Standard I.A: Mission

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 is laid out in Board Policy 1200, 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.A1.2, I.A.1.3). Yearly demographic profiles show the diversity of the College's student population (I.A.1.4). The Strategic Initiatives evidence the College 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 of Success (I.A.1.6).

Analysis and Evaluation

The El Camino College mission describes its educational purposes, intended student population, and the degrees and certificates offered. Described in Board Policy 1200, the Strategic Initiatives, 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.

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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

> <u>People</u>: We strive to balance the needs of our students, employees, and community.
> <u>Respect</u>: We work in the spirit of cooperation and collaboration.
> <u>Integrity</u>: We act ethically and honestly towards our students, colleagues, and community.
> <u>Diversity</u>: We recognize and appreciate our similarities and differences.
> <u>Excellence</u>: 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). Strategic Initiative 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 goals with the Chancellor's Office Vision of Success further shows the College's commitment to student success (I.A.1.6).

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.

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

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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 reveal that these groups believe the campus is accomplishing its mission (I.A.2.4 and I.A.2.5). Institutional Learning Outcomes (ILO) assessment data and Institutional Effectiveness Outcomes (IEO) 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 Strategic Initiatives (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 accomplishment of its mission (I.A2.10, I.A.2.11, I.A.2.12).

Analysis and Evaluation

El Camino College meets this standard by using data collected from campus climate surveys, ILO assessment, and IEO measurement 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 are presented, analyzed, published, and posted in the Annual Factbook (I.A.2.2), and student success and retention data are easily accessible on the Data Dashboard (I.A.2.3). Furthermore, mission-related data inform the College's strategic planning and are 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% agreeing that ECC makes a positive difference in people's lives and 96% 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% of students agree that ECC makes a positive difference in people's lives and 95% agree that the College provides excellent comprehensive educational programs and services. Each of these measures directly capture objectives stated in the College's mission statement. Furthermore, ECC's mission statement commits to collaboration with diverse communities. 93% of students believe ECC values the diversity of its student body and works diligently to ensure all students are treated fairly. Furthermore, 94% 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 Institutional Learning Outcomes (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.A2.6). For example, the ILOs measure critical thinking,

communication, community and personal development, and information literacy. Finally, each of the College's strategic initiatives 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 Institutional Effectiveness Outcomes (IEO). 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 planning summits to help guide decision-making (I.A2.11). The 2017-1019 Integrated Plan for the Basic Skills Initiative, Student Equity, and Student Success and Support Program uses mission related data about the success of our diverse student body to assess and improve our current practices and to plan for the future in order to best achieve our college mission (I.A2.12).

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 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 Institutional Learning Outcomes (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.A3.1). Administrative Procedure 3250 Institutional Planning describes the importance of the Strategic Initiatives (SIs) in providing direction to achieve the mission through the planning and budgeting process (I.A3.2). Evidence from Nuventive shows how program recommendations are linked to the SIs (I.A3.3). Dr. Maloney's introduction to the campus budget asserts the importance of the mission and goals in shaping student-centered directives (I.A3.4). 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.A3.5). 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.A3.6, I.A3.7, I.A3.8).

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Analysis and Evaluation

El Camino College meets this standard by aligning programs and services to the mission, which further guides institutional decision-making, planning, and resource allocation, demonstrated by the alignment of SLOs and Program Learning Outcomes (PLO) with ILOs and by the use of Strategic Initiatives (SIs). SLOs and SIs are directly aligned with the mission. Further, the mission guides goals for student learning and achievement, as seen in the Institutional Effectiveness Outcomes (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.A3.1).

Administrative Procedure 3250 Institutional Planning asserts "The College mission underlies all planning and budgeting decisions, with strategic initiatives providing primary direction for achieving the mission" (I.A3.2). In Nuventive (ECC's planning software), 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.A3.3). Similarly, ECC continually assesses whether its mission guides resource allocation as stated by President Maloney in the 2018-2019 budget to the El Camino Community College District Board of Trustees (I.A3.4).

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.A3.5). 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.A3.6). 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 strategic initiatives, and area goals (I.A3.7). 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 our instructional programs have the space they need to achieve their purpose (I.A.3.8).

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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 Newsletter, 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 Annual 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. Board Policy 1200 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 was approved on December 15, 2014 (I.A.4.2).

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, President Dena 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).

Standard I.A Conclusion

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, Institutional Learning Outcomes, Strategic Initiatives, and the Statement of Values. Student learning and achievement, institutional decision-making, planning, and resource allocation are guided by strategic initiatives 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

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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

Standard I.A 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

Standard I.A.2 Evidence List

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 2018, p. 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

Standard I.A.3 Evidence List

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 – 208-2019 Budget Statement

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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

Standard I.A.4 Evidence List

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

Standard IB: Assuring Academic Quality & Institutional Effectiveness (Academic Quality)

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.

Academic Quality

1. The institution demonstrates a sustained, substantive and collegial dialogue 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 bi-monthly 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), Knowledgeable, Engaged and Aspiring Students (KEAS), Student Equity and Achievement (SEA), and others (I.B.1.5). 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 alone to help our "Dreamers," as noted in Academic Senate minutes (I.B.1.7, 1B1.8). These events and the reports from them have initiated dialogue that has led to the forming of a "Dreamers Task Force" to strengthen our programs and services to better serve our 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 our onboarding process. Collegially developed Institutional Effectiveness Indicators 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 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 exemplify how division success teams use data to develop strategies to improve learning and achievement for students in their disciplines. .

Analysis and Evaluation

El Camino College meets this standard with 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 Assessment of Learning Committee (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 First Year Experience (FYE); Mathematics, Engineering, and Science Achievement program (MESA); the Reading Success Center; the Math Tutoring Center; the Knowledgeable, Engaged, and Aspiring Students (KEAS) program; Student Equity

Re-Envisioned (SER); Guardian Scholars; the Asian American Pacific Islander Initiative (AAPI); 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, the Student Empowerment Dialogue group.

Dialogue about institutional effectiveness and student achievement occurs across campus and includes analysis 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 our programs and student success. For instance, these conversations occur in the Child Development Advisory Committee (I.B.1.11).

Guided Pathways is an integrated, institution wide framework based on clearly structured educational experiences that promote better enrollment decisions and prepare students for future success. Frequent campus wide 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 are examining data and developing 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 amongst 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.

Evidence of Meeting the Standard

Student, program, and institutional learning outcomes (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 EOPS and 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

El Camino College meets this standard. 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 Institutional Learning Outcomes (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% 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 page provides information on Service Area Outcomes (SAO) 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 Service Area Outcomes (SAOs) (I.B.2.11). A current timeline and completed program review documents for all Student Services Programs demonstrates 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.

Evidence of Meeting the Standard

In an effort 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 1200 District Mission and Strategic Plan 2014 (I.B.3.5), Institutional Effectiveness Outcomes 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 (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, El Camino 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 Institutional Research and Planning (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 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 the IRP Office 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 Board Policy 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, 1B3.6). Called "institutional effectiveness outcomes", the metrics were selected based on those used in the 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 updated performance metrics to reflect California Community College system-wide initiatives, including Guided Pathways, AB 705, and Vision

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for Success, and the sun-setting of the Student Success Scorecard. Resulting "Local Vision Goals" have been tracked since then (I.B.3.9).

Members of 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).

The Institutional Research and Planning Office 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. The IRP Office 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 Institutional Effectiveness Outcomes metrics (I.B.3.12). The institution has developed two campus-wide plans to guide institutional improvement: The Enrollment Management Plan (I.B.3.13) and the Student Equity Plan (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 Board Policy 1200 the District Mission, Vision, and Values, Board Policy 3250 Institutional Planning, and the Comprehensive Master Plan (I.B.4.1, I.B.4.2 and 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 Institutional Effectiveness Indicators (I.B.4.5), Local Vision Goals (I.B.4.6), and Strategic Initiatives (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.4.7).

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 BP1200 District Mission (I.B.4.1), BP3250 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 campus-wide planning summit is held each spring to review and evaluate progress on Institutional Effectiveness

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Outcomes and Strategic Initiatives. 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 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. Institutional Effectiveness Indicators (IEI) are a set of college-wide 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). Strategic Initiatives (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 include 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 campus-wide 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.5.66). 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 Strategic Initiatives (I.B.5.8, I.B.5.9). The Career and Technical Education 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 Strategic Initiative (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 BSS division meeting minutes. Distance education achievement can also be seen on the Data Dashboard (I.B.5.17, I.B.5.18, 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

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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)

Career and Technical Education (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 Strategic Initiatives (SIs). Each program recommendation is also tied to one or more SI. (I.B.5.11). For instance, the 2018 Nursing program review explains that "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 Strategic Initiatives. 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 SI 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 are 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.

Improvement Plan

Analysis of student learning and achievement data is lacking for the online mode of delivery. A success and retention report on distance education was completed by IRP for 2014/15 but has not been repeated since. Also, the report disaggregates the data and compares delivery methods but does not discuss and analyze the effectiveness of distance education as a mode of delivery. Success and retention information for distance education classes is also available in the Data Dashboard, but again, analysis and reflection is lacking. In addition, the survey used for distance education student evaluation of faculty is a poor measure of online instruction, and its revision is currently being discussed.

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 evaluate 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, 1B6.2). 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, 1B6.6). 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 meets the standard by disaggregating and analyzing 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

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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: Administrative Procedure 2410 Board Policies and Administrative Procedures (I.B.7.1), College Council minutes (I.B.7.2, 1B7.3), the Academic Senate Educational Policies Committee webpage (I.B.7.4), and the Board Policies list on Board docs 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 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 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), Institutional Effectiveness Outcomes 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. Administrative Procedure 2410 states that all Board Policies (BPs) and Administrative Procedures (APs) 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 her respective Area Council then brings it to College Council for dissemination and review by appropriate constituent groups. BP/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 college-wide 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 Academic Program Review Committee 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 Career Technical Education 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 Strategic Initiatives and other college-wide 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 Planning and Budgeting Committee 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, Planning and Budgeting Committee, 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 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.

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Assessment processes take place across campus in all areas (I.B.7.19). Broad college-wide assessment is represented by the evaluation of Institutional Learning Outcomes (I.B.7.20) Institutional Effectiveness Outcomes (I.B.7.21), and Strategic Initiatives (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 Institutional Effectiveness Outcomes and Vision for Success Goals are posted on the Institutional Research and Planning (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 college wide 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 campus-wide 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 Institutional Research and Planning website contains a variety of evaluation reports, such as the performance on Institutional

Effectiveness Outcomes and Local Vision Goals (I.B.8.3, 1B8.4) and the Time to Degree and Certificate Completion Report (I.B.8.5). ECC reports its performance on achievement goals to 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 Assessment of Learning Committee (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 Institutional Effectiveness Outcomes 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.

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: Administrative Procedure 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: Strategic Planning Committee 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), Institutional Effectiveness Outcomes (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 (I.B.9.16), a PBC Binder with area funding requests (I.B.9.17), the Student Equity 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: Administrative Procedure 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 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 approach to campus-wide 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 (CMP) 2017-2022 reiterates what is stated in AP 3250. Additionally, it specifies that the CMP is based on specific strategic initiatives, 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 institutional effectiveness outcomes 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 and the CMP. Subsequently, the Annual Planning and Prioritization section of *Making Decisions* explains how the annual planning process

operationalizes comprehensive institutional planning to ultimately accomplish student success and carry out the College's 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 is served by two college-wide committees: The Strategic Planning Committee (SPC), focused on the long-term needs, and the Planning and Budgeting Committee (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 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 Institutional Research and Planning. 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 Planning and Budgeting Committee (PBC) serves as the consultation committee for campus-wide 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 President/Superintendent 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 Institutional Research and Planning.

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, Institutional Effectiveness Outcomes measures, Institutional

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Learning Outcomes 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 (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 it 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 Strategic Initiatives and other institutional priorities, State and Federal compliance, and accreditation requirements. Vice Presidents present the proposed list of funded recommendations to the Planning and Budgeting Committee for discussion and funding endorsement (I.B.9.17). This committee submits a list of endorsed funding requests to the President/Superintendent 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.

College-wide 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 campus-wide 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 AP 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.

Standard IB Conclusion

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 process 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

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engages the entire campus community and provides critical guidance for planning and budgeting decisions. Institutional processes are regularly reviewed, evaluated, and updated.

Standard IB Assuring Academic Quality & Institutional Effectiveness
Evidence List
Std I.B.1
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.1.7 Academic Senate Minutes – Equity
I.B.1.8 Academic Senate Minutes – Dreamers 12-6-16
I.B.1.8 Academic Senate Minutes – Dreamers 2-21-17
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 11-4 19
I.B.1.14 Guided Pathways Success Teams Summit

Std I.B.2
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

Std I.B.3
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 BoT Presentation – Student Success Scorecard – May 22, 2017
I.B.3.9 Local Vision Goals Progress 2019
I.B.3.10 2019 Planning Summit

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I.B.3.11 IRP Success and Retention Webpage
I.B.3.12 2018 Planning Summit
I.B.3.13 Comprehensive Master Plan 2017-2022
I.B.3.14 Student Equity Plan

Std I.B.4
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 Initiative
I.B.4.8 Outcomes Report – Planning Summit 2018

Std I.B.5
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

Std I.B.6

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

Std I.B.7

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 Board Docs 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 2018
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

Std I.B.8

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 Goals Presentation
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

Std I.B.9

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

Standard IC: Institutional Integrity

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.

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 Standards

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 our 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 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" 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.C1.16).

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. Institutional Research and Planning 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. Institutional Research and Planning (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 (IC1.9, 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). Institutional Learning Outcomes 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 five dollars, 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 Marketing and Communications Department. 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 one 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 Institutional Research and Planning (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 Student Learning Outcomes 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 (IC.3.9).

Analysis and Evaluation

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The College collects student assessment data and uses it to analyze student achievement and learning. This information is shared campus-wide 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 Institutional Effectiveness (IE) Outcomes are published in the strategic plan and in the IE Outcomes annual update and a related infographic (I.C.3.6). Annual updates to the IE Outcomes 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 Institutional Research and Planning 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 (IA.3.8, IA.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 (I.C.4.2). The Chemistry degree description demonstrates the inclusion of course sequence, units or credit hours, and prerequisites (IC.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). 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 and administrative procedures 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, 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

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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 Board Policy and Administrative Procedure 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). Board Policy and Administrative Procedure 5030 Fees lists the permissible and prohibited fees and requires the College to inform students of fees (I.A.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).

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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 was updated through consultation in 2015 (I.C.7.4). The ECC Federation of Teachers 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. Board Policy 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 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 were developed through consultation between the Academic Senate, Administration, and the ECC Federation of Teachers 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

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ECC policies and procedures promote honesty, responsibility, and academic integrity among all its constituents. Board Policy and Administrative Procedure 5500 Standards of Student Conduct are Board approved and explain the College expectations for student behavior and academic honesty (I.C.8.1, I.C.8.2). BP/AP 5500 is published in the College catalog, on the board policy webpage, and on the Student Development Office webpage (I.C.8.3, I.C.8.4, I.C.8.5). Administrative Procedure 5520 Student Discipline Procedures describes the discipline process and sanctions for academic dishonesty (I.C.8.6). The Student Orientation Booklet reveals that the college explains academic honesty and behavior expectations to future students. (I.C.8.7). BP 5500 and the Instructor Position Description show that the College hold the faculty and campus community responsible for ensuring academic integrity (I.C.8.8, I.C.8.9). The ECC Statement of Values and Administrative Procedure 3050 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 campus-wide course management system, Canvas. (I.C.8.12). The integration of Proctorio (online proctoring) and TurnItIn (plagiarism detection) with Canvas underscores the campus commitment to academic honesty (I.C.8.13).

Analysis of 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.

Board Policy 5500 Standards of Student Conduct assures "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) Administrative Procedure 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 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).

Board Policy 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's 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

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3050 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 campus-wide course management system, Canvas. (I.C.8.12). The integration of Proctorio (online proctoring) and TurnItIn (plagiarism detection) with Canvas highlights the College efforts to ensure academic honesty (I.C.8.13).

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

Board Policy 4030 Academic Freedom and the ECC Federation of Teachers 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 of Evaluation

Board Policy 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 take 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

Board Policy and Administrative Procedure (BP/AP) 5500 Standards of Student Conduct lay out the expectations for student behavior and are posted on the Board Policy 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 ECC Federation of Teachers 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,

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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 Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP 3570 Smoke and 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 Policy 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 Code of Ethics, BP/AP 3430 Prohibition of Harassment, and BP 3570 Smoke and Tobacco Free Campus (I.C.10.9, I.C.10.10, I.C.10.11, I.C.10.12).

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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 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

Board Policy and Administrative Procedure 3200 Accreditation demonstrate the College 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 ISER (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 an accreditation webpage that is linked on the College homepage. The College promptly fulfills ACCJC requirements. Board Policy 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). Administrative Procedure 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 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 (JRCERT) and the California Department of Public Health, Radiologic Health Branch (CDPH-RHB) (I.C.13.1). Students in this program are required to abide by the "Rules of Ethics" in the American Registry of Radiologic Technologists (ARRT) 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 and the California Board of Barbering and Cosmetology; Fire and Emergency Technology: Paramedical Technician and the California Emergency Medical Service Authority; Nursing and the National Council Licensure Examination; Radiologic Technology and the American Registry of Radiologic Technologists; Respiratory Care and the National Board of Respiratory Care; and Fire Technology and 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

Board Policy 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). Board Policy 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' Oversight Committee provides public access to the committee's minutes, reports, resolutions and by-laws (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).

Analysis and Evaluation

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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 Administrator's Handbook asserts "the primary role of each of the Ed 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).

Conclusion

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

Standard IC Evidence List

Std. I.C.1

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

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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

Std. I.C.2

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

Std. I.C.3

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 Breakfast with the President, 2019 – Information for Leuzinger High School

Std. I.C.4

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

Std. I.C.5

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

Std. I.C.6

I.C.6.1 Fees, Tuition, Refunds - Webpage

IC.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

Std. I.C.7

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

Std. I.C.8

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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 Student Orientation Booklet, 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 Codes of Ethics

I.C.8.12 Canvas login

I.C.8.13 Proctorio and TurnItIn Distance Education Webpage

Std. I.C.9

I.C.9.1 BP 4030 Academic Freedom

I.C.9.2 ECCFT Agreement – Article 5

Std. I.C.10

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 Code of Ethics

I.C.10.11 BP/AP 3430 Prohibition of Harassment

I.C.10.12 BP 3570 Smoke and Tobacco Free Campus

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Std. I.C.11

I.C.11.1 Madrid Study Abroad 2019

Std. I.C.12

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

Std. I.C.13

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

Std. I.C.14

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' Oversight Committee Webpage

I.C.14.5 Budget Report to Board of Trustees, August 26, 2019

I.C.14.6 Administrator's Handbook, p. 2