



Standard II: Student Learning Programs and Services



Standard II: 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.

Standard II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

High-quality instructional programs in recognized and emerging fields of study are offered at the College and ECC Compton Center. These fields of study and related student outcomes lead to degrees, certificates, employment, or transfer to other higher education institutions or programs. To assure currency, rigor, and student achievement of learning outcomes, all instructional programs are systematically assessed for continuous improvement in teaching and learning strategies. All instructional activities offered at the institution relate directly to the institution's mission.

Standard II.A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

El Camino College provides “quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community” as stated in the Mission Statement. The Statement of Values, along with the Strategic Initiatives informs the courses and services offered at the College. The Planning Model evidences how the mission statement influences all levels of planning at the College including program review, curriculum review, budgeting, assessment and development of student learning outcomes, , the annual plan, the enrollment

management plan, and the comprehensive master plans. El Camino College is dedicated to fulfilling its mission with integrity in all programs. The College ensures the integrity of its academic offerings by conducting regular course and program reviews, faculty evaluations, and student surveys. Furthermore, in order to achieve the mission, the College uses the seven established strategic initiatives to link program review recommendations with campus planning in order to focus efforts on subjects like student success, community outreach and institutional improvement. The Mission Statement and the Strategic Initiatives were reconfirmed at the spring 2013 Annual Planning Summit by the 70 faculty, staff, student, and administrator participants. The first task of the day was to reaffirm and examine the mission statement to ensure it is indicative of how the College aligns its offerings and services with its mission and values.

In August 2006, the El Camino Community College District Board of Trustees approved a Memorandum of Understanding to provide educational and related support services to the Compton Community College District residents. El Camino College provides accredited instructional and related support, in addition to administrative services, to meet the needs of the Compton Educational Center (CEC) students. El Camino College courses are taught at El Camino College Compton Center by Compton faculty who are hired with minimum qualifications established at El Camino College. Compton Center offers academic programs leading to transfer, career and technical education, developmental education, basic skills, and non-credit instruction programs.

The Planning Model encompasses Program and Curriculum Review and ensures the high quality of programs, student services, student learning outcomes and service area outcomes. Faculty members drive a multilevel vetting process for course approval. For instance, after a department conducts a program review and reflects on its results, faculty may wish to develop a new course or program of study. This process begins by submitting a course outline of record that describes the

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course and its measurable outcomes. It proceeds from there through the division curriculum committee, to the college curriculum committee and the Vice President of Academic Affairs and ultimately to the Board of Trustees for approval. On the way, it will be reviewed by faculty who consider its sequencing, depth and rigor in the context of other classes. Outside factors such as articulation agreements with transfer institutions, contracts with business partnerships, and the economic climate also influence the College's decisions regarding the currency and need for a class.

Faculty members continually assess course student learning outcomes and program level outcomes. The Assessment of Learning Committee (ALC) holds the primary responsibility of overseeing and advising the campus on assessment matters. Three SLO coordinators lead a committee consisting of full- time and adjunct faculty from all divisions, and staff from the Special Resources Center, the Learning Resource Center, Institutional Research, Student Services, a dean's representative, and the VP of Academic Affairs. This group assesses the overall student learning outcome process and makes recommendations for continual improvement.

Self-Evaluation

The College meets the standard. The College continually upholds its mission with the processes in place. The Mission Statement undergoes review every five years and was reaffirmed again in 2013. The Strategic Initiatives were reviewed at five-year intervals but are now assessed annually. The Master Plans for Education, Technology, Facilities, and Staffing are continually reviewed and an updated plan completed every five years. Program Review occurs every four years, Career and Technical Education courses review every two years and Curriculum, every six.

Standard II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

As an open-access institution, El Camino College is committed to providing comprehensive educational

programs and services to ensure the educational success of students from our diverse communities. Diversity at El Camino College is demonstrated not only by the ethnic and racial backgrounds of students, but also by differences in age, life experience, goals, academic preparation, and personal obligations. The Office of Institutional Research and Planning conducts periodic data collection and publishes and disseminates reports on demographic profiles and regional data as well as information on students' enrollment status, unit load and educational goal, and data on student success, retention, persistence and completion. The geographic region represented by the student body extends beyond the Torrance/South Bay district boundaries and continues to reflect the cultural diversity of the greater Los Angeles area. ECC Compton Center serves areas such as Lynwood, Paramount, and Compton. This service area has low levels of educational attainment among its adults, high numbers of English language learners and English as Second Language learners in the schools, low diploma rates in the feeder secondary schools, and, very few high school graduates have completed the college preparatory A-G course curriculum. The College remains a Hispanic Serving Institution.

In terms of academic preparation, El Camino College students also exhibit great diversity. Placement tests are offered in English, English as a Second Language, Mathematics, and Chemistry. The assessment instruments in use include: for English, ACCUPLACER Reading Comprehension and Sentence Skills; for English as a Second Language, ACCUPLACER ESL Reading Skills, an ESL Writing Sample and a five-minute oral interview; for Mathematics, ACCUPLACER Arithmetic, Elementary Algebra, and College-Level Math; and for Chemistry, the California Chemistry Diagnostic Test. These tests inform the college about the learning needs and preparation levels of its incoming students.

The Office of Institutional Research and Planning collects data and publishes reports on assessment test results that are incorporated into program planning. For example, English, English as a Second Language, counseling, and mathematics regularly review assessment results and instruments, and work synergistically with the counseling department to improve the assessment process and increase student success rates. Assessment results are also used by instructional divisions and the Office of Academic Affairs to plan appropriate course offerings, and by the institution for long-term planning to determine the need

for new programs and support services. For example, data on the number of students who place into the most basic developmental mathematics and English levels have led to the development of new projects supported by new funding. Examples include pilot programs funded under the Basic Skills Initiative (BSI), such as a program involving active participation of counselors and supplemental instructors in the classroom to inform and provide counseling and tutorial services. Other pilot programs funded through BSI include Basic Accelerated Math (BAM) (II.A.1.a. BAM 10102013) and Basic Accelerated English (BAE), two programs that successfully improved the rate at which students move into transfer level courses.

The College offers a wide variety of academic and student service programs designed to meet the unique needs of particular student populations, including the First Year Experience (FYE) Program which serves students attending college for the first time; the Puente Program which serves Hispanic students transferring to four-year institutions; Project Success which targets African-American high school graduates from the inner city areas of Los Angeles; the Supplemental Instruction (SI) Program provides a series of weekly review sessions for students in selected courses; and Extended Opportunity Program and Services (EOPS) which is designed to enhance the success of students challenged by language, social, economic, and educational disadvantages. Outcomes for these programs are reported in Student Success Reports published by Institutional Research and Planning. The recently created Student Success Advisory Committee is exploring ways in which the College can spread the student service benefits of these population specific programs to our entire student body.

Attractive off-peak evening and weekend class offerings have been brought to a point of enrollment parity with daytime peak offerings. The percentage of students taking a full time load (12-15 units) in fall 2011 was 24.2% and it continues to increase. ECC Compton Center tailors the weight and distribution of its programming to meet the distinctive needs of its district population. As many as 40% of section offerings have been and will continue to focus on the developmental courses designed to remedy deficiencies in basic skills. For example, the English Department offers noncredit ESL courses to students who are deficient in the rudiments of the English language. Vocational programs such as air conditioning and refrigeration have also been weighted to meet demand in the surrounding service

area. Such programming is subject to periodic review as demographics or economic conditions change.

Self-Evaluation

The College meets the standard. Institutional Research and Planning (IRP) regularly assesses changes in the demographics, diversity and economy of the El Camino Community College District through annual and five-year trend reports as well as surveys that are used to evaluate the effectiveness of programming during the Program Review process. The district's formal processes for Program Review, Planning, and Student Learning Assessment use IRP data in the evaluation of programs, learning, and student success that are used to justify and support decisions. The College uses this data to make a determined effort to meet the needs of its diverse student population by providing an array of special programs and academic and support services designed to meet the varied needs of its students. The results from the 2012 Accountability Reporting for Community Colleges (ARCC) Report performance indicators show that CEC students are progressing, graduating, and transferring at higher rates than in the past. With the guidance of the Student Success Task Force recommendations and student support initiatives, this trend should continue and improve in the years to come

Standard II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

El Camino College is committed to a learning experience designed to meet the current and future needs and learning styles of its students. The College offers an array of instructional modes both traditional and non-traditional. Traditional modes include lecture, lab, group work, and computer-assisted learning and instruction. Non-traditional modes include service learning, independent study, Cooperative Work Experience, classes linking interdisciplinary content, flipped classrooms, and online and hybrid classes. El Camino College provides interactive learning experiences through a planetarium, art gallery, anthropology museum, dance, music and theatrical performances, and nursing simulation labs. These modes of learning allow students the opportunity for active learning and are compatible with the objectives of the course curriculum. For example, in state-of-the art simulation

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labs, nursing students practice emergency procedures on animated life-size mannequins and develop skills they will need in the medical field. Many classrooms are equipped with instructor computers; wireless Internet access, projectors and document cameras used to present course materials and support other interactive methodologies. Some classes use “Clickers” as an auto-response system that provides instructors with instant feedback to assess students’ understanding of the material being presented.

The curriculum process at El Camino College ensures that every course offered in a face-to-face, online or hybrid setting is based on a course outline which includes learning objectives and is reviewed regularly to maintain its integrity. The College and Division Curriculum Committees review the alignment of instructional methods with course objectives and content. Faculty members are required to submit a curriculum form that explains and justifies the type of instructional method (i.e., lecture, lab, discussion, multi-media, presentations, demonstration, group activity, role-play/simulation, guest speakers and field trips) they use. These methods are evaluated through program review, SLO assessment, faculty evaluation and student evaluation.

The College requires that, regardless of delivery mode, students engage in critical thinking; that courses use appropriate technology and adhere to best practices for instruction; and that quality standards are in place to guide course development, design, and delivery. The College Curriculum Committee must approve each course that will be offered in the online format. All courses use the same course outline, course objectives, and student learning outcomes. The director of learning resources collaborates with the academic deans concerning online course offerings and the Distance Education (DE) Office works with faculty members to ensure that a high level of quality is maintained in the courses, including adherence to institutional and state policy and regulations. The Distance Education Advisory Committee (DEAC), composed of DE faculty, staff, and administrators from both campuses periodically consults with the Academic Senate, the College, and division curriculum committees to ensure continuous improvement of the online program.

If a course is to be taught online, the online delivery method must be approved by the College Curriculum Committee. All instructors must undergo a one-year training program and be certified in using Etudes, the

College’s official learning management system and complete a course on how to teach online. The course review process requires information regarding methods of regular effective contact between instructor and student, student authentication, instructor-generated content, methods of evaluation, how and where examinations are administered, and whether the text and other materials are the same as those used in face-to-face delivery.

El Camino College selects classes to be delivered in a hybrid or online format based on general education requirements or requirements for a specific major or certificate. Hybrid courses may be approved even if they have specific requirements unsuitable for fully online instruction or they require equipment accessible only in a traditional classroom setting. Typically, developmental level courses are not approved.

The academic dean determines if a course is offered in the distance education or traditional format based on three factors: student performance, enrollment, and the relationship to the current curriculum and semester schedule. The Distance Education Office reviews new course offerings prior to the beginning of the semester. Faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education. The DE Office follows the standards in the ECC Principles of Best Practice form approved by the Distance Education Advisory Committee in the fall of 2009. These principles follow nationally recognized best practices in distance education course design and practice.

The effectiveness of courses is indicated by student retention, success, completion rates, faculty evaluation, and SLO assessment processes. In program review, faculty compare student achievement in online and face-to-face classes. The 2013 Program Review for Psychology (page 8) notes the online success and retention rates for Psychology 5 are lower than face-to-face classes, but the results are reversed for Psychology 7. Comparable success and retention reports are prepared for the academic departments by the Institutional Research office. These data identify which online and face-to-face courses need improvement or which courses should be considered for removal from the online offering in consultation with the instructor. The data are also used as a basis for discussion regarding course design and scheduling of courses.

Institutional Research and Planning has prepared a report on Distance Education Course analysis. The report (page 4) shows the success and retention rates for online offerings at the College have continued to rise and were on par with state distant education rates for spring 2011. The results at ECC Compton Center show (page 4) more fluctuation in student success and retention. The reports also indicate when students take courses which have a prerequisite offered online, there seems to be no real difference in success in a course based on how the prerequisite was taken.

Program reviews, containing in-depth examination of content currency, success and retention trends, student satisfaction, environmental trends, and recommendations for improvement, are completed on a four-year cycle for all courses, online and face-to-face. Likewise each course SLO is assessed and reviewed on a designated time cycle.

Dialogue about student learning occurs in a variety of forums, which include the formal process of course review and development, SLO development and assessment, program review, and articulation. Dialogue also occurs in venues throughout campus such as the Academic Senate, the Assessment of Learning Committee (ALC), division and department meetings, the Student Success Advisory Committee, the Distance Education Advisory Committee, faculty workshops on Flex Day and faculty-led “brown bags.” El Camino College is committed to a high standard of online instruction and requires faculty to regularly attend workshops and training for online course delivery systems and emerging technologies. Instructors may only teach online after they have completed a rigorous certification process for the Etudes online learning platform. All of these activities provide a vehicle for instructors to improve and share best practices.

The College regularly reviews student performance in all classes and posts this information on the website under the Institutional Research and Planning Web page. Related presentations are also made to the Board of Trustees, the Academic Senate and Dean’s Council. The Research Reports Web page houses student success reports. Meanwhile campus survey results from all areas of campus and on numerous topics are also available to the public, online.

The College employs a full-time articulation officer that is an ex-officio member of the College Curriculum Committee. As the UC, CSU or IGETC committees require information to update the articulation agreements, the articulation officer will transmit that information to the appropriate discipline group or the dean of the division for revisions to the curriculum.

The assessment process at the course and program level helps faculty members learn many important lessons. Thoughtful discussions about topics such as improving instructional methods, adjusting assessment tools, clarifying assignment instructions, or re-writing assessment statements to better reflect the desired outcome are occurring on a regular basis and are reflected in course-level assessment reports, program-level assessment reports, and program reviews. Faculty members include action plans in course-level and program-level assessment reports detailing the actions needed to improve student learning. For example, the Child Development course SLO assessment of CDEV 108 noted the students did not reach the target for SLO#2-Understanding and Supporting Play. The action plan includes actions to improve student learning, including covering points more thoroughly in class and developing additional critical thinking activities. Suggested changes and improvements are also added as recommendations in program reviews. The 2013 Astronomy Program Review (page 13) noted a 17% improvement in assessment scores for the Electromagnetic Radiation assessment. The improvement was linked to the use in class tutorials that stimulate critical thinking. Recommendations requiring funding are then entered into the College’s annual planning software and are taken into consideration for funding and implementation.

Self-Evaluation

The College meets the standard. The College Curriculum Committee and the Division Curriculum Committees ensure that courses that meet the standards of excellence and require the appropriate scholarship and rigor for students to complete their studies.

The College stays current, offering courses utilizing a various modes of instruction to meet the objectives of the curriculum and students’ needs. Traditional classroom instruction has been enhanced through technology, and Distance Education courses comply with state and federal regulations on regular effective contact and student authentication.

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Standard II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

The College created an effective infrastructure to provide support for the SLO development and assessment process at the course, program, and institutional levels. Two levels of support provided by the College have proven especially effective. The College provides release time for three Campus SLO Coordinators and provides hourly stipends for faculty facilitators to work for each Division. Compton Center has one faculty SLO Coordinator and two facilitators. Their responsibilities include representing Compton Center on the Assessment of Learning Committee (ALC) and other college level SLO meetings at ECC. The facilitators also work with CEC faculty in planning SLO activities and help with the collation of assessment results.

The campus SLO Coordinators work as a team to train the facilitators and faculty at large in SLO development, assessment, and evaluation processes. They work to develop opportunities for faculty to engage in discourse and dialogue within departments, divisions, and across disciplines which included a campus-wide presentation on Flex Day. The coordinators also provide training and technical support on TracDat, the SLO management software system as of fall 2013, and trouble shoot problems as they arise. The campus SLO Coordinators ensure adherence to timelines, and provide continual updates to Facilitators, Deans, and the VP of Academic Affairs. The Campus Coordinators meet formally on a weekly basis with the VPAA or his designee.

Facilitator meetings are held on a monthly basis. They share their challenges and strategize ways to increase faculty participation in SLO assessment while adhering to all timelines. Division facilitators track all division assessment deadlines, work with faculty on upcoming assessments, meet regularly with the division dean and program employees, and offer assistance and training with outcomes, assessments, and the TracDat system.

The campus SLO Coordinators and division Facilitators have played an important role in increasing faculty understanding of the SLO process, improving the types of assessments, tools and rubrics being developed, and eliciting more significant and meaningful strategies for improving student learning, and sharing the results across campus.

Assessment of Learning Committee

The Assessment of Learning Committee (ALC) oversees and advises the campus on all student learning outcomes matters. This committee is led by the three campus SLO Coordinators and is comprised of faculty representatives from all academic divisions including adjunct faculty, counseling, the Special Resources Center, the Library, Institutional Research, Student Services, a dean's representative, and the VP of Academic Affairs. The ALC also works to assess the overall student learning outcome process and makes recommendations for continual improvement. For example, the SLO Coordinators and the ALC decided to develop faculty groups that created their own assessment to measure how well students had learned an ILO. They would then collect the data, provide feedback, and make improvements or modify curriculum, pedagogy, courses or programs based on their findings before beginning the cycle again. This recommendation has proven to be especially effective since previous data only measured how well students felt they did rather than what they actually did.

Status of Student Learning Outcomes and Assessments

The College has worked tirelessly to develop comprehensive SLOs for all courses, programs, certificates, and degrees. Faculty members create SLOs and PLOs. This process may consist of one faculty member (programs with only one full-time instructor) or a group of faculty working together. As a result of continued analysis and reflection regarding the appropriate breadth of SLOs and PLOs in relation to course and program objectives, in early fall 2013 faculty began developing additional SLOs and PLOs to better measure student learning. As of spring 2014, each course has a minimum of three and a maximum of six SLOs and each program has a minimum of three and a maximum of six PLOs. Faculty use standardized review guides to ensure that all SLO and PLO statements will appropriately measure student learning and elicit useful assessment results. Division facilitators review SLO and PLO statements according to the review guidelines and work with faculty members on any needed revisions. Division deans and associate deans may review statements and SLO Coordinators conduct checks to determine if any statements need strengthening. In cases where additional review is necessary, the Assessment of Learning Committee makes the determination whether or not the statements are acceptable.

SLO and PLO statements are entered into TracDat along with assessment timelines for each SLO and PLO. Alignment grids for all college programs have been developed. These grids map the relationships among SLOs, PLOs, and ILOs. Although this process had been completed in 2010, all alignment grids were re-evaluated and revised by faculty in fall 2012 and again in spring 2014. All SLO and PLO statements, alignment grids, and assessment timelines are posted on each [Division's Web page](#). Beginning with fall 2013 assessment reports, all SLO and PLO assessment reports will be available to both students and the public on the SLO Web pages. Information about student learning outcomes is widely communicated to students via course syllabi, division and College Web pages, and the [college catalog](#) (pg. 2).

As of fall 2013, El Camino College had assessed 98 percent of all courses and 100 percent of all programs offered at the college. Due to the logistical restraints of limited course offerings and section reductions, El Camino College will reach a 100 percent course assessment rate by fall 2014. As of spring 2014, Compton Center has assessed 98 percent of all courses and 100 percent of all programs. In keeping with improving dialogue between both campuses, ECC Compton Center had decided to align its assessment schedule with the Torrance campus. The remaining courses are scheduled to be assessed following the new timelines. ECC Compton Center will reach a 100 percent course assessment rate by fall 2014 ([III.A.2 SLO Update for CEC](#)).

SLO assessment reports have been refined to garner more explicit and meaningful data, analysis, and planned actions. Prompts in the following areas were added to the assessment report template prompting faculty to provide specific information about changes needed to improve student learning.

1. **Teaching Strategies:** Needed changes to teaching strategies to improve student learning.
2. **Curriculum Changes:** Needed curricular changes (pre-requisites, major topics, objectives, etc.).
3. **Program/College:** Anything the Program or College should do to support any of these changes.
4. **SLO Assessment Process:** Needed changes to the SLO statement or assessment process based on results.

Faculty members discuss possible changes to teaching strategies and curriculum, any needed support from the program or college, and any changes needed in the SLO assessment process so that student learning can be better assessed and analyzed. Faculty members also provide a timeline for implementing proposed action plan items so that accurate monitoring and follow up will occur. The inclusion of help items and explanations throughout the assessment report template and within TracDat, along with workshops for faculty, and assessment report review by facilitators, SLO Coordinators, and division deans ensure clear, consistent, and quality SLO assessments and action plans.

Use of SLO and PLO Assessment Results for Improvement

Assessment results lead to teaching and curricular improvements as well as requests for college resources to support student learning and refinements of the assessment process itself. Beginning with fall 2013 assessment reports, faculty members provide a timeline for implementing the proposed Action Plan items so that accurate monitoring and follow up will occur. Spring 2013 SLO assessment reports for English 1A and Child Development 104 serve as examples of how faculty utilize data analysis and dialogue to make detailed recommendations for teaching strategies, curricular changes, resource requests, and the assessment process. From nine observable trends found in assessment data, English 1A faculty listed and ranked 10 recommendations for changes to teaching strategies, nine recommendations for possible curricular changes, and eight recommendations for college support of student learning. Based on recommendations in these areas, faculty initiated a nine-part action plan to continue discussion and improve student learning. Child Development 104 faculty used a rubric to assess student learning and from three observable trends found in assessment data, made three recommendations for changes to teaching strategies, two recommendations for curricular changes, and three recommendations for college support of student learning. In general, TracDat facilitates follow-up on action plans, requiring faculty to provide updates on implementation of plans as well as any changes in student learning as a result of the plans. All fall 2013 and later assessment reports include this information and are available on the College's website.

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Assessments from PLOs provide sufficiently disaggregated results which are then used to make improvements to instruction, curriculum, and the assessment process. The following examples illustrate how PLO assessment results were utilized to improve student learning:

1. To help students better describe resource allocation and price determination, the Economics program established a plan to use a greater variety of teaching methods, to include more reinforcement of material during class sessions, and to provide students with more opportunities to apply economic concepts.
2. To improve the identification of sewing techniques, the Fashion program proposed the creation of PowerPoint presentations to feature more sketches and photos for student reference and associated group work to analyze examples
3. To assist students in passing a certification test, the Auto Collision Repair/Painting program designed a method where certification-specific information would be designated as such during lessons and follow-up hands-on activities would provide reinforcement.
4. After meeting its target for success, the Journalism program significantly raised its target and established interventions to improve student performance in its lowest performing class.
5. To improve assessment reporting, the Earth Sciences program created a simplified rubric and established standard methods for instructors to administer assessments.
6. To respond to the needs of English as a Second Language (ESL) student, the Childhood Education program analyzed how the language of assessment questions could be altered to more accurately capture ESL student performance.
7. To address a concern regarding students' self-awareness about achieving career goals, the Human Development program faculty approved and advanced to the division curriculum committee a proposal for a three-unit Career Development course.

Faculty members continue to incorporate SLO and PLO outcomes reflection into their Faculty Self-Evaluations in a meaningful and action-oriented approach. Faculty members continue to use the self-evaluation document to analyze past objectives and actions regarding SLOs and to establish new objectives for the continued improvement of instruction and SLOs in relation to their overall professional development. The following passages from faculty self-evaluations demonstrate a detailed, thoughtful, and results-oriented approach to evaluating their work with learning outcomes. To

maintain privacy, faculty names have been omitted and only portions of text have been included in cited materials.

1. Math Division - "Student learning objectives (SLOs) are at the core of any successful academic program and, as such, it is of vital importance that I continue to refine my instructional model to optimize my students' comprehension of established course SLOs. Consequently, I plan to include a sizable group project into the Statistics course...I think Statistics is a perfect place to introduce a large comprehensive project that incorporates several course SLOs....This project will improve student learning with respect to several course SLOs, but in particular to the first and the sixth....It is my hope that this group project will provide my students with a creative outlet that allows them to untie the course material with subjects that they are really passionate about, thus resulting in a great learning experience".
2. Fine Arts Division - "Since my last evaluation...I have revised and fine-tuned my syllabi in conjunction with class handouts and presentations in order to clarify the relationship among course objectives, grading criteria, and student learning outcomes. I also researched SLO handbooks and studied various sources of 'good practices' related to writing, grading, and assessing student learning outcomes as well as methods for integrating assessment data into the instructional process."
3. Natural Sciences Division - "The analysis and assessment of the current Student Learning Outcomes (SLOs) demonstrated that the majority of students were successful and acquired a firm knowledge of the subject material. However, a substantial number of students with low scores indicate a need for improvement in specific areas of each SLO.... Providing extra microscope laboratory exercises will allow students extra practice time to acquire the skills required for proper use of the microscope. A post-test will also enhance student knowledge and success...Additionally, purchasing new slides...and microscopes....will significantly increase student success."
4. Natural Sciences Division - "My objectives to contribute to the department's development and assessment of the student learning outcomes would be to continue to personally create new SLOs and help develop further SLOs with the other...faculty. I will continue to be involved with various 'brown bag' SLO meetings, help create various assignment rubrics and also facilitate the interpretation and evaluation of data for both programs and course level SLOs."

Campus Assessment Dialogue

Dialogue about SLOs and assessments has increased across campus both formally and informally and at all institutional levels. SLO-specific and other assessment items are systematically included in meetings of the academic departments, division councils, Assessment Learning Committee, Academic Senate, Council of Deans, Academic Affairs Deans and Directors, and El Camino College Board of Trustees. An Academic Senate Vice President of Instructional Effectiveness position was established in spring 2012 and reports on assessment activities during each Academic Senate meeting. SLO- and PLO-related content and dialogue has become a prominent and regular feature of the College's Flex Day presentations and the division Flex Day activities. Faculty members, including the SLO facilitators, formally and informally discuss topics such as improving instructional methods, developing and refining assessment tools, clarifying assignment instructions, and revising assessment statements to better reflect the desired outcome. Overall, faculty, staff, and administration have acted to become more articulate and specific regarding what assessment means to the College, its mission, and student learning. The College also continues to evaluate its outcomes assessment processes and disseminate results.

SLO Software Program

El Camino College began using the TracDat software in fall 2013 to manage and report SLO and PLO assessments. TracDat replaces the CurricUNET SLO module (CurricUNET remains the curriculum management software).

Faculty feedback and a thorough analysis of the previous SLO database, CurricUNET's SLO Module, indicated that the College should research and identify other possible SLO tracking software. The SLO Coordinators began review in early spring 2013 and presented SLO software options to a group of faculty, staff, and administrators in April 2013. In May 2013, the College contracted with Nuventive to provide TracDat software to both campus locations and also to provide the SharePoint option which will allow the College to more closely integrate data from SLOs, program review, annual planning, and budgeting. During summer 2013, TracDat software implementation was completed. Faculty input all fall 2013 assessments into TracDat and will continue to use TracDat for assessment reports and updates. SLO Coordinators offer TracDat workshops for faculty, staff, and administrators each semester. TracDat training materials and guides are posted on the SLO Web page. TracDat generates easy-to-read reports

of SLO statements and assessments, which are made available via the college website. Members of the public have had website access to all SLO and PLO statements and assessment reports as of fall 2013.

El Camino College has completed a full assessment cycle of the Institutional Learning Outcomes (ILO) ratified by the Academic Senate in 2007 and 2010. Students completing a course of study at El Camino College achieved the following Institutional Learning Outcomes:

1. **Content Knowledge:** Students possess and use the knowledge, skills and abilities specific to a chosen discipline, vocation or career.
2. **Critical, Creative and Analytical Thinking:** Students solve problems, make judgments and reach decisions using critical, creative and analytical skills.
3. **Communication and Comprehension:** Students affectively communicate in written, verbal and artistic forms to diverse audiences. Students comprehend and respectfully respond to the ideas of others.
4. **Professional and Personal Growth:** Students exhibit self-esteem, responsible behavior and personal integrity. Students are reflective and intellectually curious; they continue to improve themselves throughout life.
5. **Community and Collaboration:** Students appreciate local and global diversity and are respectful and empathetic during personal interactions and competitions. Students effectively collaborate and resolve conflicts. They are responsible, engaged members of society, who are willing and able to assume leadership roles.
6. **Information and Technology Literacy:** Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use.



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The first five ILOs were ratified by the Academic Senate in 2007 and the sixth Information and Technology Literacy ILO was ratified in 2010. The ALC initiated a thorough review of ILO statements in fall 2013 and a revised set of ILO statements was presented to the Academic Senate for review on April 15, 2014 and May 8, 2014. The Academic Senate ratified the following revised ILOs on May 8, 2014:

1. **Critical Thinking:** Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms.
2. **Communication:** Students effectively communicate with and respond to varied audiences in written, spoken or signed, and artistic forms.
3. **Community and Personal Development:** Students are productive and engaged members of society, demonstrating personal responsibility, and community and social awareness through their engagement in campus programs and services.
4. **Information Literacy:** Students determine an information need and use various media and formats to develop a research strategy and locate, evaluate, document, and use information to accomplish a specific purpose. Students demonstrate an understanding of the legal, social, and ethical aspects related to information use.

Institutional Learning Outcome (ILO) Assessment

As of spring 2014, the College has assessed the six ILOs: Communication and Comprehension (fall 2010), Critical, Creative, and Analytical Thinking (spring 2011), Professional and Personal Growth (spring 2012), Community and Collaboration (fall 2012), and Information and Technology Literacy (fall 2013) and Content Knowledge ILO (spring 2014). The assessments are scheduled to repeat starting in fall 2014 in accordance with the established four-year cycle. A new assessment cycle for the revised ILOs will be established by the ALC in fall 2014.

During Spring Flex Day 2010, the college faculty mapped all courses and programs to the College's ILOs. Using a scale of 1-4, (1=least important and 4=very important) faculty were asked to rate how strongly each core competency was related to each of the program's courses. In doing so, the College has been able focus on courses that are "very important" to the ILOs when conducting assessments. A comprehensive re-mapping of courses, SLOs, PLOs, and ILOs will take place in fall 2014. ILO assessment methods initially utilized indirect assessment methods such as student surveys, faculty surveys, and course grades.

During fall 2012, the ALC evaluated different methods of ILO assessment. The ALC and Institutional Research reviewed the results of the first three ILO assessments and agreed that the methods of assessment successfully provided baseline information and data to judge future progress on questions about student learning. While useful for gauging students' perception of how well they have achieved ILOs, the ALC found that indirect assessment methods were not sufficient to fully assess student mastery the ILOs. The ALC acted to form task forces of faculty who teach the skills emphasized by the ILO for each ILO assessment. The task force would work to develop an assessment for the ILO. Each group would develop a method of assessment, attend ALC committee meetings to report on progress, participate in the revision of the ILO (if needed) to ensure its validity and the viability for authentic assessment, contribute ideas and strategies for assessments, assist in the development of assessment tools, analyze the data, and assist in writing the final report. This process was piloted in spring 2013 for the Information and Technology Literacy ILO. The sub-committee consisted of faculty from the ECC and Compton Center campuses, the Director of Institutional Research and Planning, two librarians, and a Distance Education staff member.

ILO assessment results are shared with the campus and used to make instructional, curricular, and resource recommendations. Assessment results are distributed through presentations, summits, newsletters, and Flex Day presentations and activities. As an example, for the first ILO assessment, a summit occurred in fall 2010 to reflect on the assessment results for the Communication and Comprehension ILO. Following the summit, the Faculty Development Committee offered workshop sessions to address and discuss the results. The summit worked very well for the first ILO by providing time to look at the ILO results, and offering an opportunity for faculty to meet and discuss SLOs at all levels. The ALC used data from this summit to offer a 2012 Flex Day general presentation. Following each ILO assessment, results are analyzed by the ALC and shared campus- wide through a variety of methods including newsletters, Flex Day presentations and breakout sessions, presentations to groups of faculty, administrators, and staff, and website posting.

Assessment report conclusions are used by the ALC to identify areas for improvement and to formulate recommendations. For example, the Information and Technology Literacy ILO assessment report identified possible actions to improve students' skills including expanding resources for faculty and students,

developing instructional videos covering specific skills, and generating a set of course assignments and classroom activities at a MyECC resource page.

Self-Evaluation

The College meets the standard. Student learning outcomes have been identified at all levels, course, program, and institution. Faculty have worked together to create course and program student learning outcomes (SLOs and PLOs) and continue to refine their assessment methods and tools, rubrics, and statements. All SLOs have been mapped to a program learning outcome as well as to the institution learning outcomes. All PLOs have been aligned with institutional learning outcomes. Assessment timelines and alignment grids for all SLOs and PLOs are in place and assessment reports are completed according to published deadlines. Due to ratification of a revised set of ILOs, a comprehensive re-mapping of courses, SLOs, PLOs and ILOs is scheduled for early fall 2014. A wide variety of assessment information, including SLO, PLO, and ILO statements and assessment reports, is accessible to the public via the College website.

In February 2014, ACCJC confirmed that the College had reached the level of Proficiency, as required in the Rubric for Evaluating Institutional Effectiveness in the ACCJC standards. The College will be at the Sustainable Continuous Quality Improvement level by fall 2014.

Actionable Improvement Plan

1. The College will review the TracDat system implemented in fall 2013 for ease of use, reporting abilities, and the ability to connect student assessment results to curricular improvements and student achievement.
2. The ALC will implement a comprehensive re-mapping of courses, SLOs, PLOs and ILOs in early fall 2014 to align with the revised ILO statements.



Standard II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

El Camino College offers a wide range of courses at collegiate and developmental levels, for continuing and community education, and programs for international students. The College's Study Abroad Program is currently on hiatus due to budget constraints.

Evaluation of course proposals and continuing self-evaluation cycles guided by established review processes ensure quality and improvement of these courses and programs. To develop, improve and insure the quality and relevance of its course offerings and programs, whether academic or non-academic, is a high priority for the college. The College uses several systems and processes to ensure its academic programs are of high quality, and the College carefully considers what the appropriate credit type and delivery mode is as well.

The College's review processes are designed to ensure that all instructional courses and programs are of high quality. Courses and programs are evaluated on four-year cycles that include curriculum review, student learning outcomes assessment and academic program review. Comprehensive course reviews occur every six years. These reviews are informed by student learning outcomes developed by the faculty themselves and assisted by SLO Facilitators in the division and the College's SLO Coordinators. Ongoing review processes allow faculty to ensure courses and programs are of high quality. Institutional Research and Planning will also assist in aggregating and examining data such as student retention, success, completion, etc. This data is then used in recommendations made during the Program Review process and sent forward to the Planning and Budgeting Committee so that the College can enact changes and improvements. These processes are discussed thoroughly in substandard II.A.2.c, II.A.2.d, and II.A.2.e.

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The College Curriculum Committee (CCC) plays a large part in ensuring quality and establishing credit type and delivery modes. All courses at ECC Compton Center are El Camino College courses and have undergone this CCC approval and review process. To determine appropriate credit type, the College adheres to the criteria established by Title 5 and the Course Outlines of Record (COR) established on campus. Credit units are granted based on achievement of the stated learning objectives in the COR. The CCC considers the same factors when determining alternate delivery modes. Faculty develop CORs and submit them through an approval process involving other faculty members, an articulation officer, a curriculum advisor, a curriculum institutional officer all of whom participate in division and/or college curriculum committees. The CORs are reviewed and updated within a six year period and courses that are categorized as Career Technical Education (CTE) are updated every two years. The CCC assists by overseeing much of this process and guiding faculty in determining how to write a course outline. Additionally, Title 5 criteria are used for determining units. The CCC will also consider the recommendation of the department dean and the Distance Education Advisory Committee's advice and use their principles of best practices form when deciding on whether to open online sections. The quality of online offerings is also enhanced by an extensive training required for all faculty teaching online course. The program data set and template questions facilitate the comparison of student achievement in online versus face-to-face courses. Each course, program, certificate, and degree is evaluated by course review and then program review within each individual department.

The College's International Students Program (ISP) serves students from 65 different countries. Hundreds of international students enroll every year and find a supportive environment in the ISP office that offers them orientation, counseling, and priority registration. The office also assists with their I-20 Visas and gives recommendations on how to attain medical insurance and housing. International students enroll in the same courses offered to all students, but they have additional support services such as a designated counselor for academic counseling. Students arriving from other countries must meet English proficiency standards required by the College. International students that achieve the required score on the English Proficiency Test can enroll in academic classes. Those that do not have the required scores can enroll in the El Camino Language Academy (ECLA). ECLA offers classes in reading, writing, and grammar taught by ESL

instructors. Each class also has a TOEFL preparation element so that students will be able to gain the scores necessary to begin academic study at the College. The holistic nature of the services indicates that the College strives to create a nurturing environment for its international students.

The College also offers short-term training classes through the Industry and Technology Division. Short-term training courses were recommended as a result of collaboration between industry advisory committee members and faculty in the discipline. In fall 2012, Heating Ventilation and Air Conditioning (HVAC) implemented short-term training in their programs and Welding and Auto Collision are in the process of reviewing and implementing short-term training (eight weeks) for their programs as well. The 2012 Program Review for Welding included a recommendation to "Offer short term welding classes and courses that promote networking with other departments on campus." All recommendations are reviewed for quality through the same curriculum processes of other courses. Student success, retention, completion rates, as well as certificates and degree completions are reviewed. Program review and industry feedback are additional tools used to measure program quality. The Auto Collision and Repair Program is working to gain ASE Certification, which can then be used to measure student success.

The College also addresses the diverse needs of the surrounding community with the Business Training Center (BTC) and its Community Education Program. In 1998, El Camino College established the division of Community Advancement to increase focus on specific industry-driven economic and workforce development efforts in our region.

The BTC houses three of the state's Economic and Workforce Development Initiatives/Centers -- thus offering an interwoven network of experts that specialize in technological assistance, consulting for international trade, small business development, and manufacturing and business training, along with other services and programs.

These three centers are the: CACT (Center for Applied Competitive Technologies); SBDC (Small Business Development Center), and Workplace Learning Resource Center (WpLRC). These centers and the contract and Community Education Programs report to the Dean of Community Advancement, who in turn reports to the ECC Vice President for Student and

Community Advancement. Through these programs the College provides services to businesses and industry, as well as: internships for students; continuing education classes for individuals seeking personal and professional development; outreach programs to high school students to attract them to career and technical education classes and careers; and career education for students to earn credit for on-the-job training. For instance, the WpLRC offers a Maritime Training Program for U.S. Coast Guard Certification in Basic Safety, the SBDC courses concentrate on Starting a Business, Business Plans and State Labor Laws and Payroll Taxes. The CACT focuses on providing classes and certifications in Green Manufacturing Technology, Certified Quality Engineer, AutoCAD, CATIA and Project Management Professionals.

The College's Community Education (CE) Program is self-supporting, receives no funds from the College or the State of California, and is separate from the academic offerings. The CE program develops, promotes, and administers short-term not-for-college-credit classes, workshops, career- training programs and events designed for professional and personal development with an emphasis on inspiring a sense of wonder and imagination for life-long learning. Classes are designed to meet the needs of young community members (grades 1-12) who are preparing for college (Kid's College); older adults (55+) who are interested in classes for community engagement, mental and physical well-being and self-sufficiency (Young@Heart); or for those seeking general knowledge and self- improvement or continuing life-long learning. These classes are vetted by the CE department. Prospective instructors must prove themselves to be experts in the field and submit a course proposal form which asks, among other things, what type of pedagogy will be employed – lecture, discussion, case study, problem-based learning—and a description of course goals and objectives.

The courses offered by CE vary throughout the year to reflect the program and course needs of the community. These needs are determined by studying the popularity of the classes offered. Those that consistently have high attendance are repeated. The CE department also administers surveys to students upon the completion of the class. These surveys are developed with the assistance of Institutional Research and Planning and reveal trends that the department considers when scheduling classes. The survey asks students to give their age and educational background and asks students to rate their experiences with the staff and the administration. The CE department studies the results

and adjusts accordingly to the results. They recently noted that much of the population attending these classes have graduate degrees. To cater to this demographic, the CE began a lecture series that has explored topics such as the space shuttle Columbia, the Human Genome Project, and the California Gubernatorial Recall. The series one example of how CE adjusts its offering and its delivery methods to provide quality education that the community needs.

Self-Evaluation

The College meets the standard. The College has a wide variety of academic and nonacademic programs to offer its community. The diversity of its offerings serves the community well. The College has the necessary systems in place to assure the quality of these programs regardless of credit type, delivery mode or location. There are several forms of evaluation used for the courses and programs on campus. The hierarchical, cyclical and recursive nature of ECC's Planning Model allows for a sustained and thorough vetting of courses and programs. The data gathered from the review process will go on to influence planning and allow the College to make adjustments and improvements to maintain the quality of its programs.

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Development and revision of curriculum is a multi-step process involving creation, review and approval that is shared by faculty, curriculum specialists and deans. Approval and evaluation of the curriculum is the responsibility of the Curriculum Committee which is a long-standing subcommittee of the Academic Senate. The Curriculum Committee creates faculty guidelines to assist in the development of course outlines based on the Title 5 requirements from the Chancellor's Office of the California Community College system. Faculty members initiate a course outline, and in consultation with the department, are responsible for the academic rigor and content of a course. New faculty-developed course outlines as well as six-year revisions for existing course outlines are submitted to the Division Curriculum Committee, and are then forwarded to the College Curriculum Committee for approval, before being sent to the Board.

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Faculty members are responsible for the content of their course outlines. Before revising or submitting a course outline, faculty members are provided training in this process. This procedure identifies department faculty members as the parties responsible for the development of curriculum and provides a chance to reflect on their course objectives and methods of instruction, and evaluation, as well as incorporation and assessment of SLOs. After approval of the department, the Division Curriculum Committee reviews the course outline, ensuring the quality of the content and compliance with Title 5 regulations. Only upon DCC approval is the new or revised course moved to the College Curriculum Committee. The College Curriculum Committee is composed of faculty representatives from the Academic Divisions, a matriculation officer, an articulation officer, curriculum coordinator, student body representative, two Compton Center Faculty representatives, and the Vice President of Instruction, with two co-chairs and two secretaries. Members of the Curriculum Committee review courses at monthly meetings during which the course outlines are evaluated for quality and compliance with Title 5 regulations in aspects such as credits/hours, transferability, GE requirements, objectives, methods of instruction, course assignments, methods of evaluations and textbooks. The incorporation of Student Learning Outcomes (SLOs) statements into the course outlines is part of the review process. The College Curriculum Committee only approves courses that meet the highest academic standards set forth by El Camino College that meet the matriculation needs of the students. Inclusion of SLOs into course outlines and syllabi is the first step to ensuring that students understand the pathway to achieving student learning outcomes.

Faculty members are responsible for developing student learning outcomes for all courses and programs and for conducting assessments. Documentation of SLO and PLO assessment is managed via TracDat, which tracks assessment statements, assessment methods, frequency of assessment, assessment data, analysis of data, proposed actions to increase student learning, and follow-up assessment regarding implementation and effectiveness of actions. After faculty members complete SLO and PLO assessments, they reflect on data with program colleagues in order to develop instructional interventions and other actions related to curriculum, resource requests, and the assessment process. Faculty members report on these items in TracDat assessment reports. These assessment reports are subject to review by SLO Facilitators, SLO Coordinators, division deans and associate deans, and the ALC. Changes and actions

recommended by faculty are used to guide the creation and revision of future Course Outlines as well as program review and budget planning recommendations.

Since 2008, there have been five SLO coordinators recruited by the joint efforts of the Academic Senate and the Office of Academic Affairs. The coordinators have worked with the Academic Senate, instructional faculty, and academic deans to implement the SLO and PLO creation and evaluation process throughout all academic programs. These individuals along with the division facilitators have worked to bring about a comprehensive and sustainable four-year planning and assessment cycle for SLOs and PLOs.

Courses, programs, certificates and degrees are evaluated during Academic Program Review. The template provided to departments undergoing the Program Review process includes an evaluation of enrollment statistics, course scheduling, success and retention rates for face-to-face and online classes, degrees and certificates and department success rates. The departments evaluate the data provided by Institutional Research and make recommendations for the program. The Academic Program Review Committee also reviews the evaluations and recommendations made in the program review document. They may make additional suggestions to the department regarding courses and programs. All program reviews include an analysis of degrees earned. CTE evaluate certificates earned on a two-year cycle and also include an analysis of completion, success and employment rates for students. As a result of the evaluations, the recommendations from Program Review are included into the department's annual plan, for future implementation. For example, the 2012 Program Review for Developmental Math requested the number of Summer Math Academies offered each summer be expanded. For the summer 2014, the number of Summer Math Academy session expanded from 8 sections in summer 2013 to 16 in summer 2014, with an additional 2 sections offered at the Compton Center.

Self-Evaluation

The College meets the standard. The Curriculum Committee, a subcommittee of the Academic Senate, supports faculty in the creation and revision of courses to meet the matriculation needs of students who enroll at El Camino College. The Curriculum Committee has established strict guidelines for developing course outlines and carefully reviews each new course as well as existing courses submitted for revisions.

Timelines for revisions of existing courses are clearly indicated at the [Curriculum Committee web page](#). New course proposals or revisions to current course outlines are initiated by one faculty member from the discipline. Courses that are being revised or proposed are examined for academic quality, SLO statements, and consistency across disciplines, as well as meeting transfer requirements. The Division Curriculum Committee gives the faculty member feedback, makes recommendations for improvements to the course outlines and requests changes or modifications to a course outline, which are often necessary. The College Curriculum Committee reviews the course outline for compliance to Title 5. Following the completion of the required changes, the course is ready for publication in the El Camino College Catalog. All courses are reviewed on a six-year cycle.

Progress has been swift in establishing SLOs, PLOs, alignment grids, and cycles of assessment since the last Accreditation Self-Study at El Camino College. All certificates and degree programs have at least 3 SLOs for each course and at least 3 PLOs for the program. As of fall 2013, El Camino College had assessed 98 percent of all courses and 100 percent of all programs offered at the college. Due to the logistical restraints of limited course offerings and section reductions, El Camino College will reach a 100 percent course assessment rate by fall 2014. As of spring 2014, Compton Center has assessed 98 percent of all courses and 100 percent of all programs. ECC Compton Center will reach a 100 percent course assessments by fall 2014 ([III.A.2 SLOUpdate for CEC](#)). Faculty members continue to make instructional, curricular, and program changes based on SLO and PLO assessments. El Camino College commits to an academically meaningful and sustainable model that will provide the ongoing assessment of learning outcomes at all levels that are key to outcomes-based Program Reviews.

Actionable Improvement Plan

The College will reach its target of 100 percent course assessment rate by end of fall 2014.

Standard II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs (including general and vocational education), and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

El Camino College relies on faculty expertise and advisory committee input in identifying and assessing competency levels and measurable student learning outcomes (SLOs). The College requires that all academic and CTE courses and programs have SLOs, that they are printed on the syllabus for each course, and that they are incorporated into course outline and program submissions during the curriculum process, which uses the [CurricUNET](#) system as a central repository for curriculum documents. Program SLOs serve as degree and certificate SLOs. It is also required that all curricula undergo review and update, as necessary, every six years.

It is up to the faculty to propose, develop, and update course outlines, certificates and programs in their disciplines, based on input from their advisory committees, the program review cycle, student surveys, changes in transfer requirements and employment factors, technologies, and student and community requests. Advisory committees play a role in the development of new courses and certificates. Faculty must also define competency levels for their courses and programs, and determine how competency levels will be included in the curriculum. Faculty must also ensure that each course has measurable SLOs and each program has measurable PLOs. Faculty members collaborate in the creation of SLOs and PLOs and are provided with guidance in this process by the faculty SLO Coordinators and the ALC. This process provides a clear path for students to achieve learning outcomes, as they are closely tied to course and program goals and objectives. In spring 2013, the College committed to increasing the number, depth, and usage of assessments. Faculty worked to ensure that the number of SLOs and PLOs was sufficient to assess course and program goals, collected assessment data was detailed, and proposed actions to increase student learning were appropriate.

A number of spring 2013 Flex Day and fall 2013 Flex Day activities focused on SLO and PLO statements and assessments. In division and department meetings following spring 2013 Flex Day sessions, faculty, SLO

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Facilitators, and deans reviewed their SLOs, PLOs, and assessment timelines and made appropriate revisions. Participants also examined learning outcomes alignment grids and used this opportunity to revise alignments among course SLOs, PLOs, and ILOs. As a result of continued analysis and reflection regarding the appropriate breadth of SLOs and PLOs in relation to course and program objectives, in early fall 2013 faculty began developing additional SLOs and PLOs to better measure student learning. Each course now has a minimum of three and a maximum of six SLOs; each program has a minimum of three and a maximum of six PLOs. Faculty use standardized review guides generated by SLO Coordinators and the ALC to ensure that the competencies demonstrated by SLOs are aligned with course objectives and the competencies demonstrated by PLOs are aligned with program goals.

Since 2010, faculty members have created alignments among SLOs, PLOs, and ILOs. All SLOs are aligned with PLOs as well as ILOs. All PLOs are aligned with ILOs. This alignment process ensures a clear structure among course, program, and institutional competencies and outcomes. Alignment grids demonstrating these relationships among course, program, and institutional competencies and outcomes are published on the College website. The grids are used to present and analyze a college-wide picture showing how the college addresses its ILOs. As of spring 2014, all six of the College's original ILOs have been assessed campuswide. ILO competency levels define the skills and knowledge a student should possess upon completion of a course of study at El Camino College. They address content knowledge, critical, creative and analytical thinking, communication and comprehension, professional and personal growth, community and collaboration, and information and technology literacy, and are printed in the college catalog and are displayed on the College's website. On May 8, 2014, the Academic Senate ratified a revised set of ILOs. An updated assessment cycle will be established by the ALC in early fall 2014, and faculty will conduct a comprehensive re-mapping of all courses, SLOs, PLOs, and ILOs.

The advisory committees contribute input to these decisions in various ways, such as by suggesting skill levels needed for entry level positions in their industries. For example, at the 2013 advisory committee meeting for Computer Information Systems, the board suggested that keyboarding skills be a pre-requisite for the department's proposed Help Desk Certificate, as the committee finds that skill seriously lacking. The 2012

Horticulture Advisory Committee suggested courses be added to the program to provide certifications in Landscape Construction, Pesticide Application and Certified Arborist.

Assessment timelines are in place for SLOs, PLOs, and ILOs and published on the College website. The timelines are reviewed every year and updated as needed. Each SLO, PLO, and ILO will be assessed, at minimum, on a four-year cycle, though some departments and programs have created timelines with more frequent assessments occurring, for example, every year or every three years. In addition, some PLOs, such as those in Nursing, are required to undergo an annual evaluation, and other CTE programs may incorporate program assessment into their two-year CTE program reviews. In addition, Career and Technical Education programs receiving CTE funding are required to respond to the core indicators as part of the funding process. Situations where an SLO cannot be assessed, due to course cancellation or inactivation, are documented. Faculty members, SLO Facilitators, and SLO Coordinators ensure that SLOs and PLOs are in place, that assessment timelines are maintained, and that alignments among SLOs, PLOs, and ILOs accurately structure the relationship among course, program, and institutional competencies.

SLO, PLO, and ILO assessment results are used to evaluate the effectiveness of learning at the course, program, and institutional levels. Standard II.A.1.C details examples of steps taken to improve student learning based on assessment results. Assessment of course SLOs, PLOs, and ILO's factor into college wide strategic planning initiatives. Course and program SLOs are tied to program review, and to the ILO assessments. From the assessment results college-wide patterns and trends can be identified. The completed ILO assessments are presented to deans, faculty, and administration to present a "college-wide" picture.

Self-Evaluation

The College meets the standard. The College has made great strides in the development, assessment, and alignment of SLOs, PLOs, and ILOs. New procedures have been created and are being used to maintain ongoing collection and documentation of SLO and PLO data, analysis, and proposed actions. As of fall 2013, El Camino College had assessed 98 percent of all courses and 100 percent of all programs offered at the college. Due to the logistical restraints of limited course offerings and section reductions, El Camino

College will reach a 100 percent course assessment rate by fall 2014. As of spring 2014, Compton Center has assessed 98 percent of all courses and 100 percent of all programs. ECC Compton Center will reach a 100 percent course assessments by fall 2014 (II.A.2 SLOupdate for CEC). Advisory committees provide CTE programs with guidance on courses, programs and certifications that can be used to measure student achievement.

Actionable Improvement Plan

Standardize and strengthen input processes for advisory committees in particular programs.

Standard II.A.2.c. High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**Descriptive Summary**

The College ensures high-quality instruction through several processes. Initially, the hiring process is designed to select high-quality candidates. All candidates for a faculty position are screened to ensure they meet minimum qualifications, and some departments have set local qualifications in excess of the minimum. The central urban location of the College and ECC Compton Center facilitate large, competitive hiring pools. Once hired, new faculty members are immediately introduced to the professional development opportunities available to faculty members, by participating in the New Faculty Workshops during their first semester. The high quality of instruction is furthered through faculty evaluations. Faculty evaluations occur regularly upon employment. The processes for faculty evaluation are determined by district contracts; therefore, procedures vary between the College and the Center. The procedures vary due to differing contracts between the two districts and their hiring policies; however, evaluation criteria are the same for full or part-time faculty. Faculty members are evaluated based on student surveys and peer observations. Criteria include the depth of an instructor's content knowledge, classroom organization and teaching practices, and inclusion of SLOs. The evaluation procedures culminate in a conference with one or more evaluators, which may include the dean of the division. El Camino College faculty also serve on Compton faculty evaluation committees. Through this process, each division or department ensures the quality of its instructors.

Dialogue concerning the quality of instruction and the appropriate breadth, depth, rigor, sequencing and time to completion occurs as part of the Curriculum Development process. The Curriculum Handbook outlines the procedure for initiating new and revised curriculum. The curriculum development process ensures that all courses and programs conform to Title 5 regulations and are of appropriate breadth, depth, rigor, sequencing and time to completion. Courses are developed by faculty who are experts in the subject matter. Course curricula include instructional objectives, course content, and scope, instructional methodologies, methods of evaluation and assignments that demonstrate writing and critical thinking skills. Every new or revised course must adhere to strict guidelines and undergo several levels of review and consultation prior to approval. Courses require consultation with and approval by the appropriate department faculty and division dean. Faculty members are solely responsible for course content. Articulation checks during the curriculum process assure that transfer courses meet the requirements of CSU, UC and other four-year institutions.

These proposals are submitted to and reviewed by the Division Curriculum Committee (DCC). Each division has its own technical review committee, the DCC, composed of and directed by members of its own faculty. The DCC's responsibilities include approving new course proposals, as well as reviewing and updating existing courses. The DCC reviews course proposals to ensure that justifications for changes are relevant and clear. Discussions concerning prerequisites to new classes and its appropriate sequence, whether it is considered collegiate or pre-collegiate, would occur here as well. The recommendations of the DCC are then sent ahead to the College Curriculum Committee (CCC).

The CCC, which includes a voting representative from each division, has several duties. One function is to approve course (and program) proposals received from the various DCCs. By the time these have reached the CCC, they have already been scrutinized and approved by faculty at the division level. After outlines have been screened by the CCC Chairperson and Curriculum Advisor, CCC members review, discuss, and either approve or reject the proposed courses. If approved, the course proposal is sent to the Vice President. Upon his approval, the course is sent to the Board of Trustees for review and approval, and, ultimately, the Chancellor's office. If a course is not approved by the CCC, it is sent back to division faculty members for further revision.

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Another of the CCC's duties is to inactivate courses. Inactivation occurs rarely and upon determination that the course no longer meets student needs or state guidelines. Inactivated courses are removed from the course catalog until such time as the department determines the course is again needed. The combined processes of the DCC and CCC therefore insure that factors such as a course's learning objectives at the course level, of the population of students a course serves, and requirements from the Chancellor's office or regulations regarding articulation are considered.

While the DCC and CCC deal with new and existing courses and programs, curriculum also undergo a Program Review process and an SLO and PLO review every four years to allow for the faculty members to consider again the breadth, depth, rigor and sequencing of its courses and programs. This process begins in February of the program's appointed review year and ends in December when the recommendations of the review are placed into Plan Builder and published online.

The Program Review process covers eight areas. The first four areas offer a chance for the faculty to reflect on the current state of the program. Faculty will reflect on the mission of the department as a whole, data given to them by Institutional Research discussing grade distributions, enrollment rates, course sequencing and time to completion, and review the Curriculum and Student Learning Outcomes for the program. During the SLO review process, faculty will determine the level of SLO assessment implementation as based on the ACCJC's rubric. Program review data sets include data on student success, retention, section offerings and progression rates. This information is used by the department to evaluate appropriate course offerings each semester and the number of sections offered. The information can also be used to evaluate prerequisites for courses. The Life Science 2011 Program Review recently included such data on student success in physiology based on the selection of which prerequisite anatomy course was completed. The conclusions indicated the students did better in Physiology after completing Anatomy 32 rather than Anatomy 30.

This led to a recommendation in the Program Review document, discussions with the nursing program and Compton faculty and a change in the prerequisite for Physiology 31. The last four elements of Program Review deal with the logistics of the program or department. Faculty members decide what they

need to move forward in areas such as facilities and equipment, software and technology, staffing, future directions for the next four years and then prioritize any recommendations for action. All Program Reviews receive input from various program and division colleagues and eventually reach the Academic Program Review Committee (APRC). The APRC is co-chaired by a faculty member and the Associate Dean of Academic Affairs and consists of various faculty and staff from the campus. Their feedback is considered by the department before the plans are implemented.

Advisory committees, partnerships with industry, and employment data are all used by Career and Technical Education programs to ensure appropriate breadth, depth, rigor, sequencing of the programs and courses. The advisory committees bring information to the programs on the quality of programs, time needed for completion and what outcomes are needed for the students completing any program. For instance, the 2013 Radiologic Technology Advisory Committee (folder II.A.2.c) noted some department needs to improve the quality of instruction for the students:

"Portable units should be purchased or donated so students get more practice before actually performing these exams in a clinical setting. Cassette holders and other ancillary equipment to go with the portables should be purchased to prepare students for the real life setting making them more marketable."

One final entity on campus that allows faculty a voice and a role in pre-collegiate level instruction is the Basic Skills Advisory Group (BSAG). Since 2009, BSAG promoted campus awareness of the needs of basic skills students and to make recommendations for programs and activities to promote success among under-prepared students. Their mission "supports and promotes retention, persistence, and success of basic skills students at El Camino College." The members of this committee represent diverse areas of campus such as Counseling, Special Resource Center, the Learning Resource Center, and various academic departments. Members from the ECC Compton Center also serve on the group.

Members of the BSAG have been instrumental in initiating a number of programs, including expanded services in the Writing Center for basic skills students and proactive counseling in math and English, as well as two high profile faculty development programs – Math Workshops and the campus-wide Faculty Inquiry

Partnership Program (FIPP). Information about these programs, as well as student success resources and reference materials for the college community, can be found on the [Basic Skills Web page](#) maintained by the Basic Skills Advisory Group.

Self-Evaluation

The College meets the standard. The multi layered process that begins at a department's program review level and ends with approval by the Vice President assures that courses contain the appropriate depth and sequencing. That faculty members serve at every level of the vetting process indicates that institutional dialogue occurs and faculty are aware of the appropriate collegiate or pre-collegiate depths for their courses.

Standard II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs of and learning styles of its students.

Descriptive Summary

Professional development programs spearhead the effort to make faculty, counselors, and other staff members aware of teaching methods that can apply to the various learning styles of the College's diverse student population. These professional development programs come in a variety of forms and originate from different sectors of campus but are coordinated by the Professional Development Office.

El Camino College faculty are required to complete a minimum of 24 hours of [professional development](#), or flex hours. The College holds joint flex days with faculty from ECC Compton Center twice a semester where faculty and staff can attend a variety of workshops. These workshops come in a variety of forms but they are designed to evaluate, assess, and disseminate effective teaching practices and discuss learning styles. These workshops are often faculty-driven and can occur throughout the year.

Another activity the office sponsors and the first activity faculty participate in is [New Faculty Academy](#). One objective of the Academy is to introduce new faculty to College resources and support to new faculty in order to facilitate their first year as teachers and learners at El Camino College and Compton Center and to have a better informed faculty with regard to both administrative and academic issues. Workshops offered in the Academy include presentations on the faculty contracts, the ECC/CEC student population,

the Library and Learning Resources Center and a True Colors analysis. The Academy takes place during the first semester of full-time employment. The principles learned here are further developed at other workshops sponsored by the Professional Development Office.

The Professional Development Office sponsors a number of other opportunities for professional development including the On Course National Conference, the Reading Apprenticeship Program, the Great Teachers Seminar, and Faculty Inquiry Partnership Program. Compton Center faculty members are encouraged to participate. Other forms of faculty development emanate from different departments as well. The Career and Technical Education (CTE) department also pays for their faculty to receive training on the newest advances in that field. Faculty from Journalism, Computer Information Systems, Heating, Ventilation, Air Conditioning and Refrigeration have all taken advantage of this grant. As of 2013, the CTE department has used the Perkins Grant to fund new training for their welding instructors. A comprehensive list of funded activities is found on the administration's [grants Web page](#).

Another opportunity for off-campus development occurred in 2012 in North Carolina. The [Title V Graduation Initiative](#) sponsored two faculty members to receive training on basic skills and developmental level instruction under the sponsorship of the Kellogg Institute. Upon their return, these faculty members led a four-day summer program called [SIDE: Summer Institute for Developmental Education](#). They provided information on developmental education theory and practice, and the twenty participants engaged in a community of practice as part of the collaborative dimensions of the program. During the summer training, approximately 25% of the curriculum focused specifically on learning styles, learning theories, and best practices for basic skills instruction according to *Basic Skills as a Foundation for Student Success in California Community Colleges*. Faculty gained knowledge on learning needs and pedagogical approaches. They were also given tools to identify students' learning styles. In addition, participants were required to design and present a lesson plan informed by the [SIDE curriculum](#) during the following fall semester. This required faculty to match methodologies with varying student learning styles. An additional two hours were also spent discussing Classroom Assessment Techniques, which gave faculty diverse methods for assessing student learning.

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The Graduation Initiative also sponsors faculty development like the previously mentioned SIDE institutes, Learning Teams where faculty meet weekly to develop, implement, and assess new lesson plans, and student services like the Writing Center and the newly opened Reading Success Center. This varied approach reflects the Graduation Initiative's understanding that student success comes when students' needs and learning styles are met, and only a multi-pronged effort can meet all of them.

Diverse learning styles are also taken into account with the College's incorporation of technology and teaching. The College is upgrading its buildings to incorporate smart classrooms. This process began a decade ago with the renovation of the Natural Sciences facilities followed by the Humanities Building in 2008. Improvements continued when the Behavioral and Social Science Building completed renovation in 2012. The refurbished building now has smart classrooms featuring projectors, document cameras, computers, wifi and other media access. As described in the Facilities Master Plan on pages 17 and 18, other buildings such as the ones housing the Fine Arts department and Art and Behavioral Sciences are slated for remodel and retrofitting as well.

In 2013, the College opened a new building housing its Mathematics, Business and Allied Health Departments (MBA). This building, along with the Humanities Division and the Social Sciences Division, now features internet connectivity in all classrooms, projection screens, document cameras, and new computer labs. These new technologies are better suited to address the learning styles of students by incorporating audio and visual media. In fact, the new building houses a number of features that would appeal to many learning styles, especially kinesthetic. The new MBA building features brand new computer labs with touchscreen monitors for students' usage. The Allied Health Department now has state-of-the-art facilities and learning tools to provide students with a virtual hospital experience. The Simulation Labs have video and audio recording capabilities allowing students to review their performance in medical situations. Nurses can now train for various medical procedures, such as childbirth, using lifelike mannequins in two fully functional hospital wards. Aside from the multi-sensory learning experiences, one added benefit is that now the Nursing and Radiologic Technology programs are physically next to each other, thereby increasing opportunities for cross-disciplinary learning.

In conjunction with the new buildings, faculty members also have an online presence. The school continues to offer classes through the online platform Etudes. All distance education courses use this platform, but face-to-face classes can also incorporate an Etudes course website. This allows for synchronous and asynchronous communication between faculty and students thereby increasing the flexibility and convenience of the teaching and learning process. An analysis of the effectiveness of online instruction compared to face-to-face instruction was completed by the Institutional Research and Planning department in spring 2011 at the College and the Center. The study indicated online success and retention rates at the College are on par with state distance education rates. Suggestions were made for those areas in need of improvement.

El Camino College SSTARS Program

Additionally, the college has excellent support services designed to supplement in-class instruction at all levels with the intent of augmenting student success. The College houses these support services and programs under an umbrella called SSTARS: Student Success Transfer and Retention Services.

The SSTARS program includes programs and resources that address the diversity of the College's population including their backgrounds, ages, and learning styles. Programs include the First Year Experience (FYE), Mathematics, Engineering and Science Achievement (MESA), the Honors Transfer Program (HTP), Project Success, the Special Resource Center (SRC), and the Puente Program, to name a few. The SSTARS program illustrates how the College meets the needs of its diverse student population. The effectiveness of these programs is measured internally through various methods including student surveys and evaluations as is the case with programs such as Community Education, FYE, and the SRC. Qualitative analysis is done through the aid of Institutional Research and employed during Program Review, as used by the Math department, the FYE Program, and the English department.

Self-Evaluation

The College meets the standard. The faculty development programs offer a variety of methods for faculty to improve their skills and learn about the needs of their students. Many of the activities are faculty driven and faculty led, therefore leading to implementation into the classrooms. The College's renovations in building and infrastructure also provide another opportunity to meet as many learning styles as there are students. Lastly, the College's varied student support services cast a wide

net to ensnare its students in a web of learning that best suit their needs.

Actionable Improvement Plan

The College will investigate research methods to evaluate impact of instructional methodology training on student learning.

Standard II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

The College evaluates all its courses and programs on a four-year cycle through cycles of curriculum review, student learning outcomes assessment and academic program review.

Development and facilitation of these processes are assigned to the Curriculum Committee, the Assessment of Learning Committee and the Academic Program Review Committee respectively. The Academic Senate and the Vice President of Academic Affairs provide oversight. The Department of Institutional Research and Planning assists with the collection and analysis of data related to SLO assessment and program review.

Each academic program has developed a six-year curriculum plan for comprehensive course reviews. Course reviews pass through several tiers of review before being enacted. The process of how a course travels from the faculty members to the Division Curriculum Committee to College Curriculum Committee is described in substandard II.A.2.c. At each step, faculty members assure the course objectives and student learning outcomes are appropriate and relevant for the courses being reviewed.

The components of the program review include a comprehensive description; analysis of student achievement, demographic and enrollment data; curriculum and degree/certificate analysis; analysis of student learning outcomes assessments and recommendations; facilities, equipment, technology and staffing needs; and analysis of future directions for the program. CTE programs respond to an additional set of questions focused on market analysis, student outcomes, preparation for employment, and licensure and job placement. A standard template is among the

materials for program review used by program leaders to evaluate their programs and courses.

Comprehensive analysis of Program Review components leads to the development of prioritized recommendations. These recommendations are, in turn, integrated into annual planning and, when applicable, resource allocation. Faculty members are encouraged to use SLO and PLO assessment to include data-driven recommendations in their Program Reviews. Examples of how academic programs integrate PLO and SLO assessment results into program review and associated planning, curricular, and budget steps are below.

1. To better measure student mastery of biological tools and evidence gathering, the Biology and Health Science programs used assessment results in program review to recommend regular equipment updates and maintenance as well as the purchase of new microscopes. The programs purchased new microscopes.
2. The Life Sciences program at Compton Center used assessment results to plan additional reinforcement activities for difficult subject matter, to address the need for supplemental instruction and more lab hours, and to make equipment requests to directly support student learning.
3. To provide students with additional contact time with the tools of production, the Film/Video program connected its assessment findings with program review observations and made the creation of a dedicated post-production space its top program review recommendation.
4. The English program at Compton Center used pass rates, completion rates, and SLO and PLO assessment results to make program review recommendations regarding implementation of new teaching strategies for thesis statements, increased offerings of writing workshops, and increased staffing of the Writing Center. Faculty shared teaching strategies, additional writing and grammar workshops were scheduled, and a Writing Center Specialist was hired.
5. The Sociology program review discusses at length the results of SLO assessments and how the department plans to make adjustments in their core introductory course (Sociology 101) and plans to develop a new SLO to assess students. This program review also stresses department plans to work with the Writing Center to assist students in improving writing skills, which the assessments indicated was an area of student deficiency.

Standard II: Student Learning Programs and Services

6. To increase mathematical understanding among prospective elementary teachers, the Math program utilized assessment data in conjunction with program review findings to restructure the class hours for three courses so that student contact hours were increased. PLO assessment had indicated that the increased contact hours resulted in improved student ability to solve a mathematical problem, analyze the solution, and identify errors.
7. The Astronomy program correlated usage of a new lecture-tutorial textbook alongside active learning techniques with a 17 percent increase in assessment scores. The program found that the practice of in-class activities stimulated critical thinking and enhanced comprehension among students.

The APRC ensures the consistent and meaningful application of the template to all program review reports and committee members use a rubric to provide feedback for improvement as needed. Authors then revise and resubmit reports after changes are made. Final versions of all program reviews are published on the college website.

Faculty determine the structure of academic programs for review, taking into consideration factors such as the pedagogical needs of students, learning pathways, curriculum, degrees, certificates, and organizational and funding structures. For instance, the Mathematical Sciences division is subdivided into programs that include Math for Teachers, Developmental Math, and General Education Math.

Faculty members assess course and program student learning outcomes on a four-year cycle that is guided by a timeline developed by program faculty. The four-year cycle is coordinated with program review to ensure that assessments can be used in the program review process. The Institutional Research and Planning department provides support to faculty in the collection and analysis of data for assessment. Division SLO Facilitators and college SLO Coordinators assist faculty in writing and assessing SLOs. Beginning with fall 2013 SLO and PLO assessments, all assessment reports are posted publicly on the College website.

Program Review asks that faculty reflect on their SLO assessment results and on the ways in which their course or program may be improved to more effectively encourage student attainment of the outcome. Assessment leads to changes and improvement in areas such as pedagogy, curriculum, and degrees and certificates. The SLO Facilitators work directly with faculty to improve and

diversify the ways in which faculty use their assessment results to implement change.

One element of Program Review examines the curriculum's impact on the overall program. Frequency of offerings, course relevancy, success, and retention rates are all examined in the Program Review process. Changes to articulation and degree requirements are also considered. One result of Program Review may be that recommendations are made for course development or inactivation.

The program review template contains supplementary questions for Career and Technical Education programs that comply with the Title 5 requirements. Every four years, CTE programs conduct a full program review that includes the supplementary questions. CTE programs are also required to submit a partial review that includes only the answers to the supplemental questions between full program reviews. As per Title 5 requirements, the CTE review is conducted every two years. The College's CTE programs recently completed their first cycle of two-year program review CTE updates in 2014.

Since 2005, faculty conducting program reviews receive a standard four-year data set as they commence their evaluation processes. In recent years, this data set has been developed into an interactive tool for easy access and analysis by users. The most recent data set provided faculty with the following information: 1) student head counts, 2) grade distribution, 3) success rates, 4) suggested success standard, 5) retention rates, 6) comparison of success rates in face-to-face and online classes, and 7) fill rates. Programs may also conduct student satisfaction and needs assessment surveys to determine whether course offerings are meeting students' needs. Beginning in 2015, student satisfaction surveys will be conducted by IRP for each program under review and will be a permanent component of all Academic Program Reviews. Additional data provided to CTE programs include economic outlooks and job market analysis through customizable reports using current [labor market data](#).

Recent ACCJC requirements ask colleges to set student achievement standards at the institutional level. The College has established these standards and will work on establishing institutional goals at a planning summit in May. Since 2013, the Program Review process has asked programs to set student success standards. Institutional Research and Planning provides suggested standards as part of the data set. The programs discuss

these standards and adjust accordingly. The Earth Science 2013 Program Review accepted the suggested standard for success as 65 percent, and noted the standard has been met most semesters. They also set a goal of 10 degrees per year. The Foreign Language 2013 Program Review was given a suggested 72.4 percent success standard. The department analyzed the data provide by the IRP data set, examined campus rates, past department success rates and as a result the department established a program success rate of 65.8 percent for all foreign languages.

The relevancy of programs is evaluated in several ways. Program leaders begin with analysis of course offerings, degree requirements, enrollment demand and fill rates to determine which courses are still needed. Based on this and other sources of information, authors must determine how well their courses, degrees and certificates are meeting the transfer and career needs of students. In addition, CTE leaders must evaluate their programs in terms of current occupational demand and outlooks, as well as district and state need for the program.

After comprehensive evaluation of their programs, program review authors create a list of prioritized recommendations noting which Strategic Initiative is supported by each (see PR template). During each of the next four years, as appropriate, program leaders integrate these recommendations as objectives in their annual program plans. Jointly with program planners, unit leaders such as academic deans, review and prioritize a combined list of objectives for their unit. These unit objectives further filter up to the Academic Affairs plans and ultimately the overall College plan for resource allocation. This final list of objectives, most of which are linked to program review recommendations, are reviewed by the Planning and Budgeting Committee (page 12) to ensure that they are aligned with the College mission and Strategic Initiatives.

Program Review is one of many ways that the College evaluates its programs and courses. The college also uses course and program level performance data posted on the ECC website to reflect on ways to improve student success, curriculum and student pathways to degrees and certificates. Course and program level performance data are evaluated every term through the review of successful course completion and retention data published on the ECC website. Academic deans and faculty make regular use of these rates to identify performance trends and outliers. Analysis of ECC website hits reveals that the Institutional Research & Planning (IRP) Success and Retention Web page is one

of its most frequently accessed pages. The Success and Retention page had more than 700 hits in 2011-2012 while other IRP Web pages had half of that number.

Periodically, success and retention rates are disaggregated by demographic group (gender, ethnicity, age). This disaggregated data is also now included in Program Review data sets. These reports are reviewed by College leadership, faculty, and others to determine equity in outcomes which leads to discussions about solving these discrepancies. An example includes ECC's cyclical tracking of course success by math and English level using tools developed by the University of Southern California's Center for Urban Education (CUE). Performance measures also are disaggregated by instructional location (ECC and Compton) and instructional method, with side-by-side comparisons of on-campus and online courses reviewed and discussed to improve student success.

Where appropriate, student progression to the next course in a series is tracked periodically to monitor educational quality and student achievement. Progression data is provided as part of the Program Review data sets. Tracking studies are reviewed and discussed by College constituents to inform changes to educational practice. For example, early tracking of basic skills students through English and math courses revealed very low pass-through rates. These reports, along with faculty observations, prompted wide discussion of ways that instructional approaches, support services, and curriculum could be modified to improve student achievement and progress. Many initiatives resulted from these discussions including accelerated courses and concept-based modular instruction, academic support services, and learning communities. These approaches, in turn, are evaluated regularly to determine how effective they are in improving student learning achievement.

Self-Evaluation

The College meets the standard. The systems described above ensure the relevance and appropriateness of the College's programs and courses. The College is now on its third cycle of program review. Faculty drive each step of the program review and a division's future needs are addressed as course and program reviews trickle upward through the hierarchy of decision-making process. In the case of CTE programs, faculty members also utilize EMSI job outlook reports to aid them in evaluating the relevance of a program. Other instances such as the adoption of accelerated courses and student support services show that these systems

Standard II: Student Learning Programs and Services

do integrate planning and tangible changes have been made on campus.

Standard II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The El Camino College's planning and resource allocation is a systematic process, founded on the mission and Strategic Initiatives, and developed from both the Comprehensive Master Plan and Program Review. Participation in the process is broad-based, representing all areas of the College.

Members of the College community participate in planning in a variety of ways. First, students and selected employees from all constituent groups participate in comprehensive review and self-evaluation through the College's annual planning summits. Outcomes from planning summits include exchange of information about future trends that may affect the College, data-driven review and revision of the College mission and Strategic Initiatives, and evaluation of College performance. A recent summit occurred in the spring of 2013. Faculty, staff, students, and administrators gathered to set institutional goals concerning the number of degrees allotted and success rates; participants also voted to reaffirm the mission statement and drafted new planning model infographics. The draft infographics were also sent out campus wide for a vote. A more recent summit in April 2014 involved a review of the College Mission Statement, Vision Statement, Strategic Initiatives and the development of objectives. Second, representatives are active participants on Planning & Budgeting Committee (PBC) which oversees the planning and resource allocation process. And finally, members of the College community provide input for program review and the annual planning process.

The College assesses how well employees understand and participate in the annual planning cycle through a Planning Feedback Survey administered every two to three years. The survey is reviewed by the PBC and a list of recommendations are developed to improve understanding and involvement in the planning process

(report forthcoming) The next Planning Feedback Survey will be administered in spring 2014. Feedback on the Academic Program Review process was provided by the Dean's Council in fall 2013 (Nov 12 minutes).

The College has a cyclical, self-sustaining planning process influenced by the mission, Strategic Initiatives and ILOs. The Mission Statement guides decision making and planning while the Strategic Initiatives are institutional goals that help the College achieve its mission. The Strategic Initiatives influence Program Reviews which recommend improvements in different areas of the College. The ILOs inform curriculum review, program review, and college planning.

The Plan Development detailed below was shared on page 8 of The Annual Plan Newsletter.

Plan Development Cycle

- Departments review and update recommendations from past plans and program reviews to create a Program Plan.
- Division deans review prioritized goals from Program Plans and with their Division Councils decide what to incorporate into a Unit Plan.
- Vice Presidents review the prioritized goals from their Unit Plans to create Area Plans.
- All the Vice Presidents review priorities arising from their areas and collaborate to determine the institutions top priorities. These prioritized funding requests are then presented to the Planning and Budgeting Committee.
- Planning and Budgeting Committee reviews funding requests submitted by the Vice Presidents for alignment with the College Mission Statement and Strategic Initiatives and forwards its endorsements to the President.
- Plans meeting presidential approval are forwarded to the Board of Trustees, which issues the final approval of the budget.

The College also has a Comprehensive Master Plan that consists of an Educational Master Plan, Facilities Master Plan, and a Technology Master Plan. These plans are founded on the Mission Statement, Strategic Initiatives, Program Review findings and recommendations, and Institutional Learning Outcomes.

The timing for review occurs at different times. The Mission Statement is reviewed every five years. The Strategic Initiatives are also reviewed every five years and since 2013 have been assessed annually. The PBC reviews the Master Plans every five years as well. Program Review occurs every four years, Curriculum

review every six. Annual Plans and the Enrollment Management Plan are reviewed every year while SLO review is ongoing.

A wide variety of data is available for program and college planning. A standard data set is provided to faculty embarking on a cyclical program review process. Student Services programs gather and report standard metrics during each semester to support planning. Periodic internal and external scans are conducted to support College self-evaluation, understanding, and future planning. Scan metrics include longitudinal student achievement, progress and goal completion data; student enrollment and demographics; external job outlooks & market analysis; and population and K-12 enrollment trends. College factbooks ([ECC](#) and [Compton](#)) and external scans are accompanied by interpretive narrative to assist in the understanding and usefulness of the data. The Institutional Research and Planning [Web page](#) makes many of these studies available for review to the campus and the public.

Self-Evaluation

The College meets the standard. Specific processes and systems are in place that regularly allow for review and evaluation of student learning outcomes. Faculty members are invited to either be participants in stated processes or can easily access the results at the Institutional Research and Planning Web page. The College's renaming of the Institutional Research department to Institutional Research and Planning evidences the College's desire to more closely merge data and planning.

Standard II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

El Camino College uses two program examinations, the Degrees of Reading Power (DRP) and the Townsend Press exam. The English Department has used the tests as a standardized exam to assess students' progress in its developmental reading classes. Exam scores are incorporated into student grades but are not the sole measure of whether a student proceeds to the next class as an exit exam would.

In spring 2014, the Reading faculty agreed to develop a shared department-wide pedagogy and choose student learning outcomes based on that shared pedagogy.

Developing new SLOs will also involve examining the appropriateness of these exams for the student population and course content. During this process, the faculty decided to make the usage of these exams optional. At a department meeting on March 14, 2013, the Reading Committee decided that reviewing the validation process would be beneficial in order to see that the test is valid for the College's population. Validating the tests will be part of the Reading Committee's larger review of English 82, and the department has requested the assistance of Institutional Research and Planning to do so. ([II.A.2.g. Reading Committee minutes March 14, 2014](#); [II.A.2.g. Reading Department Testing Guide](#))

Self-Evaluation

The College meets the standard. As part of its SLO and pedagogy review, the department has decided to review the usage of the program exams. The review from Institutional Research will continue and the data will inform the practices of the department.

Actionable Improvement Plans

The English department and Institutional Research will work together to validate the tests and ensure that the exit exams are unbiased.

Standard II.A.2.h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

College work at El Camino College (ECC) is measured in terms of semester units. A "unit" is a credit per hour scale for degree- and non-degree applicable credit courses. Noncredit type courses like ECC's English as a Second Language do not record any credit in a student's record and are offered as "0" units. The amount of credit awarded shall be adjusted in proportion to the number of student learning hours of lecture, study, and/ or laboratory work noted in the Course Outline of Record (COR). Unit value is determined by dividing the total hours of an 18-week semester by 54. Unit values are never rounded up to a higher unit value. Some of ECC's Career Technical Education (CTE) courses i.e. Nursing, Radiologic Technology, Engineering Technology, and Cosmetology have courses with ½ unit values. [Grading policies](#) and the criteria for awarding credit for courses are clearly stated in the college catalog (page 42).

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Title 5, section 55002.5 establishes the minimum expected time on task (lecture, study, and/or laboratory work) that is necessary to award one unit of credit. For each hour of lecture, students are required to spend an additional two hours of study outside of class. The number of units awarded for laboratory courses is generally based on the number of hours of laboratory work, presuming the students complete most required work in class. Although ECC uses a compressed academic calendar, the Chancellor's Office recommends that colleges use the 18-week semester as the basis for student contact hour calculations used in the COR.

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), section II.B. Course student learning objectives cover the primary components leading to student achievement of the course's intent. Objectives are measurable and correspond to topics of instruction listed in COR's outline of subject matter. Many learning objectives reflect critical thinking and incorporate verbs from Bloom's Taxonomy that relate to higher cognitive domains i.e. analysis, synthesis, and evaluation. ECC faculty provides students course syllabi which includes learning objectives from the COR. Student learning outcomes (SLO) are also included in the course syllabi. In addition to the learning objectives for the course, the COR also provides information including: course content, student learning outcomes (SLOs), methods of presentation and assessment; sample assignments; textbooks or resources used in the course; the number of semester contact hours; the number of units; course transferability; and any requisites or advisories.

The COR is developed by faculty and goes through a review and systematic approval process incorporating faculty, articulation officer, curriculum advisor, curriculum institutional officer all of which are part of the division and/or college curriculum committees. The CORs are reviewed and updated within a 6 year period and courses that are deemed vocational and categorized as Career Technical Education (CTE) are updated every 2 years. Our College Curriculum Committee (CCC) is a subcommittee of our Academic Senate and meets regularly on bi-monthly basis.

Self-Evaluation

El Camino College meets the standard of awarding credits based on student's achievement of the course's stated learning objectives. Units of credit awarded meet Title 5 section 55002.5 regulation and are reviewed

by the College Curriculum Committee in a timely manner. Units of credit awarded are also consistent with instructional policies that reflect equivalencies in higher education.

Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

In order to ensure that all baccalaureate-level courses articulate with courses offered at four- year colleges and universities, the Curriculum Committee requires that all courses, both new and revised, have clearly stated SLOs based on measurable objectives contained within the Course Outline of Record. Faculty continue to work collegially within their programs to create meaningful assessments of student achievement of the stated outcomes. The direct relationship between course and program outcomes (including department, degree, certificate, or other specialized programs) ensures that the program-level outcomes are the basis for awarding degrees and certificates at El Camino College. As a result, all courses are aligned to Program Learning Outcomes, where the course and/or program outcomes are the rationale for the awarding of grades and course credit. Thus, program outcomes are the overarching statements that were developed based upon the more specific outcomes developed for each course. And most importantly, the course level and program level outcomes are directly linked to each other. Following the development of the course and program level learning outcomes that lead to degrees and certificates at El Camino College, some career technical education programs followed suit in order to link their outcomes to external licensing examinations. For example, in Nursing 255: Advanced Nursing Process II-Clinical Preceptorship the student learning outcome assessment is that the students will pass the ATE Compressive Predictor exam based on National Standards. In Welding 28: American Welding Society D1.1 Certification Test Preparation, the SLO statement directs "At the completion of this course, students will be prepared to take the written exam for their LA City D1.1 Structural Steel certification."

The information about the awarding of course credit is available to all members of the El Camino College campus community in both the online and hardcopy versions of the College Catalog and Schedule of Classes. These publications contain explanations of the award of credits, appeals procedures, withdrawal

deadlines and procedures, incomplete grades, how GPA's are calculated, academic probation procedures, procedures regarding academic dishonesty, special program requirements, academic regulations for grades, policies for credit for prior achievement and credit by examination of classes, and assessment procedures for all courses, mathematics classes, and English classes.

In order to receive a degree or certificate, students will demonstrate competency by meeting the following conditions according to the college catalog:

1. Students must complete at least 12 semester units of study in residence within requirements for either the general education and/or major at El Camino College.
2. Sixty (60) degree applicable units are required for the associate degree, including appropriate general education and major requirements.
3. Coursework toward the degree must be completed with a cumulative grade point average (GPA) of 2.0 or higher in work at El Camino College and in work completed at all colleges.
4. A minimum grade of "C" in a Freshman Composition course, a Mathematics course, and in all courses toward a major.

Self-Evaluation

The College meets the standard and seeks to create learning outcomes with meaningful assessments by ensuring that student achievement of learning outcomes are directly linked to student success in their courses at ECC. Faculty experts create the outcomes and assessments that are critical for students to achieve success in each course and program. Credit for individual classes, degrees, and certificates are therefore awarded based upon successful student performance in all college courses, thus achieving the stated learning outcomes of El Camino College.

Standard II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

In 2002, the College Board of Trustees adopted Board Policy 4025, Philosophy for Associate Degree and

General Education. The policy, revised in 2013, states the associate degree is designed to "lead students through patterns of learning experiences designed to develop certain capabilities and insights" and "Each associate degree offered by the College shall contain a pattern of general education and major courses selected to assure the collection of experiences, capabilities and insights." The courses and programs presented meet standards approved by the Board of Governors of the California Community Colleges as stated in the California Administrative Code, Title 5, Section 55002.

During the years 2002-2005, an Associate Degree Committee, established by the Academic Senate and the Vice President of Academic Affairs, thoroughly reviewed general education requirements and proposed changes. The Committee, with participation from instructional and counseling faculty and administrators, conducted an extensive review of associate degree requirements, including general education. The Committee produced a statement of "General Education Criteria for Associate in Arts and Associate in Science Degrees," which was presented to the College Curriculum Committee (CCC) and approved by the Board of Trustees. This statement is published in the College Curriculum Handbook and the College Catalog (pg. 58). The degree requirements for an associate degree at the college include six areas of general education Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education, Mathematics Competency. For each area, the College has adopted criteria for designation of courses which satisfy the requirement.

To be included as a general education course, a course must be recommended by faculty members from the discipline and approved by the CCC. Each academic program has established its Student and Program Level Outcomes, and these in turn contribute to and are aligned with Institutional Level Outcomes. All programs are scheduled and coordinated by the Office of Academic Affairs and each program review follows an established procedure. Faculty within the program use institutional data, analysis of curriculum, established trends, and results and reflections from SLO and PLO assessments to evaluate their program. The evaluation conducted through the review allows faculty to evaluate the quality of their program and what measures need to be in place to improve each program's course offerings and ultimately its program offerings. To a large extent, courses are included in the general education pattern based on articulation with the four-year schools and

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criteria for inclusion in the different patterns developed by the California State University (CSU) system and the University of California (UC) system. General education curriculum in the community colleges closely mirrors the four year schools.

Self-Evaluation

The College meets the standard. The philosophy for general education was established by the governing board and is implemented through a process relying on faculty disciplinary expertise. The effectiveness of these general education courses is a result of a rigorous curriculum and program review process that incorporates SLOs.

Standard II.A.3.a. General education has comprehensive learning outcomes for the students who complete it, including the following: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

Courses are selected for the general education breadth patterns by the academic division submission to the CCC. The CCC is responsible for determining where courses fit into the general education pattern; however, the committee relies strongly on the recommendation of the program faculty. Courses with similar subject and course content may vary in lab or lecture loads or hours; however, they are comparable to the general education courses at other schools. When courses are brought before the CCC, the committee, in coordination with the originating faculty members, will make a determination if the course has sufficient rigor to meet the standards of scholarship of the college. The courses are discipline based and related to criteria at the four year schools, articulation agreements, and comparisons to other community colleges in California. The CCC also responds to legislation such as Senate Bill 1440, and as of spring 2014 has created seventeen Associate Degrees for Transfer (AA/AS-T) in Administration of Justice, Art History, Communication Studies, Early Childhood Education, Elementary Teacher Education, English, Geography, Geology, History, Journalism, Mathematics, Physics, Political Science, Psychology, Sociology, and Theatre Arts. Additional AA/AS-T degrees have already been submitted to the Chancellor's Office for review and approval.

The College uses its comprehensive Institutional Learning Outcomes (ILOs) to assess General Education (GE) areas. Current ILOs strongly correspond to GE areas. These ILOs shape all general education courses including the disciplines such as Natural Sciences, Social and Behavioral Sciences and the Humanities. The goal of general education (page 58) is accomplished through the College's ILOs which include developing students' critical thinking skills, learning to communicate effectively in writing, acquiring an understanding of the major concepts to solve problems, and employing methods of scientific inquiry to understand the world around them. ILOs allow institutional-level assessments to apply to all students, including those taking GE courses. This approach provides assessment results that are useful and actionable at the GE level.

Every program at ECC has aligned course student learning outcomes (SLOs) with program student learning outcomes (PLOs). All course and program learning outcomes are aligned with institutional learning outcomes (ILOs). As part of this comprehensive alignment, all general education courses are mapped to the College's ILOs. To evaluate whether students are able to apply their understanding to subsequent coursework, employment or other endeavors, the College assesses its ILOs.

Through scheduled ILO assessments, the College has assessed all ILOs and, thus, all GE areas. The College has completed a full cycle of assessments for its initial ILO statements. The Content Knowledge ILO assessed that students have an understanding of the basic content and methodology of all major areas of general education. The Critical, Creative, and Analytical Thinking ILO and the Communication and Comprehension ILO assessed students' knowledge, skills, and abilities in the general education areas of humanities and fine arts, natural sciences, mathematics, language and rationality, health and physical education, and social sciences. ILO assessment results were widely shared and discussed and action plans were developed as appropriate. A revised set of ILOs was approved on May 8, 2014, after a careful review process that ensured strong alignment of revised ILOs with all general education areas. The ILOs form the basis of student learning objectives. These are outlined in the course objectives for each course and available on course syllabi.

Self-Evaluation

The College meets the standard. The courses included in the general education requirements for a degree expose students to basic knowledge in humanities and fine

arts, the natural sciences, and the social sciences. The CCC's vetting process considers internal and external factors concerning the College. Review assures that the proposed course outlines adhere to the standards stated in the course catalog and to standards dictated by the state of California. This process ensures that content and methodology are included in all course outlines. ILO assessments will demonstrate student attainment of general education course objectives.

Actionable Improvement Plan

Combine aggregated course and program GE area assessment data with other stand-alone ILO assessment methods to deliver comprehensive assessment data for analysis and possible actions.

Standard II.A.3.b. A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

To ensure that ECC graduates are productive individuals and lifelong learners, the College has ILOs that address the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking, as well as social responsibility and personal development. Students have a wide variety of courses to choose from that teach these skills. All SLOs and PLOs are aligned with the ILOs which were constructed from the College's mission statement and include the skills desirable in a collegiate-level general education curriculum.

In addition, section 55002 of California's Title 5, Administrative Regulations, relates to this standard:

The course provides instruction in critical thinking and generally treats subject matter with a scope and intensity which prepares students to study independently outside of class time and includes reading and writing assignments and homework. In particular, the assignments will be sufficiently rigorous that students completing each such course successfully will have acquired the skills necessary to successfully complete college-level work upon completion of the required sequence of such courses.

The College Curriculum Committee review processes ensure that course offerings meet this requirement.

The following original ILOs were well aligned with the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, and critical analysis/logical thinking: Content Knowledge ILO, Critical, Creative, and Analytical Thinking ILO, Communication and Comprehension ILO, and Information and Technology Literacy ILO. The assessment for the Critical, Creative, and Analytical Thinking ILO showed that exiting students indicated that their critical thinking skills have improved since they began their education. Analysis of course grades in this competency revealed that exiting students demonstrate high performance in success, retention, and GPAs in courses with a greater emphasis on critical, creative, and analytical thinking. The assessment for the Communication and Comprehension ILO indicated that the vast majority of exiting ECC students rated themselves as mastering the skills of Communication and Comprehension. The highest rated skills included writing and the expression and discussion of ideas. Holistic competency ratings of respondents by their instructors yielded somewhat lower average assessments of competency, but with an average well above "somewhat" competent. Finally, analysis of course grades in this competency showed high performance in terms of course success, retention, and GPA for exiting students in courses with strong emphasis on the ILO. The assessment for the Information and Technology Literacy ILO demonstrated the following: students completing their first year at ECC performed better than students at other community colleges on all skill sets covered in a standardized test of information literacy skills; second year students performed better than at other community colleges on three of eight skills; and compared to all ECC students, performance improved as units earned increased (for most skill sets).

During the spring 2014 semester, the Assessment of Learning Committee engaged in extensive discussions to revise and refine the six ILOs that had recently been assessed. The committee developed a set of four redefined ILO statements that were subsequently sent to the Academic Senate for review and approval. The senate reviewed the redefined statements on April 15 and May 8, 2014 and ratified them on May 8, 2014. The following revised ILOs are well aligned with the areas of oral and written communication, information competency, computer literacy, scientific

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and quantitative reasoning, and critical analysis/logical thinking: Critical Thinking ILO, Communication ILO, and Information Literacy ILO.

As ILOs assessment methods are refined in the future, they will assist the college in measuring student skills in these areas and implementing actions to improve student performance. Planned ILO assessments with aggregated course and program data combined with stand-alone institutional data will provide additional and more specific measures of how well students achieve general education outcomes outlined in this standard.

Self-Evaluation

The College meets the standard. ILO assessments indicate that the College does encourage students to become productive individuals and lifelong learners in the areas of oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking.

Standard II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

The broad themes of ethics and citizenship are echoed in the College's Philosophy for Associate Degree and General Education. Throughout its general education program, the College educates its students in diversity, aesthetic appreciation, social responsibility, and personal development. Social and Behavioral Sciences general education courses foster an appreciation and understanding of humans as individuals and social groups. Humanities general education courses promote appreciation of cultural activities and artistic expressions of human beings. Health and Physical Education classes promote lifelong understanding of the basic human need for development and maintenance of health.

Qualities such as civility and interpersonal skills, respect for cultural diversity, civic and social responsibilities are addressed in the offerings of the College. Courses in such areas as Human Development, Philosophy, ethnic studies, Humanities, History, and Political Science, Child Development, Health, and Communications all address these qualities in varying degrees. For example,

one of the course objectives for Human Development 10: Strategies for Creating Success in College and in Life is "Examine the dimensions of diversity and demonstrate the importance of social interaction skills by working effectively in groups." Specific courses and programs, such as Human Development 10, have incorporated a service learning component which integrates community service and civic responsibility with academic instruction. Students gain valuable knowledge and skills that integrate with course objectives. It connects academic coursework and civic responsibility and focuses on critical, reflective thinking and experiential learning, thus enriching the learning experience and strengthening communities. One of the largest programs on campus to embrace service learning is the First Year Experience (FYE). The purpose of the service learning component of FYE is that "Service-learning is thoughtfully organized and emphasizes working collaboratively with the community (those receiving the service) in the identification, planning, implementation, and evaluation of the service-learning course and service activities."

The original Community and Collaboration ILO and Personal and Professional Growth ILO addressed what it means to be an ethical human being, an effective citizen, and how to appreciate cultural diversity. They were both assessed in 2012 with positive results. The Community and Collaboration ILO assessment found that students indicated that their time at the college has encouraged them to take on more responsibilities inside and outside the classroom. This in turn increased their collaboration with other students and encouraged them to be more active in their communities. The assessment also demonstrated that students were more likely to work collaborative with their peers. Students expressed that this collaboration helped them academically and increased their understanding of students from different backgrounds. Students expressed that class discussions of various issues has empowered them to seek out ways that they can actively participate in their communities. Finally, this ILO assessment showed that students gained confidence in classes and were more comfortable taking on leadership roles primarily when working in groups in their classes.

The Professional and Personal Growth ILO assessment indicated that the College had an impact on their professional growth when it came to "learning, understanding information and having conversations with others regarding important matters." Students indicated that their experience at the College had a positive influence on their self-esteem as they have

improved their knowledge and have increased social interaction.

The revised Community and Personal Development ILO, which effectively combines the original Community and Collaboration and Personal and Professional Growth ILOs, also strongly addresses what it means for a student to be an ethical human being and an effective citizen as well as how to appreciate cultural diversity. Assessments for this revised ILO will measure students' knowledge, skills, and abilities in these areas.

Self-Evaluation

The College meets the standard. The College is committed to educating students in the areas of ethics and citizenship. Many opportunities for students to engage in civic-minded activities and courses exist. ILO assessments indicate that the college does encourage students to develop skills in the areas of diversity, aesthetic appreciation, social responsibility, and personal development.

Standard II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

According to the 2013-14 college catalog, the description of the Associate Degree (page 58) states that "the student shall possess sufficient depth in some field of knowledge to contribute to lifetime interest." Along with these requirements, students will successfully complete a minimum of 60 units of degree applicable coursework that includes 23-31 units of general education, a minimum of 18 units of focused study in the major or in an interdisciplinary core, and, if necessary, electives. A complete list of the focused areas of study is available in the 2013-14 catalog on page 61.

During the 2013-2014 school year, the College is offering 65 Associate of Arts and Associate of Science degrees, a number of which have options within the major. In addition to degree programs, the College also offers 32 state-approved Certificates of Achievement and nine state-approved Certificates of Accomplishment in specific core areas, many of which provide options from which the student can choose. Each of the ECC certificate programs requires completion of courses in a particular field. Unlike degree programs, courses outside the field are not generally required. Specific

certificate requirements are listed in the catalog, page 66. The Compton Center offers two programs that are unique to Compton: non-credit ESL and Commercial Music. The catalog lists 30 Associate in Arts Degree programs and 47 Associate in Science Degrees, for a total of 77 AA/AS degrees.

During the 2011-2012 academic year, the College's faculty in conjunction with the Articulation Officer began developing the SB 1440 legally-mandated 60 unit Associate Degrees for Transfer (AA-T and AA-S) and as of the 2012-2013 catalog year, four such degrees had been developed, each of which requires students complete a minimum of 18 units of focused study in the major and are CSU or IGETC certified. The 2014-15 catalog has 16 approved AA-T/AS-T degrees listed.

All degrees are reviewed by the College Curriculum Committee to ensure that they meet Title 5 requirements with regard to general education and in-depth study before they are submitted for state approval.

Self-Evaluation

The College meets the standard. Degree requirements are clearly outlined in the 2013-2014 college catalog with respect to both general education and major. Students are given three general education patterns from which to choose, and each degree offered lists at least 18 units of coursework in the major under the "El Camino College Major Requirements" heading for all disciplines in which a degree is currently offered. The College's commitment to focused study is likewise reflected in both its definition of the associate degree and in Board Policy 4025

Standard II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure certification.

Descriptive Summary

El Camino College offers over 33 career and technical education programs which lead to degrees and certificates. All academic degrees require completion of a general education component. Many of these programs offered prepare students for external accreditation through national and state agencies and external licensure and certification. Employment competencies are assured by the input of advisory committees which are composed of professionals in the field to ensure that technical and professional competencies meet industry standards and employment demand. Employers on the

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advisory committees give input on the effectiveness of the curriculum and report on the preparation of graduates from the programs. Career and technical education programs are reviewed on two-year cycles to ensure they continue to meet community industry standards.

El Camino College was one of ten community colleges participating in the pilot CTE Employment Outcomes Project in 2012. The purpose of this statewide project was to address the current lack of data to validate the impact of CTE programs. In an effort to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California community colleges—including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs—El Camino College and other community colleges partnered with the RP Group, the Bay Area Community College Consortium and practitioners from around the state to develop a universally available survey methodology. A survey based on completers and leavers was conducted in 2011-2012. Although the response rate for El Camino College was lower than hoped, 29%, the results of the

survey were encouraging. The results of the survey showed that taking at least twelve units of vocational coursework in the same program (determined by 2-digit TOP code), even without earning a certificate or vocational degree, is related to positive employment outcomes. Most of those who completed 12 or more units of vocational coursework at El Camino College are employed, working in the same field as their studies or training, and are working full time. Even without earning a certificate or degree, vocational students posted an 18% increase in their hourly wage after their studies. The CTE Employment Outcomes Project survey 2013 will be conducted once again in 2012-2013 at the College and ECC Compton Center.

The following programs providing career technical education certificates or degrees undergo periodic review and accreditation through external accrediting agencies. These programs include Cosmetology, Fire and Emergency Technology, Nursing, and Radiologic Technology. The high pass rates indicate that the students can meet employment and are prepared for external licensure exams. Licensure exam passage rates are made available to the public on the IRP Web page.

Program	Pass Rate
Cosmetology <u>California State Board of Cosmetology</u>	First time pass rate 2011-2012: Written: 49% Practical: 97%
Fire and Emergency Technology <u>Paramedic National Registry Examination for Emergency Medical Technician -Paramedic</u>	First time pass rate 2011-12: 50%%
Nursing <u>NCLEX –ECC 2012-13</u> <u>NCLEX - Compton 2012-13</u>	97% 81%
Respiratory Care NBRC-CRT 2012-13	83%
Radiological Technology- National Registry Examination (<u>ARRT</u>)	100%

El Camino College continues to offer a broad range of Career and Technical Education programs to meet community organization and economic development needs in the areas of industry, business improvements and entrepreneurship training. Several of these programs have been long established, such as the Nursing, Childhood Education, and Automotive Technology, while others, like Heating, Ventilation and Air Conditioning (HVAC), have been only recently added. One such newly created program is the Career Advancement Academy (CAA). The CAA is a training program that combines technical skills, workplace readiness workshops, and academic skills and essentially provides students with the hard skills as well as soft skills needed for employment. Students from ECC Compton Center can choose from a number of CTE programs, for example the Aerospace Fastener Technology Program. The program has been very successful in working closely with industry partners like the Industry Fastener Institute (IFI) which is hired many of the students who finish the program. As a result, according to our job surveys, we have placed 40 students in jobs during 2011-2012 (II.A.5. Job Placement Survey). Compton Center has the only community college based aerospace fastener manufacturing training center in the United States.

CTE programs adhere to a competency-based curriculum. Curriculum is developed and modified to comply with licensing requirements, with changes in regulations, and with mandates from external agencies. CTE courses and program modifications reflect external curricular mandates. New vocational certificate and vocational degree programs are submitted to the Los Angeles/Orange County Workforce Development Leaders (LOWDL) for approval and are forwarded to the Chancellor's Office for approval. Students are informed of licensure or certification changes through the College Catalog or other college publications and postings. The ability to demonstrate the technical and professional competency required by business and industry or a licensing and certifying agency is stated in course outlines as objectives and/or as program outcomes. All faculty strive to ensure that the curriculum is structured to prepare students for the rigors of job demands and licensure in their chosen fields.

Self-Evaluation

The College meets the standard. El Camino College ensures students earning vocational and occupational degrees and certificates will demonstrate the necessary skills and competencies to meet the requirements of the labor market in their respective field of study. The pass rates from the external licensure and certification

bodies indicate that students are prepared for the fields they are entering.

Standard II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

Descriptions of programs and courses are printed in the El Camino College catalog. The printed catalog is available at the bookstore for purchase and is also available online in PDF and flipbook format, at no cost. The PDF document is accessible to students through a direct link on the ECC homepage and a link on the class schedule page. Information provided to current and prospective students includes clear and accurate information about educational courses and programs and transfer policies. Each description consists of the knowledge and skills students will develop, as well as the courses required to complete the program. As such requirements change; they will be approved by the Curriculum Committee.

Faculty, classified staff, and administrators participate in updating the catalog on an annual basis. The College and ECC Compton Center are made aware of the new catalog edition through email notifications. The catalog description is proposed by faculty in the discipline and approved by the College Curriculum Committee as a component of the adoption or review of the program. The catalog is reviewed and revised every year to reflect changes in certificates, degrees, courses, prerequisites, articulation status, and other related requirements. The catalog is a comprehensive publication that is kept current by the Office of Academic Affairs and the Public Relations & Marketing Department.

All faculty are required by the labor agreement and college policy to complete and distribute to students a comprehensive course syllabus that describes content, course objectives, examination requirements, and other information required for students to successfully achieve learning outcomes and complete the course. Syllabi are distributed on the first day of instruction and in some cases, are available on the instructor's Web page

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or course Web page. All division offices are required to maintain a copy of current course syllabi and to ensure the inclusion of SLOs. ECC Compton Center even offers its faculty a syllabi template to follow. Syllabi can be found in the division offices themselves or on the web if the department chooses to post them. At ECC Compton Center, the Office of Academic Affairs maintains a copy of all syllabi for courses taught in a given semester.

Self-Evaluation

The College meets the standard. A collection of syllabi by divisions verify that students receive syllabi on the first day and that all syllabi include student learning outcomes and institutional policies. Institutional publications, such as the college catalog, provide accurate information pertaining to degrees and certificates.

Actionable Improvement Plan

Program mission statements and PLOs will be published on program area websites.

Standard II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

El Camino College communicates transfer of credit policies in writing and via specific services within Admissions and Records. Incoming students submit official transcripts from other institutions to evaluators in the Office of Admissions and Records for review. Counselors review the student's transcripts and certify on the education plan how courses taken at another institution can be used to fulfill degree or transfer general education requirements. Every effort is made to ensure that the courses accepted for credit are comparable to those currently offered by the college. Students are informed of the policy in the 2013-14 college catalog on page 54.

The Transfer Center provides workshops, transfer fairs, and information containing statewide articulation

agreements. The Transfer Center also gives students hard copies of curriculum guide sheets; these are also available online within the Counseling Division's Web page, and in the college catalog. With regard to the latter, pages 68-72 of the 2013-2014 catalog clearly explain the transfer process to students as well as delineating both CSU and UC general education requirements. In addition, the CSU and/or UC transfer status of every course the College offers is also included in the catalog prior to the course description. The College's policies on credit for Advanced Placement examination, International Baccalaureate (IB) Exams, College-Level Examination Program (CLEP), and military service are specified in the catalog.

Aside from Counseling and Transfer Center services, El Camino College likewise maintains comprehensive articulation agreements with a number of public and private colleges and universities, including out-of-states (OOS) and historically black colleges and universities (HBCU's). These agreements are created through the cooperative efforts of the college's Articulation Officer, its faculty, and the faculty and articulation staff at the receiving institutions. Currently the College maintains a variety of articulation agreements with 55 four-year universities: 23 California State University campuses, 10 University of California campuses, and 22 private institutions. Seven advising guides for HBCU's are also available to students. Most of these agreements include major preparation, general education, course-by-course lists, and transferable-course agreements that are available to students in electronic format and through Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST).

As part of the articulation process, all newly developed or revised courses are reviewed for CSU and UC transferability. To this end, the Articulation Officer works closely with all teaching faculty to facilitate the transferability of new and revised courses to the university, and she conducts ASSIST workshops to enhance their understanding of articulation agreements. Once a new or revised course has been reviewed and approved by the College Curriculum Committee for CSU and/or UC depth and breadth, the Articulation Officer electronically submits it for possible inclusion on the CSU or UC general education pattern via ASSIST and Online Services for Curriculum and Articulation (OSCAR). After the CSU's and UC's render their decisions, the Articulation Officer notifies the counselors and the evaluators in writing and promptly updates the CSU and UC general education curriculum guide sheets in both hard copy and online.

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These updates likewise include the term and year for which the courses are being accepted for general education credit. The Articulation Officer also ensures that all new course approvals are likewise included in the following year's catalog.

The Articulation Officer also consistently reviews the transferability of courses through annual course submissions to the UC's and bi-annual submissions to the CSU's and ASSIST. Private university articulation agreements are ongoing. Each year, the Articulation Officer also prepares a yearly curriculum change document and electronically submits it to the college's counselors and evaluators as well as to the California Intersegmental Articulation Council (CIAC) listserv so that its members can receive the college's catalog information together with any changes to existing courses and all new or inactivated courses.

In addition to accessing counseling, Transfer Center and articulation services, students who attend El Camino College can use Datatel's Degree Audit Program to evaluate their progress toward associate degree completion and/or general education certification.

Self-Evaluation

The College meets the standard. Articulation and transfer information is maintained and communicated in the catalog, on the College's website, and via specific services such as Transfer Center workshops. All courses transferred into the college are carefully evaluated for transferability and comparability, and the Articulation Officer regularly assesses the college's articulation agreements to ensure their viability and relevancy.

Actionable Improvement Plan

Develop a process for the regular review of the policy for the acceptance of transfer credit.

Standard II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

When program requirements are significantly changed or programs are eliminated, students are assisted by counselors and evaluators with identifying options and petitioning for individual course substitutions and/or course waivers as appropriate. Efforts are made to identify course substitutions rather than waiving

requirements. Requests by students to use alternate courses toward requirements of the degree or certificate are reviewed by the appropriate faculty and dean after students request course substitutions from Admissions and Records.

No programs have been eliminated in recent years, but several programs have been modified. The College has developed a Program Discontinuance Policy which is expected to be approved by the Board by July 2014.

Self-Evaluation

The College meets this standard. The Board received a Program Discontinuance Policy for first reading in June 2014 and is expected to approve it by July 2014.

Actionable Improvement Plan

Develop a systematic procedure to identify, notify and advise students when program requirements change. Include a plan for a regular review of the procedure.

Standard II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

El Camino College represents itself clearly, accurately and consistently in all materials, both print and online.

College Communications

El Camino College is committed to providing informational, easy-to-use, and accessible publications that support the College's Mission statement, strategic goals and branding efforts. This commitment includes a campus-wide effort and begins with the El Camino College Public Relations & Marketing (PR&M) Department. The PR&M Department researches, designs, produces and delivers professional communications to a diverse student population, ECC employees (internal), the communities across the world (via the Web), the media, and elected and community leaders.

Information is shared internally with staff and faculty through bi-weekly *President's Newsletters*; *ECC Matters* – the online monthly newsletter for El Camino

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College; The Messenger, formerly called Center News - the combined online bi-monthly newsletter for Compton Center and the Compton Community College District; email blasts; and social media channels (Facebook, Twitter, Instagram, and YouTube for ECC and Compton Center). Information is shared externally through bi-annual community newsletters (for ECC and Compton Center); Outreach material for high schools (fliers, postcards and brochures); email blasts; as well as social media channels (Facebook, Twitter, Instagram, and YouTube for ECC and Compton Center). The Web site for Public Relations and Marketing archives much of this media and is a centralized location for the public to access information.

The PR&M Department regularly updates the Communications Guide and Publication Standards Manual. The Communications Guide, which was updated in 2012, may be viewed on the PR&M Department Web page.

College Catalog and Class Schedule

The Office of Academic Affairs coordinates the divisions and departments across campus to annually review the catalog prior to the yearly publication. A print version is available for purchase in the Bookstore. The catalog is also posted online as a searchable PDF for download and printing. Beginning with the 2011-12 edition, the catalog is also published in flipbook format with a variety of features including hyperlinks, as well as search, full screen and zoom features. The catalog includes a Center supplement, which includes policies and procedures whose application is implemented differently than on the College campus. It also specifically includes a listing of Center administrators and faculty. Compton Center administration, under the direction of the Vice President, reviews the college catalog annually, to ensure that it is accurate, up-to-date, and consistent in the presentation of information.

Class schedules are produced three times per year – fall, spring and summer. Printed copies are available for purchase at the Bookstore and online versions, PDF and flipbook are available, free of charge, on the College and Center's Web pages. The Online Searchable Schedule is the most up-to-date source for course offerings, reflecting changes that may have occurred after publication of the printed schedule. It is noted in the printed schedule to check the Online Searchable Schedule for the most current course listings. This makes it possible for students to take courses on both campuses, as best fits their needs.

Websites

El Camino College provides essential online access to the College and its centers through website maintenance and incorporation of new technology. The Public Relations and Marketing Department maintains the official presence on social media channels as a way to communicate with students as well as provide information and an online connection to the college. In June 2010, the redesign of the El Camino College website provided easier access to information and resources for students, faculty, staff and the community. A recent redesign in 2014 provides an updated homepage with easier navigation and one-click access for important features.

Outreach Communications

The Office of Outreach and School Relations delivers more than 12,000 class schedules annually to more than 80 high schools, adult schools, regional occupational centers, libraries and community centers. Target audiences of Outreach communications include: residents of all ages in the cities served by the College and ECC Compton Center (both in- and out-of-District). College communications such as the *President's Newsletter*, *Community News* and *ECC Matters* are written, reviewed and created by the Public Relations & Marketing Department for Outreach purposes – for divisions, programs and events.

Board Policies

Board policies and administrative procedures are publicly available on the College's Board of Trustees Web page. This is updated as new versions or new policies are approved by the Board of Trustees. Select policies that pertain to Academic Affairs and Student Services are published in the schedule of classes as well as the catalog.

Self-Evaluation

The College meets the standard. 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.

Standard II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional belief or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

The El Camino College Board of Trustees has adopted policies and procedures in order to ensure the academic integrity of the teaching-learning process. These policies and procedures include academic freedom ([Board Policy 4030](#)), student's rights and responsibilities ([Board Policy 5506](#)) and student academic honesty and standards of conduct ([Board Policy 5500](#)). Additionally, there are policies concerning grading and academic record symbols ([Board Policy 4230](#)), probation, dismissal and readmission ([Board Policy 4250](#)), grade change ([Board Policy 4231](#)), textbook selection ([Board Policy 4045](#)), course repetition ([Board Policy 4225](#)), limitation to remedial coursework ([Board Policy 4115](#)), academic renewal ([Board Policy 4240](#)), program, curriculum and course development ([Board Policy 4020](#)) and philosophy for associate degree and general education ([Board Policy 4025](#)) which address this standard. Moreover, the College's Mission, Philosophy, Vision and Guiding Principles ([Board Policy 1200](#)) further convey the College's dedication to the free pursuit and dissemination of knowledge. These policies are available on the college website and in the [2013-2014 college catalog](#).

Self-Evaluation

The College meets the standard. Policies are reviewed regularly through consultation processes and available to the public.



Standard II.A.7.a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Academic freedom is addressed in [Board Policy 4030](#) and in the [2013-2014 college catalog](#) (page 45) and are available on the college website. Additionally, the faculty [bargaining unit contract](#) (pages 11-12) addresses academic freedom and its limitations. The policy on academic freedom makes it clear teaching carries responsibilities as well as rights. Accuracy, objectivity and respect of dissenting opinion are emphasized:

A faculty member shall have the freedom to examine or endorse unpopular or controversial ideas either in classroom teaching or in discussions with students as is appropriate to the course content or in academic research or publication, while recognizing the responsibility to be accurate, objective and respectful of others. ([Board Policy 4030](#))

Students may report instructors' behavior or comments to the division dean. If a student expresses concern about whether an instructor is delivering personal opinion in a class, the division dean may speak with the instructor to understand the situation and, if necessary, to recommend adjustments in the way the instructor discusses material per the Informal Resolution section of Administrative Procedure 5530 Student Rights and Grievances. Students may file a formal complaint by following the instructions found in the same procedure. [Administrative Procedure 5530](#) is available on the college website and in the [2013-2014 college catalog](#) (pages 31-33).

While Compton Center faculty adhere to El Camino College Board Policy 4030, Academic Freedom, adopted in 2006, they also are protected by and obligated to adhere to the following academic freedom policy statement, incorporated into the [faculty collective bargaining agreement for 2010-2013](#): "The District and Federation, recognizing that the search for the truth and the expressions of diverse opinions are essential to a democratic society, learning, and excellence in education, will encourage and protect academic freedom." The contract language on academic freedom in the faculty contract was linked to a CCCD Board Policy on academic freedom.

Self-Evaluation

The College meets the standard.

Standard II: Student Learning Programs and Services

Standard II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

El Camino College's academic honesty expectations are published in Board Policy 5500 Academic Honesty and Standards of Conduct. Consequences for academic dishonesty can be found in Administrative Procedure 5520 Student Discipline and Due Process Procedure. Regarding the expectation of academic honesty, BP 5500 states that the College "insists upon academic honesty" and "all members of the academic community, faculty, staff and students alike, must assume responsibility for providing an education environment of the highest standards characterized by a spirit of academic honesty." Furthermore, BP 5500 discusses the responsibility of the academic community and students in particular to promote a fair and honest educational environment. The Authentication Guidelines for Distance Education classes meet the requirements of the Higher Education Opportunity Act to ensure that the student who registers in a distance education course is the same student who takes the course and receives credit. Finally, consequences for academic dishonesty are found in AP 5520 which include assigning a failing grade for the assignment, suspension from class, and a creation of a student disciplinary file. Students seeking to appeal a disciplinary action resulting from an accusation of academic dishonesty may do so by following the Due Process Disciplinary Procedures found in AP 5520. BP 5500 and AP 5520 are available on the college website and in the 2013-2014 College catalog (pages 31-34). Additionally, excerpts from BP 5500 and AP 5520 regarding academic dishonesty are included in the class schedules (pages 7-8).

Self-Evaluation

The College meets the standard. Faculty members report academic dishonesty in compliance with Administrative Procedure 5520. Flex Day workshops are regularly presented by the Director of Student Development to inform faculty regarding academic dishonesty and student discipline issues. Additionally, upon request the Director of Student Development speaks to student groups and classes regarding academic honesty, misconduct and student discipline.

Standard II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

As a state-sanctioned community college, El Camino College does not promote a specific set of beliefs, a belief system or a worldview. However, conduct of faculty, staff, students and Board of Trustees members are discussed in various board policies and contractual agreements between faculty and the District and classified employees and the District. Board Policy 1200 The El Camino College Mission, Philosophy, Values and Guiding Principles, establishes guidelines for the academic environment.

Board Policy 2355 Decorum outlines unacceptable behavior at Board of Trustee meetings and Board Policy 2715 Code of Ethics/Standards of Practice establishes guidelines for trustee performance and consequences of not adhering to the policy Board Policy 3410 Nondiscrimination and Board Policy 3430 Prohibition of Sexual and Other Forms of Harassment provide evidence of the district's commitment to equal access and opportunity for all and maintaining a safe, harassment-free work environment. Prohibited behavior of faculty, methods of filing a complaint and complaint resolution are discussed in Article 22, Section 14 of the bargaining agreement (p. 127-128) between the El Camino College Federation of Teachers, Local 1388 and the District. All employees of the District are expected and required to conduct themselves in a manner which is appropriate to an academic environment and are not to engage in any prohibited behavior – that is, behavior which is demeaning, offensive, intimidating, or physically threatening to any other employee in the college community. Also included in Article 22, section 14c of the bargaining agreement as prohibited faculty behavior, is sexual harassment and discriminatory harassment. Unacceptable classified staff performance and potential disciplinary action for such behavior is discussed in Article 23, Section 1 of the bargaining agreement (pages 95-97) between the El Camino Classified Employees, Local 6142 and the District.

Board Policy 5500 Academic Honesty and Standards of Conduct and Board Policy 5506 Student Rights and Responsibilities provide guidelines for acceptable student behavior while on campus, in class or while attending any college-sponsored event, excursion or field trip. The policy goes on to list examples of behavior that constitute misconduct in seven key categories: 1) dishonesty, 2) disruptive behavior, 3) inappropriate conduct and expression, 3) drugs, alcohol and smoking, 4) theft, robbery and damage, 5) harassment and threatening/violent behavior, 6) weapons and misuse of facilities and 7) miscellaneous. Disciplinary action for acts of misconduct is discussed in Administrative Procedure 5520. Furthermore, Board Policy 5506 also discusses the responsibility of students to conduct themselves in accordance to established policies and procedures.

Along with rights, students have responsibilities as provided in law, the State Education Code, Title V matriculation regulations, Board policies, including the Student Code of Conduct, and health and safety considerations. Additional classroom behavioral guidelines may be established by the faculty member teaching a course and are presented to students in the course syllabus.

Self-Evaluation

The College meets the standard. Standards of conduct for employees and students of the District are well established in the campus community. This information is available on the college website as well as in printed publications and bargaining agreements of the District.

Standard II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

This standard is not applicable to El Camino College or the Compton Center.

Evidence – Standard II.A: Instructional Programs

Standard II.B. 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 appropriate measures in order to improve the effectiveness of these services.

El Camino College provides a diverse student population open access to various programs consistent with the College's mission to offer quality, comprehensive educational programs and services. The institution recruits and admits a population of students from broad ethnic, racial, and socioeconomic backgrounds. The annual ECC *Fact Book* details the student population served by El Camino College's many education programs and services. Enrollment in courses and programs is open to all students who have been admitted and meet the established prerequisites and eligibility criteria, as stated in Board Policy 5052. The College ascertains the abilities of incoming students using multiple measures via the matriculation process to properly place students into courses that meet a wide variety of career, personal, and educational goals. Students work with the Office of Outreach and School Relations, Testing and Assessment and Counseling to determine the appropriate courses and programs leading to success.

El Camino College offers a wide array of student support services and programs within the areas of Student and Community Advancement as well as Academic Affairs that support the achievement of the mission of the college. These programs create a pathway through the institutional experience characterized by a concern for student access, progress, learning and success. Each service is assessed through service area outcomes and/or applicable metrics to determine the effectiveness of the service. Many of the services also participate in program review as a stand-alone program or are incorporated into larger departmental program reviews.

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The College's student support programs are housed under one umbrella. El Camino College's Student Success Transfer and Retention Services (SSTARS) program is comprised of 30 student support programs housed throughout campus. The SSTARS program can be categorized into five areas: Counseling/Matriculation, Categorical Programs, Learning Communities, and Academic Support Services and other student services. Recognized by the Chancellor's Office as a best practice, the College was asked to present the program at the Student Success Conference in 2012.

The College offers a number of unique programs to serve the needs of identified student populations.

The First Year Experience/Learning Communities Program (FYE/LC) assists new students in transitioning from high school to college to attain their educational goals. The College's FYE program is recognized throughout the state and received an honorable mention at the 2012 California Community College Chancellor's Office Student Success Awards. FYE's program outcomes study revealed students in the FYE cohorts demonstrate high persistence rates and healthy success and retention rates while in the program. FYE students also outperform their comparison group in progression through the English course sequence.

The Honors Transfer Program (HTP) provides honors versions of general education courses. The program offers a Transfer Alliance Program (TAP) certification which provides students with priority admission consideration into University of California, Los Angeles' College of Letters and Science. Since 2009, over four hundred students from HTP have gained admission to UCLA through TAP.

The Mathematics, Engineering and Science Achievement (MESA) program provides support to students who are majoring in math or science. The MESA Program offers tutoring, counseling, and Academic Excellence Workshops for participating students. Since its inception in 1999, over five hundred MESA students have transferred to four year universities. The College recently opened a new, \$2.7 million dollar STEM center to house MESA.

The Puente Project and Project Success are academic and student support service programs designed to support transfer of underrepresented students that are considered at-risk, low income and/or first-generation college students. They are designed to increase the retention rate and to improve the academic performance

of Latino and African-American students, respectively. Students additionally are matched with a mentor from the community to gain additional support.

The Women in Industry and Technology (WIT) program provides nontraditional occupational support services for the College and ECC Compton Center through peer support groups, peer mentors, tutors, counseling, workshops, industry tours, career speakers, employment, and internship assistance.

The Career Advancement Academy (CAA) began in 2011 with a grant from the Chancellor's Office. CAA combines technical skills, workplace readiness workshops, and academic skills via a learning community model. With programs for Aerospace Fasteners, Machine Tool Technology and Welding, students can earn up to seven certificates and attend an exclusive job fair with partner employers. Faculty from the trades classes, basic skills courses and college success courses work collaboratively to support student success and learning.

The Student Athlete Independent Learning (SAIL) program provides special matriculation workshops, pre-registration course planning, priority registration, specialized tutoring, an athletic counselor familiar with eligibility requirements for all levels of transfer, Division I, II, III, NAIA, recruitment assistance, individualized educational planning, and a human development course geared towards the unique needs of student athletes.

The College's many programs meet the needs of its diverse and varied population and create a supportive learning environment committed to student access, progress, learning and success. The College and Center have campus-wide collegial consultation committees that examine the institution's effectiveness from a broad perspective. The work by these committees helps determine that students are able to benefit from the school's programs. For example, the Student Success Advisory Committee discusses issues like orientation, assessment, education plans, and student success rates. The committee was formed to coordinate campus resources into meeting the requirements of the Student Success Act of 2012. It is co-chaired by two vice presidents and its members include faculty, administrators, students, and staff. The Student Success Advisory Committee (SSAC) takes on the work of its predecessor, the Enrollment Management Committee (EMC) which served as the focal point for ensuring that students have access to programs to facilitate the mission of El Camino College until the fall of 2013.

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The committee examined admissions policies and procedures, outreach and marketing efforts, and course offerings to monitor and evaluate student access to the educational programs in an effort to boost enrollment. The EMC's goal was to create a responsive, flexible, educationally sound, research based approach to enrollment management. Furthermore, the EMC advocated for and distributed resources to fund projects that work to increase matriculation, student success and retention. This work continues in the Student Success Advisory Committee.

One of the major changes to access beginning summer/fall 2014 was to allow new, in-district students who completed the assessment, orientation and educational planning components of the Student Success Act of 2012 to receive priority registration over continuing students. The SSAC made this recommendation in order to assure that new students begin any needed remediation in their first semester of enrollment. The SSAC will track the success and retention of new students to determine the impact of this strategy on student goal completion.

Self-Evaluation

The College meets the standard. The College offers a diverse array of programs to meet the needs of its population. These programs are intended to facilitate student access and success. Bodies like the Student Success Advisory Committee engage in discussions and evaluate the effectiveness of these programs.

Standard II.B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The College and ECC Compton Center use data provided in program reviews and service area outcomes (SAOs) to evaluate the quality of student support services and to ensure admitted students from the diverse community are able to benefit from our student support services. Student services programs undergo program reviews every four years and collect metrics data annually to evaluate program effectiveness. Student services programs work to provide student access to higher education, promote student success, and assist students with attaining their educational goals. Annual planning at the program and area level fortifies the intent of services to support student learning and are in alignment with the mission of the College. Furthermore, many

programs participate in annual programmatic and fiscal audits and undergo state review.

Student support programs also administer customer service surveys to students to assure the quality of their services. The surveys are used to collect data to determine that admitted students are able to benefit academically and socially from these support services. The data collected by student service programs is used in program reviews, program plans, and metrics data to evaluate program effectiveness. For example, the Admissions and Records Office administers registration surveys during peak registration. These surveys are used to assess ease of entry and student services. A copy of the survey can be viewed [here](#). The results from the Admissions and Records Office survey are shared in department meetings, with the Enrollment Management Committee, and during student services meetings.

Faculty and staff members collegially draft department program reviews, which go through the respective Dean or director and then on to the area Vice President. The purpose of the program review is to report accomplishments, challenges and/or issues, successes, projects in progress, draft short and long-term recommendations, and plans for program improvement. This process includes examination of past program review recommendations, student data, student satisfaction surveys, Service Area Outcome (SAO) assessments and operational data such as staffing and facilities at the departmental and college level.

From 2007 through spring 2013, the Vice-President of Student and Community Advancement convened monthly meetings of program managers from both the College and Center to strengthen collaboration, communication and analogous services at the two sites. Ongoing communication and collaboration continue with specific departmental meetings to strengthen services to students.

Several services are provided in an online or electronic format to provide distance education students access at the College and ECC Compton Center. These include, but are not limited to, the "Ask El Camino" instant answer service, clearing prerequisites via fax requests, online counseling appointments and transcript orders, and Skype counseling at ECC Compton Center. Students have online tools such as degree audit to use individually to track their academic progress. Additionally, web tutor is available exclusively for online students. The Distance Education department further provides support to students enrolled in

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Distance Education courses to navigate and request support. Additional online services include admissions and financial aid application, library resources, social media, MyECC (student portal), online registration, email, and job placement.

El Camino College engages in a continuous process to assess the effectiveness of academic programs and student services in alternate locations and distance education. For example, a study was conducted in spring 2011 that looked at enrollment growth and academic course performance in Distance Education versus traditional courses. An online student survey was also administered in spring 2011 that included an inquiry into online support services utilized and likely to be utilized (Note: Question 30 pertains specifically to student support services). As a result of these findings and other metrics, changes in professional development for faculty teaching online courses, course offerings, online tutoring services, and student preparation were addressed. Online tutoring is offered free of charge to students through a contract with NetTutor, an online handbook including best practices was developed for faculty members, and Training On Demand for Microsoft Office Programs was developed for all employees.

The College provides all major student support services online to all students. Online services include the admissions application, orientation, assessment preparation, registration, financial aid, bookstore and library services, records, and information on distance education at ECC and Compton Center. Furthermore, student performance and enrollment in Distance Education courses have been closely monitored and tracked by academic divisions and the Office of Institutional Research and Planning (IRP). This examination includes comparative analysis of student performance in online and traditional sections.

Self-Evaluation

The College meets the standard. The description of student services described above demonstrates the breadth and depth of offerings available to meet the needs of students at the College and ECC Compton Center. Student support service programs utilize metrics data, program reviews, student surveys and Service Area Outcomes (SAOs) (formerly Student Learning Outcomes), as tools to improve and enhance services to students.

Standard II.B.2.a. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
General Information

- **Official Name, Address(es), Telephone Number(s), and Website**
- **Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

Descriptive Summary

The El Camino College catalog meets all requirements documented by the Commission's Standard IIB. It is printed and available in the bookstore at a small cost and posted on the website in flipbook and PDF versions. Due to significant changes in degree and certificate offerings spurred by the transfer model curriculum, a catalog addendum has also been posted to the website to ensure accurate and current information for the past two years.

Originally revised in 2007, the educational mission statement was reviewed and reaffirmed in a collaborative effort at the Planning Summit in May 2013 according to Board Policy 1200. The school name, address, telephone number, and web address are listed on page 2 of the 2013-14 catalog. The College's Mission Statement, Vision Statement, Statement of Philosophy and Values, Guiding Principles and Strategic Initiatives are found on Page 9 of the 2013-14 catalog. The active curricula and currently offered courses, programs, and degree offerings are listed in the catalog annually. They can be found on pages 77 to 276.

The academic calendar is found in the front of the schedule of classes and it can be downloaded from the college website.

Information regarding financial aid is readily available in the catalog beginning on page 23 as well as page 307 with information specific to ECC Compton Center. The College offers a wide array of student support services and learning resources many of which are described in the catalog starting on page 22. Names and degrees of all ECC administrators, and current and emeritus faculty members are listed in the back of the catalog

beginning on page 277, with ECC Compton Center's personnel beginning on page 328.

El Camino Community College District Board of Trustees members are listed on the website, on the inside covers of class schedules, and page 5 of the 2013-2014 catalog. The College has an approved academic freedom statement, and it is posted in the 2013-2014 college catalog on page 45, and available online under approved Board Policy 4030.

Self-Evaluation

The College meets the standard. El Camino College fulfills all of the requirements in this area in terms of key content: official names, addresses, contact numbers, and website address are listed in college materials. In fact, the preceding items are listed on the cover page of the catalog.

Standard II.B.2.b. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

Descriptive Summary

The 2013-14 catalog provides this information in compliance with the standards. Section I of the catalog includes information about admissions and fees beginning on page 5, with an easy to read list of fees on page 8 in the 2012-2013 catalog. Fees can be paid in person or online. Additionally, information on degree, certificates, graduation, and transfer inclusive of graduation and transfer requirements are included in Section III from page 34 to 50. This information is replicated in other locations as well including the website and in part the schedule of classes.

Self-Evaluation

The College meets the standard.

Standard II.B.2.c. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: Major Policies Affecting Students

- **Academic regulations, including academic honesty**
- **Nondiscrimination**
- **Acceptance of transfer credits**
- **Grievance and Complaint procedures**
- **Sexual Harassment**
- **Refund of Fees**

Descriptive Summary

Information on academic regulations, including academic honesty, grievance procedures, student discipline, sexual harassment complaints and nondiscrimination are found on pages 31-41 in the Student Rights and Responsibilities section of the 2013-14 college catalog.

This information is available in both the printed and online versions of the catalog as well as other locations on the website and the schedule of classes. Board Policies and Administrative Procedures concerning academic honesty, grievance and complaint procedures, and sexual harassment can be found on the Board of Trustees Web page. Additionally, the refund of enrollment fees for resident and non-resident students is detailed in the catalog on pages 20 and 21. The acceptance of credits earned at other colleges is detailed on page 54, while transferability of ECC course credit to four-year colleges and universities is found on page 74.

Self-Evaluation

The College meets the standard.

Standard II.B.2.d. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: Locations or publications where other policies may be found

Descriptive Summary

All board policies are available and accessible on the ECC website. The College utilizes a detailed process to ensure accuracy and currency. The Office of Academic Affairs revises the catalog annually in collaboration with all offices and programs that contribute to content. Whenever changes occur after the completion of the catalog, an online addendum provides additional information or clarification of those changes. Identical versions of the catalog are available in both print and

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the website in flipbook and PDF formats. The well-organized catalog is easy to understand and to use.

Students utilizing distance education classes are able to access the student handbook via the Library's Distance Education Web page.

The College maintains and complies with procedures for student rights and grievances according to Administrative Procedure AP 5530. Records of grievances are compiled and stored in the Office of Enrollment Services.

Self-Evaluation

The College meets the standard. The College catalog includes all information required by the Commission for this accreditation standard and California regulations. The College follows a detailed process for producing a current and accurate annual catalog. Furthermore with the ongoing process of review of Associate Degrees for Transfer (AA-T and AS -T) and approvals occurring mid-year, an addendum has been released to timely share significant changes to degree and certificate programs when applicable. The catalog is available both in hard copy and online in an accessible format. Key student policies and procedures are listed in the catalog as well as schedule of classes. Furthermore the President's office maintains the website which provides a comprehensive list and access to documents of all board policies and administrative procedures.

Standard II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College researches and identifies the learning support needs of its student population. The program review process and the SLO/SAO process are used to research and identify the learning needs of students. Research efforts are supported through the Office of Institutional Research and Planning (IRP) department. IRP compiles research data used by student services programs to improve student success. The data that is collected by IRP and student services is published in the annual *Fact Book* as well as various reports, which may be found on the web. The Fact Book is a reference source containing trend data about students, student learning outcomes, and instructional programs and services. The data published in the *Fact Book* and the

various reports facilitate policy analysis and decision making, departmental planning, grant preparation, and the accreditation process.

Information to identify needs and promote improvements in student learning and persistence is gathered from several sources. The Community College Survey of Student Engagement (CCSSE) and Campus Climate Surveys are among several used to obtain information about effective educational practices at the College and to assist the institution to provide services and programs to address needs. Additionally, program reviews are utilized to identify the learning support needs of the College population. For example, in the fall 2012 Technology Survey, students at the College indicated that ECC could use better technology for posting homework, allowing online submission of homework, and posting lecture notes or lecture capture. The school upgraded the MyECC portal in March of 2014. This will provide faster and more reliable service for faculty to post class materials and homework in the portal team sites. The 2012 English Program Review identified English 80: Basic Language Skills, as a course with low success rates, lagging behind subsequent reading skills courses. The College addresses these identified student needs via services offered in the Reading Success Center. Student needing assistance with writing can visit the Writing Center.

The Substantive Change Proposal, submitted in October 2010, stated that El Camino College students can complete 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 (DE). Learning support needs for DE courses are monitored via student surveys and studies, departmental program reviews, course level evaluations, and SLOs. IRP has initiated studies and surveys as well as participated in outside agency led efforts. For example, in the Fall 2012 Student Satisfaction Survey spearheaded by the Chancellor's Office, students enrolled in DE courses at El Camino College on average rated their courses equal to or higher than all participating colleges on nearly every measure of online student engagement, effective contact, and academic support. The percentage of students rating their online experience positively was three to ten points higher than average on most measures.

Standard II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students, regardless of location or delivery.

Descriptive Summary

El Camino College provides students equitable access to its numerous and diverse student service programs. These services are available for students attending classes at the College and ECC Compton Center as well as those enrolled in Distance Education sections. The effectiveness of these services is evaluated via regular and ongoing program reviews, departmental level and college-wide student surveys, and Service Area Outcomes (SAO). An overall examination of student needs, utilization, and performance is conducted via analysis of student performance measures (success, retention, persistence, and achievement), student surveys, and other evidence based practices found on the [Institutional Research and Planning Web page](#).

Program reviews are conducted for each student support service program and office. Program reviews employ in-depth evaluation of each student service department via student surveys, questionnaires, and faculty evaluations. This process has increased awareness with program faculty and staff as to the services that need improvement as well as services that continually promote student success.

Surveys are used to gather information about student opinions on topics such as technology, distance education, and some college policies (e.g., smoking policy, academic calendars). In spring 2014, the College administered the Community College Survey of Student Engagement (CCSSE) to track progress on student engagement since the last CCSSE (Spring 2008). Broad dissemination of CCSSE results informed the College about students and faculty in various areas and led to discussions and implications of the findings. For example, the fall 2008 Flex Day workshops focused on how to engage students who are simultaneously working and attending college. Faculty discussed engagement during class time, effective practices and how much time is spent on homework and assignments.

In fall 2010, the College administered a locally-developed campus climate survey for the third time to El Camino College and Compton Center students. A more recent campus climate survey was administered to students at both locations in fall 2013. The results will be posted on the IRP Web page when the report is completed. Results

of student opinion surveys are discussed widely and considered in decision-making. For example, results from the Technology survey were discussed campus-wide, including the Academic Senate, and informed planning for classroom technology, educational support services, and technology capacity. Both the CCSSE and the campus climate survey reveal students are highly satisfied with the student support services they receive at the College. One area of improvement noted in the campus climate survey was availability of services regardless of time and day (61% favorable). This survey revealed several things regarding student engagement at ECC Compton Center. Many Compton Center students do not use the variety of student services available to them. Just over 50% of students indicated that they use skills labs and academic advising *Sometimes* or *Often*, the top two in usage. Sixteen percent or fewer were periodic or frequent users of job placement assistance, child care, and services to students with disabilities

A low response rate or sample size is a notable limitation of the campus climate survey as it was exclusively disseminated via students' email accounts.

Many of the programs and resources are available to students on site and direct access online via the website and the student portal. For example, students are able to access a Full-Text Periodical Title Locator allowing them to search all journals, magazines, and newspapers in print, electronic, or microfilm form that the ECC Library offers in full-text online. The library posts links for useful websites and handouts that are recommended to help students with writing and research, in addition to a number of other topics. The library also posts handouts with source citation guidelines for Modern Language Association (MLA) and American Psychological Association (APA) style formats. Additionally, the library has information about copyright and fair use policies available for students to review. Tutoring is available to students free of charge on site in the Learning Resource Center and online through a contract with NetTutor.

The Distance Education Advisory Committee (DEAC) develops Distance Education (DE) course policies that comply with state regulations. Together with the academic deans and instructors, DEAC addresses issues of student retention and success as well as professional development for faculty. Faculty support information for online instruction, such as contact personnel and technical assistance, is also available on the College website. The Distance Education Office encourages

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prospective online students to take the Online Readiness Assessment and find out if they are ready to take an online class or need more preparation before they enroll. The test evaluates their technical skills, organizational skills, study skills, and learning preferences. The results reveal particular areas in which most students need support. The Distance Education Survey in spring 2011 reported student satisfaction with online support services and the Student Technology Survey in Fall 2012 described students' technology needs. A Student Handbook guides students in accessing online courses and student services determining if an online course is a good fit, and answering frequently asked questions.

Self-Evaluation

El Camino College meets this standard. The College evaluates students' needs and the effectiveness of its programs by engaging in authentic assessment via SAO, program review, annual planning processes, and program level and institutional level student surveys. Additionally the College provides equitable access to students in a myriad of student service programs in an environment that encourages student development and engagement. The college would benefit from developing further studies specifically examining the interest, and engagement of distance education students in campus-based activities.

Standard II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Descriptive Summary

The College encourages personal growth and civic responsibility for all students. Opportunities offered through student services and community advancement education programs promote intellectual, aesthetic and personal development.

Student services programs foster student engagement and intellectual and personal development outside of the classroom or as co-curricular events. Students have employment and volunteer opportunities. These include jobs such as tutoring, note-taking, and peer advising. Furthermore, students can find employment or volunteer opportunities in various programs including EOPS, MESA, Supplemental Instruction, SRC, Learning Resources, and Outreach and School Relations. Cohort and cooperative learning opportunities are embedded

in programs such as FYE, Project Success and Puente programs.

The Student Development Office at the College and the Student Life Office at ECC Compton Center encourage students to get involved in campus life through leadership, activities, clubs, and services. Student government sponsors events such as the Health & Safety Fair (April 3, 2013), the ECC Student Film Festival (May, 2013) as well as hosting Finals Madness during finals week each semester, which provides free tutors, scantrons, blue books and pencils as well as refreshments to help students get through their finals. The Finals Madness program has increased in participation from an attendance of 20-30 students per night in 2010 to currently hosting between 80-150 students per night during the spring 2013 event.

Students have the opportunity to enhance their leadership skills through participation in student government and clubs and are supported in classes such as the Student Leadership class, Communication Studies 6. Students expand their education beyond the classroom through co-curricular programs offered through student government and student life programs. These include Associated Students Organization (ASO) at the College, Associated Student Body (ASB) at ECC Compton Center, Inter-Club Council, and a variety of clubs. Through involvement in these programs, students develop skills such as communication, organization, and social responsibility.

At the College, each of the academic divisions is represented on the Student Senate by two elected students. The Student Senate is concerned with the total student body and acts as a point of communication between the academic divisions and students. The Director of Student Development is assisted by a professional staff which works with the membership to sponsor such activities as workshops, lectures, and social events. Overall leadership of the Student Senate is provided by the Associated Student President and the ASO Cabinet.

Both the College and Center elect a Student Trustee each spring to represent the students for one year on the Board of Trustees of the El Camino Community College District and the Compton Community College District. The representative participates fully with the Board except in matters of personnel or pending litigation.

The Inter-Club Council (ICC) is comprised of representatives from campus clubs and sponsors activities including homecoming, the semiannual blood drive, a holiday party for children, and awareness nights bringing attention to such issues as human trafficking, domestic violence, and undocumented students. In fall 2013 the ICC surpassed its goal of 300 pints of blood donated during the Fall Blood drive by having 425 pints donated. Currently there are over 60 active clubs and organizations at the College. There are a variety of clubs available for students to join including honors, Alpha Gamma Sigma and Honors Transfer Club, service, cultural, performing arts, and special interest organizations.

Faculty members, academic departments and student clubs often collaborate to host co-curricular events or opportunities. For example, the Anthropology Department provides quality exhibits in the museum and in partnership with the Anthropology Club hosts a research symposium annually where students present original research.

The College hosts 21 men's and women's intercollegiate athletic programs and 12 intercollegiate sports at ECC Compton Center. The Athletics Department has a strong commitment to sportsmanship, education, and preparation. Over 450 student athletes at the College and 300 student athletes at ECC Compton Center annually compete and excel in the classroom, on the court, and on the field as they prepare for transfer to a four-year institution. The College participates in the Scholar Baller program, which recognizes athletic and academic achievement of students. Current achievements are routinely shared via *ECC Matters* and the Athletics Department recognizing the achievement of the students and coaches.

Opportunities for growth in social awareness and responsibility are offered each semester. In fall 2013, the ASB at ECC Compton Center hosted its annual "Welcome Back to School BBQ, Concert, Club Rush & Campus Resource Fair," which involved over 2,000 student participants and where over 1500 free meals were served to students.

The "Tau Chapter" of Alpha Gamma Sigma was re-established at ECC Compton Center in 2011 after a twelve year hiatus. It is now one of twelve active campus clubs at ECC Compton Center. The Inter-club Council (composed of two representatives of each active campus club) was re-activated in 2013 after a seven year hiatus.

In May 2012, student leaders and representatives across instructional and student service programs collaborated to plan and host a symposium to increase awareness of mental health, stigma, and social inclusion.

In addition, the "College Hour" held during 1:00 p.m.-2:00 p.m. on Tuesday and Thursday in the regular terms is reserved for student activities such as club meetings, guest-speakers, playing live or recorded music, and other intellectual, civic-minded, and collective activities. The annual Student Art Show held each spring, showcases the current student body's work. The works are selected by instructors and show a variety of the best student work in a wide range of media.

The College's Institutional Learning Outcomes (ILOs) reflect the Commission's standard for student development scholastically, personally and with an understanding of societal commitment and responsibility. Assessments of these competencies support the College's efforts to analyze its effectiveness and potential ways to improve in these areas. Assessment also occurs at the student service program level. For example, Student Development assesses students in the areas of leadership development and personal responsibility. This SAO identifies development in the students' ability to articulate personal leadership style or philosophy through their involvement in student government. It also measures their ability to contribute to the achievement of an organizational/community goal as well as assess the students' ability to understand and participate in relevant governance systems and understand their ability to affect change on campus.

Self-Evaluation

The College meets the standard. Student engagement and development occurs both in and out of the classroom. Student Development and specific clubs host events throughout the year to expand the consciousness of students, opportunities to take action or just develop one's personal philosophy. Numerous instructors embed service learning into their courses which supports the development of civic responsibility via community service while integrating and deepening the experience with curriculum content with practical application and reflection. Additionally departments collaborate on various events or opportunities such as art exhibits, technical demonstrations, student productions, and publications. Many of these programs promote greater awareness and understanding of diversity.

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Standard II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The Counseling Division programs are evaluated through student satisfaction surveys, program review, year-end reports, metrics, service area outcomes and categorical program review. Programs within Student Services are evaluated every four years with input from faculty and staff. Evaluations include the annual program plan, program reviews and service area outcomes.

The Office of Institutional Research and Planning evaluates counseling services as well. Comprehensive approaches, such as the CCSSE in 2008 and an opinion survey in fall 2010, assessed students' opinions regarding student services among other areas. Additionally, studies with a narrow focus such as impact of counselor intervention with students in basic math classes, and feedback on events or student behavior after participation in events such as New Student Welcome Day have been examined.

The CCSSE administered in 2008 ascertained responses from 1,024 students about their opinions of the importance of services and satisfaction with 21 services and 43 aspects of the college environment whereas the student opinion survey in 2010 had less participation due to online method of dissemination and the nature of the questions were generalized to student services. Although with the majority being satisfied, areas of improvement noted by lowest rated items included students feeling valued by employees (76% favorable) and sufficiency of services regardless of time/day (61% favorable). Surveys administered by Institutional Research and Planning are accessible on their Web page.

According to the Office of Institutional Research and Planning, during the 2012-13 year, 240 students completed point of service surveys for programs within the Counseling Department. Overall, the results are positive for the Division. Over 90 percent of the respondents rate their satisfaction with services received from the program being visited as "Good" or "Excellent." Students seem to be happy with procedures, service, personal interactions, privacy, and the knowledge of the staff. In terms of the accessibility

of programs, students support the offering of increased access opportunities. Almost 75 percent of the respondents said they would like to use Counseling services after 5pm. Over 90 percent of the respondents are open to the usage of online opportunities, particularly appointment scheduling. However, 20 percent of the General Counseling respondents would not use Online Counseling even though they would use other online services.

Counseling services are offered through several programs to support student development and success. Counselors participate in extensive training both internally and externally to meet the needs of students. Forty hours of professional development annually, weekly meetings and/or in services of counselors from all departments, collaboration with instructional faculty in various areas including human development, basic skills, Puente Project and Project Success are some efforts to remain current in the field and be responsive to student's needs and demands. The Counseling Division maintains a training and resource handbook, has an extensive training protocol and encourages new counselors to participate in a mentor/mentee relationship with seasoned colleagues.

The Virtual Counseling/WEB Q&A system replaced the old email based online counseling. As of October 2012, WEB Q&A was discontinued as the College's FAQs service. The College acquired a new vendor, IntelliResponse, beginning October 2012. The new vendor software does not include a virtual counseling component.

Self-Evaluation

El Camino College meets the standard. The College and Center have comprehensive counseling programs to support student development and success for on campus and online classes. Counseling services are evaluated in varied ways and levels – point of service surveys, student satisfaction surveys, departmental and overall program reviews and SAOs, etc. Counseling services are designed and implemented based on student demands and evaluation results. Counselors also participate in ongoing professional development opportunities offered on and off campus. Furthermore, new counselors, adjunct and full- time, participate in an extensive training process with existing personnel.

Standard II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance student understanding and appreciation of diversity.**Descriptive Summary**

The College has several programs and services for a diverse population. Additionally through instructional and co-curricular opportunities students can enhance their understanding and appreciation of diversity. There are several student service programs and student groups specifically to embrace, engage and support a diverse student population as represented by gender, ethnicity, socioeconomic status, sexual orientation and religion. Some of these include the Puente Project, Project Success, Extended Opportunity Programs and Services (EOPS) Special Resource Center, Women in Industry, First Year Experience and various student clubs such as the Muslim Student Association and the Lesbian, Bisexual, Gay & Transgender Alliance Club. To provide access in a student's first language, the campus disseminates a staff list of language translators to provide assistance.

The Center for the Arts annually presents diverse music, theater, and dance performances that support and enhance student understanding and appreciation of diversity. Dance performances were used to explore cultural differences via Bollywood styles, hula, contemporary and Indonesian style in Shymala Moorty's performance of *What's your Stereotype?* An eclectic dance company, Middle Eastern dance, Afrobeat Music, Mozart Concertos and Symphony Orchestras and forensics team all perform in ECC Compton Center for the Arts programs. Student attendance is encouraged by classroom assignments at free or reduced price tickets.

The library holds collections on various topics related to diversity such as Muslim Studies, and provides monthly exhibits, lecture series or speakers that coincide with commemorative months such as Black History (February), Jewish American Heritage (May), and Women's History (March). Furthermore, there are numerous events through lectures and speakers, exhibits, and films throughout the year that support and enhance understanding and appreciation of diversity. For example a Diversity Conference, supported by the Title III Graduation Initiative, was held in September 2012 and presented sessions on returning veterans, LGBTQ students, Women of Color and Hip Hop pedagogy.

There are over 60 active clubs on campus. Many of the clubs enhance students' understanding and appreciation of diversity. For example, the Muslim Student Association has an annual discussion panel where panel members speak about their faith and seek to dispel false stereotypes. El Camino Achieving Higher Education for All Dreamers (AHEAD) is an active club on campus that supports Assembly Bill 540 and/or undocumented students on campus. The Inter-Club Council also hosts an annual World Tour event. The purpose of this event is to educate the campus on a variety of global cultures. In 2013, the Student Development Office also hosted its first Social Justice Fair to expose the student population and the surrounding community to a variety of social justice issues as well as the organizations which address them in order to encourage and empower students to participate in such issues and/or organizations. The fair hosted 53 on-campus and community organizations and approximately 400 students took part in the fair.

The Associated Student Body at ECC Compton Center produces programs and activities throughout the year which appeal to the cultural and ethnic diversity of the student body, including its annual Latino Heritage Month observance (September/October) and Black History Month observance (February). Over nine such programs were sponsored during its 2013 Latino Heritage Month observance with two of its lectures attracting over 250 participants each.

In February 2013, the College celebrated its 50th Black History Month Celebration named "The Dream Continues." The month long program included speakers, library exhibits, educational panels, art/film showings, student performances and culminated with the annual Black College Fair and Historically Black Colleges and Universities priority/guarantee programs workshop. Approximately 25 HBCUs visited the College campus at the culmination of Black History Month. These representatives informed students of the transfer process and thus exposed students to HBCUs as another transfer option.

The International Student Program at El Camino College enrolls hundreds of students originating from more than 65 different countries including Latin America, Europe, Africa, and the Pacific Rim each year. The El Camino Language Academy (ECLA) is a premier intensive English program for students who do not meet admissions requirements for the F-1 Visa Program. ECLA's staff and instructors provide quality instruction so that all students gain confidence, competence, and a

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connection to English, a connection to a new country and to become a part of the ECC campus.

Student service programs utilize program review and SAO processes to measure the effectiveness of its services. Furthermore diversity is a component of the Community and Collaboration ILO which was assessed fall 2012. Findings and implications of this ILO assessment are still pending.

The College utilizes social media to communicate programs and services to the College and Center students. Facebook and Twitter links exist on the ECC and Compton Center websites. Additionally, YouTube uploads allow students to sign up for notifications in the format most used by them and provide frequent reminders of important deadlines and activities. Some campus clubs and programs, such as the Gay-Straight Alliance (GSA), International Club, Science Club and Compton Theater Program, have Facebook accounts to communicate with club members and students, sending information about club activities and important dates and deadlines.

Self-Evaluation

The College meets the standard. The College provides breadth of opportunities and ways for students to broaden their understanding and appreciation of diversity. These include, but are not limited to, student groups and organizations, events, library collections and exhibitions. The College has a long history of supporting annual events, which demonstrates its commitment to promoting student understanding and appreciation of diversity. Furthermore, one of the institutional learning outcomes demonstrates this as a core area of emphasis.

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The College utilizes various placement instruments that are administered in the Assessment/Testing Center by trained personnel. ACCUPLACER is used to measure placement of students into Reading, Writing, Mathematics, and English as a Second Language (ESL) courses. The California Chemistry Diagnostic Test is a paper and pencil test that is used to place students in transfer-level chemistry. There are also non-credit waiver exams for Contemporary Health and Math Competency.

Validation studies are conducted for ACCUPLACER, the ESL Writing Sample, and Chemistry placements tests. The Office of Institutional Research and Planning collected data for the English and Mathematics placement tests validation studies. The studies were completed in early 2014. Additionally, validation studies were done for the Chemistry placement test in 2012 and updated validation studies will be submitted in 2014. These studies examine the appropriateness of the established cut scores and include analysis of disproportionate impact by language, age, gender, disability, and ethnicity. In addition, the content validity of each instrument is examined in these studies by having faculty review items on the test, and rate the extent the tests match prerequisite skills for the courses into which the students are to be placed. All placement instruments are up-to-date on their validation studies and are approved by the California Community Colleges Chancellor's Office.

ACCUPLACER Reading Comprehension, Sentence Skills, and Arithmetic tests are used for the Ability-To-Benefit (ATB) testing requirement for students who did not graduate from high school and want to qualify for federal financial aid. The Combined English Language Skills Assessment (CELSA) Test is used for non-native speakers of English. Diagnostic tests are also used as a component of the application process for the El Camino College Nursing Program. Assessment Technology, Incorporated (ATI) and Test of Essential Academic Skills (TEAS) tests are required as part of the application to be admitted into the Nursing Program. The Nursing Program also utilizes a number of other ATI nursing tests given online to currently enrolled nursing students.

The Admissions and Records Office uses CCCApply, an open online admissions application used by many colleges within the system. A statewide committee, on which El Camino has representatives, works with the Chancellor's Office to review and confirm changes to the application in accordance with Title 5, Education Code and other applicable regulations. This statewide committee evaluates the effectiveness of the application tool and its impartiality and fairness for the diverse statewide student body.

Self-Evaluation

The College meets the standard. The College engages in authentic assessment to evaluate the effectiveness of its placement and assessment instruments.

Standard II.B.3.f. The institution maintains student records permanently, securely and confidentially, with provision of secure backup of all files regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

El Camino College maintains all student records with the utmost security. Institutional policies follow Title 5 Section 59020 guidelines for maintenance of records.

The institution adheres to the Family Educational Rights and Privacy Act (FERPA) and maintains all student records confidential. College records after 1980 are held in the College's mainframe computers. The Admissions & Records Office stores all student records before 1980 including grade rosters, hard copy student transcripts, and older applications in a secure vault that is only accessible by Admissions & Records staff. The College does not release student records without written consent signed by the student. Student records are released to agencies with a subpoena in accordance with Board Policy 5040 or in accordance with the Solomon Act. Access to student records by college staff is given only after submitting a written request to the Director of Admissions & Records or to the Assistant Director of Admissions. The Admissions & Records Office adheres to FERPA and instructs all employees regarding FERPA rules.

Information Technology Services (ITS) maintains the servers that host Datatel and Hershey Imaging as well as the servers that store the backup information for both systems. In addition to backing up all files on site, ITS backs up files at Copper Mountain to provide a secure remote location. Files previously stored on the Laserfiche imaging system were migrated to the Hershey system. Laserfiche was deactivated. In an attempt to prevent receiving fraudulent transcripts, the College no longer accepts hand carried transcripts. All official incoming transcripts must be sent directly to El Camino College from the originating institution. Transcripts are received by mail or electronically through transcript California Credentials Inc.

The Admissions and Records Office adopted new security measures in 2013. The office now has security transcript paper which will no longer have to go through a validator due to the inclusion of the Director of Admissions and Records signature on each sheet. To ensure that security is not compromised and the paper is

not accessible to anyone, only Admissions and Records staff is allowed in the vault, including student workers, faculty, and staff from other departments.

Self-Evaluation

The College meets the standard. Student records are maintained in permanent, secure, and confidential locations. The procedure for the release of student records is defined, published, and the institution abides by these policies. Some records are still stored on microfilm. These records should be digitized before the microfilm begins to deteriorate.

Actionable Improvement Plan

The College should develop a plan to digitize records currently stored as hard copies.

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting the identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

As of spring 2013, Student Services departments, offices, and programs switched from SLOs to a Service Area Outcomes (SAO) Assessment Plan to differentiate Student Learning Programs and Services from academic SLOs and to ensure that they are meeting the mission of the College and the needs of students. The SAO assessment plan included plan completion in September 2013, the surveys administered in October 2013 through November 2013, the results compiled in December 2013, and the "Results/Actions Taken" section done in February 2014. The dean or director of the department added the SAO statements and results onto their individual Web pages. SAOs completed include Student Development, Institutional Research and Planning, Financial Aid, and EOPS/CalWORKs/CARE. SAO assessments have also been completed for Scholarships, Counseling, Support Services, Community Advancement and Admissions and Records.

The College evaluates the quality of the student support programs by conducting program review every four years, ongoing SAO assessment, student and faculty surveys, evaluations of program offerings and events using student metrics. Evaluation findings and recommendations are then integrated with planning

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and budgeting processes. Each department program review goes through its respective dean or director and then on to the area vice president. The purpose of the program review is for each office to report accomplishments, challenges and/or issues, successes, and projects in progress. In addition to the program review, student services programs include student satisfaction or feedback surveys, data analysis with institutional research support to track student behavior after participating in student service programs, and campus-wide student service surveys. Subsequent planning and program review processes utilize this evidence in conjunction with student progress and achievement data to evaluate their effectiveness and draft their program plans.

Given the recent transition from SLOs to SAOs, it should be noted that Student Services have had ongoing cycles of assessment since the College's initial push for SLO implementation. The SAO Assessment for Institutional Research and Planning from June 2009 reflects the College's intent for authentic assessment and services contribution to the SLO process. This assessment measured the application of "knowledge from research data to strategize priorities and make decisions."

Self-Evaluation

The College meets the standard. Student service programs utilize several forms of assessment to measure if their services meet student needs and contribute to institutional effectiveness. The programs have ongoing cycles of program review and SAOs, other data elements are routinely examined, including the number of students served, the number of appointments, and impact of service or events. Additionally, the Counseling Department has established several bridges with instruction by offering presentations in basic skills courses, integrating orientation and educational planning in human development courses, and actively being involved with other departments and efforts for planning collaboratively across the institution.

Authentic SAO assessment by the Student Services programs is leading to improvements in student participation in student services programs, academic standing, and program effectiveness. For example, the Scholarship Office's examination of student progress through the centralized online scholarship application led to refinements of the online application and their practices to increase student completion and

participation in applying for scholarships. Financial Aid Office SAO assessment results promoted changes in the content discussed and materials disseminated during Satisfactory Academic Progress workshops to help students improve their academic progress. An SAO assessment at ECC Compton Center's Admissions & Records Office examined student awareness and utilization of the online registration system (MyECC). Assessment results led to efforts to increase student awareness of other features within the application, by training staff to promote awareness and having students attend a mandatory orientation.

Representatives from various divisions at the College and Center within the Vice-President of Student and Community Services' area comprise a program review committee which contributes to consistency and rigor of these processes.

Evidence – Standard II.B. Student Support Services



Standard II: Student Learning Programs and Services**Standard II.C. 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 Library and learning support services offer assistance in a variety of formats to support students' intellectual, aesthetic, and cultural activities. The Library's extensive collection includes bound books, periodicals, newspapers, online resources, and databases. Students have access to tutors and computer labs at many campus locations, such as the Writing Center, Math Study Center, the Learning Resources Center and the Library-Student Success Center. Students also have access to training for using the Library and learning support services effectively and efficiently. They may attend a bibliographic instruction session as a component of their class instruction, go online to Ask-a-Librarian, or attend a workshop or orientation. In addition, the librarians have recently added training videos to the Library's Web page. The Library and learning support services continue to improve the effectiveness of the services by using surveys from faculty, students and staff, student achievement outcomes and faculty input.

Standard II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of locations or means of delivery.

Descriptive Summary

The Learning Resources Unit (LRU) is an essential entity of instructional support for El Camino College

(ECC) faculty and students, providing library and other learning support services that facilitate educational offerings and instructional programs. The LRU consists of multiple components including the Schauerman Library, the Music Library, Distance Education and the Learning Resource Center. The College's LRU is under the management of a director. Providing leadership support are an assistant director of Learning Resources and a faculty coordinator of Distance Education /Media Services. The LRU faculty consists of seven full-time librarians including the music librarian and seven part-time on-call librarians. The Unit currently employs fifteen full-time classified employees.

Students at the Compton Center are served by the Library and Student Success Center. Two faculty coordinators direct services at ECC Compton Center under the guidance of the Dean of Student Success. On April 15, 2014, Compton Center opened the new Library and Student Success Center on campus. The second floor of the building is dedicated to the Student Success Center, which encompasses all the services formally offered by the Learning Resource Center and additional study areas. The Library's activities are managed by a faculty coordinator, and the staff consists of two other full-time librarians, three part-time librarians, three full-time clerks and generally two or three student workers.

The College's onsite resources collection is of sufficient quantity, currency, and depth to support a variety of services. It includes over 100,000 books, close to 200 periodical titles including local and national newspapers, and an ample media collection sufficient for faculty use in classrooms. (II.C.1. ECC Catalog and Collection Age pdf) Online resources are available on the [Schauerman Library's Web page](#) and are accessible from both on and off campus. It is the central access point for all research-related resources, such as the Online Public Access Catalog (OPAC), which allows the user to search the [Millennium Catalog](#) (the Library management system) for print materials and over 12,000 eBooks, [electronic reserve materials](#) (E-Res), electronic resources, which provide access to more than forty [online database subscriptions](#), and numerous other online resources, including links to local area libraries and commonly used guidelines for citing sources (MLA and APA styles).

The Schauerman Library provides support for the instructional programs and the intellectual activities for students in a range of various formats: instructional services, resources in both print and electronic formats,

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physical study space, computer workstations, and other supportive equipment. The Library has a friendly environmental and technological space for students. There are several large study areas, ten group study rooms, two Bibliographic Instruction presentation classrooms, a special collection room which houses the Ella Rose Madden collection and other books in nursing and health-related topics, and an archival room which houses a sizeable collection of materials pertaining to local history.

The Music Library is part of the LRU but housed in a separate location. Located in the Music Building, it provides many of the same services as the main Schauerman Library, such as circulation, music reserves, specialized reference, and acquisitions, along with more specialized music cataloging. In addition to reference books and music, the facility includes titles of printed music, 6,000 sound recordings in various formats, laser discs, DVDs, interactive multimedia, and reserve materials. The staff of full-time librarians, library media technicians, and part-time evening certificated supervisors oversees 15 music practice rooms and the statistical record-keeping for some music courses and their FTES-generating labs. The Music Library contains approximately 1,000 books about music, 19,000 titles of printed music, and 6,000 sound recordings.

Onsite resources at the Library Student Success Center collection include over 40,000 books, including reference books, and audiovisual materials. In 2011-2012, 1,721 items were added to the collection to maintain currency in all disciplines. The Library currently subscribes to 42 full-text online periodical and reference databases to support the range of academic, vocational, and personal needs of Compton Center students and the community. These databases offer thousands of peer reviewed and scholarly journals, popular resources, recreational reading, newspapers, and personal development materials. The databases are accessible online on campus as well as off campus via the Library Student Success Center's Web page. ECC Compton Center's Library also provides access to quality online information resources such as internet sites for reference assistance, both on campus and virtually via its Web page.

Library tours and orientations are available upon request by instructors or departments. Tours introduce students to the Library and LRC services. Bibliographic Instruction presentations take place in the Library or in instructor's classrooms. Librarians also provide

reference during the Library's open hours. Off-campus or after hours, students can utilize the "Ask-A-Librarian," feature available on a link located on the Library webpage. Users can post questions via email and receive answers within a short time. A link to this service has recently been added to Distance Education Etudes course pages.

The College's Learning Resources Center includes the Library Media Technology Center (LMTC), Basic Skills Study Center (BSSC), the online and in-person Tutoring Program, and the Media Materials Collection. These are located in the Library building and have the same hours of operation.

The College also offers additional learning support services in various locations and various forms across campus. These services include the Reading Success Center (RSC); the Media Services Department; the Writing Center; the Foreign Language Lab; Supplemental Instruction; and the Math Study Center (MSC).

Additionally, the College provides other learning opportunities to support intellectual, aesthetic, and cultural activities. The Natural Sciences Division is responsible for the Planetarium and Observatory where students have the opportunity for hands-on experiences with telescopes and other equipment for observing the sky. Behavioral and Social Sciences has an Anthropology Museum that gives students enrolled in the museum studies class an opportunity to curate exhibits under the expertise and guidance of the anthropology faculty.

The Art Gallery holds six exhibitions a year, including one show for students and one for the Art Department's faculty. Additionally, the College has a new Fitness Center that is free for students who are enrolled in a physical education activity course.

The Compton Center's Student Success Center provides tutoring and academic support services for all registered students attending the Compton Center. ECC Compton Center strives to provide assistance to both students and instructors in the learning process. Assistance is not limited to any student population or any particular discipline. The activities are designed for instructional support and reinforcement. The following services are provided: Tutorial Program, Writing Center, Reading Success Center, Math/Science Drop-in Center, Supplemental Instruction, Multi-Disciplinary Computer Lab, and Faculty Innovation Center.

Self-Evaluation

The College meets the standard. The institution has provided evidence that the Library and other learning support services at both campuses are sufficient in quantity, currency, depth, and variety.

In addition to the quantity and variety of services available in the Schauerman Library, student support services are available throughout the campus. The College provides updated hardware and software for students to use in various computer labs across campus. Students receive in-depth support through programs such as Supplemental Instruction and the Reading Success Center. Student support services are also available in many disciplines such as English, math, art, and physical education. The Library has a collection of media materials that is sufficient in quantity and variety. Many of the materials will be updated to a digital format as staffing allows.

Adopting a centralized model for academic support services from the Compton Center's Student Success Plan, all tutoring, academic support programs, and computer labs are streamlined and housed in Student Success Center building. Its programs are a nexus for a variety of student learning activities. Students benefit by having access to tutoring, computer labs, Internet, study skill workshops, online academic resources and group study sessions in one centralized location. (II.C.1. Compton Education Center Library Student Survey Nov 2012)

Standard II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The Schauerman Library complements the mission of the College of offering quality, comprehensive educational opportunities by providing quality instructional support, resources, services, and instruction to the ECC community. The El Camino College Library has two physical locations and separate collections – the Schauerman Library and the Music Library located in the Music Building. The two libraries provide diverse resources in a variety of formats.

Building the Library collection is a joint responsibility of the librarians and the faculty. The librarians select most reference and interdisciplinary materials, and faculty members help select materials in the areas of their expertise to satisfy the teaching needs of their respective departments. The librarians select materials and information resources for acquisition primarily through evaluation of reviews. Choice Reviews on Cards is a tool for obtaining faculty input in determining the most valuable titles to be added for the enhancement of the collection. Other resources used and analyzed include professional literature, subject-specific journals, bibliographies, the core collection list, and publishers' catalogs. Recommendations from colleagues and users are also considered. The librarians act as liaisons with each academic department and program at the College. The liaison assigned to each academic area is responsible for meeting with faculty to provide information about collection-development activities in the Library, assess current and future needs, and respond to requests and questions. The liaison also publicizes new services, programs, and policies in the Library. Library material selection is carried out according to the guidelines of Board Policy 4040 and other pertinent library policies regarding selection criteria, contentious materials, textbooks, and gifts. The Standards for Libraries in Higher Education, published by the Association of College & Research Libraries, and faculty and student requests are used as benchmarks to evaluate the collection. Librarian involvement with the College Curriculum Committee, specific course assignments, and required reading lists are also used to identify student needs for materials.

The Library Advisory Committee has been meeting regularly since 2010. The members discuss matters pertaining to collection, programs, issues, challenges and other topics that support Library needs in serving the campus community. The committee consists of faculty and staff advising the body on resources, services, and priorities. Members bring concerns to the body, which requires their input for collection development, including resources to support new priorities and services. Committee members discuss how collaborations between entities could enhance teaching and the learning process (II.C.1.a. Minutes for Library Advisory Committee 05-03-12).

In spring 2013, the ECC Compton Center created a functioning LRC Advisory Committee which consists of 10 faculty members from different departments at the Compton Center. The objective of the committee is to

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assist in creating processes, policies, and tutor referrals, addressing Compton LRC and departmental needs, and establishing a cohesive dialogue with departmental faculty. Furthermore, the LRC Advisory Committee ensures that all tutoring and academic support services are streamlined with the support of the Compton Center faculty. The committee meets once a month throughout the semester and is updated on LRC services and future plans.

Maintenance of the ECC Schauerman Library collection is an ongoing process. During fiscal years 2008-2010, the Library was allocated a respectable book budget that resulted in the acquisition of a number of excellent reference and general collection titles. Between 2011-2013, the budget was cut by approximately 28 percent, which resulted in a smaller number of books purchased. Professional librarians with input from other faculty, paraprofessionals, and students, update and add to the collection by using standard publishers' catalogs and book reviews. Removal of outdated materials from the collection is as important as obtaining new materials, so input from various factions of the community is important. Librarians, with the help of other faculty, are continuously involved in removing and disposing of outdated materials that are no longer useful to students ([IIC.1. ECC Catalog and Collection Age pdf](#)).

In January 2013, the Schauerman Library received information that it was one of 842 libraries and state humanities councils selected to receive the *Muslim Journeys Bookshelf* award, a project of the National Endowment for the Humanities Bridging Cultures initiative. The Library received 25 books and three films as part of the award.

The Schauerman Library has a number of electronic periodical and reference databases that are accessible through the Library Web page. The Library's reference and electronic resources librarian is consulted when selecting and maintaining these types of resources. Electronic resources are invaluable research tools that complement the print-based resources of the Library. Their advantages include access to information that might be restricted to the user due to finances, access to more current information, and provision of extensive links to additional resources-related content. Students can access the Library's electronic resources 24 hours a day via the Library's Web page. Other resources that are accessed from the Library's Web page are the online catalog, the Library Student Success Center page, and links to other local libraries in the area. Links to MLA and APA citation examples are also provided, as well

as access to a reference librarian through the Ask-A-Librarian online reference service, which allows students to send research related questions to librarians.

The Schauerman Library offers electronic reserves as a convenient extension to traditional course reserves. The Library's Electronic Reserves System provides easy, round-the-clock, web-based access to selected course materials that instructors place on reserve. ERes offers, in accordance with copyright law and the principles of fair use, materials in support of classroom teaching, such as the following: articles from magazines/journals, class notes, copies of past tests, course syllabi, and homework solution sets.

The Bibliographic Instruction Department has a demonstration classroom and oversees a classroom equipped with 30 computers for hands-on practice of research skills. Instructional presentations on research and information competency skills are developed in collaboration with faculty to maximize learning objectives.

By consulting with faculty and other learning support services professionals across campus, the LRC selects and maintains materials to support student learning. To select software for Academic Strategies 1 (AS 1), a basic skills course that is held in the Library, faculty members review the software options and make recommendations before a purchase is made. Based on other faculty requests, software to support student learning in reading, math, and the sciences is installed and maintained on computers throughout the Library. The LRC also purchased several anatomy models based on recommendations created in the Life Science Program annual plan.

Self-Evaluation

The College meets the standard. The Schauerman Library has a well-balanced, relevant, and usable library collection that satisfies the current and future needs of El Camino College. The College's Library Advisory Committee and the Compton Center's LRC Advisory Committee assist in strengthening tutoring and academic programs while addressing the needs of faculty and students. The Library-Student Success Center has sufficient support services that encourage student learning regardless of location or means of delivery. The College needs to continue to provide adequate budget support to keep the collections current.

Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.**Descriptive Summary**

Since the ECC 2008 Accreditation Self Study, there have been heightened expectations in the area of information competency and many strides in the field. El Camino College adopted Information and Technology Literacy as an Institutional Learning Outcome in 2010. These institutional outcomes are evaluated according to the College's Assessment Plan on a four-year cycle.

The College attempts to instill information competencies and skills building from definitions from the American Library Association (ALA) and the Academic Consortium of Research Libraries (ACRL). The following is the definition of information competency adopted by the California Community Colleges Academic Senate:

"Information competency is the ability to find, evaluate, use, and communicate information in all its various formats. It combines aspects of library literacy, research methods, and technological literacy. Information competency includes consideration of the ethical and legal implications of information and requires the application of both critical thinking and communication skills."

This same document, *Information Competency in the California Community College*, lists the skills that students must be able to demonstrate in an integrated process in order to be considered information competent.

El Camino College provides a host of service areas, including the LMTC, reading labs, and the Writing Center that enable students to develop their information competency skills. A 2012 campus technology study surveyed the ways ECC students use technology, and the results showed a large use of technology for searching the web, researching for assignments, and writing term papers. Hence, the need for information competency skills is strong.

The El Camino College Library provides ongoing instruction by qualified faculty during all hours of unit operation in a variety of ways: Bibliographic Instruction sessions to individual classes upon request, individual reference interactions with students, the online Ask-A-Librarian service, online tutorials, print library guides, brown bag sessions, and two 1-unit course offerings.

Bibliographic Instruction sessions are popular with faculty as a way of introducing their students to the Library and its resources. The Schauerman Library averages over 100 instruction sessions per semester, seeing approximately 3,000 students (II.C.1.b. Bibliographic Instruction Statistics). These 50-minute sessions aim at increasing information competency awareness and skills in students by introducing them to all the Library's resources and showing how to use them. Overall, students receive instruction in evaluating sources for accuracy, authority, content, and currency. The instruction sessions are offered via lecture format in the Library classroom, via hands-on experience in the Library Demonstration Computer Laboratory, in the classroom, or individually at other point-of-service areas like the reference desk and online via services like Ask-A-Librarian. The reference desk assists students in searching for and identifying print materials, electronic database resources, and websites. In Fiscal Year 2012-2013, more than 19,900 requests were received at the Reference Desk and 32 emailed Ask-A-Librarian questions. Student Satisfaction Surveys consistently indicate satisfaction with bibliographic instruction from both faculty and students. Faculty feedback after instruction is positive, and many faculty routinely plan for bibliographic instruction for their classes. Service Area Outcomes (SAO) cycles and assessment results help the staff reflect on, and plan for, learning outcomes gained during bibliographic instruction. Examples include moving to clickers for certain instruction sessions to get more immediate feedback on students' grasp of concepts presented, and preparing video tutorials accessible online to students that can reinforce ideas presented during the BI sessions (II.C.1.b. ECC Library Survey Results 2013), (II.C.1.b. Compton Library Survey Results Nov 2012).

The Learning Resources Unit works closely with individual faculty and classes to provide information competency to students, as evidenced by the over 100 bibliographic instruction sessions per semester, and more recently via the pilot "embedded librarian" where three reference and instruction librarians are teaming with five Humanities faculty to provide in-depth information literacy guidance to students. Representatives of the LRU also work with campus-wide committees to provide policy and guidelines to faculty in this area as evidenced by the SAILS (Student Assessment of Information Literacy Skills) assessment work and periodic brown bag presentations.

The following areas in the Learning Resources Center contribute to ensuring student success by providing

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tutoring, labs with student-use computers, printers, and specialized course software – the Basics Skills Study Center, the Tutorial Program, the Library Media Technology Center, and the Reading Success Center. The Humanities Division's Writing Center also offers important services in this regard. The information needs of Distance Education students and the remote access needs of the student/staff body at large are addressed via several services. The Distance Education office has put a link to the Ask-A-Librarian online reference service on all Distance Education Etudes pages. Off-campus students can keep abreast of library happenings and program offerings via services like the Library Facebook page, available from a link on the [ECC Library home page](#) and [the campus](#) You Tube, Facebook, and Twitter feeds.

The LRU has a representative on the campus Assessment of Learning Committee (ALC) which looks at campus-wide outcomes planning and initiatives, and plans campus-wide surveys of the college core competencies, now institutional learning outcomes (ILOs). Members from the Learning Resources Unit are also participating in the assessment of the sixth ILO Information and Technology Literacy: "Students locate, critically evaluate, synthesize, and communicate information in various traditional and new media formats. Students understand the social, legal, and ethical issues related to information and its use." This involved a campus-wide assessment effort using the SAILS instrument, a nationally benchmarked assessment instrument. Results of the SAILS assessment of students at the College and Compton Center campuses showed that our students scored above average on information literacy skills compared to colleges of similar size.

LRU personnel have been creating, discussing, and reviewing Service Area Outcome statements, assessment results, and reports since ongoing development and evaluation of Student Learning Outcomes throughout the College was mandated. The LRU has been involved in the campus-wide planning, having representatives on the SLO/SAO Campus Steering Committee. The LRU recently converted from the academic services templates to student services templates for SAO assessment purposes. Program and course-level SAOs identified as appropriate and written for the Unit have been implemented and measured in accordance with the cycle of pre- and post-testing. Analysis of the data allows the LRU to better tailor the library's services and programs to the needs of the students and to the stated goals of the College. For instance, as a result of survey

results and student comments, student worker training programs have been increased, improved printing services have been introduced, and different strategies for gauging understanding during the library orientation visits have been tried.

Within the unit, the LRU program SAO is divided into subcategories to reflect the Unit departments, and all LRU members belong to a team that oversees the creation, analysis, and measurement of collected data that helps improve current operations and serves as the basis for department and Unit planning.

Each team conducts meetings, crafts assessment tools, administers assessments, and collates data and analyzes results to make further recommendations for improvements or changes in that particular area. The team leaders also meet a few times per semester as a unit committee or discuss issues via email. Consistent assessment takes two forms. Group projects that affect the entire LRU have assessments that are collaboratively compiled – for instance, the Student Satisfaction Survey. All teams contribute questions to this survey, which provides useful data for the teams and also provides information for planning. The unit SAO committee meets twice a semester to get reports, and teams can get direction or advice from the SAO coordinator. Planning is linked to budgeting and equipment, so materials that may be needed for, or as a result of, assessment must be placed in Plan Builder, the College's online planning system, if they are to be realized, so consistent assessment is necessary. Faculty and staff evaluations are also linked to SAO project contributions.

There are SAO teams in the following areas: periodicals, learning resources, bibliographic instruction, and book collection/public services. For example, over the past four years the periodicals team has conducted several assessments based on in-class (using the 1-unit Library courses) pre- and post-tests. The team has met and discussed results, focusing on the few questions missed by the most students. For example, many students particularly had problems with the questions related to the benefits of online databases and determining whether the content of articles in databases was essentially the same as that appearing in the corresponding printed journal/magazine/newspaper. The team will highlight problem areas in the next cycle of teaching. The team decided to return test results to students more quickly and use clickers for testing to improve learning. The periodicals team has entered information into [CurricuNET](#) and paper copies of assessment work are being kept until

LRU members are trained on the new TracDat system. To address the growing emphasis on information competency, the periodicals team has concentrated efforts on basic citation elements for periodicals, the resources to help students find periodical materials, and the differences between scholarly and popular periodicals. The Compton Center uses the same program-level SAO as the College. Assessment reports for Learning Resources Unit SAOs can be found on web.

Currently, The LRU has a librarian co-chairing the Faculty Development Committee – a committee of the Academic Senate – which works closely with the ALC to present Flex day programs and information sessions on the SLO/SAO processes and ILO assessment results to ensure continued campus buy-in, interest, compliance, and currency.

The Humanities Division offers two Library-related, 1-unit fully transferable courses: Introduction to Library Skills and Library Research Using the Internet. The latter is also offered as an online Distance Education course. In addition, the Humanities faculty have instituted a “consistency agenda” whereby all English assignments require students to use at least one book, one website, and one ECC database article for argumentative assignments, so that students are exposed to a wide range of information resources and have to think critically about the information presented. The Writing Center supports this agenda by helping students find, evaluate, analyze, organize, and incorporate accurate information from print and online sources into their paragraphs, essays, and research papers.

The El Camino campus, as a whole, also works to address information competency. Institutional Learning Outcome VI, Information and Technology Literacy, was assessed in spring 2013 by a committee with campus-wide representation, including the Compton Center. The committee included a co-chair from the Learning Resources Unit. The committee used SAILS, the nationally benchmarked assessment instrument.

The latest Student Campus Climate Survey in 2011 shows students were aware of the campus SLO/SAO initiatives and value the efforts and activities, which include attempts to involve students with information competency.

The campus has an Academic Technology Committee and Campus Technology Committee, which meet during the year to ensure up-to-date technologies and software

are available for teaching, research, and student use. Trends, budgets, and usage are discussed. The College hosted a Technology Conference and Vendor Fair in March 2013 and has run student and faculty technology use surveys to assist with future planning in these areas. ECC campus units, divisions, and committees work closely with Compton Center counterparts to ensure an equal level of service and instruction in these areas. Information on library and research use is also available on the Library Student Success Center Web page.

Self-Evaluation

The College meets the standard. El Camino College provides a host of services that enable students to develop their information competency skills. The libraries provide ongoing instruction by qualified faculty during all hours of unit operation in a variety of ways: bibliographic instruction sessions to individual classes upon request, individual reference interactions with students, the online Ask-A-Librarian service, online tutorials, print library guides, brown bag sessions, embedded librarians, and two 1-unit course offerings. The Learning Resources Unit works closely with individual faculty and classes and with campus-wide committees to provide information competency to students and policy and guidelines to faculty in this area.

Standard II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The Strategic Initiatives, a component of El Camino's Mission Statement, stress the enhancement of college services to support student learning and are reinforced through careful attention to student and faculty access to programs and services, regardless of location or means of delivery. Many resources are available to students and faculty both on- and off-campus, such as the Millennium Catalog (the library management system designed to handle all complex and necessary functions for the Library's operational services from acquisition, cataloging, and circulation to OPAC), the Electronic Reserves System, electronic books, online databases, the Ask-A-Librarian Service, online tutoring, and other online resources. Some resources available on campus include Lunch Hour Labs, Library Information Skills courses, computer labs, and access to Wi-Fi.

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The libraries are open Monday through Saturday during fall and spring semesters. The Schauerman Library is open 65.5 hours per week Monday through Thursday (8:00 a.m.–9:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (9:30 a.m.–2:30 p.m.). During these hours, students and faculty can utilize books, reference materials, and computers. The Music Library is open 64.5 hours per week from Monday through Thursday (8:00 a.m.–9:00 p.m.), Friday (8:00 a.m.–4:30 p.m.), and Saturday (9:00 a.m.–1:00 p.m.). Students and faculty have access to music scores, choral libraries, sound recordings, a Maddaford DVD/laserdisc collection, listening facilities, practice rooms, a special resource lab, and Macintosh computer music applications. Summer hours for the Schauerman and Music libraries vary slightly.

The Library-Student Success Center (formerly known as the LRC) is open 61 hours a week during fall and spring semesters, and 40 hours a week during summer. Its hours are Monday through Thursday (8:00 a.m.–8:00 p.m.), Friday (8:00 a.m.–4:00 p.m.), and Saturday (9:00 a.m.–2:00 p.m.) during semesters. The exact hours are posted on ECC Compton Center's Library Web page. The Library-Student Success Center opens Monday through Thursday (8:00 a.m.–8:00 p.m.), Friday (8:00 a.m.–4:00 p.m.), and Saturday (9:00 a.m.–2:00 p.m.). Information pertaining to LRC services, hours of operation, description of programs, and tutoring are provided in the Library-Learning Success Center Web page.

The Millennium Catalog allows students and faculty to locate information and materials within the Library or from Library resources accessed remotely (II.C.1.c. ECC LRU Program Review Draft). The Electronic Reserves System lets students and faculty from certain classes view and post magazine and journal articles, class notes, copies of past tests, course syllabi, and homework solution sets.

Electronic books can be accessed by students and faculty on campus using the Library catalog and off campus with a student or faculty ID. Online databases can be utilized by students and faculty on campus through the ECC Library webpage, while off campus through their MyECC account.

Ask-A-Librarian is an online service providing students and faculty with answers to “concise factual questions” or advice on research or research strategies.

The Learning Resources Center Tutorial Program helps students with their assignments, tests, and study techniques. Any registered ECC student can walk in and meet with a tutor at the LRC. For students enrolled in Distance Education courses, online tutoring through NetTutor is available. Recommended resources on writing techniques, Internet search tools, source citation, and educational websites are available on the Library Web page. The Compton Center Learning Resources Center information and services descriptions can also be found online.

Lunch hour labs offer an opportunity for students and faculty who are unable to attend a Library orientation to get acquainted with the Library and its services.

Information and Library courses are recommended to students desiring to increase their information competency and improve their research skills and techniques.

Computers at the Library Reference Area provide students and faculty with access to the Library catalog, online databases, Internet, and printing. Computers at the LMTC offer the same access, plus Microsoft Office programs, adaptive access tools, and scanning.

The Basic Skills Study Center computers have individualized computer-assisted instruction programs in basic reading and basic math. These programs, with full reading and math curricula, include diagnostic testing, evaluation, and monitoring of student progress.

Computers at the Library Adaptive Access Room provide specialized equipment, such as high image readers, enlarging software, and screen reading equipment, to serve disabled users during Library hours. The High Tech Center staff trains all users prior to granting access and maintains the equipment. The campus has a high technology center in the Special Resource Center to provide technological support to students with special needs.

Other computer labs on campus providing exclusive access to students in particular courses are located in the Humanities, Art and Behavioral Science, Math Business Allied Health, Music, and Technical Arts buildings. Students and faculty on campus have access to College Wi-Fi using their MyECC username and password.

Overall, students on campus are satisfied with the level of services on campus according to a recent Campus Climate Survey.

Self-Evaluation

The College meets the standard. Computer and printing services are available to students in several locations, with special services to accommodate students with disabilities. During Library hours, the Learning Resources Center provides students with tutoring services from trained tutors in a wide variety of subjects. Beyond the normal operating hours of the Library, electronic resources are accessible to students both on and off campus.

Standard II.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.**Descriptive Summary**

The Learning Resources Unit staff takes continuous measures to ensure the maintenance and security of the Schauerman Library, Music Library, and other learning support services provided by the Library. These measures ensure well-maintained facilities for all El Camino College students. Maintenance and security at the Compton Center are the responsibility of the Maintenance and Operations Department.

As part of the ongoing maintenance process, the LRU safety committee arranges monthly meetings to discuss issues of safety on and around the Schauerman Library premises.

Attendance sheets are submitted to the campus safety office. To increase safety for students and faculty, every six months, a subcommittee within this unit walks throughout the entire facility to note areas that need improvement and to order necessary equipment. (II.C.1.d-1. ECC Maintenance Request). Because the Music Library occupies a much smaller area in a different building, staff members submit work orders when necessary but do not meet monthly.

The Library Media Technology Center, along with other computer labs, is maintained by Information Technology Services and is on the cycle for replacement equipment. Maintenance of all student-use computers is a two-tier process. LRU staff conducts the initial service, and ITS provide all services thereafter. The LRU staff, however, completes all imaging and software updates. ITS also helps provide security for external access to the Library databases.

Maintenance and Operations (M&O) is responsible for tasks ranging from routine cleaning, to repairing electrical wiring, plumbing, and HVAC at the Library Student Success Center. The Management Information Systems Department is responsible for maintaining the Library's staff and student computers. However, student photocopying and printing are provided by an outside vendor that maintains its equipment.

As part of an effective security system, the Schauerman Library relies on various measures to ensure the protection of Library property and the safety of students and staff on the premises. To increase external security, cameras were installed in 2009-2010 to monitor the outside premises of the Library (II.C.1.d-2. ECC Camera Purchase Request). The building is secured with an alarm system, and some doors are individually alarmed. To protect the computer lab, the entire lower level of the building has a separate alarm system maintained by an external agency. The Music Library relies on the security provided by the Music Building, which houses that library. The Library-Student Success Center is secured with an alarm system from a vendor and by campus police. A 3M security gate prevents theft of library materials. This device is protected and maintained by the company through a maintenance agreement.

Two senior citizens from the National Asian Pacific Center on Aging currently volunteer several hours per day, five days a week, to monitor the two main exits of the Schauerman Library. They act as a deterrent against theft and assist library staff when security sensor gates are triggered. Additionally, collaboration with the campus police has resulted in the regular patrol by an officer each afternoon. A walk-through of the entire premises establishes a police presence in the facility and thus increases security. The police provide support during student-related situations, such as a complaint, student disregard for instructions, or missing property. During staff safety meetings topics provided by the College's Office of Safety and Health are discussed. This has been as varied as repetitive motion injuries and dangers of overexertion. Campus police have presented techniques to use regarding an active shooter and increased thefts in the Library.

Additionally, the LRU implements various procedures to further protect Library property and materials. All student-use computers in the LRU require students to log on using their MyECC log-in information. This ensures that only students access the computers. To protect library materials, barcodes placed on materials

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are scanned upon checkout to ensure that items are returned in a timely fashion. In addition, security target strips placed in all library materials must be desensitized by a staff member before they pass through the security exit gates. These internal security measures are part of the Library checkout system.

In addition to reference books, the Music Library provides students access to various materials including cassette/CD players, metronomes, headphones, CDs, DVDs, audio tapes, and theater scripts. To protect these materials, the Library enforces a “closed stacks” security method where all materials are housed in a back room. Only a staff member is permitted to retrieve items requested by students. Some items may be borrowed and must proceed through the library checkout system previously detailed.

Compton Center’s Library-Student Success Center and its tutoring programs rely on campus police for security. Each discipline center and lab areas have security alarms which are set at the end of day and during the weekends. All student identification numbers collected by the Library-Student Success Center are locked and stored in the Instructional Specialist’s office for security purposes.

Self-Evaluation

The College meets the standard. The maintenance and security of the LRU and other learning support services are continuously evaluated during regularly scheduled safety meetings. Library faculty and staff members address shortcomings in a timely fashion to ensure the safety of students as well as the security of Library property. For example, through continued collaboration with the NAPCA, the Library works to increase staffing at the two main exits of the Schauerman Library to ensure quicker responses to triggered alarms. These efforts, along with a sustained relationship with campus police, yield well-maintained, secure facilities and services. Additional video security is desirable at ECC Compton Center’s library and Library-Student Success Center.



Standard II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

ECC libraries provide over 40 electronic resources (online database subscriptions) and over 12,000 eBooks that cover subjects across the disciplines from general to specific topical areas. In addition to printed materials, the electronic resources provide students with abundant resources for their assignments and in turn help them achieve their educational goals. A number of these resources are sponsored by the Chancellor’s Office and made available to the libraries. These resources include EBSCO products which cover general topical subject areas (for example, Academic Search Premier, Business Source Premier, and Vocational Studies Premier). A selected number of electronic resources have been added to the collection as the libraries’ budget allows. These additional resources, such as JSTOR Arts and Sciences, Gale Literary Databases, Health Reference Center Academic, ProQuest Ethnic NewsWatch, and National Newspapers Core, provide more in-depth information beyond the general information covered by EBSCO products. They cover areas in art, literature, health, and controversial and current event topics (II.C.1.e. Online DB Subscription).

The database subscriptions are reviewed and evaluated annually using the following criteria: usage statistics for existing subscriptions, contents’ currency, and degree of depth of new products. Usage statistics are collected monthly and incorporated into annual reports to be shared among librarians and LRU director. Based on the statistical reports and the review of new, emerging products, the team decides to continue or cancel subscriptions, and/or to select new resource(s) if budget allows. (II.C.1.e. Lib Stats Report).

Electronic resources and eBooks are available to currently enrolled students. The Library has established measures to ensure accessibility for both on- and off-campus students and record usage. On-campus access from the college-owned PC workstations is established

by the campus network IP address range. The network system assigns an IP address from within the range to a PC when it is logged on to the network. Using a combination of a user's name and ECC ID number, Millennium's proxy software authenticates remote access. Name and ID number are parts of patron records stored in the Millennium system; the records are updated every semester. This data is used to show usage of the LMTC lab and to determine what purposes brought them to the lab. This information is also useful in training persons assigned to work in the LMTC.

In addition to resources owned by the libraries and via online subscriptions, the Library provides two paths to obtain outside resources: reciprocal borrowing agreements with other institutions and the Inter Library Loan (ILL) service (II.C.1.e. Reciprocal Borrowing Agreement). El Camino College has reciprocal borrowing agreements with two local university libraries: California State University Dominguez Hills and California State University Long Beach. ILL is a supplemental service providing access to materials not available in the libraries; it is available upon request.

The libraries provide sustainable quality services to the campus community in part by maintaining continuous operational services for resources management and for technology updates and maintenance. The Libraries maintain the following operational services contracts: 1) Innovative Interface Inc., for the Millennium integrated library system; 2) Baker & Taylor and Midwest Title sources for book selection and ordering process; 3) Online Computer Library Center (OCLC) bibliographic utility for retrieving/downloading records of purchased materials in MARC format into the Millennium system, making them available and searchable in Online Public Access; 4) EBSCO serial subscriptions for retrieving/downloading print periodical records into the Millennium system to be searchable via OPAC; 5) Electronic Reserve System that serves as a depository source where students can search and electronically retrieve their class's reserved materials.

For convenience and easy access to obtain research materials and/or homework assignments, the libraries offer affordable, low-cost copy/print services in the building through a contract with Quality Copying Inc. Copiers, printers, and scanners are placed in various locations throughout the LRU building and the Music Library.

Network Digital Resources and Services provide the hardware, supplies, and maintenance for printing

for a fee to the students at ECC Compton Center's library. ECC Compton Center's library relies on a few contractual agreements for services. Yearly agreements with vendors or their agents are signed and paid annually for goods received such as a yearly agreement with the Community College League of California for purchasing access to databases. Maintenance agreements are in place yearly for the 3M security gate, and the automated system Voyager and its reporting module Analyzer.

Learning Resources Center (LRC)

The Learning Resources Center provides students with access to PLATO software to assist them with deficiencies in basic skills. The PLATO software provides students with individualized paths which help to improve their reading and math skills. The Learning Resources Center has a contract with PLATO Learning Environment to provide licenses for post-secondary math and language arts, access passes to diagnostic testing software called Accucess, and licenses for a post-secondary course in the Allied Health Prep Pack. Student success in using PLATO software is evaluated by reports provided by PLATO (II.C.1.e. Plato 2012 Full Proposal).

Self-Evaluation

The College meets the standard. The Libraries and Learning Resources Unit takes responsibility for all services provided either directly or through contractual arrangement. Adequate and comprehensive online resources and services to support service area outcomes are provided. Regular evaluation of database subscriptions through reviewing usage statistics and analysis of new, emerging products maintains the quality, currency, and topic comprehensiveness of online resources. Accessibility to these resources is guaranteed through on-campus and off-campus access network settings. Departmental special announcements and highlighted information on the Library homepage inform the campus community of new database subscriptions and products. A reciprocal borrowing agreement with two local universities and the Inter Library Loan service allow the libraries to obtain additional resources.

A scheduled evaluation of the PLATO software has been established. Student interactions with the PLATO software are evaluated each semester through reports which reflect students' activity and progress in reading and/or math. Adequate licenses are purchased to provide access for an average sized class.

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The LRU continues to maintain current services, keep up with technology as it becomes available and affordable, and acquire it for use in providing support and resources to faculty, students, and staff.

Standard II.C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The institution uses a variety of methods to evaluate the Library and other learning support services. As part of an effective, college-wide assessment process, the Library and Learning Resources Unit (LRU) evaluates its goals and services on a regular basis using a variety of methods such as Service Area Outcomes (SAOs), program review, faculty and student surveys, and user data analyses. SAOs are developed and assessed for each major department of the unit.

Service Area Outcomes align with program assessments and Institutional Learning Outcomes. SAOs were mapped to larger institutional outcome areas that aligned with the unit's goals. One example is that the LRU identified closely with the ILO of informational competency in providing services and instruction dealing with information retrieval for research needs and lifelong learning.

The program review of the unit is currently underway and will be completed in 2014. These evaluative processes are the foundation for the unit's plan including the goals and objectives for each department in Plan Builder. The planning objectives are written statements that accommodate an evaluative semi-annual update created online.

The service area outcomes used by the Library and the LRC provide a mechanism for assessing the services of the department. An annual Student Satisfaction Survey distributed to students, staff, and faculty provides data about use and satisfaction levels on issues like ambiance, safety, equipment, and service. In order to validate that they can extract the information needed for their assessment, all LRU Program SAO teams contribute to developing the survey. The comments

and results, as compiled by Institutional Research, are circulated to all unit members and discussed in detail by the individual SAO teams and the unit council. A recent change resulting from the survey was the increase of staff presence in study areas identified in the survey comments as having noise issues.

Some of the Service Area Outcomes assessments are achieved through specialized sampling, such as pre-tests and post-tests used for some bibliographic instruction classes and short quizzes attached to how-to-use-specialized-resources videos on the Web page. The information gleaned is used to develop new approaches for class presentations. Biannually, the library staff completes the California Community College Chancellor's Data Survey (II.C.2. Cal CC Chancellor's Data Survey) and the National Center for Education Statistics survey (II.C.2. National Center for Education Statistics Survey) of all libraries of degree-granting colleges and universities. These reports provide statistical information on the current operations of the library. This data is used to frame budget requests for services and staff. ECC Compton Center's library also participates in state, federal, and other surveys. These surveys are generally used for comparison to peer institutions.

The College web master provides Google analytics statistics that are used to show the traffic to the Library webpage. The Library staff compiles statistics reports to reflect use of individual online databases and circulation use (II.C.2. Library Circulation Use). The staff also compiles annually an age-of-the-book collection report (II.C.2. ECC Library Collection Age). The data are used to determine continuation or discontinuance of specific titles or databases. These identified issues are used to formulate program changes and service enhancements. Recently, the technology section of the collection was selected for weeding and title replacement based on the age-of-the-collection report.

Faculty are actively involved in validating relevancy and currency of materials in their area. The Library staff share the age-of-the-collection information with faculty members about areas designated for in-depth weeding. The budget influences the volume of materials that can be replaced. Faculty members are a vital part of the book selection protocol through the division liaison librarians and the monthly circulation of book reviews in their subject area. Student requests for additions to the book collection are received at the reference desk.

Standard II: Student Learning Programs and Services

The librarians log requests for specific titles that the Library does not own. Three or more requests trigger an evaluation of the title for purchase.

Evaluations of the bibliographic instruction classes are completed by selected class sections to provide some baseline information on the instruction process. The instructional librarians have successfully used response tools such as clickers to help generate immediate evaluation and feedback during the bibliographic presentation.

The satisfaction survey results (II.C.2. Librarians Meeting 2-22-13) are also shared with the Library Advisory Committee, which includes faculty, staff, and students. The committee meets at least once a semester to discuss issues and make recommendations such as plans for activities showcasing the Bridging Cultures Muslim Journey grant.

At the Compton Center, all learning support services, including the Library-Student Success Center, participate in the Compton Center's planning and review processes. In evaluating and assessing the services provided by the Library, the librarians take into account the Library-Student Success Center's mission statement, the annual program plan, program review, and SLOs. The Library also surveys its students and faculty to assess use and satisfaction with the facility and services.

In November 2012, library users were surveyed to determine their use of the Library, as well as their opinions of the Library facilities. Surveys were available at the circulation desk, distributed to Library patrons studying in the Library, and handed out in orientation sessions. Library users completed and returned 108 surveys. The survey provided information on Library usage, computer access, and satisfaction with facilities, purpose and duration of visits, and needs assessment. (II.C.2. ECC and Compton Center Library Survey) According to the Library SAO, students will demonstrate knowledge of the various services available that the Library offers. The results of the survey do indicate that students are using the Library and are generally satisfied with the level of services provided.

The ECC Compton Center's Library-Student Success Center conducts a semester by semester faculty and student survey; some of the items measured relate to tutoring services, quality of tutors, accessibility to services, fostering independent learning and areas in

which the Library-Student Success Center can improve. These surveys are instrumental to measuring Student Learning Outcomes and for addressing the concerns and needs of the Compton Center faculty and student population.

Self-Evaluation

The College meets the standard. The ECC Schuerman Library and Learning Resources Unit have provided evidence that it evaluates all Library and support services regularly. Evaluation is done through Service Area Outcomes assessment and review, LRU program review, and user-data analyses. The results are used by Library faculty and staff to improve services. Regularly produced statistical reports, including hourly circulation activities, online database usage, and Google analytics, validate the services' effectiveness. These reports are also closely reviewed to identify areas that need improvement and consequently provide a springboard for further planning.

Evidence - Standard II.C. Library and Learning Support Services



