

## Standard III: Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).*

### III.A. Human Resources

#### Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

#### *Evidence of Meeting the Standard*

El Camino College has a well-defined process for the selection of faculty, administrators and classified staff. All job announcements state the minimum qualifications for staff, faculty and administrative positions. Minimum qualifications for faculty and educational administrators are established by the Minimum Qualifications for Faculty and Educational Administrators in California Community Colleges handbook published by the Chancellor's office and The El Camino College Local Minimum Qualifications list approved by the Academic Senate (III.A.1-1). Classified Administrator and Classified job descriptions, which include minimum qualifications, are developed in conjunction with the division, the President's cabinet, and union representatives. They are then reviewed by Human Resources to ensure they relate to the mission and goals of the college. All District job descriptions include the required skills, knowledge, duties, responsibilities and minimum qualifications for the position and are publicly posted on our El Camino Website (III.A.1-2).

Board policy 7120 and administrative procedures 7125 and 7126 are in place to support our recruitment and hiring procedures and define minimum qualification and equivalencies (III.A.1-3, III.A.1-4 & III.A.1-5). Defined recruitments procedures for hiring academic employees are outlined in the applicable collective bargaining agreement (III.A.1-6). Recruitment timelines are detailed in handouts given to the hiring manager to indicate the required makeup of the committee and the process of the recruitments (III.A.1-7). Applications are received online using iGreentree our applicant tracking system (III.A.1-8). All applicants are reviewed, and checks are conducted on all applicants that are required to submit transcripts per the job announcement. The job announcement states that transcripts issued from non-US institution will required an equivalency statement from a certified transcript evaluation service verifying the degree equivalency to that of an accredited institution within the US.

### ***Analysis and Evaluation***

El Camino College assures the integrity and quality of its programs and services by employing highly qualified administrators, faculty and staff. Job announcements include equity minded language and questions to ensure that we attract applicants whose views align with the mission of the college. Job descriptions are reviewed, or new job descriptions are created to ensure that the need of the programs are at the forefront of the recruitment. Open positions are announced using an advertising firm, on the district website, on the California Community College Registry, placement centers, and in pertinent publications, websites, and organizations.

Applicants submit all required application elements through iGreentree, including resumes, transcripts, and letters of interest; and human resources reviews applications to ensure minimum qualifications are met.

During the hiring process candidate materials are screened, by Human Resources, to ensure they meet the minimum qualifications for the position. The hiring committee then does a second level of review to select candidates for interviews. The applicant is selected for an interview if it is determined that they have the potential to contribute to the college and carry out the institutional mission and goals of the District. Reports are ran for every committee to determine the EEO breakdown of the applicant pool to review the diversity of our applicant pools.

During the new hire onboarding, process a final check of qualifications takes place including verifying degrees on original transcripts, reviewing equivalency statements for non-US transcripts and employment verification letters. Reference checks are also conducted as a means of verifying the applicant's employment history and qualifications. Results are stored in the employees personnel file to ensure we properly document the qualification of all new hires and that they meet the minimum qualifications for the hired position.

### **Standard III.A.2**

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

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

El Camino College has an extensive hiring process to vet candidates during the hiring phases to make sure that they are knowledgeable of their subject matter and have the required skills to be an effective instructor. Job Announcements for full-time and part-time faculty include the job description including minimum qualifications for each position and desired qualifications which ask for additional professional experience, discipline expertise and the applicant's ability to contribute to the mission of the college.

All El Camino faculty job descriptions and job announcements clearly state that a primary faculty responsibility will include development/review of curriculum and assessment of learning outcomes to improve teaching and learning in achieving the college's mission and institutional effectiveness, quality educational programs and vibrant student support services (III.A.2-1). The job announcement also indicates that all faculty are required to participate in a variety of campus and division activities among which curriculum/instructional development is one of them (III.A.2-2).

The hiring process for both full-time and part-time faculty recruitments is a two-tiered process that includes review of transcripts to ensure minimum qualifications are met (III.A.2-3). First tier, all applications are prescreened by Human Resources to ensure all applicants meet the minimum qualifications required for the position and have the required degrees per the job announcement. Second tier, screening is done by the hiring committee who also review the qualifications including transcripts to ensure candidates are qualified. DE faculty are evaluated by standards and qualifications developed by the Distance Education office, along with collegial consultation, as part of the selection to teach online (III.A.2-4).

### ***Analysis and Evaluation***

El Camino College has an extensive process in place starting with the faculty interviews, in order to verify that faculty selected for hire have adequate and appropriate knowledge of their subject matter area.

Committees for all full-time position consist of administration, three full-time faculty members of that discipline, one full-time member outside of the discipline and an Equal Employment Opportunity Representative. All candidates are required to complete a writing sample, answer a series of rigorous questions drafted by the committee and make a presentation on selected topics. The presentations are an opportunity for the committee to observe the candidates teaching skills. In recruitments that are more recent various divisions have opted to have students participate as a panel member in the presentation and give the committee feedback from a student's perspective.

Part-time faculty candidates also undergo a rigorous hiring process similar too full-time faculty. Hiring committees for part-time faculty consist of administration and one full-time faculty of the discipline. Candidates' answers an extensive set of questions drafted by the committee and are required to present on the selected topic for the committee to review.

The Distance Education office, along with collegial consultation, has developed and implemented a minimum standard of qualification for faculty who would like to be eligible to teach online. Such faculty must pass training on and about the school's official Learning Management System (LMS), and a methodology course centered on online course design practices. Faculty can also be waived from such a requirement if they have certifications from external institutions or organizations focused on online training, or by teaching online at an institution which doesn't require any training.

All faculty job descriptions have as an essential function the responsibility of development/review of curriculum and assessment of learning outcomes to improve teaching and learning in achieving El Camino College's mission of institutional effectiveness, quality of education programs and vibrant student support services.

### **Standard III.A.3**

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

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

El Camino College has established procedures for hiring qualified administrators and staff that possess the required qualification necessary to perform the duties required to sustain institutional effectiveness and academic quality. Job descriptions for administrator and classified positions include descriptions of what programs or services this position is responsible for and include qualifications required to ensure the programs and services are effective (III.A.3-1). Job announcements also include the job description information with additional criteria including desired qualifications that help attract qualified applicants to our postings (III.A.3-2).

#### ***Analysis and Evaluation***

The College has standard hiring procedures to ensure that all applicants meet the required qualifications and new hires can meet the demands of the position and successfully support and maintain the integrity and quality of programs and services. When vacancies exist, there is an extensive process in place to make sure that either a new job description is developed or an existing one is updated. Changing technologies, curriculum and/or job requirements, required that job descriptors are reviewed, researched and updated accordingly. New or revised job descriptions are agreed upon by the District and El Camino Classified Employees Union prior to Board of Trustee Approval.

Job Announcements include information about our District student demographic, programs and the college mission in order to attract candidates whose values aligned with ours. Representative duties detail the educational programs and services these positions support and the qualifications necessary to perform the duties required.

### **Standard III.A.4**

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

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

El Camino follows a well-defined process to review all official transcripts for all candidates at the beginning of all recruitments. Administrative procedures 7211 is set in place to determine faculty service area, minimum qualifications and equivalencies (III.A.4-1). All job

announcements clearly delineate the required qualifications for the position, including degrees and work experience. Human Resources reviews the degrees earned by the candidates prior to the application moving forward to screening committees. Candidates with foreign degrees are asked to provide equivalency statement from a certified transcript evaluation service, such as the International Education Research Foundation, verifying the degree equivalency to that of an accredited institution within the US (III.A.4-2). Candidates may also request an equivalency if they do not possess the required degree or experience but may possess qualifications that are equivalent in the discipline (III.A.4-3).

Transcripts verified in the recruitment process and as a final step in the onboarding process (III.A.4-4). All new hires are required to submit original transcripts from the accredited institutions to Human Resources and the document is stored in their personnel file. This process ensure that all faculty, administrators and other employees have the required degrees, including originals stored in their personnel file.

### ***Analysis and Evaluation***

El Camino College has institutional processes and procedures in place that verify qualifications of all applicants beginning with the recruitment process through the onboarding process and board approval. With the initial application process all applicants are screened to ensure they meet the minimum qualifications stated on the job. All candidates are reviewed by a screening committee consisting of faculty, staff and administrators for additional steps to verify that the applicant pools reviewed meets the minimum qualifications. After the final candidate is selected a final review of qualifications take place as the new hire is on boarded using our electronic processing new hire system. Transcripts and verification of experience is reviewed to ensure that the new hire faculty has the required qualifications.

For candidates lacking the exact degree or experience specified in the ECC Minimum Qualification List, an equivalency procedure is in place where they can request to be reviewed. This process is not intended to grant a waiver for lack of required qualifications. The equivalency application and documents are then reviewed by the Vice President of Academic Affairs, Vice President of Human Resources, discipline faculty, Division Dean and the President of the Academic Senate prior to Board approval to ensure the necessary background and supporting is present to document the equivalency.

During the onboarding process, the division completes a minimum qualification form which is reviewed along with official transcripts submitted by the new hire. Equivalency documentation is also reviewed for candidates that requested equivalency. Documents and records are stored in the personnel files.

### **Standard III.A.5**

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional

responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

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

Institutional effectiveness and improvement are ensured through the formal personnel evaluation process El Camino has set in place via bargaining agreements and Board Approved policies. All procedures are done in a timely manner to assess that faculty, administrators and other staff are meeting the required standards for their assigned duties. Bargaining Agreements with POA, ECCE and AFT Union contain contract language regarding the required annual evaluation along with Evaluation templates that contain multiple measures for effectiveness (III.A.5-1, III.A.5-2 & III.A.5-3). Administrative Procedure 7150 supports a robust evaluation cycle, which ensures that the institutional effectiveness of administrators is reviewed annual. Multiple measures make certain that administrators are effective in performing their duties in order to sustain institutional effectiveness and academic quality (III.A.5-4).

Evaluations provide the opportunity for improvement in specific areas or overall job performance. Improvement plans and/or written recommendations for improvements are established and connected to the evaluation process. All evaluations and improvement plans are connected to the institutional effectiveness and efficiency of the institution's instruction and student services (III.A.5-5).

The College continues to make great strides in improving the evaluation process for El Camino College. Beginning 2019 the evaluations were transitioned to ReviewSnap, an online system (III.A.5-6). Giving all employees access to their yearly evaluations online and allowing managers the ability to maintain electronic notes that can be used when completing an evaluation for an employee. Trainings are also offered at monthly management meetings and online consortium training in conjunction with the legal firm Liebert, Cassidy and Whitmore to assist managers on proper ways to conduct employee evaluations (III.A.5-7).

### ***Analysis and Evaluation***

The College has processes and procedures in place to ensure that evaluations are done on a timely manner. Successfully evaluating staff leads to improvements in job performance. Personnel evaluation and improvement plans are connected to the institutional effectiveness to ensure the quality and efficiency of the institution's instruction and student services.

Classified staff, police officers and confidential employees are evaluated on an annual basis. All new hires receive two evaluations during their one-year probationary period and annually thereafter. Any employee receiving a mark of "needs improvement" or "unsatisfactory" will receive written recommendations for improvement and an out of cycle evaluation will be conducted to follow up on the improvement.

Tenure track faculty are currently evaluated during the first, second, third, fifth and seventh semester. The evaluation consists of a self-evaluation, peer evaluation and student evaluations, which is then followed by a conference with the evaluation panel which includes the Dean and

the peer evaluators for review. All faculty evaluations include a self-evaluation of Student Learning Outcomes (SLOs) as part of the evaluation process.

Tenured faculty are evaluated every three years using the same evaluation components and process consisting of the self-evaluations, peer and student evaluations and a conference. Part-time faculty are evaluated using a similar process. They are evaluated their first semester and at least once during the next three semesters from their hire date. If there is no break in service longer than one year, they are evaluated once every three years or on an as-needed basis.

All Administrators and supervisors are evaluated once a year or on an as-needed basis. The evaluation process includes a self-evaluation, immediate supervisor's evaluation and a conference meeting. All administrators and supervisors will receive a comprehensive evaluation once every three years which will include the self-evaluation, immediate supervisor's evaluation, peer/faculty/staff survey 360 review and a conference.

The College continues to take steps to improve the procedures for evaluation. With Review Snap, administrators can easily access employee information and complete their evaluations in a timely manner, making this a paperless task which includes electronic reminders along the way when evaluations are due or coming up.

### **Standard III.A.6**

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and part-time faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

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

Since 2014, ECC has hired 426 new employees, of which 96 are full-time faculty and 23 non-instructional. The fall 2018 Chancellor's office head count reports shows that the college currently employs 337 full-time faculty and 626 part-time faculty to support the college instructional programs, including non-instructional faculty which include counselors, librarians, health faculty and faculty coordinators (III.A.6-1).

Every fall, a faculty priority-hiring list is developed for recruitment purposes. The needs of the district are identified and the list of recruitments for the following academic year are established. Program review is used to identify staffing needs based on current and changing class demands. As part of the planning and budgeting activities, Cabinet meets to establish the number of faculty positions that will be filled for the upcoming year. El Camino strives towards having 75% of all instruction taught by full-time faculty and to continue to meet the state-set faculty obligation number (III.A.6-2).

#### ***Analysis and Evaluation***

Program review, faculty hiring prioritization and the college staffing plans are systems put in place to ensure that the college employs enough faculty to meet the institutional missions and needs for the college. The college continues to maintain an adequate number of full-time and

part-time faculty to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services is achieved. Faculty prioritization hiring is set every year alongside program review to make sure that the student needs are met by providing excellent education with the proper level of full-time and part-time faculty at hand.

The 2017-2022 Comprehensive Master Plan contains the College Staffing Plan which includes past, present and future forecast details. Often drivers for hiring are semester and annual FTES counts, budgets, and college/program needs in order to successfully educate our student body and maintain our college campus.

### **Standard III.A.7**

An institution with part-time and part-time faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and part-time faculty into the life of the institution.

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

All part-time faculty are an integral part of our teaching community. Part-time are invited and encouraged to participate in committees, student organizations, learning teams and other campus programs. Professional Development resources and opportunities are also afforded to them to help them successfully deliver the instruction that the students need in order to effectively learn in the classroom, including new hire orientations for new part-time faculty (III.A.7-1).

El Camino actively advertises for part-time faculty through a competitive recruitment process. A Reemployment Preference list for part-time faculty was established to establish rehire rights (III.A.7-2). They are an integral part of the Districts evaluation process and are evaluated regularly. El Camino College budgets \$20,000 each academic year to provide a medical insurance reimbursement stipend paid to 20 part-time faculty each semester in the amount of \$500. (III.A.7-3).

They have representation on the academic senate board who also recognizes each year one part-time faculty member who has the highest level of commitment to their students, to teaching excellence and to campus, professional and or student activities (III.A.7-4). This part-time faculty is awarded the Outstanding Part-time Faculty Award. (III.A.7-5).

#### ***Analysis and Evaluation***

The college has policies and practices that support the integration of the part-time faculty into the life of the institution. We provide various opportunities for part-time faculty to participate in various program and college functions, including employee benefits available to them through negotiated contract MOUs. Part-time faculty are hired through formal hiring processes, are afforded professional development opportunities and are encouraged to lead clubs or programs to support their valuable role in our college. They receive awards via the academic senate, can apply for medical insurance reimbursement and have Reemployment Preferences through AFT negotiated procedures.



The AFT bargaining agreement has several articles pertaining to part-time hiring, faculty evaluations, medical reimbursement and re-employment list. Recruitment committees for selecting part-time consists of administration and faculty who evaluate the qualifications and teaching proficiency of the candidates. An MOU establishes a reemployment list for faculty where they gain seniority over newer faculty. Part-time faculty are evaluated their first semester and at least once during the next three semesters from their hire date. If there is no break in service longer than one year, they are evaluated once every three years or on an as-needed basis. El Camino College provides a medical insurance reimbursement stipend paid to 20 part-time faculty each semester in the amount of \$500. Eligible faculty must serve two consecutive semester's terms and have a minimum 40% load to qualify for the program. Each semester 20 faculty are selected to participate in the program. There are \$20,000 budgeted for part-time medical reimbursement stipends each academic year.

In addition, Part-time faculty have representation on the El Camion College Academic senate, which runs for a year term. They are invited to all department and division meetings and are able to participate in the flex activities offered through professional development. They also are funded to attend conferences on behalf of the district. Each year El Camino College Academic Senate awards the Outstanding Part-time Faculty Award to one part-time faculty member who has the highest level of commitment to their students, to teaching excellence and to campus, professional and or student activities.

### **Standard III.A.8**

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

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

Since 2014, ECC has hired a total of 426 new employees, of which 307 are staff. The Fall 2018 Chancellor's office head count reports shows that the college currently employees 449 staff to support the effective educational, technological, physical and administrative operations of the institution (III.A.8-1).

The College Staffing Plan is included in the 2017-2022 Comprehensive Master Plan (III.A.8-2). The plan addresses how staffing needs will be evaluated in the next 5 years. More immediate needs undergo a rigorous review of the vacancy or proposed new position. Managers completed an online form "Job Posting Request" which has a variety of questions to help evaluate if this vacancy or new position is in line with the needs and vision of our District (III.A.8-3).

#### ***Analysis and Evaluation***

The College Staffing Plan and reviewing vacancies as they arise are systems put in place to allow for the review of job descriptions to ensure that the college employs enough staff with appropriate qualifications to support the effective educational, technological, physical, and

administrative operations of the college. Needs identified in the Staffing plan were used to create PRIDE, a leadership program to empower staff to play active roles in the success of the college. Ongoing evaluations of vacancies continue to pave the way to improve our service and make sure that we employ staff with the qualifications required to support all programs and the demands of the college.

The current College Staffing Plan is included in the 2017-2022 Comprehensive Master Plan. Various staffing issues the college will potentially face in the upcoming 5 years includes an aging workforce, organizational structures that need to be reviewed, staff development and staffing management issues. Strategies include assessing retirement dates, developing training programs, analyzing hiring, gathering data on exit interviews, and developing programs for management trainings.

El Camino College is able to pro-actively project, plan and recruit accordingly through the use of staff planning and review process, the sufficient number of qualified staff that are in place to support programs, service requirements and student population. Organizational charts of the appropriate Vice President areas are used by Human Resources in order to determine the organization of administrative and support staff. An evaluation of the effectiveness is generated and noted in annual plans in order to determine if the number and organization of personnel is adequate to support our programs.

### **Standard III.A.9**

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

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

Since 2014, ECC has hired a total of 426 new employees, of which 15 are administrators. The college currently employs 31 administrators that provide continuity and effective administrative leadership and services to support the institution's mission and purpose (III.A.9-1).

The 2017-2022 Comprehensive Master Plan contains the College Staffing Plan (III.A.9-2). Similarly, the administration workforce faces the same staffing issues which include an aging workforce and organizational structures that need to be reviewed.

Area Vice Presidents conduct program review and in order to create new positions or fill existing vacancies among the administration workforce. An evaluation of the effectiveness is generated and noted in annual plans in order to determine if the number and organization of administrators is adequate to support current and future programs.

### ***Analysis and Evaluation***

The College Staffing Plan and program reviews are systems put in place to ensure that the college employs a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. Program review is key in identifying new positions or the need to fill existing vacancies among the administration workforce in order to continue to support the needs of the institution and provide effective leadership.

Staff and Mid-level management can benefit from trainings including the PRIDE program, the institutions leadership program developed under the leadership and direction of Superintendent/President Dena Maloney. The program has recruited a total of 23 Staff, 20 Faculty and 23 Administration. Each cohort meets 4 times during the semester for an entire day of leadership training. ECC PRIDE is a new leadership academy modeled after the El Camino College's Statement of Values that fosters the development of visionary, innovative and created leaders.

### **Standard III.A.10**

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

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

Written policies and procedures are established and available to the public on the El Camino College website. ECC is committed to fair, equitable and consistent personnel practices. Using the model recommended by the Community College League of California (CCLC), El Camino College regularly reviews and, if necessary, revises its Board Policies (III.A.10-1).

Since 2014 Human Resources has updated more than 90% of the personnel management board policies and administrative, consisting of 34 of the 40 board policies and administrative procedures under the Human Resources 7000 series. The office of the Superintendent/President serves as a repository for all board policies (III.A.10-2). Union agreements contain clear written guidelines pertaining to the treatment of staff and there are also explicit hiring procedures to ensure fair and equitable practices. Agreement are updated and publicly posted for all staff to access.

All new hires receive information regarding District policies and procedures including reporting venues (III.A.10-3). All district employees are also given various means to either voice a compliment or complaint (III.A.10-4). Employees may go to the Office of Staff and Student Diversity or the Human Resources Department with any complaints against the college for not following personnel policies and procedures in a fair and equitable manner (III.A.10-5). Complaints are handled in either in a formal or informal manner.

### ***Analysis and Evaluation***

All Board Policies, Administrative Procedures, bargaining agreements and district policies are posted on the El Camino College website with open access to personnel and the public. Established Board Policies, procedures and union agreements provide guidance to ensure that the policies are fair and equitably and consistently administered. Board policies and procedures are under constant review, evidenced by noting that since 2014 we've updated over 90% of all board policies and procedures. The extensive collegial consultation process ensure that policies and procedures are reviewed at all levels. These systems put in place ensure that policies and procedures are fair and equitable, and the review ensures they are consistently administered.

The Vice President of Human Resources is responsible for creating a draft of all personnel policies. All personnel procedures undergo collegial consultation review, including by College Council and administrators, prior to board approval. Approved procedures are posted on the college website for public access. It is the responsibility of the Vice President – Human Resources and the Director of Staff and Student Diversity to ensure that all procedures are equitable and consistently administered.

The college has a vested interest to ensure the fairness and equitable treatment of staff at all levels and that there are fair employment procedures in place. It all begins with fair recruitment policies and procedures, followed by constant review to ensure that current policies and procedures in the work place are administered consistently and that they are fair and equitable as well.

### **Standard III.A.11**

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

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

The core of the College's mission is to collaborate with our diverse community. El Camino College welcomes diversity and continually strives to support the ever-change needs of the staff, faculty and student populations. Programs, practices and services are created and maintained by the District to support our diverse personnel and students. The Office of Staff and Student Diversity maintain and monitor the District's 2019 – 2022 Equal Employment Opportunity Plan and insures equal employment opportunity and compliance with rules, regulations and laws (III.A.11-1). EEO committees and sub committees are established to help the EEO implementation plan move forward (III.A.11-2). The College is fully compliant with Title IX and Board Policy 3400 and 7100 regarding commitment to diversity and non-discrimination (III.A.11-3& III.A.11-4). The various EEO committees have led to the development of lists of equity questions to ensure that our recruitment efforts attract the equity minded faculty and staff that help our college push forth diversity and inclusion (III.A.11-5).

Institutional Research conducts climate surveys every two to three years in order to measure the effectiveness of policies and procedures the college has in place to promote an understanding of

diversity and equality. In 2018 both Student and Staff surveys included questions to gather data regarding diversity (III.A.11-6 & III.A.11-7). The Office of Staff and Student Diversity conducts extensive campus trainings including EER trainings, campus wide Implicit Bias Trainings, and ADA trainings. Recently a group of faculty, staff and administrators were sent to the UCS CUE (Center for Urban Education) Institute for extensive equity and diversity trainings centered on developing diverse hiring practices for community colleges (III.A.11-8).

### ***Analysis and Evaluation***

The college has policies and practices that promote and support our diverse workforce. We strive to promote an understanding of the issues in relation to equity and diversity that our campus faces. Recruitment efforts continue to support equity hiring and our staffing reports show significant increases in the underrepresented groups including African American, Hispanic and Asian within our faculty ranks. Recent data also reveals that our students believe that ECC values diversity and our staff believe that we have ample resources available to help address the needs of diverse students and staff including different races/ethnicities, disabilities, different economic backgrounds, religious affiliations, and sexual orientations. Programs coordinated by the Office of Staff and Student Diversity and Professional Development foster an appreciation of diversity. Survey data is used to evaluate offerings and the data shows our staff cares about equity and diversity issues. There is a constant demand for more information and more training. It shows that our college is really committed to not only promoting but nurturing equity and diversity, which are core values for everyone across the board.

In 2018 the Student Campus Climate Survey showed that more than 90% of students believe ECC values diversity. The 2018 staff survey concluded that more than 80% - 90% of staff felt they had sufficient resources to address the needs of diverse students including different races/ethnicities, disabilities, different economic backgrounds, religious affiliations, and sexual orientations. Data gathered is analyzed and used to make recommendations to the various departments to support our diverse staff and student body. The data also provides insight to programs and services offered to the wide range of diverse staff at our college.

The Office of Staff and Student Diversity provides extensive trainings and conducts extensive campus trainings including uses the various EEO funds to help faculty and staff attend equity and diversity training conferences and workshops offered throughout California.

Hiring and professional development is fully supported by the Board of Trustees to support the goals of equal opportunity, diversity, and equal consideration for all qualified candidates. Diversity in the academic environment is what the Board of Trustees strives for in order to provide suitable role models for all students, promote mutual understanding, respect and foster cultural awareness. Recruitment efforts continue to focus on the student population to make sure we are hiring faculty who understand the needs of our students and the struggles they are faced with on a day to day basis.

### **Standard III.A.12**

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

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

El Camino College upholds written policies supporting code of professional ethics for all personnel including faculty, staff, administration and board members. The ethics of the institution are reflected by our five core values of People, Respect, Integrity, Diversity and Excellence. Board Policy 2715 Code of Ethics and Standard Practice, was updated on July 16, 2018 and the tenants observed by all deliberations and activities of the Board of Trustees are included. El Camino College has adopted Administrative Procedures 3050 Institutional Code of Ethics for all personnel (III.A.12-1 & III.A.12-2).

All faculty job descriptions identify as a key responsibility that all faculty are to maintain professional conduct and ethics. (III.A.12-3). Board Policy 7365 holds All personnel who violate District Policies and procedures accountable and may be subject to appropriate consequences written in the policy and the respective bargaining agreements (III.A.12-4).

#### ***Analysis and Evaluation***

The College's mission is to make a positive difference in people's lives and to provide excellent comprehensive educational programs and services that promote student learning and success in collaboration with our diverse communities. Board approved policies and the College's written code of ethics ensures that all personnel are held to the same ethical standards and that violations of this code will be dealt with accordingly.

All policies include general responsibilities to the college community, responsibilities to colleagues and responsibilities to students. Consequences for violations of the code of ethics may be subject an investigation of such violation and disciplinary action. The El Camino College Academic Senate has adopted the American Association of University Professor's code of professional ethics.

### **Standard III.A.13**

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

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

El Camino College provides ample professional development opportunities, to all personnel, which are consistent with the college's mission and support the evolving pedagogy, technology and learning needs of the college. The Professional Development program annually oversees between 560 activities (III.A.13-1). We track the number of Professional Development events

and survey all events to use the data to better measure our improvements and identify any needs as well. Professional Development events are surveyed in order to assess the effectiveness of the programs offered and to plan for future events (III.A.13-2). The programs are developed in consultation with three constituent committees: The Faculty Development Committee, The Classified Professional Development Committee, and the Managers Professional Development Committee (III.A.13-3). Periodic comprehensive assessments are conducted to assess the needs of faculty in the classroom and staff for job performance.

The Professional Development & Learning program, goals, assessment plan and strategic objectives are summarized and updated annually in the college's Professional Development Plan (III.A.13-4). Faculty participate in Flex Calendar Program where 24 hours of professional development are required in lieu of instruction per academic year (III.A.13-5). Staff are afforded various professional development opportunities throughout the year through Professional Development and Learning, the office of Safety and Health, The Classified Professional Growth Funds and Tuition Reimbursement program (III.A.13-6 & III.A.13-7).

The College has methods to identify professional development needs of its faculty and other personnel. SLO, ILO and PLOA assessment data help identify various professional development needs (III.A.13-8). Various means of assessment include surveys conducted by Institutional Research and Planning such as the Climate Survey and the Technology Survey which provide information to help develop trainings and programs for the College (III.A.13-9).

### ***Analysis and Evaluation***

El Camino Community College offers professional development programs consistent with its mission. The college maintains a comprehensive Professional Development & Learning department website and is the fourth CCC to adopt the Cornerstone LMS to manage and track professional learning opportunities for all employees and flex credit for faculty.

The Professional Development program is a comprehensive program designed for all employees, faculty, management and staff at El Camino. Improvements are consistently made throughout the year. Classified Professional Development Day has been extended into an entire week of professional development for all staff and administrators which consist of a variety of workshops and team building exercises. Administrators participate in professional development activities ranging from conferences and trainings by various job specific organizations. Management forums and the President's Meeting are held monthly and address current topics of interest to all managers and supervisors. Additional classified programs developed within the last two years include New Classified Staff Orientations, the Admin Support Task Force, and Getting the Job: Classified Addition (career advancement skills and strategies, all-day program).

The New Faculty Learning Academy (NFLA) held annually during the fall semester also helps as a tool to identify teaching and learning needs and replicate best pedagogy and andragogy practices among faculty. Attending NFLA is required of all new tenure-track faculty the first year of hire. The faculty meet four times a semester for two hours. The Academy focuses on helping new faculty learn the administrative functions of the college and to help them assimilate into the ECC culture. One meeting is focused on student learning and classroom issues. To

assist faculty have access to online resources specific to faculty interests and needs and the faculty handbook developed by the Academic Senate.

### **Standard III.A.14**

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

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

El Camino College has provisions set in place for the security and confidentiality of all personnel records. Administrative Procedure 7145 is followed in order to ensure that all employment records are private, accurate, and complete (III.A.14-1). The Human Resources Department is the keeper of all records. The process of transitioning all paper personnel records into electronic files is underway. ECCE, AFT and POA Union Agreements have language pertaining to the employees' right to access their own personnel file (III.A.14-2, III.A.14-3 & III.A.14-4).

#### ***Analysis and Evaluation***

The College has provisions for keeping personnel records secured and confidential. Employees have access to their personnel records in accordance with law. Per the bargaining agreement and district policies, all employees may access their file during business hours in the presence of Human Resource Staff. Employee records are confidential and may be viewed only by authorized personnel such as Human Resources staff, the employee, supervisor or director or in compliance with legal requirements, such as subpoenas, Department of Justice Background Information Investigations or other mandated state or federal requirements.

Approximately 60% of all hard copies have been scanned into electronic files and are stored in a secure server. Paper personnel files are still maintained and located in the Human Resources Department in a secure and confidential locked room. During business hours records may be accessed by trained Human Resources staff.

All new hire files are reviewed by Human Resources after processing to ensure that all documents and forms are completed and electronically filed in the employee files.

## **EVIDENCE LIST**

### **Standard III: A. Human Resources**

#### **Standard III.A.1**

III.A.1-1 Revised Local Minimum Qualifications approved by Academic Senate

III.A.1-2 ECC Website Human Resources Job Descriptions

III.A.1-3 Board Policy 7120: Recruitment and Selection

III.A.1-4 Administrative Policy 7125: Verification of Eligibility for Employment



III.A.1-5 Administrative Policy 7126: Applicant Background Checks

III.A.1-6 AFT Hiring procedures for Tenures Faculty, Adjunct Faculty, Full-Time Temporary Faculty Hiring

III.A.1-7 Recruitment Timeline

III.A.1-8 iGreentree website

**Standard III.A.2**

III.A.2-1 Faculty Job Description

III.A.2-2 Full-Time Faculty Job Announcement

III.A.2-3 AFT Hiring procedures for Tenures Faculty, Adjunct Faculty, Full-Time Temporary Faculty Hiring

III.A.2-4 Distance Education

**Standard III.A.3**

III.A.3-1 Administrator Job Description

III.A.3-2 Administrator Job Announcement

**Standard III.A.4**

III.A.4-1 Administrative Procedure 7211 Faculty Service Area, Minimum Qualifications, and Equivalencies

III.A.4-2 Sample of foreign transcript translation

III.A.4-3 Equivalency application

III.A.4-4 Silkroad Minimum Qualification Form

**Standard III.A.5**

**Evidence List**

III.A.5-1 ECCE Bargaining Agreement – Article 10 (Page 37)

III.A.5-2 POA Bargaining Agreement – Article 8 (Page 28)

III.A.5-3 AFT Agreement – Article 20 (page 100)

III.A.5-4 Administrative Procedure 7150 Evaluations

III.A.5-5 Performance Improvement Plan

III.A.5-6 ReviewSnap

III.A.5-7 Liebert, Cassidy and Whitmore Trainings

**Standard III.A.6**

III.A.6-1 California Community Colleges Chancellor's Office Headcount by District – Full-time & Part-time Faculty

III.A.6-2 Faculty Priority list

**Standard III.A.7**

- III.A.7-1 New Part-time Faculty Orientation Agenda
- III.A.7-2 AFT MOU Reemployment Preference for Part-time Faculty
- III.A.7-3 AFT Agreement – Article 17 (Page 96)
- III.A.7-4 Academic Senate Agenda
- III.A.7-5 ECC Academic Senate Outstanding Adjunct Faculty Award

**Standard III.A.8**

- III.A.8-1 California Community Colleges Chancellor's Office Headcount by District – Staff
- III.A.8-2 2017-2022 Comprehensive Master Plan: Staffing Plan Report
- III.A.8-3 Job Post Request Form

**Standard III.A.9**

- III.A.9-1 California Community Colleges Chancellor's Office Headcount by District – Administrators
- III.A.9-2 2017-2022 Comprehensive Master Plan: Staffing Plan Report

**Standard III.A.10**

- III.A.10-1 Community College League of California Template
- III.A.10-2 El Camino College Board Policies and Administrative Procedures Website
- III.A.10-3 Silkroad Notification Sample
- III.A.10-4 Complaints & Compliments Announcements
- III.A.10-5 Office of Staff & Student Diversity Website

**Standard III.A.11**

- III.A.11-1 EEO Plan 2019-2022
- III.A.11-2 List of EEO Committees and participants
- III.A.11-3 Board Policy 3410 – Nondiscrimination
- III.A.11-4 Board Policy 7100 – Commitment to Diversity
- III.A.11-5 List of equity questions
- III.A.11-6 2018 Student Campus Climate Survey
- III.A.11-7 2018 Employee Campus Climate Survey
- III.A.11-6 ECCE Employee Rights Article 19, Page 76
- III.A.11-8 USC CUE (Center for Urban Education) Institute

**Standard III.A.12**

- III.A.12-1 Board Policy 2715 Code of Ethics/Standards of Practice
- III.A.12-2 Administrative Procedure 3050 Institutional Code of Ethics
- III.A.12-3 AFT Agreement, Appendix A, Page 138

III.A.12-4 Board Policy 7365 Discipline and Dismissal of Non Represented Classified Employees

**Standard III.A.13**

III.A.13-1 Professional Development Historical Data

III.A.13-2 Professional Development Event Survey

III.A.13-3 Professional Development Committee Meeting Agenda

III.A.13-4 III.A.14-2 El Camino College Professional Development and Learning

III.A.13-5 AFT Agreement, Article 16, (Page 88)

III.A.13-6 ECCE Agreement, Article 21 (Page 85)

III.A.13-7 POA Agreement, Article 18 (Page 62)

III.A.13-8 SLO Website

III.A.13-9 Technology Committee Survey

**Standard III.A.14**

III.A.14-1 Administrative Procedures 7145

III.A.14-2 ECCE Agreement, Article 19 (Page 78)

III.A.14-3 AFT Agreement, Article 21, (Page 118)

III.A.14-4 POA Agreement, Article 18 (Page 59)

## **IIIB. Physical Resources**

**B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

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

El Camino College provides sufficient physical resources that are safe, accessible, and secure and which promote a healthy learning and working environment at all locations. It does this through a number of measures, such as the Facilities Steering Committee, Facilities Master Plan, ECC Comprehensive Master Plan, safety reports, campus safety training, and routine inspections.

The Facilities Services Department and Police Services Department help the college provide a safe and secure learning and working environment as evidenced by campus safety reports (III B.1.1 Annual Security Report (ASR)) and the annual comprehensive Statewide Association of Community Colleges (SWACC) Property and Liability Inspection (III.B.1.2 SWACC). In addition, the campus police department is fully licensed and accredited as well as providing 911 dispatch. (III.B.1.3 police website)

El Camino College provides sufficient physical resources at all locations as indicated in the facilities inventory (III.B.1.4 FUSION) and the Facilities Master Plan. (III.B.1.5 Facilities Master Plan)

ECC's two Bond Measures E1 and E2 (2002 and 2012) demonstrate the College's commitment to providing new and upgraded facilities to further improve the educational environment. (III.B.1.6 bond measure information)

In recognition of its stewardship responsibilities, a variety of services are routinely provided through the facilities services department to help the College maintain the numerous instructional, student, and support services areas of the college. (III.B.1.7 Facilities Steering Committee Minutes, III.B.1.8 College Council presentations, III.B.1.9 Budget Workshop presentations of construction fencing). Campus maps with construction information and paths of travel are available to the public (III.B.1.10)

The College has two mechanisms to report unsafe physical facilities. Conditions requiring immediate action can be reported through the campus work order system (III.B.1.11 Work Order). Conditions requiring more planning or resources can be brought to the Safety Committee for attention (III.B.1.12 Safety Committee minutes).

The campus police department actively promotes campus safety, with earthquake drills (III.B.1.13 Great Shake Out) and shelter-in-place drills (III.B.1.14)

## **Analysis and Evaluation**

Upon analysis and evaluation of the standard, it is evident that El Camino College complies. Furthermore, the College continues to improve by developing strategies to ensure that the ECC learning and working environment remains safe, secure, and healthful for all. As an example, during FY 2019-20 budget deliberations, attention was directed towards our stewardship responsibilities relative to facilities, grounds, and infrastructure, and the need to include the total-cost-of ownership in our assessment of planned increases in square footage. Total-cost of-ownership has been factored into the fiscal year 2019-20 budget through the initial set aside of state block-grant funds and other savings to create a sinking fund. (2019-20 ECC Adopted Budget)

El Camino College is located in an unincorporated section of Los Angeles County and spans 126 acres with 40 buildings and 1.2 million gross square feet (fact check). The campus provides over 6,000 parking spaces in over the 10 parking lots for students and employees (fact check). As evidenced by the facilities inventory, the Facilities Master Plan and the bond measures of 2002 and 2012, the College continues to maintain existing buildings and campus structures as well as replace aging facilities. Recent examples include the new Student Services Center; the MBAH building, housing math, business, and health sciences, with space for students to study, classrooms, and specialty rooms for nursing and other health science programs, and a tri-sport athletic complex to serve instruction and intercollegiate athletics. As indicated in the facilities inventory and facilities master plan, the College continuously identifies the various uses of instructional, student, and support areas on the main campus, as well as the off-site business training center and fire academy. These documents detail future priorities and guide college decision making on continued efforts at providing sufficient and functional campus space. (Town Hall, Management Meeting, College Council)

The College Police department, Office of Health and Safety, and campus facility services are three essential areas for ensuring a safe, accessible and secure learning and working environment. Campus Police is a full service, State-approved police department dedicated to safety and service while working collaboratively with our campus community. Twelve sworn officers, two sergeants, and a chief provide 24 hours safety and service to a diverse campus community and a large variety of facilities. Routine training is provided on emergency preparedness, such as participation in the “Great California Shake Out” earthquake drill, and active-shooter “lockdown/the shelter in place” drills (III.B.1.13 Great Shake Out III.B.1.14 shelter in place). The Facilities department conducts annual fire and safety inspections throughout campus-buildings and grounds. Campus surveys are taken periodically (how often?) to assess the campus feeling of safety and security. One outcome of the survey was the College lighting project which was approved (when?). It will provide much improved lighting around the campus thereby increasing safety for students, faculty and staff (Campus Climate Survey, Town Hall presentation 10/2019). Campus emergency phones were upgraded in 201? (need date). In addition, a comprehensive Statewide Association of Community Colleges (SWACC) Property and Liability Inspection is conducted on an annual basis.

## **Evidence**

- III B.1.1 Annual Security Report (ASR)
- III.B.1.2 SWACC
- III.B.1.3 police website

- III.B.1.4 FUSION
- III.B.1.5 Facilities Master Plan
- III.B.1.6 bond measure information
- III.B.1.7 Facilities Steering Committee Minutes
- III.B.1.8 College Council presentations
- III.B.1.9 Budget Workshop presentation of construction fencing
- III.B.1.10 Construction Map
- III.B.1.11 Work Order
- III.B.1.12 Safety Committee minutes
- III.B.1.13 Great Shake Out
- III.B.1.14 shelter-in-place drills

**B.2 The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

**Evidence of Meeting the Standard**

El Camino Colleges plans, practices, and processes all aspects of physical resources to ensure effective utilization and continued quality to support college programs, services and the institutional mission.

The planning of facilities and future development are guided by the Facilities Master Plan (III.B.2.1 FM Plan). The plan is one component of the Comprehensive Master Plan (III.B.2.X Comprehensive Master Plan, page viii). The entire plan, including the Facilities Master Plan, is developed around the College Mission to “provide excellent comprehensive educational programs and services.” This Master Plan is funded by two bond measures (III.B.2.2 Bond Measure Report). The facilities Steering Committee is the collegial consultation committee that provides routine guidance and recommendation to the College regarding routine improvements and site maintenance (III.B.2.3 FSC minutes). The Annual Planning process is the mechanism by which the institution ensures program and service needs, and determines equipment upgrade, replacement, and service. (III.B.2.4 2018 Annual Plan Facilities Requests). To ensure new construction meets the needs of programs and services, user groups are developed. These user groups meet with the architects during building design to ensure the facilities are efficient, within budget, and yet still meet the needs of the programs and services (III.B.2.5 BSS User Group minutes).

The Facilities Services Department has employed skilled tradesmen and developed an established process for scheduled maintenance, as well as a system for reporting emergent issues and safety concerns directly to executive management and the campus (III.B.2.9 5-Year Capital Plan, III.B.2.10 FSC minutes, III.B.2.11 work order system).

**Analysis and Evaluation**

The 2017 Facilities Master Plan, guided by the College Educational Master Plan and in alignment with the mission, serves as the foundation for recommendations regarding physical resources. The plan

provides a road map for future development of the campus, including recommendations for renovation and replacement of facilities, as well as site improvements (III.B.2.1 Facilities Master Plan).

In 2002 and again in 2012, El Camino College passed bond measures in an effort to replace, build, or upgrade various instructional and student support areas throughout the campus. Oversight of the implementation of Measure E is provided by the Citizen's Bond Oversight Committee. (III.B.2.2 Measure E Bond Annual Report).

The El Camino College Facilities Steering Committee is a collegial consultation committee that provides routine review, input and recommendations on the facilities master plan, construction, facilities improvements and other site improvements (III.B.2.3 Facilities Steering Committee minutes). The Facilities Steering Committee purpose states that it will provide input for program planning, review related documents, and make recommendations for the Facilities Master Plan through the Planning and Budget Committee, the College Council, Executive Cabinet and ultimately, the Board of Trustees (III.B.2.6 FSC, III.B.2.7 PBC, III.B.2.8 BOT).

El Camino College has established an integrated and collaborative planning process that supports the maintenance, upgrade, and replacement resources or equipment that is essential to the support of our programs, students, and employees. The annual planning process is driven by faculty and staff participation in program review, the results of which filter up to prioritization by the division, then by the area vice president, ultimately leading to prioritization within the College plan. Available resources are then allocated to those prioritized pursuant to the college plan. One example of this process is the replacement of the dance floor in the PE South Building. The dance faculty members had made requests for replacement of unsafe flooring in the classrooms in the annual plan. Replacement was completed in summer 2019 (III.B.2.4 annual plan, dance floor).

To ensure new construction meets the program and service needs of the programs, campus user groups are developed at the beginning of the design stage of any new building. During the summer of 2018, both the Behavioral and Social Science Division and the Fine Arts Division convened groups comprised of faculty representatives from each program, classified staff, and managers, in collaboration with the contracted campus construction manager (LendLease) and architects to survey the faculty on the program needs, classroom lecture and lab space, technology needs and aesthetic design prior to campus approval and submission to the Department of State Architects (III.B.2.5 BSS User Group minutes).

The Facilities Services Department is a large department of skilled tradesman and classified professionals that provide staffing and processes for the planning, design, construction, maintenance, and repair of physical resources throughout campus. The department has an established process for scheduled maintenance, as well as a system for reporting emergent issues and safety concerns directly to executive management and the campus. (III.B.2.9 5-Year Capital Plan, III.B.2.10 FSC minutes, III.B.2.11 work order system).

El Camino College meets the standard to plan, acquire, maintain, and upgrade physical resources to ensure effective utilization and continued quality to support programs, services and the

College mission as evidenced by the established committees, annual reviews, and processes which are integrated throughout campus.

### **Evidence**

III.B.2.X Comprehensive Master Plan, page viii

III.B.2.1 Facilities Master Plan

III.B.2.2 Measure E Bond Annual Report

III.B.2.3 Facilities Steering Committee minutes

III.B.2.4 annual plan, dance floor

III.B.2.5 BSS User Group minutes

III.B.2.6 FSC minutes,

III.B.2.7 PBC minutes,

III.B.2.8 BOT minutes

III.B.2.9 5-Year Capital Plan

III.B.2.10 FSC minutes

III.B.2.11 work order system

### **B.3 To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

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

El Camino College regularly assesses the use of its facilities and uses the results to improve facilities and equipment. The College assures, plans and evaluates its physical resources, including all facilities and equipment, for feasibility and effectiveness in the support of programs and services on campus to provide a healthy learning and working environment.

The Facilities Master Plan (III.B.3.1 Facilities Master Plan) direct campus facilities planning. It is evaluated and revised every five years and supports long-range needs The Five-Year Capital Plan (III.B.3.2 5-Year Capital Plan) assesses the use of facilities and occupancy and is informed by FUSION, the space planning report sent annually to the Community College Chancellor's Office (**Check this statement**) (III.B.3.3 Fusion Space Planning Report). The Facilities Planning and Services Division has developed a set of campus standards for building or modifying facilities (III.B.3.4 Design Standards).

The Facilities Planning and Services Division employs a campus wide work order and repair software to help address emergent needs as well as provide consistent feedback to campus users. (III.B.3.5 school dude). Campus needs are discussed and prioritized at the regular Facilities Steering Committee meetings (III.B.3.6 Facilities Steering Committee minutes).



## **Analysis and Evaluation**

The 2017 facilities master plan (III.B.3.1 Facilities Master Plan), which supports the College's comprehensive master plan, provides an analysis of the facility needs of the campus by considering long-range enrollment forecasting, changing campus needs, technology, safety and the condition of existing facilities, grounds and infrastructure. The College's Capital Plan contains projects that increase the capacity load ratios in each of the categories of space in which the district is under 100%. (III.B.3.2 5-Year Capital Plan, III.B.3.3 Fusion Space Planning Report). From this review and analysis, a series of planning priorities were developed and implemented to continue providing sufficient and effective physical resources throughout the campus.

The College has developed and updated a comprehensive set of design standards and material specifications used when building or modifying facilities. The facilities planning and services division utilizes these plans to maintain and update facilities throughout campus (III.B.3.4 Design Standards).

These design standards are used when building or modifying facilities. Designers are required to follow the standards unless given specific permission to deviate from them. Facilities are maintained at the level of original construction. The College supports a comprehensive maintenance and operations program. Administering the program is the responsibility of the Facilities Planning and Services Division (**several titles for the Division are used throughout this paper...suggest only one be used**), which currently has 98 funded positions.

The Facilities Planning and Services Division utilizes a campus wide work order and repair software to help address emergent needs as well as provide consistent feedback to campus users. In the 12-month period of January through December 2018, (**add 2019 data when available**) the Facilities Planning and Services Division received 6,679 work requests and completed 6,982, representing a 104.5% completion rate. (III.B.3.5 school dude)

The Facilities Steering Committee, a collegial consultation committee, provides routine updates, feedback, and takes input / recommendations on facility needs throughout campus. An example of the evaluation of program needs is the current upgrades to the Baseball field, including restrooms, protective netting and field repair (III.B.3.6 Facilities Steering Committee minutes). Additional committees, such as building user groups, are integrated throughout campus. They are established to help program facilities meet the educational needs of the College now and well into the future.

The Measure E bond efforts of 2002 and 2012 provided the opportunity for evaluation of campus wide facilities, including the planning and replacement of aging facilities, in an effort to improve our effectiveness in creating a safe, secure, and technologically-current learning environment. This review also provided an opportunity to evaluate our current instructional and noninstructional equipment inventories and plan for the replacement of aging and antiquated equipment. (III.B.3.7 bond evidence)

The effectiveness of El Camino College District's facilities planning and construction efforts is assured in a variety of ways: input from campus groups, involvement of building users in the design process, and review of project plans by operations and maintenance staff. The Facilities

Steering Committee is a group that considers facilities projects and provides advice and recommendations to the President (III.B.3.8 FSC minutes).

The design process for new buildings and building renovations includes the participation of user groups that will occupy and utilize the building. Subject to budget, schedule, and quality requirements, user groups are consulted about the design of the spaces they will occupy and about the most efficient way to equip their classrooms and workspaces.

El Camino College meets the standard of assuring, planning, and evaluating its physical resources, including all facilities and equipment, for feasibility and effectiveness in the support of programs and services on campus to provide a healthy learning and working environment

### **Evidence**

- III.B.3.1 Facilities Master Plan)
- III.B.3.2 5-Year Capital Plan
- III.B.3.3 Fusion Space Planning Report
- III.B.3.4 Design Standards
- III.B.3.5 school dude
- III.B.3.6 Facilities Steering Committee minutes
- III.B.3.7 bond evidence
- III.B.3.8 FSC minutes

## **B.4 Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

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

The College blueprint for long range capital plans is found in the Facilities Master Plan (III.B.4.1 Facilities Steering Committee notes from 2016). This plan evaluates campus capitol projects and ensures they include projections of total cost of ownerships, which is defined in the plan. To ensure the projects support college goals, any new buildings are developed with end user group input (III.B.4.2 Fine Arts User group minutes) and then reviewed by both the Facilities Steering Committee and the Planning and Budget Committee (III.B.4.3 FSC minutes 2017, III.B.4.4 PBC minutes).

### **Analysis and Evaluation**

In 2017, the district adopted an Updated Facilities Master Plan that containing specific goals to support institutional goals. The purpose of the Facilities Master Plan (FMP) for El Camino College is to provide a guide for future campus development. Given that, the College believed it important to update the FMP to ensure that our planning and efforts remain current. Another update is being considered at the time of this writing.

The revised plan, as was the case previously, provides a blueprint for the placement of future facilities, the renovation of existing facilities, and a number of site improvements for the College. The planning process was highly participative involving all college constituencies. The committee reviewed the analysis of existing conditions, capacity loads, enrollment data and projections, new state mandates and program initiatives, evaluated a series of development options, and made decisions that led to the establishment of master plan recommendations. (III.B.4.1 Facilities Steering Committee notes from 2016)

The planning process included a series of Facilities Master Planning Committee meetings as well as presentations and discussions within the College and with the Board of Trustees to broaden the plan's perspective and to enhance the acceptance of proposed projects.

The following project goals were identified in 2017 by the Facilities Steering Committee at the beginning of the facilities master plan planning process (III.B.4.2 FSC minutes 2017):

1. Improve instructional facilities. (in process)
2. Cluster related instructional areas. (being planned with design and construction of new buildings)
3. Address faculty office space needs. (being planned with design and construction of new buildings)
4. Improve access to Student Services. (completed)
5. Develop a "One Stop Shop" for Student Services. (completed)
6. Replace older facilities in need of major renovation. (planning stage along with secondary effects of new construction)
7. Incorporate green (sustainable) design elements into the campus. (in process, Sustainability Plan adopted)
8. Repair and replace for energy efficiency. (in process)
9. Create an ecologically sound environment. (see #7)
10. Establish a "front door" to the campus. (in process)
11. Enhance campus landscaping. (in process)
12. Develop well defined drop-off areas. (completed)
13. Improve campus way-finding. (planning stage along with secondary effects of new construction)
14. Rebalance parking; locate closer to destinations.
15. Repair and improve pedestrian pathways. (in process)
16. Develop exterior edges of the campus to create inviting entry points and views. (see # 13)
17. Create focal points on campus.

Since the adoption of the 2017 Facilities Master Plan, the College has completed facilities projects that address the institutional goals. Examples include the CAT Bldg., Murdock Stadium Project, Parking Lot C Project, Sand Volleyball Relocation Project, Student Services Building, Main Gymnasium Project, Prop 39 Lighting Project, Prop 39 RCx Gas and Electric Upgrade Project. The Board of Trustees also approved a Sustainability Plan to guide our work in this regard in the future (III.B.4.5 BOT minutes, sustainability plan).

## **Evidence**

III.B.4.1 Facilities Steering Committee notes from 2016

III.B.4.2 Fine Arts User group minutes

III.B.4.3 FSC minutes 2017

III.B.4.4 PBC minutes

III.B.4.5 BOT minutes, sustainability plan

DRAFT