



**Institutional Self-Evaluation in Support of
Reaffirmation of Accreditation
August 2014**





El Camino College 2014 Institutional Self-Evaluation in Support of Reaffirmation of Accreditation

Submitted by:

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

Submitted to:

**Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges**

August 2014




CERTIFICATION

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

From: Thomas Fallo, Superintendent/President
El Camino College
16007 Crenshaw Boulevard, Torrance, CA 90506

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.


Signatures:



Thomas Fallo, Superintendent/President
6/26/2014
Date



William Beverly, President, Board of Trustees, El Camino College
6/26/2014
Date



Jeanie Nishime, Vice President-Student and Community Advancement/
Accreditation Liaison Officer
6/26/2014
Date




Jean Shankweiler, Accreditation Co-Chair
6/26/2014
Date



Matthew Cheung, Accreditation Co-Chair
6/26/2014
Date



Holly Schumacher, Accreditation Co-Chair
6/26/2014
Date



Christina Gold, President, Academic Senate, El Camino College
6/26/2014
Date



Luukia Smith, President, El Camino Classified Employees
6/26/2014
Date

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Introduction



Introduction

History

El Camino Community College has a long history in the Los Angeles County's South Bay communities. The College has been serving the communities of El Segundo, Torrance, Manhattan Beach, Redondo Beach, Hermosa Beach, Hawthorne, Inglewood, and Lennox since 1946. The College currently employs 1,150 full- and part-time faculty members to teach approximately 2,336 sections of pre-baccalaureate, transfer, and career training courses, offering 94 degrees found in 65 program areas and 87 certificates in 41 program areas each semester. The College serves 533,000 residents of the local service area.

The concept for a community college serving the South Bay was initiated in 1943 by members of the Centinela Valley, South Bay Union, Inglewood and El Segundo school districts. Torrance Unified joined in shortly after. A committee with the goal of creating a junior college for the Inglewood/South Bay area was formed. The committee utilized information from a survey developed by UCLA professor Lloyd Morrisett to demonstrate the need. The study also indicated the State Department of Education criteria for creating a junior college was met. After introducing the idea of a junior college at chamber of commerce meetings and local government meetings, the committee members requested that the Department of Education hold an election. Though voter turnout was low, the community supported forming a college by a 10-1 margin on June 30, 1946.

Initially, courses were scheduled in the evenings at local high schools. A search began for a suitable location for El Camino Junior College. Land adjacent to Alondra Park was found to be suitable. The land itself was owned by Los Angeles County, but was not being utilized. Legally, the county could not deed the land to the college. However, at the urging of Carl Arfwedson, the acting Business Manager of El Camino Junior College, Assemblyman Glenn Anderson introduced AB 62 in the Assembly to allow the transfer of parklands to community college districts, provided the land had not been used in 20 years. The bill was unanimously approved and LA County Board of Supervisors deeded 74 acres of Alondra Park to El Camino College, with the stipulation that the college agree to provide community members usage of all recreational facilities on the campus. The Board of Trustees agreed, and accepted the land deed on May 23, 1947. Soon after, the college purchased and moved nine former WWII

Army barracks from the Santa Ana army base. Soon after, thirty faculty members, staff, and 450 students occupied the new college site. In the years since 1947, the campus has grown to 126 acres, with close to thirty buildings across a campus attended by 30,000 students each semester.

While numerous individuals dedicated time and effort to creating El Camino Junior College (ECJC), the catalyst was Forrest G. Murdock, then superintendent of the Centinela Valley Union High School District. Murdock had the faith, determination, and tenacity to transform an idea into a reality. He was enthusiastic in gathering community support and was tireless in his efforts to succeed. Murdock served as the acting director of ECJC during the initial planning years and was then selected as the first superintendent/president in 1947. In his 12 years of leadership, Murdock instilled a feeling of community at the college that remains to this day. He was known for his open door policy, as well as for knowing the entire faculty and staff, and most of the students, by name. He attended all campus events and invited faculty to his home after football games. His dedication to creating the college and his leadership through its pioneering years earned him recognition as the "Father of El Camino College." Murdock could not have fulfilled his vision alone. Carl Arfwedson, former business manager of the Centinela Valley Union High School District and El Camino College's first business manager, dedicated 14 years to leading the campus through tremendous periods of growth. His creativity and initiative took the college from an idea to an expansive campus of modern-day buildings - all without incurring debt. This remarkable feat gave the college a fiscal stability envied by other districts. It also ensured that El Camino College would be able to offer students educational experiences for decades to come. The founding members of the Board of Trustees represented the five unified high school districts served by the college. The first Board of Trustees president, Robert Russell, served on the board for six years. He was known as El Camino Junior College's financial watchdog. For his long-time dedication and leadership, Russell was given the honor of turning the first shovel of dirt at the groundbreaking ceremonies in summer of 1947.

The culture and facilities of the college are a reflection of its five presidents. Forrest G. Murdock served from 1946 until his retirement in 1958. The former 12,600-seat Murdock Stadium is a reminder of his dedication.

Introduction

Dr. Stuart E. Marsee guided El Camino College through 24 years of building and growth, including Marsee Auditorium, the home of ECC Compton Center for the Arts. In 1982, Dr. Rafael Cortada became president and established the El Camino College Foundation, which assists in funding various programs throughout campus. In 1987, Dr. Sam Schauerman, who had served the college as a dean of instruction and vice president of academic affairs, became the college's fourth president. His legacy is recognized in the Schauerman Library. In 1995, Dr. Thomas Fallo became the fifth superintendent/ president of the District after serving as vice president of administrative services for four years. Under Dr. Fallo's leadership, the District sought and obtained voter approval for Measure E, the college's first-ever facilities bond. A \$394 million facility bond approved by voters in 2002 was the largest single campus community college district facilities bond in the state. Measure E funding has enabled El Camino College to upgrade classroom facilities, modernize instructional equipment, and make necessary health and safety repairs throughout campus. It has also provided funding for structural improvements in many of the buildings - some nearly 55 years old, including the buildings in the Science Complex and the Behavioral and Social Science building. A new Central Plant was built to improve energy efficiency for electrical, heating and cooling to the campus. A new three story parking structure was built on the south side of campus. A new Humanities Building, the first new academic building on campus in four decades opened in 2008. A new Math, Business and Allied Health building opened in March 2013. These buildings serve as part of a revitalized entrance to the campus.

In November 2012, a second bond measure, also called Measure E for \$350 million, was approved by the voters by an even larger margin than the 2002 bond. This bond will provide funds for renovation or replacement of the Athletic and Fitness Complex, the Student Activities Center, the Administration building and the Music/Theater/Art Complex. Information and expenditures for both bond measures is reviewed and reported to the community by a nine-member Citizen's Bond Oversight Committee.

The five-member Board of Trustees oversees El Camino College's policy and fiscal issues. The board members represent the nine Los Angeles county cities and unincorporated areas served by the District: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach, Redondo Beach,

and Torrance. Like the founding board members, the current board comprises individuals dedicated to ensuring that El Camino College continues to set the standard for community college education. In February 2012, following a citizen-lead redistricting process, the El Camino College Board of Trustees voted to change the election of board members from "at large" to "trustee area" elections. In "trustee area" elections, residents vote only for trustees who reside in their trustee area. The first election under this system occurred in November 2013.

In August 2006, following revocation of the former Compton College's accreditation, the Board of Trustees approved a MOU between El Camino Community College District and Compton Community College District to establish the El Camino College Compton Educational Center. The MOU included provisions outlined in AB 318, which was signed by the governor in July 2006 to provide a mechanism to have an accredited college serving students in the Compton district. The MOU provided for El Camino College to establish a center in the Compton District service area, with the intent to eventually establish an independent accredited college in the Compton District. The Compton District service area includes: Compton, Lynnwood, Paramount, and Willowbrook, as well as portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and Southgate. The position of CEO for the Compton CCD/Provost for the ECC Compton Center was established in August 2006. Dr. Doris. Givens served as the first Interim CEO/ Provost. Dr. Lawrence Cox was named CEO/ Provost of Compton Center in June 2008. In 2011, the CEO and Provost designations were separated. Dr. Keith Curry, former Compton Center dean of student services, was appointed Interim CEO of the El Camino College Compton Center; and Ms. Barbara Perez was appointed ECC Compton Center VP. Dr. Curry became permanent CEO of the Compton Community College District in July 2013. ([May 2013 Agreement](#))

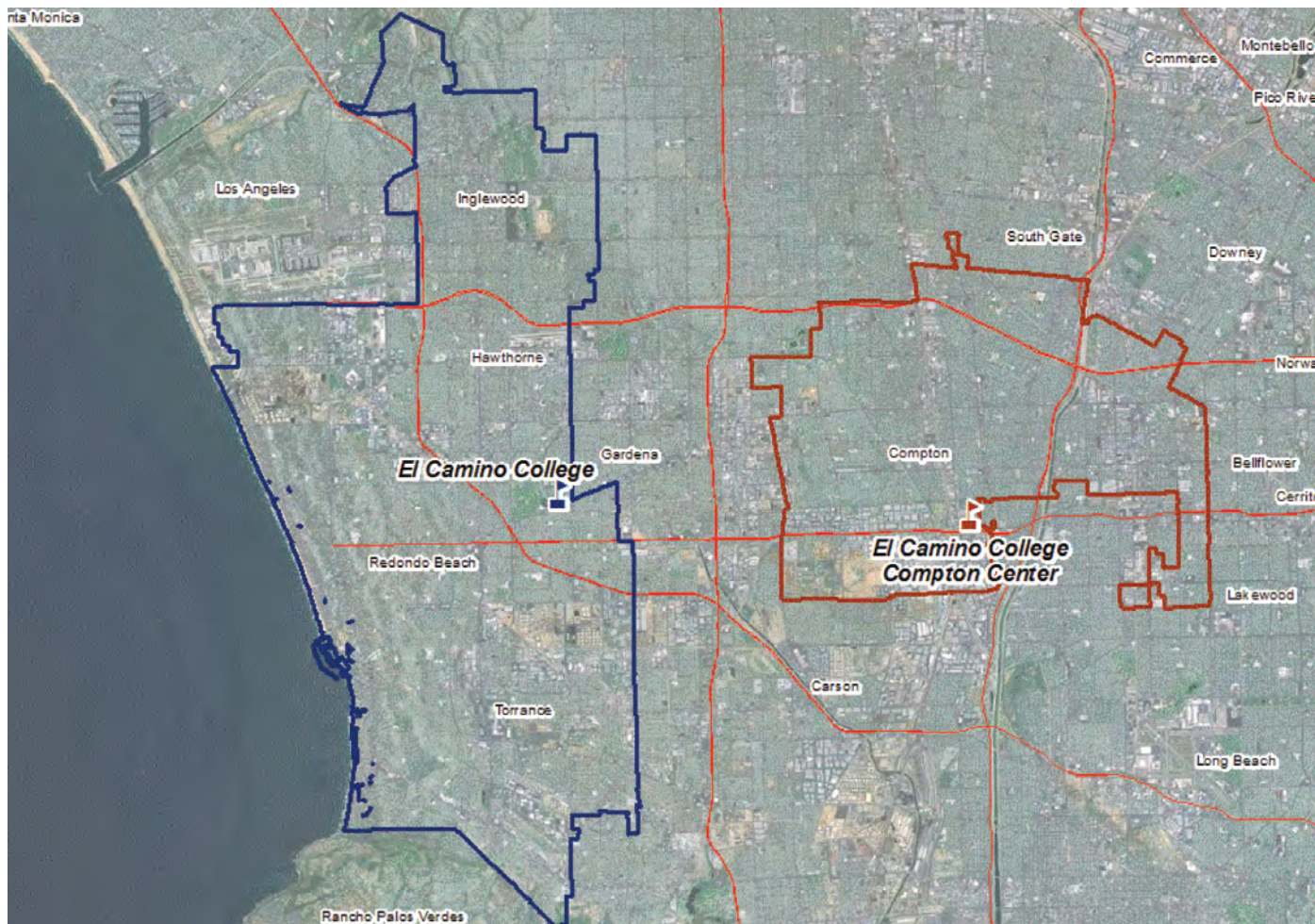
As outlined in AB 318, the State Chancellor is directed to appoint a special trustee to oversee the fiscal and physical operations of the Compton CCD in place of an elected Board of Trustees. AB 318 also included language which removed all legal authority of the elected board. The presiding special trustee in August 2006 was Mr. Thomas Henry. Since Mr. Henry's service in 2006, two additional special trustees were appointed by the State Chancellor. In 2011, Mr. Henry returned as special trustee for the Compton CCD.

Demographics

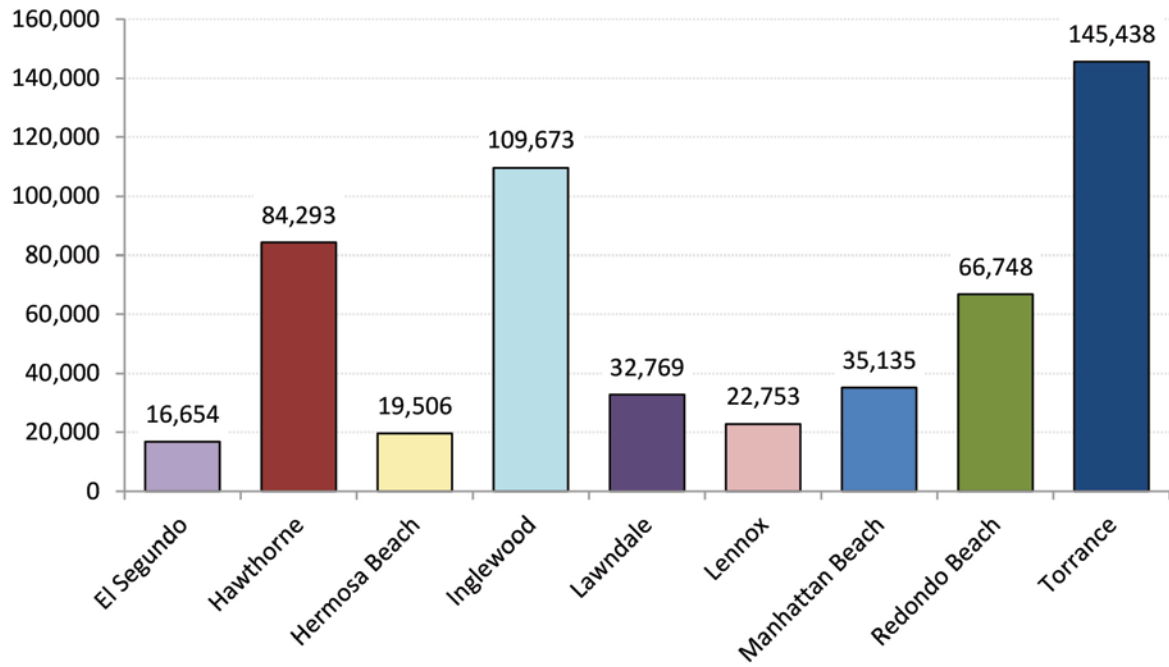
El Camino College District Profile

The El Camino Community College District (ECCCD) comprises: El Segundo, Hawthorne, Hermosa Beach, Inglewood, Lawndale, Lennox, Manhattan Beach,

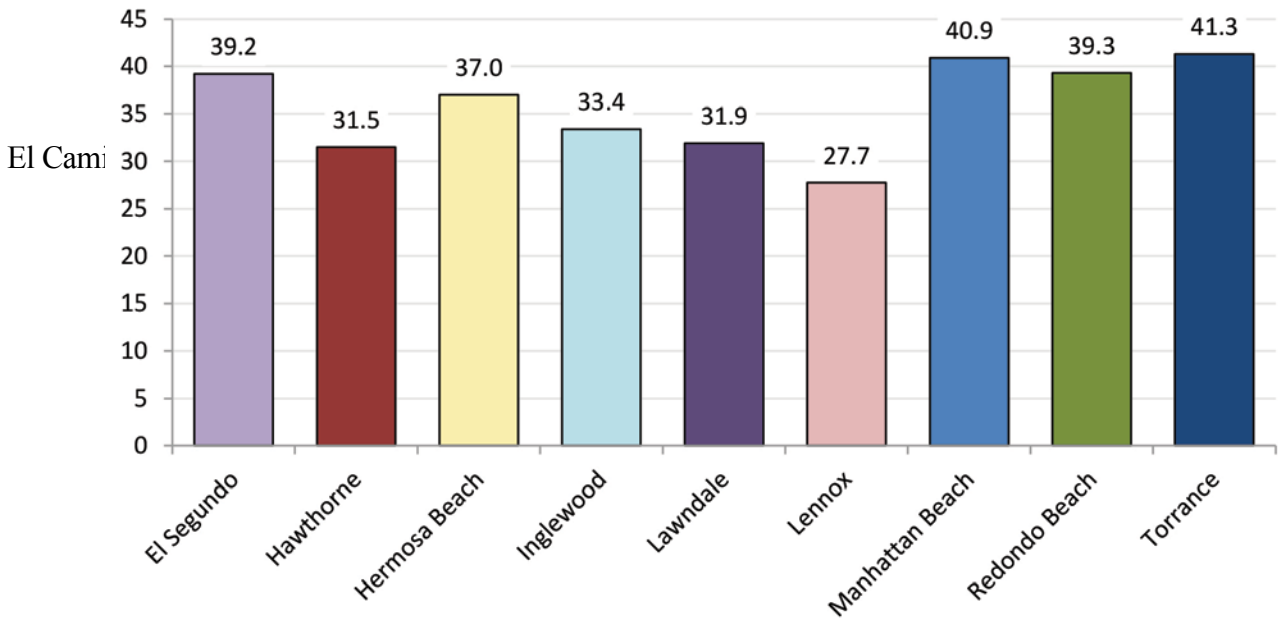
Redondo Beach, Torrance and some unincorporated areas of Los Angeles County (blue boundary in the map below). El Camino College Compton Center is located in the Compton Community College District, approximately 10 miles east of ECCCD (red boundary).



ECC District Population by City



ECC District Median Age by City

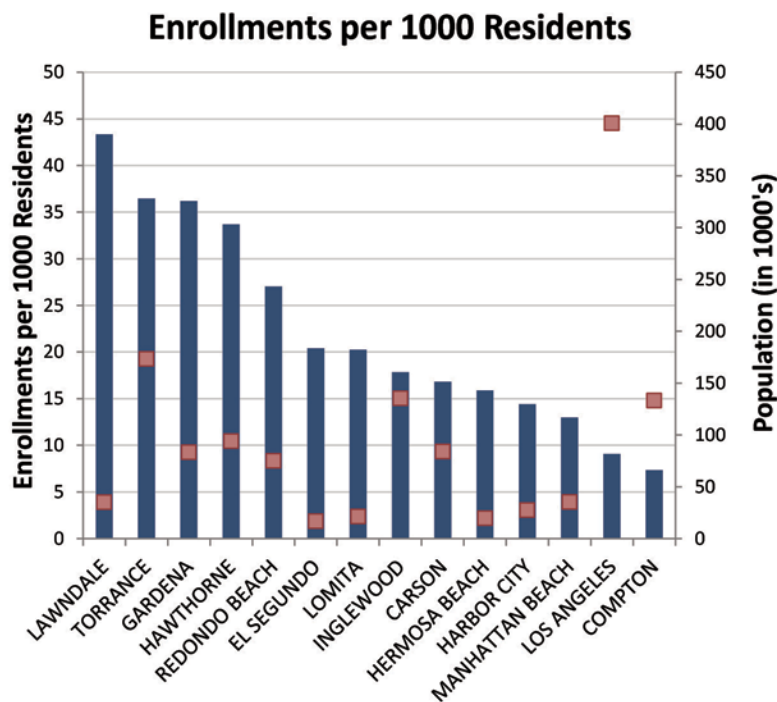


El Camino College Participation

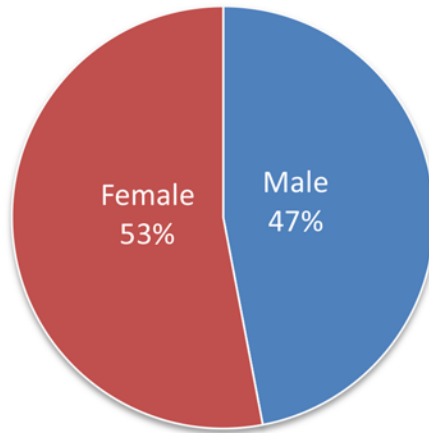
The table below shows the number of ECC students per 1,000 residents, by city. Lawndale has the highest rate of enrollment, providing 43 students per 1000 residents each year. The second graph shows the same information, but includes the relative populations (light

shaded dots) in each city region to give an idea of the size of the pool from which El Camino College draws students. Torrance also provides a large number of students per 1000 residents. Los Angeles and Compton have low participation rates despite having large populations.

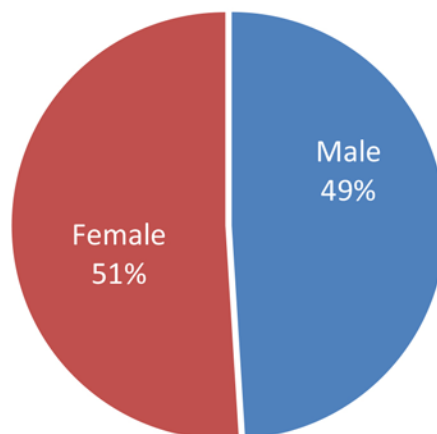
City	Enrollments per 1000 Residents
CARSON	16.8
COMPTON	7.3
EL SEGUNDO	20.4
GARDENA	36.2
HARBOR CITY	14.4
HAWTHORNE	33.7
HERMOSA BEACH	15.9
INGLEWOOD	17.8
LAWNDALE	43.3
LOMITA	20.2
LOS ANGELES	9.1
MANHATTAN BEACH	13.0
REDONDO BEACH	27.0
TORRANCE	36.4



**El Camino College
Student Enrollment by Gender
2012-13**



**El Camino Community College District
Population by Gender
Census 2010**

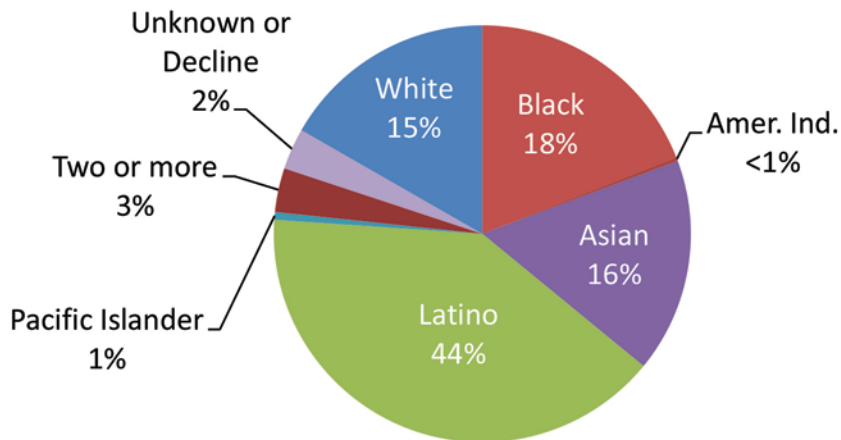


College and Community Demographics

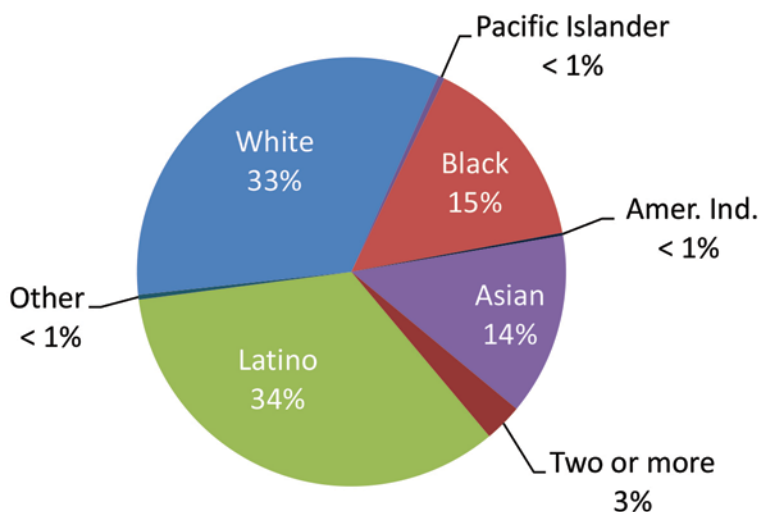
El Camino College tends to serve more women from the district than men which is typical for a community college. El Camino College has the same broad ethnic

diversity found in the district. The college serves fewer white students when compared to the district population. This is likely due to the fact the portion of the population is older on average than those of other ethnic groups.

**El Camino College
Student Enrollment by Ethnicity
2012-13**



**El Camino Community College District
Population by Ethnicity
Census 2010**

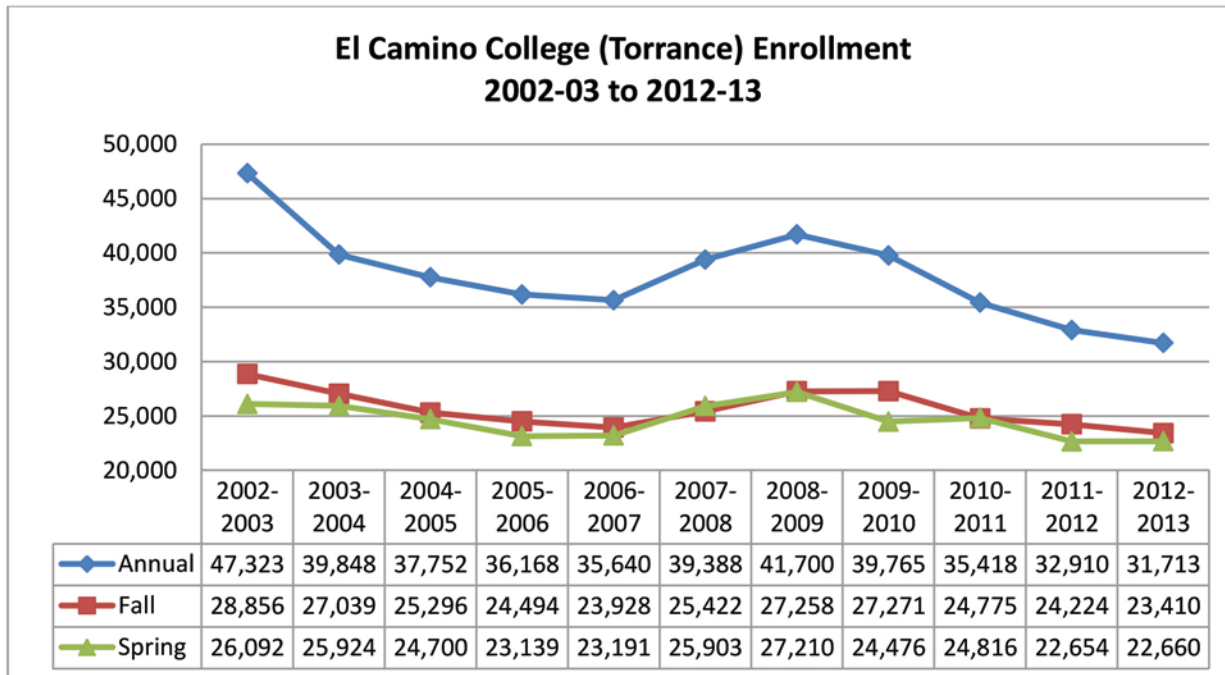


Introduction

El Camino College Enrollment Profile

Enrollment at El Camino College reached over 47,000 students in 2002-03. Since that time, enrollment has declined, especially during the last 4 years. This is due to state budget cuts which forced a reduction of course offerings during that time period. There has also been a decline in the percentage of students

enrolled exclusively in evening courses. In the last 3 years, an average of 17% of students were enrolled in evening courses, 11 percentage points lower from peak enrollment in Fall 2002 (28%). In addition, there has also been a decline in Distance Education enrollments in the last 5 years (found under the “Irregular” category in the table below).



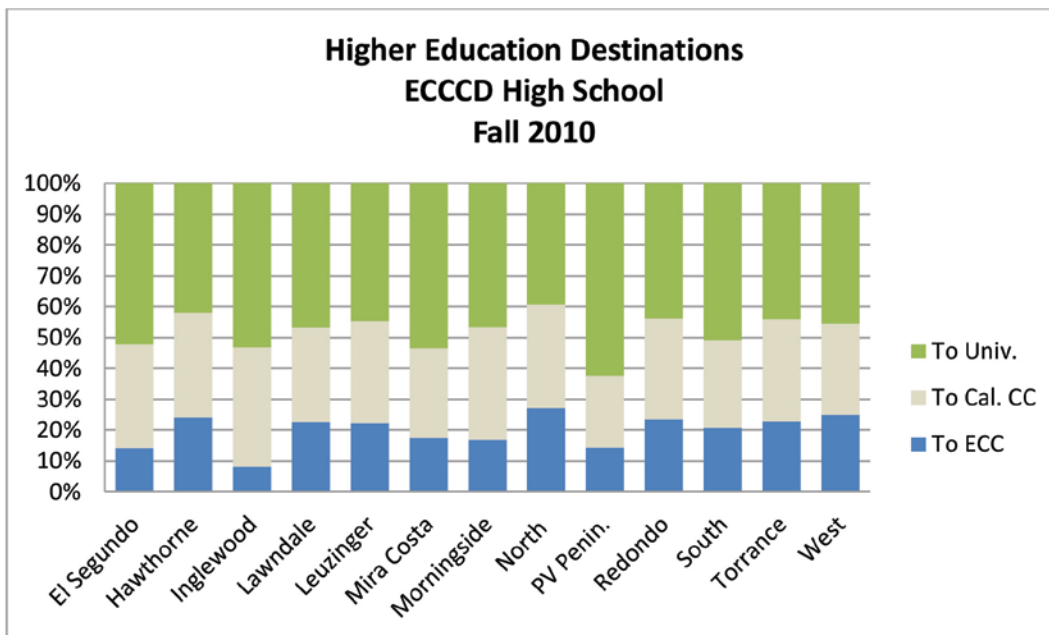
El Camino College Day vs. Evening Class Time Status Percentage (%) in each Category

Time	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Day	68.0	69.6	70.3	72.0	71.7	69.6	72.7	75.8	78.4	80.5	80.6
Evening	28.2	27.3	26.0	24.3	23.4	21.6	19.7	17.9	17.9	15.9	15.4
Irregular	3.7	3.1	3.7	3.7	4.9	5.1	2.8	3.0	2.1	2.5	2.8

*Irregular meeting times, including Distance Education

Higher education destination of local high school graduates is a method El Camino College utilizes to determine how well the district population is served.

Depending on the high school, El Camino College serves between 10% and 42% of graduating seniors who elect to attend a California public higher education institution.



El Camino College Workforce Profile

The following tables profile the ECC workforce in fall 2013. Although the workforce is predominantly

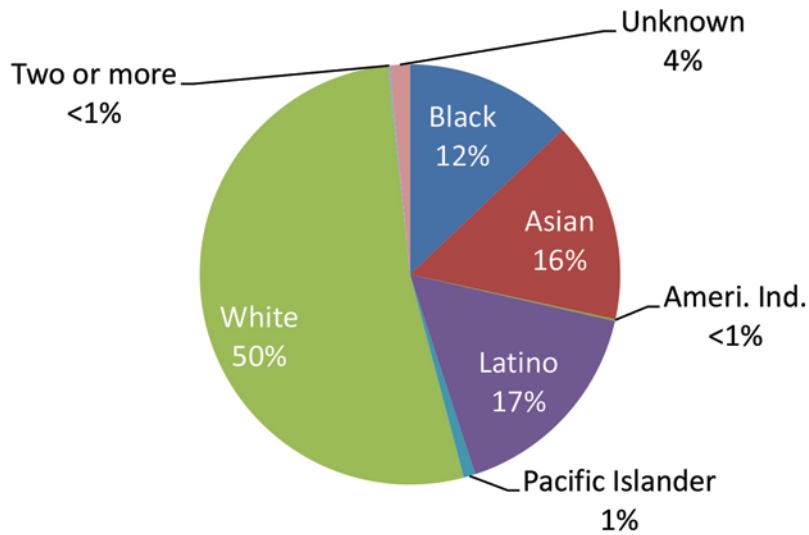
White, the percentage is declining in favor of other groups.

Position	Count	%	All CCC%
Educational Administrator	27	2.0	2.2
Academic, Tenured/Tenure Track	330	24.3	20.2
Academic Temporary	549	40.5	47.2
Classified	450	33.2	30.4
Total Workforce	1,356	100.0	100.0

**El Camino College
Workforce by Gender and Employment Category
Fall 2013**

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	17	2.2	10	1.7	27	2.0
Academic, Tenured/Tenure Track	181	23.8	149	25.0	330	24.3
Academic Temporary	296	39.0	253	42.4	549	40.5
Classified	265	34.9	185	31.0	450	33.2
Total Workforce	759	100	597	100	1,356	100

**El Camino College Workforce
Ethnicity
Fall 2013**

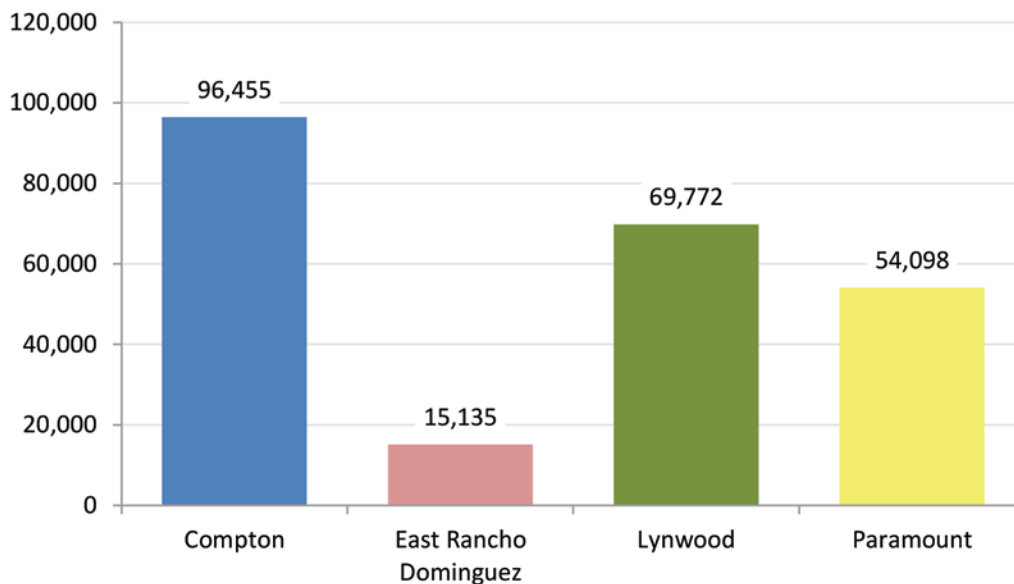


Compton District Profile

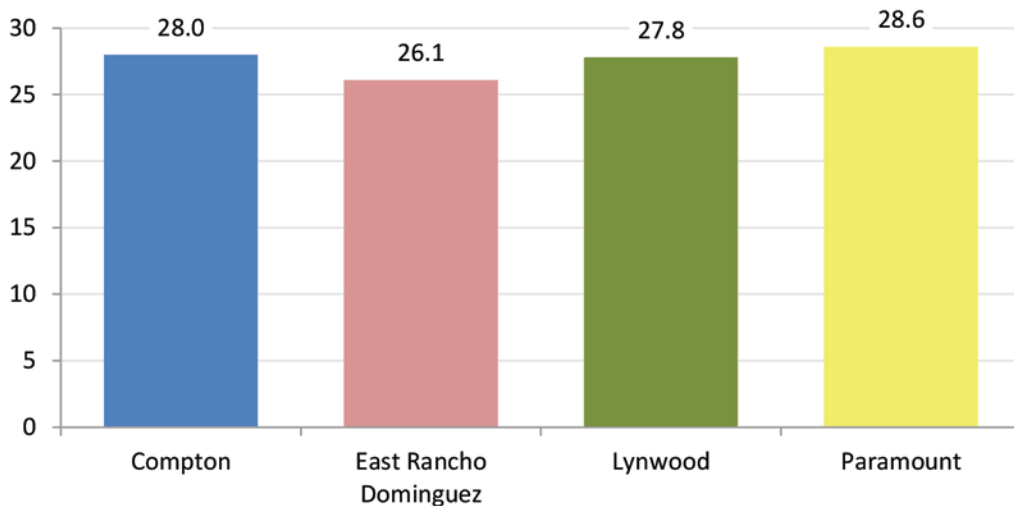
The ECC Compton Center serves students primarily from the Compton Community College District (CCCD). CCCD encompasses: Compton, Lynwood, Paramount, and Willowbrook, as well as portions of

Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and Southgate. The Compton Community College District has a growing population that is younger than the El Camino College District population by comparison.

Compton District Population by City



Compton District Median Age by City



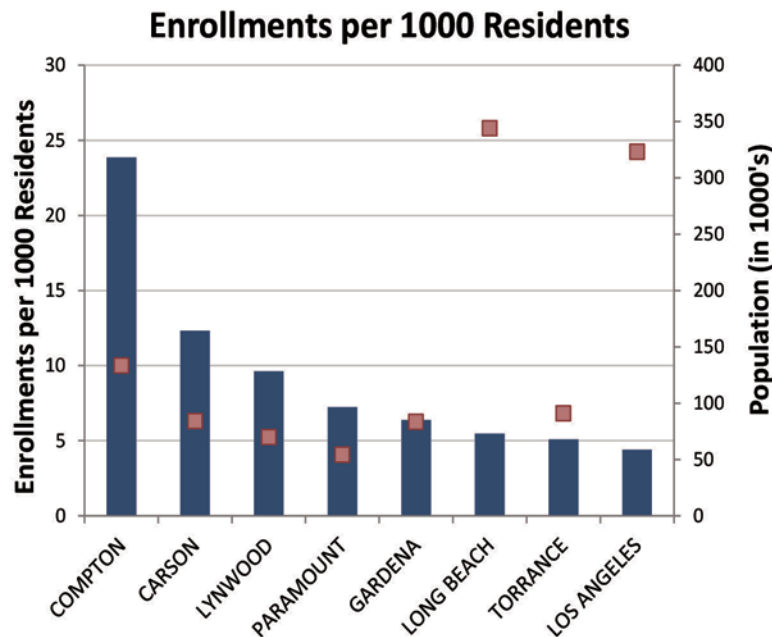
Introduction

El Camino College Compton Center Participation

The table below shows the number of Compton Center students per 1,000 residents by city. Compton has the highest rate of enrollment, providing almost 24 students per 1000 residents each year. The second graph shows the same information for key areas with larger enrollment

numbers. It also shows the relative populations (light shaded dots) in each city region to give an idea of the size of the pool from which the Compton Center draws students. Long Beach and Los Angeles have large populations within the selected region but provide a relatively small proportion of students.

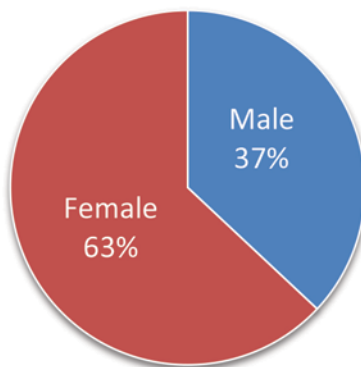
City	Enrollments per 1000
BELL	0.7
BELLFLOWER	4.1
CARSON	12.3
COMPTON	23.9
DOWNEY	1.6
GARDENA	6.4
HARBOR CITY	3.1
HUNTINGTON PARK	0.9
LAKESWOOD	2.3
LONG BEACH	5.5
LOS ANGELES	4.4
LYNWOOD	9.6
PARAMOUNT	7.2
SIGNAL HILL	2.2
SOUTH GATE	1.8
TORRANCE	5.1
WILMINGTON	1.8



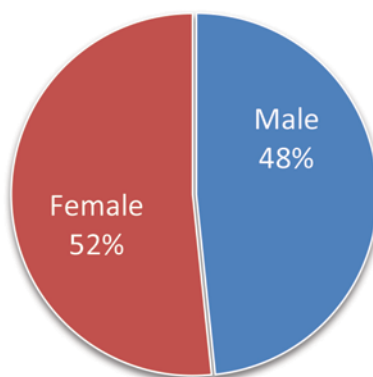
Center and Community Demographics

The El Camino College Compton Center has larger enrollments of women than men. Also, there are proportionately more African-American than Latino students despite more Latinos residing in the district.

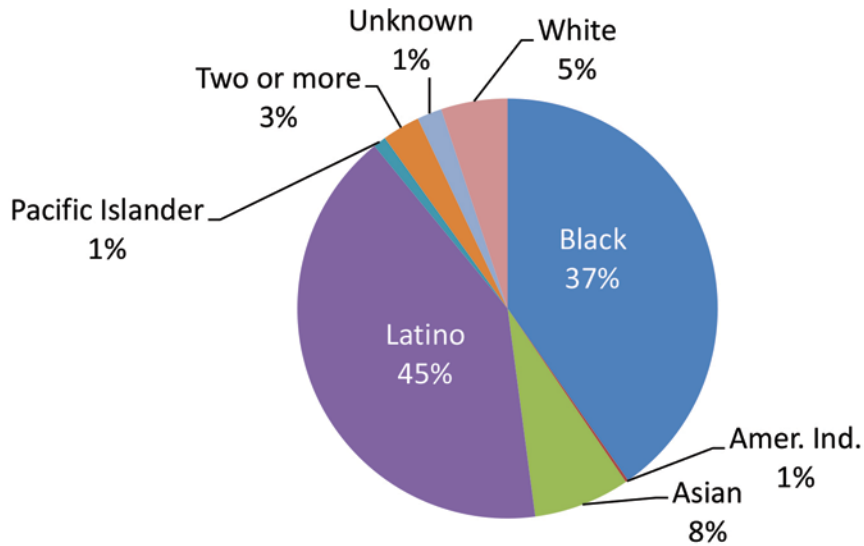
**El Camino College Compton Center
Student Enrollment by Gender
2012-13**



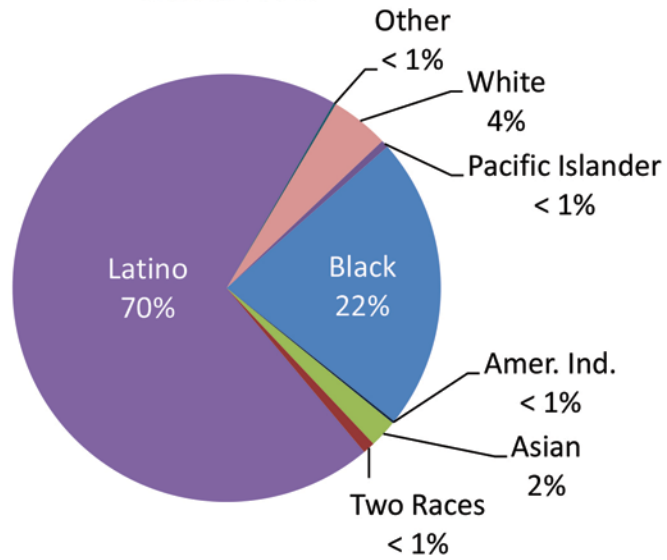
**Compton Community College District
Population by Gender
Census 2010**



**El Camino College Compton Center
Student Enrollment by Ethnicity
2012-13**



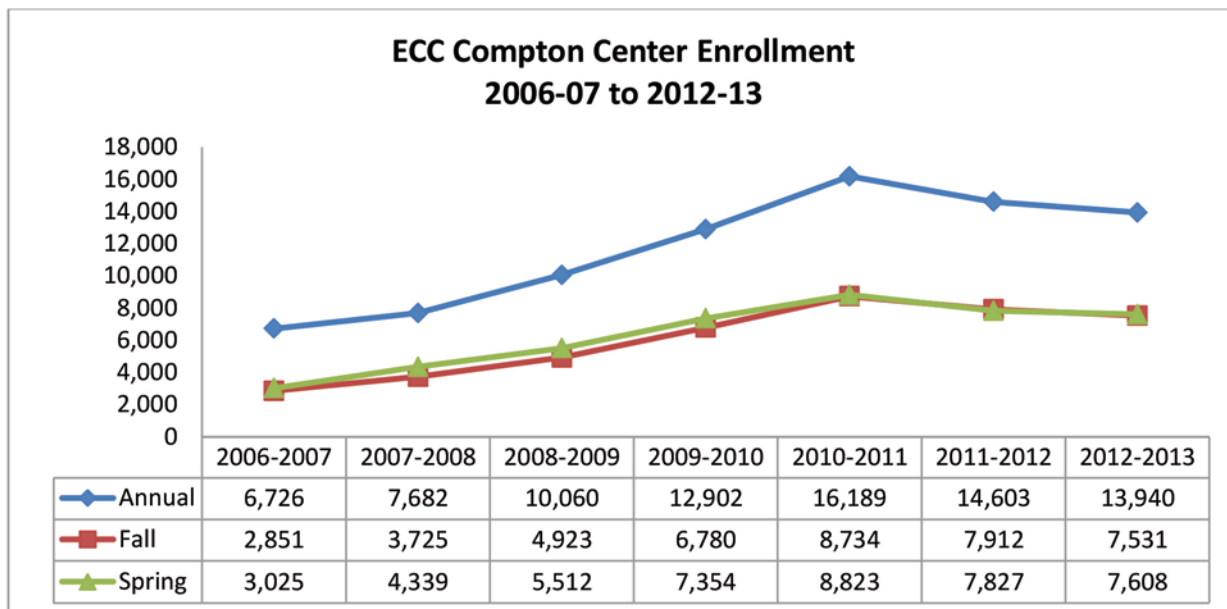
**Compton Community College District
Population by Ethnicity
Census 2010**



ECC Compton Center Enrollment Profile

Since the beginning of the partnership with El Camino College in 2006, the ECC Compton Center has experienced a significant increase in student enrollment. There was a 31% increase in enrollment from 2007-08 to 2008-09 academic years and a 25% enrollment increase from 2009-10 to 2010-11. In 2011-12, however there was a 9% decrease in enrollment. This decrease is due to state budget reductions, forcing a reduction in course offerings.

Enrollment exclusively in evening courses at the Compton Center has decreased slightly in the last 6 years. In fall 2011, 21% of students were enrolled in evening courses, 7 percentage points lower from peak enrollment in fall 2007 (28%). This may be partly due to growth in Distance Education enrollments (found under the “Irregular” category in the table below).



ECC Compton Center

Day vs. Evening Class Time Status

Percentage (%) in each Category

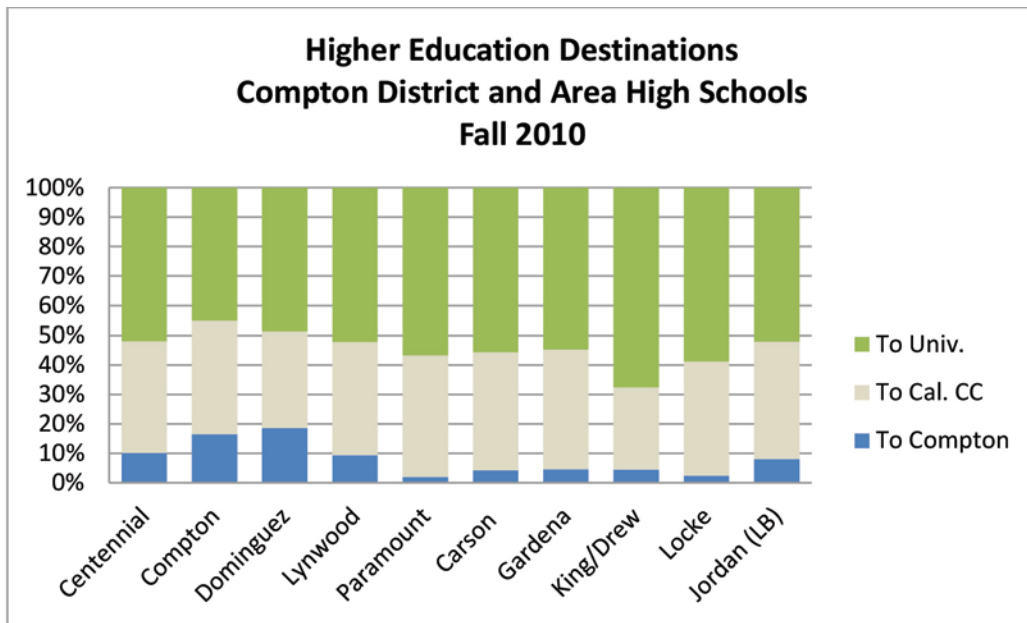
Time	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Day	71.2	69.1	68.8	67.3	68.7	70.6	63.4	66.2
Evening	27.3	28.2	27.9	25.6	24.4	23.8	21.8	21.1
Irregular	1.4	2.7	3.3	7.1	6.9	5.6	7.7	5.2

*Irregular meeting times, including Distance Education

Introduction

The number of college-going students from Compton district and area high schools that attended the Compton Center has increased since the beginning of the partnership. The Compton Center has become one

of the top attended community colleges for recent high school graduates from district high schools and high schools within close proximity.



ECC Compton Center Workforce Profile

The workforce at the Compton Center featured in the tables below reflects the broad ethnic and gender

diversity. However, like the student population, the workforce does not accurately reflect the community residents.

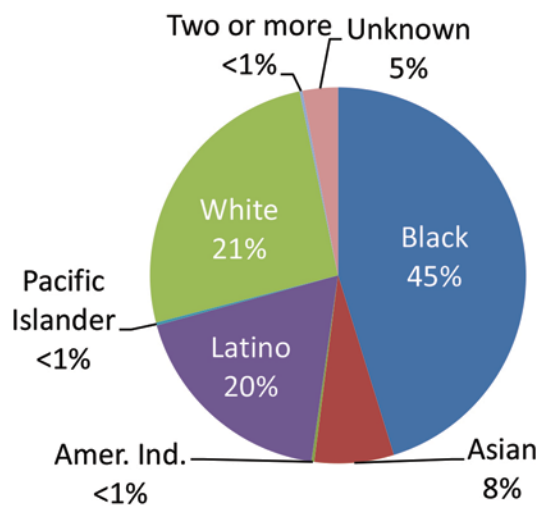
Compton Community College District Workforce by Employment Category Fall 2013

Position	Count	%	All CCC%
Educational Administrator	10	2.5	2.2
Academic, Tenured/Tenure Track	89	22.2	20.2
Academic Temporary	186	46.4	47.2
Classified	116	28.9	30.4
Total Workforce	382	100.0	100

**Compton Community College District
Workforce by Gender and Employment Category
Fall 2013**

Position	Female		Male		Total	
	Count	%	Count	%	Count	%
Educational Administrator	3	3.0	4	2.0	10	2.5
Academic, Tenured/Tenure Track	48	23.9	41	20.5	89	21.2
Academic Temporary	79	39.3	107	53.5	186	46.4
Classified	68	33.8	48	24.0	116	28.9
Total Workforce	201	100.0	200	100.0	401	100.0

**Compton Community College District
Workforce
Fall 2013**



Introduction

Longitudinal Student Achievement Data

El Camino College and Compton Center Fact Books contain a variety of information about El Camino College, the surrounding service area, enrollment trends, special programs, student success and retention and student outcomes. Data for the Fact Book is gathered by the Institutional Research and Planning Office and sources include the State Chancellor's Office, The National Student Clearinghouse and the College's student database. Enrollment data is reported as a total as well as by age, gender, ethnicity, day vs evening, and

high school. Student participation in special programs; such as athletics, CalWORKs, DSP&S, EOPS, Financial Aid, International Students, and veterans. Student success and retention data is reported for basic skills courses, transfer level courses, credit/degree and CTE courses. Student success, persistence and degrees are also reported. The latest fact books published are the [2013 El Camino College Annual Fact Book](#) and [2013 El Camino College Compton Center Annual Fact Book](#).

[Evidence - Introduction](#)



Results from the 2008 Comprehensive Visit

Recommendation 1: As cited in previous (1990, 1996, and 2002) accreditation recommendations the college should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of the program review clearly link to the institutional planning and the allocation of resources. (I.B.3; II.A.2.e; III.B.1; III.B.1.a; III.B.2.a; III.B.2.b)

At El Camino College (ECC), an annual planning process is utilized in every department at both sites. ECC annual plans are divided into four areas, each managed by a Vice President. The areas consist of units, which are managed by deans or directors, and incorporate various programs. At the Compton Center, oversight is given by the CEO and the Vice President in coordination with ECC Vice Presidents and the President. The Compton Center is a smaller institution, thus, plans usually only consist of unit and program plans.

El Camino College and Compton Center are on a consistent 4-year cycle for program review and a 6-year cycle for curriculum review. Once curriculum reviews and program reviews are integrated, departments are able to identify classes requiring revision, addition or omission. The distribution of campus resources are determined by recommendations found in program and curriculum reviews. The vice presidents review the priorities from each unit to align program plans with institutional priorities. Items that are required by accreditation, that are necessary for health and safety, or that directly support the College's strategic initiatives receive the highest priority. The top institutional priorities are reviewed by the Planning and Budget Committee, which makes recommendations to the President's Cabinet for final funding consideration.

The consistent and organized evaluation and planning process assures appropriate apportionment of resources at the College, as well as supporting the endeavor to increase student learning. Decision making is data-driven through the Office of Institutional Research, which provides data analysis for all programs conducting evaluations.

In a letter received on February 8, 2011, the Accrediting Commission for Community and Junior Colleges (ACCJC) stated that El Camino College has resolved Recommendation 1; and the institution is proficient in planning, budgeting, and evaluating outcomes, as well as being capable of sustaining the processes at both sites.

Conclusion

The College has fully met the recommendation.

Recommendation 2: The college should immediately define and publish a timeline in respect to how it will develop and implement student learning outcomes at the course, program and degree levels, establish systems to assess student learning outcomes and use the results of such assessments to make improvements in the delivery of student learning, to ensure the College shall attain, by 2012, the level of Proficiency in the ACCJC Rubric for Evaluating Instructional Effectiveness—Part III: Student Learning Outcomes. The college should immediately implement processes to communicate to students expected student learning outcomes in course outlines, course syllabi, college catalog and/or other effective channels (II.A.1.a; II.A.1.c; II.A.2.a-b; II.A.2.f; II.A.6)

The college has created and published a timeline for the development and assessment of student learning outcomes at the course, program, and institutional levels. Furthermore, the college has established systems to use the results of the assessments to improve delivery of student learning. The college is communicating the expected student learning outcomes to students through several channels. As a result, the visiting evaluation team report from November 2013 noted that the College fully met the Level of Proficiency as required by the ACCJC.

Implementation of Timeline

The timeline created by the Assessment of Learning Committee reflected the faculty's commitment to reaching proficiency by creating, aligning, updating, assessing, and reporting course-level and program-level SLOs. Faculty members have completed their SLO statements and assessment plans. The timelines for course and program level assessments are published on each academic division's Web page.

Introduction

Faculty groups will integrate this timeline into a four-year cycle for program learning outcome assessments in conjunction with curriculum review and program review cycles. At that point, the college will have achieved a sustainable cycle.

Development and Assessment of Student Learning Outcomes

Following El Camino College's submission of its Follow-Up Report and the subsequent November 14, 2012 Follow-Up Team Visit, the Commission required the College to fully resolve the deficiencies noted in the above recommendation. While the evaluation team noted the development of a plan and timeline for Student Learning Outcomes (SLOs) as well as increased course SLO assessment from 2011 to 2012, it recognized that the plan had not resulted in achievement of Proficiency level by fall 2012. They identified that the College needed to:

- Increase and strengthen course SLO assessment
- Ensure degree program assessment of outcomes fully addresses range of knowledge and competencies expected of students
- Ensure assessment results promote fine-tuning of curriculum and other changes resulting in improved student learning

Since the Commission's Follow-Up Team Visit in November 2012 and the Commission's Action Letter delivered in February 2013, El Camino College faculty, staff, and administration have been engaged in a college-wide accelerated effort to identify and assess measurable learning outcomes. Over 300 faculty members have participated in planning and revising assessment processes, conducting learning outcome and assessments, and establishing action plans designed to improve student learning. The 23 member cross-disciplinary Assessment of Learning Committee (ALC), faculty SLO coordinators and SLO facilitators, and the Office of Academic Affairs have coordinated this comprehensive effort.

The College engaged in a wide variety of student learning outcomes assessment actions, including the following:

1. Conducted a campus-wide SLO audit to ascertain verified and increased SLO assessment count
2. Integrated SLO reporting and dialogue with a range of meetings and consultative bodies

3. Promoted increased collaboration and communication regarding student learning among faculty, division SLO committees, SLO facilitators, SLO coordinators, division deans, and the Office of Academic Affairs
4. Allocated budgetary resources for SLO efforts, including new hire and staff development
5. Articulated a mission, goals, and planning activities for the Assessment of Learning Committee
6. Implemented new SLO tracking software
7. Improved SLO assessment reporting and review methods to elicit higher quality analysis and action plans to improve student learning
8. Conducted SLO assessment quality training and presentations
9. Clarified and revised Program Learning Outcome (PLO) guidelines, essential assessment outcomes components, and the PLO approval process
10. Reviewed and generated additional PLOs to ensure breadth and quality of assessment outcomes
11. Continued to incorporate PLO results into fine-tuning of instruction, curriculum, and planning
12. Included additional SLO prompts and guidelines in the Program Review template to more fully integrate SLOs into planning, review, and budgetary processes
13. Standardized and made accessible SLO, PLO, and Institutional Learning Outcomes (ILO) alignment grids and timelines
14. Restructured the SLO webpages and commenced redesign of academic division webpages for ease-of-use and to include additional materials for faculty, staff, administration, and community members
15. Utilized Service Area Outcomes (SAOs) for Student & Community Advancement (SCA) areas to better reflect the programming and services provided by Student Services departments and programs
16. Published an annual SLO Coordinators Report

The College has resolved Recommendation 2 and continues to make significant progress in implementing teaching, curricular, and other changes based on assessment outcomes. The College is at Proficiency level according to the Commission's *Rubric for Institutional Effectiveness: Student Learning Outcomes*. By fall 2014 the College will meet all criteria of the Sustainable Continuous Quality Improvement level.

El Camino College Percentage of PLOs Per Program as of 10.7.2013

% of Programs With One or Two PLO Statements	% of Programs With Three Or More PLOs or Approval For Fewer Than 3 PLOs
3%	97%

Strengthening Program Learning Outcomes

The College continues to ensure that its assessment of degree program outcomes fully addresses the range of knowledge and competencies expected of students and that assessment directly results in improved student learning. PLO practices are ongoing and systematic, resulting in program improvements and enhanced learning.

As of October 7, 2013, the College had significantly increased its number of PLOs in order to effectively measure student learning in degree programs. See table above. Programs completed PLO analysis, revision, and discussion processes in fall 2013. New assessment timelines and alignment grids were completed in early spring 2014.

The College has taken clear actions to increase and strengthen its assessment of program-level outcomes in order to meet accreditation Standards. Faculty work to ensure the number of PLOs is appropriate to fully assess student knowledge and competencies and that PLOs are crafted so results will promote specific instructional, curricular, assessment, and other related actions to improve student learning. PLO results and analysis are continually incorporated into College planning and assessment processes.

Conclusion

El Camino College has successfully addressed the issues noted in Recommendation 2 and the Commission's Action Letter dated February 11, 2013. Much work has been completed to increase and strengthen SLO outcomes assessment at both the course and program levels. The College mobilized to increase the number and quality of SLOs and PLOs, to refine all aspects of its assessment processes, and to increasingly incorporate assessments into program planning, review, resource allocation, and campus dialogue, improving student learning. The College has achieved Proficiency status on the *ACCJC Rubric for Evaluating Institutional Effectiveness: Part III: Student Learning Outcomes* and is well on the way to achieving Sustainable Continuous Quality Improvement status by fall 2014.

Recommendation 3: The college should revise its curriculum review processes and cycles so that all curriculum across the college is reviewed consistently, that the cycle of review assures the currency of the curriculum, and that the curriculum review and program review processes are integrated so that an important element of program review (the determination that program curriculum needs revision, addition or deletion to remain current) will be part of the actual program review process. (II.A.2; II.A.2.a; II.A.2.b; II.A.3.c; II.A.3.d; II.A.2.e)

The 2011 midterm report details the steps the College has taken to revise curriculum review processes and cycles so that curriculum across the College are reviewed on a regular schedule. The College has integrated the curriculum review and program review processes. The cycle of review assures the currency of the curriculum. Program review, course review, and curriculum planning are all closely related and linked. Course review reports are updated by the College Curriculum Committee and the Office of Academic affairs. These reports are useful in curriculum planning and program review. Program review may lead to changes in a course. The College has instituted a sustainable cycle of course and program review, as findings from the two influence one another.

The use of CurricUNET has provided one place to store curriculum and program review. This allows faculty to access and review course outlines of record and program reviews in a more efficient manner. The same results should occur when the College completes its transition to the TracDat database which will house SLOs.

The College Curriculum Committee (CCC) continues to use a two track approach to curriculum review. Substantive changes are submitted to the CCC for a full review while non-substantive changes are examined by a sub-committee. This approach streamlines the process while still insuring that full attention is paid to larger issues involving substantive change. Any proposed curriculum changes are recorded in the minutes and posted to the College portal for reference.

Introduction

Program reviews occur on a four-year cycle with Career and Technical Education on a two-year cycle. Program reviews include course review timelines, analysis of courses offered, a review of student learning outcomes, and recommendations for new courses or inactivation of current ones. The course review cycles have been outlined through 2017 and the College will review approximately 240 courses per year to meet conditions of Standard IIA. During this process courses are evaluated for relevance and appropriateness. The Associate Dean of Academic Affairs monitors and assists the program review process. Final drafts are uploaded to the Academic Affairs program webpage.

Conclusion

The ACCJC declared the recommendation met in its December 2009 correspondence. They found the review process to be complete and a model is now in place allowing for continuous assessment.

Recommendation 4: The college needs to assure that online courses and programs are consistent in meeting the same level of rigor as on campus programs, that all services available on campus are available online, that student learning outcomes are incorporated into these offerings and that this information is clearly communicated to the students taking these courses. (II.A.1.b; II.A.2; II.A.a.2; II.A.6; II.A.7)

El Camino College expands, implements, and evaluates all classes and school programs, in addition to online education, by following Administrative Procedure 4105, which relates to Distance Education. Each existing or proposed course available through distance education is reviewed and accepted individually. The review process for distance education classes follows the same curriculum approval measures as noted in the Program, Curriculum, and Course Development Board Policy (BP 4020).

El Camino College provides equivalent student support services both on campus and online. The library and learning resource center services are accessible online through the library's Web page. Library services include access to the online catalog, databases, e-books, E-res and Ask-A-Librarian. Online student services include an online application to the college, orientation, sample testing materials, virtual counseling, course registration, and financial aid application, payment of fees, textbook purchases, transcript ordering and tutoring services.

Following a campus visit by the ACCJC in the fall of 2009, a letter was sent from the Commission on December 15, 2009, noting that El Camino College's on-site and online courses met equivalent academic rigor and that the college should consider submitting a substantive change proposal to acquire approval for the online course offerings.

On October 1, 2010, El Camino College submitted the Addition of Courses that Constitute 50% or More of a Program Offered Through a Mode of Distance Electronic Delivery substantive change proposal to the ACCJC. The document requested approval for thirteen Certificate programs, ten Associate of Arts degree programs, four Associate of Science degree programs and the General Education program through courses offered by distance education.

In a letter received on December 11, 2012, The ACCJC stated that El Camino College has resolved Recommendation 4. The ACCJC noted that the institution is delivering distance education courses comparable to on-ground class offerings and comparable student services on-campus and online.

Conclusion

The College has fully met the recommendation.

Recommendation 5: El Camino College and the ECC Compton Center need to fully integrate SLO assessment into the faculty evaluation process. The ECC Compton Center must implement its faculty evaluations and use the results of these evaluations to encourage instructional improvements and faculty development plans. (III.A.1.b; III.A.1.c)

The faculty evaluation process at El Camino College integrates student learning outcomes (SLO) assessment into faculty evaluations. The overall faculty evaluation process at El Camino College includes four major components; the Self-evaluation Report, Classroom Observation Reports, Student Survey Results and the Dean's Evaluation. A meeting is held with faculty member and evaluator(s), and a summary conference report of these components is completed by the evaluating team.

Student learning outcomes (SLO) assessment is integrated into the self-evaluation component of faculty evaluations. In the self-evaluation component, a faculty member is asked to report on progress in four areas:

1. Objectives for the Continued Improvement of Instruction and Student Learning Outcomes
2. Analysis of Student Survey
3. Professional Growth
4. Analysis of Previous Objectives for the Improvement of Instruction and Student Learning Outcomes

Self-evaluations are reviewed by the evaluation panel to ensure all four components are addressed. In addition, faculty members are asked in Sections 1 and 4 to connect the assessment of student learning outcomes in their courses and programs with changes made to improve instruction. A sampling of faculty self-evaluation reports from mathematics, fine arts and natural sciences shows faculty members are at different levels of development and are making progress each year.

Faculty members at ECC Compton Center currently alternate between a comprehensive and a basic evaluation on a three-year cycle. The comprehensive evaluation process involves a faculty panel of discipline faculty and non-discipline faculty from both ECC Compton Center and El Camino College.

During this evaluation, the panel gathers data by observing classes, surveying students, and collecting information regarding the faculty member's participation in professional duties, such as committee work and staff development. The faculty member prepares a portfolio containing a self-evaluation that includes a statement of instructional philosophy, summary of service, professional development, student learning outcomes, and assessment strategies.

Comprehensive and Basic Evaluations of Compton faculty are proceeding according to the published timeline. The 2013-2014 timeline included the comprehensive evaluation of thirteen tenured and twenty-eight probationary faculty members. Thirteen tenured faculty members completed the basic evaluation process.

All faculty members are required to include an assessment of SLOs in their Self-Evaluation and to document assessment, reflection, and changes to pedagogy. Faculty members are required to discuss all

three areas comprehensively. If they do not, the area deans will work with faculty members to assess all three areas. As a result most faculty members have amended their portfolios as needed.

Conclusion

The College and ECC Compton Center SLO assessment are more closely aligned with the faculty evaluation process. All faculty members are now required to address student learning outcomes. Even with these new improvements, the quality of the assessment varies, but is improving across all areas.

Recommendation 6. El Camino College must develop a fiscal management plan at all sites, matched to its revenues, to assure the fiscal soundness of the institution. (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3)

The El Camino Community College District (ECCCD) meets or exceeds the Accreditation Commission's eligibility standards for fiscal stability.

Continuing Fiscal Soundness at El Camino Community College District

ECCCD's fiscal soundness is evidenced by a strong reserve for contingencies of approximately 20%. The ability to avoid layoffs, furloughs, or pay reductions for permanent employees during the recent state budget crisis and the comprehensive funding of student support services is ad for the evidence of the District fiscal soundness. In addition, the district currently plans to meet 100% of its OPEB (Other Post-Employee Benefits) obligation to fund retiree health benefits by the year ended June 30, 2014.

Background of the El Camino College Compton Center

As outlined in Assembly Bill 318, Compton Community College District (CCCD) provides funding to the El Camino College Compton Center for El Camino College's providing academic and student support programs to CCCD constituents. Since 2004, CCCD has been under the oversight of a state appointed Special Trustee. In mid-September of 2011, a former CCCD Special Trustee was appointed to CCCD by the California Community College Chancellors Office. This Special Trustee is a seasoned financial professional, who has served as Special Trustee and fiscal advisor to several community college districts in the state of California, in addition to CCCD.

Introduction

In 2006 under AB 3418, CCCD received authorization for a \$30 million emergency loan from the State of California. Since 2006, CCCD has drawn down \$18 million, with the last draw down occurring in 2009. As of August 1, 2012, of the \$18 million, the District has \$1.5 million available. CCCD does not anticipate any further borrowing from the state emergency loan for fiscal stability. The CCCD makes its annual debt services payment on the loan balance of approximately \$1.2 million per year. The state emergency loan payments are included in the District Fiscal Management Plan and include debt service payments through June 2029.

Assuring Fiscal Soundness at El Camino College Compton Center

Since the arrival of the Special Trustee in 2011, CCCD, in consultation with the El Camino College Superintendent/President, finalized and adopted the final budgets each year through 2013/2014, implemented mid-year budget reductions for 2011/2012 due to state funding reductions, developed a 2014/2015 Tentative Budget, and developed a five-year Fiscal Management Plan matched to CCCD revenues. In accordance with Accreditation Standards (III.D.2.c, III.D.2.d, III.D.2.g; III.D.3), the CCCD has made significant and sustainable progress in assuring fiscal soundness. During fall 2012, CCCD created and maintained a Planning and Budget Calendar. This calendar was reviewed by the CCCD Planning and Budget Committee, the CCCD Consultative Council and the CCCD Special Trustee for review, input, and approval.

Since the 2008 El Camino College accreditation visit, CCCD has completed six fiscal audits. The 2008/09 and 2009/10 audits were completed on time, and had no “going concern.” Due to critical staffing changes in the CCCD Business Office, the 2010/2011 audit was not completed on time. The 2010/2011 audit did not contain a letter of “going concern.” However, similar to previous audits, the 2010/2011 audit continued to show significant findings in the CCCD business services. To address the significant findings from the fiscal audit, CCCD in consultation with the El Camino College Superintendent/President, implemented a staffing reorganization plan for the CCCD Business Office. In April 2012, CCCD hired a new Chief Business Officer (CBO) to provide oversight of the Business Office. In addition, CCCD hired a Budget Analyst to provide daily oversight of the CCCD budget. In filling these critical positions, CCCD is addressing all remaining audit recommendations in a timely manner. The audits for 2011-12 and 2012-13 were clean.

Fiscal Soundness of the El Camino Community College District

El Camino Community College District (ECCCD) has a demonstrated history of proactive fiscal management. On December 15, 2008, the District’s Board of Trustees took effective action to begin building its ending balance in order to withstand looming state deficits. The Board took action to reduce ECCCD’s budget by \$5.145 million. This proactive budgeting approach has allowed the District to maintain a robust financial profile in spite of California’s fiscal challenges during the past five years. The District continues planning in all areas, including facilities planning, as is evidenced by our 2012 Facilities Master Plan Update.

ECCCD audits are prepared on time and are filed in a timely manner with the state. The June 30, 2013 audit can be found on the El Camino College Board of Trustees web page. ECCCD’s Community College Financial Status reports, CCFS 311 and CCFS 320, are prepared on time and are filed in a timely manner with the State. El Camino has maintained its FTES goals to maximize state apportionment revenue. Recent ratings of outside credit rating agencies are as follows: Standard and Poor’s is AA, strong positive outlook and Moody’s is Aa1, stable outlook. These ratings indicate the College’s capacity to meet its financial commitments is very strong and the bond issued to the College is of high quality and subject to very low risk.

Conclusion

El Camino College continues to be fiscally sound. Its board and management are prepared to implement the necessary steps to assure long-term stability; most recently evidenced with the Board’s actions of December 2008 through 2013-14. It is anticipated that such prudent decisions will be required for at least five additional years.



Recommendation 7. El Camino College should develop a staffing plan for all sites which assures the effectiveness of human resources, includes written criteria for all personnel, and assigns individuals to duties appropriate to their expertise and the needs of the institution (III.A.1.a, III.A.1.b).

El Camino College employs a well-qualified staff dedicated to meeting the needs of students and the community. There are currently 335 full-time and 597 part-time faculty members. College management, office, technical, and grounds support functions are filled by 370 classified and confidential employees, 20 police officers, 58 administrators, and 20 supervisors. In addition, approximately 800 students, temporary classifieds, and casual employees provide additional office, classroom and lab assistance.

Staffing Plans

El Camino College's staffing plan for all employees assures the effectiveness of human resources, includes written criteria for all personnel hired, and assigns individuals to duties appropriate to their expertise and the needs of the College. The plan was approved in 2009 and updated in 2012 for inclusion in the Comprehensive Master Plan (page 117).

Staffing plans are developed in conjunction with program reviews where staffing needs are identified. Program managers submit justifications for filling vacant or new positions to the President's Cabinet for approval. Requests are prioritized at the program, unit, and area levels for inclusion in the budget.

The College adheres to equal employment opportunity guidelines and objective job-related criteria as determined by position qualifications, college objectives, and representative selection for hiring. All employees must meet specific criteria based on representative duties of the classification or job. These criteria include minimum qualifications for both academic and classified positions, which the College lists in classification specifications (job descriptions) that are approved by the Board of Trustees. The College develops position announcements, in conjunction with the division/department, the President's Cabinet, and the appropriate union representatives, where applicable. Position announcements are then published through the Human Resources Office. Academic and classified employee hiring processes are outlined in Board-approved policies (BP 7120 Recruitment and Selection) and respective collective bargaining agreements (AFT Appendix M, page 188).

Several staffing issues face the College as it prepares for the next five to ten years. El Camino College will experience significant changes in mid- and upper-level administrative positions due to turnover and retirements during the next ten years. Also impacting the organizational structure will be the significant number of anticipated faculty and staff retirements that will occur over the next five years and beyond. An analysis of fall 2008 District-wide staffing indicated that over 58% of the District's workforce was over fifty years of age.

The present El Camino College organizational structure is relatively lean at the top levels of administration, particularly when compared to the student enrollment base plus the span of control required for academic and support services oversight, compared to other comparable colleges of size. Additionally, the partnership with Compton Community College District has introduced a complexity that did not previously exist.

At the El Camino College Compton Center (Center), 94 full-time faculty members and 173 part-time faculty members are employed by the Compton Community College District. The original staffing projections at the time the partnership began in 2006 indicated that the FTES would decrease and level off between the years 2006-2011, requiring staffing decreases. That trend did not materialize. Instead, ECC Compton Center experienced steady enrollment growth. When compared to other campuses that generate approximately 7000 FTES (2010-2011), the Full-time Equivalent Faculty at ECC Compton Center is comparable in size.

Critical management positions at ECC Compton Center have been filled with qualified, regular permanent employees. The key leadership positions filled include: chief executive officer, vice president, four academic deans, chief business officer, a human resources dean, and a director of facilities, planning and operations. In the area of Student Services, management positions filled include the dean of student success, director of admissions and records, director of student development and athletics, director of financial aid, director of CalWORKs, TANF and DSP&S, and a director of EOPS/CARE. A total of 128 full-time and 39 part-time classified employees work at ECC Compton Center. Based on planning and restructuring, a reduction in staffing was implemented at ECC Compton Center, and nine classified positions and one supervisory position were eliminated in May 2011.

Introduction

Conclusion

El Camino College has ensured the development of an effective and equitable human resources plan for employees of the ECCCD and the CCCD, including written criteria and appropriate assignment of duties to staff based on their expertise and the needs of the College and ECC Compton Center. Center staffing decisions are reviewed on a regular basis by the El Camino College President's Cabinet before positions are forwarded to the CCCD Special Trustee for consideration.

Recommendation 8: El Camino College must develop a facilities master plan for all sites, linked to educational planning, and integrate this plan with the institution's overall planning process (III.B.1.a, III.B.2.a, III.B.2.b).

As noted by the 2008 ACCJC site visit team, "comprehensive planning has been institutionalized at the College." The College Comprehensive Master Plan was originally developed in 1998; updated in 2004; and again in 2012. The El Camino College Facilities Master Plan was completed in 2010 and updated in 2012. A facilities master plan for ECC Compton Center was developed in 2008 and revised and approved in 2012. The Comprehensive Master Plan consists of an Educational, Facilities, Technology, and Staffing Plans.

Linked Educational and Facilities Master Plans

The development of the new Comprehensive Master Plan began in fall 2007, with the College updating the 2004 Comprehensive Master Plan and ECC Compton Center creating a Comprehensive Master Plan. The process began with all managers in Academic Affairs and Support Services updating their analyses of trends and projections from the 2004 Comprehensive Master Plan. Lead faculty members in each discipline determined whether their area would be stable, expanding, or contracting in a one- to five-year and five- to ten-year time frame. The academic deans provided a narrative addressing the staffing, facilities, infrastructure, technology, and curriculum implications of the projected changes. Managers at ECC Compton Center conducted a similar analysis, adapting the College's data to their unique circumstances.

In fall 2008, program summaries and enrollment data were used to develop space- needs analysis and staffing plans. A consulting firm conducted a facilities space-use analysis for the College and ECC Compton Center. This report guided the new Educational Master Plan and Facilities Master Plan.

At the September 2008 Board Meeting, the Special Trustee, in response to an immediate need for state funding for infrastructure projects at ECC Compton Center, approved the draft Facilities Master Plan. El Camino College Compton Center received \$44 million in much-needed funding to build a new central plant at ECC Compton Center to provide cooling and heating; new electrical trunk lines and data lines, water systems, and drainage systems were constructed with these funds. The plan was revised, and the new Facilities Master Plan for ECC Compton Center was approved in July 2012.

The analysis demonstrates ECC Compton Center will experience slow but steady growth and that the primary need is to update technology infrastructure and to replace aging buildings with flexible classrooms designed for student-centered learning. Accessibility of student services and increases in interventions to support under-prepared students will continue to be emphasized.

The Facilities Master Plan is an integral part of the College planning process and is directly correlated to the Strategic Initiatives. The Facilities Master Plan was presented to the Facilities Steering Committee, a group that considers facilities projects and provides recommendations to the President. The group meets quarterly; more frequently if needed. The Facilities Master Plan was reviewed by the committee in the spring of 2012. The committee recommended positive changes to the plan. The plan was approved by the steering committee and included as part of the Comprehensive Master Plan, approved by the Board of Trustees in July 2012. In November 2012, the residents of the El Camino Community College District passed a \$350,000 bond. This bond funding allows the college to complete the modernization of buildings outlined in the Facilities Master Plan, which were not funded by El Camino College's previous local bond passed in November 2002.

Conclusion

El Camino College has developed Facilities Master Plans for both the College and ECC Compton Center. The Facilities Master Plan is integrated into the Comprehensive Master Plan and is an integral part of the plan.

Recommendation 9: The Board of Trustees of El Camino Community College District must include in its code of ethics a clearly defined policy for dealing with behavior that violates this code.

The Board of Trustees adopted Board Policy 2715 Code of Ethics/Standards of Practice which includes a clearly defined policy for dealing with ethics violations. Potential violations will be investigated, and appropriate actions will be taken by the board. Actions may range from a letter of reprimand to official censure. The Board of Trustees adopted this policy in July 2009. The ACCJ declared the recommendation met and the college in compliance in its December 2009 correspondence with the college.



Commission Concern 1: El Camino College should reevaluate its online course offerings and submit substantive change proposals where 50% or more of a program can be achieved online. (ER 21, Substantive Change Policy) The College may risk losing federal financial aid for programs that have not received substantive change approval.

The Distance Education Substantive Change Proposal was sent to the Commission on October 1, 2010. On March 23, 2011, ACCJC approved a substantive change proposal for El Camino College to offer 13 Certificates, 10 Associate in Arts degrees and 4 Associate in Science degrees at 50% or more through a mode of distance or electronic delivery.

Commission Concern 2: El Camino College should shorten its timeline for program review so there is a mechanism to support a closer integration of the program review, planning and resource allocation processes. (II.B.3, II.B.4, II.B.6)

The program review timeline has been modified from a six-year cycle to a four-year cycle. In anticipation of the increased demands for institutional research support to accommodate a four-year cycle, a new research analyst was hired.

To more closely integrate program review recommendations with planning and resource allocation processes, program review recommendations are prioritized and incorporated into program annual plans as goals. These goals are evaluated on a semi-annual basis. Following evaluation, goals may be implemented or carried forward into the next year. Annual plans allow programs to continually evaluate their accomplishments, to identify new needs, and to prioritize funding requests based on current data.

Evidence - Recommendations

Abstract

Standard I.A: Mission

The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.

The El Camino College (ECC) developed its mission by assessing the educational needs of the community. Serving the South Bay area for over 65 years, the College provides various educational options and support services to assist students of a diverse background in attaining their academic and career goals. The comprehensive list of educational programs offered range from career technical education, degree- or certificate-granting programs, transfer programs, community education, and workforce training. Additionally, ECC provides a broad set of academic and support programs for students entering the College at a wide range of levels including college-ready and students in need of remedial coursework.

The College mission is consistent with the purposes of a community college outlined in the California Master Plan of 1960. The ECC mission states, “El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community.” (BP 1200, updated June 21, 2010).

Standard I.B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

The College demonstrates a conscious effort to produce and support student learning by conducting annual assessments of student achievement. The measures of achievement are tracked through data collection pertaining to successful course completion, college persistence, goal completion (degrees and certificates), and transfer to four-year schools. Data is available in the College’s Annual *Fact Book* and on the Student Achievement page of the Institutional Research and Planning Web page.

Additionally, the Assessment of Learning Committee (ALC) measures how effectively the College is fulfilling the mission to enhance student success and provide high quality services. Through the program review and annual planning process, assessment results are used as evidence to augment curricular, planning, and budgetary choices designed to enhance student success. Every course offered at the College has associated Student Learning Outcomes (SLOs). Additionally, every academic program has program-level outcomes (PLOs) and each administrative and student service area has Service Area Outcomes (SAOs). The College also has Institutional Learning Outcome (ILOs). Results of the outcomes are used in the planning and budgeting process through program review and the submission of program, unit and area plans. SLOs, PLOs, SAOs and ILOs assessment is ongoing and utilized to enhance student learning and teaching practices, to inform curricular and programmatic changes, and provide evidence for funding requests in program review.

El Camino College uses ongoing evaluation and planning to improve student learning by the development and prioritization of recommendations and goals in program reviews, program plans, unit plans and area plans. Further collaborative discourse about student learning occurs at the Annual Planning Summits, which host representatives from El Camino College and Compton Center. In addition, the Planning and Budgeting Committee (PBC) oversee and conduct an annual review of institutional processes, establishing and endorsing changes as needed.

Abstract

Standard IIA: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

The College offers high quality instructional programs suitable to the population it serves, regardless of location or means of delivery. Course offerings are guided by the College's governing principles such as the Mission Statement, Statement of Values, Strategic Initiatives, Institutional Learning Outcomes and board policies. Quality of instruction and appropriate breadth, depth, and rigor are assured through the College's ongoing and systematic preparation and assessment of its student learning outcomes. The College evaluates its student learning outcomes, courses and programs regularly. The results of reviews are entered into the College's planning software. In this way, the College can use the results to create an environment that supports student learning.

The College creates a supportive learning environment in multiple ways. Course offerings include basic skills, transfer, career and technical education, and personal development classes. Course relevancy is determined through student surveys, student learning assessments, and the actions of bodies such as the Curriculum Committee. Students are kept informed of school policies and transfer agreements through various media such as the course catalog and the College's website.

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other.

The College provides an array of programs to meet the needs of its diverse population. The Student Success Transfer and Retention Services is comprised of 30 student support services and was recognized by the Chancellor's Office as a best practice. Along with counseling and matriculation which help provide students with access and a pathway throughout the institutional experience, SSTARS offers a variety of programs for students' benefit. Honors Transfer, First Year Experience, Puente, Project Success, EOPS and CalWORKs are a few of the programs available. These programs are designed to address students' personal and academic needs.

The College and its Student Services departments use multiple means to systematically evaluate these offerings. The College collects data from student satisfaction surveys and the CCSSE to use in assessing its programs. The College also engages in program review and Student Area Outcomes assessment. Program review occurs every four years while SAO assessment is ongoing.





Standard IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

The College's Learning Resources Unit and ECC Compton Center's newly opened Library and Student Success Center provide sufficient support to meet the institution's instructional programs and cultural activities. The LRU holds more than 100,000 books and gives students access to over forty databases online. The LRU and the Library and Student Success Center also provide academic support for students in the form of tutoring programs, computer labs, and bibliographic instruction. Library and learning support services assess Service Area Outcomes to evaluate effectiveness. SAOs are divided into subcategories to better reflect the departments they serve. The results of SAO assessment and data from student satisfaction surveys are utilized in program review and are eventually placed in the College's planning tool and linked to budgeting and planning, as is procedure for the departments at the College.

Standard III.A: Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Under the auspice of the Human Resource department, the College hiring process ensures that applicants and new hires meet the required qualifications and are capable of meeting the demands of the position in order to successfully support and maintain the integrity and quality of programs and services at El Camino College. The institution ensures its commitment to the educational role of persons of diverse backgrounds in a number of ways. The College maintains an Office of Staff and Student Diversity, which includes a director and support staff. In addition, campus employees are trained as Equal Employment Opportunity representatives, and these trained employees volunteer to serve on hiring panels for all full-time permanent employees. The Human Resources department also screens applicant pools to ensure a diversity of applicants to permanent positions.

Abstract

Standard III.B: Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

The College's physical resource planning is integrated with institutional planning through the use of program review and annual planning cycles. The College uses the process of program review to assess how well its physical resources support programs and services. As each program is systematically reviewed, the facilities and equipment being used are evaluated and areas of improvement identified. Areas of improvement then become budget needs and are considered within the framework of the institutional planning and budget process. Program reviews may identify the need for remodeling space or the need for new space. These recommendations are prioritized at the unit level and may be included in the unit plan. Unit plans forwarded to the area vice-presidents to prioritize needs and develop funding strategies. Once the facilities needs are identified and prioritized by the vice-presidents, the funding requests are sent to the Planning and Budgeting Committee for review and recommendation to the president.

The institution plans, builds, maintains, and upgrades its physical resources to ensure effective utilization and quality necessary to support its programs and services. The areas identified for upgrading and remodeling are included in the Facilities Master Plan. The Facilities Master Plan for the El Camino College District and the Compton Community College District are both part of the El Camino College Comprehensive Master Plan. The Facilities Master Plan recommendations present an overall picture of the future campus and address the project goals that were identified at the start of the planning process.

Standard III.C: Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

The College uses its technology resources to support its infrastructure, academic programs, and institutional effectiveness. The College relies on technology committees to assess its resources. The work of the technology committees helps maintain the College's equipment and plan for its future needs, whether that is updating computers or the construction of new buildings. The College's Information and Technology Services (ITS) department and Institutional Research and Planning collaborate on data gathering and analysis to aid the College in planning for its future technological needs. Academic programs include technology needs in their Program Review and as part of the annual planning process for the academic units. The requests are then reviewed and prioritized for inclusion into the vice-president's area plans, which are submitted to the Planning and Budgeting Committee for review. These processes assure that Technology planning is integrated with the College's institutional planning and that the current and future technology infrastructure can support its academic programs.



Standard III.D: Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial solvency. Financial resources planning are integrated with institutional planning at both college and district/system levels in Multi-college systems.

The institution continues to create and maintain a conservative budget that supports student learning. Our highest value is placed on our students and their educational goals. As a result, considerable effort is placed on academic, technological, facilities and staffing needs for the current and long-term. The institution has established seven Strategic Initiatives to accompany a strong mission, vision, values, goals and institutional learning outcomes in the continual effort to provide sufficient support of student success and long-term financial solvency.

The mission, values, vision and strategic initiatives provide El Camino College (ECC) its foundation for fiscal planning and resource allocation. Multiple individuals and groups are essential to the development of campus planning. Area vice presidents match identified priorities with resources, which are presented to the PBC. The PBC reviews the recommendations assuring adherence to the mission and strategic initiatives of the institution. The institutional strategic initiatives, which carry out the College mission, are embedded in the annual planning process. Every year, faculty and staff identify program and divisional needs. These priorities are placed in the Annual Plan after ensuring that they coincide with strategic initiatives and support student learning outcome assessment and program review.

The Comprehensive Master Plan establishes priorities among the needs of the college and indicates the direction of future funding. The Master Plan provides a foundation for long-term financial allocation for the campus. Along with these established long-term priorities the campus provides avenues for short-term and emergency funding such as the health and safety, equipment replacement and continued upgrade of campus technology.

The final budget is annually developed in consultation with recommendations from the PBC, college council and other consultation committees as established by the superintendent/president. They identify institutional goals for the budget cycle. While under development, the preliminary, tentative and final budget is discussed every spring in various consultation groups such as PBC and academic senate. The preliminary budget and final budget along with PBC minutes are posted on the president's Web page.

Standard IV.A: Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

El Camino College is committed to ethical and effective leadership practices throughout the institution. This commitment is demonstrated in the College Mission Statement, Statement of Values, and Strategic Initiatives, as noted in the College catalog, website and printed on posters in offices on campus.

El Camino College acts with integrity and honesty when interacting with personnel, students and the community. The College's board policies guide the decision making process determine appropriate campus conduct. Board Policy 2715 Code of Ethics/Standards of Practice defines appropriate behavior and the process used by the Board to examine any charge or grievance made. ECC has adopted policies and procedures on student's rights and responsibilities, academic freedom, student academic honesty, and standards of conduct. There are also policies pertaining to grade changes, course repetition, probation, dismissal and readmission, limitation to remedial coursework, academic renewal, and program, curriculum and course development.

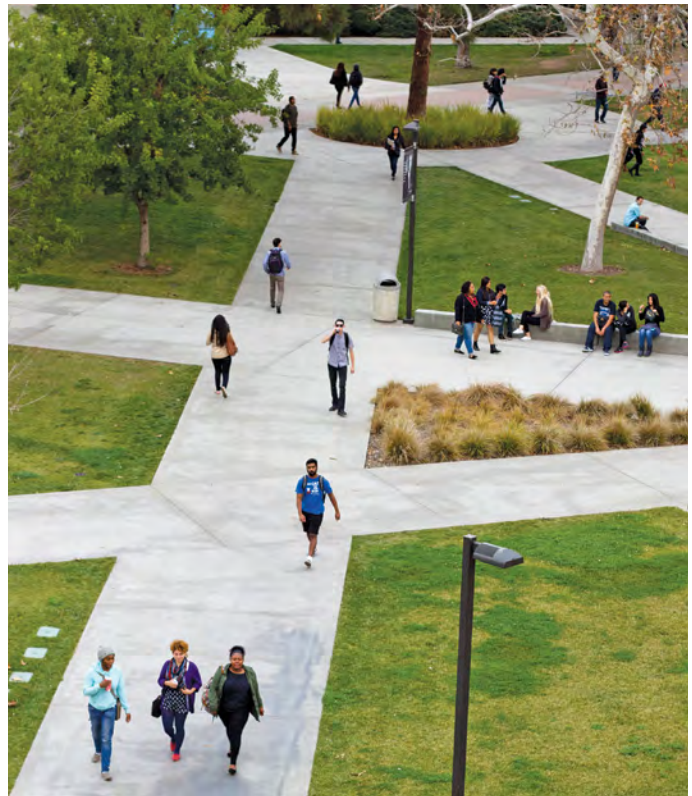
College personnel and students collaborate to improve programs and services on campus by participating in committees as representatives for Academic Senate, El Camino College Federation of Teachers, Associated Student Body, El Camino Classified Employees and Confidential employees and Management. Representatives from all constituents participated in the 2014 re-affirmation for accreditation self-evaluation process.

Abstract

Standard IV.B: Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

El Camino College leadership consists of a Board of Trustees and a President. Board members are chosen from the community to represent public interests. The Board of Trustees works to create policies for the effective operation of the institution while the President is required to implement the policies produced by the Board. The Trustees also follow the pre-existing policies and statutes pertaining to work obligations and duties in order to protect the integrity of the institution and to promote the academic achievement of the College. An additional measure to ensure effectiveness is the administration of an annual performance evaluation for the President and the Board of Trustees.



Organization of the Self-Study

Organization of the Self-Study

Accreditation Liaison

Jeanie Nishime, Vice President,
Student and Community Advancement

Accreditation Co-Chairs –

Jean Shankweiler, Dean, Natural Sciences
Matthew Cheung, Faculty, Humanities
Holly Schumacher,
Compton Center, Counselor

ACCREDITATION SELF-EVALUATION STANDARD LEADERS

Standard I: Institutional Mission and Effectiveness

Jeanie Nishime, Barbara Perez

Standard IA: Mission

ECC Co-Chairs:

Chris Gold, Irene Graff

Committee Members:

Naomi Castro, Robin Dreizler, Lucy Nelson,
Teresa Palos, Dawn Reid, Joshua Rosales,
Merriel Winfree

CEC Co-Chairs:

Elizabeth Martinez, Michael Odanaka

Committee Members:

Fazal Aasi, Gloria Hughes, Wendy Johnson,
David McPatchell, Wanda Morris, Marci Myers,
Patricia Stoddard

Students:

Stefan Ecklund, Nehasi Lee, Tiffany Tran

Standard IB: Improving Institutional Effectiveness

ECC Co-Chairs:

Chris Gold, Irene Graff

Committee Members:

Naomi Castro, Robin Dreizler, Lucy Nelson,
Teresa Palos, Dawn Reid, Joshua Rosales,
Merriel Winfree

CEC Co-Chairs:

Elizabeth Martinez, Michael Odanaka

Committee Members:

Fazal Aasi, Gloria Hughes, Wendy Johnson,

David McPatchell, Wanda Morris,
Marci Myers, Patricia Stoddard

Students:

Stefan Ecklund, Nehasi Lee, Tiffany Tran

Standard II: Student Learning Programs and Services

Francisco Arce, Barbara Perez,
Holly Schumacher

Standard IIA: Instructional Programs

ECC Co-Chairs: Matt Cheung,
Connie Fitzsimons, Chuck Herzig,
Virginia Rapp,

Committee Members: Monica Chaban,
Arturo Hernandez, Kelsey Iino, Cheryl Kroll,
Deborah Kyte, Kaysa Laureano-Ribas,
Mark Lipe, Heather Parnock, Ana Milosevic,
Idania Reyes, Betty Sedor, Howard Story,
Jacquie Thompson, Rica Young,
Carolee Vakil-Jessop

CEC Co-Chairs: Rodney Murray,
Chelvi Subramanian

Committee Members: Lauren Gras,
Abidodun Osanyinpeju, Saul Panski,
Hoa Pham, Eyob Wallano, Nikki Williams

Students: Simone Orton

Standard IIB: Student Support Services

ECC Co-Chairs:

Rene Lozano, Dipte Patel

Committee Members:

Michelle Arthur, Bobby Becka, Leisa Biggers,
Hortense Cooper, Kelsey Iino,
Vickie Lockridge, Bill Mulrooney,
Espe Nieto, Carolyn Pineda, Regina Smith,
Breanna Von Stein, Steve Waterhouse,
Rica Young

CEC Co-Chairs:

Essie French-Preston, Ricky Shabazz

Committee Members:

Angela Boyer, Chester Fredd, Breanda Marsh,
Valarie O'Guynn, Naim Williams

Students:

Sarah Hafiz

Organization of the Self-Study

Standard IIC: Library & Learning Support Services

ECC Co-Chairs:

Alice Grigsby, Tom Lew, Claudia Striepe

Committee Members:

Alice Cornelio, Wilma Hairston,
Sheryl Kunisaki, Noreth Men

CEC Co-Chairs:

Albert Jimenez, Estina Pratt

Committee Members:

Charles Hobbs

Students:

Gualberto Rabanales, Erica Soohoo,
Nathan Wofford

Standard III: Resources - Keith Curry, Jo Ann Higdon

Standard IIIA: Human Resources

ECC Co-Chairs:

Lynn Lindberg, Cynthia Mosqueda

Committee Members:

Alexis Estwick, Donna Manno,
Roxanne McCoy, Maria Smith

CEC Co-Chairs:

Rachelle Sasser

Committee Members:

Amber Gillis

Standard IIIB: Physical Resources

ECC Co-Chairs:

Stephanie Rodriguez

Committee Members:

Robert Brobst, Ora Bryant, Ross Durand,
JoAnn Higdon, Matt Hutcherson,
Steve Marselle, Idania Reyes,
Holly Schumacher, Jack Selph,
Benjamin Torres, Debbie Turano,
Robert Bradshaw, Jean Shankweiler,
Lisa Wang

CEC Co-Chairs:

Linda Owens, Kendahl Radcliffe

Committee Members:

Trish Bonacic, Iris Fernandez, Amber Gillis,
Felipe Lopez, Michelle Priest, Mytha Pascual

Students:

Derrick Moon

Standard IIIC: Technology Resources

ECC Co-Chairs:

Pete Marcoux, John Wagstaff

Committee Members:

Francis Baylen, Dawn Charman,
Richard Ciampa, Lyn Clemons,
Gabriella Fernandez, Irene Graff,
Alice Grigsby, Dwayne Hayden,
Lyman Gin Hong, Donna Manno,
Noreth Men, Dave Murphy, Dipte Patel,
Soshanna Potter, Virginia Rapp,
Stephanie Rodriguez, Sabra Sabio,
Jean Shankweiler, Margaret Steinberg,
Howard Story, Don Treat,
Francine Vasilomanolakis, Claudio Vilchis,
Will Warren, Michael Wynn

CEC Co-Chairs:

Michelle Preist, Rudy Ramos

Committee Members:

Brent Kooiman, David Maruyama,
Rodney Murray, Roy Patterson,
Miguel Quintero, Dale Ueda

Standard IIID: Financial Resources

ECC Co-Chairs:

Rory Natividad and Gary Turner

Committee Members:

Luis Mancia, Darling Garcia,
Diana Stanojevich, Babatunde Atane,
Emily Rader

CEC Co-Chairs:

Trish Bonacic, Felipe Lopez

Committee Members:

Iris Fernandez, Amber Gillis, Mytha Pascual,
Michelle Priest

Students:

Michael Le

Standard IV: Leadership and Governance - Linda Beam, Keith Curry

Standard IVA: Decision-Making Roles and Processes

ECC Co-Chairs:

Gloria Miranda, Julieta Ortiz,
Evelyn Uyemura

Committee Members:

Kari Brody, Peter Doucette, Matt Kline,
Julieta Ortiz, Jeanette Magee,
Jose Villalobos, Janet Young

CEC Co-Chairs:

Jose Villalobos

Committee Members:

Toni Wasserberger

Students:

Brooke Matson, Long Gian Nguyen

Standard IVB: Board and Administrative Organization

ECC Co-Chairs:

Angela Simon, Mike Trevis

Committee Members:

Rebecca Cobb, Ray Gen, Dillan Horton,
Erick Mendoza, Jimmy Macareno,
Luukia Smith

CEC Co-Chairs:

Christopher Halligan, David Simmons

Committee Members:

Felicia Hatten, Thomas Norton,
Valarie O'Guynn

Students:

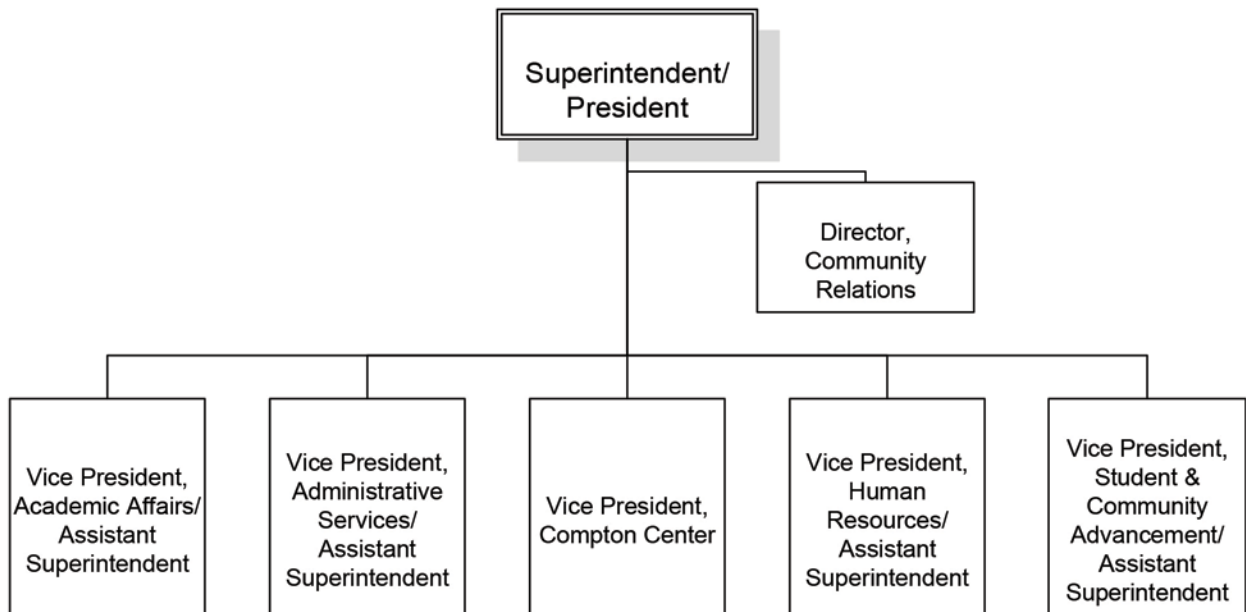
Dillon Horton



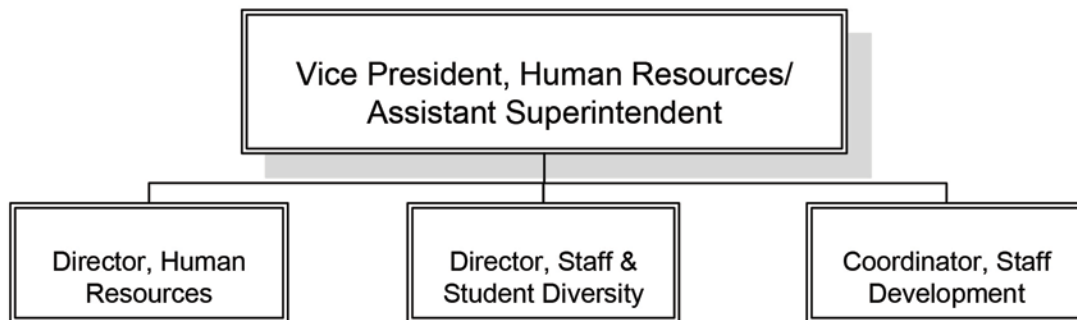
Organization of El Camino College

Organization of El Camino College

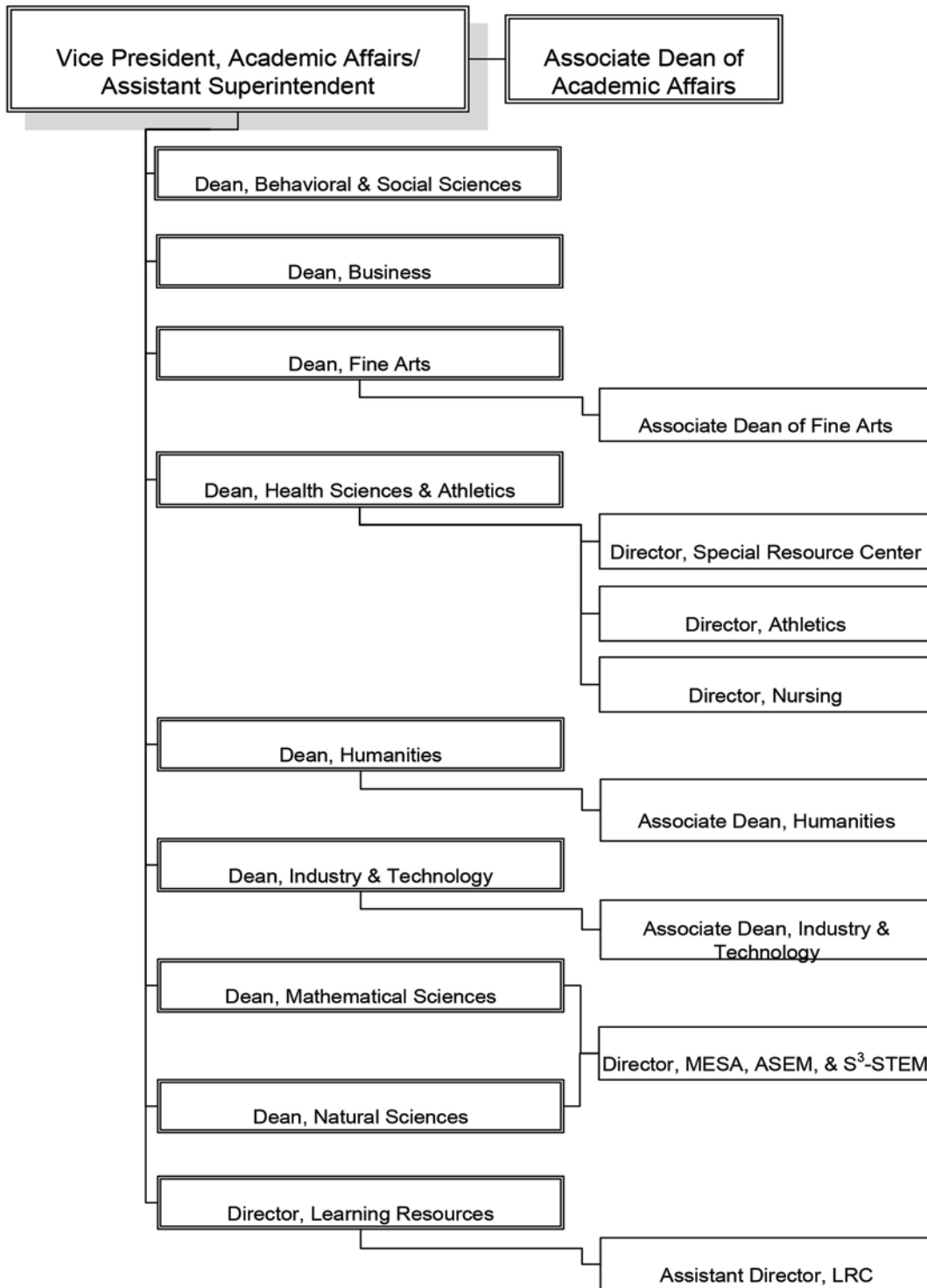
Superintendent/President



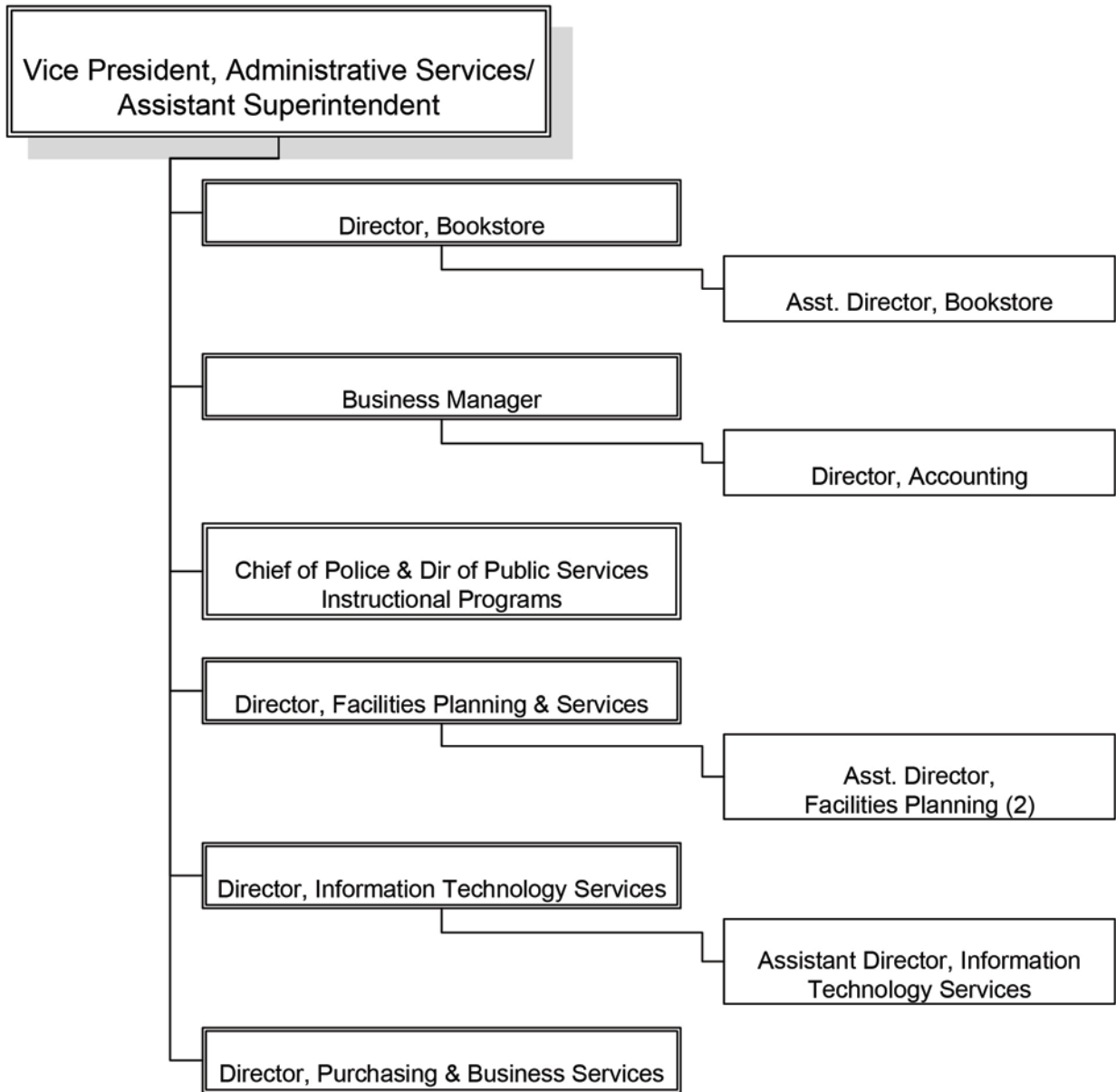
Human Resources



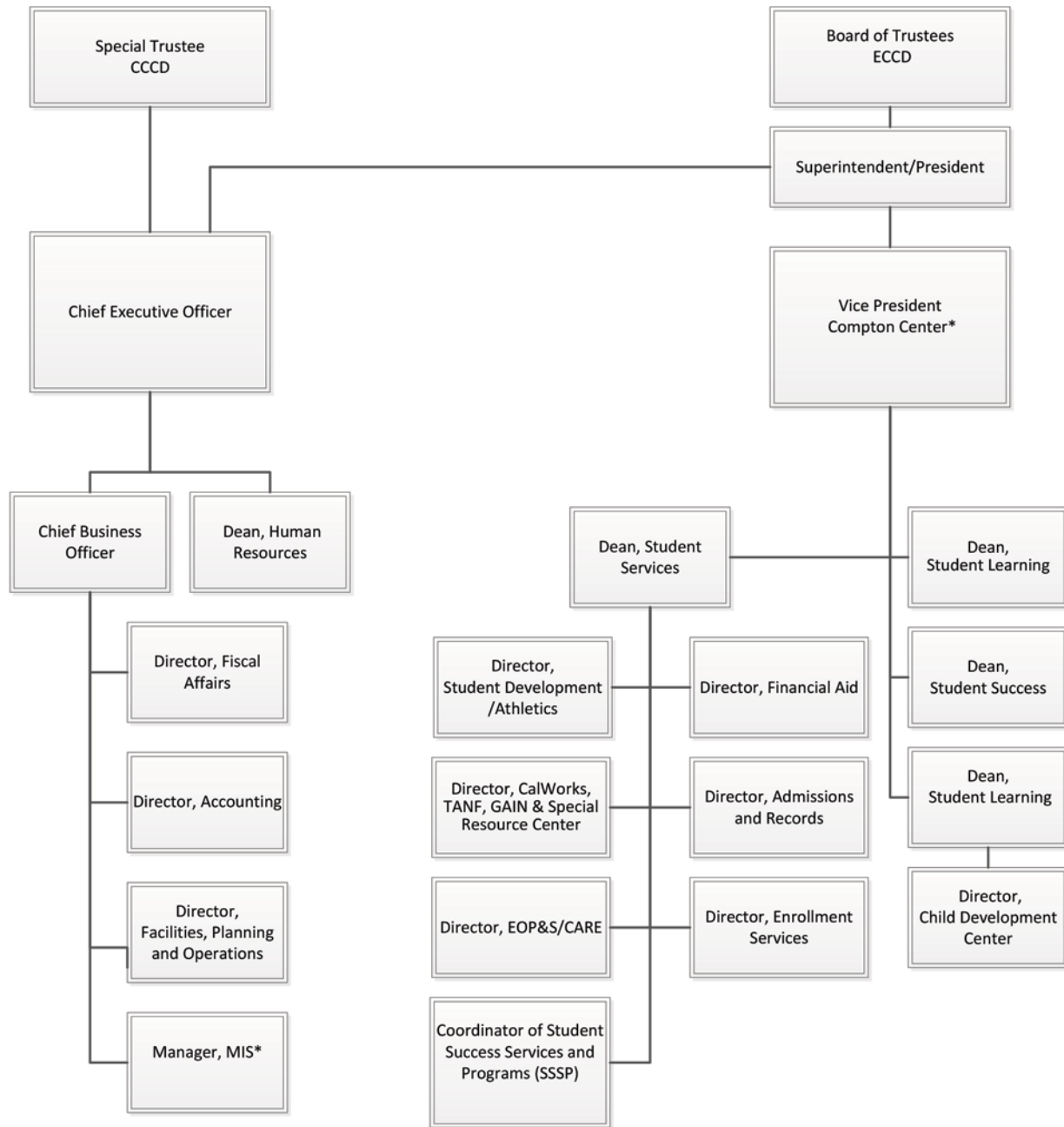
Academic Affairs



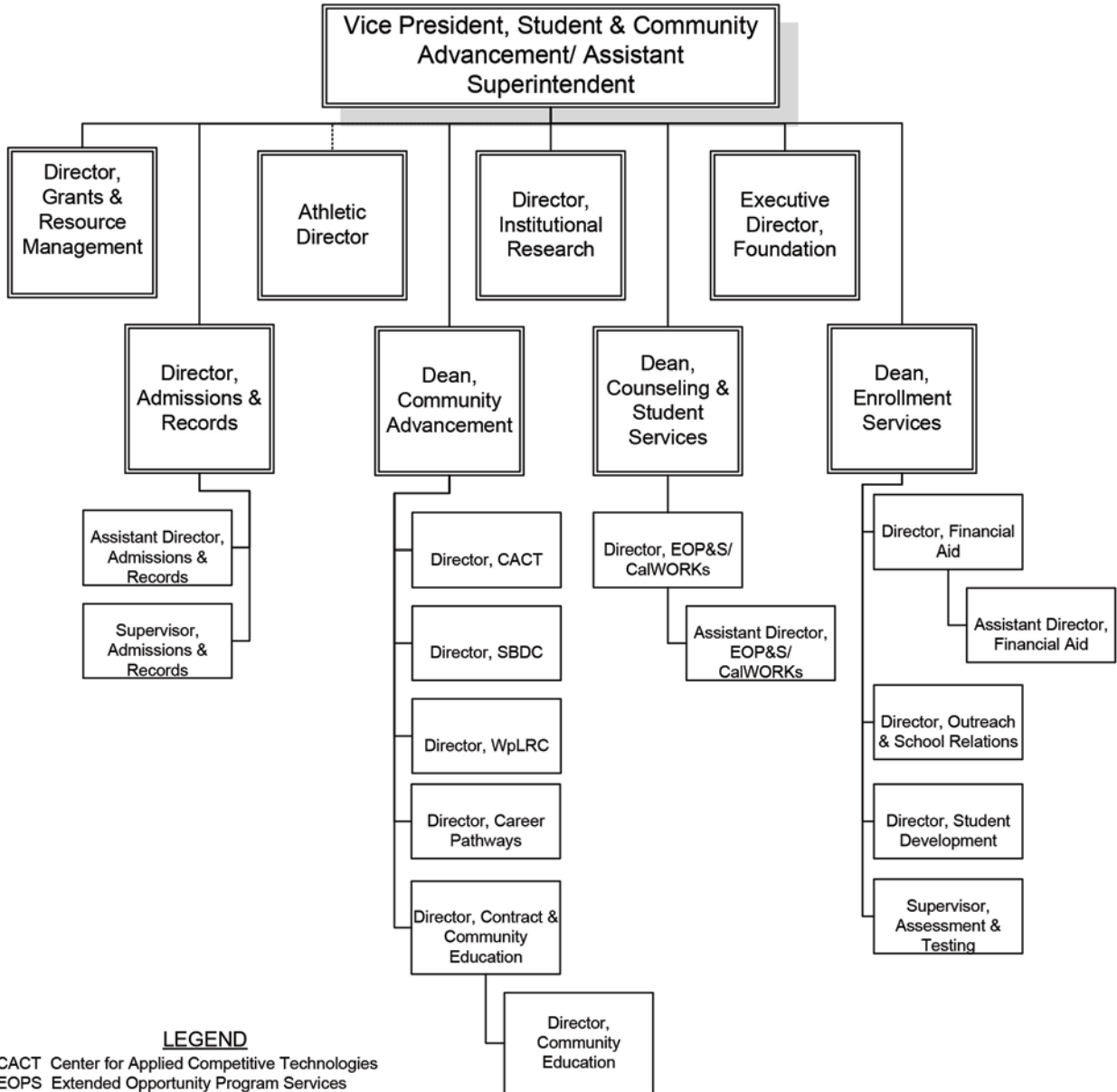
Administrative Services



El Camino College Compton Center



Student and Community Advancement



LEGEND

- CACT Center for Applied Competitive Technologies
- EOPS Extended Opportunity Program Services
- FYE First Year Experience
- SBDC Small Business Development Center
- WpLRC Workplace Learning Resource Center

Certification of Continued Compliance with Eligibility Requirements

1. Authority

El Camino College meets the minimum conditions for community colleges under the California Code of Education, The California Code of Regulations, Title 5: Education, Division 6: California Community Colleges, and the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards for Accreditation. El Camino College derives its authority to operate as a degree granting institution from statute (California Education Code 70902). The college meets the minimum conditions for community colleges set forth in Title 5, Chapter 2, Subchapter 1.

El Camino College is accredited by the Accrediting Commission of Community and Junior Colleges, a division of the Western Association of Schools and Colleges. This body is an accrediting institution, recognized by the commission on Recognition of Postsecondary Accreditation and by the US Department of Education.

El Camino College opened the El Camino College Compton Educational Center in August 2006. ECC Compton Center is a result of a partnership with the Compton Community College District to provide academic programs and student services to the district and its students following the ACCJC 'S revocation of accreditation in 2006. This arrangement is unique within California and is permitted and supported by Assembly Bill 318, Chapter 50. All educational programs and service at ECC Compton Center are operated under the direction and legal auspices of El Camino Community College District. The goal and understanding of the partnership is to support the efforts of the Compton Educational Center (CEC); and for a fully-accredited stand-alone college to once again serve the CCCD.

2. Mission

The El Camino College (ECC) mission statement was re-written in 2007 and is designed to address the needs of the community. The mission statement was reviewed by all college constituencies including representatives from the Compton Center and approved by the Board of Trustees. The mission statement was re-affirmed at the May 2013 planning summit, attended by faculty, staff & managers from both the College and ECC Compton Center. The mission statement is found in several campus documents, including the Educational Master Plan and College Catalog. The College publishes it on both web sites; on all Board of Trustees agendas,

many committee agendas and all employee business cards, increasing public awareness. ECC has a separate website for the ECC Compton Educational Center, more commonly known as the ECC Compton Center.

3. Governing Board

El Camino Community College District is governed by a five-member board. Each member is elected for a four-year term from one of five trustee areas. In 2012, following a redistricting process led by a citizens' "Boundary Review Committee", the Board of Trustees approved the establishment of "trustee area" elections. Rather than all voters in the El Camino CCD voting for each board member, Board Members are elected only by voters from their trustee area. The Board is stable and has strong support from the community.

The Board members do not have any employment, family, or personal financial interests related to either the College or the district. One current Board member was an ECC employee; however, she retired from the district several years prior to her election to the Board. Board meetings are held once per month. Public comment on both agenda and non-agenda items occur first. The students elected representative with an advisory vote, and the Academic Senate President reports to the Board at each meeting.

The ECC governing board is independent of the Compton Special Trustee. Jurisdiction for the Compton Community College District remains under the auspices of the CCC Chancellor and his authority to appoint a Special Trustee. The Special Trustee is given the authority to assume all of the powers of the Compton Community College District Board of Trustees. Although the Board of Trustees of the CCCD has no authority to govern, AB 318 retained the Board and the provision that elections would be held to determine its membership.

4. Chief Executive Officer

The primary role and responsibility of the El Camino College Superintendent/President (CEO) is to serve as the chief executive officer of the College, and to administer Board policies and provide oversight of the District.

The Board of Trustees appointed the current Superintendent/President in June 1995 after a nationwide search. A large, broad-based committee

Certification of Continued Compliance with Eligibility Requirements

comprised of representatives of the campus community, student government, and the community at large, under the guidance of a consultant selected by the Board, screened all applicants, selected those to be interviewed, and after interviewing, forwarded the finalists to the Board of Trustees for their consideration.

On matters related to the management of the ECC Compton Center, the Superintendent/President and the Compton District Special Trustee mutually agree on the appointment of the CEO of the Compton Center. Management and faculty positions for ECC Compton Center and District (faculty, staff and managers are Compton employees) are approved by the Superintendent/President through his participation in final interviews in conjunction with the CEO.

5. Administrative Capacity

The College has a reputation for educational excellence supported by its accreditation history. This would suggest that the administration is capable of providing the administrative oversight necessary to ensure that the institution continues to offer quality programs. ECC has sufficient administrative, faculty, and support staff to address the needs of students and the college. These personnel are selected through the hiring process, and have been determined to have appropriate knowledge and experience to support the College and its mission.

The College has sufficient span of control to adequately manage the Compton Educational Center. ECC Compton Center management staff work closely with the main campus administration through direct reporting, participation in the Council of Dean/Directors, other committees, and joint efforts as needed. The President holds monthly management meetings. Monthly management development workshops for all administrators help to enhance knowledge and skills in a variety of areas, including accreditation policies and procedures.

The CEC Vice President is responsible for instruction and student services. The Vice President is an employee of ECC, and reports directly to the Superintendent/President of El Camino College. Under the auspices of Assembly Bill 318, the Compton Community College District is under the guidance of a state appointed Special Trustee. The day-to-day operations of the District are the responsibility of the CCCD Chief Executive Officer, who is responsible for business affairs, facilities, and human resources. The CCCD CEO and Vice President meet regularly. Both attend weekly Cabinet meetings

with the Superintendent/President of El Camino College and the Superintendent/President meets individually with each on a weekly basis.

6. Operational Status

Students at the College and ECC Compton Center enroll in a variety of courses that can leading to either an associate degree or a certificate of achievement/accomplishment in one of eighty-one programs. The majority of courses are transferable, and the college strives to maintain a curriculum that is both comprehensive and balanced. Students are actively pursuing degrees and certificates, and the College achieved a total award count in 2011-12 that exceeded 2,000. ECC Compton Center awarded a total of 332 degrees and certificates in the same time period.

7. Degrees

El Camino College currently offers eighty-one associate degrees. These degrees are supported by offerings from each of the eight academic divisions. Since the last self-evaluation in 2008, the college has begun implementation of Associate Degrees for Transfer (AA-T and AS-T) following the Transfer Model Curriculum from the State Chancellor's Office. Of the 32 finalized Transfer Model Curriculum degrees, the College has seventeen transfer degrees approved by the State Chancellor's office and another five submitted for approval. Two degrees are in the review process with the College Curriculum Committee.

8. Educational Programs

The majority of El Camino College's offerings are in programs that lead to an Associate in Arts or Associate in Science degree, as described in the college catalog. Educational programs are offered from the eight academic divisions and represent a diversity of offerings to meet the needs of students. The catalog clearly indicates whether or not the courses for each program are degree applicable and transferable to the UC and CSU. Each of these programs has identified appropriate learning outcomes, which are assessed on a regular cycle.

9. Academic Credit

Academic credit is based on Title 5, Section 55002.5. A unit is the value placed on three hours of a student's time per week in pursuit of educational goals. This information is available to the public in the College Catalog and the ECC and CEC websites. Students attending El Camino College find a wide array of degree and certificate programs in academic and vocational

Certification of Continued Compliance with Eligibility Requirements

fields. These programs have sufficient content and length and maintain appropriate levels of quality and rigor for the degrees and certificates offered.

10. Student Learning and Achievement

Each program at El Camino College outlines and publishes the expected student learning outcomes for the program on the respective division web pages. The timeline for assessment and evaluation of achievement is also published on the web page. Assessments are completed for students at all locations, including online offerings. The results of assessments are collected and housed in each division office as well as the campus TracDat system.

The El Camino College Office of Institutional Research collects and reports information about student success and retention for the college, its programs and courses, by division, department and section. This information is made available on the [websites](#). In addition, the college uses Cognos Data Cube Information software to archive information. The Information Technology Services Office generates the required MIS student information data reports to the state Chancellor's Office.

11. General Education

The general education curriculum promotes critical thinking and analytical skills, clear and precise expression, cultural and artistic sensitivity, personal growth, health, and self-understanding (Title 5, Section 55806). The courses approved for general education have the required breadth to promote intellectual inquiry. The quality and rigor of these courses are consistent with the academic standards appropriate to higher education. Comprehensive general education outcomes have been developed and encompass a breadth of knowledge offered in the general education course offerings.

12. Academic Freedom

El Camino College Board of Trustees approved [Board Policy 4030 Academic Freedom](#) at their August 21, 2006 meeting. The policy is published on the college website. Review of the policy was initiated by the Academic Senate in spring 2013 and the El Camino College Federation of Teachers is currently reviewing the suggested changes.

13. Faculty

El Camino College has 335 full-time instructors and 597 part-time faculty members. The names, degrees, and year of hire of full-time faculty are listed in the college

catalog. While information regarding part-time faculty is kept in the division offices, the names, degrees, and year of hire of the part-time faculty who have taught ten consecutive semesters are also published in the college catalog. The College lists faculty responsibilities in the New Faculty Orientation, available on the Professional Development Web page, in the Agreement between the El Camino College Federation of Teachers and the district and in the job description available on the Human Resources webpage.

The Compton Center employs 83 full-time faculty members. The El Camino College Catalog also lists Compton faculty member names, degrees, and year of hire. The faculty responsibilities of curriculum and assessment at Compton Center are in Article V, which specifically addresses faculty consultation and participation, which is related to development and curriculum review. The Compton Federation of Teachers represents Compton faculty members.

14. Student Services

El Camino College acknowledges the importance of providing appropriate student support services and student development programs to facilitate student success for its diverse population on at all locations, and as much as possible to online students.

Located in ECC Compton Center of campus, the Student Services Center houses a large array of services designed to assist students in achieving their academic and vocational goals including, but not limited to, Admissions and Records, Counseling, Career Center, Transfer Center, Project Success, Puente, Outreach and School Relations, International Students Program, EOP&S/CARE, CalWORKs, Financial Aid, First Year Experience, Student Development, Veterans, and the Special Resources Center (DSP&S). The Special Resource Center is a model center, with state-of-the-art facilities, to assist students with both physical and learning disabilities. These programs are for the most part replicated at the Compton Center.

Special programs have been funded by the College and through general funds and grants to assist students who traditionally have had difficulty succeeding in college. For example, Project Success and Puente focus on preparing underrepresented students for degree completion and transfer. The College also provides a counseling outreach program for local high schools students. The general fund supports a First Year Experience Program with an emphasis on Hispanic students.

Certification of Continued Compliance with Eligibility Requirements

15. Admissions

Student information for El Camino and Compton students is collected and stored separately. Compton students are matriculated as El Camino College students. The College's admissions policies are consistent with its mission and conform to guidelines outlined in state law and district policy.

16. Information and Learning Resources

To support its mission, El Camino College provides students and staff with access to information and learning resources. The Schauerman Library is open 67.5 hours per week, including Saturday, with many of the resources available off-campus through the internet. The Library Media Technology Center, located in the basement of the Schauerman Library, provides student access to computer resources, including peripherals such as scanners and adaptive access tools, standard office software, and full Internet access. There are approximately 42 computer labs throughout the campus support the instructional program.

The Schauerman Library also serves as a home for the Learning Resources Center (LRC). Emphasizing individual learning, the LRC provides access to a wide range of academic materials and services, including tutorial programs, computer-aided instruction, and media materials. Additional computer-aided instruction labs support English, foreign languages, fashion, and art programs, with one lab devoted to meet the needs of vocational students.

The College developed a comprehensive technology plan to evaluate technology needs and a process to address them. The campus-networking system uses fiber optics to connect all major buildings (all classrooms, laboratories, and offices) on campus with high-speed connections to the wide area network.

The Library -Student Success Center at the Compton Center is open 61 hours per week, including Saturdays. A number of the library's resources are available off-campus through the internet. The Student Success Center provides an extensive media collection, open computer labs, computer-assisted instruction in reading and math, tutoring in a variety of subjects, access to online courses, math videotapes for overnight check-out, and study skills seminars.

ECC Compton Center students have access to the Library and Student Success Center services at the main campus and vice versa for main campus students

wishing to use similar services at ECC Compton Center. Library catalogs are not commingled.

17. Financial Resources

El Camino College receives funding from the State of California (through apportionment based on the number of full time equivalent students), local taxes, tuition, and income producing local programs. The College has successfully competed for additional funds and grants to support its mission and educational programs. The College receives funds from two separate voter-approved bond measures. The College carefully tracks and documents all income and expenditures. ECC maintains a minimum of five percent of the general fund budget as a reserve for contingencies. The Compton Center also receives funding through apportionment according to the number of full-time equivalent students and the reserve for contingency exceeds the required five percent.

18. Financial Accountability

An independent firm audits the El Camino Community College District on an annual basis. The firm conducts the audit in accordance with generally excepted auditing standards and the standards applicable to financial audits contained in the Government Auditing Standards, issued by the Comptroller General of the United States. The firm prepares the audit for the Board of Trustees that notes findings, exceptions, and recommendations. Key personnel implement the findings and recommendations, as necessary. Compton Community College District funding is separate from El Camino Community College District even though both utilize enterprise resource planning system (Datatel – Colleague). The integrity of each budget is kept separate by assigning different accounting codes to each site. The Vice President of Administrative Services works closely with ECC Compton Center Chief Business Officer and the Vice President of Compton Center to ensure the budgeting and accounting systems are working correctly. The enabling legislation requires the Compton Community College District to be reviewed every six months by Fiscal Crises Management Assistance Team (FCMAT) to evaluate progress in the five operational areas of management: financial management; academic achievement; personnel management; facilities management; and governance/community relations. The FCMAT team has aligned these five areas with ACCJC's four standards. At this time, FCMAT is doing an annual review of financial management, facilities management and governance/community relations. Both personnel management and

Certification of Continued Compliance with Eligibility Requirements

academic achievement are no longer under FCMAT review.

19. Institutional Planning and Evaluation

El Camino College has made considerable progress in this area since the 2008 accreditation team visit. The Planning and Budgeting Committee (PBC), a standing committee, is advisory to the President and meets every two weeks to review and endorse plans and the annual budget. The Compton Center PBC is modeled on the structure at the College.

El Camino College and the Compton Center utilize a software program called Plan Builder to develop and assess annual plans that serve to develop and revise the budget. By incorporating recommendations from program reviews, programs generate plans to address the strategic initiatives that will ultimately guide budget development.

Programs evaluate and prioritize their recommendations based on annual plans. Plans should incorporate the ECC Mission and at least one Strategic Initiative and/or CEO/VP Overarching Priorities. Annual plans should also include all highly prioritized Program Review recommendations. Units review, evaluate, and prioritize recommendations which are sent to the area vice presidents. The vice presidents review and evaluate recommendations based on college-wide priorities, health and safety considerations, and accreditation requirements. Prioritized recommendations are funded to the extent the budget allows.

Institutional Standing Committees, including PBC, develop funding recommendations and share them with the Consultative Council.

The CEO and VP of Compton Center review recommendations. Based on the annual budget, the CEO recommends to the Board of Trustees items for funding. The CEO informs the PBC, Consultative Council, and the deans. Deans then inform the Programs. The ECC President also reviews and approves all recommendations.

20. Public Information

El Camino College reviews and publishes a printed and online catalog every academic year. The college catalog is accurate, current, and provides all of the information necessary for students and the public to learn about the college. The Public Relations & Marketing Department works closely with Academic Affairs for accuracy of

Catalog info. The Director of Community Relations chairs a web task force that includes all of the constituent groups to advise necessary changes on the website.

21. Relations with the Accrediting Commission

El Camino College is in compliance with all of the Standards for Accreditation and maintains an active and positive relationship with the Commission and its officers. Throughout this process of evaluation to enter into the partnership, El Camino College maintained close communication with the President of the Commission and staff members to ensure we proceeded correctly to understand the nature of Compton's deficiencies, deadlines, agreements made with the Commission and to seek guidance. This relationship continues through this process of writing the Substantive Change Report and it is expected El Camino College will continue to seek guidance as the partnership proceeds. El Camino's long term goal is the re-accreditation of Compton College. The Commission will play a crucial role to assist El Camino College to reach this goal.



Commission Policies

Policy on Distance Education and Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

El Camino College ensures the development, implementation, and evaluation of all courses and programs, including those offered via distance or correspondence education, by adhering to the College's Administrative Procedure 4105 Distance Education. It is mandatory that each proposed or existing course offered by distance education at El Camino College is reviewed and approved separately, under the same conditions and criteria as all other courses.

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

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

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

El Camino College provides all student support services online to all students. Library and learning resource information is available online through the Library's Web page. This includes the online catalog, online databases, electronic books and Internet-based services such as E-res, an online reserve service, and Ask-A-Librarian, and online reference service. Library services are evaluated for improvement through an annual survey given to library patrons and distance education students. Additionally, online student services include: application to the college, orientation to the college, sample testing materials, virtual counseling, course registration and wait-listing, course availability, financial aid application and updates, debit cards for financial aid disbursements, classroom assignments, fee payment, textbook purchases, board policies, unofficial transcripts, transcript ordering and Distance Education (DE) Web page. All of these services allow students to avail themselves to support services without physically visiting the campus. Surveys are used to evaluate the effectiveness of virtual services such as application, registration, orientation, and financial aid.

The mission of the distance education program is to provide alternative delivery modes of instruction that increase student access to post-secondary educational programs. There are 181 courses approved for online instruction. A majority of these courses meet either AA or AS degree requirements. All online courses are also available in the face-to-face mode of instruction.

On October 1, 2010, El Camino College submitted a substantive change proposal for the approval of additional courses that constitute 50% or more of a program offered through a mode of distance electronic delivery. Through the substantive change, El Camino College students are able to complete thirteen (13) Certificate programs, ten (10) Associate of Arts degree programs, four (4) Associate of Science degree programs and the General Education program through courses offered by distance education.

These program majors have 50% or more courses approved as distance education offerings:

Commission Policies

Certificate of Achievement Business – Accounting
Business – Bookkeeping
Business – Business Management
Business – Marketing
Business – Retail Management
Childhood Education – Early Childhood Education
Childhood Education – Early Intervention Assistant
Childhood Education – Special Education Assistant
Computer Information Science – Microcomputer Applications
Computer Information Science – Microcomputer Support and Network Management
Real Estate
Real Estate – Mortgage Loan Brokerage
Real Estate – Real Estate Appraisal

Associate of Arts Degree

Anthropology
Childhood Education
Economics English History
Liberal Studies (Elementary Teaching) Philosophy
Political Science Real Estate Sociology

Associate of Science Degree

Business – Accounting
Business – Business Management
Business – Marketing
Computer Information Science

Consistent with federal regulations pertaining to federal financial aid eligibility and the College's Administrative Procedure 4105, the El Camino Community College District authenticates and verifies that students who register in a distance education or correspondence education courses are the same students who participate in and complete the course or program and receives the academic credit. Student Authentication Guidelines were collegially developed and implemented in spring 2013. As per these guidelines, online instructors use the following procedures to authenticate a student's identity: secure credentialing/login password through Etudes, a student affirmation of academic integrity statement, plagiarism detection software and regular effective contact. Other technologies and practices that are effective in verifying student identification may be used in conjunction with these guidelines. El Camino College provides each student at the time of registration, a statement of the process in place to protect student privacy and estimated additional student charges associated with verification of student identity, if any.

Policy on Institutional Compliance with Title IV

Institutions participating in the Title IV programs under the HEA and designating the Commission as their gate-keeping agency must be able to demonstrate diligence in keeping loan default rates at an acceptable low level and must also comply with program responsibilities defined by the U. S. Department of Education.

Board Policy 5130 ensures the College will adhere to all guidelines, procedures and standards to ensure student eligibility for federal financial aid. The policy also covers financial assistance outside of Title IV entitlements and includes state and local grants and scholarships.

El Camino College made the decision to withdraw its participation in the William D. Ford Federal Direct Loan Program effective the 2013-2014 Award Year because the 2-Year and 3-Year Official Cohort Default Rates (CDR) had risen significantly in recent years. According to U.S. Department of Education regulations, if the annual CDR exceeds 30% in any one year or exceeds 25% for a three-year period, the College district risks the ability to participate in the Title IV federal student aid program which includes Federal Work Study, Pell Grant, and Supplemental Educational Opportunity Grant. The CDR for ECC and ECC Compton Center had increase to nearly 20%. The recommendation to withdraw was made by the Dean of Enrollment Services in April 2013. El Camino College withdrew from the Federal student loan program in July 2013.

The Financial Aid Offices at both El Camino College and El Camino College Compton Center continue to monitor and communicate with previous student loan recipients to help manage our official CDR. The Chancellor's Office also recently established a partnership with Parker, Pierson and Associates to assist California community colleges with default prevention efforts. We reach out to students via e-mail, telephone, and U.S. postal service.



Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice.

El Camino College places the primary emphasis of all advertising and marketing (including publications, promotional materials and recruitment activities) on the educational programs and services offered at the College. Directing the creation and dissemination of advertising and informational materials, ECC has a Public Relations & Marketing (PR&M) Department. The PR&M Department researches, writes, designs, produces, and delivers professional communications to a diverse student population, ECC employees, communities across the world via the Web and social media), potential students, media and elected and community leaders. The department also produces and shares the news of all the outstanding accomplishments, events and activities happening at the college.

Demonstrating the College's dedication to excellence in education, the PR&M Department provides numerous services to support the academic, athletic, artistic, and extra-curricular endeavors of students, faculty, and staff, including: news releases, government, media and community relations, advertising, photography, graphic design, digital communications (social media and Website), and promotions. The President's Newsletter, ECC Matters, and Compton Center Messenger are distributed regularly to internal audiences to provide college information. The ECC Community and Compton Center newsletters are mailed twice per year, each, to all residents of the El Camino CCD and Compton CCD, respectively. Request forms for publicizing events, activities, and accomplishments are available via the college's Website.

The most comprehensive institutional advertising tools are the college catalog and schedule of classes. These texts are available in hard copy format in the college bookstore as well as online on the college website at www.elcamino.edu. The college catalog clearly describes basic information pertaining to the institution's location and website and facilities available to staff and students. It also provides an in-depth description of the institutional mission, purposes of the college, degree and certificate programs, courses

available, transferability of courses, tuition costs and fees, financial aid options and requirements, and refund procedures and policies. Furthermore, the statement of nondiscrimination, academic freedom, rules of student conduct, as well as a full listing of faculty and governing board members can be found in the annual El Camino College catalog.

The Office of Outreach and School Relations is committed to serving prospective students from a wide array of locations, education levels, socioeconomic strata, ethnicities, races, experiences, and beliefs. Through this office, knowledgeable Student Ambassadors conduct campus tours, highlight student services, and perform visits with prospective students, school sites, and the community. Outreach services include information tables, information sessions, application workshops, and assessment/testing. Community groups, schools, and individuals who would like an informed tour of the El Camino College campus can fill out a tour request form. For schools and community groups who would like to request El Camino College outreach services, they can complete the outreach services request form on the college website.

El Camino College assures employment to verified individuals only. Grants and scholarships are offered to students based on specific criteria related to merit or financial need and are not used as false advertisement in the recruitment process. Additionally, misrepresentation of job placement or employment opportunities, program costs, or program requirements are not made in recruiting potential El Camino College students.

Institutional board policies and administrative procedures for El Camino College may be found on the Board of Trustees web page on college website. In accordance with Board Policy 3200 Accreditation, The Superintendent/President of El Camino College ensures the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges and of other District programs that seek special accreditation. The Superintendent/President also keeps the Board informed of approved accrediting organizations and the status of accreditations, as well as ensuring that the Board is involved in any accreditation process in which Board participation is required. Additionally, the Superintendent/President provides the Board with a summary of any accreditation report and any actions take or to be taken in response to recommendations in an accreditation report.

Commission Policies

El Camino College states accurately its accreditation status on page five of the college catalog:

“El Camino College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, 10 Commercial Boulevard, Suite 204, Novato, CA 94949-6175, 415-506-0234, www.accjc.org, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education. The University of California, the California State University and other colleges and universities give full credit for appropriate courses completed at El Camino College. El Camino College is approved for veterans by the Office of Post Secondary Education, California State Department of Education”

The College makes its accreditation status and correspondence with the ACCJC available to the public on the college [Accreditation](#) Web page.

Policy on Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60-semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectations and it must apply the policies and procedures consistently to its courses and programs.

The College adheres to Title 5, Section 55002.5, which establishes the minimum expected time that is necessary to award one unit of credit. For each hour of lecture, it is assumed that students will be required to spend an additional two hours of study outside of class, as defined in the [Curriculum Handbook](#) and supported in [Administrative Procedure 4025](#).

El Camino College awards units of credit based on a student's achievement of the learning objectives that are noted in the approved Course Outline of Record (COR). Course student learning objectives cover the primary components leading to student achievement of the course's intent. The COR is developed by faculty and goes through a review and systematic approval process incorporating the articulation officer, curriculum

advisor, curriculum institutional officer, and faculty who serve on division and the College Curriculum Committees. This process assures that degrees and credits meet the expected levels appropriate for rigor, content, breadth and length.

In order to receive a degree or certificate, students will demonstrate competency by meeting the conditions stated in the College Catalog which include completing sixty degree applicable units with a minimum GPA of 2.0 in coursework.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individuals acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with student, faculty, staff, its governing board, external agencies and organizations, including the Commission, and the general public.

El Camino College strives to act with integrity and honesty in its interactions with students, staff, the community and the accrediting agency. The College's board policies demonstrate a comprehensive effort to act with integrity and honesty. The El Camino College Board of Trustees has adopted policies and procedures on academic freedom, student's rights and responsibilities, and student academic honesty and standards of conduct. Additionally, there are policies concerning probation, dismissal and readmission, grade change, course repetition, limitation to remedial coursework, academic renewal, program, curriculum and course development and philosophy for associate degree and general education. These policies are available on the college website and in the current college catalog.

El Camino College takes violations of academic honesty very seriously for both students and faculty. Disciplinary issues regarding academic dishonesty reached a high in 2010 with 103 actions taken. The numbers have diminished over the last four years through the education of students regarding what constitutes plagiarism and the use of the plagiarism detecting website Turnitin.com. The College has adopted the website as an official resource for faculty and provides tutorials and instructions on how to use it on the Staff Development Web page. Faculty members at both El Camino College and ECC Compton Center have been disciplined for violations of academic honesty. An ethics training session was held during fall

2012 for faculty at the Compton Center in response to a serious breach of ethics in which three faculty members were dismissed for submitting grades for students who never attended their classes.

Board policies also guide the decision-making processes and the behavior of the trustees. Board Policy 2715 Code of Ethics/Standards of Practice clearly defines acceptable behavior and the process used by the Board to investigate any charge or complaint of Trustee misconduct. Other Board Policies dictate that trustees be involved in the accreditation process. The College's accreditation webpage further evidences its involvement and transparency in the accreditation process.

El Camino strives to be open and honest with its community as well. Job descriptions and specifications for all full-time positions are clearly and publicly stated on the website and in the Office of Human Resources. Hiring policies are established in Board Policy 7120. Other information such as the mission statement, educational programs, admissions requirements, student services, tuition, transcripts and other academic information is available on the website. El Camino College provides clear, accurate, and consistent information through print, electronic format, the College's websites, and public service announcements. This information is constantly assessed for accuracy and adjusted as needed.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, follow-up and special reports, and all other times deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible only the applicant candidate, or accredited institution for compliance with the Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

The College holds no contracts that apply to this policy.

