a total of five public forums, four during the month of November 2019 for public comment on the individual standards and one in March 2020 for comment on the comprehensive Institutional Self-Evaluation Report. To comply with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions, the Accreditation webpage provided a link for email comments regarding the Institutional Self-Evaluation Report ([CP.2](#))

### **Standards and Performance with Respect to Student Achievement**

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

El Camino College has defined elements of student achievement performance across the institution and has identified the expected measure of performance within each element. The institution identified these institutional effectiveness measures as a result of college Planning Summits held annually in the spring semester ([CP.4](#)) The College adjusted these outcomes in spring 2019 to align with the CCCCO Vision for Success goals ([CP.5](#)).

The College has defined elements of student achievement performance in each instructional program and identified expected measure of performance within each element, including job placement rates and/or licensure exam pass rates. The academic program review process includes data about program-level performance and progress made since the last program review. Standards for student performance are often included in the review ([CP.6](#)) Standards for CTE programs are reported in the annual report to the ACCJC ([CP.7](#)). Additional evidence and discussion can be found in Standard I.B.3 and ER 11.

El Camino College has defined program-level outcomes for each program in the College catalog. Each program evaluates the defined outcomes at least once every four years. Institutional-level outcomes (ILOs) identify four key areas of student learning: Critical Thinking, Communication,

Community and Personal Development, and Information Literacy ([CP.8](#)). Assessment of the ILOs occurs on a four-year cycle. Each assessment cycle sets a standard for student learning or sets the expectation that achievement will exceed the prior assessment. The assessment of the Critical Thinking ILO assessment ranks students in three areas – ability to identify questions, problems or issues; ability to analyze the solution, plan or argument; and the ability to draw conclusions. Faculty rank students on a scale of zero to three with an average of two being a proficient score ([CP.9](#))

The institution-set standards for programs across the institution are relevant to guide self-evaluation and institutional improvement, appropriate to higher education and regularly reported across the institution. Institutional effectiveness measures are published on the Institutional Research and Planning (IRP) webpages ([CP.10](#)). Program reviews are published on the Academic Affairs webpages, and program learning outcomes can be found on the Learning Outcomes webpages. Included as indicators are employment rates and licensure exam pass rates for CTE programs. These are rates are posted on the IRP webpages ([CP.11](#)). The elements in the ECC institutional effectiveness outcomes (IEOs) and Local Vision Goals are developed by the Strategic Planning Committee and reviewed and approved at the annual Planning Summit. The Local Vision Goals are appropriate to higher education and align with the CCCCO Vision for Success. The results are reported to the campus through the IRP webpages. The results are widely accepted across campus; for example, they are included in the Enrollment Management Plan ([CP.12](#)).

The institution analyzes its performance as to the institution-set standards, IEOs and Local Vision Goals through frequent reporting from IRP and in academic program reviews. Action is taken when performance needs improvement, as noted in Institutional Self-Evaluation Report section II.A.16.

### **Credits, Program Length, and Tuition**

*Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.*

Credit hour assignments and degree program lengths are with the range of good practice in higher education, as described in Board Policy (BP) 4020 Program, Curriculum, and Course Development and Administrative Procedure (AP) 4020 Program, Curriculum, and Course Development ([CP.13](#), [CP.14](#)), California Education Code, the California Community Colleges Program and Course Approval Handbook and ACCJC Commission Policy.

El Camino College academic degrees meet the minimum program length of 60 semester credit units for an associate degree. These requirements are published in the College catalog ([CP.15](#)) and verified during the graduation evaluation process. In order to receive a degree or certificate, students will demonstrate competency by meeting the conditions stated in the College catalog, which include completing 60 degree-applicable units with a minimum GPA of 2.0 in coursework.

The assignment of credit hours and degree program lengths is verified by the institution and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes and for courses that require clinical practice. The Board of Trustees has approved AP

4020 Program, Curriculum, and Course Development, which details these practices. The course outline of record (COR) documents the adherence to these standards ([CP.16](#)). COR and units awarded are developed by faculty and approved by the College Curriculum Committee, a committee of the Academic Senate, to ensure the course credit hours and units comply with the regulations set forth by the CCCCCO and the Program and Course Approval Handbook.

Tuition and fees are consistent across degree programs. They can be found in the College catalog ([CP.17](#)), on the College website ([CP.18](#)), the class schedule ([CP.19](#)) and in AP 5030 Fees ([CP.20](#)). Courses or programs with additional fees or costs, such as cosmetology, are noted in the schedule of classes.

### **Transfer Policies**

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

El Camino College publishes accurate information regarding the transfer of credit. Information regarding transfer policies is published in the College catalog ([CP.21](#)), including policies for Credit by Exam, Advanced Placement (AP), International Baccalaureate (IB), military service credit, and policies for the acceptance of credit from other colleges.

Credit for Advanced Placement is established in BP 4235 Credit by Examination ([CP.22](#)). AP 4236 Advanced Placement and International Baccalaureate Credit details procedures for the credit from AP and IB ([CP.23](#)). Credit for military service is established in AP 4237 Credit for Military Service ([CP.24](#)).

El Camino College has arranged transferability of courses through articulation agreements with various private colleges and universities. The course transferability notation is published in the catalog and indicates if the course is transferable to the CSU and/or UC systems ([CP.25](#)). The College employs a full-time articulation officer to manage the articulation of ECC courses with CSU, UC and private universities.

### **Distance Education and Correspondence Education**

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

El Camino College has policies and procedures for defining and classifying a course offered as distance education in alignment with USDE definitions and it ensures the development, implementation, and evaluation of all courses and programs, including those offered via distance or correspondence education, by adhering to the College's AP 4105 Distance Education. It is mandatory that each proposed or existing course offered by distance education at El Camino College is reviewed and approved separately, under the same conditions and criteria as all other courses.

The College Curriculum Committee provides accurate and consistent application of the policies and procedures for determining if a course is offered as distance education, with regular and substantive interaction with the instructor; initiative by the instructor and online activities are included as part of the grade.

The review and approval of new and existing distance education courses follows the curriculum approval procedures as outlined in BP 4020, Program, Curriculum, and Course Development.

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

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

All courses approved by the College Curriculum Committee for distance education are required to submit a separate addendum, verifying the course will meet the above requirements. These addenda are reviewed and approved separately from the regular course approval and review.

The implementation and consistency of adherence to policies, including regular and substantive contact initiated by the instructor, is monitored by the Distance Education (DE) department. The DE faculty coordinator develops training for faculty teaching online ([CP.26](#)) and protocols for online course review using Online Education Initiative (OEI) course design rubrics to ensure the section offerings comply with the federal definition of distance education ([CP.27](#)).

The College has appropriate means and consistently applies those means for verifying the identity of a student who participates in distance education and protecting that student information. ECC students participating in distance education use the College-issued secure login and password for authentication in the Canvas course management system. This secure MyECC login allows access to online classrooms, student records, and Library materials and databases. The College incorporates Proctorio, an online proctoring application, for faculty use in its learning management system as a means of verifying the identify of a student taking tests.

The El Camino College infrastructure is sufficient to maintain and sustain distance education offerings. Currently, all ECC courses are offered a Canvas course management system shell, whether offered online or face to face. The College has capacity to grow distance education. Further description of the College technology infrastructure is described in Standard III.C.

### **Student Complaints**

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

El Camino College has clear policies and procedures for handling student complaints accessible to students in the College catalog and online. The standards of and procedures for enforcing student conduct are governed by BP 5500 Standards of Student Conduct, AP 5500 Standards of Student Conduct, and AP 5520 Student Discipline Procedures ([CP.28](#), [CP.29](#), [CP.30](#)). The

procedures regarding students' rights and grievances are governed by AP 5530 Student Rights and Grievances ([CP.31](#)). The policies and procedures are available to students on the Board Policies webpage and in the College catalog.

The catalog informs students of AP 5530 Student Rights and Grievances. Students are able to report alleged violations of the BP and AP governing standards of student conduct, file a student grievance, or report an incident through the online Incident Referral Form, including Assessment, Intervention and Management for Safety (AIMS) and Title IX complaints

Student complaint files are located in the office of the dean of Student Support Services. The complaint files are kept for a minimum of six years. Complaints regarding sexual and gender-based misconduct are handled by the Office of Staff and Student Diversity. Procedures for this complaint process are published in BP 3540 Sexual and Gender-Based Misconduct and AP 3540 Sexual and Gender-Based Misconduct ([CP.32](#), [CP.33](#)) and can be found on the webpage for the Office of Staff and Student Diversity ([CP.34](#)).

In the event issues are not resolved at the College level, students can find posted on the Student Development Office webpage ([CP.35](#)) the names and contact information for the ACCJC, the CCCCO, the Office of the Attorney General and the Public Inquiry Unit of the California State Department of Justice.

### **Institutional Disclosure and Advertising and Recruitment Materials**

*Regulation citations: 602.16(a)(1)(vii); 668.6.*

El Camino College provides accurate, timely and appropriately detailed information to students and the public about its programs, locations and policies. The most comprehensive institutional advertising tools are the College catalog and schedule of classes. This content is available online on the College website. The College catalog clearly describes basic information pertaining to the institution's location, website and facilities available to staff and students ([CP.36](#)). The College catalog also contains all information as required by Standard I.C.2, including a description of the institutional mission, purposes of the College, degree and certificate programs, courses available, transferability of courses, tuition costs and fees, financial aid options and requirements, and refund procedures and policies. Furthermore, the statements of nondiscrimination, academic freedom, rules of student conduct, as well as a full listing of faculty and governing Board members can be found in the annual El Camino College catalog. Pertinent policies, such as BP 4230 Grading and Academic Record Symbols, are placed in the College catalog for the convenience of students ([CP.37](#)). Institutional board policies and administrative procedures for El Camino College may be found on the Board Policies webpage on College website.

The integrity of all print and electronic publications and materials are ensured by the Office of Marketing and Communications. The process includes review by department experts, area administrators and the executive director of Marketing and Communications.

The College provides information regarding its accreditation status in several locations. The College catalog ([CP.38](#)) includes the accreditation status and contact information for the ACCJC. The same information is available on the El Camino College Accreditation webpage, which is

one click from the ECC homepage ([CP.39](#)). The College makes its accreditation status and correspondence with the ACCJC available to the public on the college Accreditation webpage.

### **Title IV Compliance**

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

BP 5130 Financial Aid ([CP.40](#)) ensures El Camino College adheres to all guidelines, procedures and standards to ensure student eligibility for federal financial aid. The policy also covers financial assistance outside of Title IV entitlements and includes state and local grants and scholarships.

The College undergoes an annual external audit that includes compliance with Title IV financial operation. The College received one finding related to federal financial aid during the fiscal year 2017-18 ([CP.41](#)). The College took corrective action, which was accepted by the USDE in their Audit Report letter dated August 27, 2019 ([CP.42](#)). There were no audit findings for FY 2018-19.

The student loan default rates are within the acceptable range defined by the USDE (under 30%). El Camino College made the decision to withdraw its participation in the William D. Ford Federal Direct Loan Program effective the 2013-14 award year because the two-year and three-year official cohort default rates (CDR) had risen significantly in recent years. The recommendation to withdraw was made by the dean of Enrollment Services in April 2013. El Camino College withdrew from the federal student loan program in July 2013. Participation in the William D. Ford Federal Direct Loan Program was reinstated in September 2019 to allow the College to participate in the California Community Colleges Promise Grant program.

The College holds no contracts with non-regionally accredited organizations.

### **Evidence List**

- CP.1 [El Camino College - President's News Accreditation Update October 14, 2019](#)
- CP.2 [Accreditation Webpage](#)
- CP.3 [BOT Agenda June 2020](#)
- CP.4 [Institutional Effectiveness Outcomes](#)
- CP.5 [Local Vision Goals 2018-19](#)
- CP.6 [2016 Photography Program Review](#)
- CP.7 [2017 Annual Report](#)
- CP.8 [ILO Statements](#)
- CP.9 [Critical Thinking ILOs Outcome Results – Spring 2016](#)
- CP.10 [IRP page IE Outcomes, Local Vision Goals](#)
- CP.11 [CA License Exam Rates](#)
- CP.12 [Enrollment Management Plan 2019-22, p. 12](#)

- CP.13 [BP 4020 Program, Curriculum, and Course Development](#)
- CP.14 [AP 4020 Program, Curriculum, and Course Development](#)
- CP.15 [Associate Arts Degree Requirements](#)
- CP.16 [Course Outline of Record](#)
- CP.17 [Catalog \(fees\)](#)
- CP.18 [Web page with fees](#)
- CP.19 [Class Schedule with fees, p. 3](#)
- CP.20 [AP 5030 Fees](#)
- CP.21 [GE Transfer Patterns](#)
- CP.22 [BP 4235 Advanced Placement](#)
- CP.23 [Advanced Placement and International Baccalaureate](#)
- CP.24 [Credit for Military Service](#)
- CP.25 [Course Transferability](#)
- CP.26 [PDL Online teaching page](#)
- CP.27 [Rubric](#)
- CP.28 [BP 5500 Standards of Student Conduct](#)
- CP.29 [AP 5500 Standards of Student Conduct](#)
- CP.30 [AP 5520 Student Discipline Procedures](#)
- CP.31 [AP 5530 Student Rights and Grievances](#)
- CP.32 [BP 3540 Sexual and Gender-Based Misconduct](#)
- CP.33 [AP 3540 Sexual and Gender-Based Misconduct](#)
- CP.34 [Office of Staff and Student Diversity](#)
- CP.35 [Student Development webpage](#)
- CP.36 [ECC Catalog information page](#)
- CP.37 [Academic Regulations](#)
- CP.38 [Catalog accreditation status](#)
- CP.39 [Accreditation web page](#)
- CP.40 [BP 5130 Financial Aid](#)
- CP.41 [El Camino Community College District Final Audit Report 2018, p. 98](#)
- CP.42 [DOE default rate letter 2018](#)

## G. Institutional Analysis

### Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### A. Mission

1. **The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### Evidence of Meeting the Standard

The mission of El Camino College (ECC) is laid out in Board Policy (BP) 1200 District Mission, Vision and Values, which contains the College mission statement, vision statement, and Statement of Values ([I.A.1.1](#)). These statements provide general descriptions of the College's student population, its educational programs, and its commitment to student learning and achievement. The Academic Affairs homepage and the catalog outline the types of degrees and credentials offered by ECC ([I.A.1.2](#), [I.A.1.3](#)). Yearly demographic profiles show the diversity of the College's student population ([I.A.1.4](#)). The Strategic Initiatives (SIs) evidence the College's commitment to student learning and achievement ([I.A.1.5](#)). A handout from the May 2019 Board of Trustees meeting shows the alignment of ECC goals with the Vision for Success ([I.A.1.6](#)). Since the time of the writing of this report, Board Policy 1200 has been revised and adopted by the Board.

#### Analysis and Evaluation

The El Camino College mission describes its educational purposes, intended student population, and the degrees and certificates offered. Described in BP 1200 District Mission, Vision and Values; the SIs; and the Academic Affairs homepage, the mission expresses the College's commitment to student learning and student achievement.

**Mission Statement:** "El Camino College makes a positive difference in people's lives. We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities."

**Vision Statement:** "El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel."

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

**Statement of Values:** “Our highest value is placed on our students and their educational goals; interwoven into 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 balance the needs of our students, employees, and community.

Respect: We work in the spirit of cooperation and collaboration.

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

Diversity: We recognize and appreciate our similarities and differences.

Excellence: We aspire to deliver quality and excellence in all we do ([I.A.1.1](#)).”

The mission statement explains the broad educational purpose of the College to “provide excellent comprehensive educational programs.” The College offers a wide array of classes and programs aimed at transfer, career education and advancement, and lifelong learning.

The mission statement references “our diverse communities” to describe the student population the College serves ([I.A.1.1](#)). The Academic Affairs homepage similarly states that “El Camino College is committed to being an open access institution and serving students of all ages, cultures, and backgrounds” ([I.A.1.2](#)). The diversity of ECC’s student body is outlined in yearly Demographic Profiles posted on the Institutional Research website ([I.A.1.4](#)).

The degrees and credentials offered at El Camino College are appropriate to an institution of higher learning. The Academic Affairs homepage ([I.A.1.2](#)) and the catalog ([I.A.1.3](#)) summarize the academic opportunities available to students, including, “Achievement of Associate Degrees in Arts and Sciences, transfer to baccalaureate institutions, mastery of basic skills such as critical thinking, mathematics, written and oral communication, cultural enrichment and lifelong learning, acquisition of the necessary career education and skills to successfully participate in the workplace and global economy” ([I.A.1.2](#)).

Central to the mission of El Camino College is a deep commitment to student learning and achievement. The Statement of Values asserts, “Our highest value is placed on our students and their educational goals” ([I.A.1.1](#)). SI B, a central driving goal of ECC, states that the College will strive to continually “strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy” ([I.A.1.5](#)). The alignment of ECC’s goals with the Chancellor’s Office Vision for Success further shows the College’s commitment to student success ([I.A.1.6](#)).

### **Evidence of Meeting the Standard**

The El Camino College Institutional Research and Planning department (IRP) collects and analyzes data on student success and other measures of the College’s accomplishment of its mission. This information is posted on the IRP homepage and published in the Annual Factbook

[\(I.A.2.1 and I.A.2.2\)](#). The data dashboard is an easy-to-use tool that enables quick viewing and manipulation of student success and retention data [\(I.A.2.3\)](#). Qualitative data from employee and student campus climate surveys reveals that these groups believe the campus is accomplishing its mission [\(I.A.2.4 and I.A.2.5\)](#). Institutional learning outcomes (ILOs) assessment data and institutional effectiveness outcomes (IEOs) measurements provide information about student success and challenges in meeting the academic mission of the College [\(I.A.2.6 and I.A.2.7\)](#). The SIs demonstrate how the mission directs institutional priorities that help the College meet the educational needs of students. The SIs are central to planning and budgeting at the College [\(I.A.2.8\)](#). The IRP Student Achievement and Completion webpage further demonstrates collection of data measuring mission achievement [\(I.A.2.9\)](#). The 2019-2022 Equity Plan Executive Summary, the Outcomes Report from the College Planning Summit, and the 2017-19 Integrated Plan show how the College uses mission-related data to help set institutional priorities that guide the College's accomplishment of its mission [\(I.A.2.10, I.A.2.11, I.A.2.12\)](#).

## **Analysis and Evaluation**

El Camino College collects data from campus climate surveys, ILO assessments, and IEO measurements to evaluate its performance in achieving its mission and to determine whether it is meeting the educational needs of students. Reports posted on the IRP homepage present and analyze data related to the achievement of the College mission [\(I.A.2.1\)](#). Mission-related data is presented, analyzed, published, and posted in the Annual Factbook [\(I.A.2.2\)](#), and student success and retention data is easily accessible on the Data Dashboard [\(I.A.2.3\)](#). Furthermore, mission-related data informs the College's strategic planning and is used to improve practices and processes that help the College determine how to achieve its mission.

ECC employee and student campus climate surveys provide useful empirical information about a variety of employee- and student-related campus climate matters, with questions focused on objectives laid out in the College mission. According to the spring 2018 semester employee survey, a great majority of employee respondents believe El Camino College is achieving its mission, with 98 percent agreeing that ECC makes a positive difference in people's lives, and 96 percent agreeing that the College provides excellent comprehensive educational programs and services. Ninety-eight percent of the employee respondents understand their role in helping ECC achieve its mission to make a positive difference in people's lives [\(I.A.2.4\)](#). Similarly, in the spring 2018 student climate survey, 97 percent of students agree that ECC makes a positive difference in people's lives, and 95 percent agree that the College provides excellent comprehensive educational programs and services. Each of these measures directly capture objectives stated in the College mission statement. Furthermore, ECC's mission statement commits to collaboration with diverse communities. Ninety-three percent of students believe ECC values the diversity of its student body and works diligently to ensure all students are treated fairly. Furthermore, 94 percent of student respondents believe their instructors welcome and encourage students to contribute diverse perspectives in class [\(I.A.2.5\)](#).

Assessment of the College's ILOs provides data regarding student achievement of the College's educational mission and illuminates how the mission directs institutional priorities in meeting the College mission to provide excellent comprehensive educational programs and services [\(I.A.2.6\)](#). For example, the ILOs measure critical thinking, communication, community and personal

development, and information literacy. Finally, each of the College's SIs touches upon an aspect of the mission: student learning, student success and support, collaboration, community responsiveness, institutional effectiveness, and modernization ([I.A.2.8](#)).

The College collects data to analyze student performance on the IEOss. An infographic presents student success in key academic performance indicators, such as the completion of degrees and certificates, persistence, and transfer rates ([I.A.2.7](#)). Reports on the IRP Student Achievement and Completion webpage track changes over time in student performance to help plan for improvement ([I.A.2.9](#)). In addition, student achievement data is disaggregated and analyzed in the 2019-2022 Equity Plan Executive Summary ([I.A.2.10](#)). This plan identifies disproportionately impacted groups and sets goals to reduce equity gaps.

Mission-related data helps the College determine institutional priorities and achieve its mission. This data is presented, analyzed, and used at the College's Planning Summits to help guide decision-making ([I.A.2.11](#)). The 2017-2019 Integrated Plan for the Basic Skills Initiative, Student Equity, and Student Success and Support Program uses mission-related data about the success of the College's diverse student body to assess and improve the College's current practices and to plan for the future in order to best achieve the College mission ([I.A.2.12](#)).

- 3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

### **Evidence of Meeting the Standard**

El Camino College's programs and services are aligned with its mission, which guides decision-making, planning, budgeting, and student success and achievement goals. The link between a specific program and the ILOs is evidenced in the Sociology Alignment grid. This grid demonstrates how instructional course and program learning outcomes are linked to campus ILOs and, therefore, to the mission ([I.A.3.1](#)). Administrative Procedure (AP) 3250 Institutional Planning describes the importance of the SIs in providing direction to achieve the mission through the planning and budgeting process ([I.A.3.2](#)). Evidence from Nuventive (ECC's planning software) shows how program recommendations are linked to the SIs ([I.A.3.3](#)). Superintendent/President Dena P. Maloney's introduction to the campus budget asserts the importance of the mission and goals in shaping student-centered directives ([I.A.3.4](#)). The Integrated Plan: Basic Skills Initiative, Student Equity, and Student Success and Support Program shows the campus effort to align these multilayered programs with the mission ([I.A.3.5](#)). The Planning and Budgeting Committee purpose statement and the Facilities Plan show how data is used in decision-making to achieve the mission and to promote student learning and achievement ([I.A.3.6](#), [I.A.3.7](#), [I.A.3.8](#)).

### **Analysis and Evaluation**

El Camino College aligns programs and services to the mission, which further guides institutional decision-making, planning, and resource allocation, demonstrated by the alignment of student learning Outcomes (SLOs) and program learning outcomes (PLOs) with ILOs and by using SIs. SLOs and SIs are directly aligned with the mission. Further, the mission guides goals

for student learning and achievement, as seen in the IEOs and goals set in the 2017-19 Integrated Plan.

Course, program, and institution-level outcomes are aligned using a grid to ensure that all programs and courses work in tandem to achieve the College mission. For example, the Sociology Alignment Grid links the program's SLOs and PLOs to the College ILOs, demonstrating how the mission is tethered to individual academic programs ([I.A.3.1](#)).

AP 3250 Institutional Planning asserts "The College mission underlies all planning and budgeting decisions, with SIs providing primary direction for achieving the mission" ([I.A.3.2](#)). In Nuventive, recommendations and budget requests made in Program Review and annual program plans are directly linked to at least one SI to ensure that program planning aligns with the mission and institutional goals ([I.A.3.3](#)). Similarly, ECC continually assesses whether its mission guides resource allocation as stated by Dr. Maloney in the 2018 budget to the El Camino Community College District Board of Trustees ([I.A.3.4](#)).

The mission also drives institutional goals for student learning and achievement as demonstrated by the 2017-19 Integrated Plan, which coordinates the efforts of programs related to the Basic Skills Initiative, student equity, and student success and support. This plan coordinates programs and aligns them with the student success initiatives and the College mission ([I.A.3.5](#)). The Integrated Plan draws on existing data, previous plans, additional statewide data, and data collected at the College to measure student learning, success, and retention.

Decision-making and consultative bodies, such as the Planning and Budgeting Committee (PBC) and the Facilities Steering Committee (FSC), align resource allocation and other decisions with the College mission, especially pertaining to student learning and student achievement. The PBC's statement of purpose asserts "that planning and budgeting are integrated and evaluated while driven by the mission and strategic initiatives set forth in the Strategic Plan." The PBC pledges to annually "review resources and make recommendations for the College budget based on principles and processes set forth in the Educational Master Plan and align with the mission, vision, values and strategic initiatives of the College" ([I.A.3.6](#)). On November 21, 2019, PBC was presented with a plan to implement a rubric to be used by deans and vice presidents to ensure that budgeting decisions align with program review, the mission, the SIs, and area goals ([I.A.3.7](#)). The FSC oversees the implementation of the 2017 Facilities Plan that is "guided by the College's Educational Master Plan, which serves as the foundation for recommendations regarding facilities." "Data is the key element that is used to link educational and facilities planning efforts" and to ensure that the College's instructional programs have the space they need to achieve their purpose ([I.A.3.8](#)).

- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

#### **Evidence of Meeting the Standard**

The mission is widely published, periodically reviewed, and approved by the Board of Trustees. The Board of Trustees agenda and minutes evidence its approval of the mission in 2014 and

2019 ([I.A.4.1](#), [I.A.4.2](#)). The mission is published in the College catalog, President’s News, President’s Office homepage and the Community News. ([I.A.4.3](#), [I.A.4.4](#), [I.A.4.5](#), [I.A.4.6](#)). Notes from the 2014 and 2018 Planning Summits demonstrate the periodic review and updating of the mission ([I.A.4.7](#), [I.A.4.8](#)).

### **Analysis and Evaluation**

El Camino College periodically reviews, updates, and widely publishes its mission statement. BP 1200 District Mission, Vision and Values contains the mission statement and was last approved by the Board of Trustees on June 17, 2019 ([I.A.4.1](#)). The previous version of BP 1200 Mission, Vision and Values was approved on December 15, 2014 ([I.A.4.2](#)) and further refined and approved by the Board on June 17, 2019.

The mission statement is widely published and announced in numerous campus documents, including the College catalog, the President’s newsletter, the President’s Office homepage, and the Community News ([I.A.4.3](#), [I.A.4.4](#), [I.A.4.5](#), [I.A.4.6](#)). The mission is the first statement in the President’s Message located on the President’s Office homepage ([I.A.4.4](#)). In the fall 2017 issue of Community News, Dr. Maloney states, “It is our mission to provide excellent comprehensive educational programs and services and make a positive difference in people’s lives” ([I.A.4.6](#)).

Review of the mission statement occurs primarily at the annual Planning Summit, which consists of about 60-70 participants from all employment groups and students. Minutes from the 2014 and 2018 Planning Summits demonstrate how the College periodically reviews and updates its mission ([I.A.4.7](#), [I.A.4.8](#)).

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### **Conclusions on Standard I.A. Mission**

El Camino College meets Standard I.A by identifying, publicizing, and regularly evaluating its mission and ensuring that institutional practices align with its mission. The mission statement highlights the institutional priorities of excellent comprehensive educational programs, student support services, attention to diversity, and making a positive difference in people’s lives. The mission is also expressed through the Vision Statement, ILOs, SIs, and the Statement of Values. Student learning and achievement, institutional decision-making, planning, and resource allocation are guided by SIs that are aligned with the mission statement. Through Planning Summit meetings, campus climate surveys, Program Review, and assessment of SLOs, PLOs, and ILOs, the College regularly uses data to evaluate, plan, and update the mission in order to improve and enhance the quality of the academic programs and student services. In summary, El Camino College articulates, publicizes, and uses data to regularly review and update a clear, comprehensive, and student-centered mission and to ensure that its academic programs and student services align with that mission.

### **Evidence List**

I.A.1.1 [Board Policy 1200 - District Mission, Vision and Values](#)

I.A.1.2 [Academic Affairs Homepage](#)

- I.A.1.3 [Catalog – ECC Degrees and Certificates](#)
  - I.A.1.4 [Demographic Profiles - Institutional Research Webpage](#)
  - I.A.1.5 [Strategic Initiatives - Master Plan 2017](#)
  - I.A.1.6 [ECC Goals Alignment with Vision for Success – Board Handout May 2019](#)
  - I.A.2.1 [Institutional Research and Planning Homepage](#)
  - I.A.2.2 [Annual Factbooks](#)
  - I.A.2.3 [Data Dashboard](#)
  - I.A.2.4 [Employee Campus Climate Survey 2019, pp. 6-7](#)
  - I.A.2.5 [Student Campus Climate Survey 2018, pp. 7-8](#)
  - I.A.2.6 [ILO Assessment Reports](#)
  - I.A.2.7 [Institutional Effectiveness Infographic](#)
  - I.A.2.8 [Strategic Initiatives - Master Plan 2017](#)
  - I.A.2.9 [Institutional Research Student Achievement and Completion Webpage](#)
  - I.A.2.10 [2019-2022 Equity Plan Executive Summary](#)
  - I.A.2.11 [Outcomes Report for Planning Summit](#)
  - I.A.2.12 [2017-19 Integrated Plan](#)
  - I.A.3.1 [Sociology SLO, PLO, ILO Alignment Grid](#)
  - I.A.3.2 [AP 3250 Institutional Planning](#)
  - I.A.3.3 [Annual Plan Recommendation Links to Strategic Initiatives - Nuventive](#)
  - I.A.3.4 [Dr. Maloney – 2018-2019 Budget Statement](#)
  - I.A.3.5 [Integrated Plan 2017-19](#)
  - I.A.3.6 [Planning and Budgeting Committee Webpage](#)
  - I.A.3.7 [Planning and Budgeting Committee Minutes, November 12, 2019](#)
  - I.A.3.8 [Master Plan – Facilities Plan 2.1 & 2.2](#)
  - I.A.4.1 [Board of Trustees Minutes – June 17, 2019](#)
  - I.A.4.2 [Board of Trustees Agenda – December 15, 2014 \(p. iv\)](#)
  - I.A.4.3 [Mission Statement in Catalog](#)
  - I.A.4.4 [President’s News, Volume 30, Number 10 \(p.8\)](#)
  - I.A.4.5 [President's Office Webpage](#)
  - I.A.4.6 [El Camino College, Community News, Fall Issue 2017 \(p.3\)](#)
  - I.A.4.7 [2014 Planning Summit](#)
  - I.A.4.8 [2018 Planning Summit](#)
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## **B. Assuring Academic Quality and Institutional Effectiveness**

### **Academic Quality**

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

#### **Evidence of Meeting the Standard**

El Camino College participates in substantive, frequent, and ongoing conversations about outcomes, equity, quality, institutional effectiveness, and achievement in committee meetings, workshops, and events.

The Academic Senate engages in extensive and continuous dialogue regarding student learning and achievement in bimonthly meetings and in a Student Success Plenary ([I.B.1.1](#)). Division meeting minutes ([I.B.1.2](#)), Assessment and Learning Committee (ALC) monthly meeting minutes ([I.B.1.3](#)), and biannual Professional Development Day breakout session agendas ([I.B.1.4](#)) demonstrate the presentation and discussion of student success data and student learning outcome (SLO), program learning outcome (PLO), and institutional learning outcome (ILO) assessment results.

Dialogue about student equity includes many groups across campus. The Student Equity Plan involves First Year Experience (FYE); Mathematics, Engineering, Science Achievement (MESA) program; Knowledgeable, Engaged and Aspiring Students (KEAS) program; Student Equity and Achievement (SEA) Village; and others ([I.B.1.5](#)). The KEAS Program was incorporated into the SEA Village in 2019. At Academic Senate meetings the ongoing collegial dialogue includes reports that update senators on initiatives to support student success and equity ([I.B.1.6](#)). For instance, the campus has hosted over 60 events in the past year to help the College's Dreamers as noted in Academic Senate minutes ([I.B.1.7](#), [I.B.1.8](#)). These events and the reports from them have initiated dialogue that has led to the formation of a Dreamers Task Force to strengthen the College's programs and services to better serve its undocumented population.

The Enrollment Management Plan to help students get the classes they need to succeed was presented at Academic Senate and the Board of Trustees meetings ([I.B.1.9](#)). Academic Senate meeting minutes include evidence of ongoing dialogue regarding revamping the College's onboarding process. Collegially developed Institutional Effectiveness Indicators (IEIs) are tracked, and the data is presented to the Board annually ([I.B.1.10](#)). Child Development Advisory Committee minutes exemplify how the campus works with community partners to review academic programs and to support student success ([I.B.1.11](#)). Guided Pathways evidences the College's efforts to improve institutional effectiveness and student achievement. The Guided Pathways Committee meets monthly and the notes illustrate substantive and regular dialogue ([I.B.1.12](#)). The minutes from College Council meetings show how the Guided Pathways Steering Committee engaged the College community to collegially develop meta-majors that better guide students ([I.B.1.13](#)) and the Guided Pathways Success Teams Summit agenda exemplifies how division success teams use data to develop strategies to improve learning and achievement for students in their disciplines ([I.B.1.14](#)).

## **Analysis and Evaluation**

El Camino College engages in sustained, substantive, collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning. Sustained, substantial dialogue between administrators, classified staff, and faculty about student outcomes, equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occurs in the Academic Senate ([I.B.1.1](#)), regular division meetings ([I.B.1.2](#)), the ALC ([I.B.1.3](#)), and Professional Development Day breakout sessions ([I.B.1.4](#)).

Student equity is discussed widely on campus. Existing programs and new programs have been formed to improve equity gaps, such as FYE, MESA, the Reading Success Center; the Math Tutoring Center, KEAS, Student Equity Re-Envisioned (SER), Guardian Scholars, the Asian American and Pacific Islander (AAPI) Equity Initiative, the Student Development Office's Student Empowerment Series, Puente, and Project Success ([I.B.1.5](#)). Dialogue about equity occurs frequently in the Academic Senate ([I.B.1.6](#), [I.B.1.7](#), [I.B.1.8](#)) and with students in groups such as the Student Advisory Council, Cultural Heritage Month events, and the Student Empowerment Dialogue group.

Dialogue about institutional effectiveness and student achievement occurs across campus and includes analyses of evidence, data, and research. The Enrollment Management Committee, for instance, strives to help students get the classes they need to succeed ([I.B.1.9](#)). Institutional Effectiveness Goals are determined through a collegial process, and progress on the goals are presented to the Board every year ([I.B.1.10](#)). Career education advisory boards engage career experts from off campus in conversations about improving the College's programs and student success. For instance, these conversations occur in the Child Development Advisory Committee ([I.B.1.11](#)).

Guided Pathways is an integrated, institutionwide framework based on clearly structured educational experiences that promote better enrollment decisions and prepare students for future success. Frequent campuswide discussions of Guided Pathways are ongoing, and the Guided Pathways Steering Committee meets regularly. It consulted students, faculty, classified staff, and administrators to collegially develop meta-majors that give better direction to students so they can complete their programs of study in a timely manner ([I.B.1.12](#)). Guided Pathways has been presented and discussed at College Council ([I.B.1.13](#)). Guided Pathways Success Teams for each meta-major examine data and develop specialized strategies to support student success and achievement in their disciplines ([I.B.1.14](#)).

The College meets this standard by demonstrating sustained, substantive, and collegial dialogue about equity, academic quality, and institutional effectiveness among students, faculty, classified staff, and administrators in committees and venues on and off campus. Improving student learning and achievement by discussing student outcomes occurs on a continuous basis.

## **2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

### **Evidence of Meeting the Standard**

SLOs, PLOs, ILOs and assessment reports for instructional programs and student support services are posted throughout the College website.

The El Camino College assessment website includes timelines, alignment grids, and completed assessments of course, program, and institutional outcomes ([I.B.2.1](#), [I.B.2.2](#)). The webpage contains a link to the SLO coordinators' reports that shows SLO/PLO assessment completion rates for each division ([I.B.2.3](#)). The Communications Studies assessment report is an example of published course-level assessments ([I.B.2.4](#)). The 2018-19 catalog lists the ILO statements ([I.B.2.5](#)), and the Institutional Research and Planning website includes ILO assessment results ([I.B.2.6](#)). The 2018-19 catalog includes expected outcomes for degrees/certificates such as the Anthropology AA-T degree ([I.B.2.7](#)). The Academic Program Review Template shows the integration of PLO assessments into the Program Review process ([I.B.2.8](#)).

Information about service area outcomes (SAO) is posted on the SAO webpage, which contains links to SAO assessment reports ([I.B.2.9](#) and [I.B.2.10](#)). The 2016 program review for Extended Opportunity Programs & Services (EOPS) and Cooperative Agencies Resources for Education (CARE) outlines the assessment process and results for the program's SAOs ([I.B.2.11](#)). The Students Support Services webpage has links to program reviews, and a current timeline for all Student Services program reviews demonstrating the regular evaluation of the various student support service programs ([I.B.2.12](#)).

### **Analysis and Evaluation**

The College defines and assesses student learning outcomes for all instructional programs and student and learning support services. Student learning outcomes and assessments are used for the systematic review of instructional programs and student support services. The SLO webpage defines processes and includes timelines, alignment grids, and completed assessments at all levels. It also describes assessments at all levels and demonstrates the ongoing process of assessing outcomes for all instructional programs ([I.B.2.1](#)).

Student learning outcomes and assessments are used for the regular and systematic evaluation of all courses and programs. Completed assessments of course, program, and institutional outcomes are posted on the SLO webpage ([I.B.2.2](#)). Also included on the SLO page are links to the SLO coordinators' reports from the past six years that outline the continuing dialogue and efforts to improve academic assessment and include SLO and PLO assessment completion rates for each semester of the prior academic year by division ([I.B.2.3](#)). An example of a course level assessment by the Communication Studies department details the method of assessment with corresponding results and actions ([I.B.2.4](#)). On an institutional level, the 2018-19 catalog includes a list of ILOs, definitions of SLOs, PLOs, and SAOs and a link to the SLO webpage ([I.B.2.5](#)). Institutional Research reports include the data for ILO #3 Community and Personal Development that shows 98 percent of surveyed students use at least one student support service on campus ([I.B.2.6](#)). The 2018-19 catalog includes program outcomes for degrees/certificates such as the Anthropology AA-T degree ([I.B.2.7](#)).

The Academic Program Review Template requires analysis of PLO results and explanations of how PLO assessments have led to dialogue about instructional improvement. PLO assessments may also be linked to program recommendations or funding requests ([I.B.2.8](#))

The Student Support Services webpage provides information on service area outcomes (SAOs) for student support services ([I.B.2.9](#)) and the SAO webpage contains links to SAO assessment reports ([I.B.2.10](#)). The 2016 program review for (EOPS) and (CARE) outlines the assessment process and results for its program SAOs ([I.B.2.11](#)). A current timeline and completed Program Review documents for all student services programs demonstrate the regular evaluation of student services ([I.B.2.12](#)).

**3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

**Evidence of Meeting the Standard**

To achieve continuous improvement, the College sets and measures its performance according to institution-set standards for student achievement. A report by Institutional Research and Planning (IRP) to the Academic Senate explains the methodology used to create the first set of standards in 2013 ([I.B.3.1](#)). Evidence of the evolution and tracking of those institution-set standards is found in the following sources: an Institution-Set Standards infographic ([I.B.3.2](#)), the March 2017 midterm accreditation report ([I.B.3.3](#)), the licensure passage rates and job placement webpage ([I.B.3.4](#)), Board Policy (BP) 1200 District Mission and Strategic Plan 2014 ([I.B.3.5](#)), institutional effectiveness outcomes (IEOs) tracking ([I.B.3.6](#)), Student Success Scorecard Trends ([I.B.3.7](#)), a presentation to the Board of Trustees on the Student Success Scorecard ([I.B.3.8](#)), and Local Vision Goals Progress ([I.B.3.9](#)). The tracking and sharing of institution-set standards in an effort to pursue continuous improvement is evidenced in the following documents: a 2018 Planning Summit PowerPoint presentation ([I.B.3.10](#)), the IRP Student Success webpage ([I.B.3.11](#)), a 2018 Planning Summit Outcomes Report ([I.B.3.12](#)), the Enrollment Management Plan ([I.B.3.13](#)) and the Student Equity Plan ([I.B.3.14](#)).

**Analysis and Evaluation**

El Camino College establishes institutional standards for student achievement appropriate to its mission “to provide excellent comprehensive educational programs and services that promote student learning and success.” In March 2013, the College established institution-set standards for course completion, degrees, certificates, transfers, job placement, and licensure exams. The methodology used to set these standards was presented to the Academic Senate by IRP ([I.B.3.1](#)), which tracks performance and challenges these goals ([I.B.3.2](#)). The March 2017 accreditation midterm report demonstrates that the College’s institution-set standards meet Accrediting Commission for Community and Junior Colleges (ACCJC) criteria because they include course completion, program completion, and transfer rates ([I.B.3.3](#)). Additionally, job placement and licensure examination pass rates are monitored by IRP and annually reported to the California Community College Chancellor’s Office ([I.B.3.4](#)).

Following the establishment of institution-set standards in 2013, the College amended BP 1200 District Mission and Strategic Plan in 2014 to include performance metrics that measure progress on student achievement and institutional effectiveness ([I.B.3.5](#), [I.B.3.6](#)). IEOs, were selected based on those used in the United States Department of Education (USDE) College Scorecard. The Student Success Scorecard Summary and related presentations to the Board of Trustees demonstrates that the College is aware of and uses key metrics set in the USDE College Scorecard ([I.B.3.7](#), [I.B.3.8](#)).

In fall 2018, the Strategic Planning Committee (SPC) updated performance metrics to reflect California Community College systemwide initiatives, including Guided Pathways, Assembly Bill (AB) 705, Vision for Success, and the sunseting of the Student Success Scorecard. Resulting Local Vision Goals have been tracked since then ([I.B.3.9](#)).

Members of the El Camino College community have a broad-based understanding of the priorities and actions necessary to achieve and exceed the institution-set standards. Evidence of this are the Annual Planning Summits that have taken place since 2013. Standards are presented and inform planning discussions at the summits. Participants come from all constituencies of the College (administrators, faculty, staff, and students) and inform the campus community at large ([I.B.3.10](#)).

IRP reviews data to assess the College's performance against its institution-set standards. These standards are reviewed and discussed each year at the annual Planning Summit and are presented to the Board of Trustees. IRP also provides access to annual tracking of success and retention rates by division, department, course, and instructor ([I.B.3.11](#)).

As stated in the 2018 Planning Summit Outcomes Report, the College had already achieved, or was on track to achieve, over half of the 14 IEOs ([I.B.3.12](#)). The institution has developed two campuswide plans to guide institutional improvement: The Enrollment Management Plan ([I.B.3.13](#)) and the Student Equity Plan Executive Summary ([I.B.3.14](#)). These plans provide actions to support ongoing achievement of the College standards.

#### **4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

##### **Evidence of Meeting the Standard**

ECC institutional processes that use assessment data to support student learning and achievement are described in BP 1200 District Mission, Vision and Values, BP 3250 Institutional Planning, and the Comprehensive Master Plan ([I.B.4.1](#), [I.B.4.2](#), [I.B.4.3](#)). The Academic Program Review Handbook shows how assessment data is used to support student learning and achievement and to guide institutional planning. ([I.B.4.4](#)). Student learning and achievement is tethered to planning and budgeting through the use of IEOs ([I.B.4.5](#)), Local Vision Goals ([I.B.4.6](#)), and (SIs) ([I.B.4.7](#)). The Planning Summit notes demonstrate how administrators, faculty, staff, and students work together in a data-driven process to improve student learning and achievement ([I.B.4.8](#)).

## **Analysis and Evaluation**

The College uses assessment-driven planning to support student learning and student achievement. Organizational processes that hinge on student learning and achievement are outlined in BP 1200 District Mission, Vision and Values ([I.B.4.1](#)), BP 3250 Institutional Planning ([I.B.4.2](#)), and the 2017-2022 Comprehensive Master Plan. The 2017-2022 Comprehensive Master Plan states that the El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness and student success. Furthermore, a campuswide planning summit is held each spring to review and evaluate progress on IEOs and Strategic Initiatives (SIs). The El Camino College Planning Model components consist of curriculum review, program review, outcomes assessment, and annual planning, all of which drive and are responsive to each other ([I.B.4.3](#)).

Assessment data is incorporated into program review, which is conducted every four years and is used in the planning process. As noted in the 2019 Academic Program Review Handbook, “The program review process is the primary vehicle by which each academic program at the College documents its ongoing assessment and data analysis related to student enrollment trends; student retention and completion rates; student equity; and course- and program-level learning outcomes... The academic program review process represents a vital link between student learning in the classroom and the operation of the College. Recommendations from program review are incorporated and reflected in the College’s planning processes” ([I.B.4.4](#)). At the course and program level, assessments include “Actions” that recommend improvements in teaching strategies, curriculum, and student services. These recommendations are included in program review and help to justify program review recommendations for improvements and requests for College funds. Results from assessments and recommendations from program review help justify and prioritize resource requests and are an important part of the planning process to improve student learning and achievement.

Student learning and achievement are central to the mechanisms used to prioritize and organize planning and budgeting. IEIs are a set of collegewide student achievement outcomes and goals that are reported and reviewed annually to measure student progress and improvement ([I.B.4.5](#)). In September 2019, the College defined Local Vision Goals that align with the Chancellor’s Office’s Vision for Success Goals, which includes measures such as completion, transfer, and units earned ([I.B.4.6](#)). SIs play a critical role in college planning. SI A is titled Student Learning, and SI B is titled Student Success and Support. In SI A, the College commits to supporting “student learning using a variety of effective instructional methods, educational technologies, and College resources.” SI B states that the College will “strengthen quality educational and support services to promote and empower student learning, success, and self-advocacy.” Each funding request in the planning process is linked to an SI. ([I.B.4.7](#)) Progress reports on the overall Comprehensive Master Plan, which includes the SIs, are made annually to the Planning Budget Committee, Academic Senate, and College Council. Additional institutional review and planning also occurs at the annual campuswide Planning Summit ([I.B.4.8](#)).

## **Institutional Effectiveness**

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

### **Evidence of Meeting the Standard**

The College uses a continuous cycle of program review informed by data to support improvement and College achievement of its mission. The Academic Program Review Handbook and Template and the Student Services Program Review Template provide evidence of a regularized and thorough process that makes abundant use of evidence to support recommendations for improvement ([I.B.5.1](#), [I.B.5.2](#), [I.B.5.3](#)). Data on student learning and achievement is easily accessible for program review on the success and retention Data Dashboard, the degree and certificate attainment Data Dashboard, and the IRP success and retention rates webpage ([I.B.5.4](#), [I.B.5.5](#), [I.B.5.6](#)). Assessment reports for English 84, A, and 1A demonstrate analysis of outcomes data for high-volume courses ([I.B.5.7](#)). The Academic Program Review Template and Program Review webpage show how programs work to achieve the College mission and link their recommendations to SIs ([I.B.5.8](#), [I.B.5.9](#)). The Career and Technical Education (CTE) supplemental questions in program review evidence the use of additional data and analysis about labor markets and employment in CTE program reviews ([I.B.5.10](#)). The template provides further evidence of how each recommendation is tied to a College SI ([I.B.5.11](#)). A specific example of this is seen in the Nursing program review ([I.B.5.12](#)). The disaggregation of student success and achievement data occurs in large-scale course assessments, such as English A and 1A, ILO assessment, and the student success Dashboard ([I.B.5.13](#), [I.B.5.14](#), [I.B.5.15](#), [I.B.5.16](#)). Review of student achievement of the online mode of delivery is seen in an IRP report for 2014/15 and in Behavioral and Social Sciences (BSS) division meeting minutes ([I.B.5.17](#), [I.B.5.18](#)). Distance education achievement can also be seen on the Data Dashboard ([I.B.5.19](#)).

### **Analysis and Evaluation**

The El Camino College program review process uses analysis of outcomes assessment and student achievement measures to help accomplish its mission, goals, and objectives. Qualitative and quantitative data are used throughout program review and are disaggregated when possible.

The Academic Program Review Handbook and Template create a uniform and thorough process for each program review ([I.B.5.1](#), [I.B.5.2](#)). Clear and specific guidelines assist faculty in organizing data and making data-driven decisions. The template continues to be fine-tuned each year to address new data sets and to accommodate new information. A separate template has been developed for Student Services ([I.B.5.3](#)). The Academic Program Review Template includes analysis of data on student learning, retention, success, and achievement. The program provides assessment data, and IRP supplies student achievement data. Online data dashboards present information on student success and retention and degree and certificate attainment ([I.B.5.4](#), [I.B.5.5](#)). IRP regularly posts student success and retention rates by instructor, course, department, division, and instructional method ([I.B.5.6](#)).

Assessment data also is used in program review to analyze the program's performance and to recommend improvements and expenditures. The College assesses all course and program student outcomes on a four-year cycle. Program review is also on a four-year cycle, allowing each program review to incorporate analysis of assessment results for all its SLOs and PLOs. Regular SLO assessment includes the larger, multi-section courses that provide substantial data and have a large impact on the campus. Some of the College's largest courses, English 84, A, and 1A, are regularly and carefully assessed ([I.B.5.7](#)).

In program review, analysis of data supports recommendations for improvement and funding requests. The evaluation of prior recommendations and the creation of new recommendations show the plan for continuous improvement ([I.B.5.8](#)). As stated on the Program Review webpage, program review is a self-study process to:

1. Recognize and acknowledge program/department performance
2. Assist in program/department improvement through self-reflection
3. Enhance student success by offering recommendations to improve their performance in program and student learning outcomes
4. Provide program members the opportunity to discuss and evaluate the strengths and weaknesses of their programs/departments ([I.B.5.9](#))

CTE programs conduct a full program review every four years, which includes Supplemental Questions for CTE programs. In addition, every two years (once between full reviews) CTE programs must conduct a mini-review and answer Supplemental Questions for CTE programs and submit these to Academic Affairs. CTE templates are supplemented with additional data and analysis about labor markets and employment ([I.B.5.10](#))

The Program Review Template includes a section on how each program is addressing the College mission and SIs. Each program recommendation is also tied to one or more SI. ([I.B.5.11](#)). For instance, as the 2018 Nursing Program Review explains, "The program offers quality, comprehensive educational opportunities and services to its diverse community, specifically those individuals aspiring to obtain the knowledge, skills, and attitudes required of a Registered Nurse. The philosophy of the Nursing program is congruent with the El Camino College philosophy." The review also explain how the Nursing program works to achieve each of the SIs. The 2018 SI B called for the College to "Strengthen quality educational and support services to promote student success, which serve to empower student, success, and self-advocacy." The program review explains how the Nursing program worked to meet that initiative:

"The Nursing department uses several strategies to enhance student learning and promote student success. These include early identification of students who are at risk of failing a nursing course. Any student who scores 76% or lower on an exam is automatically referred for assistance. Student Success Instructors work with individuals and small groups to assist students in identifying areas of deficiency. Emphasis is placed on time management skills, decreasing stress and anxiety, and improving study techniques."

The Nursing program also linked it recommendations to SIs. For instance, a funding request for new faculty members was linked to SIs A and B ([I.B.5.12](#)).

Disaggregation of assessment data occurs in courses with large numbers of assessed students, such as English A and 1A in spring 2015 and fall 2016 ([I.B.5.13](#), [I.B.5.14](#)). Data is often disaggregated for PLO assessments and are always disaggregated for ILOs ([I.B.5.15](#)). The Success Dashboard further enables disaggregation of data by gender, age group, and race/ethnicity ([I.B.5.16](#)). This disaggregated assessment data is available for analyzing achievement gaps and informing program review and future planning.

Student achievement in distance education courses was last formally reviewed by IRP in 2014/15 ([I.B.5.17](#)) and is periodically discussed in the Distance Education Advisory Committee and division meetings ([I.B.5.18](#)). Distance education achievement can also be seen on the data dashboards ([I.B.5.19](#)). An improved process for assessing distance education delivery is being developed and is included in an improvement plan.

Through Program Review, El Camino College demonstrates a regular and thorough assessment of the quality of academic instruction provided by the school and its overall effectiveness as an institution that serves its diverse community.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

### **Evidence of Meeting the Standard**

The College disaggregates data and analyzes learning outcomes and achievement for subpopulations of students to identify gaps and develop methods to decrease those gaps. Resources are allocated to mitigate the gaps. Disaggregated student learning and achievement data is readily accessible on the Success and Retention Data Dashboard and the Degrees and Certificates Awarded Dashboard ([I.B.6.1](#), [I.B.6.2](#)). The Student Equity Plan Executive Summary demonstrates explanation and analysis of equity gaps and resulting programs and plans to reduce those gaps ([I.B.6.3](#)). The assessment report for ILO 4 shows the disaggregation of data in outcomes assessment and includes reflection on equity gaps and possible remedies ([I.B.6.4](#)). Program reviews for Human Development and Astronomy are evidence of reflection on equity gaps and resulting requests for reallocation of resources to reduce those gaps ([I.B.6.5](#), [I.B.6.6](#)). In addition to providing disaggregated student achievement data, the Student Equity Plan Executive Summary provides an overview of funded programs and services to support the reduction of equity gaps ([I.B.6.7](#)).

### **Analysis and Evaluation**

El Camino College disaggregates and analyzes learning outcomes and achievement for subpopulations of students. El Camino College consistently uses disaggregated data sets to understand equity gaps and makes planning decisions and resource allocations to reduce equity gaps. Disaggregated data is easily accessible on the Student Success and Retention Data Dashboard and the Degrees and Certificates Awarded Data Dashboard ([I.B.6.1](#), [I.B.6.2](#)). The

Student Equity Plan includes explanations and analysis of existing equity gaps, goals for improvement, and an overview of existing programs and actions designed to reduce those gaps ([I.B.6.3](#)).

El Camino College regularly disaggregates student demographic, learning, and achievement data by race/ethnicity, age, and gender. Disaggregated data is key to understanding inequity across campus and is utilized in some SLO and PLO assessments, all ILO assessments ([I.B.6.4](#)), and every program review. The Human Development 2017 Program Review shows how disaggregated data is used in the program review process. In their review, the Human Development department used data provided by IRP to make conclusions about their success rates based on disaggregated data, and then to strategize for improvement and closure of equity gaps. The review states:

“The data included in Program Review includes data that shows equity gaps. Departmental strategies to address the equity gap include an emphasis on student engagement practices (demonstrated to be especially impactful for students of color) and equity-minded teaching practices, faculty participation in equity-related professional development programs, and collaborating with campus partners to offer dedicated courses and learning communities through programs such as Student Equity Re-envisioned, Project Success, Puente, and KEAS” ([I.B.6.5](#)).

Similarly, the Astronomy 2017 Program Review identified equity gaps and recommended solutions, such as "Working with EOPS, put an astronomy tutor in the EOPS tutoring center to improve success for disadvantaged students. Encourage astronomy instructors to use OER (Online Educational Resource) instead of a printed textbook to help students succeed who may not be able to afford a textbook" ([I.B.6.6](#)).

The Student Equity Plan Executive Summary provides an overview of resource allocation targeted towards the reduction of identified equity gaps and uses disaggregated data to assess progress or lack of progress on reducing equity gaps ([I.B.6.7](#)).

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

### **Evidence of Meeting the Standard**

The following pieces of evidence demonstrate that the institution has a regular review cycle for its policies and procedures to assure their continued effectiveness: AP 2410 Board Policies and Administrative Procedures ([I.B.7.1](#)), College Council minutes ([I.B.7.2](#), [I.B.7.3](#)), the Academic Senate Educational Policies Committee webpage ([I.B.7.4](#)), and the Board Policies list on BoardDocs and the Board Policy webpage ([I.B.7.5](#)). As demonstrated by the following documents, the College regularly reviews its institutional planning and evaluation process to determine its efficacy: AP 3250 Institutional Planning ([I.B.7.6](#)), Planning and Budgeting Committee self-evaluation results ([I.B.7.7](#)), the 2019 Planning Summit Evaluation Report ([I.B.7.8](#)), and the SLO Coordinator Reports webpage ([I.B.7.9](#)). Regular evaluation of program review processes is evidenced by Academic Program Review Committee (APRC) Minutes

([I.B.7.10](#)), the revised 2019-20 Student Services Program Review Template ([I.B.7.11](#)), and the Administrative Services Program Review Schedule ([I.B.7.12](#)). The following evidence establishes that the College is working towards regularly evaluating its resource allocation processes to determine their efficacy: AP 3250 Institutional Planning ([I.B.7.13](#)) and Planning and Budget Committee (PBC) Minutes ([I.B.7.14](#)). Ongoing and regular evaluation of governance structures and decision-making processes is demonstrated by AP 2510 Collegial Consultation ([I.B.7.15](#)), College Council Minutes ([I.B.7.16](#), [I.B.7.17](#)), and Making Decisions at El Camino College ([I.B.7.18](#)). Finally, the use of assessment to implement plans for improvement is apparent in AP 3250 Institutional Planning ([I.B.7.19](#)), the ILO Reports webpage ([I.B.7.20](#)), IEOs tracking ([I.B.7.21](#)), and the 2020-2023 Strategic Plan ([I.B.7.22](#)).

### **Analysis and Evaluation**

El Camino College regularly evaluates all policies and procedures to assure that all areas of the institution effectively support academic quality and accomplishment of the College mission. AP 2410 states that all board policies and administrative procedures are regularly reviewed for currency. Changes also are initiated as Title 5, Education Code, federal regulations, or local processes are updated ([I.B.7.1](#)). College Council provides oversight for the BP/AP review process and creates timelines for review ([I.B.7.2](#)). In 2018, College Council held several full-day policy review sessions to ensure all BPs/APs were up to date ([I.B.7.3](#)). Leadership for the revision of specific policies and procedures is assigned to either the president, a vice president, or the Academic Senate Educational Policies Committee, depending on the topic of the BP/AP. If a BP/AP does not fall in the 10+1 purview of the Academic Senate, the vice president reviews the BP/AP with his or her respective Area Council and then brings it to College Council for dissemination and review by appropriate constituent groups. BPs/APs in the 10+1 purview of the Academic Senate begin with collaborative revision between the Academic Senate Educational Policies Committee, the vice president of Academic Affairs, and the Council of Deans. Other groups are consulted when appropriate ([I.B.7.4](#)). After College Council approves a revised or new BP/AP, it is presented to the Board of Trustees. The Board has two readings and a vote for BPs. APs are reviewed by the Board as information items. As of October 2019, 110 board policies and 97 administrative procedures were reviewed, revised and/or adopted by the Board in the 2015-2019 period ([I.B.7.5](#)). The College assures continued effectiveness of BPs and APs through a regular review cycle.

AP 3250 Institutional Planning establishes six processes by which the College regularly evaluates its institutional planning and evaluation processes to determine their efficacy: the Planning and Budgeting Committee self-evaluation, the annual Planning Summit survey results, program review evaluation tools, the annual planning and budgeting process, Learning Outcomes Assessments, and annual institutional effectiveness reports ([I.B.7.6](#)). The Planning and Budgeting Committee (PBC) annually conducts a self-evaluation to gather feedback on the effectiveness of the annual planning and budgeting process. Results from this self-evaluation are discussed by the committee in regular meetings ([I.B.7.7](#)). Another example is the Planning Summit, an annual collegewide event to inform and seek feedback from a large and broad-based group of employees and students about strategic planning and institutional effectiveness. The survey results collected after each summit are used by the College to evaluate efficacy of planning and evaluation processes ([I.B.7.8](#)). A final example are the annual student learning

outcomes (SLOs) coordinators' reports, which include evaluations of methods of outcomes assessments suggesting improvements to the College assessment plans ([I.B.7.9](#)).

The academic program review process and materials are continuously reviewed and adjusted ([I.B.7.10](#)). In the past four years, the Academic Program Review Handbook has been updated annually, and the APRC has evaluated the program review processes. Student services recently revised its program review template for 2019-20 ([I.B.7.11](#)). Administrative and human resources units have developed self-assessment reports but not consistently. In the case of Administrative Services, Human Resources, and the President's Office, the Institutional Research and Planning Office started working in August 2019 on calendars, processes, and templates in order to initiate systematic and organized program review cycles for these college units ([I.B.7.12](#)).

To successfully reach the College's goals and student success outcomes, AP 3250 Institutional Planning establishes that planning and institutional effectiveness processes guide the institution's resource allocation. Currently, as part of the annual planning process, all programs develop a list of annual budget requests. These are based on annual plans and the program review process that takes place in a four-year cycle (every two years for CTE programs). Recommendations are prioritized by deans at the level of the units, and then are sent to the area level. Vice presidents then develop a single list of final recommendations to be funded in the next fiscal year. Prioritization is based on the following factors considered as a whole: 1) health and safety; 2) support for SIs and other collegewide priorities; 3) state and federal compliance; and 4) accreditation requirements. The annual planning and prioritization process culminates in the development of the final budget for the incoming fiscal year ([I.B.7.13](#)). The PBC reviews the efficacy of allocation processes at its regular meetings ([I.B.7.14](#)). El Camino College acknowledges that this is an area for improvement, as a more formal, regularized process to evaluate the efficiency of resource allocation processes should be in place.

AP 2510 Collegial Consultation establishes the collegial consultation procedure at El Camino College. There are six Collegial Consultation Committees: College Council, Academic Senate, PBC, Calendar Committee, Technology Committee, and Facilities Steering Committee. The institution regularly evaluates its decision-making processes by administering an annual self-evaluation survey to all its collegial consultation bodies ([I.B.7.15](#)). Additionally, in September 2018, College Council discussed the review of the governance process. A presentation with a timeline and action steps was shared with the council members ([I.B.7.16](#)). During September 2019, College Council reviewed its annual goals and determined it had not achieved its goal to "lead the ECC Governance Evaluation Project and develop recommendations to improve governance processes at ECC." Therefore, the goal was kept and approved for the 2019-20 period. This time the goal involves more specifically the revising the "Making Decisions at El Camino College" document by a working group constituted on October 2019 by members of the College Council ([I.B.7.17](#), [I.B.7.18](#)). The College evaluates its governance structure and decision-making processes to strengthen their level of efficacy.

Assessment processes take place across campus in all areas ([I.B.7.19](#)). Broad collegewide assessment is represented by the evaluation of ILOs ([I.B.7.20](#)) IEOs ([I.B.7.21](#)), and SIs ([I.B.7.22](#)). These assessments are widely disseminated across campus and presented to collegial consultation committees.

**8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

**Evidence of Meeting the Standard**

The College communicates the results of assessment evaluation activities on its website and in Board of Trustees meetings, Academic Senate meetings, and other committee meetings. Strengths and weaknesses are identified and used to set institutional priorities. Evidence of the public sharing of assessments and evaluation reports is found with the posting of SLO, PLO, and ILO assessment reports on the assessment webpage and program reviews on the Academic Program Review webpage ([I.B.8.1](#), [I.B.8.2](#)). Performance on IEOs and Vision for Success Goals are posted on the IRP webpage and offer evidence of public sharing of evaluation reports ([I.B.8.3](#), [I.B.8.4](#)). The Time to Degree and Certificate Completion Report is further evidence of the public sharing of evaluation reports ([I.B.8.5](#)). Vision for Success Goals were publicly shared in a Board of Trustees report on May 19, 2019 ([I.B.8.6](#)). Radiologic Technology Program Advisory Committee meeting minutes evidence discussions of successes and challenges revealed by assessment data and subsequent problem-solving with community partners ([I.B.8.7](#)). Assessment of Learning Committee minutes provide evidence of Collegewide discussions of SLO, PLO, and ILO assessment results ([I.B.8.8](#)). Academic Senate meeting minutes show that there is a standing agenda item for a report on outcomes assessment ([I.B.8.9](#)). English department meeting minutes provide an example of how assessments are shared and discussed at the departmental level and how those discussions can lead to change and recommendations in program review ([I.B.8.10](#), [I.B.8.11](#), [I.B.8.12](#)). Finally, the use of assessment data and evaluation reports to set institutional priorities is evidenced by materials from the 2018 and 2016 Planning Summits ([I.B.8.13](#), [I.B.8.14](#)).

**Analysis and Evaluation**

El Camino College consistently and broadly shares assessment results and evaluation reports, creating a campuswide understanding of the strengths and weaknesses of the institution and informing priorities for campus planning.

El Camino has an established culture of communicating the results of assessments and evaluation reports to all stakeholders. SLO, ILO, and PLO assessment results since fall 2013 are posted on the campus website ([I.B.8.1](#)). All academic program reviews completed since 2006 are posted on the academic Program Review website ([I.B.8.2](#)). The IRP website contains a variety of evaluation reports, such as the performance on IEOs and Local Vision Goals ([I.B.8.3](#), [IB8.4](#)) and the Time to Degree and Certificate Completion Report ([I.B.8.5](#)). ECC reports its performance on achievement goals to the public. For instance, on May 19, 2019 the Board of Trustees heard a report on the College progress towards meeting its Vision for Success Goals ([I.B.8.6](#)), and in March 2016 and October 2017, the Radiologic Technology Program Advisory Committee heard reports on the successes and challenges revealed by SLO assessment and student achievement data and provided related suggestions for improvement ([I.B.8.7](#)).

Assessment results also are reported and reflected upon in College and department committees. Faculty working in leadership roles as SLO facilitators or coordinators have consistently shared

major successes and challenges from their own divisions with each other at the ALC and facilitators' meetings ([I.B.8.8](#)). The ALC has provided a consistent platform for faculty to learn about assessment results in large courses and how other divisions conduct assessment. SLO coordinators have a standing agenda item to report at Academic Senate meetings ([I.B.8.9](#)). Assessment results are also shared at department meetings and can spark discussions for improvement. For instance, SLO and PLO assessment results were shared at English department meetings on February 25 and March 24, 2016 ([I.B.8.10](#), [I.B.8.11](#)). At these meetings, English faculty discussed the SLO assessment results of English 82 and changes to that course's SLO 1 based on the results of a small pilot by a group of Reading faculty. Faculty expressed concerns about the major English composition courses based on assessment results, which ultimately led to the implementation of changes reflected in its 2016 program review ([I.B.8.12](#))

Student achievement data is also presented at the annual Planning Summits and used to set institutional priorities. For instance, at the 2018 Planning Summit attendees reviewed successful performance on IEOs and learned about the introduction of Vision for Success goals ([I.B.8.13](#)). At the 2016 Planning Summit, attendees developed action plans to help the College address poor student performance on key indicators ([I.B.8.14](#)).

9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

### **Evidence of Meeting the Standard**

The following pieces of evidence demonstrate that comprehensive institutional planning at El Camino College is designed to accomplish the mission and improve institutional effectiveness and academic quality: AP 3250 Institutional Planning, November 2014 ([I.B.9.1](#)), the Comprehensive Master Plan 2017-2022 ([I.B.9.2](#)), Making Decisions at El Camino College ([I.B.9.3](#)), and the Strategic Plan ([I.B.9.4](#)).

Based on the evidence described below, El Camino College demonstrates that institutional planning occurs on a regular basis, includes wide participation across the College community, uses valid data sources, and follows consistent processes. At the same time, the evidence supports that institutional planning at ECC integrates program review, resource allocation, strategic and annual planning, and that comprehensive planning processes address short- and long-term needs of the campus: SPC meetings ([I.B.9.5](#)), 2018 Planning Summit Outcomes ([I.B.9.6](#)), PBC Minutes ([I.B.9.7](#)), 2017 Service Area Profile ([I.B.9.8](#)), IRP Campus Survey Reports ([I.B.9.9](#)), IEOs ([I.B.9.10](#)), the ILO Assessment Reports webpage ([I.B.9.11](#)), the IRP Success and Retention webpage ([I.B.9.12](#)), the Program Review website ([I.B.9.13](#)), the Student Support Services Program Review website ([I.B.9.14](#)), the Annual Planning and Budgeting Calendar ([I.B.9.15](#)), the Annual Planning Process description in AP 3250 Institutional Planning ([I.B.9.16](#)), a PBC Binder with area funding requests ([I.B.9.17](#)), the Student Equity Executive Plan Summary ([I.B.9.18](#)), the Comprehensive Master Plan 2017-2022 ([I.B.9.19](#)), the Enrollment Management Plan ([I.B.9.20](#)), and the Equal Employment Opportunity Plan 2019-2022 ([I.B.9.21](#)).

## Analysis and Evaluation

Three key institutional documents demonstrate that comprehensive institutional planning at El Camino College is designed to accomplish the mission and improve institutional effectiveness and academic quality: AP 3250 Institutional Planning ([I.B.9.1](#)), the Comprehensive Master Plan 2017-2022 ([I.B.9.2](#)), and Making Decisions at El Camino College ([I.B.9.3](#)). AP 3250 Institutional Planning states in its introduction,

“The El Camino College planning process integrates assessment, evaluation, and planning to promote institutional effectiveness. Institutional effectiveness involves the College’s efforts toward continuous improvement in institutional quality, student success, and fulfillment of the College mission. The College’s planning processes are put into practice so that more students from our diverse community attain educational success and achieve their academic goals.”

This quote describes the College’s approach to campuswide planning, a process through which ECC reviews what has been done (assessment and evaluation) to determine what needs to be done (planning) in order to advance its mission, to boost institutional quality, and to make student success happen. Institutional effectiveness is understood by the College to be its growing capacity to support its diverse students in attaining their academic goals.

Within its planning process section, the Comprehensive Master Plan 2017-2022 reiterates what is stated in AP 3250. Additionally, it specifies that the Comprehensive Master Plan is based on specific SIs, which provide direction for achieving the mission, and it is informed by multiple and interrelated planning components (curriculum review, program review, outcomes assessment, and annual planning) that guide resource allocation to produce IEOs and greater student success.

The Planning Model and Calendar section of Making Decisions at El Camino College restates the same concepts explained in AP 3250 Institutional Planning and the Comprehensive Master Plan. Subsequently, the Annual Planning and Prioritization section of Making Decisions at El Camino College explains how the annual planning process operationalizes comprehensive institutional planning to ultimately accomplish student success and carry out the College mission:

“Annual planning is a process of strategically supporting improvements at every level of the institution to make progress on strategic initiatives, respond to changing needs, and ultimately, fulfill the mission and achieve greater student learning and success. This is achieved through hierarchical planning and a set of processes that integrate with longer-term planning. The annual planning and prioritization process culminates in the development of the Final Budget, the College’s Financial and Operational Plan.”

According to AP 3250 Institutional Planning, institutional planning is served by two collegewide committees: The SPC, focused on the long-term needs, and the PBC, focused on the shorter-term, annual needs of the College.

The SPC meets every five years to develop the Strategic Plan ([I.B.9.4](#), [I.B.9.5](#)) and the Comprehensive Master Plan, which is comprised of the Educational Master Plan, Technology Master Plan, Facilities Plan, and Staffing Plan. The committee recommends a course of action to the superintendent/president and is chaired by the vice president of Student Services and the

director of IRP. All campus constituencies are represented as membership includes area vice presidents, representatives from faculty, classified staff, management, students, El Camino College Foundation, and division leadership. The SPC assists in the development of the Planning Summit to evaluate the status of institutional plans ([I.B.9.6](#)). This process facilitates integration of strategic and annual planning, and allows for adjustments, if needed.

The PBC serves as the consultation committee for campuswide annual planning and budgeting. It assures that planning and budgeting processes are driven by the College mission, the Strategic Plan, and institutional priorities. Additionally, it ensures that these processes are integrated with one another and evaluated periodically ([I.B.9.7](#)). PBC meets monthly and makes recommendations to the superintendent/president on all planning and budgeting issues. All campus constituencies are represented as membership includes stakeholders from the Associated Students Organization, Academic Senate, the Federation of Teachers, classified employees, the Police Officers Association, confidential employees and management, as well as representatives from Academic Affairs, Administrative Services, and Student Services. Ex-officio supporting members of this committee include area vice presidents, the business manager, and Information Technology Services management. PBC is co-chaired by the vice president of Administrative services and the director of IRP.

External and internal scans are a fundamental part of comprehensive master planning and strategic planning at El Camino College. As stated in AP 3250, these scans include trends and projections of community demographics, job markets, K-12 enrollments, state and local economies, and public policy, as well as internal evidence of student demographics, academic achievement, and learning outcomes. IRP coordinates the gathering of this evidence ([I.B.9.8](#)), which serves as a foundation for development of the master and strategic plans. IRP also gathers feedback from the community and current students to regularly ensure that the College mission and long-term plans consider these needs through reports and information, such as campus student and employee surveys, IEOs measures, ILOs reports, a success and retention rates webpage, an academic program review webpage, and a Student Services Program Review webpage ([I.B.9.9](#), [I.B.9.10](#), [I.B.9.11](#), [I.B.9.12](#), [I.B.9.13](#), [I.B.9.14](#)).

The annual planning process is outlined in the Annual Planning and Budgeting Calendar ([I.B.9.15](#)) and the Annual Planning and Budgeting section of AP 3250 Institutional Planning ([I.B.9.16](#)). It starts in September of the previous year to be planned and concludes the following September, before the planned year starts off. Annual planning involves four levels of planning and is administered through the Nuventive platform: Program, Unit, Area, and College. The planning is developed based on program review recommendations, outcomes assessment, and/or emerging needs. Units design their planning based on prioritized program recommendations and unit-level evaluation. Areas, under each vice president, develop plans from prioritized recommendations of units and area-level evaluation.

All vice presidents then develop a single list of final recommendations to be funded in the next fiscal year. Prioritization is based on health and safety, support for SIs and other institutional priorities, state and federal compliance, and accreditation requirements. Vice presidents present the proposed list of funded recommendations to the PBC for discussion and funding endorsement ([I.B.9.17](#)). This committee submits a list of endorsed funding requests to the superintendent/president for consideration. Resource allocation on campus takes place once the

Board of Trustees adopts the Final Budget in September. Approved and allocated funding requests are incorporated into the College Budget.

Collegewide planning consists of the creation of targeted plans, such as the Student Equity Plan, the implementation of the Comprehensive Master Plan, and the creation of plans by campuswide committees, including the Enrollment Management Plan and the Equal Employment Opportunity Plan. ([I.B.9.18](#), [I.B.9.19](#), [I.B.9.20](#), [I.B.9.21](#)).

In July, before starting the annual planning process, an annual planning update report is generated. As described in A 3250, this report summarizes implemented plans from the most recent fiscal year and serves as input for the next planning cycle.

The strategic and annual planning process presented above and the pieces of evidence that support its description demonstrate that institutional planning at El Camino College follows consistent processes, addresses short- and long-term needs of the institution, and integrates program review, resource allocation, comprehensive, strategic, and annual planning.

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## **Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness**

The College assures academic quality and institutional effectiveness by demonstrating ongoing cycles of planning, assessment, review, and revision. Course, program, institution, and service area outcomes are regularly assessed and inform the annual planning and program review processes, which in turn inform the area and College planning and budgeting decision-making. These processes are data driven, including the use of disaggregated data to identify and target equity gaps for improvement. The campus engages in extensive and ongoing planning that engages the entire campus community and provides critical guidance for planning and budgeting decisions. Institutional processes are regularly reviewed, evaluated, and updated.

### **Evidence List**

- I.B.1.1 [Academic Senate Plenary – Student Success](#)
- I.B.1.2 [BSS Division Meeting Minutes](#)
- I.B.1.3 [ALC Minutes 4-16-2018](#)
- I.B.1.4 [Faculty Professional Development Workshops](#)
- I.B.1.5 [Student Equity Plan Stakeholders](#)
- I.B.1.6 [Academic Senate Minutes - Equity](#)
- I.B.1.7 [Academic Senate Minutes – Dreamers 2-21-17](#)
- I.B.1.8 [Academic Senate Minutes – Dreamers 12-6-16](#)
- I.B.1.9 [Enrollment Management Presentation Feb 2017](#)
- I.B.1.10 [Institutional Effectiveness Indicators 2017](#)
- I.B.1.11 [CDEV Advisory Committee Minutes](#)
- I.B.1.12 [Guided Pathways Steering Committee Notes](#)
- I.B.1.13 [College Council Minutes GP 11-4-19](#)

[I.B.1.14 Guided Pathways Success Teams Summit](#)

[I.B.2.1 SLO Page](#)

[I.B.2.2 SLO Page and Timeline Example](#)

[I.B.2.3 SLO Coordinators Report 2018-2019](#)

[I.B.2.4 Fall 2016 COMS Assessment Report](#)

[I.B.2.5 Catalog – Institutional Learning Outcomes](#)

[I.B.2.6 ILO3 Report 2017](#)

[I.B.2.7 Anthropology AA-T from Catalog](#)

[I.B.2.8 2020 Program Review Template](#)

[I.B.2.9 SAO Assessment](#)

[I.B.2.10 Service Area Outcomes 2017-18](#)

[I.B.2.11 EOPS Program Review Spring 2016](#)

[I.B.2.12 Student Services Program Review](#)

[I.B.3.1 AS Packet 4-2-13 – Institution-Set Standards](#)

[I.B.3.2 Institutional Effectiveness Outcomes](#)

[I.B.3.3 ECC Midterm Report 3-20-17](#)

[I.B.3.4 Employment and Licensure Reporting](#)

[I.B.3.5 BP1200 District Mission and Strategic Plan 2014](#)

[I.B.3.6 Institutional Effectiveness Outcomes](#)

[I.B.3.7 Student Success Scorecard Trends](#)

[I.B.3.8 Board of Trustees Presentation – Student Success Scorecard – May 22, 2017](#)

[I.B.3.9 Local Vision Goals Progress 2019](#)

[I.B.3.10 2019 Planning Summit](#)

[I.B.3.11 IRP Success and Retention Webpage](#)

[I.B.3.12 2018 Planning Summit](#)

[I.B.3.13 Enrollment Management Plan 2019-2022](#)

[I.B.3.14 Student Equity Plan Executive Summary](#)

[I.B.4.1 BP 1200 – District Mission, Vision and Values](#)

[I.B.4.2 BP 3250 Institutional Planning](#)

[I.B.4.3 Comprehensive Master Plan 2017-2022](#)

[I.B.4.4 2019 Academic Program Review Handbook](#)

[I.B.4.5 Institutional Effectiveness Indicators 2017](#)

[I.B.4.6 Local Vision Goals Infographic 2017-18](#)

[I.B.4.7 Strategic Initiatives](#)

[I.B.4.8 Outcomes Report – Planning Summit 2018](#)

[I.B.5.1 Academic Program Review Handbook 2020](#)

[I.B.5.2 Program Review Template](#)

[I.B.5.3 Program Review Template for Student Services](#)

[I.B.5.4 Data Dashboard – Success and Retention](#)

[I.B.5.5 Data Dashboard – Degrees and Certificates Awarded](#)

- I.B.5.6 [IRP Success and Retention Rates Webpage](#)
- I.B.5.7 [SLO Reports English 1A, A, 84 17-18](#)
- I.B.5.8 [Program Review Template - Recommendations](#)
- I.B.5.9 [Program Review Webpage](#)
- I.B.5.10 [Program Review CTE Template](#)
- I.B.5.11 [Program Review Template – College Mission](#)
- I.B.5.12 [Nursing Program Review 2018](#)
- I.B.5.13 [English A Disaggregation](#)
- I.B.5.14 [English 1A Disaggregation](#)
- I.B.5.15 [ILO 2 Assessment 2019](#)
- I.B.5.16 [Data Dashboard – Success & Retention – Disaggregation](#)
- I.B.5.17 [Distance Education Research Analysis](#)
- I.B.5.18 [BSS Meeting Minutes Fall 2019](#)
- I.B.5.19 [Data Dashboard – Online Delivery](#)
- I.B.6.1 [Data Dashboard – Success & Retention - Disaggregation](#)
- I.B.6.2 [Data Dashboard – Degrees and Certificates Awarded - Disaggregation](#)
- I.B.6.3 [Student Equity Plan Executive Summary](#)
- I.B.6.4 [ILO 4 Assessment 2018 – Data Disaggregation](#)
- I.B.6.5 [2017 Program Review – Human Development](#)
- I.B.6.6 [2017 Program Review - Astronomy](#)
- I.B.7.1 [AP 2410 Board Policies and Administrative Procedures](#)
- I.B.7.2 [College Council 2016-17 Policies and Procedures Update](#)
- I.B.7.3 [College Council Minutes 3-26-18 Policy Review Days](#)
- I.B.7.4 [Educational Policies Committee Webpage – BP-AP Consultation Process](#)
- I.B.7.5 [BP-AP on BoardDocs and Website](#)
- I.B.7.6 [AP 3250 Institutional Planning](#)
- I.B.7.7 [PBC Binder 110316 – Self Evaluation Results](#)
- I.B.7.8 [2019 Planning Summit Evaluation Report](#)
- I.B.7.9 [SLO Coordinator Reports Webpage](#)
- I.B.7.10 [Program Review Committee Minutes 1-28-16](#)
- I.B.7.11 [Student Services Revised Program Review Template 2019-20](#)
- I.B.7.12 [Admin Services Program Review Schedule](#)
- I.B.7.13 [AP 3250 Institutional Planning](#)
- I.B.7.14 [PBC Minutes 8-2-18 – New Reporting Tool](#)
- I.B.7.15 [AP 2510 Collegial Consultation](#)
- I.B.7.16 [College Council Minutes 9-17-18](#)
- I.B.7.17 [College Council Minutes Oct 2019](#)
- I.B.7.18 [Making Decisions at El Camino College](#)
- I.B.7.19 [AP 3250 Institutional Planning](#)
- I.B.7.20 [ILO Assessment Reports Webpage](#)

- I.B.7.21 [Institutional Effectiveness Outcomes 2016-17](#)
  - I.B.7.22 [Strategic Plan 2020-23](#)
  - I.B.8.1 [SLO Website – SLO, PLO, ILO Assessment Results](#)
  - I.B.8.2 [Program Review Website](#)
  - I.B.8.3 [Institutional Effectiveness Outcomes 2016-17](#)
  - I.B.8.4 [Local Vision for Success Goals](#)
  - I.B.8.5 [Time to Completion Report](#)
  - I.B.8.6 [Board Handout – Vision for Success Local Goals Presentation May 20 2019](#)
  - I.B.8.7 [Rad Tech Advisory Committee Minutes – Mar. 2016 & Oct. 2017](#)
  - I.B.8.8 [ALC Minutes 10-14-2019](#)
  - I.B.8.9 [Academic Senate Minutes 4-17-2018 – Assessment Report](#)
  - I.B.8.10 [English Department Minutes Feb. 25, 2016](#)
  - I.B.8.11 [English Department Minutes March 24, 2016](#)
  - I.B.8.12 [English Program Review 2016](#)
  - I.B.8.13 [2018 Planning Summit](#)
  - I.B.8.14 [2016 Planning Summit](#)
  - I.B.9.1 [AP 3250 Institutional Planning](#)
  - I.B.9.2 [Comprehensive Master Plan 2017-2022](#)
  - I.B.9.3 [“Making Decisions at El Camino College”](#)
  - I.B.9.4 [Strategic Plan 2020-23](#)
  - I.B.9.5 [President’s News – Strategic Planning Committee](#)
  - I.B.9.6 [2018 Planning Summit Outcomes](#)
  - I.B.9.7 [PBC Minutes 1-19-17](#)
  - I.B.9.8 [Service Area Profile 2017](#)
  - I.B.9.9 [IRP Campus Survey Reports](#)
  - I.B.9.10 [Institutional Effectiveness Outcomes](#)
  - I.B.9.11 [ILO Assessment Reports Webpage](#)
  - I.B.9.12 [IRP Success and Retention Webpage](#)
  - I.B.9.13 [Program Review Website](#)
  - I.B.9.14 [Student Support Services Program Review](#)
  - I.B.9.15 [Annual Planning and Budgeting Calendar](#)
  - I.B.9.16 [AP 3250 Institutional Planning – Annual Planning Process](#)
  - I.B.9.17 [PBC Binder 07-20-17 – Area Funding Requests](#)
  - I.B.9.18 [Student Equity Plan Executive Summary](#)
  - I.B.9.19 [Comprehensive Master Plan 2017-2022](#)
  - I.B.9.20 [EM Plan 2019-2022](#)
  - I.B.9.21 [EEO Plan 2019-2022](#)
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## **C. Institutional Integrity**

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### **Evidence of Meeting the Standard**

The Institutional Research and Planning (IRP) webpage provides links to accurate and regularly updated data used by departments across campus as they share information about the College mission, learning outcomes, educational programs, and student support services ([I.C.1.1](#)) Campus Resources: A Guide to El Camino College is an example of the use of IRP data in community publicity ([I.C.1.2](#)). Acalog, the software used to create the online catalog, demonstrates the College's effort to keep the catalog up to date and accurate ([I.C.1.3](#)). The Website Information webpage and a website FAQ webpage illustrate the College's effort to keep its website accurate and timely ([I.C.1.4](#), [I.C.1.5](#)). Accurate and current information about student achievement is accessible on the IRP webpage, in the 2018 Annual Report to the Community, and in the Institutional Effectiveness Outcomes ECC Infographic ([I.C.1.6](#), [I.C.1.7](#), [I.C.1.8](#)). The Student Services webpage, the College catalog, and Campus Resources: A Guide to El Camino College verify that the College provides accurate information about student support services ([I.C.1.9](#), [I.C.1.10](#), [I.C.1.11](#)). The posting of SLO, PLO, and ILO assessment reports on the SLO website shows that the College makes these publicly accessible ([I.C.1.12](#), [I.C.1.13](#)). Evidence of the College sharing its accredited status is found on the ECC website homepage, on the accreditation webpage, and in the College catalog ([I.C.1.14](#), [I.C.1.15](#), [I.C.1.16](#)).

### **Analysis and Evaluation**

El Camino College meets the standard. Information about the College's accreditation status, learning outcomes and assessment results, educational programs, and student support services is publicly available online and in print. IRP provides data for inclusion in these publications. A redesigned website and the introduction of Curriculog and Acalog reflect the College's commitment to providing accurate and easily accessible information.

El Camino College regularly reviews published information to ensure clarity, accuracy, and integrity. IRP provides El Camino College with accurate, relevant, and user-friendly information and analysis for use in assessment, strategic planning, student outreach, and marketing ([I.C.1.1](#)). IRP provides campus departments, such as Marketing and Communications and Outreach and School Relations, with accurate information to disseminate to the public. For instance, IRP data informs the El Camino College Fast Facts page, which is shared in publications disseminated to the public, such as Campus Resources: A Guide to El Camino College, produced by Outreach and School Relations and made available to prospective students ([I.C.1.2](#)).

To assure the accuracy and regular updating of the catalog, the College introduced Curriculog in 2020. This software for curriculum processes integrates with Acalog for catalog development.

These relational databases ensure that changes to curriculum and programs are automatically included in all catalog updates, ensuring accuracy of the catalog ([I.C.1.3](#)).

In 2017, the College revamped its entire website. The new website uses responsive design, which is faster and provides a more optimal website experience across devices and browsers. Users can find the information they are looking for more easily and quickly ([I.C.1.4](#)). An FAQ webpage on the Marketing and Communications website explains to ECC staff who administer local pages how to ensure their webpages are functioning correctly ([I.C.1.5](#)).

The College provides the public with current and accurate information on student achievement in print and online. For instance, the publicly accessible IRP webpage regularly publishes information about student achievement and completion ([I.C.1.6](#)). Information about achievement is shared in the printed 2018 Annual Report to the Community ([I.C.1.7](#)) and the Institutional Effectiveness Outcomes ECC Infographic ([I.C.1.8](#)). Information about student services is available on the College website and in the catalog ([I.C.1.9](#), [I.C.1.10](#)). In addition, student outreach makes a resource guide available to students on its website, Campus Resources: A Guide to El Camino ([I.C.1.11](#)).

SLO and PLO statements and assessment reports are posted on the publicly accessible SLO website ([I.C.1.12](#)). ILO statements and assessment reports are also posted on this site ([I.C.1.13](#)).

The ECC homepage includes an accreditation link to the College's accreditation status and accreditation documents. The link is found in the menu on the bottom left ([I.C.1.14](#)). The accreditation status of the College and all reports and communications with the ACCJC are linked on the accreditation webpage ([I.C.1.15](#)). The accredited status of the College is also found in the College catalog ([I.C.1.16](#)).

**2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

**Evidence of Meeting the Standard**

Print and online PDF versions of the 2018-19 College catalog, catalog addendum, and a webpage with links to past catalogs evidence how the College provided an easily accessible catalog prior to fall 2019 ([I.C.2.1](#), [I.C.2.2](#), [I.C.2.3](#)). The 2019-20 online College catalog and addendum, managed and created using Acalog, demonstrates the College's effort to streamline the process and further improve accuracy and currency ([I.C.2.4](#), [I.C.2.5](#)). The “Catalog Requirements” can be found in the catalog table of contents and in references to the Board Policies and Administrative Procedures webpage ([I.C.2.6](#), [I.C.2.7](#)).

**Analysis and Evaluation**

Prior to the academic year 2019-20, the College published print and online PDF versions of the catalog. Print versions were sold in the ECC Bookstore for \$5, available for reference from the Library, and accessible online in a PDF version ([I.C.2.1](#)). Addendums were published when new courses were offered that were not in the original catalog or when there were changes in degree and/or certificate requirements, demonstrating efforts to provide students with current, accurate

information ([I.C.2.2](#)). The College catalog is published annually through the Office of Marketing and Communications. El Camino College also has a catalog webpage with links to past catalogs ([I.C.2.3](#)).

In 2019-20, the College introduced two relational databases, Acalog and Curriculog, to streamline the process of updating the catalog, thereby improving accuracy. Curriculog manages the curriculum processes, and changes are forwarded to Acalog to ensure the accuracy of the catalog ([I.C.2.4](#)). The online catalog is published one time per academic year, with addendums as needed ([I.C.2.5](#)).

The ECC catalog routinely includes all the information listed as Catalog Requirements in Standard I.C.2 ([I.C.2.6](#), [I.C.2.7](#)).

### **3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

#### **Evidence of Meeting the Standard**

The IRP webpage contains a wide variety of publicly accessible assessment data and reports ([I.C.3.1](#)). The Degrees and Certificates Awarded report exemplifies the use and analysis of assessment data in a publicly shared report ([I.C.3.2](#)). Outcome assessment reports are linked on the SLOs webpage ([I.C.3.3](#), [I.C.3.4](#), [I.C.3.5](#)). Examples of publicly shared assessment data and analysis include the Institutional Effectiveness Outcomes infographic and a report to the Board of Trustees in May 2017 ([I.C.3.6](#), [I.C.3.7](#)). The informational packet provided at the 2019 Breakfast with the President for local high school principals exemplifies the sharing of information about academic quality with the public ([I.C.3.8](#)). At this breakfast, each high school was provided with a Report Card for 2018 Graduates with information about the performance of students from their high school who enrolled at ECC ([I.C.3.9](#)).

#### **Analysis and Evaluation**

The College collects student assessment data and uses it to analyze student achievement and learning. This information is shared campuswide with students and employees and is disseminated to the community.

The College reports data on student achievement and completion on the publicly accessible IRP webpage. Reports include information on College readiness (course placement), progression through basic skills, degrees and certificates, transfer, and employment outcomes ([I.C.3.1](#)). Selected student achievement measures are published along with minimum institution-set standards and aspirational goals. These include a Degrees and Certificates Awarded report, which displays performance trends along with minimum standard and 5-year strategic plan goals ([I.C.3.2](#)). Assessment reports for SLOs, PLOs, and ILOs are posted on the SLO webpage ([I.C.3.3](#), [I.C.3.4](#), [I.C.3.5](#)).

The 2015-20 Strategic Plan includes a set of comprehensive entry-to-completion and career outcome measures intended to gauge progress on the Strategic Plan. These IEOs are published in the Strategic Plan and in the IEOs annual update and a related infographic ([I.C.3.6](#)). Annual

updates to the IEOs are presented at College Council, the Planning Summit, Planning and Budgeting Committee, Academic Senate, and Board of Trustees. For instance, in May 2017 the director of IRP made a presentation to Board of Trustees titled, “Student Success Scorecard & Institutional Effectiveness” ([I.C.3.7](#)). The College shares data about student achievement with external stakeholders. For instance, principals of area high schools are invited to a Breakfast with the President event. Information about ECC student achievement is shared and discussed at this event, including information about the academic performance of students who originated from each of the high schools, such as Leuzinger High School ([I.C.3.8](#), [I.C.3.9](#)).

**4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

**Evidence of Meeting the Standard**

The online catalog lists the degrees and certificates available for each program and explains the purpose, content, course requirements, and expected outcomes for each certificate and degree ([I.C.4.1](#)). The chemistry degree description exemplifies the use of charts to visually explain course requirements and sequences and demonstrates the inclusion of course sequence, units or credit hours, and prerequisites ([I.C.4.2](#)). The catalog descriptions of the nursing degree and fire and emergency with a paramedical technician option degree provide explanations of unique admission requirements and prerequisites ([I.C.4.3](#), [I.C.4.4](#)).

**Analysis and Evaluation**

The purpose, content, course requirements, and expected learning outcomes are outlined in the descriptions of the certificates and degrees offered by the College. These are clearly explained in the College catalog.

The online catalog lists the certificates and degrees available for each program ([I.C.4.1](#)). The description of each certificate or degree includes an explanation of its purpose, content, course requirements, and expected learning outcomes. For instance, the catalog description of the Chemistry program explains that the degree is intended to prepare students for transfer and outlines the skills and content knowledge the students will have acquired upon completion of the degree. The course requirements and sequences are explained in chart and written form ([I.C.4.2](#)).

Program descriptions include explanations of course sequences, units or credit hours, and prerequisites, when applicable. Admission requirements are explained when they differ from College admission requirements. The catalog degree descriptions for Nursing and Fire and Emergency with a Paramedical Technician Option provide examples of the explanation of unique admission requirements and prerequisites ([I.C.4.3](#), [I.C.4.4](#)).

**5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**Evidence of Meeting the Standard**

The Board Policies and Administrative Procedures webpage demonstrates that the College regularly updates these, with most having been updated in the past five years ([I.C.5.1](#)). Since the time of this writing, the College has established the BoardDocs policy function to house all board policies and procedures. The Educational Policies Committee webpage shows a regular process of consultative review for academic policies and procedures ([I.C.5.2](#)). The Community College League of California login for El Camino shows that the College works to ensure its policies and procedures abide by state and federal laws and regulations ([I.C.5.3](#)). The efforts of College Council to develop and follow through on regular reviews of policies and procedures are seen in its committee goals and review procedures ([I.C.5.4](#), [I.C.5.5](#), [I.C.5.6](#), [I.C.5.7](#)). Agendas and minutes from College Council and the Educational Policies Committee provide evidence of policy updates ([I.C.5.8](#), [I.C.5.9](#), [I.C.5.10](#)). The Board Policies webpage is frequently updated with revised policies and procedures, and the 2019-20 catalog addendum shows how College publications are updated to reflect changes to policies and procedures. ([I.C.5.11](#)).

**Analysis and Evaluation**

The College regularly reviews institutional policies, procedures, and publications to ensure they accurately represent the College mission, programs, and services.

Board policies (BPs) and administrative procedures (APs) are published on the College website and undergo a regular process of review, with the majority having been updated in the past five years ([I.C.5.1](#)). Policies and procedures are developed through a careful consultation process. The Educational Policies Committee webpage explains a regular review process for policies and procedures that includes the Academic Senate, the Council of Deans, students, the ECC Federation of Teachers (ECCFT), College Council, and other constituent groups as required and needed ([I.C.5.2](#)). In the development and revision of policies, the College refers to the Community College League of California legally reviewed templates and consults its District lawyer when needed ([I.C.5.3](#)). All policies and procedures abide by Title 5, Education Codes, and United States Department of Education regulations.

College Council sets annual goals and creates review timelines to ensure policies and procedures are updated ([I.C.5.4](#), [I.C.5.5](#), [I.C.5.6](#), [I.C.5.7](#)). College Council held three special meetings between March and April 2018 to review policies and procedures that were outdated ([I.C.5.8](#)). College Council met again on October 5 and November 9, 2018 to review more policies and procedures ([I.C.5.9](#)). The Academic Affairs office works together with the Academic Senate Educational Policies Committee to revise and consult on policies that fall within the senate purview ([I.C.5.10](#)).

Policies and procedures are posted and promptly updated on the Board Policies webpage. The online addendum to the 2019-20 catalog contains recent updates to (BP) and (AP) 5500 Standards of Student Conduct ([I.C.5.11](#)).

- 6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

### **Evidence of Meeting the Standard**

The fees, refunds, and credits page online and, in the catalog, show that the College provides accurate information to students about the cost of education ([I.C.6.1](#), [I.C.6.2](#)). BP and AP 5030 Fees lists the permissible and prohibited fees and requires the College to inform students of fees ([I.C.6.3](#)). Examples of the notification to students of extra costs can be seen in the catalog descriptions of Nursing and Cosmetology classes ([I.C.6.4](#), [I.C.6.5](#)). The cost of textbooks can be discerned through a search for zero- or low-cost textbook classes in the online class schedule and Schedule Builder ([I.C.6.6](#), [I.C.6.7](#)). Textbook costs can be seen through the online bookstore ([I.C.6.8](#)).

### **Analysis and Evaluation**

El Camino College meets the standard. The College provides accurate information to students about the total cost of education on its website and in the catalog.

ECC publishes information about fees, textbooks, instructional materials, and other required expenses on its website and in its catalog ([I.C.6.1](#), [I.C.6.2](#)). Board Policy and Administrative Procedure 5030 Fees require the College to abide by all Title 5, Education Code, and federal guidelines regarding fees and tuition and to publish fees for classes and services in the College catalog and the annual Schedule of Fees ([I.C.6.3](#)). Enrollment fees are consistent for all courses regardless of the program. Some classes have material fees that vary from course to course, such as Nursing and Cosmetology ([I.C.6.4](#), [I.C.6.5](#)). Students may search for classes with zero- or low-cost textbooks in the online class schedule and Schedule Builder ([I.C.6.6](#), [I.C.6.7](#)). Textbook costs can also be seen through the online bookstore ([I.C.6.8](#)).

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

### **Evidence of Meeting the Standard**

Board Policy 4030 Academic Freedom asserts the College support for academic freedom and is published in the catalog and on the ECC Board Policies webpage ([I.C.7.1](#), [I.C.7.2](#), [I.C.7.3](#)). Academic Senate minutes show that BP 4030 Academic Freedom was updated through consultation in 2015 ([I.C.7.4](#)). The ECCFT contract and the Instructor Position Description further reinforce academic freedom ([I.C.7.5](#), [I.C.7.6](#)).

### **Analysis and Evaluation**

El Camino College is committed to academic freedom. BP 4030 Academic Freedom asserts that the College “recognizes that institutions of higher education are conducted for the common good

and not to further the interest of either the individual faculty member or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Academic freedom is fundamental for the protection of the rights of the faculty member in teaching and of the student in learning. It carries with it responsibilities correlative with rights.” (I.C.7.1). BP 4030 Academic Freedom is published in the catalog and on the ECC Board Policies webpage (I.C.7.2, I.C.7.3). Last revised in 2015, revisions to BP 4030 Academic Freedom were developed through consultation between the Academic Senate, administration, and the ECCFT and approved by the Board of Trustees (I.C.7.4). Article 5 of the ECCFT Agreement, Academic Freedom and Responsibility, asserts that “the District and the Federation will strive to promote and to protect academic freedom” (I.C.7.5). Finally, the Instructor Position Description requires that faculty “respect the academic freedom of students to express their opinions on controversial matters germane to the subject matter of the courses taught, subject only to the maintenance of appropriate decorum and the time constraints necessary to implement the attainment of course objectives” (I.C.7.6).

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

### **Evidence of Meeting the Standard**

ECC policies and procedures promote honesty, responsibility, and academic integrity among all its constituents. BP and AP 5500 Standards of Student Conduct are Board approved and explain the College’s expectations for student behavior and academic honesty (I.C.8.1, I.C.8.2). BP/AP 5500 Standards of Student Conduct are published in the College catalog, on the Board Policies webpage, and on the Student Development Office webpage (I.C.8.3, I.C.8.4, I.C.8.5). AP 5520 Student Discipline Procedures describes the discipline process and sanctions for academic dishonesty (I.C.8.6). The New Student Orientation Handbook reveals that the College explains academic honesty and behavior expectations to future students. (I.C.8.7). BP 5500 Standards of Student Conduct and the Instructor Position Description show that the College holds the faculty and campus community responsible for ensuring academic integrity (I.C.8.8, I.C.8.9). The ECC Statement of Values and AP 3050 Institutional Code of Ethics further show the College commitment to promoting honesty, responsibility, and academic integrity (I.C.8.10, I.C.8.11). The campus authenticates online students with student logins and passwords for a campuswide course management system, Canvas. (I.C.8.12). The integration of Proctorio (online proctoring) and Turnitin (plagiarism detection) with Canvas underscores the College’s commitment to academic honesty (I.C.8.13).

### **Analysis and Evaluation**

El Camino College promotes honesty, responsibility, and academic integrity through its board policies, administrative procedures, and Statement of Values, and the College issues consequences for dishonesty.

BP 5500 Standards of Student Conduct assures that “El Camino College will develop and maintain Standards of Student Conduct. The procedures shall be made widely available to students through the College catalog, and other means including electronic communications” ([I.C.8.1](#)) AP 5500 Standards of Student Conduct explains the District expectations for student academic honesty and student behavior ([I.C.8.2](#)). It is published in the College catalog and online ([I.C.8.3](#), [I.C.8.4](#), [I.C.8.5](#)). AP 5500 Standards of Student Conduct outlines standards of student conduct, including academic honesty. It states that dishonesty “shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student.” AP 5520 Student Discipline Procedures outlines the discipline process and sanctions for violations of the standards of student conduct ([I.C.8.6](#)). The orientation for incoming students includes an overview of the expectations regarding academic honesty and behavior ([I.C.8.7](#)).

BP 5500 Standards of Student Conduct explains ECC employees’ responsibility for academic honesty and integrity, “To uphold the academic integrity, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness” ([I.C.8.8](#)). The Instructor Position Description includes the expectation that faculty “maintain high standards of professional conduct and ethics appropriate to the Instructor’s professional position” ([I.C.8.9](#)).

The ECC Statement of Values explains that “our highest value is placed on our students and their educational goals” and outlines the expectation that faculty and classified staff act with integrity, “We act ethically and honestly toward our students, colleagues and community” ([I.C.8.10](#)). AP 3050 Institutional Code of Ethics explains the ethical responsibilities of campus employees and the consequences of violations of the code ([I.C.8.11](#)). The College authenticates online students with logins and passwords provided for a campuswide course management system, Canvas. ([I.C.8.12](#)). The integration of Proctorio (online proctoring) and Turnitin (plagiarism detection) with Canvas highlights the College’s efforts to ensure academic honesty ([I.C.8.13](#)). The College is investigating alternatives to Turnitin and Proctorio at this time.

**9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

**Evidence of Meeting the Standard**

BP 4030 Academic Freedom and the ECCFT Agreement demonstrate that the College, while protecting a faculty member’s academic freedom, also requires the faculty member to present information to students in a fair and objective way ([I.C.9.1](#), [I.C.9.2](#)).

**Analysis and Evaluation**

BP 4030 Academic Freedom and the ECCFT Agreement require faculty to distinguish between personal conviction and professionally accepted views in a discipline. BP 4030 Academic Freedom asserts that faculty have the freedom “to speak or write as a citizen, provided that the faculty member recognizes the special professional obligations of an educator to be accurate,

objective and respectful of others, and that the faculty member takes care to avoid leaving the impression that he or she is speaking for the College or the District” ([I.C.9.1](#)). Article 5 of the ECCFT Agreement protects instructors’ ability in class to examine or endorse unpopular or controversial ideas in academic research or publication when they are relevant to the course ([I.C.9.2](#)).

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

**Evidence of Meeting the Standard**

BP/AP 5500 Standards of Student Conduct lay out the expectations for student behavior and are posted on the Board Policies webpage, Student Development Office Conduct webpage and in the College catalog ([I.C.10.1](#), [I.C.10.2](#), [I.C.10.3](#)). Required syllabus information posted for the Behavioral and Social Sciences division shows the expectation that syllabi include a link to the Standards of Student Conduct ([I.C.10.4](#)). The ECCFT Agreement, the Instructor Position Description, the ECC Classified Employees Agreement, and the Police Officers Association Agreement outline the behavior expectations for these groups and possible disciplinary action for violations ([I.C.10.5](#), [I.C.10.6](#), [I.C.10.7](#), [I.C.10.8](#)). Additional behavioral expectations for the campus community are contained in BP/AP 3540 Sexual and Gender-Based Misconduct, AP 3050 Institutional Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP 3570 Smoke & Tobacco Free Campus ([I.C.10.9](#), [I.C.10.10](#), [I.C.10.11](#), [I.C.10.12](#)).

**Analysis and Evaluation**

Expectations for faculty, classified staff, and student behavior are clearly laid out in codes of conduct, board policies, administrative procedures, and employment contracts. These are widely available online. The College does not seek to instill specific beliefs or world views in its students.

The student code of conduct is outlined in BP/AP 5500 Standards of Student Conduct. These are posted online on the Board Policies webpage, on the Student Development Office Conduct webpage, and in the College catalog ([I.C.10.1](#), [I.C.10.2](#), [I.C.10.3](#)). Links to and quotes from BP/AP 5500 are included in many course syllabi. For instance, a template with required syllabus information in all classes in the Behavioral and Social Sciences division includes a link to the Standards of Student Conduct ([I.C.10.4](#)).

Expectations for faculty conduct are explained in article 22 section 14 of the ECCFT Agreement, “Prohibited Behavior” ([I.C.10.5](#)). Prohibited behavior is broadly defined as “behavior which is demeaning, offensive, intimidating, or physically threatening to any other employee in the College community.” Prohibited behavior includes sexual and discriminatory harassment. In addition, the Instructor Position Description includes the expectation that faculty “maintain high standards of professional conduct and ethics appropriate to the Instructor’s professional position” ([I.C.10.6](#)).

Expectations for classified staff conduct are explained in article 23 section 1 of the ECCE Agreement, Disciplinary Action ([I.C.10.7](#)). Examples of prohibited behavior include willfully deceiving or defrauding the District, appearing for work under the effects of alcohol or controlled substances, conviction of a sex offense, insubordination, and repeated discourteous, offensive, or abusive conduct or language. The expectations for the conduct of police officers are outlined in article 19 section 3 of the Police Officers Association Agreement, Causes for Disciplinary Action for Permanent Officers ([I.C.10.8](#)). Examples of prohibited behavior for police officers include discourteous, offensive, or abusive conduct or language toward other officers, students or the public, dishonesty, being under the influence of alcohol or illegal substances while on duty, arrest for a sex or narcotics offense, conviction of a crime of moral turpitude, and falsifying information.

Additional expectations for the conduct of campus employees and students are set by BP/AP 3540 Sexual and Gender-Based Misconduct, AP 3050 Institutional Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP 3570 Smoke & Tobacco Free Campus ([I.C.10.9](#), [I.C.10.10](#), [I.C.10.11](#), [I.C.10.12](#)).

**11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

**Evidence of Meeting the Standard**

El Camino College does not offer courses in foreign lands to non-US nationals, but it does offer summer study abroad programs to ECC students. The Madrid Study Abroad 2019 program materials show that faculty and students conform to the College policies and curriculum while studying and traveling in foreign locations ([I.C.11.1](#)).

**Analysis and Evaluation**

The College does not offer courses in foreign locations targeted to non-U.S. nationals, nor does it promote distance education in foreign locations. The College does periodically offer study abroad programs for El Camino College students. Study abroad students enroll in ECC classes that adhere to the Course Outlines of Record and are taught by ECC faculty. Students participate in an orientation prior to departure that explains the requirements for the program, including that students adhere to the ECC Student Code of Conduct while abroad. For instance, the summer 2019 study abroad program to Madrid was led by two faculty members who taught ECC courses in Spanish, Ethnic Studies, and History. Twenty-one ECC students participated in the coursework and had a four-week stay in Madrid. The College contracted with ACCENT International Consortium for Academic Programs Abroad to arrange the travel logistics ([I.C.11.1](#)).

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **Evidence of Meeting the Standard**

BP/AP 3200 Accreditation demonstrate the College's commitment to complying with requirements of standard I.C.12 ([I.C.12.1](#), [I.C.12.2](#)). The Accreditation webpage provides evidence that the College publicly shares its reports and documents ([I.C.12.3](#)). The ECC homepage shows that the Accreditation webpage is only one click away ([I.C.12.4](#)). Prompt reporting to the ACCJC is shown with the on-time submission of the 2015 Midterm and Follow-up Reports ([I.C.12.5](#), [I.C.12.6](#)). The Microsoft Team site for Standard I illustrates how committees of administrators, faculty, staff, and students worked together to write the institutional self-evaluation report ([I.C.12.7](#)). The drafts, timeline, and solicitation for public comment is found on the Accreditation webpage ([I.C.12.8](#)).

### **Analysis and Evaluation**

The College agrees to comply with accreditation eligibility requirements, standards, policies, and guidelines. Accreditation information, including all reports and public correspondence, are posted on the Accreditation webpage that is linked on the College homepage. The College promptly fulfills ACCJC requirements. BP 3200 Accreditation states, "The Superintendent/President shall ensure the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges" ([I.C.12.1](#)). AP 3200 Accreditation explains the College process for writing accreditation reports and preparing for accreditation visits ([I.C.12.2](#)).

The Accreditation webpage grants public access to all reports and documents regarding the College's compliance with ACCJC standards and policies, including accreditation reports and action letters ([I.C.12.3](#)). The Accreditation webpage is linked on the ECC homepage in the Information menu on the bottom of the page ([I.C.12.4](#)).

The College consistently meets all reporting deadlines to the ACCJC. For example, the 2015 Accreditation Midterm Report was submitted on time on March 15, and the 2015 Follow-up Report was submitted on time on October 15 ([I.C.12.5](#), [I.C.12.6](#)).

The College complies with the ACCJC Policy on Rights and Responsibilities of the Commission and Member Institutions. For instance, this policy requires the College "to develop an effective mechanism to ensure the internal coordination of accreditation activities." The College created committees for each standard, which were comprised of administrators, classified staff, faculty, and students. Each standard used a Microsoft Team site to coordinate its work and house its minutes, drafts and evidence ([I.C.12.7](#)).

The College publicly discloses dates for the upcoming comprehensive peer review visit and has solicited third-party comment. The Accreditation webpage includes timelines and links to drafts

of the report to be reviewed at public forums and the ACCJC comprehensive evaluation visit dates ([I.C.12.8](#)). An email address is provided for written feedback on the drafts.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

**Evidence of Meeting the Standard**

El Camino complies with the regulations and statutes of external accrediting bodies as evidenced by multiple accreditations by programs such as Radiologic Technology, and Paralegal Studies ([I.C.13.1](#), [I.C.13.2](#)). The College posts licensure pass rates online ([I.C.13.3](#)). The announcement of Compton's accreditation demonstrates that the College promptly communicates changes to its accredited status ([I.C.13.4](#)). A letter regarding United States Department of Education (USDE) regulations posted on the Academic Affairs webpage, shows compliance with the USDE regulation on public notifications ([I.C.13.5](#)).

**Analysis and Evaluation**

The College acts with honesty and integrity in its dealings with external agencies, including outside accrediting agencies. For instance, the Radiologic Technology Program is fully accredited by the Joint Review Committee on Education in Radiologic Technology and the California Department of Public Health, Radiologic Health Branch ([I.C.13.1](#)). Students in this program are required to abide by the Rules of Ethics in the American Registry of Radiologic Technologists Standard of Ethics and to submit to criminal background checks. In the Business division, the Paralegal Studies program is approved by the American Bar Association ([I.C.13.2](#)). California License Examination Pass Rates are posted for the following programs and agencies: Cosmetology – the California Board of Barbering and Cosmetology; Fire and Emergency Technology: Paramedical Technician – the California Emergency Medical Service Authority; Nursing - the National Council Licensure Examination; Radiologic Technology - the American Registry of Radiologic Technologists; Respiratory Care -the National Board of Respiratory Care; and Fire Technology - the State Fire Marshal and the California Specialized Training Institute ([I.C.13.3](#)).

El Camino clearly communicates changes in its accreditation status. For instance, on June 8, 2017, ECC announced accreditation granted to Compton College by the Commission ([I.C.13.4](#)). The College complies with the U.S. Department of Education's (USDE) regulation on public notifications. Letters from the USDE are posted on the Accreditation webpage ([I.C.13.5](#)).

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

**Evidence of Meeting the Standard**

BP 1200 District Mission, Vision and Values expresses the high value the College places on quality education, student achievement, and student learning ([I.C.14.1](#)). BP 6200 Budget Preparation requires that the budget support the mission ([I.C.14.2](#)), and AP 6740 Citizens' Oversight Committee ensures the proper expenditure of bond money ([I.C.14.3](#)). The webpage for the Citizens' Bond Oversight Committee provides public access to the committee's minutes, reports, resolutions and bylaws ([I.C.14.4](#)). The budget report to the Board of Trustees on August 26, 2019 demonstrates the link between student achievement and funding ([I.C.14.5](#)). The Administrators' Handbook requires administrators to work to achieve the College mission ([I.C.14.6](#)). The Administrator's handbook is currently being revised and updated.

**Analysis and Evaluation**

El Camino College is committed to high-quality education and student success above all other considerations. The College does not have parent organizations or investors. BP 1200 District Mission, Vision and Values asserts the premium placed by the College on education and student achievement ([I.C.14.1](#)). BP 6200 Budget Preparation requires "the annual budget shall support the District's mission, strategic plan, and comprehensive master plan" ([I.C.14.2](#)). The Citizens' Oversight Committee for the bond demonstrates that decisions regarding finance have not compromised its commitment to high-quality education ([I.C.14.3](#), [I.C.14.4](#)). The August 26, 2019 Budget Report to the Board of Trustees demonstrated how ECC student achievement data, such as the attainment of degrees and certificates, directly relates to the new Student Centered Funding Formula ([I.C.14.5](#)). Finally, the Administrators' Handbook asserts "the primary role of each of the El Camino Community College District administrators is to provide responsible and effective leadership in support of the District's mission, vision, values, goals and objectives. ([I.C.14.6](#)).

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**Conclusions on Standard I.C. Institutional Integrity**

El Camino College acts with integrity and accuracy in its decision-making and communication. Its highest priority is placed on quality education, student achievement, and student learning in its planning, budgeting, and fiscal processes. The College ensures that it is providing accurate information to the community and to the external agencies that it serves. Furthermore, board policies, negotiated contracts, and codes of behavior require classified staff, faculty, administrators, and the Board of Trustees to work in honest, fair, and ethical ways.

## Evidence List

- I.C.1.1 [Institutional Research and Planning Webpage](#)
- I.C.1.2 [Campus Resources - A Guide to El Camino College, p. 3](#)
- I.C.1.3 [Acalog-Curriculog Catalog Management](#)
- I.C.1.4 [Website Information](#)
- I.C.1.5 [New Website Frequently Asked Questions](#)
- I.C.1.6 [Student Achievement & Completion Webpage](#)
- I.C.1.7 [2018 Annual Report to the Community, pp. 18-19](#)
- I.C.1.8 [Institutional Effectiveness Outcomes ECC Infographic 2016-17](#)
- I.C.1.9 [Student Services Webpage](#)
- I.C.1.10 [Student Services in Catalog](#)
- I.C.1.11 [Campus Resources - A Guide to El Camino College](#)
- I.C.1.12 [SLO and PLO Assessment Reports](#)
- I.C.1.13 [Institutional Learning Outcome Assessment webpage](#)
- I.C.1.14 [Accreditation Link on ECC Homepage](#)
- I.C.1.15 [Accreditation Webpage](#)
- I.C.1.16 [Catalog Accreditation Statement](#)
- I.C.2.1 [Catalog Webpage](#)
- I.C.2.2 [Catalog Addendum, 2017-18](#)
- I.C.2.3 [Past ECC Catalogs](#)
- I.C.2.4 [Online Catalog](#)
- I.C.2.5 [2019 Online Addendum](#)
- I.C.2.6 [Catalog Requirements, 2018-19](#)
- I.C.2.7 [Catalog Requirements, 2019-20](#)
- I.C.3.1 [IRP Student Achievement and Completion Webpage](#)
- I.C.3.2 [Degrees and Certificate Report](#)
- I.C.3.3 [Student Learning Outcomes Assessment Reports](#)
- I.C.3.4 [Program Learning Outcomes Assessment Reports](#)
- I.C.3.5 [Institutional Learning Outcomes Assessment Reports](#)
- I.C.3.6 [Institutional Effectiveness Outcomes ECC Infographic 2016-17](#)
- I.C.3.7 [Board Minutes 5-22-17](#)
- I.C.3.8 [Breakfast with the President Informational Packet, 2019](#)
- I.C.3.9 [Report Card for 2018 Graduates](#)
- I.C.4.1 [ECC Catalog, Degrees and Certificates](#)
- I.C.4.2 [Chemistry AS Degree - Catalog](#)
- I.C.4.3 [Nursing AS Degree - Catalog](#)
- I.C.4.4 [Fire and Emergency with Paramedical Technician Option AS Degree, Catalog](#)
- I.C.5.1 [Board Policies and Administrative Procedures Website](#)
- I.C.5.2 [Educational Policies Committee Webpage](#)
- I.C.5.3 [CCLC Policy & Procedure Subscription Service](#)

[I.C.5.4 College Council Goals 2017-18](#)  
[I.C.5.5 College Council Goals 2018-19](#)  
[I.C.5.6 College Council Policy and Procedure Review, p. 2](#)  
[I.C.5.7 Legally required Policies and Procedures – Pending College Review 2018](#)  
[I.C.5.8 College Council Minutes, March 5, 2018](#)  
[I.C.5.9 2017-18 Policies Updates from College Council Minutes](#)  
[I.C.5.10 Educational Policies Committee Webpage](#)  
[I.C.5.11 2019-20 Catalog Addendum](#)  
[I.C.6.1 Fees, Tuition, Refunds - Webpage](#)  
[I.C.6.2 Fees/Refunds/Credits - Catalog](#)  
[I.C.6.3 Board Policy and Administrative Procedure 5030 Fees](#)  
[I.C.6.4 Nursing Program Costs - Catalog](#)  
[I.C.6.5 Cosmetology Program Costs - Catalog](#)  
[I.C.6.6 Online Class Schedule Search for Low and No Cost Textbooks](#)  
[I.C.6.7 Schedule Builder – Zero-Cost Textbook Search](#)  
[I.C.6.8 Online Bookstore – Textbook Search](#)  
[I.C.7.1 BP 4030 Academic Freedom](#)  
[I.C.7.2 Catalog 2018-2019, p. 52](#)  
[I.C.7.3 Board Policies Webpage](#)  
[I.C.7.4 Academic Senate Minutes, p. 3](#)  
[I.C.7.5 ECCFT Agreement, pp. 13-14](#)  
[I.C.7.6 Instructor Position Description](#)  
[I.C.8.1 BP 5500 Standards of Student Conduct](#)  
[I.C.8.2 AP 5500 Standards of Student Conduct](#)  
[I.C.8.3 ECC Catalog – BP/AP 5500](#)  
[I.C.8.4 Board Policies Webpage - BP/AP 5500](#)  
[I.C.8.5 Student Development Office Conduct Webpage - BP/AP 5500](#)  
[I.C.8.6 AP 5520 Student Discipline Procedures](#)  
[I.C.8.7 New Student Orientation Handbook, 2019-2020](#)  
[I.C.8.8 BP 5500 Standards of Student Conduct](#)  
[I.C.8.9 Instructor Position Description](#)  
[I.C.8.10 BP 1200 District Mission, Vision and Values](#)  
[I.C.8.11 AP 3050 Institutional Codes of Ethics](#)  
[I.C.8.12 Canvas Login](#)  
[I.C.8.13 Proctorio and Turnitin Distance Education Webpage](#)  
[I.C.9.1 BP 4030 Academic Freedom](#)  
[I.C.9.2 ECCFT Agreement – Article 5](#)  
[I.C.10.1 Board Policies Webpage - BP/AP 5500](#)  
[I.C.10.2 Student Development Office Conduct Webpage - BP/AP 5500](#)  
[I.C.10.3 Catalog – BP/AP 5500](#)

- I.C.10.4 [Women Studies 1 Syllabus Template](#)
  - I.C.10.5 [2017-2019 ECCFT Agreement - Prohibited Behavior](#)
  - I.C.10.6 [Instructor Position Description](#)
  - I.C.10.7 [ECCE Agreement 2017-2019 Article 23](#)
  - I.C.10.8 [POA Agreement 2017-2019 Article 19](#)
  - I.C.10.9 [BP/AP 3540 Sexual and Gender-Based Misconduct](#)
  - I.C.10.10 [AP 3050 Institutional Code of Ethics](#)
  - I.C.10.11 [BP/AP 3430 Prohibition of Harassment](#)
  - I.C.10.12 [BP 3570 Smoke & Tobacco Free Campus](#)
  - I.C.11.1 [Madrid Study Abroad 2019](#)
  - I.C.12.1 [BP 3200 Accreditation](#)
  - I.C.12.2 [AP 3200 Accreditation](#)
  - I.C.12.3 [Accreditation Webpage - Reports and Documents](#)
  - I.C.12.4 [Homepage - Link to Accreditation](#)
  - I.C.12.5 [2015 Midterm Report](#)
  - I.C.12.6 [2015 Follow-up Report](#)
  - I.C.12.7 [2020 Standard I Team Site](#)
  - I.C.12.8 [ECC Accreditation Webpage – Drafts and Public Comment](#)
  - I.C.13.1 [Radiologic Technology](#)
  - I.C.13.2 [Paralegal Studies](#)
  - I.C.13.3 [License Examination Pass Rates](#)
  - I.C.13.4 [Compton Accreditation Notice](#)
  - I.C.13.5 [USDE Letter](#)
  - I.C.14.1 [BP 1200 District Mission, Vision and Values](#)
  - I.C.14.2 [BP 6200 Budget Preparation](#)
  - I.C.14.3 [AP 6740 Citizens' Oversight Committee](#)
  - I.C.14.4 [Citizens' Bond Oversight Committee Webpage](#)
  - I.C.14.5 [Budget Report to Board of Trustees, August 26, 2019](#)
  - I.C.14.6 [Administrators' Handbook, p. 2](#)
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## **Standard II: Student Learning Programs and Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

### **A. Instructional Programs**

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

### **Evidence of Meeting the Standard**

Administrative Procedure (AP) 3250 Institutional Planning ([II.A.1.1](#)) and AP 4020 Program, Curriculum and Course Development ([II.A.1.2](#)) outline how the curriculum review process ensures that the instructional programs that are offered by the College (whether traditional or distance education) are consistent with the College mission. AP 4105 Distance Education ([II.A.1.3](#)) specifically attests that the College Curriculum Committee (CCC) certifies course quality standards for courses offered via distance education.

Board Policy (BP) 4020 Program, Curriculum and Course Development ([II.A.1.4](#)) and AP 4022 Course Approval ([II.A.1.5](#)) specifically describe the role and function of the CCC as the body that has oversight for the formal curriculum review process to ensure that program offerings are appropriate for post- secondary education.

The El Camino College catalog ([II.A.1.6](#)) provides descriptions of the College's instructional programs that reflect program-level learning outcomes. The catalog also lists the degrees and certificates that can be earned.

El Camino College collects and analyzes a variety of metrics regarding institutional effectiveness (IE) ([II.A.1.7](#), [II.A.1.8](#)) and regularly collects and reports data that supports students achievement. .

### **Analysis and Evaluation**

El Camino College meets all components of Standard II A.1 and addresses Eligibility Requirements 9 and 11. According to AP 3250 Institutional Planning ([II.A.1.1](#)), "[r]eview of curriculum proposals is based on the mission and strategic initiatives of the College." BP 1200

Mission, Vision and Values ([II.A.1.9](#)) identifies the mission of the College as to “provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities.” The curriculum proposal templates ([II.A.1.10](#)), including proposals for distance education, include sections to explain how the course or program relates to the mission and goals of the College.

The criteria for curriculum approval align with requirements specified in the California Community Colleges Chancellor’s Office (CCCCO) Program and Course Approval Handbook ([II.A.1.11](#)), ensuring the appropriateness of curriculum within higher education at the state level. The templates for curriculum proposals include a section to evidence how widespread and established the course or program is within higher education by specifying similar curricula at local community colleges and/or other institutions. Moreover, the appropriateness of the College’s curriculum is evidenced by the fact that a wide variety of the courses are transferable to the University of California (UC) and the California State University (CSU) systems. Current articulation agreements with these systems and information regarding course transferability are maintained on assist.org ([II.A.1.12](#)), the official transfer and articulation system for California’s public colleges and universities.

The El Camino College catalog ([II.A.1.6](#)) lists the specific degrees and certificates that can be earned by students. For each degree program offered by the College, the catalog provides a program description and describes program-level learning outcomes that identify what a student will be able to do with the knowledge and skills acquired upon program completion.

The College regularly collects and analyzes data related to student achievement of educational goals (e.g., degrees, certificates, employment, transfer) ([II.A.1.7](#), [II.A.1.8](#) pages 25-39). In compliance with applicable guidelines and requirements of external regulatory agencies, several academic programs (e.g., Nursing, Respiratory Care) also maintain student completion and achievement data at the department level.

2. ***(Applicable to institutions with comprehensive reviews scheduled after Fall 2019. <sup>1</sup>) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.***

### **Evidence of Meeting the Standard**

As described in BP 4020 Program, Curriculum, and Course Development ([II.A.2.1](#)), faculty at El Camino College are directly involved in curriculum development. In accordance with AP 4020 Program, Curriculum, and Course Development ([II.A.2.2](#)), the CCC functions as the primary mechanism by which full-time and part-time faculty ensure that course content and methods of instruction meet generally accepted academic and professional standards of higher education.

Minutes from department/division meetings ([II.A.2.3](#)), as well as Academic Senate committee and subcommittee meetings ([II.A.2.4](#)) provide evidence that faculty evaluate and discuss the relationship between instructional methodologies and student performance on an ongoing basis. Faculty also engage in discourse regarding teaching and learning during special campus workshops and external conferences ([II.A.2.5](#)).

AP 3250 Institutional Planning ([II.A.2.6](#), p. 11) establishes the College's formal process for Program Review, which addresses relevance, appropriateness, achievement of learning outcomes, currency, and planning for the future.

The Academic Program Review Committee (APRC) Handbook ([II.A.2.7](#)) details a program review process that is consistently followed for all academic programs at the College, regardless of program type or delivery mode.

The Academic Program Review Template ([II.A.2.8](#)) includes components specifically designed to address student achievement and student learning.

AP 3250 Institutional Planning outlines the process by which the results of program review are used in institutional planning, “with [program review] recommendations integrated into annual planning cycles over the next four years ([II.A.2.6](#), p. 11).”

The current Academic Program Review Template includes a section for discussing the status of previous program review recommendations. Successive program reviews must document any improvements that have resulted from program review recommendations from the previous cycle ([II.A.2.9](#)).

### **Analysis and Evaluation**

College faculty provide leadership for “creating, updating, and reviewing courses, establishing prerequisites, and placing courses within disciplines” at El Camino College. As a subcommittee of the Academic Senate ([II.A.2.10](#) – excerpted pages from Fall 2019 Academic Senate Handbook), the CCC is chaired by a member of the instructional faculty and is comprised primarily of faculty representatives from the College's academic divisions. Faculty may also contribute to the curriculum development and review process at the division level by serving on a Division Curriculum Committee (DCC).

The Curriculum Proposal Template ([II.A.2.11](#)) requires that faculty proposing new or revised curriculum must provide detailed information about the proposed course. The official course outline of record (COR) ([II.A.2.12](#)) demonstrates the course's appropriateness within higher education by clearly outlining the subject matter, instructional methods (e.g., discussion, group activities, lecture, lab), sample assignments (including college-level critical thinking assignment), representative textbook (with publication date within five to seven years), and representative methods of evaluation and assessment.

At El Camino College, full-time and part-time faculty collaborate on curriculum and dialogue about the relationship between teaching methodologies and student performance on an ongoing basis. Faculty not only address these matters at the division level (e.g., faculty meetings, departmental brown bags) but also are encouraged to engage in campuswide discussions about teaching methodologies and student performance during such events as assessment-related

break-out sessions on Professional Development Day ([II.A.2.5](#)) to collaborate on ways to improve curriculum, enhance teaching/learning strategies, and promote student success. Other professional development opportunities ([II.A.2.5](#)) such as off-campus workshops/conferences and web-based resources also afford faculty occasion to engage in discourse regarding the relationship between instructional methodologies and student outcomes.

Regularly scheduled program reviews provide the most extensive opportunity for faculty to evaluate program content, methods of instruction, and student performance related to the instructional programs offered at the College. The criteria used in academic program review are reflected in the standard template for program review ([II.A.2.8](#)), which includes components addressing such topics as: relevancy, appropriateness, currency, and planning for the future, and achievement of student learning outcomes. The Academic Program Review Template is reviewed and updated annually by the APRC and is revised as needed to reflect institutional priorities (e.g., updated prompts to emphasize student equity in analysis of student data) and/or changes in policies or procedures (e.g., instructions for accessing program data).

The APRC maintains formal guidelines and timelines to ensure consistency of the review process across instructional programs. As such, all faculty designated to lead program review in any given year must attend a program review orientation ([II.A.2.13](#)) in the prior year; during the orientation session, the review timeline and the document template are presented in detail. The orientation also includes a demonstration by Institutional Research and Planning (IRP) about how faculty can access program data sets used for analysis and future discussion by program faculty.

The Academic Program Review Template includes a component that addresses student achievement and student learning. Faculty completing program review are required to analyze disaggregated data related to retention and completion. Program review also includes an analysis of results from course- and program-level learning outcomes assessment during the review cycle.

As referenced in AP 3250 Institutional Planning, there is a direct link between the program review process and the process of institutional planning at El Camino College. The plan that each program completes on an annual basis includes funding requests; in the plan, the program must link each request to a specific program review recommendation or identify it as an emerging need. Budget requests from program plans are prioritized by deans at the unit level (i.e., academic division) before being submitted to the vice president of Academic Affairs for prioritization at the area level. Ultimately, area plans are submitted to the College superintendent/president for consideration for the College plan. This integration of program review components into the program-level planning process ensures that recommendations from program review are represented at multiple levels of planning and are considered in the College's planning and budgeting process each year.

One of the components of the Academic Program Review Template requires that the program discuss the status of previous program review recommendations. This design facilitates continuity of the review process as the discussions in successive program reviews document any improvements that have resulted from recommendations and planned action ([II.A.2.9](#)).

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

### **Evidence of Meeting the Standard**

The College's procedures for identifying student learning outcomes for courses, programs, certificates, and degrees are detailed in the Learning Outcomes and Assessment Handbook ([II.A.3.1](#)). The College has established student learning outcomes at the course (SLO), program (PLO), and institution (ILO) levels. Pursuant to AP 3250 Institutional Planning ([II.A.3.2](#)), faculty regularly assesses learning outcomes at the course, program, and institutional level. Course-level student learning outcomes (SLOs) are listed on the official COR ([II.A.3.3](#)) for courses offered by academic divisions of the College. Course syllabi include student learning outcomes identified on the COR ([II.A.3.4](#)). Course syllabi provide evidence that learning outcomes for courses offered via distance education match the learning outcomes for the same courses when taught in traditional mode. The collective bargaining agreement with the El Camino College Federation of Teachers (ECCFT) ([II.A.3.5](#)) requires that faculty provide students with a course syllabus. Divisions document their procedures for ensuring that students receive a course syllabus.

### **Analysis and Evaluation**

In accordance with Administrative Procedure 3250 Institutional Planning ([II.A.3.2](#)), the College has established processes for assessing learning outcomes for courses, programs, certificates, and degrees. Faculty collaborate at the department level to propose course-level (SLO) and program-level (PLO) learning outcome statements. Proposed learning outcome statements are included in curriculum proposals that are reviewed by the Division Curriculum Committee (DCC) and the College Curriculum Committee (CCC) within the context of the curriculum development or review process. A detailed description of the assessment process can be found in the Learning Outcomes and Assessment Handbook ([II.A.3.1](#)).

SLO and PLO statements have been identified for every course and program offered by the college. Current statements can be found on the college website ([II.A.3.6](#)) and in the software system the College uses to manage data related to student learning outcomes (i.e., Nuventive) ([II.A.3.7](#)).

AP 3250 Institutional Planning requires that the College regularly assess student learning outcomes at the course, program, and institution level. Assessment includes class sections that represent all modalities (e.g., face to face, online), and learning outcomes are scheduled for ongoing assessment on a four-year cycle. The results from SLO and PLO assessments are also analyzed during the program review process as programs are required to complete reviews based on a template ([II.A.3.8](#)) that addresses the analysis of the results from course- and program-level learning outcomes assessment during the review cycle.

Course-level (SLO) student learning outcomes are clearly identified in the official COR ([II.A.3.3](#)) for all courses offered at the College.

As SLOs are identified at the course level, SLO statements for a course offered via distance education match the SLO statements for the same course offered in traditional face-to-face mode.

In accordance with the District's collective bargaining agreement with the ECCFT ([II.A.3.4](#)), instructors provide students with a course syllabus that includes the SLOs identified or referenced in the official COR1. Specific timelines and practices regarding syllabus development, review, and distribution have been formalized at the division level ([II.A.3.9](#)).

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

### **Evidence of Meeting the Standard**

Pursuant to BP 4020 Program, Curriculum, and Course Development ([II.A.4.1](#)) and Administrative Procedure 4022 Course Approval ([II.A.4.2](#)), the CCC is responsible for matters related to the initiation and review of College curriculum. The College Curriculum Handbook ([II.A.4.3](#)) describes the process by which precollegiate level curriculum is developed and reviewed by faculty. College-level short-term training offered within one of the College's academic divisions is reviewed via the CCC curriculum process. The offices of Community Education and Community Advancement coordinate the curriculum processes related to community education and contract education offerings, respectively, which do not represent college-level curriculum.

The processes and criteria that the CCC uses to determine the appropriateness of credit type, delivery mode, and locations of its curriculum align with requirements specified in the CCCCO Program and Course Approval Handbook ([II.A.4.4](#)) and Title 5 of the California Code of Regulations ([II.A.4.5](#)). The CCC curriculum proposal templates ([II.A.4.6](#)) include criteria for determining appropriate credit type, delivery mode, and location of its courses and programs.

The CCC curriculum proposal template includes a section for representing the alignment between such pre-collegiate and college-level courses to support a clear pathway for students to transition to degree-applicable coursework.

The El Camino College catalog ([II.A.4.7](#)) clearly identifies courses as pre-collegiate (non-degree-applicable; non-transferrable) or college-level, clearly describing course sequencing.

### **Analysis and Evaluation**

The College Curriculum Handbook ([II.A.4.3](#)) describes the process by which proposed curriculum is reviewed. The curriculum proposal templates ([II.A.4.6](#)) used by the CCC require that faculty identify the level of the course as pre-collegiate or college-level. The form also includes fields for specifying the proposed credit status (e.g., credit/degree applicable, credit/not degree applicable, non-credit) and describing how the proposed course relates to existing curriculum. These distinctions assist the CCC in making decisions about the appropriateness of proposed offerings as they relate to specific degree/certificate requirements, preparation for college-level coursework, short-term training, community education, or contract education.

The templates ([II.A.4.6](#)) for new curriculum or curriculum revisions also include information related to credit type, delivery mode, and location that assist the CCC in its decision-making related to proposed offerings. Curriculum proposals for distance education also require the completion of a Distance Education Addendum ([II.A.4.6](#), pp. 12-14) that must provide viable justification regarding the appropriateness of a course for distance education delivery.

The CCC curriculum review process allows the College to ensure the alignment of requisite skills for a proposed course with the exit skills for any proposed requisite courses. Although pre-collegiate curriculum is clearly distinguished from college-level curriculum, many courses are sequenced such that specific objectives and outcomes for pre-collegiate coursework match the entrance/requisite skills identified for college-level courses to create pathways for students.

Curriculum proposals require faculty to identify and provide justification for any course requisites (i.e., prerequisite and/or corequisite courses), non-course requisites (e.g., eligibility by appropriate assessment), requisite skills, recommended preparations/skills, and enrollment limitations. A comparison of the CORs for courses in a sequenced pathway ([II.A.4.8](#)) illustrates the alignment of the stated learning outcomes for a pre-collegiate course with the required skills/knowledge for the college-level course for which it is a prerequisite or which it precedes in course sequencing.

The College catalog ([II.A.4.7](#)) includes information about course levels and presents course sequences that reflect the alignment between pre-collegiate and college-level coursework. The College is currently in the process of renumbering courses in some departments to ensure that the course numbering protocol indicates the level of courses ([II.A.4.9](#)).

As El Camino College is committed to student equity in academic achievement, the College directly supports students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. In response to Assembly Bill (AB) 705, the 2017 California assembly bill that mandates that community colleges “maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe,” the College reviewed its course offerings and developed new curricula designed to support achievement of the goal of AB 705. In an effort to promote successful completion of college-level math and English courses within one year, the College developed and currently offers support courses that correspond to the college-level courses ([II.A.4.10](#)). Students concurrently enroll in the college-level coursework and the appropriate support course that provides additional instructional support. Some of the support courses also include embedded tutoring to further facilitate successful student outcomes. Tutoring is also available for many of the College’s course offerings via the Learning Resources Center, Math Study Center, Writing Center, Reading Success Center, and an array of other student support services ([II.A.4.11](#)). Some course sections, including sections of pre-collegiate courses, utilize a peer-mentoring model whereby PASS (peer-assisted study sessions) mentors “address study-related problems student may face and provide general advice on a wide range of topics relating to student equity and student success” ([II.A.4.12](#)).

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

### **Evidence of Meeting the Standard**

The College complies with Title 5 of the California Code of Regulations, Section 55063 ([II.A.5.1](#)) to ensure that its degrees and programs follow practices common to U.S. higher education. The District maintains board policies ([II.A.5.2](#), [II.A.5.3](#)) and administrative procedures ([II.A.5.4](#), [II.A.5.5](#)) to govern its practices related to the development and review of its degree and certificate programs. Moreover, the specific criteria the College uses for curriculum approval align with requirements specified in CCCCO Program and Course Approval Handbook ([II.A.5.6](#)) to decide the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning of its program offerings.

All associate degree programs offered at El Camino College require successful completion of a minimum of 60 semester units, pursuant to AP 4100 Graduation Requirements for Degrees and Certificates.

### **Analysis and Evaluation**

As indicated above, the College complies with federal regulations ([II.A.5.1](#)) and institutional policies and procedures ([II.A.5.2](#), [II.A.5.3](#), [II.A.5.4](#), [II.A.5.5](#)) to ensure that its degrees and programs follow practices common to American higher education. The College has also responded to California Senate Bill 1440 ([II.A.5.7](#)) by developing Associate Degrees for Transfer (i.e., AA-T, AS-T) using CCCCO Transfer Model Curriculum templates ([II.A.5.8](#)) which specify the number of units for the degree as well as particular coursework that aligns with requirements for CSU-deemed similar majors.

Pursuant to AP 4100 Graduation Requirements for Degrees and Certificates ([II.A.5.5](#)), the institution ensures a minimum degree requirement of 60 semester units.

- 6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

### **Evidence of Meeting the Standard**

The College schedules classes in alignment with student needs and program pathways in accordance with its current schedule development process ([II.A.6.1](#)). Course sequencing and information from program review (e.g., section fill rates) ([II.A.6.2](#)) also inform the development of a schedule of classes.

The College uses metrics such as time-to-completion data ([II.A.6.3](#)) to evaluate the extent to which scheduling facilitates program completion among its diverse student population. The

College intends to enhance its use of other data that it has begun to store in digital format (e.g., educational plans) to further inform schedule development.

The College reflects on time-to-completion data and other program-level data ([II.A.6.4](#)) to evaluate the degree to which scheduling facilitates program completion. This data is also discussed during various meetings ([II.A.6.5](#)) to facilitate the identification of specific strategies for responding effectively to student scheduling needs.

### **Analysis and Evaluation**

The College schedules courses in a way that enables students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Within the context of the current process, academic deans consider prerequisite requirements, course sequences, and enrollment trends (e.g., fill rates, waitlist counts) related to general education and major coursework to inform schedule development. To provide more flexible scheduling options for students, the College has made a concerted effort to increase its distance education offerings. Student surveys and other program review data also inform the schedule development process by providing academic deans with information regarding demand for particular courses ([II.A.6.2](#), [II.A.6.3](#)) in any given term.

In accordance with the statewide Guided Pathways initiative ([II.A.6.6](#)), the College is in the process of refining detailed program maps to facilitate pathways for program completion ([II.A.6.7](#)). Upon finalization, these semester-by-semester maps will be used to further inform the schedule development process to ensure that particular courses are offered in the semester indicated in the program map. El Camino College currently uses Starfish DEGREE PLANNER ([II.A.6.8](#)) to create and manage student educational plans. The College is currently exploring system functionality to identify a way to import student educational plans into the College's student information system (i.e., Colleague). Ideally, the College would like to use data from approved educational plans to anticipate the number of sections an academic division should schedule for a particular course in any given semester to meet student needs related to timely program completion.

In an effort to engage increasingly more data-driven decision-making with regard to schedule development, the College intends to leverage its use of scheduling software ([II.A.6.9](#)) designed to track student requests related to the scheduling (e.g., time of day, number of class sessions per week) of courses for their class schedules in any given semester. The College also has purchased and intends to implement event management software ([II.A.6.10](#)) that includes an analytics module that can be used to generate recommendations for optimal timing and space use related to proposed section offerings.

Moving forward, these two sources of information will assist academic divisions in schedule development to ensure that the scope and timing of course offerings meet documented student needs and interests.

In an effort to meet institutional goals and the CCCCO's Vision for Success, the College continually monitors program-level data during program review, as well as during institutional strategic planning and other events ([II.A.6.11](#)) during which faculty and staff engage in discussion and action planning to facilitate more timely program completion by students.

**7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

**Evidence of Meeting the Standard**

As evidenced by the El Camino College Annual Factbook ([II.A.7.1](#)) and various institutional reports published on the IRP website ([II.A.7.2](#)), the College identifies its students by subpopulations, understands their needs and learning styles, and is meeting those student needs.

Pursuant to AP 4022 Course Approval ([II.A.7.3](#)), the College Curriculum Handbook ([II.A.7.4](#)) outlines the protocols established to determine the appropriate delivery modes for the College's diverse student population. The Curriculum Committee Bylaws ([II.A.7.5](#)) outline operational procedures related to the DCCs and the CCC.

The College Curriculum Handbook details the policies and procedures for approving courses and programs for distance education and for ensuring compliance with higher education standards and federal definitions of distance education. The Distance Education Advisory Committee (DEAC) has also established specific policies and procedures ([II.A.7.6](#)) related to the training and review of distance education instructors to ensure regular and substantive interaction in distance education courses.

In accordance with AP 3250 Institutional Planning ([II.A.7.7](#), p. 10), the College "conducts evaluation and planning processes for continuous improvement of the institution."

El Camino College uses a variety of mechanisms to assess the changing needs of its students, including distance education surveys ([II.A.7.8](#)), campus climate surveys ([II.A.7.9](#)), and student representation on campus committees ([II.A.7.10](#)). The College uses survey results and input from student representatives to inform improvements related to the delivery of instructional and learning support services.

BP 3410 Nondiscrimination ([II.A.7.11](#)) and AP 3410 Nondiscrimination ([II.A.7.12](#)) refer to the College's commitment to nondiscrimination and to equitable access to educational programs and activities. The College also has a student equity plan ([II.A.7.13](#)) that outlines goals and specific activities to ensure equitable learning support for all students

**Analysis and Evaluation**

The student population at El Camino College represents a wide range of diversity in terms of race/ethnicity, national origin, socioeconomic status, (dis)ability, and other cultural variables. The College's Annual Factbook ([II.A.7.1](#)) provides details regarding student demographics and other institutional data. El Camino College acknowledges the value of different worldviews and experiences, and it offers a variety of communities ([II.A.7.14](#)) to respond to the unique needs and learning styles of its diverse subpopulations.

Within the context of the curriculum process, the DCCs and the CCC review proposed courses and programs for academic rigor, appropriateness of delivery method for instruction, and overall

compliance with regulatory guidelines. The appropriateness of various delivery modes for learning support services is determined by the division or unit offering the service. The Counseling and Student Success Division Council meets regularly and is responsible for decision-making related to the implementation and assessment of the delivery of counseling services (e.g., individual, group, virtual/online). Similarly, the Library Learning Resources Unit Council is responsible for making decisions regarding the appropriateness of different delivery modes for tutoring and library services (e.g., virtual services such as NetTutor and Ask a Librarian).

The College Curriculum Handbook ([II.A.7.4](#)) outlines the policies and procedures for approving courses and programs for distance education. Proposal templates for online and hybrid courses also include a Distance Education Addendum ([II.A.7.15](#)) that must provide a justification for the delivery mode and must indicate specific methods of regular effective contact between instructor and students, as well as among students. Moreover, the DEAC ([II.A.7.7](#)) engages in ongoing dialogue and consultation regarding the delivery of instruction via distance education.

In accordance with AP 3250 Institutional Planning, the College regularly assesses student learning outcomes and service area outcomes (SAOs) to evaluate the effectiveness of its delivery modes (i.e., traditional face-to-face, online, virtual). The effectiveness of delivery modes is also evaluated via the College's formal program review process. Program data sets ([II.A.7.16](#)) for academic program review include data that is disaggregated by delivery method, and the template for academic program review ([II.A.7.17](#)) includes a comparison of success and retention rates in distance education classes and classes offered via traditional face-to-face delivery. Divisions and programs offering learning support services (including virtual counseling, web-based tutoring, online librarian consultation) are regularly evaluated using the Student Services Program Review Template ([II.A.7.18](#)). As a result of outcomes assessment and program review, teaching methodologies such as just-in-time teaching ([II.A.7.19](#)) have been adopted across delivery modes to facilitate active learning and permit instructors to adapt instruction based on formative assessments of student learning. Also, the College has increased its use of in-class tutors and online tutoring ([II.A.7.20](#)) to support equitable access for students who experience various challenges being physically present on campus (e.g., work and/or family obligations; transportation issues).

The DEAC has established guidelines and procedures for evaluating the effectiveness of instructional delivery via distance education. Through a process of collegial consultation, DEAC and the Distance Education Office have established a minimum standard of qualification for faculty teaching online ([II.A.7.21](#)), as well as criteria and guidelines for evaluating delivery of online instruction ([II.A.7.22](#)). Currently, faculty interested in teaching online must successfully complete training on and about the College's official learning management system (LMS), as well as a methodology course focused on online course design practices. Faculty may be waived from the requirement if they have certifications from external institutions or organizations focused on online training, or by otherwise evidencing effective online teaching at an institution that did not require any training certification.

Student course evaluations ([II.A.7.23](#)) provide additional data regarding delivery modes and teaching methodologies. Instructors of online classes are evaluated using the Online Education Initiative (OEI) course design rubric ([II.A.7.24](#)) during regularly scheduled faculty evaluations.

The College regularly assesses the changing needs of its students using a variety of measures, including student surveys. The ECC Connect student intake ([II.A.7.25](#)) is administered during orientation via the College's student success platform (i.e., Hobsons Starfish). The survey includes items related to general demographics, as well as items related to food insecurity, housing insecurity, family obligations, and work demands. Based on responses, students are provided information via ECC Connect regarding resources on campus and/or in the surrounding community that can contribute to their success. Campus climate surveys ([II.A.7.9](#)) also provide information about the experiences and needs of students. The most recent survey included items that assessed student perceptions related to the College mission, campus safety, housing/food security, diversity issues, and a sense of belonging and acceptance. Campus efforts such as improved external lighting, an expanded Warrior Pantry (i.e., food bank), and more varied campuswide celebrations of diverse populations are the result of the College's responsiveness to the expressed needs of its student body.

The College provides equitable learning support for distance education students and traditional on-campus students by offering a variety of services such as NetTutor, virtual counseling, and an online reference librarian ([II.A.7.26](#)). The College also encourages the use of online educational resources when appropriate and available. El Camino College currently participates in the California Virtual Campus - Online Education Initiative (OEI) as a member of the Equity Cohort. Through the OEI, many California Community Colleges have collaborated to increase student access to and success in high-quality online courses. As a participant in the OEI, the College will continue to expand its online offerings to address student access and equity issues.

A link to library and learning resources ([II.A.7.27](#)) has been embedded in all course shells on the College's LMS (i.e., Canvas) to facilitate student access to services given the increase in online course offerings. Since the implementation of ECC Connect as a web-based student success tool, the College has seen an increasing number of faculty and student services providers using the system to communicate with students and to connect them with campuswide resources via the web-based platform. As student equity is an institutional value, the College also has a Student Equity and Achievement (SEA) plan ([II.A.7.13](#)) that outlines goals and specific activities that are part of an ongoing institutional effort to "improve proportional student academic outcomes and to ... formally assess and evaluate student equity planning." Tutoring and other learning support services are available to students through SEA programs identified in the plan.

Within this accreditation cycle, El Camino College has implemented a variety of other equity efforts to respond to the needs of a diverse student population. For example, the Basic Skills and Student Outcomes Transformation Program, funded by the CCCCO), promoted and supported evidence-based practices to improve student progression to college-level instruction (e.g., increase in direct placement into transfer-level English and mathematics; greater alignment and contextualization of remedial math classes to fit students' program of study). Also, Student Equity Reenvisioned, a joint initiative of the College's Student Equity Program and Behavioral and Social Sciences Division, continues to address disproportionate impact and student equity by providing faculty with frameworks for creating culturally sensitive learning environments and instructional methods and interventions that specifically address the barriers African American and Latino students experience when attempting general education course completion. Other campuswide efforts include Professional Development workshops, faculty inquiry groups (e.g.,

Scholarly Inquiry for Teaching Excellence [SITE]), and faculty/staff brown bags focused on issues related to student diversity, equity, and success.

Additionally, the College has sent teams of campus leaders to various workshops, summits, and other training related to equity and diversity.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

### **Evidence of Meeting the Standard**

In accordance with California State Assembly Bill 705 (AB 705) ([II.A.8.1](#)), El Camino College currently uses a multiple-measures approach ([II.A.8.2](#)) to determine prerequisite criteria for placement into college-level math and English coursework and to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe. The college is in the process of implementing AB 705 regarding placement for English as a Second Language (ESL); in the meantime, the College uses the ACCUPLACER for ESL assessment based on established prerequisite criteria that are applied consistently.

Emphasizing the need for sound research practices in the development of appraisal methods and cut scores, AP 4260 Prerequisites and Co-Requisites ([II.A.8.3](#), p. 5) governs the assessment of students' prior learning. Programs and departments using standardized assessments have clear structures in place to determine prerequisite criteria and to ensure their consistent application.

The College has established protocols to ensure the use of valid and unbiased measures of student learning, including direct assessment of prior learning. In accordance with AP 4260 Prerequisites and Co-Requisites, the College evaluates data collected to validate standardized assessment instruments and cut scores related to the measurement of students' prior learning.

### **Analysis and Evaluation**

As evidenced in the response above, the College meets all components of Standard II.A.8. Prior to its implementation of multiple measures, the College utilized ACCUPLACER for math and English assessment. Due to AB 705 and the state of California's efforts to revamp placement criteria and practices, the College discontinued its use of standardized exams for math and English placement (i.e., ACCUPLACER) as of December 2018. Evaluation of the instrument included an analysis of disproportionate impact ([II.A.8.4](#)) by IRP. The College has been conducting ongoing research regarding assessment practices and student achievement; the multiple measures currently used for math and English assessment at El Camino College align with the AB 705 guidelines and include, but are not limited to, high school GPA and coursework, a qualifying score on high school advance placement tests, completion of an English and mathematics survey, and previous college coursework. The College continues to use ACCUPLACER for ESL assessment, as ACCUPLACER is on the CCCCO's list of approved assessments ([II.A.8.5](#)).

The Nursing program and Chemistry department use standardized assessments to evaluate students' prior learning. In both cases, clear structures are in place to determine prerequisite criteria in accordance with AP 4260 Prerequisites and Co-Requisites and to ensure their consistent application. Students applying for admission to the Nursing program are required to take the Test of Essential Academic Skills (TEAS) ([II.A.8.6](#)), a readiness assessment of the Assessment Technologies Institute (ATI). Evidence-based research on ATI supports the validity and reliability of ATI assessments. The Chemistry department currently uses a statewide standardized chemistry diagnostic test ([II.A.8.7](#)) to assess students' prior learning.

- 9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

### **Evidence of Meeting the Standard**

Sample assessment results ([II.A.9.1](#)) demonstrate that passing grades on assignments/exams directly link to students' achievement of course-level learning outcomes as the assessments used actual class assignments or exams that were graded by the instructor who completed the SLO assessment.

The curriculum process outlined in the College Curriculum Handbook ([II.A.9.2](#)) establishes that course credit is awarded based on students' demonstration of the student learning outcomes identified in the sample CORs ([II.A.9.3](#)).

The College awards course credit in accordance with Title 5 of the California Code of Regulations, Section 55002.5 ([II.A.9.4](#)) and with standards set forth by the CCCC in its Program and Course Approval Handbook ([II.A.9.5](#)).

In accordance with BP 4100 Graduation Requirements for Degrees and Certificates ([II.A.9.6](#)), AP 4100 Graduation Requirements for Degrees and Certificates ([II.A.9.7](#)), and the process detailed in the College Curriculum Handbook, the College awards degrees and certificates based on student achievement of specific program-level learning outcomes identified for the degree/certificate.

The clock and credit hours indicated on sample CORs demonstrate that the College follows federal standards for clock-to-credit hour conversions as defined in Title 34 of the Federal Code of Regulations sections 668.8(k)(2)(i)(A) and 668.8(l) ([II.A.9.8](#)).

### **Analysis and Evaluation**

As evidenced in the response above, the College meets all components of Standard II.A.9 and Eligibility Requirement 10.

The fact that the formal assessment of SLOs occurs at the class-section level and is based on graded class assignments and/or exams provides evidence of the relationship between passing grades on assignments/exams and student achievement of learning outcomes at El Camino

College. Moreover, the inclusion of SLO statements on class syllabi ([II.A.9.9](#)) establishes a direct link between expected outcomes and the assignment of grades based on these outcomes

Course credit is awarded to students who have been assigned a passing grade in the course by demonstrating achievement of the learning outcomes identified in the COR ([II.A.9.3](#)). Moreover, BP 4235 Credit by Examination ([II.A.9.10](#)) establishes that a student may receive credit by examination for a specific course by “demonstrating mastery of the course content, objectives, and outcomes” as detailed in the COR.

The College’s adherence to the standards set forth by the CCCC Program and Course Approval Handbook ([II.A.9.5](#)) ensures that the awarding of credits is consistent with accepted norms in higher education. Credits are awarded for grades that have been assigned based on students’ demonstration of the learning outcomes identified in the official COR.

The College Curriculum Handbook ([II.A.9.2](#)) establishes students’ demonstration of the program-level learning outcomes as the basis for awarding degrees and certificates. It outlines the process by which curriculum proposals related to programs include specified program-level outcomes that align with the standard set forth by the CCCC Program and Course Approval Handbook. BP 4100 Graduation Requirements for Degrees and Certificates ([II.A.9.6](#)) and AP 4100 Graduation Requirements for Degrees and Certificates ([II.A.9.7](#)) refer to the awarding of degrees and certificates based on student demonstration of knowledge, skills, and capabilities related to general or career education.

The College follows federal standards for clock-to-credit-hour conversions in the awarding of credit. The process outlined in the College Curriculum Handbook aligns with standards set forth by the CCCC Program and Course Approval Handbook and Title 34 of the Federal Code of Regulations sections 668.8(k)(2)(i)(A) and 668.8(l) ([II.A.9.8](#)).

**10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

### **Evidence of Meeting the Standard**

BP 4050 Articulation ([II.A.10.1](#)) and AP 4050 Articulation ([II.A.10.2](#)) address the transfer of classes to and from other institutions. Policies and procedures related to transfer of credit and course articulation are communicated to students via the College catalog ([II.A.10.3](#)), schedule of classes ([II.A.10.4](#)), and information available in the Counseling office and Transfer Center ([II.A.10.5](#)).

Policies and procedures related to the transfer of coursework are regularly reviewed in accordance with AP 2410 Board Policies and Administrative Procedures ([II.A.10.6](#)), which outlines the process by which all board policies and administrative procedures are reviewed.

The College has developed and implemented articulation agreements with a variety of four-year colleges and universities ([II.A.10.7](#)) where patterns of student enrollment have been identified and/or which have expressed interest in such agreements. The institution also has developed and implemented articulation agreements with local high schools ([II.A.10.8](#)) that are reviewed in accordance with the curriculum review process detailed in the College Curriculum Handbook ([II.A.10.9](#)).

### **Analysis and Evaluation**

The College has established policies and procedures that address the transfer of classes to and from other institutions that it clearly communicates to its students. BP 4050 Articulation ([II.A.10.1](#)) and AP 4050 Articulation ([II.A.10.2](#)) address the articulation process established to ensure course applicability for general transferability, general education, and major requirements for El Camino College coursework that partnering institutions have agreed to accept as being comparable or accepted in lieu of their courses. The College adheres to the California Intersegmental Articulation Council's Handbook of California Articulation Policies and Procedures ([II.A.10.10](#)).

Pursuant to AP 4050 Articulation and the College Curriculum Handbook ([II.A.10.9](#)), the College articulation officer facilitates the process in collaboration with instructional faculty and staff. Policies and procedures related to the transfer of coursework are regularly reviewed in accordance with curriculum review process as detailed in the College Curriculum Handbook.

Articulation agreements with campuses of the California State University (CSU) and the University of California (UC) systems are maintained on the ASSIST website ([II.A.10.11](#)). ASSIST is the official repository of articulation for California's public colleges and universities. Articulation agreements with private and independent colleges/universities (e.g., Loyola Marymount University) and out-of-state institutions (including various historically black colleges and Universities, or HBCUs) can be accessed via the Transfer Center webpage on the College website. Articulation agreements with four-year institutions are valid for a specified academic year; any proposed changes to agreements are discussed and vetted with the appropriate representatives of the parties involved (e.g., UC Office of the President, CSU Chancellor's Office, ASSIST). Articulation agreements with local high schools are reviewed by the College Curriculum Committee ([II.A.10.12](#)) and are maintained in the Curriculum Office.

- 11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **Evidence of Meeting the Standard**

The College has adopted program-level learning outcomes (PLOs) and institution-level learning outcomes (ILOs) with which they align. The PLOs and ILOs reflect communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, and other program-specific outcomes; PLO and ILO statements can be found on the learning outcomes assessment webpages ([II.A.11.1](#)) and the data

management system ([II.A.11.2](#)) that the College uses for assessment, program review, and planning (i.e., Nuventive).

Pursuant to AP 3250 Institutional Planning ([II.A.11.3](#)) and in accordance with the process outlined in the Learning Outcomes and Assessment Handbook ([II.A.11.4](#)), the College assesses learning outcomes at the course, program, and institution level on a four-year cycle and results are used to inform program improvements. Examples of the College's use of ILO assessment results to drive improvements include increased outreach efforts to students who do not belong to a formal cohort (e.g., responding to ECC Connect student intake survey responses) ([II.A.11.5](#)) and increased collaboration between instructional and library faculty ([II.A.11.6](#)) to develop and deliver information literacy content. Analysis from previous assessments has also resulted in the revision of ILO statements to better reflect the nature and scope of expected outcomes.

### **Analysis and Evaluation**

The College has established ILOs in the areas of Critical Thinking, Communication, Community and Personal Development, and Information Literacy. The Critical Thinking ILO statement includes specific language related to quantitative competency and analytic inquiry. The Communication ILO includes language regarding the expression of ideas to varied audiences, and the Community and Personal Development ILO statement refers to the demonstration of community engagement and social awareness. The ILO statements for Information Literacy and for Community and Personal Development include language related to ethical reasoning and personal responsibility. The PLOs that have been adopted for each program offered by the College align with these ILOs. PLO-to-ILO alignment grids can be found on the learning outcomes assessment webpages and the data management system (i.e., Nuventive).

PLOs and ILOs are regularly assessed on a four-year cycle. The standard template for outcome assessment reports ([II.A.11.7](#)) includes a section for specifying any action plans related to the results. SLO reports ([II.A.11.8](#)) and PLO reports ([II.A.11.9](#)) are posted on the learning outcomes assessment webpages. On a regular basis, faculty convene in department meetings and collegewide workshops ([II.A.11.10](#)) to review assessment results and discuss any course- and/or program-level improvements to be implemented. As demonstrated in the evidence provided, the College has used the results of ILO assessments to inform improvements. The results of the most recent assessment of the Community and Personal Development ILO ([II.A.11.11](#)) revealed higher levels of engagement for African American and Hispanic students as compared to other groups on campus. As these particular student populations have been the focus of campuswide equity efforts and affinity group programming in recent years, the College has begun to leverage existing technology and emerging initiatives (e.g., ECC Connect, Guided Pathways) to promote engagement and efficacy among students who are not associated with an affinity group or cohort. One of the focus areas of the College's Quality Focus Essay (QFE) relates to the development and assessment of program-level outcomes for Guided Pathways meta-majors to ensure ongoing assessment of student engagement and achievement. The results of the most recent assessment of the Information Literacy ILO ([II.A.11.12](#)) suggested the need for more intentional instruction related to information literacy skills. In response, the Library continues to enhance and expand its delivery of bibliographic instruction/workshop sessions, embedded librarians in classes, and electronic database search guides and other online resources related to research skills.

In accordance with AP 3250 Institutional Planning, outcomes assessment results are also evaluated via the College's program review process, and program review documents include an analysis of student learning. Program review recommendations often reflect needs related to instructional delivery (e.g., instructional materials, staffing) to improve student learning.

- 12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

### **Evidence of Meeting the Standard**

El Camino College's faculty-developed rationale for general education is represented in BP 4025 Philosophy for Associate Degree and General Education ([II.A.12.1](#)) and AP 4025 Philosophy and Criteria for Associate Degree and General Education ([II.A.12.2](#)). This rationale serves as the basis for inclusion of courses in general education and is included in the College catalog.

BP 4025 Philosophy for Associate Degree and General Education and AP 4025 Philosophy and Criteria for Associate Degree and General Education outline the College's philosophy which reflects the requirements for associate degree.

### **Analysis and Evaluation**

The College requires a component of general education of all of its degree programs. BP 4025 Philosophy for Associate Degree and General Education ([II.A.12.1](#)) and AP 4025 Philosophy and Criteria for Associate Degree and General Education ([II.A.12.2](#)) address the institution's philosophy for associate degree and general education. Accordingly, the associate degree requirements "lead students through a general education pattern designed to encourage the development of broad knowledge in core subjects and the acquisition of sufficient depth in a specific field of knowledge." Pursuant to Title 5 of the California Code of Regulations ([II.A.12.3](#)) and institutional policy and procedures, the following represent a variety of learning experiences designed to develop those knowledge bases: to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; to better understand one's self, and to become a lifelong learner.

The College's stated philosophy includes a pledge "to develop and maintain a general education curriculum that promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding."

The general education areas identified in AP 4100 Graduation Requirements for Degrees and Certificates ([II.A.12.4](#)) are listed in the College catalog ([II.A.12.5](#)): Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education, and Mathematical Competency. The catalog also specifies the courses that meet the associate degree requirements for each area of general education.

Pursuant to AP 4025 Philosophy and Criteria for Associate Degree and General Education, the institution has established procedures for the selection of courses for its general education requirements. The College Curriculum Committee coordinates these procedures as detailed in the College Curriculum Handbook ([II.A.12.6](#)). College faculty, including the College articulation officer, are involved in the review and selection of courses for inclusion in any given general education area.

The College catalog identifies the current general education criteria for associate degrees. These areas of general education are assessed by ILOs that were developed by the Assessment of Learning Committee (ALC) following a campus wide, faculty-led development and review process. The five current ILOs ([II.A.12.7](#)) are detailed in the ALC's Learning Outcomes and Assessment Handbook which is updated annually.

**13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

#### **Evidence of Meeting the Standard**

The El Camino College catalog ([II.A.13.1](#)) provides program descriptions and lists required courses that evidence that the College's programs include focused study in at least one area of inquiry or discipline.

The descriptions of programs and courses in the College catalog, the outline of subject matter in the curriculum proposal templates ([II.A.13.2](#)), and specific student learning outcomes in the CORs ([II.A.13.3](#)) all provide evidence of the inclusion of key theories and practices appropriate for the certificate of achievement or associate degree level.

#### **Analysis and Evaluation**

As evidenced in the response above, the College meets all components of Standard II.A.13. In accordance with guidelines provided in the CCCCO Program and Course Approval Handbook ([II.A.13.4](#)), the programs offered at El Camino College include focused study in at least one area of inquiry or in an established interdisciplinary core (e.g., California State University General Education breadth requirements; Intersegmental General Education Transfer Curriculum). In particular, the Associate Degrees for Transfer (i.e., AA-T, AS-T) are based on the Chancellor's Office Transfer

Model Curriculum templates which specify coursework for particular majors or areas of emphasis. As indicated in the response above, the College catalog ([II.A.13.1](#)) provides evidence of this focused study.

The Curriculum Committee Handbook outlines the process by which curriculum proposals are reviewed to ensure that proposed programs reflect key theories and practices appropriate for the certificate or degree level. The College's adherence to guidelines provided in the CCCCCO Program and Course Approval Handbook ([II.A.13.4](#)) ensures that program proposal templates include pertinent information to determine appropriateness of content. Moreover, institutional policies and procedures ([II.A.13.5](#)) are in place to ensure appropriate learning outcomes at the course (SLO) and program (PLO) levels. SLO-to-PLO alignment grids ([II.A.13.6](#)) demonstrate how SLOs for courses within any given program are aligned with the established PLOs for the program

#### **14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

##### **Evidence of Meeting the Standard**

El Camino College verifies and maintains currency of employment opportunities and other external factors related to its programs through the advisory committees ([II.A.14.1](#)) it has established for its Career Education (CE) programs and through its participation as a voting member of the Los Angeles/Orange County Regional Consortium (LAOCRC) of the California Community Colleges ([II.A.14.2](#)).

CE program faculty collaborate to determine competency levels and measurable student learning outcomes for CE curriculum. Members of the College's advisory groups and the extended network of the LAOCRC membership provide additional faculty expertise and input from industry representatives.

Assessment reports from course- and program-level student learning outcomes assessment ([II.A.14.3](#)) provide evidence that the College assesses student achievement of technical and professional competencies. Additional evidence includes Career Technical Education Outcome Surveys ([II.A.14.4](#)), as well as comprehensive program review ([II.A.14.5](#)) and CE two-year review ([II.A.14.6](#)) documents completed by CE programs.

Agendas and minutes from department meetings and advisory committee meetings ([II.A.14.7](#)) provide evidence that CE program faculty and professional advisory groups discuss current employment standards and revise curriculum as needed.

The College website maintains current information related to CE programs, including licensure exam pass rates ([II.A.14.8](#)), as well as gainful employment data and labor market statistics ([II.A.14.9](#)). Program-specific information ([II.A.14.10](#)), such as CE program requirements (e.g., hours, training) and any additional requirements for licensure or certification by external agencies are available on program webpages.

## **Analysis and Evaluation**

The College continually fosters industry relationships ([II.A.14.1](#)) to provide input regarding industry trends and employment opportunities for its CE programs. The College's membership in LAORC ([II.A.14.2](#)) ensures that its CE programs have access to a variety of member resources such as labor market statistics and other information to facilitate alignment of career education programming with the needs of business and industry. Advisory committee members and other industry partners lend their expertise and provide input about program-level competencies and student learning outcomes during regularly scheduled meetings, as well as through surveys. In addition to facilitating advisory committee meetings, divisions with CE programs regularly administer an advisory committee survey ([II.A.14.11](#)).

Although surveys may vary by division, they generally include items related to job growth/decline, skill and qualification sets, required training and education, licensing requirements, and internship opportunities.

CE programs regularly participate in course-level (SLO) and program-level (PLO) outcomes as outlined in the Learning Outcomes and Assessment Handbook ([II.A.14.12](#)). The Career Technical Education Outcome Surveys ([II.A.14.4](#)) provides information on employment outcomes for students who participated in CE programs. Some CE programs conduct program-level employer surveys to collect data regarding employer perceptions of graduates' technical and/or professional competencies. Faculty also assess student learning and achievement by reviewing data and feedback from formal program review and CE two-year review according to the schedule established in the Academic Program Review Committee (APRC) Handbook ([II.A.14.13](#)).

During CE advisory committee meetings, which are scheduled at least once annually, CE faculty discuss such matters as pathways to career options, course curriculum, specific technical and professional competencies, and instructional technology/equipment needed for students to achieve identified learning outcomes. During these meetings, faculty also review assessment results and discuss teaching and learning strategies to promote mastery of requisite knowledge and skills to meet employment demands. The College maintains minutes from advisory committee meetings ([II.A.14.1](#)).

Within some industries, external licensing and/or certification is required to enter the workforce; moreover, many licensing/certification agencies require that those who complete the program meet additional criteria beyond required coursework prior to sitting for examination.

Information on external requirements and other factors related to career education are available on the college website. The Office of Institutional Research and Planning (IRP) makes available on its webpages a variety of data, including labor market information and CE course- and program-level data spanning multiple semesters

- 15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

### **Evidence of Meeting the Standard**

BP 4021 Program Discontinuance ([II.A.15.1](#)) and AP 4021 Program Discontinuance ([II.A.15.2](#)) represent the College's procedures regarding program elimination, including the process by which students will be able to complete the program in a timely manner with minimum disruption. As stated in AP 4021 Program Discontinuance, the College makes appropriate arrangements to ensure that the program's enrolled students are able to complete their education in a timely manner with a minimum of disruption.

As evidenced by the recent activity related to the 2018 determination to discontinue the College's Horticulture program, the established policies and procedures regarding program elimination are clearly communicated to impacted students in a formal letter ([II.A.15.3](#)).

### **Analysis and Evaluation**

The College makes appropriate arrangements for enrolled students to complete their education in a timely manner with minimal disruption when programs are eliminated or program requirements are significantly changed. Pursuant to BP 4021 Program Discontinuance ([II.A.15.1](#)) and AP 4021 Program Discontinuance ([II.A.15.2](#)), a program evaluation task force reviews any program being considered for discontinuance. Having established procedures, criteria, and guidelines for evaluating the program, the task force collects data and conducts research necessary to evaluate the program's effectiveness in serving the community, the College, and its students. As stated in AP 4021 Program Discontinuance, the College makes appropriate arrangements to ensure that the program's enrolled students are able to complete their education in a timely manner with a minimum of disruption.

The most recent activity by a program evaluation task force was the 2018 determination to discontinue the College's Horticulture program. The College followed its established procedures regarding program elimination, developing a teach-out plan that was clearly communicated to impacted students in a formal letter ([II.A.15.3](#)) that also provided information about other Horticulture programs in the surrounding area.

In accordance with BP 4020 Program, Curriculum, and Course Development ([II.A.15.4](#)) and AP 4022 Course Approval ([II.A.15.5](#)), the College Curriculum Committee (CCC) is responsible for the review of all College curricula, including significant revisions to program requirements. As noted in AP 4020 Program, Curriculum, and Course Development ([II.A.15.6](#)), a detailed account of the curriculum review process can be found in the College Curriculum Handbook ([II.A.15.7](#)).

- 16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **Evidence of Meeting the Standard**

AP 3250 Institutional Planning ([II.A.16.1](#)) refers to the institution's formal processes and timelines for regularly evaluating the effectiveness of its courses and programs.

The criteria used in academic program review are reflected in the standard template for program review ([II.A.16.2](#)) which includes components addressing such topics as relevancy, appropriateness, currency, planning, and achievement of student learning outcomes.

Pursuant to AP 3250 Institutional Planning ([II.A.16.1](#), p. 11) and the APRC Handbook ([II.A.16.3](#)), the College's program review process is consistently followed, regardless of the type of program.

As referenced in AP 3250 Institutional Planning ([II.A.16.1](#), p. 11), there is a direct link between the program review process and the process of institutional planning at El Camino College. Program review documents include formal recommendations that inform program- and institution-level decision-making.

Examples such as the increase in online/hybrid offerings in the English department, increased funding for a monitor for the Music Computer Lab, and installation of protective netting for the baseball field represent program changes and improvements that resulted from program review recommendations. Each was reflected in program review recommendations that were integrated into annual plans ([II.A.16.4](#)) and funded via the institutional planning process.

### **Analysis and Evaluation**

AP 3250 Institutional Planning ([II.A.16.1](#)) establishes the ALC as the body responsible for coordinating the campus wide assessment process as detailed in the Learning Outcomes and Assessment Handbook ([II.A.16.5](#)). Assessments at the course, program, and institution levels have included classes offered off-site and via distance education, and ongoing assessment has been scheduled on a four-year cycle for learning outcomes. During ALC meetings, department/division meetings, and various campus wide events (e.g., Professional Development Day, Planning Summit), faculty regularly review learning outcomes results for opportunities to enhance student achievement. One of the focus areas of the College's QFE relates to the revision of outcomes statements, alignment grids, and assessment protocols for a pilot set of course-level learning outcomes (SLOs) and service area outcomes (SAOs) to ensure equity-mindedness in the ongoing assessment of student outcomes and achievement.

AP 3250 Institutional Planning also establishes the APRC as the body responsible for coordinating the academic program review process as detailed in the APRC Handbook ([II.A.16.3](#)). Updated annually, the standard template for academic program review ([II.A.16.2](#)) generally includes components addressing such topics as the alignment of the program with the

College mission and Strategic Initiatives; achievement of student learning outcomes; adequacy of facilities, equipment, technology, and staffing; and appropriateness (e.g., currency, relevancy) of program curriculum as relates to transfer readiness, workforce preparation, and/or emerging changes within the academic field/industry. Program review includes analysis of program data sets (e.g., success and retention rates, program completion rates) and student feedback from surveys designed to assess the student experience within the program. Program data sets include disaggregated data to facilitate the comparison of student achievement by such variables as course delivery mode and student demographics, where available. Each component of the program review template includes a section for recommendations for course and program improvements based on the review. Academic programs are reviewed on a four-year cycle, and CE programs are required to complete supplemental CE questions ([II.A.16.6](#)) on a 2-year cycle.

The College's program review process is consistently followed, regardless of the type of program. Each year, the Program Review webpages ([II.A.16.7](#)) are updated to reflect the current year's timeline and a variety of resource documents, including the program review document template. Moreover, all programs scheduled for review in any given year must send representatives to a program review orientation ([II.A.16.8](#)) in the prior year, which reviews the timeline and the document template in detail.

As described in the Evidence of Meeting the Standard section, results from program review and the assessment of student learning readily inform program- and institution-level decision-making. The components and timelines related to the institutional planning process are detailed in the annual calendar of the Planning and Budgeting Committee (PBC) ([II.A.16.9](#)), pursuant to AP 3250 Institutional Planning.

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### **Conclusions on Standard II.A. Instructional Programs**

El Camino College meets the standards identified for student learning programs and support services. The College has provided evidence that its programs and services align with its mission and are conducted at levels of quality and rigor appropriate to higher education.

Appropriate policies and procedures are in place to ensure that the content and methods of instruction meet academic and professional standards, including the College's distance education offerings. The College has also presented evidence demonstrating that the College assesses its instructional programs and learning support services through methods generally accepted in higher education, and that it uses the results to improve institutional effectiveness. The College's degree programs reflect higher education standards and expectations, as well as state and federal regulations. The College has incorporated into its degree programs substantial components of general education designed to ensure breadth of knowledge and to promote intellectual inquiry.

### **Improvement Plan**

In accordance with the statewide "guided pathways" initiative, the College is in the process of refining detailed program maps to facilitate pathways for program completion. Upon finalization, these semester-by-semester maps will be used to further inform the schedule development

process to ensure that particular courses are offered in the semester indicated in the program map.

Additionally, the College has begun to leverage existing technology and emerging initiatives (e.g., ECC Connect, Guided Pathways) to promote engagement and efficacy among students who are not associated with an affinity group or cohort. The development and assessment of program-level outcomes for Guided Pathways meta-majors should be developed to ensure ongoing assessment of student engagement and achievement.

## **Evidence List**

- II.A.1.1 [Administrative Procedure 3250 – Institutional Planning](#)
- II.A.1.2 [Administrative Procedure 4020 – Program, Curriculum, and Course Development](#)
- II.A.1.3 [Administrative Procedure 4105 – Distance Education](#)
- II.A.1.4 [Board Policy 4020 – Program, Curriculum, and Course Development](#)
- II.A.1.5 [Administrative Procedure 4022 – Course Approval](#)
- II.A.1.6 [College Catalog](#)
- II.A.1.7 [Institutional Effectiveness \(IE\) sample infographic](#)
- II.A.1.8 [ECC Annual Factbook \(2017\)](#)
- II.A.1.9 [Board Policy 1200 – District Mission, Vision, and Values](#)
- II.A.1.10 [Curriculum proposal templates](#)
- II.A.1.11 [CCCCO Program and Course Approval Handbook \(PCAH\) – 7<sup>th</sup> Edition](#)
- II.A.1.12 [ASSIST.org webpage](#)
- II.A.2.1 [Board Policy 4020 – Program, Curriculum, and Course Development](#)
- II.A.2.2 [Administrative Procedure 4020 - Program, Curriculum, and Course Development](#)
- II.A.2.3 [Sample minutes from academic department meetings](#)
- II.A.2.4 [Sample minutes from Academic Senate subcommittee meetings](#)
- II.A.2.5 [Sample Professional Development programming and external conferences](#)
- II.A.2.6 [Administrative Procedure 3250 – Institutional Planning](#)
- II.A.2.7 [2019 Academic Program Review Committee \(APRC\) Handbook](#)
- II.A.2.8 [2019 academic program review template](#)
- II.A.2.9 [Sample academic program review document](#)
- II.A.2.10 [Academic Senate Handbook](#)
- II.A.2.11 [Curriculum proposal template](#)
- II.A.2.12 [Course Outline of Record \(COR\) template](#)
- II.A.2.13 [Sample presentation from Academic Program Review Orientation](#)
- II.A.3.1 [Learning Outcomes and Assessment Handbook](#)
- II.A.3.2 [Administrative Procedure 3250 – Institutional Planning](#)
- II.A.3.3 [SLOs on Sample Course Outline of Record \(COR\) template](#)
- II.A.3.4 [Sample syllabi with SLOs](#)

- II.A.3.5 [Collective Bargaining Agreement with ECC Federation of Teachers](#)
- II.A.3.6 [Sample SLO statements accessed from ECC assessment webpages](#)
- II.A.3.7 [Sample SLO statements report as generated in Nuventive](#)
- II.A.3.8 [Assessment component of academic program review template](#)
- II.A.3.9 [Sample division-level syllabi guidelines](#)
- II.A.4.1 [Board Policy 4020 – Program, Curriculum, and Course Development](#)
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## **B. Library and Learning Support Services**

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### **Evidence of Meeting the Standard**

El Camino College provides library and learning support services designed to promote student learning and achievement. These services include research collections and support, information literacy instruction, facilities, face-to-face tutoring, embedded classroom tutors, online tutoring, and online counseling and workshops. All services are widely promoted in many venues and a variety of modalities, including the College catalog ([II.B.1.1](#)) and College website ([II.B.1.2](#)). Most services are administered within the Library and Learning Resources Division, however, there are a variety of offices and programs across the College, including the Special Resource Center (SRC) ([II.B.1.3](#)), which provide additional learning support. The College also distributes a tutoring map ([II.B.1.4](#)) each semester that identifies the locations where students may access specific services.

The Library webpage ([II.B.1.5](#)) is the gateway to the Library's search platforms, e-books, subscription databases ([II.B.1.6](#)), librarian reference services, and instructional guides ([II.B.1.7](#)). Online content is accessible via Internet access regardless of location. Online help is available through the Ask a Librarian service ([II.B.1.8](#)), which offers FAQs, email and live chat ([II.B.1.9](#)) reference services.

Assessment of the library services is completed through library instructional services data and reports (e.g., the Embedded Librarian Program ([II.B.1.10](#))), program review ([II.B.1.11](#)), collection usage statistics, and user satisfaction surveys.

The College provides equitable learning support services for distance education students and traditional on-campus students. The Distance Education (DE) department, housed within the Library and Learning Resources Division, lists support links to ensure students in DE programs can get on track quickly ([II.B.1.12](#)), and links to the Library homepage are embedded into all Canvas course pages.

The ECC Library and Learning Resources (LLR) staff partner with campus ITS to provide student computing and printing services across the campus. The LLR Division houses the open computer labs for the campus. Students have access to the computer labs' hardware and software during Library hours of operation ([II.B.1.13](#)).

The Learning Resources Center (LRC) provides tutoring across campus for many programs (e.g., Music, Natural Sciences, Business, and Social Sciences) ([II.B.1.14](#)). The Writing Center supports students with writing the college essay, cover letters, and application essays ([II.B.1.15](#)).

The Mathematics, Engineering, Science Achievement (MESA) program supports science, technology, engineering and mathematics (STEM) students through enrichment activities such as workshops, advisement, and mentoring ([II.B.1.16](#)). Online tutoring is available for students enrolled in both online and face-to-face courses ([II.B.1.17](#)).

The services described above are evidence that El Camino College ensures compliance with Eligibility Requirement 17, that “the institution provides...specific long-term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered.”

### **Analysis and Evaluation**

Library and support services are widely promoted via the College catalog ([II.B.1.1](#)) and other means, and are sufficient in quantity, currency, depth, and variety to support educational programs. These services are accessible to all El Camino College students regardless of location or means of delivery. The effectiveness of the services is assessed regularly in a variety of ways to ensure support is up-to date with changing demands, user needs and new technologies ([II.B.1.10](#)).

The Library faculty and staff strive to ensure its collections and services support all academic programs in the curriculum, regardless of teaching modality (on-campus or online), and the diverse needs of the campus community. New e-resources are acquired, book and print periodical collections are evaluated, discovery and access to collections are improved, and gaps in the collections are being addressed. The Library staff seek to stay current with curricular changes, new programs of study, the needs of student groups (e.g. First Year Experience [FYE], dual enrollment, veterans, students with disabilities, those with noted equity gaps), and statewide initiatives that might impact library services.

Librarians support student attainment of information literacy competencies through research workshops, an embedded librarian program within a number of classes for more in-depth learning ([II.B.1.11](#)), individually at the reference desk, and through developed print and online research guides.

The Library houses a Special Access room recently updated with computing equipment and furnishings to aid students with special needs (e.g., sight impairments). The librarians at ECC are increasing their knowledge on issues related to Section 508 compliance in a commitment to ensure our online content is accessible to all students regardless of location.

With the growth of distance education, dual enrollment, and other remote learning modalities, the staff of the Library explore effective ways to promote collections and services and provide instruction on their uses. In the past year, an outreach librarian was hired to promote and connect services and resources to underserved students and ensure equity of service. This new position has increased programming to targeted groups who need additional support, which has, in turn, improved awareness and collaborations with campus constituents. The Distance Education Office lists many support links for students in DE programs ([II.B.1.12](#)). In addition, librarians work with Distance Education to integrate the Library into Canvas as another direct means of access to its collections, along with librarian, instructional and research support.

Collections of learning materials at the LRC are periodically reviewed, and older formats, such as VHS and DVD, have been removed. In turn, learning aids are added in order to meet the current needs of students, including calculators, iPads, anatomy models, and microscopes. In order to support face-to-face students, tutoring is offered at a variety of campus locations. For students in the virtual environment, online tutoring is available for students enrolled in both face-to-face and online course.

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

**Evidence of Meeting the Standard**

Library staff, faculty librarians, classroom faculty, and Learning Support Services staff at ECC collaborate in order to ensure the selection and maintenance of educational equipment and materials support student learning and achieve the College mission. Faculty and staff continually seek to improve the quality of, and access to, educational resources to meet needs related to student learning, regardless of location or means of delivery.

Faculty and Library personnel collaborate to develop and maintain appropriate Library resources. All academic divisions have an attached Library liaison ([II.B.2.1](#)) in order to solicit faculty input on purchases, collection development, and potential items for weeding/discard, and to seek cooperation in placing textbooks and high-demand items particular to that division in the Library Reserves Collection. Research guides, using the Springshare LibGuides platform ([II.B.2.2](#)), are developed on an ongoing basis to supplement Library orientation instruction, and are made available for later reinforcement of concepts, and to aid DE students.

Library and Learning Resources faculty and staff serve as representatives on leadership councils (management meetings, collegewide Council of Deans, and Academic Senate) and on committees (College Curriculum Committee, Distance Education Advisory Committee, Assessment of Learning Committee, Program Review Committee) to facilitate information exchange that ensures adequacy of library and learning support services in order to meet the collegewide needs of the students ([II.B.2.3](#)).

The College Curriculum Committee (CCC) asks that faculty seeking to add new courses contact the Library representative on the CCC to ensure that the current collection has sufficient materials to support the course, or suggest items to purchase to support the new offering, as shown in this Sample New Course Proposal Form ([II.B.2.4](#)).

The LRC collaborates with faculty through the annual planning process to select educational equipment and materials for student use. Examples include anatomy models for students enrolled in Anatomy and Physiology courses ([II.B.2.5](#)), microscopes and slides for students enrolled in Biology courses, and calculators, iPads and tablets to support math and other courses ([II.B.2.6](#)).

The Library collaborates with campus Information Technology Services (ITS) in support of student computing and system needs. For example, the Library recently migrated to Alma and

Primo by Ex Libris, a library services platform (LSP) and library discovery service, respectively along with the majority of other California Community College libraries with statewide funding support ([II.B.2.7](#)). The LSP is the primary platform used for managing library collections, accounts, circulation, and generating needed statistical reports ([II.B.2.8](#)). It also serves as the front-end search catalog for Library users and is critical for successful operation of the Library. ([II.B.2.9](#)) ITS ensures its proper integration with other campus systems such as the student information system and regularly updates campus security certificates to ensure seamless access to the Library's digital content.

Faculty and staff of the LLR Division meet monthly via Library faculty meetings ([II.B.2.10](#)), monthly LLR division council meetings ([II.B.2.11](#)), and through the program planning and review processes ([II.B.2.12](#)), in order to evaluate collections and services for sufficiency to support educational programs at the College.

### **Analysis and Evaluation**

The acquisition and maintenance of educational equipment, materials and space occurs continuously as new curricula are developed or revised, systems are updated and new technologies become available in order to support student learning. Strong committee involvement and collaborative relationships between LLR staff and other divisions/departments are crucial to remaining aware of campus and student needs.

The LLR staff are current regarding curricular changes, emerging needs of specific student populations, and campus and/or statewide initiatives that may impact service needs (e.g., Guided Pathways). The Library collects data via usage reports (e.g., collections, computer labs and tutoring) and end-user surveys from a variety of stakeholders to provide feedback regarding the quantity, currency, depth, and variety of its services.

Campuswide discussions and collaborations at the College lead to improvements such as updated student computing hardware/software, more user-friendly printing options, improved wireless access and device charging stations, additional learning resources equipment (e.g., calculators, iPads) and Library collections (e.g., e-books, databases, search tools), and reconfigurations of Library spaces to create designated individual quiet study and collaborative group study spaces.

The Library staff also work with the SRC to host a space and equipment for SRC students, and liaises with Facilities to ensure that the Library and LRC space is clean, well-lit, well-signposted, and equipped for emergencies.

Although ongoing funding from the state for the Ex Libris Alma and Primo library services platform and discovery services ([II.B.2.7](#)) is not guaranteed, it provides the opportunity for the College to migrate to a system being used at other California Community College libraries, which will, in turn, better support our students when they transfer to CSU and UC campuses that are using the same LSP. In addition, state funding allows collaborative opportunities with California Community College librarians across the state who are working together to provide guidance, share best practices and ensure the new system operates effectively.

The LRC's collection of learning materials has decreased over time due to new technology that has made the audio/visual collections of tapes and videos obsolete. However, the LRC is developing a robust collection of learning materials for the Natural Sciences Division; for

example, the aforementioned purchase of anatomy models and microscopes were based on a documented need from Natural Sciences.

The campus wide process to determine depth and variety of materials for learning needs is robust, but meeting the demand is always constrained by budget considerations and campus priorities.

The College meets all components of Standard II.B.2.

**3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

**Evidence of Meeting the Standard**

The College regularly evaluates library and other learning support services to assess the extent to which they meet identified student needs. Program review ([II.B.3.1](#)) and the ongoing assessment of student learning outcomes, along with service area outcomes (SAOs) ([II.B.3.2](#)), provide data regarding the adequacy of library services and learning resources. Within the context of its program review and planning process, the College uses these results as a basis for improvement.

In addition to program review, Library staff, in conjunction with institutional policies and practices, use many metrics to regularly assess the effectiveness of its services. These include bi-annual student and faculty satisfaction surveys ([II.B.3.3](#), [II.B.3.4](#)), student focus groups and interviews ([II.B.3.5](#)) annual service area and collection statistics ([II.B.3.6](#)), annual program planning ([II.B.3.7](#)), information literacy instruction assessments, and benchmarking comparisons with libraries at other institutions via national statistics gathering entities such as the Association of College & Research Libraries (ACRL) ([II.B.3.8](#)).

A major component of success for the mission of the Library is to support student learning and cultivate information literacy competencies. Student learning outcomes (SLOs) are established for the information literacy and library instruction program. These SLOs are assessed within individual Library workshops ([II.B.3.9](#)), as part of the embedded librarian program ([II.B.3.10](#)), and through campuswide assessments of Information Literacy ILO #4. In addition, College librarians collaborate with classroom faculty on the assessment of information literacy competencies. For example, in 2018, the campus assessed its Information Literacy ILO by using the standardized Project SAILS test and surveying faculty ([II.B.3.11](#)).

Data collected from SLO assessments and other surveys is used to evaluate the depth and value of the Library's collections (both print and online). This data is derived from annual circulation statistics of general ([II.B.3.12](#)) and special collections (e.g. textbook reserves) ([II.B.3.13](#)), e-resource usage statistics ([II.B.3.14](#)), cost-per-use type of data for Library databases and print periodicals, review of the collection to ensure it adequately supports the curriculum across subject areas and different learning modalities (face-to face and online), a tally of weeded materials, and user feedback from periodic Library surveys and focus groups.

Learning Resources submit the student usage data of their programs to IRP for evaluation and assessment during program review. Data on students' usage of tutoring is evaluated and analyzed in program review to ensure all student demographics are both utilizing and benefiting from this service. The LRC also evaluates equipment and technology needs through the program review process. Learning Resources assess and evaluate services to assure adequacy in meeting identified student needs ([II.B.3.15](#))

Examples of other programs on campus that evaluate the Library and the learning support programs include Student Services' program review reports ([II.B.3.16](#)) which is required to include a customer service survey; and the College's IRP Survey of Entering Student Engagement (SENSE) Overview (SENSE) study in 2016 ([II.B.3.17](#)).

The effectiveness of the other learning support programs and services provided on campus are assessed through several institutionalized processes. For example, College learning support programs such as the Math Study Center and the Writing Center are integrated into an academic division and, therefore, are included into the specific academic division program review process. Many academic division program review documents include a survey question on library services pertaining to that particular division. Other learning support programs and services such as the Reading Success Center ([II.B.3.18](#)) and online tutoring ([II.B.3.19](#)) collect data and analyze it through IRP, while others, such as the Writing Center ([II.B.3.20](#), [II.B.3.21](#)) conduct an analysis in-house within the program.

### **Analysis and Evaluation**

The Library uses the tools of program assessment to continuously evaluate areas where students need extra support, and assess how well the collections, search systems, facilities and other services are supporting the needs of the College's student and faculty. Improvements implement new teaching methodologies, enhance access to e-resource collections, develop online research and support guides to aid student navigation of the Library and the research process, launch the online Ask a Librarian service, consolidate the circulation and reserves desks, and successfully hire a new outreach librarian.

Data from program evaluations assist the Library staff in completing a full review of its print collection to determine materials that are no longer circulating, where the subject content is no longer current, or where materials are no longer relevant to the curriculum. In addition, student surveys revealed that the facility needed improvements, including lighting, furniture placement, group vs. individual student spaces, collection layout, and wayfinding signage – all of which have been addressed.

Many methods are used to collect assessment data that demonstrates the impact of the Library's instruction program on students at the College. However, College librarians continuously seek new ways to better assess the Library's role in student success despite some of the challenges of assessing information literacy (IL) attainment outside of the formal classroom setting. For example, librarians consider their scheduled time at the formal reference desk to be a time to provide IL/research instruction to students on a one-on-one/time-of-need basis. These opportunities are critical for those students who do not receive formal Library instruction in the classroom. Efforts to better capture information regarding the effectiveness of these transactions

include the 2019 Student Survey. The results informed Library staff that a majority of students are very satisfied with librarian research support offered at the reference desk and are very satisfied with the Ask a Librarian email reference service.

The Library collaborates with IRP to evaluate survey results, usage reports, and other data regarding its effectiveness in promoting student learning. Findings are reported via the College's official processes, and to state, and national, reporting agencies (e.g., Chancellor's reports, ACRL). Assessment data is used to evaluate collections, programs, services and information literacy instruction and provide guidance on recommendations for improving or growing services.

Assessment and evaluation of Learning Support Services assure adequacy in meeting identified student needs. Usage data for the media materials collection is assessed to maintain and update the collection. For example, the format for storing over time, and the survey data indicated many of the video collections were no longer in use; these items have been removed from the collection.

DE is evaluated through the process of program review. DE completed its first program review in 2019; previously it was reviewed as part of the ECC Library Program Review. The DE department is also responsible for specific goals in the Educational Master Plan, the Enrollment Management Plan, the Technology Master Plan, the Board of Trustees Goals, and the forthcoming Distance Education Plan.

The College meets all components of Standard II.B.3.

- 4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

### **Evidence of Meeting the Standard**

The ECC Library, along with the other California Community Colleges, belongs to the Community College League of California (CCLC), a consortium in partnership with the Council of Chief Librarians (CCL). The consortium conducts a program of cooperative buying for the Library's electronic resources and CCL acts as the fiscal agent for the consortium ([II.B.4.1](#)). All orders are placed through the CCLC, and the staff handle the recordkeeping and collection of funds from the colleges. Vendor invoices are sent to the CCLC for payment. In reviewing potential license agreements with e-resource vendors on behalf of California Community College libraries, the CCLC ensures the product meets California state requirements related to issues such as accessibility and user privacy, along with consideration of quality of content and platform interface ([II.B.4.2](#)).

The ECC Library has agreements with local area academic institutions that allow for some limited circulation privileges. For example, ECC students can establish an account at libraries at CSU Long Beach (CSULB) ([II.B.4.3](#)) or CSU Dominguez Hills (CSUDH) ([II.B.4.4](#)), which allows ECC students to borrow their print materials. In turn, CSUDH and CSULB students can obtain an ECC Library account and borrow materials.

As is standard practice for many libraries, the College Library offers an interlibrary loan (ILL) service ([II.B.4.5](#)) managed through an annual subscription/agreement with OCLC, a global library cooperative. Library users can borrow materials that are available at participating library collections. OCLC hosts the platform utilized by libraries to search for items in other library collections and processes the ILL request ([II.B.4.6](#)). This service is used more frequently by College faculty in comparison to students. Students are using the ILL service less often because they are interested in materials that cannot be lent out (e.g. textbook reserves) or are in need of the item at that particular moment and cannot wait for delivery time. Annual ILL statistics are collected, including items borrowed from other libraries by ECC and those loaned out from the College Library collection ([II.B.4.7](#)).

As a participating institution of the Online Education Initiative (OEI), the College offers online tutoring for students through Link-Systems' online tutoring service, NetTutor. Some online tutoring hours with NetTutor were formalized through a contractual agreement in 2012. Other online tutoring hours with NetTutor are included in the partnership through the OEI ([II.B.4.8](#), [II.B.4.9](#)). NetTutor provides Learning Resources with access to the service's user data. Staff check this data regularly for usage statistics. Data from NetTutor usage (2015 – 2017) was collected and analyzed by IRP ([II.B.4.10](#)).

Students print materials at the Library through a pay-per-print system that is offered through a formalized contact with Pharos, a company that offers managed print services. This contract for printing began in summer 2017.

### **Analysis and Evaluation**

The College Library gathers information to assess whether the services it provides are useful and effective. The Library regularly communicates with the CCLC regarding database licenses, anticipated cost increases, and the review of database subscriptions and other e-resources obtained via the CCLC. Purchasing e-resources through CCLC saves funds via vendor discounting. A new consortium manager platform was introduced in fall 2019 that will better assist in e-resource management.

The College library annually confirms its ongoing reciprocal agreements with partner libraries. The librarians at ECC are exploring potential ways to better assess awareness, use and satisfaction of this service. With regard to ILL, the ECC library loans out more materials to other libraries than it borrows; this is primarily due to the popularity of the College's music library collection that has unique materials unavailable elsewhere.

NetTutor provides access to the service's user data, which staff check regularly for usage statistics. Data from NetTutor's users is also collected and analyzed by IRP ([II.B.4.10](#)).

Distance Education provides expanded support services because of its participation in the consortium. Through the support of the OEI, Distance Education offers expanded NetTutor services and Cranium Café, software that facilitates online counseling.

The College meets all components of Standard II.B.4 and Eligibility Requirement 17.

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### **Conclusions on Standard II.B. Library and Learning Support Services**

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs demonstrate quality and rigor appropriate for higher education. Programs are regularly assessed, and the results are publicized and discussed, leading to improvements where necessary. Student and learning support services, offered in a variety of modalities, are seen as especially important to long-term student success and supported accordingly.

The College meets the Standard II.B and Eligibility Requirement 17.

### **Evidence List**

- II.B.1.1 [ECC Catalog – Student Support Services Webpage.pdf](#)
- II.B.1.2 [Academic Support Services Webpage.pdf](#)
- II.B.1.3 [Special Resource Center webpage.pdf](#)
- II.B.1.4 [Spring 2019 Tutoring Map.pdf](#)
- II.B.1.5 [Library Website Homepage.pdf](#)
- II.B.1.6 [Library e-resources Directory.pdf](#)
- II.B.1.7 [Library Online Research Guides Homepage.pdf](#)
- II.B.1.8 [Ask-a-Librarian Service Homepage.pdf](#)
- II.B.1.9 [LibChat Screengrab.pdf](#)
- II.B.1.10 [Embedded Librarian Fall 2019 Report](#)
- II.B.1.11 [Library Services Program Review 2017](#)
- II.B.1.12 [Distance Education Website Homepage.pdf](#)
- II.B.1.13 [LRC Computer Lab Homepage.pdf](#)
- II.B.1.14 [LRC Fall Tutoring Schedule 2018.pdf](#)
- II.B.1.15 [Writing Center Webpage .pdf](#)
- II.B.1.16 [MESA – Mathematics, Engineering, Science, Achievement Program.pdf](#)
- II.B.1.17 [LRC Webpage with NetTutor Link.pdf](#)
- II.B.2.1 [Library/Division Liaisons List.pdf](#)
- II.B.2.2 [Library Research Guide \(History 122\).pdf](#)
- II.B.2.3 [LLR Committee Memberships 2018-19.pdf](#)
- II.B.2.4 [Curriculum Committee New Course Proposal Form.pdf](#)
- II.B.2.5 [Evidence for Anatomy Models.pdf](#)
- II.B.2.6 [Inventory of LRC Items 9 2019.pdf](#)

- [II.B.2.7 Library Service Platform Project Page.pdf](#)
  - [II.B.2.8 Library LSP Alma-Staff Administrative Side.pdf](#)
  - [II.B.2.9 Library LSP Primo-User Search Platform.pdf](#)
  - [II.B.2.10 Librarians Meeting Minutes \(September 2019\).pdf](#)
  - [II.B.2.11 LLR Division Council Meeting Minutes \(September 2019\).pdf](#)
  - [II.B.2.12 Description of the Annual Planning Process.png](#)
  - [II.B.3.1 SSS program review template 2017-2018 academic year.pdf \(p2\)](#)
  - [II.B.3.2 LLR SAO Statements and Assessment Teams.pdf](#)
  - [II.B.3.3 Library Student Survey Results \(2019\).pdf](#)
  - [II.B.3.4 Library Faculty Survey Results \(2019\).pdf](#)
  - [II.B.3.5 Library Facility Review Focus Group Results.pdf](#)
  - [II.B.3.6 Library Program Review Appendices Assessment \(2011-2015\).pdf](#)
  - [II.B.3.7 Library Program Plan \(2019-2020\).pdf](#)
  - [II.B.3.8 ACRL Annual Survey \(2018-2019\).pdf](#)
  - [II.B.3.9 Embedded Librarian Learning Reflection Results \(Jaffe Spring 2017\).pdf](#)
  - [II.B.3.10 Embedded Librarian Annual Report \(2018-2019\).pdf](#)
  - [II.B.3.11 ILO4 Information Literacy Assessment-SAILS \(2018\)](#)
  - [II.B.3.12 Library Circulation Statistics \(2017-2018\).png](#)
  - [II.B.3.13 Library Textbook Reserves Statistics.png](#)
  - [II.B.3.14 Library e-Resources Usage Statistics Summary \(2017-2018\).pdf](#)
  - [II.B.3.15 Learning Resources Center Program Review 2018.pdf](#)
  - [II.B.3.16 SSS program review timeline F2015 – sp2019.pdf](#)
  - [II.B.3.17 IRP SENSE Report 2016 p. 19.docx](#)
  - [II.B.3.18 RSC Student Characteristics and Outcomes \(Fall 2017 – Spring 2018\).pdf](#)
  - [II.B.3.19 NetTutor IR Report – User and Course Outcomes \(Spring 2015 – 2017\).pdf](#)
  - [II.B.3.20 WC Fall 2017 Report.pdf](#)
  - [II.B.3.21 Writing Center Program Review 2016 p. 30 & 35.pdf](#)
  - [II.B.4.1 CCLC Library Consortium FAQs.pdf](#)
  - [II.B.4.2 CCL-EAR Product Reviews](#)
  - [II.B.4.3 CSULB Reciprocal Agreement Services.pdf](#)
  - [II.B.4.4 CSUDH Reciprocal Agreement Services.pdf](#)
  - [II.B.4.5 Interlibrary Loan Services Overview.pdf](#)
  - [II.B.4.6 Interlibrary Loan Procedures.pdf](#)
  - [II.B.4.7 Interlibrary Loan Statistics \(2013-2016\).pdf](#)
  - [II.B.4.8 Final Contract NetTutor 2018 – 2019.pdf](#)
  - [II.B.4.9 OEI Final Contract.pdf](#)
  - [II.B.4.10 NetTutor Student Users and Course Outcomes \(SP15-SP17\).pdf](#)
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## C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

### Evidence of Meeting the Standard

The College formally and regularly evaluates the quality of student support services to support student learning through the process of program review and service area outcomes (SAO) assessment ([II.C.1.1](#)). Program review for the student support programs are scheduled on a four-year rotation ([II.C.1.2](#)), and include an overview of the program, link to the mission statement, values and Strategic Initiatives, review of metrics and outcomes, customer service and satisfaction survey results. One of the College's institutional-level outcomes (ILOs), Community and Personal Development ([II.C.1.3](#)), also assessed the quality and utilization of student services via a three-prong approach using program usage reports, survey of program usage and data from the Community College Survey of Student Engagement (CCSSE). Further, ongoing professional development and informal reviews of student services metrics, outcomes, and program-level or college-level surveys inform areas for enhancement.

### Analysis and Evaluation

The institution has established a Student Services Program Review Committee that conducts program reviews for over 22 student support programs across the institution on a four-year cycle ([II.C.1.2](#)). The programs utilize a standard program review template ([II.C.1.1](#)) that addresses such components as program alignment with institutional mission; the nature and adequacy of staffing; and program locations and the adequacy of resources to provide services to staff and students at the locations. The program review template also includes a component for addressing SAO assessment (e.g., summary or results, improvement plans, discussion of SAOs by faculty/staff), as well as prompts to describe how metrics are used to improve program services and to describe how the program will address service improvements. Additionally, professional development opportunities such as conferences, workshops, webinars focused on best practices promote the continuous improvement of student support services. The Distance Education webpage ([II.C.1.4](#)) provides the contact information and details the breadth of student services offered in this delivery mode. One area of significant growth in this accreditation self-evaluation period is the implementation of technologies to facilitate online access. For example, increased offerings of virtual or distance counseling ([II.C.1.5](#)), where students can meet with a counselor online to mirror an in-person individual traditional academic counseling appointment, Colleague Self-Service Financial Aid and CampusLogic ([II.C.1.6](#)) software to conduct school business online. Implementation of these Financial Aid services stemmed from the department's 2017-2018 program review ([II.C.1.7](#)). Colleague Self-Service Financial Aid software allows students to use an updated student portal to review communications with the financial aid office. Features of the Self-Service Financial Aid software include interactive checklists with status indicators to show students where they are in the financial aid application process, Satisfactory Academic Progress notifications, customized online award letter tools and a mobile responsive design that allows students to review communication from their smart phones or electronic devices. Because

as many as 40 percent of students do not meet eligibility due to the complexity of the process of submitting forms for financial aid, CampusLogic software was recommended. This software utilizes smart logic technology to streamline and simplify the process of submitting required financial aid forms or documentation via pre-filled, personalized web forms with compliant e-signatures and secure document upload system providing for greater equity and access for students to attend college. Other services include online tutoring via NetTutor ([II.C.1.8](#)) and guidance for dual enrollment students ([II.C.1.9](#)) to access services and protocols for comparable services in other locations and means of delivery. The evaluation of these services is included in the area program review.

Noteworthy is the intentional efforts and improvement with technology to increase access via expansion of online forms, applications and tools. With these recent developments, disaggregation of outcomes to evaluate effectiveness among the different means of delivery may be an area to strengthen over the next two years. Furthermore, the College could improve its inclusion of online sections in the dissemination of campus surveys such as SENSE, CCSSE and campus climate survey to ensure responses regardless of location and means of delivery are included in these surveys.

Student services programs are aligned with the institutional mission. The first question in the program review template ([II.C.1.1](#)) provides a description of the program and alignment with the mission, vision and Strategic Initiatives. The College mission statement includes a reference to the College's student support services, "... We provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities."

The College meets all components of Standard II.C.1 and Eligibility Requirements 15.

**2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

**Evidence of Meeting the Standard**

Pursuant to Administrative Procedure (AP) 3250 Institutional Planning ([II.C.2.1](#)), the institution has a formal process and timeline for assessing learning support outcomes. Additionally, the institution reviews other assessment data such as student achievement and equity data, climate survey and student success metrics to plan and improve student support programs. The 2018 climate survey ([II.C.2.2](#)) revealed the extent of basic needs insecurities of our students. In response, the College's efforts to include services such as Warrior pop-up shops for food and clothing have extended to other campus events such as the Student Services Expo. Similarly, the College implemented a process improvement plan ([II.C.2.3](#), [II.C.2.4](#)) that resulted in reconfiguring the Steps to Enrollment after using an external consultant to assess students' onboarding experience and throughput to matriculation. These are some examples of the College's use of formal and informal assessment methods and a variety of data to continuously improve student support programs and services

## Analysis and Evaluation

Pursuant to AP 3250 Institutional Planning ([II.C.2.1](#)), the institution has a formal process and timeline for assessing student learning outcomes; the institution uses the term SAOs to refer to learning support outcomes assessed in the area of student services. SAOs are assessed on an ongoing basis ([II.C.2.5](#), [II.C.2.6](#), [II.C.2.7](#)) to evaluate the effectiveness of student support services. Guidance with outcomes assessment process and reporting ([II.C.2.8](#)), including past SAO statements and reports ([II.C.2.9](#)), can be found on the ECC webpage. However, this is an area that can be strengthened through the inclusion of equity measures in SAO statements and assessment protocols.

The assessment report template ([II.C.2.10](#)) also includes fields to indicate the method used to assess the SAO and to describe the participants in the SAO assessment. As the College has set standards regarding student achievement of learning support outcomes, assessment reports include a statement regarding whether or not the standard was met. Assessment reports, retained in Nuventive ([II.C.2.11](#), [II.C.2.12](#)), also include an analysis of the assessment results and a description of any planned action for improvement based on assessment results.

In addition to SAOs, the College uses a variety of assessment data and processes to continuously improve student services and support programs ([II.C.2.13](#)). In 2016-2017, the institution engaged an external consultant to evaluate its student onboarding experience (e.g., application, orientation, assessment, counseling, registration, financial aid); the resulting Process to Improvement Plan ([II.C.2.3](#), [II.C.2.4](#)) has informed institutional action to improve the student experience. Based on enrollment data and student need, Student Health Services ([II.C.2.14](#)) expanded services to the summer term starting in 2018 to extend access to medical and mental health services during this time period. The College implemented specific support ([II.C.2.15](#)) for meeting students' basic needs due to housing and food insecurities based on the College's climate survey and data that mirrored the regional and national research results noting these needs by students. In partnership with students and the Student Development Office, the College opened the Warrior Food Pantry ([II.C.2.16](#), [II.C.2.17](#)) in October 2017, and more personnel are getting trained to support and guide students with CalFresh applications with partial support from the U.S. Department of Agriculture CalFresh Outreach program. Further, Warrior pop-up shops with clothing are pairing with other campus events such as the Student Services Expo ([II.C.2.18](#)) to provide more opportunities for students to obtain these resources. To assist with the transition to employment, the College expanded its job postings to launch Warrior Jobs ([II.C.2.19](#)), which includes Jobspeaker, and partnering with the Workforce in Business for onsite support to assist students with drafting their resumes and searching for employment. Students contribute to these ideas as well as initiate their own, such as the purchase and installation of FloWater ([II.C.2.10](#)) stations which are now part of the College's construction standard for new buildings. The College provides appropriate student support services and programs to address the academic and non-academic needs of its students to achieve successful outcomes.

The College meets all components of Standard II.C.2.

**3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

**Evidence of Meeting the Standard**

El Camino College evaluates student needs and provides extensive student support services and resources ([II.C.3.1](#), [II.C.3.2](#)). Assessment of need is via program review, service area outcomes, and various surveys ([II.C.3.3](#)) assessing student engagement, customer service, and the changing needs of our student population. Some of these surveys to assess student experience and perceptions of student services and resources include the include SENSE ([II.C.3.4](#), [II.C.3.5](#)), CCSSE, and campus climate survey ([II.C.3.6](#)). Further, the ILO for Community and Personal Development ([II.C.3.7](#)) also examined the utilization of services and disaggregated CCSSE benchmarks by ethnic and racial groups. Services are provided onsite as well as offsite and via the web ([II.C.3.2](#)).

**Analysis and Evaluation**

El Camino College continually and thoroughly assesses students' needs for services and allocates resources to provide for those services. Assessment processes and analyses to determine students' needs occur from the time prospective students connect with the College until the time students no longer enroll in courses. The institution administers a variety of surveys ([II.C.3.3](#)) to assess student needs and to determine appropriate services to meet identified needs, including SENSE ([II.C.3.4](#), [II.C.3.5](#)), CCSSE, and campus climate survey, ([II.C.3.6](#)) to assess employee and student perceptions regarding a variety of student services and resources. Further, program-based surveys of programs serving historically under-served populations (e.g., SRC, Project Success, Puente Project) and student service metrics ([II.C.3.8](#), [II.C.3.9](#), [II.C.3.10](#)) and outcomes help identify the breadth of services and areas of strength and development.

To address the needs of prospective students, the Office of Institutional Research and Planning (IRP) regularly collects data from the College's feeder schools and areas so that outreach and marketing efforts are executed strategically and effectively. For example, the Office of Outreach and School Relations provides services to prospective students based on data, such as IRP's Facts and Figures 2017 ([II.C.3.11](#)), High School Enrollment Trends 2017 ([II.C.3.12](#)), and First-Time Student Headcount ([II.C.3.13](#)). Based on data from these research reports, the Office of Outreach and School Relations ([II.C.3.14](#)) develops an outreach plan and coordinates onboarding services and communication with students.

Another process the College utilizes to assess needs and allocate resources to meet those needs is program review. Through this process, both academic and student services programs assess students' needs for and use of services. Vital components of the Student Services Program Review ([II.C.3.15](#), [II.C.3.16](#)) report that assesses students' needs are the inclusion of a customer service survey and addressing how programs use metrics to improve program services. Student service metrics ([II.C.3.10](#)) include demographic data based on gender, ethnicity, age group, class load, day and evening students, and mandated groups such as first generation, foster youth, LGBT+, and veterans.

By administering the customer service survey, programs have an opportunity to assess students' needs and strategize ways to meet those needs. For example, the Extended Opportunity Programs

& Services (EOPS) ([II.C.3.17](#)) program surveyed its students in 2016. Based on the survey results, this program identified a need for other on-campus entities to refer students to EOPS. The program also determined a need to train their personnel to ensure that information shared about other areas of campus is accurate.

By responding to the program review report prompt, “How have program personnel used metrics to improve program services? Provide metrics from the last four years,” programs have an opportunity to use metrics to determine students’ needs and develop services so that those needs are met. For example, the 2016 EOPS ([II.C.3.17](#)) Program Review found that although student retention remained stable over a four-year period, the number of students who obtained an associate degree or a certificate had fallen. Based on this identified need, staff responsibilities were re-assigned so that they could proactively and effectively support students, so they could be awarded with the degree or certificate.

By providing web-based student services, offsite student services and other services designed to meet the needs of students with disabilities or who otherwise require specialized resources, the institution assures equitable access to all of its students. Web-based services offered include counseling, registration, tutoring, library services and learning resources ([II.C.3.2](#)). As noted previously in Standard II.C.1, the availability and convenience of web-based services continue to expand with the implementation of new technologies. Offsite student services (e.g., high school sites) include application guidance, orientation, assessment, counseling, and registration assistance. Specialized resources such as Special Resource Center (SRC) ([II.C.3.18](#)) services are available to all students (regardless of location or delivery method), increasing access to students with special needs. Further, this is mirrored in programs established to meet the needs of traditionally underserved or disproportionately impacted populations (e.g., Project Success, Puente Project, First Year Experience [FYE], EOPS/CARE, CalWORKs, Guardian Scholars, The Opportunity Project (TOP) and Knowledgeable, Engaged and Aspiring Students [KEAS], which was renamed Student Equity and Achievement [SEA] as of fall 2019).

The College meets all components of Standard II.C.3.

**4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

**Evidence of Meeting the Standard**

Commensurate to its diverse student population, El Camino College offers an array of co-curricular programs ([II.C.4.1](#)) to contribute to the social and cultural dimensions of the educational experience and enhance student engagement. Student support programs undergo program review and evaluative processes. Further, athletic programs and student clubs and organizations ([II.C.4.2](#)) have handbooks ([II.C.4.3](#), [II.C.4.4](#)) and board policies ([II.C.4.5](#), [II.C.4.6](#)) to guide and ensure effective control of student fees and finances for these programs. Procedures

exist to guide students with chartering ([II.C.4.7](#)) a student club and actively contribute to student leadership and experience.

### **Analysis and Evaluation**

The institution offers an array of co-curricular programs designed to supplement the classroom experience and promote student success. Current programs ([II.C.4.1](#)) reflect the diversity of the student population, particularly in terms of specific educational goals (e.g., Honors Transfer Program; Mathematics, Engineering, Science Achievement [MESA] program), college student status (e.g., FYE, SEA), racial/ethnic background (e.g., Project Success; Puente Project), and other sociocultural experiences (e.g., Guardian Scholars Program, formerly Foster Youth, LGBTQ+ Pride Week). The learning communities (FYE, Puente Project and Project Success) offer numerous activities, including field trips, transfer events, conference attendance, and university tours.

Co-curricular programs have established service area outcomes (SAOs) and mission statements in alignment with the College mission. The institution also offers 22 athletics programs and a variety of student clubs and organizations ([II.C.4.2](#)) that are suited to the College mission and enhance the educational experience of its diverse student body. The institution ensures that co-curricular and extracurricular programs are conducted with sound educational policy and standards of integrity. Faculty and staff involved in such programs are evaluated on a regular basis to assess for competency and integrity regarding service delivery. Athletics programs remain abreast of regional, statewide, and national regulations and guidelines related to the operation of athletics programs. Moreover, in accordance with Board Policy (BP) 5700 Athletics ([II.C.4.8](#)) operational policies and procedures are in compliance with California Community College Athletic Association (CCCCAA) guidelines for intercollegiate athletic programs. The Student Athlete Handbook ([II.C.4.3](#)) details the department's goals, code of conduct, eligibility criteria, and commitment to academics and safety.

In accordance with AP 3250 Institutional Planning ([II.C.4.9](#)) and referenced in Standard II.C.1, student services programming is regularly assessed via the formal program review process to evaluate student outcomes. The Student Support Services Program Review Committee coordinates the review process and maintains timelines and templates accordingly. The program review conducted by Student Development Office ([II.C.4.10](#)) is a representative sample of programs examining their alignment with the College mission and evaluating the quality and effectiveness of the program, its staffing and operations.

The contribution of co-curricular programs to the social and cultural dimensions of students' educational experience is also evaluated via the assessment of one of the institutional student learning outcomes, Personal and Community Development (ILO #3 ([II.C.4.11](#))). This ILO is scheduled for assessment on a four-year cycle, and the most recent assessment included a survey of student perceptions regarding the extent to which specified programs contributed to their personal and community development.

The institution has established protocols to ensure financial stewardship with regard to co-curricular and athletics programming, including any applicable regulatory reporting. In accordance with BP/AP 5420 Associated Students Finances ([II.C.4.5](#)), the College has established policies and procedures for collecting and allocating student activities fees with the

approval of the College superintendent/president. Oversight for distribution of funds for student activities prior to the 2017-2018 academic year has been the responsibility of the Auxiliary Services Board (ASB) as referenced in BP/AP 5032 Student Activities Fee ([II.C.4.6](#)), which was deleted February 2019 ([II.C.4.12](#)). However, with the change of student fees being the sole source of funding, the 2018-2019 year has been a transition year with the current ASB developing a plan to transfer ([II.C.4.13](#), [II.C.4.14](#)) the responsibility of funding for ECC student programs to the Associated Students Organization (ASO) beginning with the 2019-20 academic year and forward. College management and staff will provide oversight and support for potentially two years for the transition. The College meets all components of Standard II.C.4.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **Evidence of Meeting the Standard**

The College provides extensive academic, career, and transfer counseling ([II.C.5.1](#)) services to students in person and via distance or virtual counseling in over 18 areas or programs. In addition to the College catalog, general education and transfer guides, an educational planning tool, Starfish DEGREE PLANNER (referred to as ECC Connect) ([II.C.5.2](#)), has been implemented to allow students access to counselor-approved educational plans and information on academic programs and requirements. A well-defined training ([II.C.5.3](#)) curriculum has been developed and is updated with each new group of counseling faculty new hires. Further, advanced trainings and Connect, Learn, Thrive! ([II.C.5.4](#), [II.C.5.5](#)) forums are offered to keep counseling faculty apprised of current information.

### **Analysis and Evaluation**

Access to Services: The College provides extensive academic and career counseling ([II.C.5.1](#)) services to support student development and success. Educational planning ([II.C.5.6](#), [II.C.5.7](#), [II.C.5.8](#), [II.C.5.9](#), [II.C.5.10](#)) services by counselors are scheduled in 18 areas of specialization or services areas, such as transfer, athletics, Career Education, learning communities (e.g., FYE, Project Success, Puente Project, SEA), and specialized programs (e.g., EOPS/CARE, CalWORKs, TOP, Student Success Program [probation], financial aid). Access to services is available via drop-in, appointment, and online or virtual counseling.

To promote timeliness, usefulness, and accuracy of counseling information, students are directed to meet with a counselor for educational planning as one of the Steps to Enrollment ([II.C.5.11](#)) required for priority registration eligibility. Graduation checks and opportunities to meet with a counselor to complete graduation petitions ([II.C.5.12](#)) are scheduled near impending deadlines without an appointment necessary. For academic requirements, faculty, staff, and students have access to a current College catalog and schedule of classes online via the College website and in print (through 2018) at the Bookstore. All students have web-based access to ECC Connect

([II.C.5.2](#)) through which they can communicate with counseling personnel, as well as find information regarding degree/certificate completion and transfer requirements.

In addition to New Student Orientation ([II.C.5.13](#)) offered online and in person, several of the academic and student support programs offer orientations, educational planning, and workshops to apprise students of services, academic requirements, and programs of study available throughout the student's experience to promote timely, useful, and accurate information about academic and transfer requirements. For example, the FYE ([II.C.5.14](#), [II.C.5.15](#)) program hosts information sessions for students prior to matriculation, an orientation preceding the start of the fall term for accepted and enrolled students, and then workshops throughout the first year to cover these topics. Student Services has created a New Student Orientation within Canvas. Since December 2019, all students who are accepted go through the Canvas orientation within the ECC Canvas Instance. ECC Connect ([II.C.5.2](#)) serves as an additional resource, providing information regarding requirements for program completion, graduation, and transfer as well as an account of students' progress toward their stated educational goals.

**Training:** The College provides a continuous learning culture allowing faculty and staff to participate in professional development and learning activities. Newly hired faculty are asked to participate in the New Faculty Learning Academy ([II.C.5.16](#), [II.C.5.17 p37](#)) during the first fall semester of their employment. The College has a plethora of opportunities for adjunct and full-time faculty and classified professionals. Events and workshops are posted on the professional development ([II.C.5.18](#), [II.C.5.19](#), [II.C.5.20](#),) website.

The Counseling and Student Success division provides counselor training to new full-time and adjunct counselors. The initial training ([II.C.5.3](#)) is a four-day event, followed by shadowing and more advanced trainings on specific topics throughout the fall and spring semesters. The array of trainings relate to discipline and academic changes, technical trainings regarding the navigation of the various systems used to support counseling efforts (e.g., Colleague, ECC Connect ([II.C.5.21](#)), Campus Calibrate), and specialized areas (e.g., motivational interviewing, StrengthsFinder, career and holistic counseling).

With the significant changes to placement practices and curriculum with AB 705, Connect, Learn, and Thrive ([II.C.5.4](#)) forums and mini Scholarly Inquiry for Teaching Excellence {SITE} events were scheduled to share information during the development and transitions process and examine the equity and pedagogical framework for the changes. Training materials and information to support counseling such as the transfer articulation log and common links for counseling are easily accessed via a Microsoft Team ([II.C.5.22](#)) site to assist with quality counseling. Counselors are also encouraged to attend conferences that are relevant to the profession. Further, counselors have access to degree and certificate requirements in both print and online media, as well as varying levels of access to student data in the institution's student information system, WebAdvisor, and ECC Connect. Current use of ECC Connect not only enables counselors and advisors to platform but also facilitates an integrated student support network.

**Accountability:** Counseling services are evaluated through individual counseling, student area outcomes, and SENSE surveys. In addition to campus surveys, tenured, probationary, and adjunct counselors are evaluated as per the El Camino College Federation of Teachers collective bargaining agreement (Article 20) to include a self-evaluation ([II.C.5.23](#)), student evaluations

([II.C.5.24](#)), observation ([II.C.5.25](#)), and an evaluation conference report ([II.C.5.26](#)) to improve and enhance the development of counselors and to ensure quality of service related to the counseling function.

Within counseling, individual programs ([II.C.5.27](#)) (CalWORKs, Career Center, counseling services, SRC, EOPS/CARE, matriculation and orientation, Student Enhancement Program, and Transfer Center services) developed SAOs to ensure the services being offered are meeting the needs of students. The general counseling SAO ([II.C.5.28](#)), which extends across all areas counseling is offered, examines the impact of educational planning on student retention and persistence.

The College completed SENSE ([II.C.5.29](#)) in 2014 and 2016 to address students' persistence and success. Within the survey, students were asked questions regarding their satisfaction with support services at the College. Lastly, the College utilizes statewide performance reporting such as the Accountability Reporting for the Community Colleges (ARCC) report ([II.C.5.30](#), [II.C.5.31](#)) to measure the success of students obtaining a degree, certificate, and transferring to a four-year university. These are transitioning to key performance indicators and Simplified Metrics. Counselors are the first point of contact for reviewing transcripts, planning, and evaluating student progress toward success. Further, the Process to Improvement Plan by Interact ([II.C.5.32](#)) provided insight into the student experience from application to registration. Ease of access to counselors and scheduling options have expanded in part due to these recommendations.

In accordance with the institution's curriculum review process ([II.C.5.34](#)), which is coordinated by the faculty curriculum chair on behalf of the Academic Senate's Curriculum Committee, all course and program information is regularly reviewed for currency and accuracy of representation in printed and online publications. Upon approval of any curriculum revisions by the District's Board of Trustees, information is updated in the campus information system, the curriculum management system, the College catalog (or addendum) and the College website. In accordance with the College's catalog production process ([II.C.5.35](#)), which is coordinated by the College curriculum advisor, existing and proposed content for each section of the catalog is reviewed by the appropriate faculty or staff lead to ensure accuracy of information prior to finalization of the catalog copy. The catalog is published the summer prior to the start of the fall semester, and as necessary, addendums are published during the academic year. All Board approvals, academic information, curriculum, and policies are available on the College website.

The College meets all components of Standard II.C.5. The College has greatly strengthened implementation of technology to guide and follow up with students, adjusted its practices based on the Process to Improvement study to improve student onboarding, and improved its commitment to counselor training.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

### **Evidence of Meeting the Standard**

The College has established and adheres to admissions policies, BP 5010 Admissions and Concurrent Enrollment ([II.C.6.1](#)) and AP 5010 Admissions ([II.C.6.2](#)), AP 5011 Admissions and Concurrent Enrollment of High School and Other Young Students ([II.C.6.3](#)), AP 5012 International Students ([II.C.6.4](#)), and AP 5013 Students in the Military ([II.C.6.5](#)), which specify the qualifications and criteria for admission of students (high school graduates, non-graduates, K-12 students, international students and students in the military). Additionally, the College provides resources and comprehensive educational planning services to provide clear guidance on requirements necessary to meet degree, certificate, and transfer requirements. This information is accessible within the College catalog ([II.C.6.6](#)), ECC Connect DEGREE PLANNER ([II.C.6.7](#)) and general education patterns and transfer curriculum guides ([II.C.6.8](#)).

### **Analysis and Evaluation**

The College's admissions policies reflect its institutional mission to "make a positive difference in people's lives" and "promote student learning and success," considering a prospective student's apparent ability to profit from instruction at the college level. BP 5010 Admissions and Concurrent Enrollment ([II.C.6.1](#)) and AP 5010 Admissions ([II.C.6.2](#)), 5011 Admissions and Concurrent Enrollment of High School and Other Young Students ([II.C.6.3](#)), AP 5012 International Students ([II.C.6.4](#)), and AP 5013 Students in the Military ([II.C.6.5](#)) relate to the admission of high school graduates (or equivalent), non-graduates of high school who are 18 years or older, K-12 students, international students, and students in the military. Pursuant to AP 5010 Admissions, the College catalog specifies the qualifications of students appropriate for programs offered by the College.

For programs with distinct or additional entrance requirements such as Nursing and Radiology Technology, admission criteria ([II.C.6.9](#), [II.C.6.10](#)) are published in the catalog and information is available on the webpage apprising students of the entrance requirements, process for application including filing periods, and support services available to guide students through the process.

The institution defines and advises students on clear pathways to program completion and/or transfer. The College catalog ([II.C.6.6](#)) outlines all program completion requirements for the degrees and certificates it offers. The catalog information includes major-specific course requirements, as well as course requirements for various general education (GE) patterns (e.g., ECC GE, CSU GE Breadth, Intersegmental General Education Transfer Curriculum [IGETC]). The Degree Planner ([II.C.6.7](#)) module in ECC Connect assists students with preliminary educational planning (e.g., the selection of courses required for their specified program of study and general education pattern) and tracking progress towards degree requirements. Students are able to submit planned coursework to a counselor for approval via ECC Connect ([II.C.6.11](#)). Counseling services are available in a variety of modes (e.g., individual and group sessions, online/virtual) to assist students with the creation of a comprehensive educational plan that

reflects the selection and sequence of courses and learning experiences required for program completion, transfer, or other educational goals. Transfer curriculum guides ([II.C.6.8](#)) are available in the College's Transfer Center to assist students in selecting courses appropriate to meet general education and/or lower-division major requirements at particular colleges/universities. Many of the College's Career Education ([II.C.6.12](#)) programs have already established a sequenced schedule of course offerings each semester to streamline program completion for their students. The College is currently in the process of formalizing semester-by-semester plans or "program maps, ([II.C.6.14](#), [II.C.6.15](#)) for each of its degree and certificate programs to assist in the development of semester schedules that support timely progression along these pathways to program completion and/or transfer.

The College meets all components of Standard II.C.6 and Eligibility Requirements 16

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

### **Evidence of Meeting the Standard**

The College, in compliance with Title 5 Section 55524, submitted all assessment ([II.C.7.1](#)) testing with validation data for approval. During this evaluation period, AB 705 took effect January 1, 2018, which transitioned to the use of multiple measures such as high school coursework, grades and grade point average. Due to the state's efforts to revamp placement criteria and practices, the College has been conducting ongoing research regarding placement ([II.C.7.2](#)) practices and student achievement. The College discontinued use of Accuplacer testing on a large scale, except for ESL testing, and implemented the Level-Up Survey ([II.C.7.3](#), [II.C.7.4](#)) for English and math placement based on the California Community College Chancellor's Office (CCCCO) recommended decision rules ([II.C.7.5](#), [II.C.7.6](#)) and AB 705 criteria ([II.C.7.7](#), [II.C.7.8](#), [II.C.7.9](#)), starting fall 2018. The CCCCCO memo ([II.C.7.10](#)) on April 18, 2019, provided a clarification of credit ESL in light of AB 705, an extension for the use of ESL Accuplacer testing through fall 2019 for spring 2020 placement, and approved the listening portion of the ESL exam until July 2021.

### **Analysis and Evaluation**

Accuplacer was used to assist with English and math placement at El Camino College through the start of fall 2018 and continues to be used for ESL placement. The College conducts validation studies for Accuplacer, ESL writing sample and chemistry placement tests. These are submitted to and approved by the CCCCCO in accordance with Title 5 Section 55524. Due to the state's efforts to revamp placement criteria and practices, the last updated list of approved assessment ([II.C.7.1](#)) instruments was September 2017. The College's ESL writing sample, California Chemistry Diagnostic Test and Accuplacer instruments are listed as approved.

With other placement practices being explored by colleges to improve the throughput of student through developmental and remedial English and math coursework, the college adapted decision rules validated by Research and Planning Group for California Community Colleges (RP Group) ([II.C.7.5](#), [II.C.7.6](#)) for matriculant and non-matriculant students as part of the Multiple Measures Assessment Project (MMAP) starting summer 2017. The placement ([II.C.7.2](#)) for these students

was based on Accuplacer, decision rules, and self-placement choices. With the assistance of IRP, subsequent course enrollment was tracked to examine student success, retention, persistence, and potential bias. With the passage of AB 705, the College implemented a survey during fall 2018 to gather the pertinent information to determine placement in accordance with AB 705 criteria ([II.C.7.7](#)). This Level-Up Survey ([II.C.7.3](#)) powered by Qualtrics extended to both continuing students as well as new students incoming for spring 2019 and later terms. The English department implemented new coursework and placement practices as of spring 2019, whereas the math placement levels and co-requisite or support courses were first offered fall 2019, in compliance with the timeline requirements of AB 705. The College will continue to examine the effectiveness of support coursework and high school performance to college course achievement. The multiple measures employed during the MMAP and with AB 705 are based on appropriately validated decision rules to ensure benefits for students in accordance with Title 5, sections 55512, and 55522. The College will continue to assess results and student outcomes for local validation.

This information has been shared with high school counselors ([II.C.7.7](#)) of feeder institutions via outreach contacts and at the Counselor Collaborative held March 2018. Similarly, information regarding the changes and new levels and placement rules were shared with El Camino College counselors via several meetings and emails. Further, complementing an appreciative inquiry approach initially conducted for English and math faculty, SITE, a similar ([II.C.7.8](#)) professional development opportunity was scheduled for counselors to minimize placement bias and strengthen curricular knowledge to appropriately guide students with leveling-up to degree and transfer-level courses.

Despite a period of transition with placement practices, the College has maintained compliant practices to minimize bias and use validated placement instruments as required in Standard II.C.7.

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

**Evidence of Meeting the Standard**

In accordance to BP 5040 Student Records and Directory Information ([II.C.8.1](#)) and BP 3310 Records Retention and Destruction ([II.C.8.2](#)) and AP 3310 Records Retention and Destruction ([II.C.8.3](#)), the College has established processes for the release of student records as well as retention and destruction of student records.

**Analysis and Evaluation**

BP 3310 Records Retention and Destruction ([II.C.8.2](#)) and AP 3310 Records Retention and Destruction ([II.C.8.3](#)) refer to the retention and destruction of records. Pursuant to the board policy, the institution complies with Title 5 and the Federal Rules of Civil Procedure regarding the retention and destruction of student records. AP 3310 Records Retention and Destruction

describes the classification of records and refers to the periodic submission to the Board of Trustees regarding the destruction of records accordingly.

The College maintains a back-up server on campus for daily back up of records, and a full back up off-campus each weekend with incremental updates daily. The latter is a contract with Iron Mountain for offsite back up in the event of a natural disaster or otherwise that would impact local equipment. Further, the ITS leaders are participating in a CCCCCO Data Governance (II.C.8.4) subcommittee that includes addressing data storage and security among its goals. BP 5040 Student Records and Directory Information (II.C.8.1) establishes the process for release of student records. In the event of fees owed to the district, AP 5035 Withholding of Student Records (II.C.8.5) details the provision for withholding of student record. The College meets all components of Standard II.C.8.

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### **Conclusions on Standard II.C. Student Support Services**

El Camino College provides comprehensive student support services that fulfill the College mission and effectively support students throughout their educational journey.

The College's student service areas collaborate and integrate services with internal and external constituencies in order to ensure access, progress, learning, and success. El Camino College engages in comprehensive, thorough, and ongoing evaluation processes that ensure programs and services support student learning for the College's diverse student population. El Camino College's student service areas ensure that policies, student services information, and student guidelines are accessible regardless of mode of delivery

### **Evidence List**

- II.C.1.1 [Student Services Program-Review Template 2017-2018-academic-year.pdf](#)
- II.C.1.2 [SS-program-review-timeline-f2015-sp2019.pdf](#)
- II.C.1.3 [ILO3\\_Report\\_2017final.pdf](#)
- II.C.1.4 [ECC Website Distance Education Student Support and Resources.pdf](#)
- II.C.1.5 [ECC Website Virtual Counseling.pdf](#)
- II.C.1.6 [ECC Website Financial Aid Mobile Campus Logic.pdf](#)
- II.C.1.7 [Financial Aid Program Review 2017-2018.pdf](#)
- II.C.1.8 [ECC Net Tutor.pdf](#)
- II.C.1.9 [ECC Website Dual Enrollment.pdf](#)
- II.C.2.1 [AP 3250 Institutional Planning Outcomes Assessment p12.pdf](#)
- II.C.2.2 [ECC Student Campus Climate Survey 2018.pdf](#)
- II.C.2.3 [ECC Website Process to Improvement Plan.pdf](#)
- II.C.2.4 [Process to Improvement Plan ECC Recommendation Summary.pdf](#)
- II.C.2.5 [SAO count ongoing assessment Fall 2016.pdf](#)
- II.C.2.6 [SAO Screen Shot from Nuventive.pdf](#)
- II.C.2.7 [A&R Division SAOs All 2015.pdf](#)
- II.C.2.8 [SAO TracDat Guide.pdf](#)

[II.C.2.9 Web links and SAO Statements and Reports.pdf](#)  
[II.C.2.10 SAO Sample template.pdf](#)  
[II.C.2.11 SAO Sample Nuventive Report OASR.pdf](#)  
[II.C.2.12 SAO Sample Nuventive Report Assessment Testing Office.pdf](#)  
[II.C.2.13 El Camino College Academic Resources Support Programs 10.17.19.pdf](#)  
[II.C.2.14 Summer 2018 SHS – March Board Agenda.pdf](#)  
[II.C.2.15 Student Resource Flyer – Spring 2019.pdf](#)  
[II.C.2.16 ECC Matters Warrior Pantry Opens October 2017.pdf](#)  
[II.C.2.17 ECC Website Warrior Food Pantry.pdf](#)  
[II.C.2.18 Student Services Expo event summary survey details 2019.pdf](#)  
[II.C.2.19 Warrior Jobs.pdf](#)  
[II.C.2.20 ECC Matters FloWater.pdf](#)  
[II.C.3.1 El Camino College Academic Resources Support Programs 10.17.19.pdf](#)  
[II.C.3.2 Distance Education Student Support and Resources.pdf](#)  
[II.C.3.3 ECC Website IRP Survey Results.pdf](#)  
[II.C.3.4 El Camino College SENSE 2016 Report.pdf](#)  
[II.C.3.5 El Camino College SENSE Highlights 2016.pdf](#)  
[II.C.3.6 ECC Student Campus Climate Survey 2018.pdf](#)  
[II.C.3.7 ILO3 Report 2017Final.pdf](#)  
[II.C.3.8 Student Services Metrics tool.png](#)  
[II.C.3.9 Student Services Metrics tool2.png](#)  
[II.C.3.10 Student Services Metrics\\_characteristics.pdf](#)  
[II.C.3.11 Facts and Figures 2017 ECC.pdf](#)  
[II.C.3.12 High School Enrollment Trends ECC 2017.pdf](#)  
[II.C.3.13 Fall 2017 First Time Student Profile 3yr Trend ECC.pdf](#)  
[II.C.3.14 Program Review Outreach Final.pdf](#)  
[II.C.3.15 Student Services Program Review Template 2017-2018 Academic Year.pdf](#)  
[II.C.3.16 Student Services Program Review reports.pdf](#)  
[II.C.3.17 EOPS Care Program Review Spring 2016.pdf](#)  
[II.C.3.18 SRC Homepage.pdf](#)  
[II.C.4.1 ECC Academic Resources Support Programs 2017.pdf](#)  
[II.C.4.2 Active Clubs.pdf](#)  
[II.C.4.3 Student Athlete Handbook.pdf](#)  
[II.C.4.4 Club-Handbook.pdf](#)  
[II.C.4.5 BP-AP 5420 Associated Students Finances.pdf](#)  
[II.C.4.6 BP AP5032 Student Activities Fee.pdf](#)  
[II.C.4.7 SDO How to Charter a Club FA2018 updated.pdf](#)  
[II.C.4.8 BP 5700 Athletics.pdf](#)  
[II.C.4.9 AP 3250 Institutional Planning.pdf](#)  
[II.C.4.10 ECC-student-development-office-program review-fall-2014.pdf](#)  
[II.C.4.11 ILO3 Report 2017Final.pdf](#)  
[II.C.4.12 College Council minutes 2-4-19.pdf](#)  
[II.C.4.13 Consultation Plan – Fall 2018 Student Activities Fee 11.28.18](#)  
[II.C.4.14 Student Activity Fee to ASO 01.11.19 presentation.pdf](#)  
[II.C.5.1 ECC Website Counseling homepage.pdf](#)  
[II.C.5.2 ECC Website ECC Connect Student page.pdf](#)

[II.C.5.3 Counselor Training Schedule Fall 2017.pdf](#)  
[II.C.5.4 Connect Learn Thrive notes 10.03.18.pdf](#)  
[II.C.5.5 Connect Learn Thrive notes 10.31.18.pdf](#)  
[II.C.5.6 ECC Website Programs in Student Services.pdf](#)  
[II.C.5.7 ECC Website First Year Experience FYE.pdf](#)  
[II.C.5.8 ECC Website TOP The Opportunity Project.pdf](#)  
[II.C.5.9 ECC Website New Student Orientation.pdf](#)  
[II.C.5.10 ECC Website Student Success and Support Program SSSP.pdf](#)  
[II.C.5.11 ECC Website Steps to Enrollment.pdf](#)  
[II.C.5.12 Grad Intents Flyer week of Oct 1 2018.pdf](#)  
[II.C.5.13 2018-19\\_Catalog p14 Orientation.pdf](#)  
[II.C.5.14 FYE webpage.pdf](#)  
[II.C.5.15 FYE Orientation Agenda.pdf](#)  
[II.C.5.16 ECC PD Website New Faculty Learning Academy.pdf](#)  
[II.C.5.17 ECC 2017-19 Federation Agreement New Faculty Learning Academy p37.pdf](#)  
[II.C.5.18 ECC Website Professional Development.pdf](#)  
[II.C.5.19 ECC Fall PD Day 2016 Program.pdf](#)  
[II.C.5.20 ECC Spring PD Day 2017 Program.pdf](#)  
[II.C.5.21 Degree Planner instructions 3-2019.pdf](#)  
[II.C.5.22 Counselor Resources TEAMS site.PNG](#)  
[II.C.5.23 Self Eval Report Counselors July 2014 Template.pdf](#)  
[II.C.5.24 Student Evaluation of counselor\\_scantron.pdf](#)  
[II.C.5.25 Evaluation Combined Peer Dean for Probationary Counselors \(2\).pdf](#)  
[II.C.5.26 Evaluation Conference Report for Faculty.pdf](#)  
[II.C.5.27 ECC Website Counseling Service Area Outcomes.pdf](#)  
[II.C.5.28 Counseling SAO: II.C.5.18 ECC Counseling SAO 2017.pdf](#)  
[II.C.5.29 SENSE survey results: II.C.5.19 El Camino College SENSE Highlights 2016.pdf](#)  
[II.C.5.30 2018 Student Success Scorecard Trends ECC.pdf](#)  
[II.C.5.31 2018 Student Success Scorecard completiondegreetransfer.pdf](#)  
[II.C.5.32 2018 Student Success Scorecard/pdf](#)  
[II.C.5.33 Process to Improvement Onsite Review.pdf](#)  
[II.C.5.34 CCC FLOW CHART.pdf](#)  
[II.C.5.35 Catalog development process.pdf](#)  
[II.C.6.1 BP 5010 Admissions and Concurrent Enrollment.pdf](#)  
[II.C.6.2 AP 5010 Admissions 7\\_15\\_13.pdf](#)  
[II.C.6.3 AP 5011 Admissions and Concurrent Enrollment of High School and Other Young Students 61719.pdf](#)  
[II.C.6.4 AP 5012 - International Students 121514.pdf](#)  
[II.C.6.5 AP 5013 - Students in the Military 121415.pdf](#)  
[II.C.6.6 2018-19\\_Catalog Graduation Requirements and Articulation Transfer Patterns.pdf](#)  
[II.C.6.7 Degree Planner.pdf](#)  
[II.C.6.8 Transfer Curriculum guides: II.C.6.8 ECC Website Transfer Requirements.pdf](#)  
[II.C.6.9 Nursing Entrance Requirements\\_webpage.pdf](#)  
[II.C.6.10 Nursing 2019-1010 Catalog.pdf](#)  
[II.C.6.11 ECC Connect Student webpage.pdf](#)  
[II.C.6.12 ECC Website Career & Technical Education Programs.pdf](#)

- II.C.6.13 [ECC CTE Administration of Justice AS-T.pdf](#)
  - II.C.6.14 [ECC Website Guided Pathways.pdf](#)
  - II.C.6.15 [Guided Pathways BOT Presentation 10-16-2017.pdf](#)
  - II.C.6.16 [Engineering Technology pathway plan.pdf](#)
  - II.C.7.1 [CO Website Approve Assessments 9-17.pdf](#)
  - II.C.7.2 [ECC Preliminary Results of Fall 2018 Multiple Measures.pdf](#)
  - II.C.7.3 [Level Up Survey Sample presentation to counselors 10-31-18.pdf](#)
  - II.C.7.4 [AB705 Websites Including ECC.pdf](#)
  - II.C.7.5 [Bahr et al-2017-Improving Placement Accuracy in California.pdf \(p. 47-48\)](#)
  - II.C.7.6 [Statewide Decision Rules 5-18-16.pdf](#)
  - II.C.7.7 [CCC Chancellors Office memo AB 705 implementation July 11 2018.pdf](#)
  - II.C.7.8b [New English Placement Chart AB705.pdf](#)
  - II.C.7.9 [Math Placement Table posted.pdf](#)
  - II.C.7.10 [CO AB705 and 1805 Spring 2019 Guidance Language for Credit ESL.pdf](#)
  - II.C.7.11 [AB705 Back to School Lunch powerpoint for District Counselors 10-18-18.pdf](#)
  - II.C.7.12 [SITE Counselor Training Agenda.pdf](#)
  - II.C.8.1 [5040 Student Records and Directory Information.pdf](#)
  - II.C.8.2 [Board Policy 3310 Records Retention and Destruction.pdf](#)
  - II.C.8.3 [AP 3310 Records Retention and Destruction.pdf](#)
  - II.C.8.4 [2019-09-17 TechCommMinutes.docx](#)
  - II.C.8.5 [AP 5035 Withholding of Student Records.pdf](#)
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### **Standard III: Resources**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness.

Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

#### **A. Human Resources**

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

#### **Evidence of Meeting the Standard**

El Camino College has a well-defined process for the selection of faculty, administrators, and classified staff. All job announcements state the minimum qualifications for staff, faculty, and administrative positions. Minimum qualifications for faculty and educational administrators are established by the Minimum Qualifications for Faculty and Educational Administrators in California Community Colleges handbook published by the California Community Colleges Chancellor's Office (CCCCO) and the El Camino College Local Minimum Qualifications list approved by the Academic Senate ([III.A.1.1](#)). Classified administrator and classified job descriptions, which include minimum qualifications, are developed in conjunction with the division, the President's Cabinet, and union representatives. They are then reviewed by Human Resources to ensure they relate to the mission and goals of the College. All District job descriptions include the required skills, knowledge, duties, responsibilities, and minimum qualifications for the position and are publicly posted on the El Camino College website ([III.A.1.2](#)).

Board Policy (BP) 7120 Recruitment and Selection, Administrative Procedure (AP) 7125 Verification of Eligibility for Employment and AP 7126 Applicant Background Checks are in place to support the recruitment and hiring procedures and define minimum qualification and equivalencies ([III.A.1.3](#), [III.A.1.4](#), [III.A.1.5](#)). Defined recruitment procedures for hiring academic employees are outlined in the applicable collective bargaining agreement ([III.A.1.6](#)). Recruitment timelines are detailed in handouts given to the hiring manager to indicate the required makeup of the committee and the process of the recruitment ([III.A.1.7](#)). Applications are received online using iGreentree, an applicant tracking system ([III.A.1.8](#)). All applicants are reviewed, and checks are conducted on all applicants who are required to submit transcripts per the job announcement. The job announcement states that transcripts issued from non-US institutions will require an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the US.

## **Analysis and Evaluation**

El Camino College assures the integrity and quality of its programs and services by employing highly qualified administrators, faculty, and staff. Job announcements include equity-minded language and questions to ensure that the College attracts applicants whose experience align with the mission of the College. Job descriptions are reviewed, or new job descriptions are created to ensure that the needs of the programs are at the forefront of the recruitment. Open positions are announced using an advertising firm, on the District website, on the California Community Colleges Registry, placement centers, and in pertinent publications, on relevant websites, and at appropriate organizations.

Applicants submit all required application elements through iGreentree, including resumes, transcripts, and letters of interest; and Human Resources reviews applications to ensure minimum qualifications are met.

During the hiring process, candidate materials are screened by Human Resources to ensure they meet the minimum qualifications for the position. The hiring committee then does a second level of review to select candidates for interviews. Applicants are selected for an interview if it is determined that they have the potential to contribute to the College and carry out the institutional mission and goals of the District. Reports are run for every committee to determine the equal employment opportunity (EEO) breakdown of the applicant pool to review the diversity of the applicant pools.

During the new-hire onboarding process, a final check of qualifications takes place, including verifying degrees on original transcripts, reviewing equivalency statements for non-US transcripts, and verifying letters of employment. Reference checks are also conducted as a means of verifying the applicant's employment history and qualifications. Results are stored in the employee's personnel file to ensure that the qualifications of all new hires are properly documented and that they meet the minimum qualifications for the hired position.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

## **Evidence of Meeting the Standard**

El Camino College has an extensive hiring process to vet candidates during the hiring phases to make sure that they are knowledgeable of their subject matter and have the required skills to be an effective instructor. Job announcements for full-time and part-time faculty include the job description with minimum qualifications for each position and desired qualifications that ask for additional professional experience, discipline expertise, and the applicant's ability to contribute to the mission of the College.

All El Camino faculty job descriptions and job announcements clearly state that a primary faculty responsibility will include development/review of curriculum and assessment of learning

outcomes to improve teaching and learning in achieving the College mission and institutional effectiveness, quality educational programs, and vibrant student support services ([III.A.2.1](#)). The job announcement also indicates that all faculty are required to participate in a variety of campus and division activities, which include curriculum/instructional development ([III.A.2.2](#)).

The hiring process for both full-time and part-time faculty is a two-tiered process that includes review of transcripts to ensure minimum qualifications are met ([III.A.1.6](#)). In the first tier, all applications are prescreened by Human Resources to ensure all applicants meet the minimum qualifications required for the position and have the required degrees per the job announcement. In the second tier, screening is done by the hiring committee who also review the qualifications, including transcripts to ensure candidates are qualified. Distance Education (DE) faculty are evaluated by standards and qualifications outlined in the faculty agreement, guided by the DE office, along with collegial consultation, as part of the selection to teach online ([III.A.2.3](#)).

### **Analysis and Evaluation**

El Camino College has an extensive process in place, starting with the faculty interviews, in order to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter area.

Committees for all full-time positions consist of administration, three full-time faculty members of that discipline, one full-time member outside of the discipline, and an EEO representative. All candidates are required to complete a writing sample, answer a series of rigorous questions drafted by the committee, and make a presentation on selected topics. The presentations are an opportunity for the committee to observe the candidates' teaching skills. In recruitments that are more recent, various divisions have opted to have students participate as panel members in the presentation and give the committee feedback from a student's perspective.

Part-time faculty candidates also undergo a rigorous hiring process similar to full-time faculty. Hiring committees for part-time faculty consist of administration and one full-time faculty member of the discipline. Candidates answer an extensive set of questions drafted by the committee and are required to present on the selected topic for the committee.

The DE office, along with collegial consultation, has developed and implemented a minimum standard of qualification for faculty who would like to be eligible to teach online. Such faculty must pass training in the College's official learning management system (LMS) and a methodology course centered on online course-design practices. Faculty can also be waived from such a requirement if they have certifications from external institutions or organizations focused on online training, or by teaching online at an institution that doesn't require any training.

All faculty job descriptions have as an essential function the responsibility of development/review of curriculum and assessment of learning outcomes to improve teaching and learning in achieving the College mission of institutional effectiveness, quality of education programs, and student support services.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

#### **Evidence of Meeting the Standard**

El Camino College has established procedures for hiring qualified administrators and staff that possess the required qualifications necessary to perform the duties required to sustain institutional effectiveness and academic quality. Job descriptions for administrator and classified positions include descriptions of the programs or services for which this position is responsible and include qualifications required to ensure the programs and services are effective ([III.A.3.1](#), [III.A.3.2](#)). Job announcements also include the job description information with additional criteria, including desired qualifications that help attract qualified applicants to job postings ([III.A.3.3](#)).

#### **Analysis and Evaluation**

The College has standard hiring procedures to ensure that all applicants meet the required qualifications and that new hires can meet the demands of the position and successfully support and maintain the integrity and quality of programs and services. When vacancies exist, there is an extensive process in place to make sure that either a new job description is developed or an existing one is updated. Changing technologies, curriculum and/or job requirements, require that job descriptors are reviewed, researched, and updated accordingly. New or revised job descriptions are agreed upon by the District and El Camino Classified Employees (ECCE) Union prior to Board of Trustees approval.

Job announcements include information about District student demographic, programs and the College mission in order to attract candidates whose values align with ours. Representative duties detail the educational programs and services these positions support and the qualifications necessary to perform the duties required.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

#### **Evidence of Meeting the Standard**

El Camino follows a well-defined process to review all official transcripts for all candidates at the beginning of all recruitments. AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies is set in place to determine faculty service area, minimum qualifications, and equivalencies ([III.A.4.1](#)). All job announcements clearly delineate the required qualifications for the position, including degrees and work experience. Human Resources reviews the degrees earned by the candidates prior to the application moving forward to screening committees. Candidates with foreign degrees are asked to provide an equivalency statement from a certified transcript evaluation service, such as the International Education Research Foundation (IERF), verifying the degree equivalency to that of an accredited institution within the US ([III.A.4.2](#)).

Candidates may also request an equivalency if they do not possess the required degree or experience but may possess qualifications that are equivalent in the discipline ([III.A.4.3](#)).

Transcripts are verified in the recruitment process and as a final step in the onboarding process ([III.A.4.4](#)). All new hires are required to submit original transcripts from the accredited institutions to Human Resources, and the document is stored in their personnel file. This process ensure that all faculty, administrators, and other employees have the required degrees, including originals stored in their personnel file.

### **Analysis and Evaluation**

El Camino College has institutional processes and procedures in place that verify qualifications of all applicants beginning with the recruitment process through the onboarding process and Board approval. With the initial application process, all applicants are screened to ensure they meet the minimum qualifications stated on the job. All candidates are reviewed by a screening committee consisting of faculty, staff, and administrators for additional steps to verify that the applicant pools reviewed meet the minimum qualifications. After the final candidate is selected, a final review of qualifications takes place as the new hire is onboarded using the College's electronic processing new-hire system. Transcripts and verification of experience is reviewed to ensure that the newly hired faculty has the required qualifications.

For candidates lacking the exact degree or experience specified in the ECC Local Minimum Qualifications list, an equivalency procedure is in place so they can request to be reviewed. This process is not intended to grant a waiver for lack of required qualifications. The equivalency application and documents are then reviewed by the vice president of Academic Affairs, vice president of Human Resources, discipline faculty, division dean, and the president of the Academic Senate prior to Board approval to ensure the necessary background and supporting information is present to document the equivalency.

During the onboarding process, the division completes a minimum qualifications form that is reviewed along with official transcripts submitted by the new hire. Equivalency documentation is also reviewed for candidates who request equivalency. Documents and records are stored in the personnel files

- 5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

### **Evidence of Meeting the Standard**

Institutional effectiveness and improvement are ensured through the formal personnel evaluation process El Camino has set in place via bargaining agreements and Board-approved policies.

All procedures are done in a timely manner to assess that faculty, administrators, and other staff are meeting the required standards for their assigned duties. Bargaining agreements with El Camino College Police Officers Association (POA), ECCE and the ECC Federation of Teachers (ECCFT) union contain contract language regarding the required annual evaluation along with evaluation templates that contain multiple measures for effectiveness ([III.A.5.1](#), [III.A.5.2](#), [III.A.5.3](#)). AP 7150 Evaluation supports a robust evaluation cycle, which ensures that the institutional effectiveness of administrators is reviewed annually. Multiple measures make certain that administrators are effective in performing their duties in order to sustain institutional effectiveness and academic quality ([III.A.5.4](#)).

Evaluations provide the opportunity for improvement in specific areas or overall job performance. Improvement plans and/or written recommendations for improvements are established and connected to the evaluation process. All evaluations and improvement plans are connected to the institutional effectiveness and efficiency of the institution's instruction and student services ([III.A.5.5](#)).

The College continues to make great strides in improving the evaluation process for El Camino College. Beginning 2019 the evaluations were transitioned to Reviewsnap, an online system ([III.A.5.6](#)) that gives all employees access to their yearly evaluations and allows managers the ability to maintain electronic notes that can be used when completing an evaluation for an employee. Trainings are also offered at monthly management meetings and online consortium trainings in conjunction with the legal firm Liebert Cassidy Whitmore to assist managers on proper ways to conduct employee evaluations ([III.A.5.7](#)).

### **Analysis and Evaluation**

The College has processes and procedures in place to ensure that evaluations are done in a timely manner. Successfully evaluating staff leads to improvements in job performance.

Personnel evaluation and improvement plans are connected to the institutional effectiveness to ensure the quality and efficiency of the institution's instruction and student services.

Classified staff, police officers, and confidential employees are evaluated on an annual basis. All new hires receive two evaluations during their one-year probationary period and annually thereafter. Any employee receiving a mark of "needs improvement" or "unsatisfactory" will receive written recommendations for improvement and an out-of-cycle evaluation will be conducted to follow up on the improvement.

Tenure-track faculty are currently evaluated during the first, second, third, fifth, and seventh semester. The evaluation consists of a self-evaluation, peer evaluation, and student evaluations, which is then followed by a conference with the evaluation panel, which includes the dean and the peer evaluators. All faculty evaluations include a self-evaluation of student learning outcomes as part of the evaluation process.

Tenured faculty are evaluated every three years using the same evaluation components and process consisting of the self-evaluations, peer and student evaluations, and a conference. Part-time faculty are evaluated using a similar process. They are evaluated their first semester and at

least once during the next three semesters from their hire date. If there is no break in service longer than one year, they are evaluated once every three years or on an as-needed basis.

All administrators and supervisors are evaluated once per year or on an as-needed basis. The evaluation process includes a self-evaluation, immediate supervisor's evaluation, and a conference meeting. All administrators and supervisors receive a comprehensive evaluation once every three years that includes the self-evaluation, immediate supervisor's evaluation, peer/faculty/staff survey 360 review, and a conference.

The College continues to take steps to improve the procedures for evaluation. With Reviewsnap, administrators can easily access employee information and complete their evaluations in a timely manner, making this a paperless task that includes electronic reminders along the way when evaluations are coming up or due.

~~6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)~~

**7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

### **Evidence of Meeting the Standard**

Since 2014, ECC has hired 426 new employees, of which 96 are full-time faculty, and 23 non-instructional. The fall 2018 CCCCCO head count reports show that the College currently employs 337 full-time faculty and 626 part-time faculty to support the College instructional programs, including non-instructional faculty, which includes counselors, librarians, health faculty, and faculty coordinators ([III.A.7.1](#)).

Every fall, a faculty priority-hiring list is developed for recruitment purposes. The needs of the District are identified, and the list of recruitments for the following academic year are established. Program review is used to identify staffing needs based on current and changing class demands. As part of the planning and budgeting activities, the President's Cabinet meets to establish the number of faculty positions that will be filled for the upcoming year. El Camino strives to have 75 percent of all instruction taught by full-time faculty and to continue to meet the state-set faculty obligation number ([III.A.7.2](#)).

### **Analysis and Evaluation**

Program review, faculty hiring prioritization, and the College staffing plans are systems put in place to ensure that the College employs enough faculty to meet the institutional missions and

needs for the College. The College continues to maintain an adequate number of full-time and part-time faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services is achieved. Faculty hiring prioritization is set every year alongside program review to ensure student needs are met by providing excellent education with the proper level of full-time and part-time faculty on hand.

The 2017-2022 Comprehensive Master Plan contains the College Staffing Plan, which includes past, present, and future forecast details. Drivers for hiring are often semester and annual full-time equivalent students (FTES) counts, budgets, and College/program needs in order to successfully educate the student body and maintain the College campus.

**8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

**Evidence of Meeting the Standard**

All part-time faculty are an integral part of the College's teaching community. Part-time faculty are invited and encouraged to participate in committees, student organizations, learning teams, and other campus programs. Professional development resources and opportunities are also afforded to them to help them successfully deliver the instruction that the students need in order to effectively learn in the classroom, including new-hire orientations for new part-time faculty ([III.A.8.1](#)).

El Camino actively advertises for part-time faculty through a competitive recruitment process. A Reemployment Preference list for part-time faculty was created to establish rehire rights ([III.A.8.2](#)). They are an integral part of the District's evaluation process and are evaluated regularly. El Camino College budgets \$20,000 each academic year to provide a medical insurance reimbursement stipend paid to 20 part-time faculty each semester in the amount of \$500 ([III.A.8.3](#)).

Part-time faculty have representation on the Academic Senate Board, which also recognizes one part-time faculty member each year who has the highest level of commitment to his or her students, to teaching excellence, and to campus, professional, and or/student activities ([III.A.8.4](#)). This part-time faculty is presented the Outstanding Part-Time Faculty Award. ([III.A.8.5](#)).

**Analysis and Evaluation**

The College has policies and practices that support the integration of the part-time faculty into the life of the institution. The College provides various opportunities for part-time faculty to participate in program and College functions, including employee benefits available to them through negotiated contract memorandums of understanding (MOUs). Part-time faculty are hired through formal hiring processes, are afforded professional development opportunities, and are encouraged to lead clubs or programs to support their valuable role in the College. They receive awards via the Academic Senate, can apply for medical insurance reimbursement, and have reemployment preferences through ECCFT-negotiated procedures.

The ECCFT bargaining agreement has several articles pertaining to part-time hiring, faculty evaluations, medical reimbursement, and reemployment. Recruitment committees for selecting part-time faculty consist of administration and faculty who evaluate the qualifications and teaching proficiency of the candidates. An MOU establishes a reemployment list for faculty where they gain seniority over newer faculty. Part-time faculty are evaluated their first semester and at least once during the next three semesters from their hire date. If there is no break in service longer than one year, they are evaluated once every three years or on an as-needed basis. El Camino College provides a medical insurance reimbursement stipend paid to 20 part-time faculty each semester in the amount of \$500. Eligible faculty must serve two consecutive semester terms and have a minimum 40 percent load to qualify for the program. Each semester, 20 faculty are selected to participate in the program. There is \$20,000 budgeted for part-time medical reimbursement stipends each academic year.

In addition, part-time faculty have representation on the El Camion College Academic Senate, which runs for a one-year term. They are invited to all department and division meetings and are able to participate in the flex activities offered through Professional Development. They also are funded to attend conferences on behalf of the District. Each year the Academic Senate presents the Outstanding Part-Time Faculty Award to one part-time faculty member who has the highest level of commitment to their students, to teaching excellence, and to campus, professional, and/or student activities.

**9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

**Evidence of Meeting the Standard**

Since 2014, ECC has hired a total of 426 new employees, of which 307 are staff. The fall 2018 CCCCO head count reports show that the College currently employees 449 staff to support the effective educational, technological, physical, and administrative operations of the institution ([III.A.7.1](#)).

The College Staffing Plan is included in the 2017-2022 Comprehensive Master Plan ([III.A.9.1](#)). The plan addresses how staffing needs will be evaluated in the next five years. More immediate needs undergo a rigorous review of the vacancy or proposed new position. Managers completed an online Job Posting Request form that has a variety of questions to help evaluate if this vacancy or new position is in line with the needs and vision of the District ([III.A.9.2](#)).

**Analysis and Evaluation**

The College Staffing Plan and reviewing vacancies as they arise are systems put in place to allow for the review of job descriptions to ensure that the College employs enough staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the college. Needs identified in the College Staffing Plan were used to create PRIDE, a leadership program to empower staff to play active roles in the success of the College. Ongoing evaluations of vacancies continue to improve the College's services and make sure that the College employs staff with the qualifications required to support all programs.

The current College Staffing Plan is included in the 2017-2022 Comprehensive Master Plan. Various staffing issues the College will potentially face in the upcoming five years include an aging workforce, organizational structures that need to be reviewed, staff development, and staffing management issues. Strategies include assessing retirement dates, developing training programs, analyzing hiring, gathering data on exit interviews, and developing programs for management trainings.

El Camino College is able to proactively project, plan, and recruit accordingly because of staff planning and review processes, the sufficient number of qualified staff that are in place to support programs, service requirements, and the student population. Organizational charts of the appropriate vice president areas are used by Human Resources in order to determine the distribution of administrative and support staff. An evaluation of effectiveness is generated and noted in annual plans in order to determine if the number and organization of personnel is adequate to support the College's programs.

**10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

**Evidence of Meeting the Standard**

Since 2014, ECC has hired a total of 426 new employees, 15 of whom are administrators. The College currently employs 31 administrators who provide continuity and effective administrative leadership and services to support the College mission and purpose ([III.A.7.1](#)).

The 2017-2022 Comprehensive Master Plan contains the College Staffing Plan ([III.A.10.1](#)). Similarly, the administration workforce faces the same staffing issues, which include an aging workforce and organizational structures that need to be reviewed.

Area vice presidents conduct program review in order to create new positions or fill existing vacancies among the administration workforce. An evaluation of the effectiveness is generated and noted in annual plans in order to determine if the number and organization of administrators is adequate to support current and future programs.

**Analysis and Evaluation**

The College Staffing Plan and program reviews are systems put in place to ensure that the college employs a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the College mission and purposes. Program review is key in identifying new positions or the need to fill existing vacancies among the administration workforce in order to continue to support the needs of the institution and provide effective leadership.

Staff and mid-level management can benefit from training, including ECC PRIDE, the institution's leadership program developed under the direction of Superintendent/President Dena P. Maloney. The program has recruited a total of 23 staff, 20 faculty, and 23 administration members. Each cohort meets four times during the semester for an entire day of leadership

training. ECC PRIDE is modeled after the College's Statement of Values that fosters the development of visionary, innovative, and creative leaders.

**11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

**Evidence of Meeting the Standard**

Written policies and procedures are established and available to the public on the El Camino College website. ECC is committed to fair, equitable, and consistent personnel practices. Using the model recommended by the Community College League of California (CCLC), El Camino College regularly reviews and, if necessary, revises its board policies ([III.A.11.1](#)).

Since 2014 Human Resources has updated more than 90 percent of the personnel management board policies and administrative procedures, consisting of 34 of the 40 board policies and administrative procedures under the Human Resources 7000 series. The Office of the Superintendent/President serves as a repository for all board policies ([III.A.11.2](#)). Union agreements contain clear written guidelines pertaining to the treatment of staff, and there are also explicit hiring procedures to ensure fair and equitable practices. Agreements are updated and publicly posted for all staff to access.

All new hires receive information regarding District policies and procedures, including reporting venues ([III.A.11.3](#)). All District employees are also given various means to either voice a compliment or complaint ([III.A.11.4](#)). Employees may go to the Office of Staff and Student Diversity or the Human Resources Department with any complaints against the College for not following personnel policies and procedures in a fair and equitable manner ([III.A.11.5](#)).

Complaints are handled in either in a formal or informal manner.

**Analysis and Evaluation**

All board policies, administrative procedures, bargaining agreements and district policies are posted on the El Camino College website with open access to personnel and the public.

Established board policies, procedures, and union agreements provide guidance to ensure that the policies are fair, equitable, and consistently administered. Board policies and procedures are under constant review, evidenced by noting that since 2014 the College has updated over 90 percent of all board policies and procedures. The extensive collegial consultation process ensures that policies and procedures are reviewed at all levels.

The vice president of Human Resources is responsible for creating a draft of all personnel policies. All personnel procedures undergo collegial consultation review, including by College Council and administrators, prior to Board approval. Approved procedures are posted on the College website for public access. It is the responsibility of the vice president of Human Resources and the director of Staff and Student Diversity to ensure that all procedures are equitable and consistently administered.

The College has a vested interest to ensure the fairness and equitable treatment of staff at all levels and that there are fair employment procedures in place. It all begins with fair recruitment policies and procedures, followed by constant review to ensure that current policies and procedures in the workplace are administered consistently, and that they are fair and equitable as well.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

**Evidence of Meeting the Standard**

The core of the College mission is to collaborate with its diverse community. El Camino College welcomes diversity and continually strives to support the ever-changing needs of the staff, faculty, and student populations. Programs, practices, and services are created and maintained by the District to support the diverse personnel and students. The Office of Staff and Student Diversity maintains and monitors the District's 2019 – 2022 Equal Employment Opportunity Plan and ensures equal employment opportunity and compliance with rules, regulations, and laws ([III.A.12.1](#)). The EEO Advisory Committee was established to help the EEO implementation plan move forward ([III.A.12.2](#)). The College is fully compliant with Title IX, BP 3400 Statement of Economic Interest and BP 7100 Commitment to Diversity regarding commitment to diversity and non-discrimination ([III.A.12.3](#), [III.A.12.4](#)). The various EEO committees have led to the development of lists of equity questions to ensure that recruitment efforts attract equity-minded faculty and staff that help the College push forth diversity and inclusion ([III.A.12.5](#)).

The Office of Institutional Research and Planning (IRP) conducts climate surveys every two to three years in order to measure the effectiveness of policies and procedures the College has in place to promote an understanding of diversity and equity. In 2018, both student and staff surveys included questions to gather data regarding diversity ([III.A.12.6](#), [III.A.12.7](#)). The Office of Staff and Student Diversity conducts extensive campus trainings including equal employment opportunity trainings, campuswide implicit bias trainings, and American with Disabilities Act (ADA) trainings. Recently a group of faculty, staff, and administrators were sent to the University of Southern California (USC) Center for Urban Education (CUE) for extensive equity and diversity training centered on developing diverse hiring practices for community colleges ([III.A.12.8](#)).

**Analysis and Evaluation**

The College has policies and practices that promote and support a diverse workforce. The College strives to promote an understanding of the issues in relation to equity and diversity that the campus faces. Recruitment efforts continue to support equity hiring, and staffing reports show significant increases in the underrepresented groups, including African American, Hispanic, and Asian, within the faculty ranks. Recent data also reveals that students believe that ECC values diversity, and staff believe that the College has ample resources available to help address the needs of diverse students and staff, including different races/ethnicities, disabilities,

different socioeconomic backgrounds, religious affiliations, and sexual orientations. Programs coordinated by the Office of Staff and Student Diversity and Professional Development foster an appreciation of diversity. Survey data is used to evaluate offerings, and the data shows that staff care about equity and diversity issues. There is a constant demand for more information and more training. This shows that the College is really committed to not only promoting, but nurturing, equity and diversity, which are core values for everyone across the board.

In 2018 the Student Campus Climate Survey showed that more than 90 percent of students believe ECC values diversity. The 2018 staff survey concluded that more than 80 - 90 percent of staff felt they had sufficient resources to address the needs of diverse students, including different races/ethnicities, disabilities, different economic backgrounds, religious affiliations, and sexual orientations. Data gathered is analyzed and used to make recommendations to the various departments to support a diverse staff and student body. The data also provides insight to programs and services offered to the wide range of diverse staff at the College.

The Office of Staff and Student Diversity conducts extensive campus trainings, including using the various EEO funds to help faculty and staff attend equity and diversity training conferences and workshops offered throughout California.

Hiring and professional development is fully supported by the Board of Trustees to support the goals of equal opportunity, diversity, and equal consideration of all qualified candidates.

Diversity in the academic environment is what the Board of Trustees strives for in order to provide suitable role models for all students, promote mutual understanding and respect, and foster cultural awareness. Recruitment efforts continue to focus on the student population to make sure the College is hiring faculty who understand the needs of its students and the struggles they are faced with on a day-to-day basis.

### **13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

#### **Evidence of Meeting the Standard**

El Camino College upholds written policies supporting code of professional ethics for all personnel, including faculty, staff, administration and Board members. The ethics of the institution are reflected by its five core values of People, Respect, Integrity, Diversity and Excellence. BP 2715 Code of Ethics/Standards of Practice ([III.A.13.1](#)) was updated on July 16, 2018, and the tenets observed by all deliberations and activities of the Board of Trustees are included. El Camino College has adopted AP 3050 Institutional Code of Ethics for all personnel ([III.A.13.2](#)).

All faculty job descriptions identify as a key responsibility that all faculty are to maintain professional conduct and ethics. ([III.A.13.3](#)). BP 7365 Discipline and Dismissals Non-Represented Classified Employees holds all personnel who violate District policies and procedures accountable and may be subject to appropriate consequences written in the policy and respective bargaining agreements ([III.A.13.4](#)).

## **Analysis and Evaluation**

The College mission is to make a positive difference in people's lives and to provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with its diverse communities. Board-approved policies and the College's written code of ethics ensures that all personnel are held to the same ethical standards and that violations of this code will be dealt with accordingly.

All policies include general responsibilities to the College community, responsibilities to colleagues, and responsibilities to students. Consequences for violation of the code of ethics may be subject to an investigation of such violation and disciplinary action. The El Camino College Academic Senate has adopted the American Association of University Professors' code of professional ethics.

- 14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

### **Evidence of Meeting the Standard**

El Camino College provides ample professional development opportunities to all personnel that are consistent with the College mission and support the evolving pedagogy, technology, and learning needs of the College. The Professional Development program annually oversees upwards of 560 activities ([III.A.14.1](#)). The department tracks the number of Professional Development events, surveys all events and uses the data to measure improvement and identify any needs. Professional Development events are surveyed in order to assess the effectiveness of the programs offered and to plan future events ([III.A.14.2](#)). The programs are developed in consultation with three constituent committees: the Faculty Development Committee, the Classified Professional Development Committee, and the Managers' Professional Development Committee ([III.A.14.3](#)). Periodic comprehensive assessments are conducted to assess the needs of faculty in the classroom and staff for job performance.

The Professional Development & Learning program, goals, assessment plan and strategic objectives are summarized and updated annually in the College's Professional Development Plan ([III.A.14.4](#)). Faculty participate in the Flexible Calendar Program where 24 hours of professional development are required in lieu of instruction per academic year ([III.A.14.5](#)). Staff are afforded various professional development opportunities throughout the year through Professional Development & Learning, the Office of Safety and Health, the Classified Professional Growth Funds, and Tuition Reimbursement program ([III.A.14.6](#), [III.A.14.7](#)).

The College has methods to identify professional development needs of its faculty and other personnel. Various means of assessment include surveys conducted by IRP such as the climate survey and the technology survey, which provide information to help develop trainings and programs for the College ([III.A.14.8](#)).

## **Analysis and Evaluation**

El Camino Community College offers professional development programs consistent with its mission. The College maintains a comprehensive Professional Development & Learning department website and is the fourth California Community College (CCC) to adopt the Cornerstone LMS to manage and track professional learning opportunities for all employees and flex credit for faculty.

The Professional Development Program is a comprehensive initiative designed for all employees, faculty, management, and staff at the College. Improvements are consistently made throughout the year. Classified Professional Development Day has been extended into an entire week of professional development for all staff and administrators and consists of a variety of workshops and team-building exercises. Administrators participate in professional development activities, including conferences and trainings by various job-specific organizations. Management forums and the President's Meeting are held monthly and address current topics of interest to all managers and supervisors. Additional classified programs developed within the last two years include New Classified Staff Orientations, the Admin Support Task Force, and Getting the Job: Classified Edition (an all-day program of career advancement skills and strategies).

The New Faculty Learning Academy (NFLA) is held annually during the fall semester and helps to identify teaching and learning needs and replicate best pedagogy and andragogy practices among faculty. Attending NFLA is required of all new tenure-track faculty the first year of hire. The faculty meet four times per semester for two hours. The NFLA focuses on helping new faculty learn the administrative functions of the College and assimilate into the ECC culture. One meeting is focused on student learning and classroom issues. To assist, faculty have access to online resources specific to faculty interests and needs and the faculty handbook developed by the Academic Senate.

### **15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

#### **Evidence of Meeting the Standard**

El Camino College has provisions set in place for the security and confidentiality of all personnel records. AP 7145 Personnel Files is followed in order to ensure that all employment records are private, accurate, and complete ([III.A.15.1](#)). The Human Resources Department is the keeper of all records. The process of transitioning all paper personnel records into electronic files is underway. ECCE, ECCFT and POA union agreements have language pertaining to the employees' right to access their own personnel file ([III.A.15.2](#), [III.A.15.3](#), [III.A.15.4](#)).

#### **Analysis and Evaluation**

The College has provisions for keeping personnel records secured and confidential. Employees have access to their personnel records in accordance with law. Per the bargaining agreement and District policies, all employees may access their file during business hours in the presence of Human Resource staff. Employee records are confidential and may be viewed only by authorized personnel such as Human Resources staff, the employee, supervisor or director or in compliance

with legal requirements, such as subpoenas, Department of Justice background information investigations or other mandated state or federal requirements.

Approximately 60 percent of all hard copies have been scanned into electronic files and are stored on a secure server. Paper personnel files are still maintained and located in the Human Resources department in a secure and confidential locked room. During business hours, records may be accessed by trained Human Resources staff.

All new hire files are reviewed by Human Resources after processing to ensure that all documents and forms are completed and electronically filed in the employee files.

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### **Conclusions on Standard III.A. Human Resources**

El Camino College has established applicable policies and procedures for the hiring of qualified faculty, classified professional, and administrative employees. The College establishes clear job requirements and has transparent hiring processes and the positions. ECC has in place procedures for the evaluation of employees and follows those procedures. The use of data and program review recommendations is incorporated into the identification of positions for hiring and to ensure that the positions support the mission of the College. The College makes diversity a priority and provides training opportunities to all employees. Professional development opportunities are available to faculty, staff and administrators. The College has implemented policies to maintain records in a secure environment. The College meets the standard.

### **Evidence List**

- III.A.1.1 [Revised Local Minimum Qualifications approved by Academic Senate](#)
- III.A.1.2 [ECC Website Human Resources Job Descriptions](#)
- III.A.1.3 [Board Policy 7120: Recruitment and Selection](#)
- III.A.1.4 [Administrative Policy 7125: Verification of Eligibility for Employment](#)
- III.A.1.5 [Administrative Policy 7126: Applicant Background Checks](#)
- III.A.1.6 [ECC Local 1388 CBA Faculty Hiring Procedures, pp. 191-205](#)
- III.A.1.7 [Recruitment Timeline](#)
- III.A.1.8 [ECC iGreentree website](#)
- III.A.2.1 [Faculty Job Description](#)
- III.A.2.2 [Full-Time Faculty Job Announcement](#)
- III.A.2.3 [Online Instruction](#)
- III.A.3.1 [Administrator Job Description](#)
- III.A.3.2 [Classified Job Description](#)
- III.A.3.3 [Administrator Job Announcement](#)
- III.A.4.1 [Administrative Procedure 7211 Faculty Service Area, Minimum Qualifications, and Equivalencies](#)

- III.A.4.2 [Sample of foreign transcript translation](#)
- III.A.4.3 [Equivalency application](#)
- III.A.4.4 [Silkroad Minimum Qualification Form](#)
- III.A.5.1 [ECCE Bargaining Agreement – Article 10, p. 37](#)
- III.A.5.2 [POA Bargaining Agreement – Article 8, p. 28](#)
- III.A.5.3 [ECCFT Agreement – Article 20, p. 102](#)
- III.A.5.4 [Administrative Procedure 7150 Evaluations III.A.5.5 Performance Improvement Plan](#)
- III.A.5.6 [Reviewsnap](#)
- III.A.5.7 [Liebert, Cassidy Whitmore Trainings](#)
- III.A.7.1 [California Community Colleges Chancellor’s Office Headcount by District](#)
- III.A.7.2 [Faculty Hiring Priority Ranking Results 2019](#)
- III.A.7.3 [ECCFT Agreement – Article 17 , p. 96](#)
- III.A.8.1 [New Part-time Faculty Orientation Agenda](#)
- III.A.8.2 [ECCFT MOU Reemployment Preference for Part-time Faculty](#)
- III.A.8.3 [ECCFT Agreement – Article 17 pg. 96](#)
- III.A.8.4 [Academic Senate Agenda](#)
- III.A.8.5 [ECC Academic Senate Outstanding Adjunct Faculty Award](#)
- III.A.9.1 [2017-2022 Comprehensive Master Plan: Staffing Plan Report](#)
- III.A.9.2 [Job Post Request Form](#)
- III.A.10.1 [2017-2022 Comprehensive Master Plan: Staffing Plan Report](#)
- III.A.11.1 [Community College League of California Template](#)
- III.A.11.2 [El Camino College Board Policies and Administrative Procedures Website](#)
- III.A.11.3 [Board Policy 3410 – Nondiscrimination](#)
- III.A.11.4 [Complaints & Compliments Announcements](#)
- III.A.11.5 [Office of Staff and Diversity Web page](#)
- III.A.12.1 [EEO Plan 2019-2022](#)
- III.A.12.2 [List of EEO Committees and participants](#)
- III.A.12.3 [Board Policy 3410 Non-Discrimination](#)
- III.A.12.4 [Board Policy 7100 Commitment to Diversity](#)
- III.A.12.5 [Diversity Interview Questions Jan 7 2019](#)
- III.A.12.6 [2018 Student Campus Climate Survey](#)
- III.A.12.7 [2018 Employee Campus Climate Survey](#)
- III.A.12.8 [EER Trainings](#)
- III.A.13.1 [Board Policy 2715 Code of Ethics-Standards of Practice](#)
- III.A.13.2 [Administrative Procedure 3050 Institutional Code of Ethics](#)
- III.A.13.3 [ECCFT Agreement, Appendix A, p. 138](#)
- III.A.13.4 [Board Policy 7365 Discipline and Dismissal of Non-Represented Classified Employees](#)
- III.A.14.1 [Professional Development Historical Data](#)
- III.A.14.2 [Professional Development Event Survey](#)

- III.A.14.3 [Professional Development Committees](#)
  - III.A.14.4 [El Camino College Professional Development Plan](#)
  - III.A.14.5 [ECCFT Agreement, Article 8, p.36](#)
  - III.A.14.6 [ECCE Agreement, Article 21, p. 86](#)
  - III.A.14.7 [POA Agreement, Article 18, p. 62](#)
  - III.A.14.8 [Technology Committee Survey](#)
  - III.A.15.1 [Administrative Procedures 7145](#)
  - III.A.15.2 [ECCE Agreement, Article 19, p. 79](#)
  - III.A.15.3 [ECCFT Agreement, Article 21, p. 118](#)
  - III.A.15.4 [POA Agreement, Article 18, p. 59](#)
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## **B. Physical Resources**

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### **Evidence of Meeting the Standard**

El Camino College provides sufficient physical resources that are safe, accessible, and secure and that promote a healthy learning and working environment at all locations. It does this through a number of measures, such as the Facilities Steering Committee, Facilities Master Plan, Comprehensive Master Plan, safety reports, campus safety training, and routine inspections.

The Facilities Planning and Services department and Police department help the College provide a safe and secure learning and working environment as evidenced by campus safety reports ([III.B.1.1](#)) and the annual comprehensive Statewide Association of Community Colleges (SWACC) property and liability inspection ([III.B.1.2](#)). In addition, the campus Police department is fully licensed and accredited and provides 911 dispatch. ([III.B.1.3](#)).

El Camino College provides sufficient physical resources at all locations as indicated in the facilities inventory ([III.B.1.4](#)) and the Facilities Master Plan ([III.B.1.5](#)).

ECC's two bond measures, E1 and E2 (2002 and 2012), demonstrate the College's commitment to providing new and upgraded facilities to further improve the educational environment ([III.B.1.6](#)).

In recognition of its stewardship responsibilities, a variety of services are routinely provided through the Facilities and Planning Services department to help the College maintain the numerous instructional, student, and support services areas of the College ([III.B.1.7](#), [III.B.1.8](#), [III.B.1.9](#)). Campus maps with construction information and paths of travel are available to the public ([III.B.1.10](#)).

The College has two mechanisms to report unsafe physical facilities. Conditions requiring immediate action can be reported through the campus work order system ([III.B.1.11](#)). Conditions requiring more planning or resources can be brought to the Workplace Health and Safety Committee for attention ([III.B.1.12](#)).

The campus Police department actively promotes campus safety, with earthquake drills ([III.B.1.13](#)) and shelter-in-place drills ([III.B.1.14](#)).

### **Analysis and Evaluation**

El Camino College provides safe and sufficient facilities at all locations. The College continues to improve by developing strategies to ensure that the ECC learning and working environment remains safe, secure, and healthful for all. As an example, during fiscal year 2019-20 budget deliberations, attention was directed towards College stewardship responsibilities relative to facilities, grounds, and infrastructure, and the need to include the total cost of ownership (TCO)

in the assessment of planned increases in square footage. TCO has been factored into the fiscal year 2019-20 budget through the initial setting aside of state block-grant funds and other savings to create a sinking fund (2019-20 ECC Adopted Budget).

El Camino College is located in an unincorporated section of Los Angeles County and spans 126 acres with 40 buildings and 1.2 million gross square feet. The campus provides over 6,000 parking spaces in the 10 parking lots for students and employees. As evidenced by the facilities inventory, the Facilities Master Plan and the bond measures of 2002 and 2012, the College continues to maintain existing buildings and campus structures as well as replace aging facilities. Recent examples include the new Student Services building, the Math Business Allied Health (MBAH) building, housing math, business, and health sciences, with space for students to study, classrooms, and specialty rooms for the Nursing and other Health Science programs, and a tri-sport athletic complex to serve instruction and intercollegiate athletics. As indicated in the facilities inventory and Facilities Master Plan, the College continuously identifies the various uses of instructional, student, and support areas on the main campus, as well as the offsite Business Training Center and Fire Academy. These documents detail future priorities and guide College decision-making on continued efforts to provide sufficient and functional campus space. ([III.B.1.15](#))

The College Police department, Office of Safety & Health, and the campus Facilities Planning and Services department are three essential areas for ensuring a safe, accessible and secure learning and working environment. Campus Police is a full-service, state-approved police department dedicated to safety and service while working collaboratively with the campus community. Twelve sworn officers, two sergeants, and a chief provide 24-hour safety and service to a diverse campus community and a large variety of facilities. Routine training is provided on emergency preparedness, such as participation in the Great California ShakeOut earthquake drill, and active-shooter lockdown/ shelter-in-place drills ([III.B.1.13](#)). The Facilities Planning and Services department conducts annual fire and safety inspections throughout campus buildings and grounds. Campus climate surveys are taken periodically to assess the campus feeling of safety and security. One outcome of the survey was the College lighting project. The College will provide improved lighting around the campus, thereby increasing safety for students, faculty, and staff ([III.B.1.16](#)). Campus emergency phones were upgraded in February 2018. In addition, a comprehensive SWACC property and liability inspection is conducted on an annual basis.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

### **Evidence of Meeting the Standard**

El Camino Colleges plans, practices, and processes all aspects of physical resources to ensure effective utilization and continued quality to support College programs, services and the institutional mission.

The planning of facilities and future development are guided by the Facilities Master Plan ([III.B.1.5](#)). The plan is one component of the Comprehensive Master Plan 2017-2022, pages 2.1-2.15 ([III.B.2.1](#)). The entire plan, including the Facilities Master Plan, is developed around the College mission to “provide excellent comprehensive educational programs and services.” This Master Plan is funded by two bond measures ([III.B.2.2](#)). The Facilities Steering Committee is the collegial consultation committee that provides guidance and recommendation to the College regarding improvements and site maintenance ([III.B.2.3](#)). The annual planning process is the mechanism by which the institution ensures program and service needs, and determines equipment upgrade, replacement, and service ([III.B.2.4](#)). To ensure new construction meets the needs of programs and services, user groups are developed. These user groups meet with the architects during building design to ensure the facilities are efficient, within budget, and meet the needs of the programs and services ([III.B.2.5](#)).

The Facilities Planning and Services department has employed skilled tradesmen and developed an established process for scheduled maintenance, as well as a system for reporting emergent issues and safety concerns directly to executive management and the campus ([III.B.2.6](#), [III.B.2.7](#), [III.B.2.8](#)).

### **Analysis and Evaluation**

The 2017 Facilities Master Plan, guided by the College Educational Master Plan and in alignment with the mission, serves as the foundation for recommendations regarding physical resources. The plan provides a road map for future development of the campus, including recommendations for renovation and replacement of facilities, as well as site improvements ([III.B.2.1](#)).

In 2002 and again in 2012, El Camino College passed bond measures in an effort to replace, build, or upgrade various instructional and student support areas throughout the campus. Oversight of the implementation of Measure E is provided by the Citizens’ Bond Oversight Committee ([III.B.2.2](#)).

The El Camino College Facilities Steering Committee provides routine review, input and recommendations on the Facilities Master Plan, construction, facilities improvements and other site improvements ([III.B.2.3](#)). The Facilities Steering Committee purpose states that it will provide input for program planning, review related documents, and make recommendations for the Facilities Master Plan through the Planning and Budget Committee, the College Council, President’s Cabinet and ultimately, the Board of Trustees ([III.B.2.3](#), [III.B.2.7](#), [III.B.2.8](#)).

El Camino College has established an integrated and collaborative planning process that supports the maintenance, upgrade, and replacement resources or equipment that is essential to the support of its programs, students, and employees. The annual planning process is driven by faculty and staff participation in program review, the results of which filter up to prioritization by the division, then by the area vice president, ultimately leading to prioritization within the College plan. Available resources are then allocated to those prioritized pursuant to the College plan. One example of this process is installation of an art gallery rail and track lighting in the Library lobby for monthly campus and community area displays. The Library faculty members had made requests for the art rails and track lighting in the 2017 program review and 2018 annual plan. Replacement was completed in summer 2019 ([III.B.2.4](#)).

To ensure new construction meets the program and service needs of the programs, campus user groups are developed at the beginning of the design stage of any new building. During the summer of 2018, both the Behavioral and Social Sciences division and the Fine Arts division convened groups comprised of faculty representatives from each program, classified staff, and managers, in collaboration with the contracted campus construction manager (Lendlease) and architects to survey the faculty on the program needs, classroom lecture and lab space, technology needs and aesthetic design prior to campus approval and submission to the Division of the State Architect ([III.B.2.5](#)).

The Facilities Planning and Services department is comprised of skilled tradesman and classified professionals who provide staffing and processes for the planning, design, construction, maintenance, and repair of physical resources throughout campus. The department has an established process for scheduled maintenance, as well as a system for reporting emergent issues and safety concerns directly to executive management and the campus. ([III.B.2.3](#)).

El Camino College meets the standard to plan, acquire, maintain, and upgrade physical resources to ensure effective utilization and continued quality to support programs, services, and the College mission as evidenced by the established committees, annual reviews, and processes that are integrated throughout campus.

- 3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### **Evidence of Meeting the Standard**

El Camino College regularly assesses the use of its facilities and uses the results to improve facilities and equipment. The College assures, plans, and evaluates its physical resources, including all facilities and equipment, for feasibility and effectiveness in the support of programs and services on campus to provide a healthy learning and working environment.

The Facilities Master Plan ([III.B.1.5](#)) directs campus facilities planning. It is evaluated and revised every five years and supports long-range needs. The Five-Year Capital Plan ([III.B.2.6](#)) assesses the use of facilities and occupancy and is informed by FUSION, the space planning report sent annually to the California Community College Chancellor's Office (CCCCO) ([III.B.1.4](#)). The Facilities Planning and Services Division has developed a set of campus standards for building or modifying facilities ([III.B.3.1](#)).

The Facilities Planning and Services department employs a campuswide work order and repair software to help address emergent needs as well as provide consistent feedback to campus users. ([III.B.1.11](#)). Campus needs are discussed and prioritized at the regular Facilities Steering Committee meetings ([III.B.3.2](#)).

### **Analysis and Evaluation**

The 2017 Facilities Master Plan ([III.B.1.5](#)), which supports the College's Comprehensive Master Plan, provides an analysis of the facility needs of the campus by considering long-range

enrollment forecasting, changing campus needs, technology, safety, and the condition of existing facilities, grounds, and infrastructure. The College's Five-Year Capital Plan contains projects that increase the capacity load ratios in each of the categories of space in which the District is under 100 percent. ([III.B.2.6](#), [III.B.1.4](#)). From this review and analysis, a series of planning priorities were developed and implemented to continue providing sufficient and effective physical resources throughout the campus.

The College has developed and updated a comprehensive set of design standards and material specifications used when building or modifying facilities. The Facilities Planning and Services department utilizes these plans to maintain and update facilities throughout campus ([III.B.3.1](#)).

These design standards are used when building or modifying facilities. Designers are required to follow the standards unless given specific permission to deviate from them. Facilities are maintained at the level of original construction. The College supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services department, which currently has 98 funded positions.

The Facilities Planning and Services department utilizes a campuswide work order and repair software to help address emergent needs as well as provide consistent feedback to campus users. In the 12-month period of January through December 2019, the Facilities Planning and Services department received 7246 work requests and completed 7655, representing a 105.6 percent completion rate. ([III.B.1.11](#))

The Facilities Steering Committee, a collegial consultation group, provides routine updates, feedback, and takes input/recommendations on facility needs throughout campus. An example of the evaluation of program needs is the current upgrade to the baseball field, including restrooms, protective netting, and field repair ([III.B.3.2](#)). Additional committees, such as building user groups, are integrated throughout campus. They are established to help program facilities meet the educational needs of the College now and well into the future.

The Measure E bond efforts of 2002 and 2012 provided the opportunity for evaluation of campuswide facilities, including the planning and replacement of aging facilities, in an effort to improve the College's effectiveness in creating a safe, secure, and technologically current learning environment. This review also provided an opportunity to evaluate the College's current instructional and noninstructional equipment inventories and plan for the replacement of aging and antiquated equipment ([III.B.3.3](#)).

The effectiveness of District's facilities planning and construction efforts is assured in a variety of ways: input from campus groups, involvement of building users in the design process, and review of project plans by operations and maintenance staff. The Facilities Steering Committee is a group that considers facilities projects and provides advice and recommendations to the president.

The design process for new buildings and building renovations includes the participation of user groups who will occupy and utilize the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about the most efficient way to equip their classrooms and workspaces.

El Camino College meets the standard of assuring, planning, and evaluating its physical resources, including all facilities and equipment, for feasibility and effectiveness in the support of programs and services on campus to provide a healthy learning and working environment

**4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

**Evidence of Meeting the Standard**

The College blueprint for long-range capital plans is found in the Facilities Master Plan ([III.B.4.1](#)). This plan evaluates campus capital projects and ensures they include projections of TCO, which is defined in the plan. To ensure the projects support College goals, any new buildings are developed with end user group input ([III.B.4.2](#)) and then reviewed by both the Facilities Steering Committee, the Planning and Budget Committee, and the Board of Trustees ([III.B.4.3](#), [III.B.4.4](#)).

**Analysis and Evaluation**

In 2017, the District adopted an updated Facilities Master Plan that containing specific goals to support institutional goals. The purpose of the Facilities Master Plan for El Camino College is to provide a guide for future campus development. Given that, the College believed it important to update the Facilities Master Plan to ensure that its planning and efforts remain current. Another update is being considered at the time of this writing. The revised plan, as was the case previously, provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a number of site improvements for the College. The planning process was highly participatory, involving all College constituencies. The Facilities Steering Committee reviewed the analysis of existing conditions, capacity loads, enrollment data and projections, new state mandates and program initiatives, evaluated a series of development options, and made decisions that led to the establishment of Facilities Master Plan recommendations ([III.B.4.1](#)).

The planning process included a series of planning meetings as well as presentations and discussions within the College and with the Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed projects. Project goals were identified in 2017 by the Facilities Steering Committee at the beginning of the Facilities Master Plan planning process ([III.B.4.2](#)) and evaluated in 2018 ([III.B.4.5](#)).

Since the adoption of the 2017 Facilities Master Plan, the College has completed facilities projects that address the institutional goals. Examples include the Center for Applied Technology (CAT) building, the Murdock Stadium project, the Parking Lot C project, the sand volleyball relocation project, the Student Services building, the main Gymnasium project, the Proposition 39 lighting project, and the Proposition 39 retro-commissioning (RCx) gas and electric upgrade project. The Board of Trustees also approved a Sustainability Plan to guide college work in this regard in the future is described in our Strategic Initiative Evaluation Report ([III.B.4.5](#)).

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**Conclusions on Standard III.B. Physical Resources**

El Camino College provides safe and sufficient facilities at all locations. Processes and services are in place to ensure the facilities are maintained to provide a clean and safe environment. The Facilities Master Plan provides direction on major construction projects supported by bond measures for the repair and replacement of facilities to support programs, services and the college mission. These plans are evaluated, and facilities are inspected on a regular basis. The campus Police department offers training to the College community and ensures compliance with state law and municipal codes.

### **Evidence List**

- III.B.1.1 [Annual Security Report \(ASR\)](#)
- III.B.1.2 [SWACC](#)
- III.B.1.3 [police website](#)
- III.B.1.4 [FUSION](#)
- III.B.1.5 [Facilities Master Plan](#)
- III.B.1.6 [Bond Measure Information](#)
- III.B.1.7 [Facilities Steering Committee Minutes](#)
- III.B.1.8 [College Council presentations 20191021](#)
- III.B.1.9 [Board of Trustees presentation of construction fencing](#)
- III.B.1.10 [Construction Map](#)
- III.B.1.11 [Maintenance Request](#)
- III.B.1.12 [Safety Committee minutes, 1-23-19](#)
- III.B.1.13 [Great Shake Out](#)
- III.B.1.14 [Shelter-in-Place Drills](#)
- III.B.1.15 [2018 Campus Climate Survey, p.8](#)
- III.B.1.16 [Town Hall presentation 10-2019, pp. 32-35](#)
- III.B.2.1 [Facilities Master Plan, p. 2.15](#)
- III.B.2.2 [Measure E Bond Annual Report 2017-18](#)
- III.B.2.3 [Facilities Steering Committee minutes, 4-1-2019](#)
- III.B.2.4 [Annual Plan Facilities Requests](#)
- III.B.2.5 [BSS User Group meeting minutes June 2018](#)
- III.B.2.6 [Five-Year Capital Plan](#)
- III.B.2.7 [PBC minutes, 9-19-2019](#)
- III.B.2.8 [BOT minutes, 2-19-2019](#)
- III.B.3.1 [Design Standards](#)
- III.B.3.2 [Facilities Steering Committee minutes, 4-1-2019](#)
- III.B.3.3 [Annual Bond Report 2017-18, p. 5](#)
- III.B.4.1 [Facilities Steering Committee Presentation Feb 2017](#)
- III.B.4.2 [Facilities Steering Committee 6-12-17 minutes](#)
- III.B.4.3 [PBC Agenda Sept 19 2019](#)
- III.B.4.4 [BOT minutes Jul 15 2019](#)

## C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### Evidence of Meeting the Standard

Identifying technology needs begins at the program or unit level. The program review process addresses the technology status and needs of a program or unit. Technology proposals then move through the collegial consultation planning process utilizing ECC Standing Committees, such as the ECC Technology Committee ([III.C.1.1](#), [III.C.1.2](#), [III.C.1.3](#), [III.C.1.4](#)), and periodic technology and other surveys of employees and students ([III.C.1.5](#), [III.C.1.6](#), [III.C.1.7](#), [III.C.1.8](#), [III.C.1.9](#), [III.C.1.10](#), [III.C.1.11](#), [III.C.1.12](#)).

To maximize effectiveness, the College community coordinates technology planning efforts through the Technology Committee, which is ([III.C.1.13](#)) responsible for developing, reviewing, and updating the Technology Master Plan (TMP) on an annual basis ([III.C.1.14](#), [III.C.1.15](#), [III.C.1.16](#), [III.C.1.17](#)). The TMP is used in conjunction with the instructional technology recommendations of the Academic Technology Committee (ATC) and the Technology Committee ([III.C.1.18](#), [III.C.1.19](#), [III.C.1.20](#)). The College then establishes priorities based on this plan and makes resource allocation recommendations to the cabinet via the chief technology officer ([III.C.1.23](#)).

El Camino College regularly evaluates its effectiveness in meeting its range of technology needs through an annual review of the TMP. This review provides context for reconsideration of strategic goals, the establishment of objectives for the coming fiscal year, and integration with the College's Strategic Plan and Comprehensive Master Plan ([III.C.1.18](#), [III.C.1.190](#), [III.C.1.20](#)). ECC also ensures effectiveness through periodic staff and student technology surveys ([III.C.1.5](#), [III.C.1.6](#), [III.C.1.7](#), [III.C.1.8](#), [III.C.1.9](#), [III.C.1.10](#), [III.C.1.11](#), [III.C.1.12](#)); and administrative division program review ([III.C.1.24](#), [III.C.1.25](#)). Student and employee feedback surveys are reviewed by the College Council and the Technology Committee to help determine areas in need of improvement. The College has engaged in multiple external reviews by outside subject matter experts to help determine actions to improve specific technology areas ([III.C.1.12](#), [III.C.1.9](#), [III.C.1.26](#), [III.C.1.27](#)), to align with established goals in the TMP.

Under the guidance of the chief technology officer, and in conjunction with input and advice from the College's Technology Committee, disaster recovery technologies have been acquired and implemented that will help mitigate or offset service disruptions ranging from minor system failures to the loss of the entire infrastructure. The information/data is stored at secure locations on campus. The College is also backing up data offsite to cloud provider Amazon Web Services (AWS). A full Disaster Recovery (DR) Plan is being developed in 2020 ([III.C.1.28](#)).

The Information Security Five-Year Roadmap has been developed to address network and systems security and vulnerability mitigation, security architecture design, virus and intrusion detection, incident handling, forensics, and encryption. ([III.C.1.29](#))

The technology and security initiatives at ECC have been driven by the College's TMP, external recommendations, and the Technology Committee. The result has been the deployment of critical security services and equipment aimed at data protection, reduced cyber threats and increased user safety. These upgrade initiatives include campuswide Windows 10 implementation, Cisco next-generation firewall deployment, Cisco Umbrella for Domain Name System (DNS) protection, implementation of Tenable Security Center, Nessus for vulnerability scanning, Splunk Enterprise for log aggregation, KnowBe4 for cyber-hygiene user training, and cloud-based Barracuda Spam Firewall ([III.C.30](#), [III.C.1.31](#), [III.C.1.32](#), [III.C.1.33](#), [III.C.1.34](#), [III.C.1.35](#)).

### **Analysis and Evaluation**

El Camino College meets the standard. The College uses technology to enhance its vision to be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel by providing the technology services and resources required by the College's faculty, staff, and students.

The Information Technology Services department provides comprehensive technical support for all technology services, including facilities, hardware, software, instructional platforms, technology infrastructure, Internet, and telecommunications.

The College Technology Committee supports regular analysis of available technologies, evaluates the College technology standards, and makes recommendations for improvement to hardware, software, and technology systems. This helps ensure that services and support are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

### **Evidence of Meeting the Standard**

#### College Plans

ECC continuously plans to ensure that technology infrastructure, quality, and capacity are adequate and serve the needs of its programs and services. The College's planning processes ensure that technology needs are aligned to its mission through the Strategic Plan, the TMP, and the program review process.

The College's Strategic Plan includes a Strategic Initiative (SI) for modernization to "enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment" with an objective to "utilize up-to-date technology

to support College programs that meet the needs of students, faculty, staff, and the community.”  
([III.C.2.1](#))

The Comprehensive Master Plan defines the planning process for the College. The planning process integrates assessment, evaluation, and planning to promote institutional effectiveness and student success. The mission underlies all that the College does, with SIs providing direction for achieving the mission. The Comprehensive Master Plan is based on the mission and SIs and is informed by the planning components ([III.C.2.2](#)).

The TMP delineates institutional needs, opportunities and challenges, and provides specific goals and objectives to address them ([III.C.2.3](#)).

To support adequate technology planning appropriate to the mission and supporting operations, programs, and services, the Technology Committee is part of the District’s participatory governance structure and reports to the District Governance Senate. The Technology Committee is responsible for establishing the District’s TMP and updating the plan every five years. The TMP enables the District to continuously plan for and update its technology infrastructure, quality, and capacity ([III.C.2.4](#)).

#### ECC Technology Funding

The planning and budget cycle process allows for consistent and organized budget building for the College. The TracDat system is used to input requirements and data into a single system for review and processing. Once each unit has entered its requirements, the budget review process is conducted. At the conclusion of the review and approval phase, each of the primary divisions (Academic Affairs, Administrative Services, HR, Student and Community Advancement, Marketing and Communications, Institutional Research and Planning, Grants, and Foundation) will conduct a review of their requirements for technology needs and possible projects for the upcoming year with the chief technology officer to determine compatibility, feasibility and priority. Requirements that need Information Technology Services (ITS) support will be considered in terms of availability of that support to help prioritize the overall ITS workload within the ITS annual work plan ([III.C.2.5](#)).

The TMP includes an objective to establish a five-year Life Cycle Replacement Program ([III.C.2.6](#)), designed to ensure a smooth continuous equipment replacement process to maintain the institution's capabilities and inventory to meet its growing and evolving needs. The program is designed to identify and replace outdated or obsolete equipment annually and within budget constraints. Due to budget constraints, during the first three years of the TMP, the plan was not implemented, but in 2020, the College is implementing a plan with input from the College Technology Committee ([III.C.2.7](#), [III.C.2.8](#)).

#### Application Maintenance and Enhancements

The College uses many different applications to run the organization and invests significant resources to acquire, maintain, and enhance those systems ([III.C.2.9](#)). Ellucian Colleague, the College’s enterprise resource planning (ERP) system, includes modules for Student, Financial Aid, and Finance. The system interfaces to HR and payroll systems at the Los Angeles County

Office of Education (LACOE). To stay current, ITS works with external subject matter experts to advise the District on the use of Colleague ([III.C.2.10](#), [III.C.2.11](#)).

#### Technical Infrastructure Resource Enhancements

The College has made significant investments in its technical infrastructure. In 2018, El Camino College spent over \$1.9 million to upgrade the campus wireless network to meet growing student, faculty, and staff needs to connect to the Internet using mobile devices ([III.C.2.12](#)).

The Corporation for Education Network Initiatives in California (CENIC) Internet circuits were upgraded from 1 gigabit to 10 gigabits in 2017 to increase network throughput for the main campus. These circuits are paid for by the CCCCCO.

In 2019, the College acquired and implemented next-generation firewalls to provide a greater level of security and to also increase network traffic throughput with equipment that can handle the capacity of the 10-gigabit CENIC circuits ([III.C.2.13](#)).

In 2020, ECC will be upgrading the network core switches to provide higher network throughput across the campus, based on recommendations from a PLANNET assessment performed in early 2020 ([III.C.2.14](#)).

In 2019, El Camino College also made investments by upgrading its server and storage infrastructure, which resulted in capacity enhancements and performance improvements for all users of the Colleague ERP system, which is used by students, faculty, and staff ([III.C.2.15](#)).

The College acquired and implemented multiple security enhancements in 2019, including systems to defend against ransomware, Cisco Umbrella, and Malwarebytes ([III.C.2.16](#), [III.C.2.17](#)).

For keeping end user computers up to date, technicians utilize systems from Microsoft for PCs and Jamf for Apple devices. These management tools allow for efficient updates of thousands of desktop and mobile devices throughout the enterprise, keeping systems current ([III.C.2.18](#), [III.C.2.19](#)).

#### **Analysis and Evaluation**

El Camino College meets the standard. Technology, infrastructure, quality, and capacity are adequate to support the College mission, operations, programs, and services. The College has established provisions to ensure that a robust, current, sustainable, and secure technical infrastructure is maintained that provides high reliability for students and faculty. The established processes ensure that the technology is linked to the District's vision, mission, goals, and objectives through the participatory governance process. Technology needs are analyzed and assessed through the TMP, program review process, and strategic planning process.

El Camino College demonstrates its process to prioritize decisions on technology purchases through the collegial consultation process, guided by the development, adoption, and updating of the TMP. Funding to support the implementation of the TMP is developed through the annual Administrative division budget meeting, Cabinet meetings, and Planning and Budget Committee meetings in order to determine priorities and approvals.

**3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

**Evidence of Meeting the Standard**

El Camino College provides adequate technology resources in all College facilities and assures that these resources are reliable, safe and secure.

The College ensures that access to technology resources at all locations is upgraded and maintained to support all aspects of learning, coupled with security systems to assure reliability, access, and security.

**Reliable Access**

The College, where feasible, has implemented redundant infrastructure to provide high availability and reliable access. This includes redundant firewalls, core switches, and servers to host critical applications ([III.C.3.1](#)).

All critical infrastructure is covered by manufacturer maintenance contracts, to provide support in the event of technical issues. ITS staff are trained on the appropriate technologies to repair and maintain hardware and software, working in conjunction with manufacturers and vendors.

SolarWinds IT management software is used for monitoring network resources, including the network infrastructure, servers, and applications. The system can alert the ITS staff to current and potential issues ([III.C.3.2](#)).

All central systems are backed up on a nightly basis to a Dell appliance, and then the backup data is replicated to AWS .

As part of the TMP, one key objective is to develop a DR Plan. This backup methodology will be the centerpiece of the DR Plan that is currently being developed ([III.C.3.3](#)).

The College is increasing its use of cloud resources, with critical systems hosted elsewhere. Canvas, the learning management system for distance education, is hosted by Instructure at AWS. The College has been migrating its email to Office 365, hosted by Microsoft in its Azure cloud, with an expected completion in mid-2020. ECC renewed its contract with Ellucian for Colleague through 2024; with that contract, the College will be able to migrate Colleague to the Ellucian Cloud also hosted at AWS ([III.C.3.4](#)).

**Accessibility**

In 1972 El Camino College established the Special Resource Center (SRC), a program to assist students with disabilities in their pursuit of a post-secondary education. The purpose of this program is to assist students with disabilities to perform on an equal basis with non-disabled students in an integrated campus setting. In the first year, this program served a total of 65 students, and now over 1900 students are currently receiving services ([III.C.3.5](#)).

Under the auspices of the SRC, the College opened the High Tech Center for the disabled in 1987 with state funding from the Foundation for California Community Colleges and the California Department of Rehabilitation. The Center is now an integrated lab providing lab

experience for a variety of educational development courses, individualized training of assistive technologies, open stations for continual skill improvement, and technical support for diverse needs in the academic labs across campus ([III.C.3.6](#)).

### Safety Systems

ITS coordinates with the Police department and the Facilities Planning and Services department to maintain safety systems, such as Code Blue Phones (emergency communications systems), elevator phones, and video surveillance security cameras. The College also has implemented Regroup software to notify students about safety issues via voice calls or text.

In 2016, ECC increased its commitment to information security by establishing and filling the position of information security specialist (ISS) ([III.C.3.7](#)). The new ISS led the effort to develop an Information Security Five-Year Roadmap in 2016; it is being reviewed and updated in 2020 ([III.C.3.8](#)). The roadmap, in conjunction with a plan of security improvements in Appendix B of the TMP ([III.C.3.9](#)), provides a blueprint for the continued maintenance and enhancement of the ECC security posture.

### Analysis and Evaluation

El Camino College meets the standard. Technology resources that support programs and services at the College acquired and implemented to provide reliable access, safety, and security.

#### **4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

### Evidence of Meeting the Standard

ECC has a long history of supporting professional development, establishing a Professional Development & Learning Department in 1986. El Camino College is one of only a few California Community Colleges with a department dedicated to professional development ([III.C.4.1](#)). The department provides training to all employees, including faculty, classified staff, and administrators. The mission of the department is to foster a continuous learning environment that contributes to employee success and enhances employee satisfaction by providing skills development training, resources for personal and professional development, and opportunities for renewal team building, and sharing a wide variety of training on technology and software throughout the year ([III.C.4.2](#)). The Professional Development & Learning department assesses faculty and staff training needs via surveys ([III.C.4.3](#), [III.C.4.4](#), [III.C.4.5](#)). Human Resources training is provided through an online service from Keenan ([III.C.4.6](#)). ITS provides cybersecurity training both in-house and through an online service from KnowBe4 ([III.C.4.7](#), [III.C.4.8](#)). Employee training for using Colleague has been provided by the ITS department, by the Professional Development & Learning Department, and from the manufacturer of the software, Ellucian. The College also established an enterprise-level training account with Ellucian to provide online training access to numerous training courses through its On-Demand Subscription Library. This training covered academic and fiscal staff, ITS programming staff, the International Student Module and Transfer Equivalencies Tables. The Ellucian Strategic Alignment Report ([III.C.4.9](#)) resulted in developing and conducting training on Colleague for academic divisions, Admissions and Records (Transfers), and Fiscal Services. This assessment

also revealed a need to provide more extensive training to the ITS programming staff due to the retirement of three out of six programmers.

Student training begins with the required New Student Orientation video, which is delivered via the Canvas LMS ([III.C.4.10](#)); this includes information on accessing El Camino College's computing systems, web links on the El Camino College home page, MyECC pages, and links to additional instructional videos. The Distance Education (DE) webpage also provides access to Online Readiness Tutorials for students taking online courses ([III.C.4.11](#)). Additionally, the SRC provides online and one-to-one training for students with disabilities on the use of special software and hardware for their use throughout campus. Additional online and on-call tools provided to registered SRC students include Zoom and Read&Write Gold software.

### **Analysis and Evaluation**

El Camino College meets the standard. ECC is committed to training and professional development. As stated in the TMP, "College faculty, staff, students, and administrators rely on technology to perform many of their daily job functions. New technologies become available almost annually and are subsequently purchased and implemented. If employees and students are to perform their jobs effectively and efficiently or learn effectively; timely training after installation is critical. The complexity of technology at El Camino College requires the Professional Development and Learning department and ITS to work closely together to ensure that faculty and staff are being trained in the use of the latest software in use at the campus including Ellucian Colleague. The College must continue to assure that training is offered, and that it meets ADA and Section 508 compliance standards for access. The College will provide infrastructure and technology support for compliant assistive technology and assisted learning requirements to ensure equity for all students and employees."

The College provides multiple technology and software training opportunities for students and staff through regularly scheduled workshops. New faculty and staff are provided technology training as necessary for their positions. Regular training sessions on the effective use of technology and technology systems related to District programs, services, and Colleague operations are available for employees.

### **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

#### **Evidence of Meeting the Standard**

The District has established policies and procedures that ensure that use of technology is appropriate to the teaching and learning environment.

Each vice president maintains a timeline of the policies and procedures within their purview. All vice presidents review the policies and procedures for which they are responsible with their respective Area Councils. Completed policies and procedures are brought by the vice presidents to the College Council for dissemination and review by appropriate constituent groups. Upon

consensus of the College Council, the finalized policy moves forward for Board approval. Associated procedures are presented to the Board for information ([III.C.5.1](#)).

El Camino College approved Board Policy (BP) 6160 Computer and Network Use Policy and the related Administrative Procedure (AP) 6160 Computer and Network Use Policy, which determine guidelines for appropriate use of technology in teaching and learning ([III.C.5.2](#), [III.C.5.3](#)). The procedures cover address user rights, authorized and prohibited uses, conditions of use, and confidentiality. ECC has also approved BP 3720.1 Student Computing Access, which governs use of computers by students ([III.C.5.4](#)).

El Camino College ensures that there are established procedures on decision-making on appropriate use of technology and distribution of those resources through the Board-approved guidelines in the Making Decision at El Camino College 2015-2020 document, which establishes the expectations and procedures for how College decisions will be made throughout the campus ([III.C.5.5](#), [III.C.5.6](#)). The Guide was updated in 2019-20 and approved by the Board at the July 2020 board meeting (add evidence – the new guide)

As part of this process, the College ensures technology decisions are made in collegial consultation through the College Technology Committee and the Academic Technology Committee, which offer broad representation of each constituent group on campus. ([III.C.5.7](#), [III.C.5.8](#)). The stated mission, goals and minutes of these committees are available on the College website and publicized on campus to ensure all campus constituents have a voice in the technology needs and resources of the campus

Updates or additions to technology policies and administrative procedures would be initiated via the College Technology Committee. Recommendations for BP or AP updates or additions would be sent to the College Council for consideration to present to the Board for approval ([III.C.5.9](#), [III.C.5.10](#)).

The College regularly publicizes updates to policies and processes and current decisions through Board meeting agendas and minutes posted in BoardDocs on the College website.

### **Analysis and Evaluation**

El Camino College meets the standard. The College has established processes to make decisions about the appropriate use and distribution of technology resources. Appropriate use policies and procedures provide safeguards for the use of technology and are shared and publicized appropriately. El Camino College publicizes the policies and procedures that affect technology through its website via BoardDocs.

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## **Conclusions on Standard III.C. Technology Resources**

The College ensures the effective use of technology resources to achieve its mission through appropriate board policies and administrative procedures. ITS, the College Technology Committee, the Academic Technology Committee, and the Planning and Budget Committee all collaborate in these processes. The TMP, a component of the Educational Master Plan, along with surveys and Making Decisions at El Camino College guidelines all provide input to identify, measure and assess the technology needs of the College.

### **Evidence List**

- III.C.1.1 [Making Decisions El Camino College 2015, section 5, p. 12, 2nd paragraph](#)
- III.C.1.2 [TracDat 5-21-8 condensed version](#)
- III.C.1.3 [ITS Unit Plan 06-11-18](#)
- III.C.1.4 [2020 ITS Unit Plan from TracDat](#)
- III.C.1.5 [AdministrativeServSurvey\\_2018](#)
- III.C.1.6 [Spring 2018 ITS survey question numbers](#)
- III.C.1.7 [CCSSE Survey Results ECC 2014.pdf, p. 10, Table 4: Computer Lab satisfaction](#)
- III.C.1.8 [2019-10-15 Tech Comm Minutes, p. 2, item 5](#)
- III.C.1.9 [PLANNET\\_IT\\_Assessment, pages 11-12](#)
- III.C.1.10 [Student Technology Survey 2016](#)
- III.C.1.11 [Student Technology Survey 2016 Results](#)
- III.C.1.12 [SIG - ECC Colleague Survey\\_v2](#)
- III.C.1.13 [Technology Committee Roles and Responsibilities 2018](#)
- III.C.1.14 [2018-08-21 Tech Comm Minutes, p. 3, item II.b.](#)
- III.C.1.15 [2019-07-16 Tech Comm Minutes, p. 2, item II.b.](#)
- III.C.1.16 [2019-09-17 Tech Comm Minutes, p. 2, item II.b.](#)
- III.C.1.17 [Technology Master Plan 2017-2022](#)
- III.C.1.18 [ATC MINUTES 9-27-18, BYOD Discussion, p. 2, first paragraph](#)
- III.C.1.190 [2018-10-16 Tech Comm Minutes, p. 2, item III.b.](#)
- III.C.1.20 [ATC MINUTES 10-25-18, BYOD Discussion, p. 1, first paragraph](#)
- III.C.1.21 [TracDat 5-21-18 condensed version](#)
- III.C.1.22 [ITS Unit Plan 06-11-18](#)
- III.C.1.23 [2020 ITS Unit Plan from TracDat](#)
- III.C.1.24 [ECC Comprehensive Master Plan 2017-2022, p. VII, paragraph 4, Technology Plan](#)
- III.C.1.25 [El Camino College 2020-2023 Strategic Plan final version, p. 11, Objective 1](#)
- III.C.1.26 [Ellucian - El Camino Strategic Alignment Report 2018-02-05](#)
- III.C.1.27 [PLANNET - IT Assessment 2015-01-30](#)
- III.C.1.28 [10-08-19 ECC Dell EMC DP4400\\_Quote](#)
- III.C.1.29 [ITS Security 5-Yr. Roadmap](#)
- III.C.1.30 [2018-02-14 Cisco Firewall Proposal with AMP and Umbrella](#)
- III.C.1.31 [Iron Mountain signed Cloud agreement 2018](#)
- III.C.1.32 [KnowB4 - Executive Summary](#)

[III.C.1.33 CCC Tech Center website: Vulnerability Management](#)  
[III.C.1.34 CCC Tech Center website: Splunk Logging](#)  
[III.C.1.35 Barracuda Signed PO](#)  
[III.C.2.1 2020-23 Strategic Plan final version, p. 7](#)  
[III.C.2.2 ECC Comprehensive Master Plan 2017-2022, p. VIII](#)  
[III.C.2.3 Technology Master Plan 2017-2022, p. 45](#)  
[III.C.2.4 ECC Technology Committee](#)  
[III.C.2.5 ECC Planning and Budget Committee](#)  
[III.C.2.6 Technology Master Plan 2017-2022, bottom of p. 13](#)  
[III.C.2.7 2019-12-17 Tech Comm Minutes](#)  
[III.C.2.8 2020-01-28 Tech Comm Minutes Draft](#)  
[III.C.2.9 3.A-ADS-Projects-CompletionTimeline-v3.1](#)  
[III.C.2.10 Ellucian - El Camino Strategic Alignment Report 2018-02-05](#)  
[III.C.2.11 SIG Assessment Contract](#)  
[III.C.2.12 Dell Aruba wireless order 2018](#)  
[III.C.2.13 2018-02-14 Cisco Firewall Proposal with AMP and Umbrella](#)  
[III.C.2.14 PLANNET Assessment 2020 - Signed Contract](#)  
[III.C.2.15 Dell Server Upgrades](#)  
[III.C.2.16 2018-02-14 Cisco Firewall Proposal with AMP and Umbrella](#)  
[III.C.2.17 Malwarebytes PO](#)  
[III.C.2.18 System Center 2016](#)  
[III.C.3.1. 2018-02-14 Cisco Firewall Proposal with AMP and Umbrella](#)  
[III.C.3.2 Solar Winds Data Sheets](#)  
[III.C.3.3 Technology Master Plan 2017-2022.pdf, p. 15](#)  
[III.C.3.4 Ellucian - El Camino Strategic Alignment Report 2018-02-05](#)  
[III.C.3.5 Special Resource Center](#)  
[III.C.3.6 SRC High Tech Center](#)  
[III.C.3.7 Information Security Specialist 2016](#)  
[III.C.3.8 ITS Security 5-Yr. Roadmap](#)  
[III.C.3.9 Technology Master Plan 2017-2022.pdf, p. 29](#)  
[III.C.4.1 CCC Districts - PD Survey 02-2020](#)  
[III.C.4.2 PD Data 2017-2019](#)  
[III.C.4.3 2019 Faculty Needs Assessment](#)  
[III.C.4.4 Faculty Technology Needs Survey Results](#)  
[III.C.4.5 Technology Training Evaluation 2017-19](#)  
[III.C.4.6 Keenan Training](#)  
[III.C.4.7 Information Security Training Dates](#)  
[III.C.4.8 KnowBe4 Training Modules](#)  
[III.C.4.9 Ellucian ECC Strategic Alignment Report 2018-02-05](#)  
[III.C.4.10 New Student Orientation](#)

- III.C.4.11 [OEI Student Readiness Tutorials](#)
- III.C.5.1 [AP 2410 Board Policies and Administrative Procedures](#)
- III.C.5.2 [BP 6160 Computer and Network Use Policy](#)
- III.C.5.3 [AP 6160 Computer and Network Use](#)
- III.C.5.4 [BP 3720.1 Student Computing Access](#)
- III.C.5.5 [Making Decision at El Camino College 2015, Collegial Consultation, p. 4](#)
- III.C.5.6 [AP 2510 Collegial Consultation](#)
- III.C.5.7 [Academic Technology Committee](#)
- III.C.5.8 [ECC Technology Committee](#)
- III.C.5.9 [Rationale Behind Overhauling ECC Computer and Network Use Policies](#)
- III.C.5.10 [10 15 18 College Council Minutes](#)

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## D. Financial Resources

### Planning

1. **Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### Evidence of Meeting the Standard

El Camino College plans and maintains a budget that supports programs and services. The College's highest priority is its students and the successful attainment of their educational goals. As a result, considerable effort has been given to strengthening campus planning and resource allocation processes to fulfill academic, technological, facilities, and staffing needs. The institution has established six Strategic Initiatives (SIs) to support a strong mission, vision, values, goals with institutional learning outcomes to provide sufficient support of student success concomitant with financial solvency ([III.D.1.1](#), [III.D.1.2](#), [III.D.1.3](#)).

The College has sufficient revenues to support educational improvement and innovation. The College's 2018-19 fiscal year budget ended with a cash balance of \$114,961,101 (combined all funds) and 18,618 in earned full-time equivalent students (FTES) ([III.D.1.4](#)). El Camino began the 2019-20 fiscal year with 18,577 FTES based upon a rolling three-year average, a state-funded cost-of-living-adjustment (COLA) of 3.26%, and additional unrestricted revenues over the prior fiscal year of \$3.2 million from federal, state, and local sources partially resulting from the application of the Student Centered Funding Formula (SCFF).

El Camino College finances are managed with integrity in a manner that ensures financial stability and continues to maintain a healthy reserve balance. Over the last three years, the College has averaged reserve amounts of approximately 20 percent, which includes mandatory minimum contingency reserves, California State Teachers' Retirement System (CalSTRS)// California Public Employees' Retirement System (CalPERS) liabilities, and other postemployment benefits (OPEB). This condition places El Camino in a healthy cash position in comparison to many of its peer colleges but as with most districts, does not fully cover its contingent liabilities for STRS/PERS or OPEB ([III.D.1.5](#), [III.D.1.6](#), [III.D.1.7](#)).

The College's resource allocation process provides a means for setting priorities for funding institutional improvements. For more than two years, El Camino College has been engaged in strengthening its planning processes and updating its Educational, Technology, Facilities, and Staffing plans for long range and strategic planning. Each plan was developed through a broadly inclusive and highly collaborative process, which included comprehensive cross-institutional consultation. The scope of the Comprehensive Master Plan is long range, projecting to 2022 ([III.D.1.8](#)). It guides the College in identifying the educational, technological, facility, and staffing needs for the near and long term of the College. This Comprehensive Master Plan is a compilation of four distinct plans, producing one comprehensive document. The planning document is structured to show the continuity between each plan, with the Educational Plan as the foundation that informs the Technology, Facilities, and Staffing plans. The planning process provides an overview of the process for planning and decision-making at the College. The Planning Model provides a visual depiction of how the College's planning processes, both long range and annual, integrate and support the mission ([III.D.1.1](#), [III.D.1.9](#)).

El Camino College has presented a balanced budget annually and has maintained a reserve level at least equivalent to 20 percent of its ending balance for the last three years. These resources are sufficient to ensure the College's financial solvency. Its score on the Fiscal Health Risk Analysis self-survey administered by Fiscal Crisis and Management Assistance Team (FCMAT) puts the College at low risk for insolvency ([III.D.1.10](#)).

### **Analysis and Evaluation**

El Camino College has sufficient financial resources to support the learning programs and services for its students, as evidenced by the cash reserves of the past three years. The resources are managed in a way that supports financial integrity. The College maintains a healthy reserve balance of approximately 20 percent and has the minimum contingency reserves set aside for STRS/PERS liabilities, and retiree benefits. The Comprehensive Master Plan, which encompasses the Educational Master Plan, the Technology Master Plan, and the Staffing Plan, has prepared the College by identifying long-term educational, technological, staffing, and facilities needs. The College's Planning Model has undergone extensive review and refinement that strengthens the linkage between planning and resource investments.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and**

**financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### **Evidence of Meeting the Standard**

The College has revised and re-vamped its planning and budgeting processes in numerous ways. This effort was designed to promote greater integration of planning, budgeting and resource allocation, and improve the transparency of deliberation and decision-making. The Strategic Planning Committee supported efforts to revise written criteria and rubrics for prioritizing resource requests and procure a new and more robust online tool for developing and disseminating program plans. The College developed and presented in-service budget planning workshops for staff; re-formatted operating budget reports and now distributes them to the president and each vice president with up-to-date revenue and expenditure data for all of their respective operating units. These improvements culminated in presentations to the campus and the Board of Trustees in a series of forums regarding prior goal attainment and future year program and budget planning. Of significance is the development of a co-chair model for the College's Planning and Budget Committee (PBC). As of October 17, 2019, the committee is now co-chaired by the director of Institutional Research and Planning and the vice president of Administrative Services ([III.D.2.1](#), [III.D.2.2](#), [III.D.2.3](#), [III.D.2.4](#), [III.D.2.5](#), [III.D.2.6](#), [III.D.2.7](#)).

The College reviews its mission and goals at the annual Strategic Planning Summit held in the spring ([III.D.2.8](#)). The District mission and Strategic Plan were contained in BP 1200 District Mission, Vision and Values. In 2018-19, the Strategic Planning Committee recommended that the Strategic Plan be removed from BP 1200 District Mission, Vision and Values and stand alone as a planning document. The Board of Trustees approved the revised BP 1200 District Mission, Vision and Values in June 2019. Following this change, the Strategic Planning Committee developed the 2020-23 Strategic Plan, which was adopted by the Board of Trustees at its meeting on January 21, 2020, item 7.39 ([III.D.2.9](#)).

College planning starts with program review, a process where members of a discipline or department critically assess their program, identify necessary adjustments, and design a mechanism to institute and evaluate proposed changes. Reviews for programs within Academic Affairs, Administrative Services, and Student Services are conducted every four years. Common issues and ideas in program-level and unit reviews across the College emerge through division and vice president area planning to inform long-range master planning ([III.D.2.10](#), [III.D.2.11](#)).

The institution identifies goals for achievement in any given budget cycle. The College evaluates services, student learning, and student achievement through comprehensive and ongoing outcomes assessment. These outcomes include service area outcomes (SAOs), student learning outcomes (SLOs), program learning outcomes (PLOs), and institutional learning outcomes (ILOs). The College also measures student success, milestone achievement, and educational and career-goal completion as a standard part of institutional assessment through its institutional effectiveness outcomes ([III.D.2.12](#)).

Annual plans establish goals and resource requests recommended for incorporation into the annual college plan. Each program, unit (or division), and vice president area creates an annual plan. Recommendations in all plans are linked to Strategic Initiatives (SIs) to ensure that planning is focused on the College mission. In addition, recommendations are linked to program

review or outcomes assessments, where applicable. Resources are allocated through the mechanism of the annual plan.

The president, along with each vice president creates an annual plan containing priorities used to predict future funding. The plan is informed and driven by the goals set as the College mission, vision and values, Educational Master Plan, SIs set out by the Vision for Success, and specific Board goals and directives. Area goals, performance outcomes, assessments, metrics and resource needs are documented in their respective annual program plans and used to develop the financial plans. Those plans are reviewed at the area level by the vice president and resource requests prioritized. Those requests are then forwarded to various collegial consultation committees for review and further prioritization according to an agreed upon rubric ([III.D.2.13](#)). Recommendations from the various collegial consultation committees are forwarded to the President's Cabinet for final review where they are subjected to additional prioritization of available resources based upon recommendations from the vice President of Administrative Services. The highest ranked program and strategic priorities are matched against available budget resources in the areas of technology, instructional equipment and materials, facilities, and staffing. Additionally, all sources of funding (restricted and unrestricted) are considered for meeting the goals of all programs, including Student Equity & Achievement, Strong Workforce, Extended Opportunity Programs & Services (EOPS), Outreach, Assembly Bill (AB) 19, Dual Enrollment, etc. ([III.D.2.14](#), [III.D.2.15](#)).

The financial planning process at El Camino relies primarily on two sources: the College Educational Master Plan and the governor's budget. Annually, in January, the governor presents the state budget for the upcoming fiscal year (July 1). College management begins its program plan and review process the previous spring and fall, whereby goals, objectives, outcomes, etc. are assessed, updated, documented, and then monetized to determine resource needs. A tentative budget plan is developed based on those needs and matched against what is known about the state's funding plans. Throughout the spring, budget plans are refined based upon new estimates of revenues and costs, while at the same time, operating results from the current year are monitored and factored into future available resources. In late summer, after the state Legislature has passed the budget and final allocations are known, decisions on augmentation resource requests in program reviews are then disseminated to areas through the vice presidents. It is both an iterative and overlapping process, such that the timelines for both the current and future budget are often intertwined with different decision points culminating at the same time for different processes. ([III.D.2.16](#), [III.D.2.17](#), [III.D.2.5](#)).

The fiscal expenditures approved in the above process support the achievement of plans approved in the annual process. As required, programs that must submit reports to the California Community Colleges Chancellor's Office (CCCCO) do so in a timely basis. A comparison of Student Centered Funding Formula Supplemental and Success allocation metrics against the prior year's metrics demonstrates that the College has maintained performance and achieved its institutional plans as defined by the Student Centered Funding Formula ([III.D.2.18](#)).

The Board of Trustees is informed annually regarding fiscal planning and the links to institutional planning. A comprehensive view of both institutional and budget planning assumptions is presented at its annual Board Planning Workshop every July ([III.D.2.19](#)). The Board of Trustees receive presentations on the budget and fiscal planning at the June meeting (Tentative Budget), August (Board Budget Workshop) and September meetings (Adoption of the

Final Budget) ([III.D.2.20](#)). Monthly updates of expenditures for all funds is provided to the Board, along with the Quarterly Reports provided to the CCCCO ([III.D.2.21](#), [III.D.2.22](#), [III.D.2.23](#), [III.D.2.24](#), [III.D.2.25](#), [III.D.2.26](#), [III.D.2.27](#)).

The annual budget process integrates resource allocation decisions to program review. The annual College plans include requests for instructional equipment, staffing, facilities, furniture, technology and non-instructional equipment. Each request is identified as originating in program review ([III.D.2.28](#)). The requests from department program reviews are submitted then to the division deans for prioritization, then to areas vice presidents for prioritization, then to the President's Cabinet for further prioritization. The PBC annual calendar sets the timeline for this process ([III.D.2.24](#)).

This process is reflected in Administrative Procedure (AP) 6200 Budget Preparation ([III.D.2.29](#)). It is the responsibility of the PBC to "review and discuss annual preliminary, tentative and final District budget proposals and assumptions, ensuring they support the college's mission and strategic initiatives" ([III.D.2.30](#)). The PBC is co-chaired by the director of Institutional Research and Planning and the vice president of Administrative Services. This further demonstrates the integration of planning and resource decision-making.

### **Analysis and Evaluation**

El Camino College mission and goals are the foundation for the District's financial planning. The College reviews the mission and goals as part of the annual planning process. The mission and goals are reviewed at the annual Strategic Planning Summit. The basis for financial planning starts with program review. The program review requests and recommendations originate in departments, through divisions, vice president areas and are finally presented as a college plan. The requests are prioritized at each step and include funding requests when needed. The timeline for this process is determined by the PBC, who recommends the budget to the president for approval by the Board or Trustees.

The Board of Trustees is kept informed of the District's financial planning through presentations at Board meetings and the annual Budget Workshop held in August. The budget assumptions and budget development are tied to the District mission and originate in program review. Board Policy (BP) 6200 Budget Preparation ensures this is foundational in the process.

- 3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

### **Evidence of Meeting the Standard**

El Camino College has a prescribed budget development and fiscal management process, detailed in: BP 6200 Budget Preparation ([III.D.3.1](#)), AP 6200 Budget Preparation ([III.D.3.2](#)), BP 6250 Budget Management ([III.D.3.3](#)), and BP 6300 Fiscal Management ([III.D.3.4](#)). As noted in AP 6200 Budget Preparation, El Camino College's budget is developed based on a process of consultation. This involves a collaborative process in which members of campus constituencies play an appropriate part by making recommendations to the superintendent/president in accordance with California Education Code, AB 1725, Title 5, and policies adopted by the El

Camino Community College District Board of Trustees. AP 6200 Budget Preparation details the annual budget development timeline and notes the role of the PBC in the development of the annual budget.

The PBC is a collegial consultation committee made up of stakeholder representatives from all employee groups, as well as students. It is chaired by the vice president of Administrative Services and the director of Institutional Research and Planning ([III.D.3.5](#)). The purpose of the committee is to serve as the consultation committee for campuswide planning and budgeting. The PBC assures that planning and budgeting are integrated and evaluated while driven by the mission and SIs set forth in the Strategic Plan. The PBC makes recommendations to the president on all planning and budgeting issues and reports committee activities to campus constituencies.

In addition to the PBC, budget development includes presentations to other collegial consultation committees including the College Council ([III.D.3.6](#)). There are multiple opportunities to participate in the development of the budget. This process culminates with a recommendation on the budget by the PBC to the superintendent/president ([III.D.3.7](#)).

A tentative budget is annually presented to the Board of Trustees in an open meeting of the Board in June. Public comment is another opportunity for constituencies to participate in comments to the Board prior to acting on the proposed budget. In August, the Board of Trustees holds a Budget Workshop that is open to the public ([III.D.3.8](#)). In 2019, the Board requested that there be at least one week between the Budget Workshop and the September Board meeting so that Board members had time to consider the budget and prepare any questions. The adopted budget is presented to the Board in early September ([III.D.3.9](#)).

### **Analysis and Evaluation**

The planning and budget development process at El Camino College is clearly outlined in board policies and implemented in accordance with those policies. Through the PBC, the College Council, and other collegial consultation bodies, the budget development process provides opportunities for all constituents to participate in the budget development process. The campus community also has the opportunity to provide input through the PBC, which holds open meetings, College Council and public forums.

### **Fiscal Responsibility and Stability**

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

### **Evidence of Meeting the Standard**

Institutional planning at El Camino College is guided in part by BP 6300 Fiscal Management, which states that the superintendent/president shall establish procedures to assure that the District's fiscal management is in accordance with the principles contained in Title 5, section 58311, including:

- Adequate internal controls exist;

- Fiscal objectives, procedures, and constraints are communicated to the Board and employees;
- Adjustments to the budget are made in a timely manner, when necessary;
- The management information system provides timely, accurate, and reliable fiscal information; and
- Responsibility and accountability for fiscal management are clearly delineated.

The College establishes a realistic assessment of financial resource availability both on an annual basis, as well as with five-year projections ([III.D.4.1](#)). Annually, the College uses information received from the CCCCO provided at its annual Budget Workshop that inform the College on apportionment, growth, COLA and categorical allocations. The annual budget is also based on assumptions regarding anticipated cost increases, long-term debt obligations, staffing needs, and other factors that will shape the fiscal resources in the coming year ([III.D.4.2](#)). The College provides a quarterly report to the Board of Trustees on its FTES Goals to Actual, which also helps inform the Board and constituents of the realistic assessment of financial resources available to the District ([III.D.4.3](#)).

With the implementation of the SCFF, financial planning has become more complex and, therefore, it is more challenging to realistically assess financial resource availability. The SCFF has not yet stabilized to accurately predict its impact on District funding. The College has adopted a conservative approach in budgeting by assuming that the District will receive prior year base plus COLA for the foreseeable future. Alternative scenarios based on growth in SCFF performance metrics are also developed so that the District can adjust if needed.

The District augments its state revenue through other means, including grants, business partnerships, Foundation support, and contract education. The Office of Grants Development and Management reports its activities to the Board of Trustees on a quarterly basis ([III.D.4.4](#)). The Grants office assists faculty and staff in the pursuit of external funding to support SIs at the College.

El Camino College's Community Advancement division works closely with employer partners to create opportunities for students to move into employment or apprenticeships. As a recipient of a \$500,000 California Apprenticeship Initiative grant in July 2018, the College is now working with aerospace companies to develop pathways into apprenticeships ([III.D.4.5](#)). In addition, the Business Training Center, which is College's contract education division, receives funds through the state of California Employment Training Panel and the California Manufacturing Technology Consulting (CMTC) to provide training to local businesses ([III.D.4.6](#)).

The El Camino College Foundation is a 501(c)(3) auxiliary organization dedicated to supporting El Camino College and its students. The mission of the Foundation is to develop community relationships and raise funds to support students' success in education and life. In 2018-19, the Foundation processed over \$2.5 million in donations and distributed over \$1.1 million to campus programs. In addition to raising funds for scholarships, the Foundation is taking a lead role in fundraising for the South Bay Promise, a student success program designed for first-time, full-time students who enter El Camino College directly after completing high school ([III.D.4.7](#)).

To further the development of resources beyond the funds provided by the state of California, the College created the position of director of event operations, which was approved by the Board of Trustees August 2018 ([III.D.4.8](#)). This position is designed to expand the College's presence in the community, business outreach, and revenue-generating sources through highly coordinated onsite events (e.g., film shoots, regional athletic events, conferences, commencement ceremonies). This activity is allowable under the Civic Center Act but requires oversight and direction in order to provide high-quality event management services to the community. Such uses of campus facilities are monitored by AP 6700 Civic Center and Other Facilities Uses ([III.D.4.9](#)).

These partnerships and resource development activities are reflected in the budget information readily available to the campus and the public. The annual budget is available on the College webpage ([III.D.2.30](#)) and is distributed to the campus with the College Council agenda ([III.D.4.10](#)).

Departments are kept apprised of fiscal resources through distribution of regular budget updates. The business office sends budget-to-actual reports to program managers to assist with budget accountability ([III.D.4.11](#)). More detailed departmental budget reports are available upon request to the assigned fiscal services budget partner ([III.D.4.12](#)). Managers of categorical funds are informed of these budgets individually.

The College's program plan and review include assessments of prior year results and outcomes as part of the evaluative process of the current year and serve to inform goals and initiatives for future years. The tentative and final budgets include a comparison of prior year budget and expenditures ([III.D.4.13](#)). The development of new budgets includes a regular review of past expenditures. Division budget managers are given the opportunity to indicate areas of need and reallocate funds within their department as the budget is developed ([III.D.4.14](#)). Fund accounts that are underspent are reallocated in the following fiscal year to allow for future needs.

### **Analysis and Evaluation**

The District's planning reflects a realistic assessment of financial resource availability. Additional resources are generated through grant awards, business partnerships, the efforts of the El Camino College Foundation, and the Office of Events Management. Employees are informed of budget allocation and regularly updated regarding available resources. Past budgets and financial results are part of the budget development process and are used to plan for the future. Accurate information is distributed to division managers during budget development to ensure an accurate budget. Accurate expenditure information is shared on a regular basis during the fiscal year to ensure fiscal responsibility.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **Evidence of Meeting the Standard**

To assure the financial integrity of the institution and responsible use of resources, the College has internal control mechanisms to govern the preparation of financial documents and ensure information is made available for sound financial decision-making. The College develops the budget and all subsequent budget reporting using Ellucian Colleague software. The budget uses an account code structure that allows the Accounting department to direct resources to the appropriate account managers and to tie the expenditures to specific transactions. College expenditures are also prepared using a requisition process in Colleague to initiate a requisition and ultimately a purchase order. Purchase requests with insufficient funding in the indicated account will not be approved. Categorical funding is identified using a separate account string but are subject to the same control mechanisms. Purchase requests and/or contracts in excess of \$50,000 must be approved by the Board of Trustees prior to purchase.

Information is made available to individuals, departments, and the Board of Trustees on a regular basis. Quarterly fiscal status reports are presented to the Board with comparison information on current year and prior year budget and year-to-date actuals ([III.D.5.1](#)). During the planning process, members of the PBC, the entity responsible for budget development, are provided information about the budget, fiscal conditions, and available funds during discussions and in budget presentations ([III.D.5.2](#), [III.D.5.3](#)).

The institution prepares accurate financial documents that are sufficient in content and support sound financial management. Annual audits demonstrate the integrity of financial management practices. The 2019 annual audit provided an unmodified opinion ([III.D.5.4](#)).

### **Analysis and Evaluation**

The District assures the financial integrity of the institution and responsible use of resources. The College has internal control mechanisms to govern the preparation of financial documents and ensure information is made available for sound financial decision-making. There are sufficient internal controls and qualified responsible persons to prepare accurate and timely information. Information is provided to develop responsible budgets. Control mechanisms are in place to ensure prudent financial management and annual audits are completed to demonstrate financial integrity

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

### **Evidence of Meeting the Standard**

Each year the superintendent/president presents to the Board a budget prepared in accordance with Title 5, the California Community Colleges (CCC) Budget and Accounting Manual (BAM) and BP 6200 Budget Preparation. The schedule for presentation and review of budget proposals complies with state law and regulations and provides adequate time for Board study ([III.D.6.1](#)). In 2018, the Board requested that the Budget Study Session be held one week prior to the September Board meeting to allow more time for review. In response, the 2019-20 Budget Study Session was held on August 26, 2019 with the final budget presented for adoption at the meeting held on September 3, 2019 ([III.D.6.2](#)).

The budget is based on institutional planning in support of student learning. The planning process informs the budget development process. Planning is based on the College mission reflected in the Comprehensive Master Plan and Strategic Initiatives (SIs) ([III.D.6.3](#)).

Each year the College produces two public documents relating to budget: the Tentative Budget and the Final Budget. These budget books present a plan of financial operations for various funds for a given fiscal year. They consist of estimated revenues and expenditures within each educational category and are based upon budget assumptions that consider District needs and goals ([III.D.6.4](#)). The Tentative Budget is reviewed by the PBC, recommended to the superintendent/president, and then presented to the Board of Trustees in June ([III.D.6.5](#), [III.D.6.6](#)). In August, the Final Budget is reviewed and discussed by the PBC ([III.D.6.7](#)), resulting in a recommendation to the superintendent/president for public access and discussion at the Board of Trustees at the Budget Workshop ([III.D.6.8](#)). The budget is presented to the Board with a recommendation for adoption at its meeting in September ([III.D.6.9](#)).

Additionally, the District publishes and submits to the CCCCCO its CCFS-320 ([III.D.6.10](#)), with quarterly CCFS-311 updates ([III.D.5.1](#)). Detailed revenue and expenditure reports are produced and distributed to each area vice president and the president via the District's electronic budget reporting system ([III.D.6.11](#)). Those figures are reconciled and reported by vice president areas. Presentation and in-service workshops are offered to dean, directors, and others on how to read, understand, and analyze budget variances, reformat data to suit individual needs, and reconcile deficits ([III.D.6.7](#)). The thoroughness of the budgeting process provides an accurate reflection of the budget needed to achieve the District's goals for student achievement. Annual audits demonstrate appropriate allocation and use of financial resources and the integrity of the financial management process. The 2019 annual audit provided an unmodified opinion ([III.D.5.4](#)).

### **Analysis and Evaluation**

The College's financial documents are thoroughly reviewed and discussed through a variety of committees and processes in accordance with BP 6200 Budget Preparation. The Board of Trustees reviews and discusses the District budget prior to its adoption on an annual basis. Throughout the year there are numerous financial reports that are presented in open meetings of

the Board of Trustees. The superintendent/president also provides an annual update at the fall Professional Development Day and at regular Town Hall meetings. ([III.D.6.11](#), [III.D.6.12](#)). These updates include information regarding the College's budget and financial condition. In 2018, the District created an annual Report to the Community that is distributed both on and off campus. The report provides an update on College developments and includes information about the College's revenues, expenditures, and other financial information ([III.D.6.13](#))

This process results in credible and accurate information to the campus and the community. The process ensures the District budget meets the needs of the College to serve and provide resources to support student learning programs and services

**7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

**Evidence of Meeting the Standard**

Annual external audit of all funds, books and accounts are required by California Education Code 84049(b) and BP 6400 Audits ([III.D.7.1](#)). Information from the annual audit reports are disseminated throughout the College ([III.D.7.2](#)) as well as readily available to the public on the Board of Trustees webpage ([III.D.7.3](#)). An annual audit report is presented to the Board of Trustees ([III.D.7.4](#)).

The District works closely with the external audit team to gather requested documents during the annual audit. The auditors discuss any audit findings prior to the issuance of the financial statements and the independent auditor's report each fiscal year. This allows the District to respond and develop a corrective action plan prior to the completion of the auditor's field work. The District's corrective plan of action, which includes a timeline of implementation, is included in the auditor's report. The independent auditor reviews and assesses the prior year's audit findings for confirmation of implementation of the corrective action plan(s) by the College.

The District provides information about budget, fiscal conditions, financial planning, and audit results to the College community and the public. The Tentative Budget, Final Budget, CCFS-320, CCFS-311, budget assumptions and plans are all public documents that are reviewed and vetted by various collegial consultation committees, College Council, and the College community at large. At those times and others, there is opportunity for questions, discussion and feedback regarding process, outcomes, and the sufficiency of resources.

El Camino College has consistently recognized the significance of addressing audit findings. Timely corrections to audit exceptions and management advice are important in order to improve and maintain an institution's financial integrity. The fiscal year 2015-16, 2016-17, and 2018-19, audits did not contain any exceptions. Fiscal year 2017-18 contained one audit finding. The finding concerned financial aid and was addressed and corrected within one year, as noted in the 2019 annual audit ([III.D.7.5](#)).

A financial and performance external audit is also conducted for the Proposition 39 El Camino Community College District Revenue Bond Construction Fund Bond. The audit report is

reviewed by the Citizens' Bond Oversight Committee. The audit report is also presented to the Board of Trustees in a public meeting of the Board ([III.D.7.6](#), [III.D.7.7](#)).

### **Analysis and Evaluation**

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. The District's financial audits are discussed in the PBC and are presented for discussion and acceptance at a public meeting of the Board of Trustees. The audit report is posted on the College website and is easily accessible. Similarly, the annual financial and program audit for the District's Measure E bonds is presented to the Citizen's Bond Oversight Committee prior to presentation to the Board of Trustees in public meeting of the Board.

### **8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

#### **Evidence of Meeting the Standard**

The District has established procedures to assure that financial management is in accordance with adequate internal controls, budget management, proper financial reporting and pursuant to the California Community College Budget and Accounting Manual. BP 6300 Fiscal Management ([III.D.8.1](#)) and AP 6300 Fiscal Management ([III.D.8.2](#)) establish the policy and procedures for proper fiscal management.

The program review schedule for the Administrative Services area shows the cycle of evaluation for the Fiscal Services department ([III.D.8.3](#)). As an example, the program review for the Contracts/Risk Management department was conducted in 2018 and recommended improvement through the updating of procedures and more training for the staff ([III.D.8.4](#)). Since the writing of this program review, nine board policies and administrative procedures have been written and/or updated to improve the operation of this department ([III.D.8.5](#)).

The College is currently evaluating the schedule and format for all administrative and non-instructional program reviews, including Fiscal Services, to more closely align with the annual budget cycle and to incorporate the CCCCO Vision for Success. The updated evaluation schedule and evaluation template will be implemented in the spring 2020 semester ([III.D.8.6](#)).

The College has strengthened its internal control systems through an annual audit of positions, funding status, and source of funding. Prior to developing the annual budget, the Fiscal Services office uses a structured process to reconcile positions under each vice president, dean, and director. This process helps ensure that all funded positions, either filled or vacant, are accounted for and included in the budget ([III.D.8.7](#)).

### **Analysis and Evaluation**

The College has developed policies and procedures for effective and valid internal control systems for fiscal management. The systems have been evaluated, and a new schedule and template have been developed for the annual program review for Administrative Services. The Institutional Research and Planning department has prepared the schedule and conducted training

with program leaders from the Administrative Services area, Human Resources area, and the Office of the President.

**9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

**Evidence of Meeting the Standard**

The College's level of unrestricted fiscal reserves is adequate to meet financial emergencies and unforeseen occurrences. BP 6200 Budget Preparation ([III.D.9.1](#)) requires the District to maintain general fund appropriation for contingencies be maintained at a prudent level, generally not less than 6 percent. El Camino College has maintained a reserve level at least equivalent to 20 percent of it ending balance for the last three years (projected 2018-19 ending balance of \$23,007,096 ([III.D.9.2](#)), projected 2019-20 ending fund balance of \$29,690,527 ([III.D.9.3](#)), and projected 2017-18 ending fund balance of \$18,297,283 ([III.D.9.4](#))). The annual CCSF-311 report shows an unrestricted balance exceeding the required 5 percent reserve amount recommended by the CCCCO ([III.D.9.5](#)). In addition, BP 6250 Budget Management provides a mechanism for the Board of Trustees to address financial emergencies and unforeseen circumstances ([III.D.9.6](#)).

The District's score on the Fiscal Health Risk Analysis self-survey administered by Fiscal Crisis and Management Assistance Team (FCMAT) puts the College at low risk for insolvency. ([III.D.9.7](#)).

El Camino College has sufficient insurance to cover its needs. The District participates in self-insurance programs in order to keep costs of insurance as low as possible. The District's property, liability, and worker's compensation are covered under the Statewide Association of Community College (SWACC) Joint Powers Authority (JPA). The schedule of insurance lists policy limits, deductibles, and annual contributions ([III.D.9.8](#), [III.D.9.9](#)).

AP 6300 Fiscal Management outlines the responsibilities of the Fiscal Services division for following the principles referenced in Title 5 for sound fiscal management. Sufficient resources to meet cash flow requirements as well as other responsibilities for excellent stewardship in managing the District's resources are detailed in AP 6300 Fiscal Management ([III.D.8.2](#)).

**Analysis and Evaluation**

The College has adequate reserves, a plan to ensure supplemental cash flow when needed, and insurance policies. A conservative fiscal policy approach of maintaining an adequate general operating fund reserve has afforded the College financial stability and the ability to have contingencies in place for emergencies.

**10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

**Evidence of Meeting the Standard**

El Camino College practices effective oversight of the College finances including financial aid, grants, externally funded programs, investments, and the Foundation. The Financial Aid department is led by a full-time director and an assistant director. The department reports to the dean of Enrollment Services. The Colleague Financial Aid module is used to administer and reconcile financial aid provided to students each year. Once reviewed by the Financial Aid Office, the Fiscal Services Office draws funds down from the U.S. Department of Education. The funds are then deposited into the Federal Student Financial Aid bank account. Fiscal Services staff then disburses these funds to students based on the advice from the Financial Aid Office. This process ensures separation of duties necessary to provide for effective internal controls. Annual audits ensure that the processes are effective ([III.D.10.1](#), [III.D.10.2](#)).

The College is subject to several program reviews regarding financial aid: Pell, California Student Aid Commission, and the federal Single Audit conducted by the CCCCO. The last federal review was in 2008. The California Student Aid Commission is scheduled to visit in early spring 2020. There have been no material findings assessed by these agencies with respect to the College's administration of Title IV or federal financial aid. The financial aid program is audited annually with the annual audit report. This report is submitted annually to the U.S. Department of Education ([III.D.10.3](#)).

The annual audit report for the year ending June 30, 2018 had a finding relating to financial aid. The federal share of awards made for Federal Supplemental Educational Opportunity Grants (FSEOG) and Federal Work-Study (FWS) may not exceed 75 percent, unless the District is granted matching requirement waiver from the U.S. Department of Education. The District did not meet the 25 percent matching requirements for the FSEOG and FWS programs for the 2017-2018 year. The District has historically received a matching requirement waiver from the Department of Education ED because the District also received a Hispanic-Serving Institutions and Articulation Program grant. However, the grant award period ended in the 2016-2017 year, which made the District ineligible for the matching requirement waiver in the 2017-2018 year. The District promptly addressed this finding, and the 2018-19 audit indicated that there was no repeat finding on this matter ([III.D.10.4](#)).

The District also offers contract education, community education, and business consulting services through the Community Advancement division. All contracts are approved by the Board of Trustees ([III.D.10.5](#)). Revenues and expenditures from the Community Advancement division follow District procedures for processing revenue and expenditure and are included in the annual audit.

El Camino College Foundation is a 501(c)(3) auxiliary organization of the District. BP 3600 Auxiliary Organizations governs the operation of the Foundation ([III.D.10.6](#)). The Foundation has a Board of Directors who participate in fundraising efforts ([III.D.10.7](#)). Each year, the executive director of the Foundation Board provides a presentation to the Board of Trustees regarding the accomplishments of the Foundation ([III.D.10.8](#)).

The El Camino College Foundation has established an investment policy with oversight provided by the El Camino College Foundation Finance Committee, comprised of Foundation Board of Directors members who work closely with Payden & Rygel investment advisors. The Committee reviews the performance of Foundation investments and reports progress to the Foundation Board on a bi-monthly basis. An annual overview is presented by Payden & Rygel advisors to the Foundation Board where fund strategies and recommendations are discussed ([III.D.10.9](#)).

With the passing of the Measure E bond, a Citizens' Bond Oversight Committee was established in accordance with applicable laws and regulations. In accordance with BP 6740 Citizens Oversight Committee and AP 6740 Citizens' Oversight Committee, committee members are appointed by the El Camino College District Board of Trustees ([III.D.10.10](#), [III.D.10.11](#)).

As terms expire, new members of the Citizens' Bond Oversight Committee are appointed ([III.D.10.12](#)). The members of the independent oversight committee inform and advise the public regarding the expenditure of bond revenues. The committee meets on a quarterly basis. As required by law, an annual financial and performance audit is conducted. The results of the audit and the Citizen's Bond Oversight Committee annual report is presented to the Board of Trustees. ([III.D.10.13](#)).

### **Analysis and Evaluation**

The College regularly assesses its use of financial resources through regularly scheduled reviews of various funds and programs by Fiscal Services. Revenues, expenditures, and variances are noted and shared with operating units on a monthly basis ([III.D.3.5](#)). Campuswide trends and issues are brought forward as needed at Executive Cabinet, the Planning and Budget Committee (PBC), and College Council.

Additionally, the Board of Trustees is updated quarterly on all campus financial resources through the published CCFS-311 ([III.D.9.5](#)), and monthly Measure E Bond expenditure reports ([III.D.10.1](#)), reports of all contracts and purchase orders above a designated threshold, and all contracts above a designated threshold ([III.D.10.2](#)). The Citizens' Bond Oversight Committee reviews all financial transactions of the various bond construction projects quarterly and plans for new issuances and potential bond refunds to remain in compliance with the spirit and language of the bond measure ([III.D.10.3](#)).

These activities all provide the opportunity for the College to evaluate and improve the management of financial aid, grants, externally funded programs, auxiliary organizations or foundations, and institutional investments and assets. General obligation (GO) bonds, the ECC Foundation assets, financial aid, and the general restricted and unrestricted funds all undergo effective institutional oversight.

## Liabilities

- 11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

### Evidence of Meeting the Standard

The District provides a level of financial resources to meet short- and long-term solvency and has a process to conduct planning and develop priorities in alignment with the District's mission and strategic initiatives.

As part of the annual planning and budgeting process, the Fiscal Services unit produces pro forma revenue projections on a five-year basis based on a series of published assumptions and the current understanding of the Student Centered Funding Formula ([III.D.11.1](#)). Those assumptions are tested with external data that has been gathered through the College's planning processes and information gained from the California Department of Finance, the California Community College Chancellor's Office (CCCCO) and macroeconomic trends. Five-year expense projections include estimates for step and column increases, health insurance rates, STRS/PERS contribution rates, OPEB contributions, and cost increases for operating expenses such as construction, utilities, liability insurance, equipment, software, and future obligations. Scenarios are developed and presented at Executive Cabinet, the PBC ([III.D.11.2](#)), College Council, and the Board of Trustees. Priorities are arrived at through consultation with these groups along with the Academic Senate, Strategic Planning Committee, Facilities Steering Committee, and Technology Committee.

The District plans for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building-maintenance costs. The College has created and continually funds specially created sinking funds for future liabilities: Fund 16 for STRS/PERS Future Liabilities, and Fund 69 for OPEB Irrevocable Trust Fund ([III.D.11.3](#)). Transfers to these funds are budgeted annually and are reflected in the College's annual budget.

### Analysis and Evaluation

The College prepares for both long-term and short-term solvency. The development of a five-year plan allows the College to prepare fiscal plans for the future. The funding of special funds for future liabilities demonstrates the College identifies and prepares for the payment of current and future obligations.

- 12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

**Evidence of Meeting the Standard**

The College plans for the payment of liabilities and future obligations. Governmental Accounting Standards Board (GASB) 75 requires that the College demonstrate its ability to fund future post-employment benefit obligations such as health care costs for vested retirees. In response, El Camino created an irrevocable trust in July 2013 ([III.D.12.1](#)). Every two years, with the most current being 2019, the College has commissioned an actuarial study to document, support and/or inform the level of contribution that the College should make to the trust ([III.D.12.2](#)). The annual contribution is evaluated and adjusted based upon the results of the study and existing fiscal conditions. The College has in fact, funded 80 percent of the expected contribution ([III.D.12.3](#)). The College has additionally made annual contributions to fund future STRS/PERS liabilities ([III.D.12.4](#)).

**Analysis and Evaluation**

The College completes the biannual actuarial studies in a timely manner. The study along with the fund balance for OPEB Irrevocable Trust and future STRS/PERS liabilities demonstrate the College meets the standard.

- 13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

**Evidence of Meeting the Standard**

BP 6307 Debt Issuance and Management guides the College in its management of debt. The College determines the level of locally incurred debt and makes appropriate plans to address the debt and ensures the debt repayment schedule does not adversely impact current fiscal obligations. The College has no locally incurred debt other than the Measure E GO bonds for which repayment is guaranteed out of local property tax revenues.

In August 2018, S&P Global Ratings raised its long-term rating to AA+ from AA on El Camino Community College District's outstanding GO bonds. ([III.D.13.1](#)). At the same time, S&P Global Ratings assigned its AA+ long-term rating to the District's series 2018B GO bonds (election of 2012). The outlook is stable. The raised rating reflects the market's view of the District's continued economic growth and improved property wealth over the last several years. The rating action also reflects the District's recent audited surpluses and maintenance of strong reserves, and management's prudent budget practices regarding certain long-term liabilities. The 2019 Annual Audit recognizes the long-term debt obligations and notes the District received a bond rating of AA+/Stable from S&P Global and a rating of Aa1 from Moody's ([III.D.13.2](#)).

## **Analysis and Evaluation**

The College is guided in the matter of debt repayment by board policies. The College plans for the repayment of locally incurred debt and ensures the repayment does not have an adverse effect on other fiscal obligations. The only locally incurred debt is the Measure E GO bonds, which are repaid by local property taxes. The District has a positive global rating and is stable. The College meets the standard

- 14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

## **Evidence of Meeting the Standard**

The College uses the Los Angeles County Office of Education (LACOE) for most banking activities. Account exemptions are the ECC Foundation and Revolving, Clearing, Student Registration, Student Financial Aid, Scholarship Trust, Associated Student Organization and the Auxiliary funds. All auxiliaries follow the same budget and financial reporting requirements as campus entities ([III.D.14.1](#)). In October 2019, the Board of Trustees adopted resolutions to establish three funds at LACOE for the following district banking needs: Fund 71 for the Associated Student Organization account, Fund 75 for the Trust and Scholarship account, and Fund 79 for the Auxiliary Fund. This action by the Board solidified LACOE for all banking activities ([III.D.14.2](#)).

The only exception is the El Camino College Foundation which is a separate 501(c)(3) public benefit corporation with its own Board, and financial oversight. However, the president of the College sits on the Board, as does one member of the Board of Trustees ([III.D.10.9](#)). The Foundation undergoes an annual audit by an independent auditing firm. The resulting audit report is reviewed and accepted by the Foundation Board of Directors and is publicly posted on the Foundation website ([III.D.14.3](#)).

## **Analysis and Evaluation**

The College ensures all debt instruments, auxiliary activities, fundraising efforts and grants are used with integrity and consistent with intended uses. The Board of Trustees oversees and approves all banking operations. Regular external audits are conducted to ensure funds are expended appropriately. The College meets the standard.

- 15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

#### **Evidence of Meeting the Standard**

The institution's three-year default rate is within federal guidelines. El Camino's federal loan default rate has declined with the termination of the Compton College partnership and remains below the federal guideline ([III.D.15.1](#)).

Student loan default rates, revenues, and related matters are monitored and assessed to ensure compliance with federal regulations. The College is subject to several annual audits regarding financial aid: Pell, California Student Aid Commission, and the Federal Single Audit conducted by the CCCCO. There have been no material findings assessed by these agencies with respect to the College's administration of Title IV or federal financial aid ([III.D.10.3](#)).

#### **Analysis and Evaluation**

The College monitors and manages all student loan default rates, revenues streams and assets to ensure compliance with federal requirements. Appropriate audits are conducted to ensure compliance. The College meets the standard

#### **Contractual Agreements**

- 16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

#### **Evidence of Meeting the Standard**

BP 6340 Bids and Contracts delegates to the superintendent/president the authority to enter into contracts on behalf of the District and to establish administrative procedures for contract awards and management, subject to a number of stipulations.

El Camino College contractual agreements with external entities are vetted at the executive management level after review by Risk Management and Fiscal Services. Reviews are conducted to ensure that the contracts meet local requirements and in compliance with board policies and administrative procedures ([III.D.16.1](#), [III.D.16.2](#), [III.D.16.3](#)). Contracts above a certain threshold are put on the agenda for Board review and approval.

At its April 15, 2019 Board meeting, the Board of Trustees adopted the California Uniform Public Construction Cost Accounting Act (CUPCCA), which authorizes the District to procure public works contracts by the alternative bidding procedures permitted under the Act. Specifically, CUPCCA provides the delegation of authority to award contracts \$60,000 or less, delegates emergency procurement authority to the superintendent/president and enacts the informal bidding procedure under CUPCCA ([III.D.16.4](#)). AP 6345 Bids and Contracts –

CUPCCAA was developed to implement CUPCCA and was presented to the Board of Trustees as an information item at its January 21, 2020 meeting ([III.D.16.5](#)).

### **Analysis and Evaluation**

All contractual agreements with external entities are consistent with the mission and goals of the College. The College has appropriate policies and procedures in place to maintain the integrity of the institution and quality of programs. The Board of Trustees approves all contracts after review and approval of the Risk Management department. The College meets the standard.

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### **Conclusions on Standard III.D. Financial Resources**

El Camino College has a history of sound financial management and oversight. The budget and resource allocation process indicate the College is managed in a fiscally conservative manner to match the mission and ensure the needs of student programs are met. Fiscal management and appropriate accounting processes are followed using generally accepted accounting standards. Audits by external auditing firms are the formal means of evaluation and confirm the District's fiscal soundness. The financial management procedures are governed by appropriate board policies and procedures which are reviewed and revised to meet District needs. The procedures supply a system of checks and balances to ensure proper accounting practices. The College has sufficient funds to support programs and services and to improve institutional effectiveness. The consultation process provides for active participation and feedback into the budget development and financial planning. Information regarding financial decisions is disseminated to the institution in a timely manner.

The College plans for and meets past financial obligations and plans for future obligations. The District maintains an adequate reserve that annually exceeds the level required by board policies. The District has set aside funds to meet future obligations for OPEB liability and future STRS/PERS obligations. The College plans for the financial future using a five-year projection model to anticipate long-term commitments. Contractual obligations are managed by Board-approved policies and procedures and reviewed and monitored by the Board of Trustees.

The College monitors and manages student loan default rates. Audits demonstrate the College complies with federal guidelines, including Title IV.

### **Improvement Plan**

The California Community College (CCC) funding model has been both inadequate and unreliable in providing stable funding. The introduction of the new Student Centered Funding Formula in fiscal year 2018–19 has failed to address this as of yet. The Enrollment Management Committee, with assistance from institutional effectiveness, provided an aggressive plan to achieve and surpass the targeted growth allocation provided by the Chancellor's Office. The College should implement the measures outlined in the Enrollment Management Plan.

## **Evidence List**

- III.D.1.1 [Board presentation ECC Planning Process Re-Envisioned Nov 2019](#)
- III.D.1.2 [College Council meeting presentation from Dec 2 2019](#)
- III.D.1.3 [College Council Minutes 12 02 2019](#)
- III.D.1.4 [Final Budget September 2019, pp. 4-5](#)
- III.D.1.5 [Final Budget Summary All Funds 2017-18](#)
- III.D.1.6 [Final Budget Summary All Funds 2018-19](#)
- III.D.1.7 [Final Budget Summary All Funds 2019-20](#)
- III.D.1.8 [Comprehensive Master Plan Executive Summary](#)
- III.D.1.9 [President's Meeting to managers 9 18 2019 2019](#)
- III.D.1.10 [FCMAT Fiscal Health Risk Analysis Worksheet, November 2017](#)
- III.D.2.1 [PBC minutes Oct 17 2019](#)
- III.D.2.2 [Board Policy 1200 District Mission and Strategic Plan 2015-2020](#)
- III.D.2.3 [minutes Planning & Budget Committee November 2019](#)
- III.D.2.4 [Planning Presentation College Council November 2019](#)
- III.D.2.5 [Extended Cabinet September 2019](#)
- III.D.2.6 [President's Management Meeting Fall 2019](#)
- III.D.2.7 [Board of Trustees minutes November 2019](#)
- III.D.2.8 [Planning Summit 2018](#)
- III.D.2.9 [2020-23 Strategic Plan adoption BOT minutes Jan 21 2020](#)
- III.D.2.10 [Academic Affairs Program Review Report BOT Agenda Nov 18, 2019](#)
- III.D.2.11 [Presentation at the Strategic Planning Meeting Oct 31 2019](#)
- III.D.2.12 [Institutional Effectiveness Outcomes Infographic 2016-2017](#)
- III.D.2.13 [PBC minutes Nov 21 2019](#)
- III.D.2.14 [Recommended Resource Requests 2017-18](#)
- III.D.2.15 [Recommended Resource Requests 2018-19](#)
- III.D.2.16 [Planning Presentation PBC Nov 21 2019](#)
- III.D.2.17 [Academic Senate agenda Sept 3 2019](#)
- III.D.2.18 [BOT Budget Workshop Presentation Aug 26 2019 pp. 14-20](#)
- III.D.2.19 [BOT Planning Workshop Minutes July 2019](#)
- III.D.2.20 [BOT Budget agenda items 2019](#)
- III.D.2.21 [BOT Agenda and CCSF311 report May 2019](#)
- III.D.2.22 [CCSF 320](#)
- III.D.2.23 [Annual 2019 Financial Audits January 2020 BOT agenda](#)
- III.D.2.24 [PBC Annual Calendar 2020](#)
- III.D.2.25 [Planning & Budget Agenda January 2018](#)
- III.D.2.26 [Planning & Budget Agenda January 2019](#)
- III.D.2.27 [Planning & Budget Agenda January 2020](#)
- III.D.2.28 [2011-18 Annual Plan spreadsheet](#)
- III.D.2.29 [AP 6200 Budget Preparation](#)

[III.D.2.30 PBC web page](#)  
[III.D.3.1 BP 6200 Budget Preparation](#)  
[III.D.3.2 AP 6200 Budget Preparation](#)  
[III.D.3.3 BP 6250 Budget Management](#)  
[III.D.3.4 BP 6300 Fiscal Management](#)  
[III.D.3.5 PBC Committee Membership](#)  
[III.D.3.6 College Council Minutes Aug 2019](#)  
[III.D.3.7 PBC Minutes Aug 2019](#)  
[III.D.3.8 BOT Budget Workshop Agenda Aug 2019](#)  
[III.D.3.9 BOT Agenda Budget Sept 2019](#)  
[III.D.4.1 Five-year Budget Projection](#)  
[III.D.4.2 Final Budget 2019-2020, p. 1](#)  
[III.D.4.3 BOT Meeting Oct 2018 FTES Goals to Actual Report](#)  
[III.D.4.4 BOT Agenda Grants Report Oct 2019](#)  
[III.D.4.5 BOT Agenda Apprenticeship Grant Aug 2018](#)  
[III.D.4.6 BOT Agenda ETP Grant Nov 2016](#)  
[III.D.4.7 BOT Presentation December 16, 2019](#)  
[III.D.4.8 BOT Approval Event Director Aug 2018](#)  
[III.D.4.9 AP 6700 Civic Center and Other Facilities Uses](#)  
[III.D.4.10 College Council Agenda Aug 2019](#)  
[III.D.4.11 Jan 2020 district wide budget](#)  
[III.D.4.12 Fiscal Service Budget Partner assignment](#)  
[III.D.4.13 2019-20 Final Budget, p. 29](#)  
[III.D.4.14 Budget allocation email Aug 5 2019](#)  
[III.D.5.1 Quarterly 311 report BOT 12-16-2019](#)  
[III.D.5.2 PBC agenda 8-15-2019](#)  
[III.D.5.3 PBC Budget Presentation 8-15-19](#)  
[III.D.5.4 2019 Annual Audit](#)  
[III.D.6.1 BOT Agenda Sept 5 2017 Budget Study Session](#)  
[III.D.6.2 BOT Agenda Budget presentation Aug 26 2019](#)  
[III.D.6.3 SPC Meeting Oct 31 2019 presentation – Slide # 15](#)  
[III.D.6.4 2018-19 Final Budget Assumptions](#)  
[III.D.6.5 Agenda PBC 6-6-19](#)  
[III.D.6.6 BOT Agenda 6-18-2018](#)  
[III.D.6.7 Agenda PBC 8-21-2019](#)  
[III.D.6.8 BOT Budget Workshop 8/26/29](#)  
[III.D.6.9 BOT Meeting Minutes Sept 3 2019](#)  
[III.D.6.10 ECC CCSF 320 2017-18 Advance Principal Apportionment](#)  
[III.D.6.11 District-Wide Budgets Funds 11&12 \(11252019\).pdf](#)  
[III.D.6.12 Superintendent Presentation Fall 2019 Professional Development Day](#)

[III.D.6.13 Spring 2019 Town Hall Meeting](#)  
[III.D.6.14 2019 Annual Report to the Community](#)  
[III.D.7.1 BP 6400 Audits](#)  
[III.D.7.2 PBC agenda1-18-2018](#)  
[III.D.7.3 BOT web page – audits](#)  
[III.D.7.4 BOT Audit agenda item 1-16-2018](#)  
[III.D.7.5 Annual Audit 2019, pp. 97-98](#)  
[III.D.7.6 BOT Meeting April 17 2017](#)  
[III.D.7.7 Citizens Bond Oversight Committee meeting minutes Mar 29 2017, p. 6](#)  
[III.D.8.1 BP 6300 Fiscal Management](#)  
[III.D.8.2 AP 6300 Fiscal Management](#)  
[III.D.8.3 AS Program Review Schedule](#)  
[III.D.8.4 Purchasing Risk Management PR 2018-2019.pdf](#)  
[III.D.8.5 2019-20 Policies Update College Council](#)  
[III.D.8.6 PR Schedule 2020 Administrative Services](#)  
[III.D.8.7 Position control spreadsheet Fall 2018](#)  
[III.D.9.1 BP 6200 Budget Preparation](#)  
[III.D.9.2 2018-19 Budget Assumptions](#)  
[III.D.9.3 2019-2020 Budget Assumptions](#)  
[III.D.9.4 2017-18 Budget Assumptions](#)  
[III.D.9.5 CCFS 311A-720-Master-Report-20182019](#)  
[III.D.9.6 BP 6250 Budget Management](#)  
[III.D.9.7 FCMAT report page #](#)  
[III.D.9.8 Schedule of Insurance](#)  
[III.D.9.9 El Camino CCD 2019-20 JPA PIPS Rate Sheet](#)  
[III.D.10.1 BOT web page Annual Audits](#)  
[III.D.10.2 FinancialAidOffice-Spring2014.pdf](#)  
[III.D.10.3 Annual audit report from Eide Bailly 2019, p. 72](#)  
[III.D.10.4 Audit for the Year Ending June 30, 2019, p. 98](#)  
[III.D.10.5 BOT Meeting Aug 19 2019 Consent Agenda](#)  
[III.D.10.6 BP 3600 Auxiliary Organization](#)  
[III.D.10.7 Foundation Board of Directors](#)  
[III.D.10.8 BOT Meeting Dec 16 2019 Foundation presentation](#)  
[III.D.10.9 ECC Foundation Board Meeting 9-26-19](#)  
[III.D.10.10 BP 6740 Citizens Oversight Committee](#)  
[III.D.10.11 AP 6740 Citizens Oversight Committee](#)  
[III.D.10.12 BOT minutes April 15 2019](#)  
[III.D.10.13 CBOC-Annual-Report-2017-18.pdf](#)  
[III.D.11.1 Five-year budget projection](#)  
[III.D.11.2 PBC minutes 5-18-2017](#)

- III.D.11.3 [2019-20 Final Budget table of Contents](#)
  - III.D.12.1 [ECCD Futuris Trust July 2013](#)
  - III.D.12.2 [ECC GASB75 Final 2019 Report](#)
  - III.D.12.3 [2019-20 OPEB Irrevocable Trust Fund](#)
  - III.D.12.4 [2019-20 PERS-STRS Future Liabilities Fund](#)
  - III.D.13.1 [S&P Report Rating 2018](#)
  - III.D.13.2 [Annual Audit 2019, pp. 7,8,13](#)
  - III.D.14.1 [2019-20 Budget All Fund Summary](#)
  - III.D.14.2 [BOT minutes Oct 2019](#)
  - III.D.14.3 [Foundation Audited Financial Statements 2017-2018](#)
  - III.D.15.1 [DOE default rate letter 2018](#)
  - III.D.16.1 [BP 6300 Fiscal Management](#)
  - III.D.16.2 [BP 6340 Contracts](#)
  - III.D.16.3 [AP 6307 Debt Issuance and Management](#)
  - III.D.16.4 [BOT minutes April 15 2019](#)
  - III.D.16.5 [BOT agenda item Jan 21 2020](#)
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## **Standard IV: Leadership and Governance**

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### **A. Decision-Making Roles and Processes**

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

### **Evidence of Meeting the Standard**

The College has formal and informal practices and procedures that encourage individuals, no matter their role, to bring forward ideas for institutional improvement. Board Policy (BP) 2510 Participation in Local Decision Making officially codifies this consultation with campus constituencies ([IV.A.1.1](#)). Further, Administrative Procedure (AP) 2510 Collegial Consultation delineates the roles various individuals and committees have in ensuring effective planning and implementation is carried out by a wide array of stakeholders at the College ([IV.A.1.2](#)). The College assesses its decision-making processes regularly as evidenced in Making Decisions at El Camino College ([IV.A.1.3](#)). Various campus committees convene regularly to plan and implement program and institutional improvement ([IV.A.1.4](#)). Programs, such as ECC PRIDE, a leadership institute open to administrators, faculty, and staff, develop stakeholders to become effective change agents at the College ([IV.A.1.5](#)). Students, faculty, staff, managers, and administrators also informally participate in governance, decision-making, and institutional improvement through Town Hall meetings with President Maloney as well as meeting with her during her office hours ([IV.A.1.6](#), [IV.A.1.7](#)).

### **Analysis and Evaluation**

Consultation at El Camino College involves a collaborative process in which members of major campus constituencies play an appropriate part by making recommendations to the president. Collegial consultation is conducted across campus by administrators, staff, faculty, and students. For instance, BP 2510 Participation in Local Decision Making states, "The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration" ([IV.A.1.1](#)). Consequently, students have a significant role in how El Camino

College functions. Students are encouraged to participate in campuswide activities and organizations. Students select their representatives to all consultation committees. These representatives have an equal standing with the representatives from other campuswide constituencies such as the Board of Trustees, Accreditation Steering Committee, and College Council ([IV.A.1.8](#)). An example of a change to the campus initiated by the Associated Students Organization (ASO) is the placing of free-flow water dispensers in buildings ([IV.A.1.9](#)).

In accordance with BP 2510 Participation in Local Decision Making, the Academic Senate has primary recommendation responsibility for academic and professional matters such as curriculum, degree and certificate requirements, and grading policies. The process welcomes ideas and suggestions from all faculty members.

College Council is another pathway that fosters collegial participation in leading the goals of the institution. The purpose and operation of College Council is described fully in AP 2510 Collegial Consultation, "The role of the College Council is to bring together all constituent groups to facilitate development and understanding of college-wide recommendations" ([IV.A.1.2](#)). The members of the College Council include a representative from the Associated Student Body, Academic Senate, Federation of Teachers, classified employees, Police Officers Association, confidential employees and management ([IV.A.1.4](#)).

The institution's leadership continues to provide opportunities through informal meetings with the president via Town Hall meetings and office hours throughout the semester where the campus community can share ideas, provide feedback, and offer recommendations.

The process of collegial consultation was documented in 2015 in Making Decisions at El Camino College, which describes the roles of College and District constituents in decision-making processes, consultation and other committees, and planning and budgeting processes ([IV.A.1.3](#)). The document was developed through a consultative process and is reviewed annually by the Academic Senate, College Council and consultation committees such as the Facilities Steering Committee, the Planning and Budgeting Committee (PBC), the Calendar Committee, and the Technology Committee. Making Decisions at El Camino College encourages all campus constituencies to participate in governance by stating, "To ensure trust and goodwill, campus members engaged in collegial consultation must treat each other respectfully and recognize the unique perspectives, skills, and abilities of our colleagues and students. All committee members will be given the opportunity to speak and to express their constituent's point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success."

The Making Decisions at El Camino College document was undergoing revision during the 2019-20 academic year. The process was initiated by College Council as one of their goals and has moved through the consultation process during the year. It is expected the process of consultation and Board approval for the revised document will be completed by July 2020, but not in time for inclusion in this self-evaluation report.

The institution has established systems and participative processes for effective planning and implementation for program and institutional improvement via various committee work, PBC,

the Annual Planning Summit, the Strategic Planning Committee, annual planning and budgeting, and Institutional Research.

El Camino College provides opportunities through programs such as ECC PRIDE, a leadership academy created to develop visionary, innovative, and creative leaders ([IV.A.1.5](#)). Managers, faculty, and staff participating in the academy are empowered to lead and shape the District and the community college system. Four cohorts have gone through this unique professional development program since its inception in 2017.

The institution's leadership continues to provide opportunities for everyone to participate in the decision-making process through meetings such as the November 30, 2018 Town Hall with President Maloney ([IV.A.1.6](#)). Faculty, staff, and students were able to discuss topics such as Guided Pathways and AB 705 with President Maloney, giving her valuable feedback. Further, throughout the semester during President Maloney's office hours, the campus community can share ideas, provide feedback, and offer recommendations, and starting in the fall 2019 semester vice presidents have open office hours ([IV.A.1.10](#)).

In summary, the College fosters an environment that supports administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services of the College.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

### **Evidence of Meeting the Standard**

BP 2510 Participation in Local Decision Making and AP 2510 Collegial Consultation establish the College's governance structure as well as the roles constituents, including students, faculty, and administrators, have in decision-making ([IV.A.2.1](#), [IV.A.2.2](#)). The structure and constituents' roles are graphically represented in the Academic Senate Handbook ([IV.A.2.3](#)). Making Decisions at El Camino College explains in greater depth how decision-making processes are carried out at the College ([IV.A.2.4](#)).

### **Analysis and Evaluation**

El Camino College has always had an established and written policy for the campus community to participate in decision-making processes. Board policies set guidelines for collegial consultation with faculty and other members of the campus community. The document Making Decisions at El Camino College clarifies the manner in which faculty, staff, administrators, and students bring forward ideas and collaborate on implementation. As it states in the introduction, the document "explains to the college community our structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation committees. Making Decisions at El Camino College also describes how committee recommendations move forward to the Superintendent/President and, where appropriate, are

considered by the Board” ([IV.A.2.4](#)). In the document, it clearly states that “all committee members will be given the opportunity to speak and to express their constituent’s point of view without insult or reprisal. We approach the issues with an open mind united by our ultimate prioritization of the El Camino College mission for the benefit of students and their success.”

In accordance with Educational Code, section 70902(b) (7) a., which gives faculty, staff, and students the right to participate in governance, and b., the ability for academic senates to make recommendations to curriculum and other areas of academic standards, El Camino abides by AP 2510 Collegial Consultation ([IV.A.2.2](#)). This policy allows faculty, classified and confidential staff, and administration to participate in decisions that affect the entire campus.

The Academic Senate Handbook explains El Camino College’s participation in the consultation process among groups, including the Academic Senate, area councils, division councils, the PBC, and other councils, committees and task forces as formed by the president and deemed necessary. Some of the subcommittees include the College Curriculum Committee (CCC), the Academic Program Review Committee, the Academic Technology Committee, and the Facilities Steering Committee. A diagram of governance can be viewed on page 4 of the Academic Senate Handbook ([IV.A.2.3](#)).

The College makes policies and procedures that solicit student participation. As outlined in AP 2510 Collegial Consultation, the College Council, a campuswide committee chaired by the president, convenes regularly and provides administration, employees, and students the opportunity to participate in the review of District policies and procedures ([IV.A.2.5](#)). It is made up of representatives from the ASO, the Academic Senate, the Federation of Teachers, classified employees, the Police Officers Association, confidential employees and management, and the vice presidents. Students are involved in developing and revising policies affecting grading, student codes of conduct, academic discipline, curriculum, educational programs, processes for budgeting and planning, student standards, student services planning and development, fees, faculty, administration, and staff evaluation and hiring.

BP 2510 Participation in Local Decision Making requires the Board of Trustees to include a student as an advisory-voting member. The student member is allowed to participate in discussions of all pertaining issues and allows the student to make second motions in conversations ([IV.A.2.6](#)). A student trustee provides updates from the ASO to the Board of Trustees. Students participate in collegial consultation through the ASO. The ASO consists of student representatives in all educational divisions, elected by the student body. Every member of ASO has a role in the decision-making process at El Camino College for the benefit of the College as a whole and of individual divisions. All committees encourage students from the ASO to participate and voice student opinions.

Therefore, the College has policies and procedures that delineate the roles and responsibilities students, faculty, staff, and administrators play in decision-making processes.

- 3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

### **Evidence of Meeting the Standard**

BP 2510 Participation in Local Decision Making delineates the roles of faculty in governance, planning, and budget development. Administrators are given responsibility for the management and daily operation of the College in BP 3101 Administrative Organization ([IV.A.3.1](#)). The exact roles of administrators can be seen in job descriptions such as the job description for associate dean ([IV.A.3.2](#)). The Academic Senate Handbook spells out in detail the roles of faculty, and committee meeting minutes indicate the participation of administrators and faculty in governance, including planning and budget development ([IV.A.3.3](#), [IV.A.3.4](#), [IV.A.3.5](#), [IV.A.3.6](#), [IV.A.3.7](#)).

### **Analysis and Evaluation**

BP 2510 Participation in Local Decision Making delineates the faculty's role in governance, planning, and budget development. Through the Academic Senate, the Board of Trustees will "normally accept" faculty recommendations regarding curriculum, "governance structures as related to faculty roles," and "processes for institutional planning and budget development." BP 3101 Administrative Organization sets the general roles of administrators, who also participate in governance, planning, and budget development. The job description for associate dean on the Human Resources website details these roles.

Following the guidelines in Making Decisions at El Camino College, which specify the manner in which individuals across campus bring their ideas forward and work together on policies, planning, and special purpose committees, various committees receive input from all entities of the campus community. For example, the Academic Senate meets twice per month to discuss items outlined in the Academic Senate Handbook. These items include curriculum issues, including establishing prerequisites and placing courses within disciplines; degree and certificate requirements; grading policies; educational program development; standards and policies regarding student preparation and success; District and College governance structures as related to faculty roles; faculty roles and involvement in the accreditation process, including self-study and annual reports; policies for faculty professional development activities; processes for program review; processes for institutional planning and budget development; and other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate. Discussion items can be viewed in the Academic Senate's meeting minutes from October 16, 2018 ([IV.A.3.4](#)), and include AP 4055 Accommodations for Students with Disabilities, AP 5500 Standard of Student Conduct, Institutional Research and Planning, Human Resources, Faculty Association of California Community Colleges (FACCC), and ASO updates.

The PBC provides faculty and administrators a substantive role in governance. It ensures that planning and budgeting are integrated and that they are driven by the College mission and Strategic Plan. The committee is comprised of representatives from the Academic Senate,

Administrative Services, ASO, campus Police, ECC Federation of Teachers, ECCE Classified Union, management, Student Services and Community Advancement ([IV.A.3.7](#)).

With the continual construction on campus over the past decade, a planning committee that focuses on related issues was formed. The Facilities Steering Committee's minutes from October 1, 2018 mention the variety of issues this committee deals with, including campus health and safety, campus climate survey results, facilities updates, the Sustainability Plan, outdoor lighting, baseball field improvements, the Bookstore café, and Student Services move-in schedule.

In addition to the committees focusing, partly, on policies and planning mentioned above, the College also has committees set up to work on special assignments, including the Distance Education Advisory Committee (DEAC) and the Police Advisory Committee (PAC). DEAC was formed in response to ever-changing technology and the community's demand for online classes. The DEAC has primary responsibilities for developing policies and procedures for distance education courses that comply with local and state guidelines. DEAC works closely with the Academic Senate, College and division curriculum committees to ensure commitment to quality assurance and continuous improvement of the program. The committee includes faculty from all academic divisions, along with the director of Learning Resources, the Distance Education coordinator and staff from the Distance Education (DE) office, representatives from the CCC, Special Resources Center, and Counseling. The College's PAC is comprised of representatives from management, faculty, staff and students and meets to hear feedback on safety concerns.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

### **Evidence of Meeting the Standard**

Faculty, associate deans, and deans regularly participate in the development, changes, and review of curriculum and student learning as stipulated in BP 4020 Program, Curriculum, and Course Development ([IV.A.4.1](#)). Division committees and the CCC meet regularly and follow the guidelines set by BP 4020 Program, Curriculum and Course Development ([IV.A.4.2](#), [IV.A.4.3](#)). The CCC consists of faculty and academic administrators ([IV.A.4.4](#)). The CCC reviews and approves a large number of courses each semester ([IV.A.4.5](#)). In addition, the CCC regularly reviews policies and procedures to ensure the College is following them and that practices are functioning smoothly ([IV.A.4.5](#)). The Assessment of Learning Committee oversees the implementation of student learning assessments and ensures that the results of assessments are used to make meaningful changes to curriculum and instruction ([IV.A.4.6](#)).

### **Analysis and Evaluation**

BP 4020 Program, Curriculum, and Course Development states that each academic division has a curriculum committee consisting of faculty and academic administrators. These committees meet throughout the semester to approve proposed new curricula and to review existing courses periodically to ensure students receive a quality education. For instance, on September 27, 2018 the Humanities division curriculum committee discussed and approved two Italian courses and two noncredit ESL courses. Curricula approved at the division level is moved to the CCC. The

CCC consists of one full-time faculty member from each academic division, one full-time counselor, one full-time librarian, the vice president of Academic Affairs, a representative of the Council of Deans, and staff such as the College's curriculum advisor and articulation officer. The CCC reviews a large number of courses every semester such as the 32 course outlines of record reviewed and approved at the May 7, 2019 CCC meeting.

The CCC also regularly reviews curriculum policies and procedures in order to make sure that the curriculum review and approval process is working effectively and that the College is following good practice. An example of this is from the minutes of the May 7, 2019 meeting. In that meeting, the CCC discussed whether changes should be made to the Distance Education Addendum such as possible changes regarding social media usage in online classes.

The Assessment of Learning Committee strives to improve student success by coordinating assessment planning, developing methodologies and procedures, providing ongoing training, and promoting authentic communication on campus and with the community. Its membership includes two faculty co-chairs, the associate dean of Academic Affairs, faculty representatives from each academic division, an academic dean liaison, as well as representatives from the Academic Senate, the Student Services division, and Institutional Research and Planning ([IV.A.4.6](#)).

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

### **Evidence of Meeting the Standard**

The College has governance policies that specify roles for staff and students. The policies also state the academic roles of faculty and are collected in the Making Decision at El Camino College document ([IV.A.5.1](#)). Students, staff, and faculty are well informed of these roles, and these constituencies work together to improve the College, as evidenced in the 2018 Planning Summit ([IV.A.5.2](#)). The College has diverse perspectives and uses them to develop goals and to work towards those goals. BP 3250 Institutional Planning requires the president of the College to ensure that the system of planning includes "appropriate segments of the College community" ([IV.A.5.3](#)). The College's 2017-2022 Comprehensive Master Plan was the result of a wide range of diverse perspectives ([IV.A.5.4](#)).

### **Analysis and Evaluation**

The College has a comprehensive system of institutional planning that includes curriculum and program review, budgeting, policies, short-term goals, and long-term goals. This system was described in great detail in pages 6 to 9 of Making Decisions at El Camino College. Standing committees consisting of students, staff, faculty, and administrators provide a framework of collegial consultation enabling the president and Board of Trustees to make informed decisions. The College's Comprehensive Master Plan for 2017-2022 was the result of two years of work by faculty work groups, planning summit participants, Academic Senate, and standing committees such as the Student Success Advisory Committee, College Council, and ASO ([IV.A.5.4](#)).

Staff and students are well-informed of their respective roles on the campus. For instance, student leaders in ASO attend a summer retreat in which they learn about their roles and how they effect change at the College ([IV.A.5.5](#)).

Diverse perspectives are valued and set the College's priorities as well as result in timely action. In the spring of 2017, an Equal Employment Opportunity (EEO) survey was sent to campus constituencies to find out their perspectives of diversity and led to changes in the hiring process ([IV.A.5.6](#)). Further, the campus climate survey was administered in the spring of 2018 in order to "cultivate a welcoming and inclusive campus environment" ([IV.A.5.7](#), [IV.A.5.8](#)). The results of the survey indicated a need for more food options on campus, and as a result, the Camino Café was opened. Responses from the survey also indicated that there was a need to improve safety on campus at night. As a result, the College has begun repairing lights on campus ([IV.A.5.9](#)).

**6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.**

**Evidence of Meeting the Standard**

The processes for making decisions at El Camino College are outlined in Making Decisions at El Camino College ([IV.A.6.1](#)), which details the role that students, faculty, staff and administrators have in the decision-making process. It also delineates which committees are involved in the consultation process and how the mission, Strategic Initiatives, planning and budgeting are the foundation of the process. The processes are codified in BP 2510 Participation in Local Decision Making and AP 2510 Collegial Consultation ([IV.A.6.2](#), [IV.A.6.3](#)). Decision-making processes and decisions are communicated across the College in a variety of ways such as newsletters, meeting minutes, and email messages ([IV.A.6.4](#), [IV.A.6.5](#), [IV.A.6.6](#), [IV.A.6.7](#), [IV.A.6.8](#), [IV.A.6.9](#), [IV.A.6.10](#)).

**Analysis and Evaluation**

The College has processes to document and communicate decisions throughout the institution. President Maloney informs the campus community of key events, milestones, and important changes via President's News. The May 31, 2019 edition of the newsletter included a reminder of the date of the Fall Flex Day for faculty, a biography of the Class of 2019's commencement student speaker, and information on how to sign up for Nixle, which enables users to receive emergency messages via text from campus Police ([IV.A.6.5](#)).

Standing committees' agendas and meeting minutes such as those for the Technology Committee and Facilities Steering Committee are published on the College's website ([IV.A.6.6](#), [IV.A.6.7](#)). Board of Trustees' agendas and meeting minutes are also on the website ([IV.A.6.8](#)). The College Council's agendas and meeting minutes are emailed to faculty and staff ([IV.A.6.9](#)). The processes for decision-making and important decisions are also communicated via email messages to all employees. For example, the director of Institutional Research and Planning emailed all faculty on April 17, 2018 inviting them to participate in the campus climate survey so that the results could be used to "empower employees to participate in a diverse and multicultural campus" and to "support employees' ability to address the needs of underserved community members..." ([IV.A.6.10](#)).

- 7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **Evidence of Meeting the Standard**

The College regularly evaluates its governance and decision-making structures, and the results of the evaluations are communicated to the campus community ([IV.A.7.1](#), [IV.A.7.2](#)). The College uses these results to make needed improvements ([IV.A.7.3](#), [IV.A.7.4](#)).

### **Analysis and Evaluation**

El Camino College’s leadership roles, governance, and decision-making policies, procedures, and processes are regularly evaluated to ensure their effectiveness. In the spring of 2018, employees and students completed campus climate surveys to evaluate the College’s governance, and the results of the survey were published on the Institutional Research and Planning website ([IV.A.7.1](#), [IV.A.7.2](#)). For example, 76 percent of the 1,511 employees surveyed believe that they have “opportunities to participate in department planning and evaluation of programs and services,” and 63 percent reported that their suggestions and ideas have resulted in changes in policies and practices at the College.

The College uses results of evaluations to make improvements. For example, only 63 percent of the 1,633 students surveyed on the campus climate survey felt safe on campus at night compared to 94 percent who reported feeling safe during the day. As a result, discussion ensued on how to improve safety at night. The ASO Sustainability Committee meeting of October 24, 2018 included a discussion on determining which areas around campus needed better lighting ([IV.A.7.3](#)). Further, the Council of Deans minutes from December 13, 2018 show that 100 exterior lights had been repaired ([IV.A.7.4](#)).

Based on the recommendations from Making Decisions at El Camino College, consultation committees such as the College Council and Facilities Steering Committee complete a self-evaluation annually to ensure that they are functioning properly.

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### **Conclusions on Standard IV.A. Decision Making Roles and Processes**

The College meets the standard. The College has a well-organized system of shared governance in place. Board policies and administrative policies codify the importance of the participation of various constituencies. Faculty, staff, students, and administrators all contribute to the planning and the implementation of goals. The process of decision-making as well as decisions made by the College are communicated to all stakeholders. The decision-making process is also regularly evaluated in order to ensure its effectiveness.

## Evidence List

- IV.A.1.1 [BP 2510 Participation in Local Decision Making](#)
- IV.A.1.2 [AP 2510 Collegial Consultation](#)
- IV.A.1.3 [Making Decisions at El Camino College](#)
- IV.A.1.4 [College Council Meeting Minutes May 6, 2019](#)
- IV.A.1.5 [ECC PRIDE Program](#)
- IV.A.1.6 [Town Hall Fall 2018](#)
- IV.A.1.7 [President Office Hour Fall 2019](#)
- IV.A.1.8 [Board of Trustees Meeting Minutes Feb 26 2018](#)
- IV.A.1.9 [Academic Senate Agenda June 5 2018, pp. 28-29](#)
- IV.A.1.10 [VP Student Services Office Hours in February](#)
- IV.A.2.1 [BP 2510 Participation in Local Decision Making](#)
- IV.A.2.2 [AP 2510 Collegial Consultation](#)
- IV.A.2.3 [Academic Senate Handbook Fall 2017](#)
- IV.A.2.4 [Making Decisions at El Camino College](#)
- IV.A.2.5 [College Council Minutes Dec 3, 2018](#)
- IV.A.2.6 [Board of Trustees Minutes Mar 18, 2018](#)
- IV.A.3.1 [BP 3101 Administrative Organization](#)
- IV.A.3.2 [Associate Dean Job Description](#)
- IV.A.3.3 [Academic Senate Handbook Fall 2017](#)
- IV.A.3.4 [Academic Senate Minutes October 16, 2018](#)
- IV.A.3.5 [Facilities Steering Committee minutes October 1, 2018](#)
- IV.A.3.6 [DEAC Minutes February 22, 2018](#)
- IV.A.3.7 [PBC minutes March 21, 2019](#)
- IV.A.4.1 [BP 4020 Program, Curriculum, and Course Development](#)
- IV.A.4.2 [Humanities Division Curriculum Committee minutes Sept 27, 2018](#)
- IV.A.4.3 [College Curriculum Committee Minutes from April 24 2018](#)
- IV.A.4.4 [CCC Bylaws Approved April 2019](#)
- IV.A.4.5 [College Curriculum Committee Minutes from May 7 2019](#)
- IV.A.4.6 [ALC Minutes from May 13 2019](#)
- IV.A.5.1 [Making Decisions at El Camino College 2015-2020](#)
- IV.A.5.2 [Outcomes Report Planning Summit 2018](#)
- IV.A.5.3 [BP 3250 Institutional Planning](#)
- IV.A.5.4 [ECC CMP 2017-2022](#)
- IV.A.5.5 [ASO Summer Retreat August 2019](#)
- IV.A.5.6 [College Council Meeting Minutes from May 1, 2017](#)
- IV.A.5.7 [Employee Campus Climate Survey](#)
- IV.A.5.8 [Student Campus Climate Survey](#)
- IV.A.5.9 [Council of Deans Minutes from Dec 13 2018](#)

- IV.A.6.1 [Making Decisions at El Camino College 2015-2020](#)
  - IV.A.6.2 [BP 2510 Participation in Local Decision Making](#)
  - IV.A.6.3 [AP 2510 Collegial Consultation](#)
  - IV.A.6.4 [Board of Trustees Minutes April 16 2018](#)
  - IV.A.6.5 [President's Newsletter May 31 2019](#)
  - IV.A.6.6 [Technology Committee Minutes Feb 20 2018.pdf](#)
  - IV.A.6.7 [Facilities Steering Committee Minutes from October 1, 2018](#)
  - IV.A.6.8 [Board of Trustees Minutes April 16, 2018](#)
  - IV.A.6.9 [Email of College Council Agenda and Minutes November 18, 2019](#)
  - IV.A.6.10 [Campus Climate Survey Email April 17, 2018](#)
  - IV.A.7.1 [2018 Employee Campus Climate Survey](#)
  - IV.A.7.2 [2018 Student Campus Climate Survey](#)
  - IV.A.7.3 [ASO Sustainability Committee Agenda September 27, 2019](#)
  - IV.A.7.4 [Council of Deans Minutes December 13, 2018](#)
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## **B. Chief Executive Officer**

1. **The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

### **Evidence of Meeting the Standard**

Board Policy (BP) 2430 Delegation of Authority to Superintendent/President and Administrative Policy (AP) 2430 Delegation of Authority to Superintendent/President stipulate that the president has the ultimate responsibility for the administration of the College ([IV.B.1.1](#), [IV.B.1.2](#)). The president regularly communicates institutional values, goals, institution-set standards, and other relevant information to stakeholders within the College and in the District ([IV.B.1.3](#), [IV.B.1.4](#)). The president also communicates the importance of a culture of evidence and a focus on student learning, and the president ensures the results of institutional research influence planning processes and the allocation of resources in order to improve student learning.

### **Analysis and Evaluation**

The President oversees the administration of the College and delegates duties to vice presidents and managers to ensure proper planning, budgeting, and assessing of the overall effectiveness of the College ([IV.B.1.1](#), [IV.B.1.2](#)). She regularly communicates the College's values, goals, and collegewide standards to internal and external stakeholders in a variety of ways. The President's News, which is published on the College's website and sent to all employees via email, informs the employees, students, and the general public of initiatives such as the California Community Colleges' Vision Resource Center, and of key events and initiatives in fall and spring Flex Day addresses. These addresses are also published on the College's website for the general public to read ([IV.B.1.4](#)).

The Office of Institutional Research and Planning (IRP) conducts research on the College community and the surrounding community. Data on student retention and success rates by division, department, and instructor are published on the IRP's website ([IV.B.1.5](#)). The president ensures that the results of institutional research inform the College's planning processes and resource allocation. For instance, data on student achievement and enrollment trends are used by committees such as the Planning and Budgeting and Enrollment Management committees to make decisions on resource planning and distribution.

The director of IRP meets regularly with the vice president of Student Services, who can disseminate information and results of research studies to the president at weekly Cabinet meetings. The president can also contact the director directly for information or can access research on the IRP webpage.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

### **Evidence of Meeting the Standard**

BP 2430 Delegation of Authority to Superintendent/President states that the president has the responsibility of administering all Board of Trustees policies and executing the Board's decisions ([IV.B.1.1](#)). Further, BP 3100 Organizational Structure empowers the president to establish the duties of employees as well as develop organization charts that delineates those duties ([IV.B.2.1](#)).

As enumerated in BP 2430 Delegation of Authority to Superintendent/President, the president delegates duties to ensure the overall effectiveness of the College. Regular meetings between the president, vice presidents, faculty, and staff keep her informed of how well the College is running ([IV.B.2.3](#)). In turn, the president then keeps the Board of Trustees informed ([IV.B.2.4](#)).

### **Analysis and Evaluation**

Vice presidents and managers are given the responsibility to manage the College and report to the president so that she can evaluate institutional effectiveness ([IV.B.2.1](#)). Vice presidents regularly present information regarding their respective areas at Board meetings and at weekly Cabinet meetings ([IV.B.2.2](#)). Therefore, the President is kept informed and is able to accurately assess the effectiveness of the College.

The president also meets twice per month with the College Council in order to facilitate communication between students, faculty, staff, and employee unions. For instance, the October 1, 2018 meeting agenda states that one of the College Council's main goals for 2018-2019 is to help the president monitor progress on initiatives such as Guided Pathways and Assembly Bill (AB) 705 implementation ([IV.B.2.3](#)).

In addition to presentations at monthly Board meetings, Cabinet members meet with the president weekly, and the vice president of Academic Affairs chairs bi-weekly Council of Deans meeting that enables information to flow down from the president to individual faculty members

and to flow up from the faculty to the president ([IV.B.2.3](#)). The president keeps the trustees informed in a memo to the Board prior to the monthly Board meeting ([IV.B.2.4](#)).

Consequently, the president is kept informed and is able to assess how well the duties and tasks she has delegated are carried out.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
  - **ensuring the college sets institutional performance standards for student achievement;**
  - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
  - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
  - **ensuring that the allocation of resources supports and improves learning and achievement; and**
  - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

### **Evidence of Meeting the Standard**

The president has established a collegial process that sets values, goals, and priorities ([IV.B.3.1](#), [IV.B.3.2](#), [IV.B.3.3](#), [IV.B.3.4](#), [IV.B.3.5](#)). The President ensures the College sets institutional performance standards for student achievement ([IV.B.3.3](#)). In addition, the president ensures evaluation and planning rely on high-quality research and analysis of external and internal conditions and ensures that educational planning is integrated with resource planning and allocation to support student achievement and learning ([IV.B.3.6](#)). Finally, the president ensures that the allocation of resources supports and improves achievement and learning and has established procedures to evaluate the overall institutional planning and implementation efforts to achieve the mission of El Camino College ([IV.B.3.7](#), [IV.B.3.8](#)).

### **Analysis and Evaluation**

BP 3250 Institutional Planning describes the president’s singular role in ensuring that the District “has and implements a broad-based, comprehensive, systematic, and integrated system of planning” ([IV.B.3.1](#)). Furthermore, this process, ensured by the president, must be collegial and based on institutional performance standards (“supported by institutional effectiveness research”). Indeed, the planning process is heavily informed by institutional effectiveness outcomes that are developed during the strategic planning process and informed by statewide goals. This is evidenced in the report from the 2016 Planning Summit ([IV.B.3.2](#)). The president helped to lead this event, which included extended discussion of the College’s institutional effectiveness outcomes (those outcomes, as of the last planning cycle, are listed in BP 1200 District Mission, Vision and Values) ([IV.B.3.3](#)). She also helped to lead the 2018 Planning Summit ([IV.B.3.4](#)), which focused heavily on a recent extended study of internal and community perceptions of ECC, which constitutes an analysis of external and internal conditions.

With regard to ensuring that educational planning is integrated with resource planning and allocation, BP 3250 Institutional Planning asserts that planning and budgeting are closely linked ([IV.B.3.1](#)). AP 3250 Institutional Planning describes how this process then connects back to the president when it states, “The [Planning and Budgeting Committee]...makes recommendations to the Superintendent/President on all planning and budgeting issues” ([IV.B.3.7](#)). This is reflected in the Planning and Budgeting Committee (PBC) minutes of August 22, 2018 , where the president helped lead a discussion of the College’s final budget, and where, following discussion, the proposal was eventually forwarded to the president ([IV.B.3.9](#)). Throughout this planning and budgeting process, the president prioritizes learning. In fact, the president’s job description states that the president’s responsibilities include the development of “plans and policies for the improvement of instruction,” as well as “the development of new curricula,” which are both key factors in student learning ([IV.B.3.10](#)). This responsibility is further reinforced by BP 2430 Delegation of Authority to Superintendent/President, which simply articulates the Board’s expectation that the president perform the duties identified in the job description ([IV.B.3.11](#)).

The president’s overall role in centering student learning and achievement in resource allocation is articulated in Making Decisions at El Camino College, a planning document that describes the College’s decision-making processes. This document asserts that the president is “responsible for assuring that the academic and student services programs are responsive to the needs of the community,” as well as for the District’s financial health ([IV.B.3.5](#)). With regard to monitoring and assessing these efforts, the president establishes procedures to evaluate institutional planning and implementation efforts. For example, the Comprehensive Master Plan 2017-2022 is the most all-encompassing planning document to emerge from all of the efforts described above, and Appendix 5.1 explains how various stakeholders will monitor each portion of the Comprehensive Master Plan ([IV.B.3.12](#)). While various advisory bodies are identified, the document also states, “The President’s Cabinet will be the primary guide for [the Comprehensive Master Plan’s] overall implementation.” The reiterative process wherein the College examines its plans and actions is reflected in the report from the 2017 Planning Summit ([IV.B.3.8](#)). The president helped to lead this event, in which stakeholders reviewed the recently completed Comprehensive Master Plan, prioritized its action items, and brainstormed how to operationalize its goals. In addition, AP 3250 Institutional Planning states that the president “ensures the evaluation” of the planning process ([IV.B.3.7](#)).

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

#### **Evidence of Meeting the Standard**

BP 3200 Accreditation states that the president has the primary leadership role for accreditation ([IV.B.4.1](#)). AP 3200 Accreditation stipulates how faculty, staff, and administrators participate in the accreditation review process ([IV.B.4.2](#)). The president takes a lead role in accreditation

processes by setting up the Accreditation Steering Committee and ensuring the College understands and participates in the accreditation process ([IV.B.4.3](#), [IV.B.4.4](#), [IV.B.4.5](#)).

### **Analysis and Evaluation**

The College meets the standard. As stated in BP 3200 Accreditation, the president has complete responsibility to ensure that the College meets or exceeds eligibility requirements, accreditation standards, and commission policies at all times ([IV.B.4.1](#)). Following the guidelines in AP 3200 Accreditation, two years prior to each accreditation visit, the president appoints an accreditation liaison officer (ALO) who oversees and coordinates the accreditation self-evaluation report. The ALO convenes a steering committee consisting of faculty and administrators who write the College's Institutional Self-Evaluation Report (ISER) ([IV.B.4.2](#)).

In this current accreditation cycle, the president has led the steering committee and its four subcommittees. She attended the March 26, 2019 meeting of the Standard IV subcommittee to provide the group with information about the Board of Trustees, and she has also given feedback on a draft of Standard IV.C of the ISER ([IV.B.4.3](#), [IV.B.4.4](#)).

The president keeps the College community informed of the accreditation process and encourages all members of the College community to take part in that process. One of the 2019-20 goals of the College Council is to consult collegially on the ISER ([IV.B.4.5](#)). Further, in the fall of 2019 the president has convened campuswide forums on the ISER. At these forums, administrators, faculty, staff, and students have been encouraged to share their opinions of the ISER and provide recommendations.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

### **Evidence of Meeting the Standard**

The president consistently communicates statutory and compliance expectations to the Board of Trustees to help them make informed decisions ([IV.B.5.1](#), [IV.B.5.2](#), [IV.B.5.3](#)). The president also ensures all governance decisions are linked to the mission of El Camino College.

### **Analysis and Evaluation**

The College meets the standard. The president ensures that all regulations, statutes, and board policies are implemented at the College. The president attends all meetings of the Board of Trustees and complies with policies such as BP 6100 Delegation of Authority, which requires her to make periodic reports to the Board "regarding the financial status of the District" ([IV.B.5.1](#)). Besides budget and expenditures, the president keeps the Board of Trustees informed of statutory and compliance expectations at Board of Trustees meetings ([IV.B.5.2](#)). The president oversees the general business procedures of the College and regularly reports to the Board of Trustees the efficacy of the institution's business practices per BP 6100 Delegation of Authority. In addition, following the mandates of BP 6300 Fiscal Management, the president ensures that all fiscal matters follow the principles delineated in Title 5 and that all federal funds are managed in accordance with U.S. Department of Education's regulations ([IV.B.5.3](#)).

The president makes sure that all governance decisions are linked to the mission of the College. The president convenes annual Planning Summits at which employees and students review the College mission, vision, and values. The recommendations from the summits are used by the Strategic Planning Committee to shape subsequent planning cycles ([IV.B.5.4](#), [IV.B.5.5](#)).

**6. The CEO works and communicates effectively with the communities served by the institution.**

**Evidence of Meeting the Standard**

The president works with and communicates with the communities in the College's District in a variety of ways, including newsletters, news releases, open office hours, ECC Factbook, State of the College addresses, President's Breakfasts, and Town Hall meetings ([IV.B.6.1](#), [IV.B.6.2](#), [IV.B.6.3](#), [IV.B.6.4](#), [IV.B.6.5](#), [IV.B.6.6](#), [IV.B.6.7](#))

**Analysis and Evaluation**

The College meets the standard. The president communicates effectively with the communities in the College's District. The President's News is published on the College's website and informs the public of the latest news related to the College ([IV.B.6.1](#)). Another way the president communicates information about the College to employees and other stakeholders is through the Annual Factbook, which provides data on student enrollment trends, programs such as Extended Opportunity Programs & Services (EOPS), student outcomes, and the demographics of employees ([IV.B.6.2](#)).

In addition to the President's News and the Annual Factbook, the District's constituencies are informed in a variety of ways. The El Camino Office of Marketing & Communications (formerly the Public Relations Office) news releases provide the community information on events at the College and recognitions that the College garners. For example, a July 19, 2017 release announced a partnership between the College and Northrop Grumman Aerospace Systems ([IV.B.6.3](#)). Faculty and staff can ask questions and give suggestions to the president during open office hours each semester ([IV.B.6.4](#)). The president also gives presentations about the College to the community such as the State of the College presentation in the fall of 2018 ([IV.B.6.5](#)).

The president also hosts an annual President's Breakfast with local K-12 superintendents and principals in order to share information about the College and trends in community colleges such as the South Bay Promise program and AB 705 ([IV.B.6.6](#)).

The president regularly hosts Town Hall meetings at which College constituencies as well as the public are informed about wide-ranging issues affecting the College. For instance, in the fall 2019 Town Hall, attendees learned about plans to expand weekend and evening course offerings, food options on campus, the El Camino College Sustainability Plan, and AB 48 Capital Construction Bond ([IV.B.6.7](#)).

## Conclusions on Standard IV.B. CEO

The College meets all aspects of the standard. The president has full responsibility for the daily operation and administration of the College. She provides leadership with respect to planning, budgeting, organizing, selecting personnel, and institutional effectiveness. She delegates duties to vice presidents, managers, deans, faculty, and staff so that an institution as large as the College runs smoothly. She ensures all board policies and procedures are followed, and she effectively communicates with the communities served by the College.

### Evidence List

- IV.B.1.1 [BP 2430 Delegation of Authority to Superintendent/President](#)
- IV.B.1.2 [AP 2430 Delegation of Authority to Superintendent/President](#)
- IV.B.1.3 [El Camino College President's News Oct 2018](#)
- IV.B.1.4 [Flex Day President's Address Fall 2016](#)
- IV.B.1.5 [Fall 2018 Success and Retention Rates by Division](#)
- IV.B.2.1 [BP 3100 Organizational Structure](#)
- IV.B.2.2 [College Council Agenda Oct 1 2018](#)
- IV.B.2.3 [Council of Deans minutes July 11, 2019](#)
- IV.B.2.4 [Board Memo Jan 22 2019](#)
- IV.B.3.1 [BP 3250 Institutional Planning](#)
- IV.B.3.2 [2016 Planning Summit 2016](#)
- IV.B.3.3 [BP 1200 District Mission, Vision and Values](#)
- IV.B.3.4 [Planning Summit 2018](#)
- IV.B.3.5 [Making Decisions at El Camino College](#)
- IV.B.3.6 [Comprehensive Master Plan 2017-2022](#)
- IV.B.3.7 [AP 3250 Institutional Planning](#)
- IV.B.3.8 [2017 Planning Summit p.2-3](#)
- IV.B.3.9 [PBC Minutes August 22, 2018](#)
- IV.B.3.10 [President Job Description](#)
- IV.B.3.11 [BP 2430 Delegation of Authority to Superintendent/President](#)
- IV.B.3.12 [Comprehensive Master Plan App 5.1](#)
- IV.B.4.1 [BP 3200 Accreditation](#)
- IV.B.4.2 [AP 3200 Accreditation](#)
- IV.B.4.3 [Standard IVC Meeting Minutes March 26, 2019](#)
- IV.B.4.4 [President's feedback on Standard IVC](#)
- IV.B.4.5 [College Council Meeting Minutes October 21, 2019](#)
- IV.B.5.1 [BP 6100 Delegation of Authority](#)
- IV.B.5.2 [BOT Meeting Minutes April 15, 2019](#)
- IV.B.5.3 [BP 6300 Fiscal Management](#)
- IV.B.5.4 [Planning Summit Outcomes Report 2018](#)
- IV.B.5.5 [Strategic Planning Committee Updates](#)

- IV.B.6.1 [President's News March 2019](#)
  - IV.B.6.2 [ECC Factbook 2017-2018](#)
  - IV.B.6.3 [News Release Global Innovation Summit July 2017](#)
  - IV.B.6.4 [President's Open Office Hours Fall 2019](#)
  - IV.B.6.5 [Fall 2018 State of the College PowerPoint](#)
  - IV.B.6.6 [President's News September 10 2018](#)
  - IV.B.6.7 [Town Hall Presentation Fall 2019](#)
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## C. Governing Board

1. **The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### Evidence of Meeting the Standard

As outlined in Board Policy (BP) 2200 Board Duties and Responsibilities, the Board is the policy-making body of the El Camino Community College District and is charged with establishing general policies governing the operations of the College. BP 2200 Board Duties and Responsibilities states that the Board has the responsibility to “establish policies for current and long-range academic and facilities plans and programs that are consistent with the institutional mission and promote orderly growth and development of the College,” “monitor institutional performance and educational quality,” and “assure fiscal health and stability” for El Camino College ([IV.C.1.1](#)). BP 2410 Board Policies and Administrative Procedures states that the Board uses board policies to assure the academic quality, integrity, and effectiveness of student learning programs and the financial stability of the College, and administrative procedures are used to explain how board policies are carried out ([IV.C.1.2](#)). All board policies and administrative procedures can be found at the Board’s website ([IV.C.1.3](#)).

BP 1200 District Mission, Vision and Values states that quality improvement and adherence to the College mission and vision are essential goals of the College

### Analysis and Evaluation

El Camino College’s Board of Trustees governs on behalf of the El Camino Community College District and is committed to fulfilling its responsibilities in representing the public interest, assuring academic and facilities plans and programs are consistent with the institutional mission and assuring fiscal health and stability ([IV.C.1.1](#)). The Board may adopt board policies authorized by law or determined to be necessary for the efficient and effective operation of the District. Administrative procedures are issued by the superintendent/president as methods to be used in implementing board policies ([IV.C.1.2](#)).

Board policies and administrative procedures are found on the Board Policies webpage of the College website ([IV.C.1.3](#)).

Policies are developed/reviewed on a regular basis through collegial consultation processes in constituent campus committees, Academic Senate and College Council, and may be adopted, revised, added to or amended at any regular Board of Trustees meeting (scheduled once per month) by a majority vote after a second reading and public comment. Examples of how policies are developed and reviewed are shown in the review process of BP 4226 Multiple and Overlapping Enrollments, Administrative Procedure (AP) 4226 Multiple and Overlapping Enrollments, and AP 7211 Faculty Service Areas, Minimum Qualifications and Equivalencies as reviewed by the Academic Senate Educational Policies Committee ([IV.C.1.4](#)), College Council ([IV.C.1.5](#)), and by the Board of Trustees ([IV.C.1.6](#)). Some policies specific to areas may also undergo consultation with other committees such as the Technology Committee ([IV.C.1.7](#)), Facilities Steering Committee ([IV.C.1.8](#)) and Planning and Budget Committee ([IV.C.1.9](#)). According to BP 2410 Board Policies and Administrative Procedures, administrative procedures are issued by the superintendent/president as processes to be used in the implementation of a board policy and are subject to revision and review through the collegial consultation process on an on-going basis. ([IV.C.1.10](#))

Board policies, in particular BP 1200 District Mission, Vision and Values ([IV.C.1.11](#)) address quality improvement goals and fulfillment of the College mission and progress towards the institution's vision, focusing on institutional effectiveness outcomes and Strategic Initiatives representing areas of focused improvement, including Student Learning, Student Success & Support, Collaboration, Community Responsiveness, Institutional Effectiveness, and Modernization. In 2018-19, the District initiated the development and review of a new Strategic Plan and revision of Board Policy 1200 District Mission, Vision and Values through various consultation committees. ([IV.C.1.12](#), [IV.C.1.13](#))

El Camino College's board policies and administrative procedures define the Board of Trustees' accountability in adhering to the institution's mission and vision. Board policies and administrative procedures guide the College in the areas of academic program quality, effectiveness and outcomes, student services and financial stability and are reviewed and developed on an on-going basis.

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **Evidence of Meeting the Standard**

The members of the El Camino College Board of Trustees are keenly aware that their responsibility as elected officials is to serve as a representative, collective entity of the District as outlined in BP 2715 Code of Ethics/Standards of Practice ([IV.C.2.1](#)). BP 2330 Quorum and Voting ensures decisions are made collectively ([IV.C.2.2](#)).

### **Analysis and Evaluation**

The College meets the standard. BP 2715 Code of Ethics/Standards/Standards of Practice states, among other items, that the Board of Trustees "...will abide by majority decisions of the Board, while retaining the right to seek changes in decisions through ethical and constructive channels. Trustees recognize that a single Board member has no legal authority as an individual and that

decisions may be made only by a majority vote. Therefore, members will work together to maintain a spirit of cooperation and respect at all times regardless of differences of opinion and individual trustee decisions” ([IV.C.2.1](#)). Consequently, the Board of Trustees acts as a cohesive group representing of all citizens of El Camino College District and is committed to fulfilling its responsibilities to represent public interest by establishing policies for all present and future plans and programs consistent with the institution’s mission and vision. Board Policy 2330 Quorum and Voting ([IV.C.2.2](#)) establishes the Board of Trustees’ quorum and voting guidelines to ensure their decisions are made as a collective entity. Board of Trustees voting is noted on the minutes of regular Board meetings ([IV.C.2.3](#)). BP 2510 Participation in Local Decision Making ([IV.C.2.4](#)) states that the Board “... is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations” and oversees that members of the District participate in collegial consultation in developing recommended policies and administrative procedures.

Board members together and individually demonstrate their support for board policies and decisions in the best interest of the College.

### **3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

#### **Evidence of Meeting the Standard**

BP 2431 Superintendent/President Selection established a process for searching for and selecting the president of the College ([IV.C.3.1](#)). Board Policy 2435 Evaluation of Superintendent/President sets how the Board evaluates the president ([IV.C.3.2](#)). The Board requires the President to give regular reports on the state of the College such as audits and presentations at Board meetings ([IV.C.3.3](#), [IV.C.3.4](#), [IV.C.3.5](#), [IV.C.3.6](#)).

#### **Analysis and Evaluation**

The College meets the standard. BP 2431 Superintendent/President authorizes the Board to establish a search process for a superintendent/president in the case of a vacancy ([IV.C.3.1](#)). This process took place when the College began a nationwide search in spring 2015 after the former president of 20 years, Thomas M. Fallo, announced his retirement effective February 1, 2016. A search committee made up of various campus groups that included students, faculty, staff, managers and community members reviewed applicants and recommended five finalists. The five finalists participated in public forums ([IV.C.3.7](#)) and interviews with the Board of Trustees before the final selection was determined. At their regular meeting on November 16, 2015, the Board of Trustees voted unanimously to appoint Dr. Dena P. Maloney as the superintendent/president effective February 1, 2016 ([IV.C.3.8](#)).

According to BP 2435 Evaluation of Superintendent/President ([IV.C.3.2](#)), the Board conducts an evaluation and goal-setting session of the superintendent/president at least once per year. Both the Board and the superintendent/president jointly develop and agree to the evaluation. The evaluation criteria will be based on Board policy, the superintendent/president’s job description ([IV.C.3.9](#)) and performance goals and objectives stated in BP 2430 Delegation of Authority to Superintendent/President ([IV.C.3.10](#)). The current superintendent/president has been evaluated on an annual basis ([IV.C.3.11](#)).

The Board of Trustees establishes clear expectations for the Superintendent/President to provide regular reports on institutional performance to the Board of Trustees. Examples include the District Annual Financial Report ([IV.C.3.8](#)), Board Agenda ([IV.C.3.10](#)), and through Board presentations and reports ([IV.C.3.11](#)).

Established board policies guided the recent process used to search and select the superintendent/president in February 2016. Board policies and the superintendent/president's job description determine the criteria and process of the superintendent/president's evaluation performance

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

#### **Evidence of Meeting the Standard**

BP 2200 Board Duties and Responsibilities states that the Board of Trustees serves as an independent, policy-making body that reflects the public interest ([IV.C.4.1](#)). BP 2100 Board Elections ensures that members represent the voters of trustee areas ([IV.C.4.2](#)), and BP 2345 ensures the general public participate in Board meetings ([IV.C.4.3](#)). BP 2710 Conflict of Interest sets avoiding conflicts of interest as a key responsibility of Board members, and AP 2710 Conflict of Interest enumerates how to avoid conflicts of interest ([IV.C.4.4](#)). Also, BP 2715 Code of Ethics/Standards of Practice clearly states that Board members should avoid conflicts of interest ([IV.C.4.5](#)).

#### **Analysis and Evaluation**

The first responsibility stated of the Board is to represent "the public interest" ([IV.C.4.1](#)). Board members are elected by qualified voters of trustee areas, and as such, are representative of the public interest ([IV.C.4.2](#)). The Board also shows its commitment to representing the public interest by providing opportunities for members of the general public to participate in the business of the Board at Board meetings ([IV.C.4.3](#)). To avoid political pressure, those serving on the Board cannot hold office elsewhere within the communities the College serves, and members must disclose or release vested financial interests that may cause a conflict of interest ([IV.C.4.4](#)). Also, they cannot be an employee of the District nor can they represent or act as an agent for any person who has business dealings with the College. Finally, BP 2715 Code of Ethics/Standards of Practice states that Board members pledge to "avoid any conflict of interest" and act professionally ([IV.C.4.6](#)). The College meets the standard and Eligibility Requirement 7.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

#### **Evidence of Meeting the Standard**

The El Camino Community College District Board of Trustees establish policies consistent ([IV.C.5.1](#)) with the College/District/system mission ([IV.C.5.2](#)), and ensure the quality, integrity, and improvement of student learning programs, services, ([IV.C.5.6](#)) and the resources necessary to support them ([IV.C.5.3](#)). The Board has the ultimate responsibility for educational quality ([IV.C.5.4](#)), legal matters, financial integrity ([IV.C.5.5](#)), and stability

#### **Analysis and Evaluation**

The El Camino Community College District Board of Trustees has established board policies and administrative procedures that “have been written to be consistent with provisions of the law and collegial consultation practices ([IV.C.5.1](#)). Through its policies, the Board aims for continuous improvement in institutional quality, student success, and fulfillment of the mission.

The Board’s responsibility is for the review and revision of policies and procedures to the governing entity within the administrative offices and committees via the collegial process ([IV.C.5.4](#)) ([IV.C.5.7](#)). Through the institutional planning process, the Board has committed to and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the College community, In addition, the Board of Trustees ensures planning and budget systems are be linked, and priorities are established annually” ([IV.C.5.3](#)).

The College meets the Standard.

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

#### **Evidence of Meeting the Standard**

The Board’s bylaws and policies regarding its specifications are easily accessible online at the Board of Trustees webpage ([IV.C.6.1](#)). As BP 2410 Board Policies and Administrative Procedures stipulates, “Copies of all policies and procedures shall be readily available to District employees on the Board of Trustees’ webpage” ([IV.C.6.2](#)).

#### **Analysis and Evaluation**

The College meets the standard. The College has set up a webpage for the Board of Trustees and all bylaws and policies are accessible from this page.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

#### **Evidence of Meeting the Standard**

The Board's actions are consistent with its policies and bylaws. BP 2745 Board Self-Evaluation requires the Board to evaluate itself annually ([IV.C.7.1](#)). The Board also regularly evaluates and revises its policies ([IV.C.7.2](#), [IV.C.7.3](#), [IV.C.7.4](#), [IV.C.7.5](#), [IV.C.7.6](#))

#### **Analysis and Evaluation**

As stipulated in BP 2745 Board Self-Evaluation ([IV.C.7.1](#)), the El Camino Community College District Board of Trustees conducts an annual self-evaluation. In the self-evaluation, the Board reviews its performance in order to ensure its actions are consistent with its policies and bylaws. The self-evaluation is conducted in June of each year, and the results are discussed at a special Board meeting each July ([IV.C.7.2](#)). For instance, at the July 21, 2018 Special Board Meeting ([IV.C.7.3](#)), the Board publicly shared the results of the 2018 Board of Trustees self-evaluation and discussed its ramifications.

The Board also regularly reviews its policies to determine their timeliness and effectiveness and makes changes to them when deemed necessary. For instance, BP 2745 Board Self-Evaluation was instituted in 2001 and has been amended twice since then with the most recent amendment occurring in 2017. Another example is the amending of BP 2715 Code of Ethics/Standards of Practice ([IV.C.7.4](#)). This policy was instituted in 2001 and has been amended twice since that time. The last amendment was in July of 2018. Another example of the Board reviewing and changing its procedures as necessary is AP 2320 Special and Emergency Meetings ([IV.C.7.5](#)). BP 2320 Special and Emergency Meetings, which was instituted in 2015, states that special meetings will be announced at least 24 hours prior to when the meetings will convene. Board Trustees realized that the methods of giving the public 24-hour notice before special meetings needed to be specifically stipulated. Therefore, in 2017 the Board created AP 2320 Special and Emergency Meetings, which spells out in detail how the superintendent/president informs Board members and the local media of special meetings. Finally, a perusal of Board meeting minutes will show that the Board routinely creates, reviews, and changes policies as necessary. For example, at the March 26, 2018 meeting ([IV.C.7.6](#)), the Board had a first reading for seven board policies and deleted three board policies.

The College meets the standard.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

#### **Evidence of Meeting the Standard**

The Board regularly reviews both data on student performance and plans for improving academic quality ([IV.C.8.1](#), [IV.C.8.2](#), [IV.C.8.3](#), [IV.C.8.4](#)).

## **Analysis and Evaluation**

Item 6 in BP 2200 Board Duties and Responsibilities ([IV.C.8.1](#)) states that the Board will monitor the “educational quality” of the College. Further, BP 4020 Program, Curriculum, and Course Development ([IV.C.8.2](#)) states that programs and curricula will be evaluated regularly to determine their effectiveness.

The minutes of Board meetings show that it often reviews indicators of student learning and plans for improving the academic quality of the College. For instance, at the March 26, 2018 meeting, the Board heard a presentation on the Basic Skills and Student Outcomes Transformation Program (BSSOT) for English and math. At this same meeting, there was another presentation on the Strong Workforce Program, which focuses on strengthening the quality of career and technical education programs. The Board also annually reviews student learning as evidenced by presentations on the Student Success Scorecard ([IV.C.8.3](#) and [IV.C.8.4](#)).

The College meets the standard

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

## **Evidence of Meeting the Standard**

The Board has a program for development and orientation ([IV.C.9.1](#)). Trustees attend conferences such as the Community College League of California (CCLC) conferences ([IV.C.9.2](#)). The Board has a formal, written method of providing for leadership continuity and staggered terms of office ([IV.C.9.3](#)).

## **Analysis and Evaluation**

BP 2740 Board Education states that the Board is committed to professional development, which includes orientation for new members ([IV.C.9.1](#)). There are five trustees and one student trustee, who has an advisory role. Newly elected trustees receive the CCLC Trustee Handbook, which covers a wide range of topics, such as accreditation roles and fiscal responsibility. Trustees receive professional development training by regularly attending CCLC conferences. For instance, Trustees attended the January 2019 CCLC Effective Trustee Conference ([IV.C.9.2](#)).

BP 2100 Board Elections stipulates that Board members are elected to four-year terms. Therefore, elections take place every two years in November, and terms are staggered so that “as nearly as practical, one half of the trustees shall be elected at each trustee election” ([IV.C.9.3](#)).

The College meets the standard.

- 10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

#### **Evidence of Meeting the Standard**

The Board of Trustees completes an annual self-evaluation report ([IV.C.10.1](#)). BP 2745 Board Self-Evaluation ([IV.C.10.3](#)) and AP 2745 Board Self-Evaluation ([IV.C.10.2](#)) establish a process for board evaluation.

#### **Analysis and Evaluation**

In June of each year, the Board completes a self-evaluation survey prepared, collected and summarized by the Office of Institutional Research & Planning ([IV.C.10.3](#)). Through the survey, the Board assesses its own performance and effectiveness to improve academic quality and institutional effectiveness. The Board conducts a planning workshop in July of each year, to review the self-evaluation report, engage in discussion, complete the self-evaluation process, and draft new goals for the coming year ([IV.C.10.4](#)). The College meets the standard

- 11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

#### **Evidence of Meeting the Standard**

The Board has a stated process for dealing with unethical Board behavior in BP 2715 Code of Ethics/Standards of Practice ([IV.C.11.1](#)). No Board member is an owner of the College ([IV.C.11.2](#)). Potential conflicts of interest are documented per BP 3400 Statement of Economic Interest ([IV.C.11.3](#)) Finally, when a conflict of interest arises, the Board demonstrates that it follows BP 2710 Conflict of Interest. An example of this is with one of the newest members of the Board ([IV.C.11.4](#)).

#### **Analysis and Evaluation**

The College meets the standard. The BP 2715 Code of Ethics/Standards of Practice ([IV.C.11.1](#)) and BP 2710 Conflict of Interest ([IV.C.11.2](#)) outline the ethics and standards for each member is responsible and must follow.

A Board member must report/disclose during a Board meeting his/her interest in any contract considered by the Board. Such disclosure shall also be noted in the official Board minutes. Said

Board member shall not engage in any activity attempting to influence any other Board trustee into entering the contract ([IV.C.11.2](#)).

At this time, the majority of Board members have no employment, family, ownership or other personal financial interest in the District. Board member interests are disclosed through Form 700 Statement of Economic Interests, BP 3400 Statement of Economic Interest, and do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the District ([IV.C.11.3](#)).

Board members are elected by a trustee area. An employee of the District may not be sworn into office unless he or she resigns as an employee. No Board member shall hold an incompatible office or serve on the governing board of a high school within the District. This occurred when El Camino College's newest trustee resigned from his city council position to take a seat on the Board ([IV.C.11.4](#)).

The policy for dealing with Board behavior considered unethical is stated in BP 2715 Code of Ethics/Standards of Practice. The Board is prepared to investigate the factual basis behind any legitimate charge or complaint of trustee misconduct. If deemed appropriate, the Board president shall establish an ad hoc committee to examine the charges and recommend further courses of action to the Board. If a violation is determined to warrant disciplinary action, a number of consequences will be considered, including discussion with the Board president, or with the Board president and District counsel, a letter of reprimand, training on codes of ethics, resolution of censure, or referral to legal authorities ([IV.C.11.1](#)).

**12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

**Evidence of Meeting the Standard**

Board delegation of administrative authority to the president is defined by BP 2430 Delegation of Authority to Superintendent/President ([IV.C.12.1](#)). Board delegation of authority is clear to all parties per AP 2430 Delegation of Authority to Superintendent/President ([IV.C.12.2](#)).

**Analysis and Evaluation**

In accordance with BP 2430 Delegation of Authority to Superintendent/President, the El Camino College Board of Trustees delegates full responsibility and authority to the superintendent/president to administer board policies and to execute decisions requiring administrative actions without Board interference ([IV.C.12.1](#)). Adherence to this policy is spelled out in AP 2430 Delegation of Authority to Superintendent/President ([IV.C.12.2](#)). For instance, the president is expected to "perform the duties contained in the superintendent/president job description" and to carry out tasks that are determined in annual goal-setting and evaluation sessions" ([IV.C.12.2](#)).

BP 2410 Board Policies and Administrative Procedures states that the Board may adopt policies as authorized by law or determined by the Board to be necessary for the efficient operation of the District ([IV.C.12.3](#)). The superintendent/president is to issue administrative procedures to serve

as statements of method for implementing board policies. The Board adheres to BP 2200 Board Duties and Responsibilities, which stipulates that the Board delegates power and authority to the superintendent/president to effectively manage the District ([IV.C.12.4](#)). The Board of Trustees effectively focuses on policies, including delegation of full responsibility and authority to the superintendent/president to implement and administer board policies.

As detailed in BP 2430 Delegation of Authority to Superintendent/President, the Board holds the superintendent/president responsible for institutional operations through his/her job description ([IV.C.12.5](#)), performance goals, and annual evaluation ([IV.C.12.6](#)). The Board works with the superintendent/president in setting performance goals.

The College meets the standard.

**13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

**Evidence of Meeting the Standard**

BP 3200 Accreditation states that Board members should be informed of the accreditation process, participate in the College's self-evaluation and planning efforts, be committed to improvements planned as part of self-evaluation and accreditation processes, and be informed of the College's reports to the accreditation commission ([IV.C.13.1](#)). Board meeting minutes indicate that the Board receives information about the accreditation process and participates in it ([IV.C.13.2](#)).

**Analysis and Evaluation**

BP 3200 Accreditation ([IV.C.13.1](#)) calls for the president/superintendent of the College to keep the Board informed on accreditation standards, policies, and processes as well as the College's accreditation status. Further, it stipulates that the Board shall be involved in the accreditation process when required.

The February 21, 2017 Board Minutes ([IV.C.13.2](#)) indicates that the Board received the Accreditation Midterm Report. Board Trustees have been invited to meet with the current 2020 accreditation team, and future presentations to the Board are planned.

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**Conclusions on Standard IV.C. Governing Board**

The Board of Trustees has authority over and responsibility for policies to assure the academic quality, integrity, effectiveness, and financial stability of the College. The Board acts as a

collective entity and has policies in place for selecting and evaluating the president. It acts ethically and in the public interest. Further, it publishes its policies and abides by them.

The College meets all aspects of Standard IV.C for accreditation and meets Eligibility Requirement 7.

### **Evidence List**

- IV.C.1.1 [Board Policy 2200 Board Duties and Responsibilities](#)
- IV.C.1.2 [Board Policy 2410 Board Policies and Administrative Procedures](#)
- IV.C.1.3 [Board Policies Web Page](#)
- IV.C.1.4 [Educational Policies Committee Agenda for March 27 2018](#)
- IV.C.1.5 [College Council Minutes June 4 2018](#)
- IV.C.1.6 [Board of Trustees June 18 2018 minutes](#)
- IV.C.1.7 [Tech Committee Minutes June 19 2018](#)
- IV.C.1.8 [AP 8888 FSC minutes Nov 15 2018](#)
- IV.C.1.9 [ASO Student Fees PBC minutes Nov 15 2018](#)
- IV.C.1.10 [BP 2410 Board Policies and Administrative Procedures](#)
- IV.C.1.11 [BP 1200 District Mission, Vision and Values](#)
- IV.C.1.12 [Strategic Planning Committee Sept 28 2018 Minutes](#)
- IV.C.1.13 [PBC Agenda Mar 21 2019](#)
- IV.C.2.1 [BP 2715 Code of Ethics/Standards of Conduct](#)
- IV.C.2.2 [BP 2330 Quorum and Voting](#)
- IV.C.2.3 [Board of Trustees Meeting Minutes from Feb 26 2018](#)
- IV.C.2.4 [Board Policy 2510 Participation in Local Decision Making](#)
- IV.C.3.1 [BP 2431 Superintendent/President Selection](#)
- IV.C.3.2 [BP 2435 Evaluation of Superintendent/President](#)
- IV.C.3.3 [ECCD Final Audit Report June 2017](#)
- IV.C.3.4 [Board letter July 17 2017](#)
- IV.C.3.5 [Board Agenda Feb 17 2015](#)
- IV.C.3.6 [Board Presentations and Reports for 2018-2019](#)
- IV.C.3.7 [Daily Breeze ECC Open Forums](#)
- IV.C.3.8 [ECC Board Appoints Superintendent/President](#)
- IV.C.3.9 [Superintendent President Job Description](#)
- IV.C.3.10 [BP 2430 Delegation of Authority to Superintendent President](#)
- IV.C.3.11 [Board of Trustees Meeting Feb 19 2019 Superintendent/President Evaluation](#)
- IV.C.4.1 [BP 2200 Board Duties and Responsibilities](#)
- IV.C.4.2 [BP 2100 Board Elections](#)
- IV.C.4.3 [BP 2345 Public Participation of Board Meetings](#)
- IV.C.4.4 [BP 2710 Conflict of Interest](#)
- IV.C.4.5 [AP 2710 Conflict of Interest](#)
- IV.C.4.6 [BP 2715 Code of Ethics/Standards of Practice](#)

[IV.C.5.1 BP 2410 Board Policies and Administrative Procedures](#)  
[IV.C.5.2 BP 1200 District Mission, Vision and Values](#)  
[IV.C.5.3 BP 3250 Institutional Planning](#)  
[IV.C.5.4 BP 2510 Participation in Local Decision Making](#)  
[IV.C.5.5 BP 2200 Board Duties and Responsibilities](#)  
[IV.C.5.6 AP 2410 Board Policies and Administrative Procedures](#)  
[IV.C.5.7 AP 2510 Collegial Consultation](#)  
[IV.C.6.1 Board Policies web page](#)  
[IV.C.6.2 BP 2410 Board Policies and Administrative Procedures](#)  
[IV.C.7.1 BP 2745 Board Self-Evaluation](#)  
[IV.C.7.2 AP 2745 Board Self-Evaluation](#)  
[IV.C.7.3 Special Board Meeting Minutes on July 21 2018](#)  
[IV.C.7.4 BP 2715 Code of Ethics/Standards of Practice](#)  
[IV.C.7.5 AP 2320 Special and Emergency Meetings](#)  
[IV.C.7.6 Board of Trustees Meeting Minutes Mar 26 2018](#)  
[IV.C.8.1 BP 2200 Board Duties and Responsibilities](#)  
[IV.C.8.2 BP 4020 Program, Curriculum, and Course Development](#)  
[IV.C.8.3 Board of Trustees Minutes June 18 2019, p. 2](#)  
[IV.C.8.4 Board of Trustees Minutes May 22 2017, p. 2](#)  
[IV.C.9.1 BP 2740 Board Education](#)  
[IV.C.9.2 Board of Trustees Meeting Minutes for Dec 17 2018 \(9.40 P/B\)](#)  
[IV.C.9.3 BP 2100 Board Elections](#)  
[IV.C.10.1 ECCCD Board of Trustees Self –Evaluation 2017-2018](#)  
[IV.C.10.2 AP 2745 Board Self-Evaluation](#)  
[IV.C.10.3 BP 2745 Board Self-Evaluation](#)  
[IV.C.10.4 Board Agenda Item – August 20, 2018](#)  
[IV.C.11.1 BP 2715 Code of Ethics/Standards of Practice](#)  
[IV.C.11.2 BP 2710 Conflict of Interest](#)  
[IV.C.11.3 BP 3400 Statement of Economic Interest](#)  
[IV.C.11.4 Daily Breeze Article Hawthorne Cith Council fills seat Dec 2018](#)  
[IV.C.12.1 BP 2430 Delegation of Authority Superintendent/President](#)  
[IV.C.12.2 AP 2430 Delegation of Authority Superintendent/President](#)  
[IV.C.12.3 BP 2410 Board Policies and Administrative Procedures](#)  
[IV.C.12.4 BP 2200 Board Duties and Responsibilities](#)  
[IV.C.12.5 Human Resources, President/Superintendent Job Description](#)  
[IV.C.12.6 President Maloney’s Employment Contract](#)  
[IV.C.13.1 BP 3200 Accreditation](#)  
[IV.C.13.2 February 21, 2017 Board Minutes, see p. 3](#)

**D. Multi-College Districts or Systems**

El Camino College is a single college district and Standard IV.D does not apply.

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## H. Quality Focus Essay

### Introduction of Projects

El Camino College is committed to quality improvement and regularly engages in data analysis related to institutional effectiveness. During the process of completing its Institutional Self-Evaluation Report, the College identified two focus areas for improving institutional effectiveness related to student learning and student achievement. This Quality Focus Essay will detail the action projects that the College has planned to address the two focus areas: 1) revision of outcomes statements, alignment grids, and assessment protocols for course-level student learning outcomes (SLOs) and service area outcomes (SAOs) in select areas; and 2) development and pilot assessment of program-level learning outcomes (PLOs) for Guided Pathways meta-majors.

*Action Project #1 - Revision of outcomes statements, alignment grids, and assessment protocols for select course-level student learning outcomes (SLOs) and service area outcomes (SAOs) in select academic disciplines and student service units*

### Identification of Project

The history of outcomes assessment at El Camino College is a rich one, characterized by active faculty leadership and the engagement of faculty and staff campuswide. As the assessment of learning outcomes has gained momentum over the years, the ongoing review of the assessment process by the Assessment of Learning Committee (ALC) has resulted in more focused discussions regarding the current process and opportunities for improving the assessment protocol.

#### *Variability in achievement of student learning outcomes*

A review of course-level (SLO), program-level (PLO), and institution-level (ILO) learning outcomes data during the 2018-2019 academic year resulted in recommendations regarding outcome statements and assessment methodology ([QFE1.1](#)). The ALC discussed the need to update SLO statements to ensure that they reflect appropriate breadth and depth of knowledge, skills, and awareness at the course level of student learning. The committee also discussed the benefits of developing equity-minded signature assessments and standardized scoring rubrics to promote more meaningful comparison of student achievement data across multiple sections assessing the same outcome statement.

#### *Alignment grids for course-, program-, and institution-level learning outcomes*

Feedback from academic programs participating in the 2018 ILO assessment suggested the need to review and update alignment grids ([QFE.1.2](#)). Assessment data from class sections of courses purported to align with the ILO statement yielded inconsistent measures of student achievement,

and some participating faculty called into question the alignment of the SLOs with the ILO statement being assessed.

#### *Integration of SAOs into the assessment of ILOs*

During the planning process for the Community and Personal Development ILO assessment, the ALC noted the need for enhanced integration of SAOs and other assessments by student services areas ([QFE.1.3](#)). Current SAO statements must be reviewed and updated to reflect the equitable delivery of services to all student populations. Moreover, a review of the alignment of SAOs with ILO statements is necessary to ensure that the delivery of student services appropriately supports ILOs.

#### **Description of Project**

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.

#### **Anticipated Impact on Student Learning and Achievement**

##### *Enhanced relevance of assessment data*

It is anticipated that updating SLO statements will result in more meaningful outcomes assessments that measures the knowledge, skills, and awareness that are the current basis of course instruction.

The employment of more standardized assessment methodologies for SLO assessment would also increase the reliability of assessment data and lend itself to trend analysis of student achievement over time.

Moreover, it is anticipated that updated assessment protocols will result in more reliable and meaningful data to inform program review, program planning, and resource allocation to ensure that the College meets student needs (curricular and co-curricular) related to course/program completion.

##### *Increased student equity and mitigated performance gaps*

An anticipated impact of the use of signature SLO assessments is an increase in sample sizes resulting from combined data sets; increased sample sizes may support the analysis of disaggregated data to identify any student equity issues, particularly the identification of any performance gaps among various student populations.

It is also anticipated that the development of equity-minded protocols for assessing SLOs will minimize implicit bias in assessment and data analysis and will decrease consequent performance gaps among student populations.

The anticipated impact of updated SAO statements is equitable access of student services by all students.

*Enriched integration of overall student learning experience*

It is anticipated that updating SLO and SAO alignment grids will result in a more integrated overall learning experience (inside and outside of the classroom) to promote achievement of core competencies represented by ILOs.

**Resources Needed**

- Release time and/or special assignments for participating faculty/staff
- Professional development training (e.g., equity-minded outcomes statements and assessment protocols)

**Specific Activities, Responsible Parties, Anticipated Outcomes, and Timeline**

The timeline presented below includes detailed information regarding the specific activities, responsible parties, and anticipated outcomes associated with the action project.

| <b>TIMELINE</b>   |  |  |                          |
|---|--|--|--------------------------|
| <b>Activity</b>   | <b>Responsible Parties</b>   | <b>Anticipated Outcomes</b>  | <b>Target Completion</b> |
| Consultation meeting to identify which academic disciplines and service delivery areas will be included in the pilot  | ALC Co-chairs<br>Academic divisions<br>Student Services units  | Identification of academic courses and student services areas selected for the pilot                             | Fall 2020                |
| Faculty development training focused on developing equity-minded signature assessments that can be administered at the course level (SLOs) with minimal variation across delivery method (e.g., distance education) | ALC Co-chairs<br>Institutional Research and Planning (IRP) Director, Student Equity and Achievement Distance Education Office<br>External trainer(s) – TBD | Completion of training in the area of equity-minded signature assessments by faculty participating in the pilot  | Fall 2021                |
| Faculty and staff professional development training focused on developing equity-minded SAO statements and  | ALC Co-chairs<br>Director, Student Equity and Achievement<br>External trainer(s) - TBD   | Completion of training in the area of equity-minded outcome statements and assessment protocols by faculty/staff | Fall 2021                |

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| assessment protocols that can be administered with minimal variation across delivery method (e.g., virtual counseling)                           |   | participating in the pilot  |             |
| Faculty-led work sessions to update SLO statements and develop signature SLO assessments for courses selected for the pilot                      | Faculty representing academic disciplines selected for the pilot  | Updated SLO statements for courses identified for the pilot, representing the knowledge, skills, and awareness that are the current basis of instruction<br>Development of equity-minded SLO signature assessments and scoring rubrics for courses identified for the pilot | Spring 2022 |
| Faculty-led work sessions to update the alignment of select SLOs with applicable: 1) PLOs, including new Guided Pathways PLOs; and 2) ILOs       | Faculty representing academic disciplines selected for the pilot<br>Members of all meta major work groups | Updated grids aligning SLOs, PLOs, and ILOs   | Spring 2023 |
| Faculty and staff work sessions to update SAO statements for service delivery areas selected for the pilot                                       | Faculty and staff representing service delivery areas selected for the pilot                              | Updated SAO statements for the student service areas participating in the pilot, emphasizing equitable delivery of services to all students   | Spring 2023 |
| Faculty and staff work sessions to update the alignment of select SAOs with applicable: 1) PLOs, including new Guided Pathways PLOs; and 2) ILOs | Faculty and staff representing service delivery areas selected for the pilot                              | Updated grids aligning SAOs with applicable PLOs (e.g., new Guided Pathways PLOs) and ILOs  | Fall 2023   |

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| Presentation of updated SLO and SAO statements to ALC for feedback       | Faculty and staff representing academic divisions and service selected delivery areas | Endorsement of SLO and SAO statement updates  | Spring 2024 |
| Communication of updated SLO and SAO statements and assessment protocols | ALC Co-chairs   | Updated Assessment of Learning Handbook (e.g., updated SLO and SAO statements; sample signature assessments and scoring rubrics)<br>Posting of updated SLO and SAO statements to College website (e.g., learning assessment webpage; Student Services webpages) | Spring 2024 |

**Action Project #2 - 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**

**Identification of Project**

El Camino College is committed to the success of all of its students. The College has supported various initiatives to enhance student learning and achievement over the past several years. In fall 2018, the College had a 70 percent success rate, with rates for African American and Latino students at 60 and 67 percent, respectively. Moreover, a time-to-completion study ([QFE.1.4](#)) conducted in 2017 revealed that only 6 percent of El Camino College degree earners completed their educational goal within two years; within four years, 54% of degree earners had completed their educational goal. The average times to completion for African American (4.8 years) and Latino (4 years) students were longer than the College average (3.8 years), with 40 percent of African American and 52 percent of Latino students earning their degrees within four years. Given the College’s goal to reduce equity gaps in student performance and to increase completion rates for all student populations, there is room for improving student outcomes and other opportunities for growth at El Camino College.

Based on student completion rates, average time to completion, and the number of units completed at time of graduation, El Camino College identified the need for more streamlined programs of study and enhanced guidance for students pursuing degrees and certificates. In response to this need, the College has adopted the Guided Pathways framework and has developed seven meta-majors. Each meta-major represents related programs that share a set of

broad curriculum-related outcomes. Meta-majors were determined through group card-sorting activities scheduled throughout spring 2019. In all, 130 groups of 680 faculty, staff, administrators, and students completed a card-sorting activity; 75 percent of the participants were students. Upon announcement of the identified meta-majors and their associated programs, academic departments were permitted the opportunity to appeal their placement into a particular meta-major during a meeting with the Guided Pathways Committee ([QFE.1.5](#))

The proposed project builds upon the College's foundational work related to the Guided Pathways framework. Namely, PLOs will be developed for each Guided Pathways meta-major to facilitate an integrated student learning experience and to coordinate student support efforts campuswide. The PLOs for each meta-major will reflect the four pillars of the Guided Pathways framework (i.e., clarify the path, enter the path, stay on the path, ensure learning) and specific outcomes related to each meta-major. Meta-major PLOs will be assessed on a regular basis to inform planning and decision-making related to the Guided Pathways framework.

### **Description of Project**

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.

### **Anticipated Impact on Student Learning and Achievement**

The anticipated impact of the project is twofold.

1. *Improved student outcomes and achievement (e.g., completion and retention rates; time to completion)*

The identification of meta-majors is the first step in implementing a comprehensive model of guidance and support within the Guided Pathways framework. For every degree and certificate within each meta-major, the College will develop clear program maps that will represent a model for completing each of the related degrees and certificates within a target timeframe (e.g., two years for degrees). These program maps will identify specific courses and co-curricular tasks to be completed in each semester of the map to ensure timely program completion, as well as readiness for graduation, transfer, and/or entry into the workforce. It is anticipated that the development of these term-by-term program maps will contribute to increased program retention and completion rates, as well as a shorter time to completion for all degrees and certificates offered at the College.

2. *Equity-minded program-level planning, assessment, and resource allocation*

The PLOs that will be developed for each meta-major will reflect the four pillars of the Guided Pathways as well as specific outcomes related to each pathway. The anticipated impact of

developing meta-major PLOs is the resulting alignment of meta-major programming with key performance indicators currently prioritized by the College (e.g., retention, completion, student learning). Such alignment will promote deliberate action-planning and decision-making focused on facilitating student learning in the classroom, as well as ensuring the quality and appropriateness of student services offered to support successful course and program completion in a timely fashion.

Meta-major PLOs will be assessed on an ongoing basis in accordance with an established cycle of assessment (e.g., four-year cycle). The College currently maintains a standard protocol for regularly assessing student learning at the program level. However, the current model of program-level assessment defines a program as an academic discipline. This model essentially results in a summary of the course-level assessment of every course within a particular discipline rather than an assessment of what students have learned upon completing an integrated program of study designed to prepare students for advanced studies and/or workforce preparation. The protocol for assessing PLOs for Guided Pathways meta-majors will include the evaluation of courses from multiple disciplines represented among the program requirements, as well as the evaluation of counseling, advising, and other support services provided within the Guided Pathways framework.

Moreover, the protocol for assessing meta-major PLOs will include signature assessments that will be developed to facilitate disaggregated analysis of PLO data. This level of analysis will assist in the identification of any equity gaps in student learning across meta-majors or in access to support services offered within the Guided Pathways framework. Data from meta-major PLO assessment will be analyzed on an ongoing basis, and assessment results will be used to inform budget requests and the allocation of resources to support program completion, promote student equity, and eliminate performance gaps among student populations.

**Resources Needed**

- Release time and/or special assignments for participating faculty/staff
- Professional development training (e.g., assessment methodology, equity-minded planning and evaluation)

**Specific Activities, Responsible Parties, Anticipated Outcomes, and Timeline**

The timeline presented below includes detailed information regarding the specific activities, responsible parties, and anticipated outcomes associated with the action project.

| <b>TIMELINE</b>                   |   |                                       |                          |
|-----------------------------------|---|---------------------------------------|--------------------------|
| <b>Activity</b>                   | <b>Responsible Parties</b>                  | <b>Anticipated Outcomes</b>           | <b>Target Completion</b> |
| Consultation meeting to establish | GP Steering Committee<br>GP Co-coordinators | Development of general guidelines for | Fall 2020                |

|  |  |  |                    |
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| guidelines for PLO assessment  | ALC Co-chairs  | meta-major PLO assessment <ul style="list-style-type: none"> <li>• Target number of PLO assessment statements</li> <li>• Parties responsible for PLO assessment (i.e., meta-major leads)</li> <li>• Cycle for PLO assessment</li> <li>• PLO report template</li> </ul> |                    |
| Identification of members for each meta-major work group   | Guided Pathways Steering Committee<br>Guided Pathways Co-coordinators  | Development of functional work groups to develop PLO statements and sample PLO assessment materials  | Mid-fall 2020      |
| Professional development training - Assessment methodology   | ALC Co-chairs<br>IRP<br>External trainer(s) - TBD<br>Members of all meta-major work groups   | Completion of training in the area of assessment methodology by all work group members   | End of summer 2021 |
| Professional development training - Equity-minded planning and evaluation  | ALC Co-chairs<br>IRP<br>Director, Student Equity and Achievement<br>External trainer(s) - TBD<br>Members of all meta-major work groups | Completion of training in the area of equity-minded planning and methodology by all work group members   | Summer 2021        |
| Orientation session for all meta-major work groups to outline the project (e.g., timeline; anticipated outcomes; planned activities) and review guidelines and resources available for the work effort | GP Steering Committee<br>GP Co-coordinators<br>ALC Co-chairs<br>Accreditation Co-chairs  | Orientation of all work group members to the PLO development project   | Fall 2021          |
| Brainstorming and work sessions to   | GP Co-coordinators   | Development of PLO statements for each   | Spring 2022        |

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| develop PLO statements for meta-majors that align with ILOs  | Meta-major work groups                       | meta- major and alignment with ILO statements   |             |
| Brainstorming and work sessions to develop signature assessment(s) and scoring rubric(s) for assessing the meta-major PLOs | GP Co-coordinators<br>Meta-major work groups | Development of sample signature assessments and scoring rubrics for the assessment of meta-major PLOs<br>Development of equity-minded plans for meta- major programming that reflect analysis of PLO assessment data  | Spring 2022 |
| Presentation of PLO statements for each meta- major to ALC for feedback  | GP Co-coordinators<br>Meta-major leads       | Adoption of PLO statements for each meta- major PLO   | Fall 2022   |
| Compilation of handbook for the assessment of meta-major PLOs  | ALC Co-chairs<br>GP Co-coordinators          | Development of a handbook for meta-major PLO assessment that will include: <ul style="list-style-type: none"> <li>• Adopted PLO statements</li> <li>• PLO assessment cycle</li> <li>• Templates for PLO assessment reports</li> <li>• Sample signature assessments and scoring rubrics</li> </ul> | Spring 2023 |
| Communication of meta-major PLO statements campuswide  | ALC Co-chairs<br>GP Co-coordinators          | Campuswide “tours” of standing committees and other stakeholders<br>Posting of adopted meta- major PLO statements to College website (e.g., student learning outcomes assessment webpage; Guided Pathways webpage)  | Fall 2023   |

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| Professional development training related to any software and/or web-based tools that may be employed in the delivery and/or assessment of PLOs (e.g., ECC Connect, Canvas) | ALC Co-chairs<br>ECC Connect team<br>External trainer(s) - TBD<br>Members of all meta-major work groups | Completed training of faculty and staff in the use of software and/or web-based tools that may be employed in the delivery and/or assessment of PLOs                             | Spring 2024 |
| Assessment of select meta- major PLO statements based on the established cycle  | Meta-major leads  | Collection of data for the assessment of meta-major PLOs for the pilot project   | Fall 2024   |
| Analysis of PLO assessment data in consultation with IRP  | Meta-major leads<br>IRP   | Submission of formal reports that include analysis of assessment data for PLO statements assessed in the pilot project   | Winter 2025 |
| Campuswide communication of the results of meta-major PLO statements scheduled for assessment   | ALC Co-chairs<br>GP Co-coordinators   | Posting of adopted meta- major PLO statements to college website (e.g., student learning outcomes assessment webpage; Guided Pathways webpage)                                   | Spring 2025 |
| Development of equity-minded plans for meta-major programming   | Meta-major leads<br>GP Co-coordinators<br>GP Steering Committee   | Development of equity-minded plans that incorporate action items from PLO assessment reports from the pilot project and reflect other programming needs based on assessment data | Spring 2025 |

### Evidence List

QFE.1.1 [2018-2019 SLO Coordinators Report](#)

QFE.1.2 [Assessment of Learning Committee \(ALC\) minutes – November 18, 2019](#)

QFE.1.3 [Assessment of Learning Committee \(ALC\) minutes – May 8, 2017](#)

QFE.1.4 [Institutional Research and Planning \(IRP\) 2017 Time-to-Completion Study](#)

QFE.1.5 [Guided Pathways Committee minutes – October 1, 2019](#)



# El Camino College

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