



Response to Self-Identified Issues



Response to Self-Identified Issues

Standard IA/B: Institutional Mission and Effectiveness

1. The College will review the mission statement every three years (IA.4).

The current Mission Statement was drafted in April 2007 and approved by the Board of trustees, as Board Policy 1200, in June 2007. At the Planning Summit held in spring 2010, the Mission Statement was reaffirmed, and the Planning Summit team recommended seven Strategic Initiatives for 2011-2014. Both were approved by the Board of Trustees as BP 1200: The El Camino College Vision, Mission Philosophy, Values and Guiding Principles in June 2010. At the planning summit held in May 2013, the Planning Summit team reaffirmed the Mission Statement and Strategic Initiatives. This item has been met and is ongoing.

2. The College should publish an annual report showing progress and accomplishments for each of the Strategic Initiatives (SI).

Abridged Response from 2011 Midterm Report

This agenda item is pending. Metrics for each Strategic Initiative (SI) were developed in May 2011. The district will use these metrics to show progress and accomplishments for each of the SIs.

Continued Progress Toward Completion

This agenda item is in progress. Two of the goals of the May 2013 Planning Summit were to (1) Evaluate, reaffirm and, if necessary, revise the Strategic Initiatives and (2) Develop ways to measure progress on our Strategic Initiatives. The final report for the 2013 Planning Summit stated the Strategic Initiatives were reaffirmed, but will undergo an extensive review the following year.

In fall 2013, a small Strategic Initiatives working group assembled to continue this process. After determining that the initiatives were good goals but lacked measurability, the working group made several recommendations including the addition of measurable objectives for each strategic initiative to assist in quantitatively measuring progress. In the meantime, the College would measure the initiatives indirectly by assembling a compendium of all work done by initiative since inception.

3. Institutional Research should increase the number of general campus assessment results, performance measures, and accountability reports published on its website and presented to constituent groups and the community at large.

Abridged Response from 2011 Midterm Report

This recommendation has been implemented. In the area of general assessments, the College has instituted a cycle of regularly administered surveys for employees and students. All College and Compton Center employees are invited to complete the Faculty and Staff Opinion Survey (now called the Employee Campus Climate Survey) every four years. Student opinion surveys are administered College-wide and Center-wide every one to two years. Surveys include general opinion surveys, student engagement surveys (e.g. CCSSE), and a student Campus Climate Survey. Students enrolled in online classes are also invited assess the quality and needs related to this form of distance education. All results are published and easy to find on the IR Web page.

Institutional Research also keeps its Web page updated with the latest information on student enrollment and demographics, success, retention, and persistence data, and other performance measures. These are published in factbooks for each term and year as well as in the local reports of the system-wide Accountability Reporting for Community Colleges (ARCC Report). In addition, reports on specific initiatives or programs on campus are published and distributed widely, such as outcomes assessments for First Year Experience (FYE), Puente Program, Project Success, and Supplemental Instruction (SI). Finally, outcomes studies comparing El Camino College to peer institutions have recently been updated on the IR Web page. Reports are shared on the IR Web page and the College publishes a notice to campus constituents or publishes highlights in a campus publication so that all appropriate reports receive wide distribution.

Continued Progress toward Completion

The Institutional Planning and Research Office has continued to complete surveys of faculty, staff and students as described above. In addition, the office has published research reports regarding Repeatable Course Usage, Applicant Yield Rates, Basic Skills Progression, Transfer Rates, Degree and Certificates awarded and time to completion. Each semester, student success and

Response to Self-Identified Issues

retention date is published by instructor, course and division. All research reports and surveys are posted in the IRP webpage. This issue has been addressed.

4. The College will invest in a system to store and display SLOs and SLO-related documents (IB.5).

Abridged Response from 2011 Midterm Report

This agenda item is in process. The College purchased the relational database, CurricUNET, to store and display the SLO proposals and reports. The SLO module allowed faculty and staff to enter plans and assessment reports for courses and programs. The system stored historical reports and kept the most current set of SLO statements as active. Faculty and key classified staff were trained and the module put into operation starting fall 2011

Continued Progress Toward Completion

During spring 2012, it became clear the CurricUNET SLO module was not functioning properly. Faculty members were not able to easily input assessment results, the saved reports were not retrievable and operational reports on the number of SLO statements assessed, varied drastically from the data available from division offices. After much work with the company, it was decided the CurricUNET program could not handle the requirements of the storing and retrieving SLO assessment data in a reliable way. The College investigated several alternative systems and made the decision in spring 2013 to migrate to TracDat. During summer 2013, the TracDat system was installed, SLO coordinators were trained on TracDat and the SLO statements and assessments were migrated to the TracDat system. During fall 2013, SLO facilitators and faculty members were trained on the use of the TracDat system. Course SLO and PLO data collected during the fall semester were input by faculty and facilitators during January and February 2014. To date, the system is working and far fewer problems have been encountered with the TracDat system than with the CurricUNET SLO module. This self-identified issue has been addressed by the College.

5. The College will reassess the program review models and the SLO assessment process after the current cycle is completed (1B.7).

Abridged Response from 2011 Midterm Report

The SLO assessment process at the College has been assessed and modified to meet the needs of the campus. Beginning in fall 2011, all course and program level

SLOs will be assessed every four years in order to align with the new four year program review cycle. Programs have created four-year timelines for assessing each course and program level SLO. SLO assessment data are included in program review, linking them to the institutional planning process. At ECC Compton Center, the first assessment cycle for all courses is expected to be completed by fall 2012. A four-year cycle will be developed during 2011-2012 now that the framework has been developed and implemented during the 2009-2010 and 2010-2011 years.

At the College, SLO facilitators from each division provide support to faculty and staff in the area. In addition, division SLO committees oversee the progress on assessments. At ECC Compton Center, a similar support system is in place. Together, the committees and the facilitators, along with division deans and the Interim Associate Dean of Academic Affairs, monitor progress on the SLO timelines. At ECC Compton Center, progress will be monitored by ECC Compton Center's Interim Associate Dean of Academic Affairs, the SLO coordinator and the recently filled SLO facilitator positions.

Institutional Learning Outcomes (ILOs), formerly called Core Competencies, are also assessed on a regular basis at both locations, according to the Core Competency Assessment Plan developed by the Assessment of Learning Committee. The process began in spring 2010 when faculty from all departments completed alignment maps that aligned their course and program SLOs with the core competencies. Core Competency assessment is overseen by the SLO Coordinator(s) and the Assessment of Learning Committee.

The College's academic program review template was revised and refined during the 2010-2011 academic year by the College's Academic Program Review Committee, which is co-chaired by the Interim Associate Dean of Academic Affairs and the Academic Senate President. ECC Compton Center is creating an institutional Effectiveness Committee which will oversee ECC Compton Center's Academic Program Reviews. Program reviews written at ECC Compton Center during 2010-2011 followed the new template. The new template includes explanations of changes and recommendations resulting from SLO assessments. Program reviews conclude with a prioritized list of recommendations that include dollar amounts in requests for funding. The funding requests are then entered into Plan Builder (the College's planning software), the

software used for planning and budgeting Supplemental questions were developed for CTE programs to address their specific needs. For instance, CTE programs are asked to describe the role of their advisory boards and to use data to discuss local employment opportunities in their field.

In a mandatory orientation offered at both the College and ECC Compton Center, the program review process is explained to faculty and staff who are charged with the responsibility of completing program review. The purpose of program review, the templates and related procedures are explained in the orientation. The Institutional Research Office provides each program with a data set for analysis in the review and offers opportunities for training in data analysis and/or individual meetings for assistance with data analysis.

In addition, procedural guidelines were developed to ensure the timely completion of program reviews. The Interim Associate Dean of Academic Affairs monitors the progress on program reviews and provides guidance, if needed. At the College, the co-chairs of the Academic Program Review Committee provide feedback on first drafts of program review. After revisions are made, the second draft is presented to the entire committee, which makes further suggestions and meets with the author(s) and the dean who oversees the program. After a last round of revisions, the final draft is submitted and published on the College's program review Web page. Currently at ECC Compton Center, only the Interim Associate Dean of Academic Affairs and the division dean provide feedback. The Institutional Effectiveness Committee began meeting at ECC Compton Center in fall 2011 to review all Program Reviews.

The Program Review cycle was reduced from six to four years with the approval of the Academic Senates at both locations. The Program Review cycle was shifted from a fall beginning and spring completion to a spring beginning and fall completion, starting 2012. This shift better aligns program review with planning and budgeting on campus, by diminishing the lag time between the review of a program and the consideration of recommendations with funding requests as they appear in Plan Builder.

Student and Community Advancement (SCA) area has revised its program review template and is using a peer review process beginning with the fall 2010 program review cycle. Programs at both the College and ECC Compton Center undergo program

review simultaneously to increase collaboration and standardization between similar programs. The peer review committee provides an orientation for the programs undergoing review and will provide feedback and recommendations. Programs in the Student and Community Advancement area will undergo program review on a four-year cycle.

The program review process in Human Resources and Administrative Services has also been strengthened with a peer review process and revised template. The process for evaluating the program reviews is under the direction of the vice president in each area, in consultation with program personnel. All managers in Administrative Services review the program reviews and provide feedback and recommendations to the program manager. Once completed, the program review recommendations are included in the unit plan by the unit managers. Administrative Services is on a three-year program review cycle.

Continued Progress Toward Completion

In early spring 2013, SLO Coordinators and Facilitators analyzed the SLO reporting form and revised it to elicit more detailed and analytical responses from faculty. Additional guiding questions were added to the Action Plan section of the form, prompting faculty to provide specific information about changes needed to improve student learning. Faculty members discussed possible changes to teaching strategies and curriculum, as well as any needed support from the college. In June 2013, the SLO reporting form was further revised as the College discontinued the use of the CurricUNET SLO module and implemented TracDat. The revisions were designed to elicit responses from faculty regarding changes needed in the SLO assessment process so that student learning can be better assessed and analyzed. Faculty members will also provide a timeline for implementing proposed Action Plan items so that monitoring and follow up will occur.

In response to the Commission observation that some degree programs had only one Program Learning Outcome, the College reviewed the existing PLO statements for each program. After review by the faculty SLO coordinators and the Associate Dean of Academic Affairs, it was determined that one or two PLOs were not sufficient to assess all the important components of a program. In the fall 2013 semester, faculty were asked to initiate a comprehensive PLO review and revision process and to increase the number of PLO statements to at least three per program. The

Response to Self-Identified Issues

SLO Coordinators developed a quality checklist to assist faculty members in the PLO revision process and to ensure PLOs were connected to the programs mission and objectives in a meaningful and assessable manner. SLO facilitators were trained to assist faculty members through this revision process and given the PLO Guide with a checklist and other materials to guide them through the PLO review and revision process. A training campaign entitled *Making SLO Assessment Meaningful and Manageable* was organized and sessions for faculty on developing quality SLO/PLO statements were scheduled. During the fall 2013 Flex Day, ECC and Compton Center faculty discussed, reviewed and developed additional PLO and SLO statements. These additional PLO statements were submitted to the division SLO Facilitators for review and approval. In cases where faculty and the facilitator or dean disagreed, the statements were forwarded to the Assessment of Learning Committee for review and recommendation. After going through the PLO analysis process, there were a few departments that concluded fewer than three PLO statements were sufficient. The revised PLO statements will be put into TracDat and posted on the College's website. Revised alignment grids will be posted on the division SLO Web pages. In spring 2014, faculty members will revise SLO and PLO timelines to incorporate the newly developed statements.

The College has implemented the Academic Program Review model which starts in the spring with an orientation and data collection, and ends in the fall with a meeting between the departments completing program review and the Academic Program Review Committee (APRC). The template for Academic Program Review was revised by the APRC in spring 2013, with all necessary documents placed on the Academic Program Review Web page. This material was refined in spring 2014, but no major changes were made to the template. The data for program review is made available to departments undergoing review on the MyECC portal. Upon submission of the Academic Program Review documents, the APRC meets with department representatives. Suggestions are made for improvement and clarity to the program review. Department committee members review the suggestions. Upon final revisions, the completed program review documents are posted on the Academic Program Review Web page. This model has worked well for the past several years. The College and ECC Compton Center continue to follow a four-year cycle for academic program review.

The SLO assessment process at the College has been assessed and modified so that all course and program level SLOs will be assessed every four years. This agenda item is completed.

Standard IIA: Student Learning Programs and Services – Institutional Programs

1. The College will evaluate the progress of SLOs on an annual basis (IIA.1.b).

Abridged Response from the Midterm Report

Evaluation of the progress of SLOs occurs on a regular basis throughout each school year. At both the College and ECC Compton Center, the SLO coordinator(s) meets with the Vice President of Academic Affairs or his designee. The College has appointed faculty SLO facilitators from each division, who coordinate and monitor SLO progress within their respective divisions. The Compton Center appointed SLO facilitators who began serving in fall 2011, and meetings include all facilitators together. At the College, divisions also have their own SLO committees, which are comprised of faculty who provide leadership and collaborate to maintain SLO progress.

Each semester, the College's SLO coordinators publish the *SLO Progressive* which highlights the progress and success within divisions. SLO charts that track the number of courses and programs assessed is also distributed and discussed on a regular basis at the Vice President of Academic Affairs Deans and Directors meeting.

Continued Progress toward Completion

The College has reached Proficiency and should be at the Sustainable Continuous Quality Improvement level of SLO by fall of 2014.

SLOs have been identified for 100% of the College's courses and the College has moved forward to assessing them. As of the summer of 2013, 96% of courses had at least one assessment. The College intends to have 100% of courses with at least one assessment completed by Fall 2014. SLOs and assessments are tied to program review, and the College has moved on to measuring student learning in degree programs through Program Learning Outcomes. As of October 2013, 15% of programs had one PLO, 2% of Programs had two PLOs, and 78% of Programs had at least three PLOs. The College completed assessing its programs in July 2013.

The College continues the discussion of SLOs in faculty evaluations as well. New requirements mandate that faculty reflect on SLOs as part of their self-evaluations. Detailed and thoughtful analysis of SLOs and their assessments in a faculty member's classroom enriches the SLO discussions and reflections occurring at the department level. SLO evaluation permeates every level then, starting from the individual faculty member, to committees discussing SLOs per course and program and moving up to the SLO coordinators and, as a result, the College at large. This agenda item is completed.

2. The College will encourage more faculty members to take advantage of professional development opportunities on the main campus and at the Compton Center (IIA.1.b).

Abridged Response from the Midterm Report

Staff Development and the Faculty Development Committee have encouraged sustained professional development participation by developing a series of high impact professional development opportunities across the campuses that facilitate extended partnerships between faculty members to improve instruction and student success. Beginning in fall 2009, the faculty mentorship program has partnered faculty in the same or similar academic fields into structured mentoring relationships that last a semester and may be extended.

The most extensive faculty partnerships were developed in Learning Teams and in the Faculty Inquiry Partnership Program (FIPP). Since 2009, participants in the FIPP program engage in either a semester or a year of ongoing training, mentoring and collaboration with a colleague from a discipline different from their own. The focus of the program is to transform campus culture, develop innovative approaches to student success and to help students achieve their full potential by becoming active and responsible learners. Learning Teams matched faculty members teaching Basic Skills courses into structured partnerships that identified a learning problem and focused on developing and testing strategies to overcome that problem. The Title V Graduation Initiative grant is also in the process of developing Learning Teams in the Humanities and Mathematics divisions.

An extensive variety of technology training has also been introduced, including workshops such as "Using Clickers," "Turnitin - Preventing Plagiarism," and "Class Team Site Basics." Faculty members who are unable to attend daytime workshops are encouraged to

participate in a growing number of webinars on topics such as "Managing Disruptive Classroom Behavior" and "Best Practices in Active Learning." In addition, the Staff Development Web page contains links to training manuals and other professional development links. All workshops and website materials are accessible to Compton Center faculty.

Continued Progress toward Completion

Staff Development and the Faculty Development Committee routinely sponsor programs for professional development. Faculty members from both campuses are invited to attend. The College continues to hold joint professional development days twice a semester where faculty and staff members from both campuses meet in joint division meetings and attend a variety of workshops. Faculty driven professional development workshops occur on both campuses throughout the year and allow for continuous improvement.

The Graduation Initiative continues to sponsor and invite faculty from both campuses to participate in its programs. The aforementioned Learning Teams are active and have established teams inside both the English and the Mathematics departments. The Graduation Initiative also recently sponsored a Great Teachers Seminar with math faculty from both campuses. The Seminar allowed faculty to discuss common obstacles and learn best practices from each other.

FIPP continues to foster collaboration across disciplines and across campuses. A new cohort began in January 8-10, 2014, with a group of 32 newly hired faculty members from El Camino and the Compton Center participating in a 3-day On Course Training. The participants will continue to meet throughout the spring semester to implement various On Course strategies. The professional development office intends to offer On Course/FIPP annually for newly hired faculty at ECC and Compton Center. This agenda item is completed.

3. The College will continue to evaluate the effectiveness of online instruction on student learning (IIA.1.b).

Abridged Response from the Midterm Report

The Distance Education Advisory Committee developed a Principles of Good Practice for Online Instruction Worksheet based upon the seven *Principles of Good Practice* adopted by the ACCJC. All courses listed as a distance education course at El Camino College are being reviewed against the *Principles of Good Practice*

Response to Self-Identified Issues

to ensure they are technically sound and of high quality. Faculty members must complete the worksheet and gain approval by their Dean or Division Chair for each distance education course taught. The completion of this document is the final step in the assessment process to determine online course readiness. After approval for online readiness, courses are further reviewed by the Distance Education Instructional Media Coordinator who uses a Course Review Survey for each course. Comments were forwarded to the online faculty member and to the appropriate Academic Dean. In situations requiring a follow-up, support was provided to the individual faculty member by the Instructional Media Coordinator.

All online faculty members must use a course management system or publisher's site requiring a login and a password that also meets FERPA requirements for privacy of student information. The Distance Education Office is developing a number of additional policies and procedures with the Academic Senate to ensure continuity and usage of a defined process in Distance Education including instructor contact guidelines, a syllabus template, and minimum requirements for the course shell.

Continued Progress toward Completion

The Distance Education Advisory Committee and the Academic Senate have completed policies addressing instructor contact guidelines, student authentication and minimum requirements for a course shell. These items are detailed in two documents entitled "Student Authentication Guidelines" and "Regular Effective Contact Guidelines" that were approved by the Distance Education Committee and the Academic Senate during the spring semester of 2013. The document also addresses student authentication concerns and plagiarism while adhering to FERPA regulations.

The Distance Education Office has also created an "Online Course Quality Checklist." It is a flexible template that faculty can use when constructing a syllabus and has descriptions of mandatory and optional elements to include. The checklist also describes how and when online courses can be evaluated. It is scheduled for review by the Academic Senate in Spring 2014. For those instructors who feel they meet ECC's training requirements, there is also a waiver process that allows ECC to maintain quality without forcing instructors to go through retraining unnecessarily. This agenda item is completed.

4. During fall 2008 flex day, all programs will come up with plans to meet the following deadlines: all courses will have an SLO and assessment plan in place by the end of fall 2009; all programs will write a first draft of their program/degree SLOs by spring 2009; all programs will continue assessing SLOs (IIA.1.c).

Abridged Response from the Midterm Report

During the flex day of 2008, all programs developed plans to ensure that the College would achieve certain benchmarks. All courses would have an SLO and assessment plan in place by the end of fall 2009. All programs would write a first draft of their program/degree SLOs by spring 2009, and all programs would continue assessing SLOs. By the end of fall 2009, 87% of courses had at least one SLO and assessment plan in place and 85% of programs. In 2011, 100% of the College's programs had a complete set of SLOs that appears online on department Web pages as well as a dedicated program-level SLO page, which links to the College catalog. 99% of courses have SLOs. At ECC Compton Center, the course SLO statements are identical to the College, the only difference occurs in programs consolidated during 2010-2011, requiring those programs to update their SLO statement.

Assessment of these SLOs occurs on a regular basis; 37% of all courses have now gone through at least one assessment cycle, and 86% of programs have assessed their program-level SLOs. Beginning fall 2011, all course and program SLOs will be on a four year cycle, which coordinates with the program review cycle. Assessment of SLOs at the College is ongoing and robust.

Continued Progress toward Completion

The College has completed the benchmarks from 2008 and continued its progress in assessing SLOs at the course and program level. As of fall 2013, 98% of courses and 100% of all programs have been assessed at the College. For course assessments, the College will reach 99% completion by spring 2014 and 100% by the fall of 2014. The College can verify its completion rate once the assessment reports are entered into TracDat. SLOs, PLOs, and PLO assessment reports are all posted on the College website and available to the public. Assessment reports posted on the SLO Web page will be updated every semester. Due to the migration to TracDat, reports will be available starting from fall 2013. As of fall 2013, ECC Compton Center assessed 96% of its courses and 100% of its programs.

For course assessments, ECC Compton Center will reach 100% completion for SLO and PLO assessment by the end of fall 2014. In total, the College's overall assessment rate is 98% and will reach 100% completion by the fall of 2014.

SLOs are now on a four year evaluation cycle. By the end of the fourth year, all of a program's courses should have had their SLOs assessed. The fourth year of assessment coincides with the Program Review cycle and will, therefore, inform the actions taken during Program Review. However, since SLOs and PLOs have been revised and rewritten, timelines are being updated as well. Timelines were updated during the Flex Day of spring 2014. Timelines and grids are also available on the College website on the SLO main page as well as on the appropriate division's page by the end of spring 2014. The College has also created alignment grids which illustrate the relationship between course, program, and institutional level learning outcomes. This agenda item is completed.

5. The College will develop an assessment instrument for the core competencies to improve the general education instructional program (IIA.1.c).

Abridged Response from the Midterm Report

The College's Assessment of Learning Committee (ALC) has developed and will continually refine assessment methods to measure students' success in achieving the College's six core competencies.

ILO assessment is on a four year timeline. The assessment process utilizes three types of data. The first is a student survey in which students rated their own competence in skills related to communication. Faculty members also complete a survey in which instructors holistically rated the same students on their communication skills. Lastly, grade data from the same students taking part in the student survey in their courses is used as part of the assessment.

Core competency maps are also used. Each division developed a map for their programs to indicate how important each core competency was in the courses and the program as a whole. This data was added to the Institutional Research database in order to pull courses that are aligned with each core competency.

Continued Progress toward Completion

Course mapping again will be an important tool in the assessment process because the ALC decided that

faculty and student surveys were not the most effective method of gathering authentic data. They decided to form ILO subgroups or "Expert Groups" of ALC members and faculty/staff from the campus at large to spearhead each ILO assessment. The premise was that this group would have the background and expertise associated with the particular ILO and would be able to work more efficiently as a smaller task force. Although the Expert Groups were required to keep the ALC informed of its actions, it would allow the ALC to focus on additional important issues related to the overall SLO and PLO assessment processes on campus.

This new method was used successfully during the assessment of the Information and Technology Literacy ILO. The ALC has deemed this new method satisfactory and will continue with it and refine it in the future. At this time, five of the six ILOs have undergone at least one round of assessments with the ILO concerning Content Knowledge completed in the spring of 2014. One full cycle of assessment will be completed after spring 2014. With the data gathered after the first round, the ALC will review all ILOs and assessment methods for possible modification. Results for the existing assessments are available to the public on the College website. This agenda item is still in progress.

6. The College will finish building an online SLO and assessment database which will give personnel at both campuses access to SLO and assessment reports. This will also serve as the basis for linking SLOs to program and curriculum review processes. (IIA.1.c).

Abridged Response from the Midterm Report

The College purchased a relational database, CurricUNET, to store and display SLO proposals and reports. This system houses the curriculum module, SLO module, and program review module, which is currently in development. The SLO module allows faculty and staff to enter plans and assessment reports for courses and programs. The system stores historical reports and keeps the most current set of SLO statements as active. The database displays the most current set of SLO statements on all course outlines of record. The database will also link SLO assessment results to the program review module. Any recommendations that were made as a result of assessment of SLOs will be carried forward to the program review module where any action taken on these recommendations will be recorded.

Response to Self-Identified Issues

All College employees are able to log into the system and view SLO plans and assessment reports. As of March 2011, 144 employees from both campuses have attended a training session. SLO facilitators are also available within each division, to provide training and respond to questions.

Continued Progress toward Completion

The campus utilized CurricUNET until a review of the system in Fall 2012 revealed numerous deficiencies. CurricUNET was arbitrarily and irretrievably deleting assessment reports. These problems led to huge discrepancies in SLO record keeping. CurricUNET reported that only 56% of assessments were completed when in reality the number was twenty percent higher. As a result, the College has transitioned from CurricUNET and has adopted a new system called TracDat. Usage of TracDat by the faculty at large is growing as training becomes more available. This agenda item is completed.

7. The College will continue to develop, assess, and revise SLOs and related assessments for all College courses, programs, certificates, and degrees. (IIA.2.b).

Abridged Response from the Midterm Report

As of spring 2011, 99% of all College courses and 98% of all Center courses have an SLO statement and 37% of the College's courses and 32% of ECC Compton Center's courses have at least one course assessment completed. In addition, 100% of all College programs and 73% of ECC Compton Center's programs have an SLO statement and 86% of the College's programs and 21% of ECC Compton Center's programs have at least one assessment completed. Core competencies have been developed as well as a plan for assessing these core competencies for the general education program. Programs have created four-year timelines for assessing all course and program level SLOs.

Continued Progress toward Completion

The College and ECC Compton Center has completed its development of SLOs and continually assesses and revises them for all College courses, programs, certificates and degrees. All of the College's and ECC Compton Center's courses have SLO statements. 96% of the College's courses have been assessed as have 100% of its programs. ECC Compton Center has assessed 93% of its SLOs and is on its way to 100% completion. 81% of ECC Compton Center's programs have been assessed. The College will complete 100% of its assessments by the fall of 2014. SLOs, PLOs,

and PLO assessment reports are all posted on the College website and available to the public. SLOs are evaluated annually and align with Program Review occurring every four years. Core competencies have been developed, and their assessment process is nearly complete.

The process of assessment and revision is continual and ongoing. The recommendation is in progress.

8. The results of program reviews in all three areas should be published on the College website under a link titled Program Review (IIA.2.e).

Abridged Response from the Midterm Report

The College has completed this planning item. The Program Review links are in the menus on the Academic Affairs, Administrative Services, and Student and Community Advancement Web pages.

Continued Progress toward Completion

Program Reviews for Academic Affairs, Student and Community Advancement, and Administrative services are available on their respective webpages. The College will update them in a timely manner according to the Program Review schedule. Since the College is transitioning away from CurricUNET, Program Reviews must find a new database for storage. TracDat will eventually house all Program Reviews. This agenda item is completed.

9. The evaluation component of Plan Builder needs to be strengthened to assist managers in the evaluation process (IIA.2.f).

Abridged Response from the Midterm Report

The evaluation component of Plan Builder has been strengthened in two ways. First, each goal has an evaluation section in which planners are asked to indicate how they will evaluate the outcomes of their goal. Second, updates to the evaluations are posted twice each year in a Status Report for each goal and objective. The May 2011 Planning Summit helped train participants on strategies for effective goal-writing.

Continued Progress toward Completion

Plan Builder was strengthened and the College achieved its original goals. As part of the continuing process to assist managers in the evaluation process, the College is considering replacing Plan Builder with its newly adopted relational database TracDat. This agenda item is in progress.

10. The College will continue to enhance faculty knowledge of the relationship between SLOs and student learning (IIA.2.h).

Abridged Response from the Midterm Report

Faculty members have ample opportunities for professional development in SLOs at both the College and the Compton Center. The ECC SLO Web page contains a variety of resource and training materials, such as links to the ECC and other college SLO handbooks, information about rubrics and a guide to evaluating assessment proposals. The College and ECC Compton Center have also provided funding for SLO facilitators, whose responsibilities include SLO and assessment training for the faculty within their division. Facilitators, such as the one in Behavioral and Social Sciences, hold SLO office hours to assist other faculty and the Industry and Technology facilitator has coordinated workshops for part-time faculty members, whose assistance in SLOs and assessments is essential in that division. SLO and assessment workshops have also been conducted at the Compton Center and Compton faculty are invited to all ECC workshops. ECC Compton Center also held an all-day activity prior to the spring 2011 semester devoted to SLOs and increasing the frequency of assessing student learning.

Continued Progress toward Completion

The College continues to enhance faculty knowledge of the relationship between SLOs and student learning. The assessment process assists in illustrating this relationship. As the process continues, faculty learn more about how to improve their teaching to meet the SLO. The College continues to sponsor campus-wide activities promoting SLOs. The fall semester of 2013 opened with a keynote address from David Marshall discussing the relationship between SLOs, assessment, and accreditation. This agenda item is an ongoing process.

11. The College will begin the development of SLOs and assessments for degrees and certificates during the next academic year (IIA.2.i).

Abridged Response from the Midterm Report

The College has revised this planning agenda item. Assessment of certificate and degree attainment takes place in the program review process for each discipline. Outcomes assessment of students finishing a degree or certificate is embedded at all three levels: course assessment, for capstone courses or courses which are the final courses for degree or certificate attainment;

program assessment, for students finishing programs, including earning a degree or certificate; and core competency assessment, which targets sections of courses which are commonly students' final course before graduation. Core competencies also serve as the outcomes for the general education program. As of spring 2011, 99% of all the College's courses and 98% of ECC Compton Center's courses have an SLO statement and 37% of the College's courses and 32% of ECC Compton Center's courses have at least one course assessment completed. In addition, 100% of all the College's programs and 21% of ECC Compton Center's programs have at least one assessment completed. Core competencies have been developed as well as a plan for assessing these core competencies for the general education program. Programs have created four-year timelines for assessing all course and program level SLOs. The core competencies have been renamed Institutional Learning Outcomes and have completed one full cycle of assessment.

The ALC drafted General Education Outcomes for the six general education areas. Assessment for the six began in spring 2014.

This agenda item has made progress and is an ongoing process.

12. The Assessment of Learning Committee and the Academic Senate will review the program review process to ensure a stronger connection between assessment of student learning outcomes and student learning needs. Assessment results will serve as the basis for program improvement (IIA.2.j).

Abridged Response from the Midterm Report

The Academic Program Review Committee, which includes the SLO Coordinator(s), created a data-driven template for program review that uses SLO assessment data and results to develop program review recommendations and consequently shape institutional planning. The fourth section on the program review template deals entirely with SLOs and asks for the following information:

1. List each course and program level SLO in the discipline.
2. Provide a timeline for the four-year cycle for course and program level SLO assessments.
3. Describe the assessment results and explain the recommended and implemented changes resulting from course and program level SLO assessment. Analyze the changes that were implemented.

Response to Self-Identified Issues

4. Based on the ACCJC Rubric for Student Learning Outcomes, determine and discuss the program's level of SLO/assessment implementation: Awareness; Development; Proficiency; or Sustainable Continuous Quality Improvement.
5. List related recommendations (when applicable).

The SLO assessment cycle has been aligned with the new four-year program review cycle so that faculty will have access to all assessment information when developing their review and recommendations.

Continued Progress toward Recommendation

The College has adopted and revised the section on SLOs in the program review template. Amendments include the addition of alignment grids showing how course, program and ILO are related and a description of how dialogue about the assessment results takes place and how the SLO process has improved since the last review. Overall the new program review templates, along with the increase in course and program SLOs and the completion of assessments, has strengthened the process. This agenda item is complete.

13. The Office of Institutional Research will coordinate with state employment data warehouses to assemble reports of certificate and degree graduates and their placement in the labor market (IIA.5).

Abridged Response from the Midterm Report

Access to job placement and wage data for local colleges remains unavailable through state partnerships at this time. In place of this initiative, the College will gather information on CTE degrees and certificates awarded and how they relate to the Southern California job markets. This data will be regularly provided to CTE programs for incorporation into their annual planning processes.

Continued Progress toward Completion

Despite having difficulty accessing job placement and wage data, the College did participate in a pilot program with ten other community colleges to validate the impact of CTE programs. The CTE Employment Outcomes Project allowed the College to partner with the RP Group, the Bay Area Community College Consortium and practitioners from around the state to develop a universally available survey methodology to measure where students gained employment after their CTE program, if it was in their field of study, and find out what factors influenced students to drop out of their

programs if they did. The first survey was conducted in the 2011-2012 school year and revealed that most students who took at least 12 units of coursework are employed full time. The CTE Employment Outcomes survey was conducted again the following year with ECC Compton Center's participation. This agenda item is completed.

14. The College will develop a degree audit program in the next four years (IIA.6.a).

Abridged Response from the Midterm report

The College is piloting a degree audit computer program. On December 7, 2010, the degree audit program became available to students at the College and ECC Compton Center in majors with high enrollment. The Course Planning program became available beginning April 14, 2011. By July 15, 2011, 9,588 students had used the degree audit program. Those students ran 20,720 degree audits as they explored different major scenarios. Between April 14 and July 15, 2011, the course planning program was used by 2,614 students.

Continued Progress toward Completion

The degree audit program is continuing successfully. Since the program went live in 2010, over 22,000 students have run a degree audit plan and over 14,000 students have created educational plans. This agenda item is complete.



Standard IIB: Student Learning Programs and Services – Student Support Services

1. Outreach and School Relations will create an annual outreach and recruitment plan (IIB.3.a).

Abridged Response from the Midterm Report

El Camino College’s Outreach and School Relations department creates plans each year through a program called Plan Builder which aligns the financial resources of the college with the direction from the Enrollment Management committee. Outreach and School Relations maintains ongoing relationships with schools and other community partners within and around the district. Each year, the department sends information, forms, and class schedules to keep the district schools informed of programs and services available for prospective students. Additionally, the Director of Outreach and School Relations chairs the Outreach Taskforce. Representatives of the Outreach Taskforce include Admissions & Records, Financial Aid, EOPS, ECC Compton Center, Public Relations, CTE, and STEM.

At the Compton Center, the Director of Outreach and Relations with Schools expanded recruitment as explained in the 2010-2012 Recruitment Plan. The comprehensive plan developed includes five components including increasing the number of students from feeder high schools, improving the Outreach Ambassadors Program (student workers), linking academic and recruitment programs, strengthening outreach programs and evaluating strategies. In addition, the plan focuses efforts on African-American and Chicano/Latino males and prospective students who are interested in vocational education, including women in industry and technology, and being attentive to the needs of community-based and civic organizations that work with first-generation, ESL and students with disabilities. The plan uses traditional and innovative methods and has been proven successful by the results of student surveys, improved faculty involvement, and an increase in student recruitment numbers.

Continued Progress toward Completion

The El Camino College Outreach Taskforce meets three times per year to establish program goals and priorities based on the enrollment needs, to update the committee and make any mid-year adjustments and to provide year-in-review and time for reflection.

Continuous Compton Center Outreach efforts include increasing the number of off-site classes, internship opportunities, campus visits and tours, classroom presentations, presentations to parents, teachers, and other school staff and offering annual counselor luncheons at each feeder high school. Additionally, scheduled meetings between school leadership and Compton Center leadership, developing marketing materials aimed at high school students, expanding the Destination College program for middle school students and the on-site Admissions program including training for the placement exam continues to take place.

Plan Builder is also utilized on a continual basis in addition to the Enrollment Management Plan. This agenda item is complete.

2. Create or include a survey for students, faculty, and staff to measure the effectiveness of the programs and services that promote diversity (IIB.3.d).

Abridged Response from the Midterm Report

Through an institution-wide consultation process, the College developed Campus Climate surveys in 2010 for students, faculty and staff that included a variety of questions that addressed broad issues of diversity on campus.

At the Compton Center, the Director of Student Life and Special Programs and Services has revitalized the programs supporting diversity on campus. The programs include annual Latino Heritage Month celebrations, Constitution Day speakers, Black History Month programs, Women’s History Month committee programs, Cesar Chavez event, Cinco de Mayo event, and co-sponsoring authors-of-color programs with the English Department and Academic Affairs office. Surveys have been developed and distributed to students to measure the success of outreach activities for the Office of Outreach and School Relations.

Continued Progress toward Completion

Results from the Campus Climate surveys were analyzed and discussed among leadership and consultative bodies at the Flex Day workshops in August 2010. Campus representatives set program and planning goals based on the most recent pertinent findings. Discussions on the topic of campus climate are ongoing. The survey will be repeated on a four-year cycle. The next Campus Climate survey will take place in 2014. This agenda item is complete.

Response to Self-Identified Issues

Standard IIC: Student Learning Programs and Services – Library and Learning Resources

1. Develop a stable funding source to maintain adequate book and periodical collections (IIC.1a)

Abridged Response from the Midterm Report

This agenda item is completed. The College and Center libraries now have line items in their campus budgets for books and related instructional materials, supplies, and equipment. The College Library had a \$100,000 line item in the Special Project Funds category for the purchase of research materials in 2010-2011. The Compton Center's library materials budget was approximately \$40,000 in 2010-2011.

Continued Progress toward Completion

During FY 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 FY 2011-2013, the budget was cut by approximately 28 percent, which resulted in a smaller number of books purchased. The current budget climate has improved and no further reductions to the allocation are anticipated. The line item for the purchase of research materials from the Special Programs Funds is \$50,000 for the 2013-14 year for the Schauerman Library.

2. Establish a faculty advisory committee to help guide collection development and weeding (IIC.1.a)

Abridged Response from the Midterm Report

This agenda item is completed. A Faculty Advisory Committee was formed at the College by the Acquisitions Librarian. The Committee is comprised of the following: a faculty member from each academic division to be appointed by the division deans, a member of the Student Government, and other campus representatives. The Acquisitions Librarian chairs the Committee. The Committee meets at least once a semester with the Acquisitions, Bibliographic, and Reference Librarians to discuss book selection, collection development, and other library matters, such as promoting programs to stimulate interest in the library.

Continued Progress toward Completion

The College's Library Advisory Committee continues to meet regularly to discuss issues and challenges to the Library and how best to serve the needs of the campus community. In spring 2013, the Compton Center created

a LRC (Student Success Center) Advisory Committee which consists of 10 faculty members from different departments at the Compton Center. The objective of the committee is to assist in creating processes, policies, and tutor referrals addressing Compton's Library-Student Success Center (formerly the LRC) and departmental needs, and establishing a cohesive dialogue with departmental faculty. Furthermore, the Library-Student Success Center 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 Student Success Center services and future plans.

3. The College will strengthen student information competency through improvements in the English composition courses and other critical skills development courses through the development of an online information competency module that students may access at any time electronically (IIC.1.b)

Abridged Response from the Midterm Report

This agenda item is on hold. While both the College and ECC Compton Center consider the creation of an online information competency module a worthwhile venture, neither location has the resources to initiate the program at this time. At both locations, Human Development and Library Skills courses provide information competency instruction in a traditional format.

The Compton Center library has an internet presence, and the link for an online module was under construction by a recently retired librarian. Beyond this, ECC Compton Center envisions collaborating with the College to develop an online competency course. Currently, the program is linked with a face-to-face Human Development course.

Continued Progress toward Completion

One advance in this area is the development of a Consistency project by Humanities to standardize information resource requirements for essays/research so as to build awareness and competency in the use of print and online resources. The Library also has offered the Library Skills and Internet classes online, though as yet, only to specific classes – not as a general offering. A link to the library has also been added to Etudes so that students, including DE students have easy access to library resources.

The Information and Technology Literacy ILO was added in 2010. It states that “students can 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 was tested campus-wide in 2012 by use of an outside survey instrument SAILS, and showed that ECC/CEC students performed above average in this area.

4. The College will develop a process for evaluating the quality of contracted library services (IIC.1.e)

Abridged Response from the Midterm Report

This agenda item is in progress. The libraries at the College and ECC Compton Center contract services from a variety of outside vendors. Services are evaluated based on their reliability, stability, and response time to service calls. To better evaluate the quality of vendors’ services it has been suggested that staff gather statistics on user concerns and comments. A review of these statistics would demonstrate a pattern of satisfaction with services provided. This documentation would also serve as a process by which vendor services may be better assessed.

The quality of the contracted host of the College library’s catalog system at ECC Compton Center is being systematically monitored.

Continued Progress toward Completion

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 the Library -Student Success Center.

The Library-Student Success Center 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.

Measurement of the quality of service from a vendor is determined by the type of service offered. A large percentage of the databases received by the library are purchased through the California Community College Consortium. Statistical information is available from each vendor. That information is used to determine the need for additional marketing with subject faculty and students or consideration for discontinuance of the service. A different measure is used for the print vendor. A log is maintained of all of the maintenance calls made to the vendor. On a regular basis, discussions are held with the designated librarian to mitigate the continuing issues. The locally hosted library’s catalog system also had a number of continuing issues. In 2013 a decision was made, because of these issues, to move to a vendor maintained cloud service eliminating local staffing maintenance requirements. Collaboration with each vendor requires a stated process of evaluation and profits with the inclusion of annual assessments or reviews in the contract.



Response to Self-Identified Issues

5. The College will strengthen the library and learning support services self-assessment through program review, qualitative surveys, and other forms of student evaluation of services to measure effectiveness (IIC.2).

Abridged Response from the Midterm Report

The libraries at both the College and ECC Compton Center conduct a variety of self-assessments and satisfaction surveys. Results of the surveys indicate areas of strength and areas that might be improved.

The results from the 2010 Library Satisfaction Survey of 667 respondents showed that 37% used the Schauerman Library daily, with another 26% using it occasionally. Nearly 88% of students answered that they were satisfied or very satisfied with the library services. The survey also showed that students are using the library Web page for a variety of tasks. 37% had used online or e-reserve books, 46% used the databases, 30% used the book catalog, and 4% used the Ask a Librarian service. There were no notable areas of dissatisfaction.

The Compton Center likewise has surveyed students and faculty regarding their services. The campus has been doing self-assessment through program review and is scheduled for another review in 2012. In addition, surveys have been conducted to measure services and effectiveness with relation to SLOs that have been identified. Following is an example of the Compton Center survey. A recent brief internal report from the Library/Learning Resource Center Coordinator at the Compton Center on this area indicates that the Compton Center “[has] been doing self-assessment through program review.” Compton is scheduled for another program review in 2012.

Continued Progress toward Completion

The annual satisfaction survey is an ongoing method of measuring effectiveness in meeting the identified LRU program service learning outcome that “students will demonstrate knowledge of the various Learning Resources Unit services...” The survey questions are designed to see how successful the unit has been in helping students acquire the desired knowledge. An increasing number of opportunities are provided so students can acquire the needed knowledge including open house tours, class visits, library produced videos and use of the embedded librarians in selected courses. The survey results are used internally to adjust, change or inaugurate new services that will increase the awareness level of the library user. A program review of

the Unit was completed in 2013. The recommendations provide a pathway for increased or improved services to the ECC community.

The Compton Center likewise has surveyed students and faculty regarding their services. In November 2012, the Compton Center Library surveyed its student users. 107 students responded. 77% of respondents said that library services were “excellent” or “satisfactory.” 67% reported that the library collection was “excellent” or “satisfactory,” and 69% said that the library facility was “excellent” or “satisfactory.” 83% of respondents agreed or strongly agreed with the statement “Using the library helped me to remain in my class(es) and complete the course requirements,” while 76% agreed or strongly agreed with “Using the library has helped me improve the grade(s) I earned in my class.” 76% also agreed or strongly agreed that the library staff was helpful; 78% agreed or strongly agreed that the library’s computers and software met their needs. 81% of respondents had a computer available outside of campus (e.g. at home or work). Program review has just been completed. Another survey will be done this year, after the department moves into the new Learning Resource Center.

Standard IIIA: Resources – Human Resources

1. All employee evaluations must be completed in a timely manner (IIIA.1.b).

Abridged Response from the Midterm Report

The Human Resources office monitors the completion of employee evaluations. Human Resources staff sends monthly reminders to the persons responsible for completing evaluations for each employee. Evaluations occur within the month of the employee’s anniversary of hire.

Continued Progress toward Completion

Evaluations are completed in a timely manner. Bargaining agreements, renewed through 2015, dictate the schedule and guarantee evaluations occur regularly. Human Resources closely monitors personnel evaluations. The department will send alerts to managers and to remind them of evaluation deadlines. The College strives for timely completions by instituting the change from 30 day prior reminder notifications to 60 days to provide earlier visibility for management planning and tracking. This agenda item is complete.

2. Compton faculty will return to a regular evaluation schedule effective fall 2008 (IIIA.1.b).

Abridged Response from the Midterm Report

ECC Compton Center has ensured that faculty evaluations are taking place as scheduled since fall 2008. Faculty members are evaluated every three years, alternating between a basic and a comprehensive evaluation process. The faculty member under review must submit a portfolio consisting of course syllabi, sample quizzes and exams, key handouts, assignments, instructional philosophy, summary of service, and student learning outcomes and assessment strategies. At the conclusion of the process, faculty member will be reviewed by a panel of his or her peers and the dean to discuss the observations and the portfolio.

Continued Progress toward Completion

Evaluations have been taking place as prescribed by the agreement approved by the CCCFE certificated agreement. Evaluations are completed as scheduled. Each new full time faculty member is evaluated the first semester they are hired, and once per year each year thereafter. Human Resources provides managers with a list of faculty and administrators to be evaluated each year and the type of evaluation the employee should receive. This agenda item is complete.

3. Faculty will continue to be trained in developing SLOs and assessments (IIIA.1.c).

Abridged Response from the Midterm Report

Resources are available to the campus community such as the SLO Web page and ongoing trainings for faculty and staff.

Continued Progress toward Completion

The College continues to provide multiple opportunities to provide training on developing and assessing SLOs. Fall Flex Days in 2009 and 2010 were dedicated to SLO training. Fall Flex Day 2013 featured a keynote speaker illustrating the connection between developing SLOs, assessment, and improving teaching. Trainings are also ongoing coordinated by the Staff Development Office, SLO division coordinators and the ALC committee. SLO training is incorporated into other areas as well. Faculty evaluations included mandatory discussions about SLOs, and as assessment cycles continue, increasing numbers of faculty get opportunities to evaluate SLOs. This agenda item is ongoing.

4. The College will develop a written Code of Ethics for all employees in 2008-09 (IIIA.1.d.)

Abridged Response from the Midterm Report

A written Code of Ethics for all employees is pending. The Superintendent/President formed a committee chaired by the Vice President of Human Resources. A Code of Ethics for all employees (AP 3050 Institutional Code of Ethics) was developed, but it has not yet been presented to College Council or the Board of Trustees.

Continued Progress toward Completion

The Code of Ethics will be completed by the end of 2014. The College currently applies the ethical standards prescribed in BP2715 to its board members. The Academic Senate adopted the American Association of University Professors' code of professional ethics and the faculty agreement contains a language identifying maintaining professional conduct and ethics as part of a professor's responsibilities. This agenda item is in progress.

5. The College will develop a classified staffing plan (IIIA.2).

Abridged Response from the Midterm Report

A Staffing Plan was created in 2009. The Staffing Plan can be found in the El Camino Community College District Web page. The Staffing Plan will be included as part of the Comprehensive Master Plan, scheduled for approval in fall 2011.

Continued Progress toward Completion

The Staffing Plan has been approved and adopted. The plan addresses various issues such as the aging work force, organizational structure, and staff development and management. It is featured in the Comprehensive Master Plan for 2012-2017 which is available on the College website. This agenda item is complete.

6. Continue to review and revise personnel policies including procedures as needed (IIIA.3).

Abridged Response from the Midterm Report

Different committees on campus review policies and procedures year round. When a policy or procedure is edited, it is sent out to the various consultation groups for review. Administrative Services Procedure 001 Procedure on Procedure dictates the process for the drafting and revising of procedures. Policies must be presented first to College Council and then to the Board of Trustees for approval, while procedures are agreed

Response to Self-Identified Issues

upon by all constituencies. Since January 2008, the Board of Trustees has adopted 20 policies.

Continued Progress toward Completion

The VP of Human Resources has begun reviewing and updating all HR policies and procedures. As of Jan. 21, 2014, four policies and four procedures have been adopted by the Board. One policy was eliminated and one policy and procedure is scheduled to go to the Board on February 18th for a second reading and adoption. This item is ongoing and in progress.

Standard IIB: Resources - Physical Resources

1. ECC must update the Educational Master Plan in coordination with the Compton District to more fully direct the Compton Facilities Master Plan that is being created (IIB.1).

Abridged Response from the Midterm Report

The implementation of this recommendation is in progress. The Educational Master Plan is 95% written with fall 2009 data replacing older data. The plan is expected to be completed and Board approved by fall 2011 as part of the Comprehensive Master Plan.

Continued progress toward Completion

The current Compton Facilities Master Plan was approved in 2012. It is included in the Compton portion of El Camino College's Comprehensive Master Plan 2012, which was adopted by the Board of Trustees on August 20, 2012. This agenda item is complete.

2. Update the facilities modifications request form and procedure (IIB.1.a).

Abridged Response from the Midterm Report

The implementation of this recommendation is in progress. A form and procedure have been developed and are being reviewed by College groups (March 15, 2011, Meeting Minutes). The current form and procedure documents are accessible to employees on the MyECC portal.

Continued progress toward Completion

The improved and updated Add/Move/Change Services Request Form, Form 519, was updated in 2012. The Administrative Services Procedure 519 and the new downloadable form can be viewed in the MyECC portal by all employees of El Camino College and the Compton Center. This agenda item is complete.

3. The 2002 Facilities Master Plan will continue to be modified to reflect changing district needs and priorities (IIB.2.a).

Abridged Response from the Midterm Report

The Facilities Master Plan is part of the Educational Master Plan. This plan was updated for 2004-2007. The Facilities Master Plan was again updated in 2007 and on page 114 of the June 21, 2010, Board of Trustees Meeting Agenda to meet changing needs of the College.

Continued progress toward Completion

The El Camino College Facilities Master Plan was updated in 2007, 2010, and 2012. The latest version of the Facilities Master Plan may be viewed online through the campus website. This agenda item is complete.

4. The College will assess how to secure the necessary funding to complete the 2002 Facilities Master Plan (IIB.2.b)

Abridged Response from the Midterm Report

The 2002 Facilities Master Plan has been updated three times – the most recent update was June 2010. To complete the 2010 Master Plan, the current bond would need to be extended by an additional \$333,000,000. At the appropriate time, the College will assess various funding approaches. The College does expect to sell its remaining authorized bonds in spring of 2012.

Continued progress toward Completion

El Camino College secured the funding to allow the continuation of the building program in September 2012 by selling the Series C bonds. In November of 2012, the voters approved a \$350,000,000 bond to complete the 2012 Facilities Master Plan. This agenda item is complete.

Standard IIC: Resources – Technology Resources

1. The College will engage in an annual update of its technology plan and draft implementation plans that will include timelines, costs, and outcomes (IIC.1)

The Technology Committee developed an annual technology plan update. The update includes activities to be completed, but does not yet include timelines and costs. This agenda item is partially completed.

2. The Technology Committee in conjunction with the department of Information Technology Services (ITS) will assist the College in maintaining accurate inventories of hardware and software (IIC.1.a.1)

Abridged Response from the Midterm Report

Implementation of this recommendation is pending. ITS is implementing additional data- gathering tools. One is the purchasing approval process and the other is the Help Desk system. Currently, ITS technicians are required to verify computer tags and locations using Microsoft Simple Management System (SMS) technology to verify the information. The system still needs to be refined to be less labor-intensive.

Continued Progress toward Completion

In the spring 2014 semester, the ITS department upgraded all computers still using Windows XP to Windows 7. This necessitated and facilitated an inventory of campus computers. The software inventory is also making progress, as the campus migrates from allowing individual departments to hold software licenses, to all licenses being purchased and updated through the ITS department. This agenda item is in progress.

3. ITS will prepare an annual budget to show the funding obligation as accurately as possible (IIC.1.a.2)

The development of an annual budget has been slightly hampered due to the lack of a fully accurate inventory of hardware and software. However, in the years just ended, \$2,475,411 was budgeted for IT hardware and software which was identified based on age of equipment and needs identified throughout campus. This agenda item is in progress.

4. ITS will work with the academic deans to analyze the academic computer labs data as it is updated to maximize the utilization of the academic computer labs. (IIC.1.a.3)

This recommendation has been partially completed. ITS has upgraded the Library LMTC student computer lab and deployed software for capturing student logon and activity. This data can help assess how the lab is being used. The software was deployed in all student labs that are connected to the elcamino.edu domain. This agenda item is in progress.

5. The College will review and update its administrative procedures. The results will be published in print and online (IIC.1.b)

This recommendation has been completed. ITS drafted a series of context-oriented self-help documents and posted them to the portal for online staff access. Each document contains step- by-step instructions and related screen shots. In addition, ECC managers are working regularly with their Compton Center counterparts to develop a more consistent culture of college business practices.

6. The College will work at both locations to replace aging and inadequate HVAC systems with modern, large capacity equipment (IIC.1.c)

This recommendation has been completed at ECC and the Compton Center. Both facilities have undergone extensive renovations and are working to keep services operational and to lessen these construction inconveniences.

7. The College will develop measures to evaluate the effectiveness of its academic and administrative technology systems.

This recommendation is pending, awaiting deployment of tracking software in student computer labs.

8. The College will develop a schedule and budget for upgrading computers with academic and administrative hardware (IIC.1.d)

See item 3 above.

9. The College will complete the technology plan (IIC.1.d)

This item is complete. The technology plan was completed by the Campus Technology Committee and the plan is included as part of the 2012-17 Comprehensive Master Plan. This plan is posted on the College website.

10. The College will investigate online scheduling software that allows students to reserve time in the academic computer labs.

This recommendation is under review to determine if this remains a planning priority.

Response to Self-Identified Issues

Standard III D: Resources—Financial Resources

1. The Comprehensive Master Plan (CMP) needs to be better integrated into the planning and budgeting process. All planning-related statements will be reviewed cyclically during fiscal planning stages (IID.1.a).

Abridged Response from the Midterm Report

The CMP was integrated into the College's planning process by 2008. A survey was distributed to all College and Center employees, and the results were discussed at a planning summit in May 2011.

Continued Progress toward Completion

Various groups, such as administrative services and institutional research, routinely provide updates on planning, the Comprehensive Master Plan, financial updates, budget information and other requested items to the campus community. The PBC reviews its mission statement annually to continue to provide the needed review and recommendation of committee items.

The PBC reviews the CMP annually to determine currency and to refresh institutional priorities.

In 2013, the PBC charged an ad hoc committee (Strategic Planning Committee) with the responsibility of updating the CMP to reflect 1) changing internal and external needs; 2) the College's renewed focus on student success and completion; 3) greater integration of all college-wide plans and processes; and 4) the need to develop a concrete, measurable Implementation Plan. Progress on the latter will be reviewed and measured annually.

Financial resource planning is aligned to the Mission Statement and is driven by the Comprehensive Master Plan. The Comprehensive Master Plan is anchored on the Educational Plan that drives the Technology Plan, Facilities Plan and Staffing Plan. Resource allocations are based on short range and long range plans. For example, the College projects a five year budget cycle for planning for short term and intermediate goals and for long range plans uses the Facilities Plan and Technology Plan in the prioritization and allocation of resources. These factors are all integrated into the College's Planning Model as seen on page seventeen of *Making Decisions at El Camino College*. The Planning Model was revised in the spring of 2013. The new model better illustrates how the Master Plan envelopes and guides the reviewing and planning processes. This agenda item is complete.

2. The College needs to follow calendar deadlines, promote and encourage campus participation in plan development, and fund plans where appropriate (IID.1.d)

Abridged Response from the Midterm Report

This recommendation has been met. The College follows the annual Planning and Budgeting calendar listed in the College's Planning Process document; however, ECC Compton Center has experienced challenges in meeting planning deadlines. Each year greater numbers of faculty and staff are becoming involved in plan development. All program, unit and area plans go through a prioritization process with the highest ranked plans being recommended for available funding.

Continued Progress toward Completion

The PBC modified the planning calendar in 2013 to ensure greater involvement of faculty in annual program plan development. An increasing number of program and unit plans show linkages to Program Review recommendations, where applicable. However, the current planning tool does not facilitate this process. A new tool, under development, makes these linkages explicit and required which will further promote the conscious integration of program review and planning.

3. The College should develop a systematic process that assesses the effective use of financial resources and make use of the evaluation results as the basis for improvement (IID.3)

Abridged Response from the Midterm Report

The College assesses the effectiveness of program, unit, and area plan goals, and is in the process of creating metrics to assess college-wide goals known as Strategic Initiatives.

Continued Progress toward Completion

Strategic Initiatives have been developed, approved and integrated into the Master Plan process; the Strategic Initiatives provide direction toward achieving the mission. The current planning process links Strategic Initiatives to each planning objective, or annual action/resource request, to ensure that the funded objectives support college-wide goals. Funded objectives are evaluated annually through the planning tool and periodically via the program review process. The review of Area Plans by various college committees, such as the Planning and Budget Committee (PBC), is part of the systematic process that assesses the effective

use of financial resources. In addition, the College is developing measurable objectives for each strategic initiative; the objectives will be in place by spring 2014. This item is in progress.

Standard IV A/B: Leadership and Governance

1. Continue to improve communication about the governance process with the College community (IVA.1)

Abridged Response from the Midterm Report

College Council has been primarily responsible for fulfilling this planning item. Communicating the governance process continues to be one of the College Council's primary goals, but the 2009-2010 College Council self-evaluation survey reveals that all members agreed that this goal was not achieved. College Council established a new goal for 2011-12 to address communication issues: "Practice consistent and timely internal college communications through the use of two-way discussion within College Council and between Council members and their constituents where appropriate."

Academic Senate leaders feel the faculty would benefit from instruction in the campus collegial consultation process, including mutual agreement and what does and does not fall under the 10+1 areas of the academic and professional matters under faculty purview. An informal poll taken during an Academic Senate meeting showed that only 18% of Senators felt that they fully understood the 10+1 purview of the Senate, 57% partially understood and 25% indicated that they did not understand at all.

Continued Progress toward Completion

College Council acts as the body that advises the President on policy and procedures affecting the College. As outlined in AP 2510, other collegial consultation groups include the Academic Senate, Area Councils, Division Councils, the Planning and Budgeting Committee, and other councils, committees and task forces as formed by the President and deemed necessary to the consultation process. Collegial consultation groups are created and organized to make recommendations to area Vice Presidents, the College President, and ultimately the Board to decide issues within their purview.

The Academic Senate is consulted on academic and professional matters and other areas of interest. Faculty participate in the consultation process in committees regarding academic and professional areas of each of the 11 areas described in Title 5 and Board policies including processes for institutional planning and budget development. These committees include the Planning and Budgeting Committee, the Calendar Committee, and Enrollment Management which is now the Student Success Advisory Committee. The Academic Senate (in consultation with the President or designee) also appoints faculty representatives to serve on committees, task forces, and other groups dealing with academic and professional matters.

Although faculty members sit on collegial consultation committees, the Academic Senate has expressed dissatisfaction with the effectiveness of collegial consultation. Several steps have been taken to improve the situation. In spring 2008, the Senate passed a resolution requesting technical advisory assistance from the Academic Senate of California Community Colleges (ASCCC) and Community College League of California (CCLC) on improving the effectiveness of collegial consultation at El Camino College. The CCLC represents the interests of administrators and the ASCCC represents the interests of faculty. However, both the academic senate and the College administration must jointly seek a request for such assistance, and this was not obtained at the time.

In the spring 2012 semester, the Senate passed a resolution of no confidence in the implementation of the collegial consultation process at El Camino College Torrance Campus. This resolution included a 13-page appendix listing evidence supporting the resolution. To address this issue, the College President and Senate President jointly sought and received the assistance of the CCLC/ASCCC technical assistance program. The leader of each group delivered a joint presentation on collegial consultation at a special Board meeting, which was recorded and is posted on the Board Web page.

From May 2012 through June 2013 the College worked to improve decision-making processes in collegial consultation committees. In March 2012 the Academic Senate passed a Resolution of No Confidence in the Collegial Consultation Process at El Camino College, Torrance Campus. College Council subsequently met in late spring and summer 2012 to review the video and discuss consultation on campus. These were difficult but fruitful discussions. After extensive discussions in

Response to Self-Identified Issues

summer 2012 it was decided that a task force would prepare a draft of a written document that described and improved the consultation processes. College Council formed a subcommittee to author a document that both describes and improves the consultation process on our campus. *Making Decisions at El Camino College* was drafted and underwent eight months of discussion and revision in College Council during fall 2012 and spring 2013. The document was sent to the Board for adoption in June 2013.

The document, *Making Decisions at El Camino College*, is an example of improvements made as a result of self-evaluations. The document clarifies and improves the governance process and the role of various constituent groups. The document has provided a foundation for improving communication throughout the College.

An active culture of dialogue should continue to be cultivated to involve more participation and opportunities for communication among faculty and staff members on campus concerning student learning and institutionalized changes.

2. Improve student participation on consultation committees where appropriate. (IV1.a)

Abridged Response from the Midterm Report

Board Policy 2510 and Administrative Procedure 2510 were amended on November 19, 2007 to include participation of a student representative on College Council. The ASO (Associated Students Organization), in collaboration with the Director of Student Development, is the primary means by which students participate in the consultation process. Students participate in the Board of Trustees, College Council, Area Councils, and Academic Senate. The extent to which students are able to participate often depends on the individual students, but efforts have been made to make their participation more meaningful.

Continued Progress toward Completion

The role of students in consultation committees is clearly defined in the *Making Decisions at El Camino College* document approved in July 2013. The document clearly states the Associated Student Organization is the official representative of the students in the process to develop District Policies and Procedures. Students are especially encouraged to participate in processes for developing recommendations to the Board that have significant impact on students, including grading, codes of student conduct, student discipline, curriculum development,

course and or program development or discontinuance, instructional planning, budget development, student preparation and success, student services planning, student fees, and any other policy or procedure that the Board determines has a significant impact on students. All Collegial Consultation Committees have a student representative. Participation of the student members varies with the semester and the student schedule. The Council of Deans and Directors also includes a student member, along with an ASO report at each meeting. Students were assigned by the Associated Student Organization to each of the standard committees in the preparation of the 2014 Accreditation Self-Study. The ASO president is active in recruiting and appointing students to the collegial consultation committees. Student senators are expected to participate in the Division council meetings for the areas they represent. This item is in progress and is ongoing.

3. Define and clarify each area's role in collegial consultation and shared governance and better communicate to the College community. (IV.A.2.a)

Abridged Response from the Midterm Report

Board Policy 2510 and Administrative Procedure 2510 provide the framework for the infrastructure of collegial consultation on campus. On the division and area levels, Division Councils and Area Councils advise Deans and Vice Presidents respectively. On the College level, the Superintendent/President chairs College Council, which is comprised of representatives from across the campus. College Council serves a dual function, providing information for representatives to disperse to their constituencies and, in turn, the representatives provide feedback to the President regarding their constituent concerns. Other collegial consultation committees include the Academic Technology Committee, the Calendar Committee, the Technology Committee, the Facilities Steering Committee and the Planning and Budgeting Committee. Committee minutes are available online through the web although the updating is spotty, with some committees being consistently updated and others not being posted at all.

Although the infrastructure of collegial consultation is fully in place, there has been disagreement over how well it functions.

Continued Progress toward Completion

In March 2012 the Academic Senate passed a Resolution of No Confidence in the Collegial Consultation Process at El Camino College, Torrance Campus. From May

2012 through June 2013 the College worked to improve decision-making processes in collegial consultation committees. College Council formed a subcommittee to author a document that both describes and improves the consultation process on our campus. *Making Decisions at El Camino College* was drafted and underwent eight months of discussion and revision in College Council during fall 2012 and spring 2013. The document was sent to the Board for adoption in June 2013. *Making Decisions at El Camino College* clearly identifies all constituent groups on the campus and the role of each group in the collegial consultation process. The College's philosophy of Collegial Consultation is clearly explained, along with the purpose for the process. The committees identified as Collegial Consultation bodies are clearly stated, and a purpose statement for each committee is included in the document.

4. Continue efforts to improve communication (IVA.3)

Abridged Response from the Midterm Report

The Public Relations and Marketing Department continues to improve communications externally. The *President's Newsletter* is published every two weeks throughout the academic year, providing updates to the campus community on planning activities, budget issues, accreditation, personnel changes, accomplishments, and other matters of interest. Twice per year, a community newsletter is published and sent via direct mail to the entire District community. An internal College newsletter, *ECC Matters*, is published once per month and emailed to all employees and students. *ECC Matters* includes information highlighting programs and services, as well as kudos and recognition of student and employee successes. All internal and external publications, important messages and events are regularly posted to the ECC website; the ECC website is updated daily, as are the ECC Facebook and Twitter accounts. The ECC mobile website provides easy access to registration, financial aid information, email and degree audits from most smart phones or tablets. An e-mail titled *ECC in the News*, with links to news stories regarding El Camino College, its students and employees is emailed to all employees at least every two weeks.

In the 2010 Student Campus Climate Survey, student answers suggest successful communication of campus issues to students: 90% of students indicated that they know where to find the information they needed to enroll in classes; 79% believe that ECC disseminates

information in a timely manner; 79% said that College publications help them better understand the campus; and 83% said they have access to reliable information about College programs and services. Only 50% of students, however, understood why the College cut so many classes.

Continued Progress toward Completion

The College continues to improve communication with the neighboring communities in the El Camino College District. The *President's Newsletter*, *Community News*, *ECC Matters*, *Compton Center News*, *Compton Community Newsletter*, Twitter feeds, Facebook updates all continue publication on a regular basis. These communications are available to the campus community and community at large on the ECC and Compton Center websites. These same publications are distributed internally via email.

Internal communications have improved. The *Making Decision at El Camino College* document clarified for all campus members their roles in the Collegial Consultation process. The minutes from Collegial Consultation Committees, along with other campus committees are posted on the College President's webpage. Representatives of the College Council are charged with sharing minutes and information with their campus constituencies. The Academic Senate president uses the ECC email listserv to communicate with faculty members.

Nonetheless, the recent spring 2013 Campus Climate Survey result indicate ECC employees regard communication on campus as lacking. Of six questions on the survey, three were ranked negatively. Campus employees feel senior management do not effectively address challenges facing ECC, they do not communicate openly with employees and they feel their colleagues cannot talk to management about their concerns. Similar questions to employees at the Compton Center were ranked relatively neutral, with little to no change in employee satisfaction between 2010 and 2013. No additional student Campus Climate Surveys have been completed since 2010.

5. Improve student involvement in the consultation process (IVA.3)

Abridged Response from the Midterm Report

The ASO (Associated Students Organization), in collaboration with the Director of Student Development, is the primary means by which students participate in

Response to Self-Identified Issues

the consultation process. Students participate in the Board of Trustees, College Council, Area Councils, and Academic Senate. College Council adjusts its meeting time to ensure that the ASO president can attend.

Continued Progress toward Completion

Student participation on consultative committees has been consistent and valuable. The extent to which students are able to participate often depends on the individual students, but efforts have been made to make their participation more meaningful. In recent years, students have actively participated in promoting changes in the Textbook and Instructional Materials Policy (BP 4045) and the Academic Calendar (BP 4010). Ongoing efforts will be made to assure participation each year. This agenda item is in progress.

6. Continue efforts to improve communication (IVA.4) (College Council)

Abridged Response from the Midterm Report

Although College Council goals for the 2009-2010 and 2010-2011 school years include “continue to improve internal College communications,” there was little discussion in the 2010-11 school year meetings about how to accomplish this and no articulated related action plan. The 2010 Student Campus Climate Survey, however, revealed effective communication regarding campus classes, programs, and services.

Continued Progress toward Completion

Although the 2010 Staff Campus Climate Survey revealed a lack of effective two-way communication, the 2013 Campus Climate Survey found that 61 percent of employees feel like that can talk to management about their concerns. Another positively rated statement in the latest survey indicated college publications help employees to “understand the campus and its concerns.” Additionally, the perception of faculty service to the college mission, the work environment, and employee inclusion in the campus community also remains relatively high. Continuing efforts to improve communication with El Camino College and Compton Center faculty and staff is an ongoing endeavor. This agenda item is complete.

7. Continue to strengthen the relationship between planning, budgeting, and program evaluation (IVA.4)

Abridged Response from the Midterm Report

The College and ECC Compton Center use an integrated Planning Process to assure close linkage between planning, budgeting, and program evaluation. Budget allocations of discretionary and some general funding rely heavily on program and unit plans. All plans are evaluated at least twice each year.

Continued Progress toward Completion

The Director of Research and Planning and the Chair of PBC provide an ongoing effort to strengthen relationships between planning, budgeting and program evaluation. For example, all plans are evaluated at least twice each year at ECC and Compton Center. In addition, the Planning Process survey is sent to ECC and ECC Compton Center locations annually and results are used to determine the success of efforts involved in the entire College community in planning and evaluating programs.

At the 2013 Planning Summit, a new planning model was conceptualized, discussed widely and adopted in fall 2013. The Planning Model chart was approved by the Planning and Budgeting Committee at both the College and ECC Compton Center and appears in the Master Plan.

As visualized in the Planning Model, the process consists of cycles of program review, curriculum review, outcomes assessment, and annual planning. The planning process integrates master plans for education, technology, facilities, and staffing with the College’s mission and strategic initiatives. The planning process is tied to budgeting through the systematic development and prioritization of recommendations and goals in program reviews, program plans, unit plans and area plans. Those goals and recommendations are all linked to the strategic initiatives, which carry out the mission. The Planning and Budgeting Committee (PBC) provides oversight and conducts a yearly review of the process, instituting and recommending changes as needed. There is college-wide participation in the process as faculty, staff, managers, and administrators write the plans and send representatives to the PBC. This agenda item is complete and ongoing.

8. All collegial consultation committees will create and use an assessment on a regular basis to determine the effectiveness and integrity of the committee. Results of the assessments and actions to be taken will be posted on the College website under the committee's minutes section (IVA.5)

Abridged Response from the Midterm Report

Several of the consultation committees have implemented an assessment process. The Planning and Budgeting Committee (PBC) has created an assessment tool and is using it on an annual basis. Each spring, the committee conducts a Planning Summit, which this year focused on the results of a survey to all employees regarding their understanding and use of the planning process and the creation of metrics to assess efforts made to address the Strategic Initiatives. The Summit is an opportunity for all constituencies of the campus community to offer feedback on the planning process.

Continued Progress toward Completion

PBC does go through an annual evaluation every September/October. The information is posted with the minutes on the President's consultation committee pages. One of the current goals is the creation of a PBC Web page. This will allow the information to be more readily available and accessible.

College Council undergoes an annual evaluation in early fall. The results of the evaluation are discussed each September and measured against achievement of annual goals of the College Council. Results of the evaluations are distributed to college constituents by committee representatives. They are also posted on the President's consultation committee pages. Additionally, collegial consultation committees were defined in the *Making Decisions at El Camino College* document, which was approved on July 3, 2013, and can be found on the college website. All consultation committees are now required to complete a self-assessment to determine effectiveness. This agenda item is complete and ongoing.

Standard IVB: Board and Administrative Organization

1. Institutional Research will formalize the publication of an annual fact book. (IVB.2.b)

Abridged Response from the Midterm Report

Institutional Research produces an annual *Fact Book* as part of a regular schedule of reports for College planning and decision-making. The third edition of the annual *Fact Book* was published in March 2011 and contains information on annual enrollments, demographic information, and performance outcomes. The document is published prominently on the Institutional Research website and is shared with the Board of Trustees, administrators, and other campus constituents.

Continued Progress toward Completion

The College continues to publish the annual *Fact Book*. The latest edition appeared in 2013. Institutional Research publishes a *Fact Book* for Compton as well. This agenda item is complete.

2. The College and Center will continue to improve and enhance the collegial consultation model as the primary tool for input into the decision-making process (IVB.2.b)

Abridged Response from the Midterm Report

The College has successfully created the requisite collegial consultation board policies and administrative procedures and has constructed a network of related consultation committees with appropriate membership from campus constituent groups.

However, collegial consultation is hampered by the lack of a clearly defined path for recommendations, policies, and procedures to travel between collegial consultation committees, and the perception that consultative input is being dismissed or ignored. To resolve this kind of problem, a transmittal form for Board Policies and Administrative Procedures has been developed. By following the consultation path outlined on the transmittal form and moving the policy and procedure forward rather than revisiting documents each time a constituent group makes a modification, the process should become more transparent and effective.

Response to Self-Identified Issues

BP 2510 is the policy which governs collegial consultation at El Camino College. The policy identifies the Vice President of Academic Affairs as the Board's liaison to the Academic Senate and determines that the two must work in mutual agreement on the 10+1 areas of academic and professional matters. Further work is needed to ensure that both groups understand and abide by the spirit of mutual agreement. The faculty has requested written rationale when the advice from consultation bodies is not accepted by the administration.

The College continues to work to improve and enhance the use of collegial consultation as the primary tool for decision making at the Compton Center. Collegial consultation at ECC Compton Center is facilitated by regularly scheduled meetings between the faculty leadership and the CEO and Vice President to discuss pressing issues. In addition, ECC Compton Center's faculty is fully involved in the collegial consultation process at the College. ECC Compton Center's Faculty Council is a subcommittee of the El Camino College Academic Senate and five Center faculty members serve as voting senators and one as Senate Vice-President and member of the Executive Committee of the ECC Academic Senate, giving ECC Compton Center a voice and a vote in matters under the purview of the Senate.

Continued Progress toward Completion

After a special board of trustees meeting, a task force from the College Council was charged to create a document explaining how committee recommendations move forward. The document also describes the College's philosophy on making decisions, and the structures of the bodies involved in the process. The final document entitled *Making Decisions at El Camino College 2012-2016* is available on the website and is the cumulative work of faculty, staff, students and administrators. This agenda item is complete.

