EVALUATION REPORT

El Camino College
16007 Crenshaw Boulevard
Torrance, CA 90506

A Confidential Report Prepared for the
Accrediting Commission for Community and Junior Colleges

This report represents the findings of the External Evaluation Team that visited
El Camino College on October 6, 2014 through October 9, 2014.

Dr. Linda L. Lacy, Chair

Date: February 6, 2015

Institution: El Camino College
                       16007 Crenshaw Blvd
                       Torrance, CA 90506

Team Report: Comprehensive Evaluation Report

                       This Report represents the finding of the External Evaluation Team
                       That visited El Camino College October 6-9, 2014.

Subject: **<u>Commission Revision to the Team Report</u>**

The comprehensive External Evaluation Report (Team Report) for El Camino College provides details of the team's findings with regard to the College's policies, procedures, and practices and deficiencies in those policies, procedures, and practices which the team concluded led to noncompliance with Accreditation Standards. The Report should be read carefully and used to understand the team's findings. Upon a review of the Team Report sent to the College, and the Institutional Self-Evaluation Report and corrections of fact submitted by the College, the following changes or corrections are noted by the Commission for the Team Report:

Concerning the evaluation team's <u>Recommendation 4: Board and Administrative Organization,</u> the Commission found that this recommendation is a recommendation for improvement, and it has been changed and renumbered Recommendation for Institutional Improvement 10.

Other minor corrections of fact and of inconsistent numbering of recommendations were made based on a letter sent by El Camino College to the Commission after the Team Report was finalized by the Chair and after the Commission's review of the El Camino College letter and the team report.

List of Team Members

Dr. Linda L. Lacy (Chair)
Superintendent/President
Cerritos College

Ms. Andrea Wittig (Team Assistant)
Assistant to the Superintendent/President
Cerritos College

Dr. Anthony E. Beebe
President/CEO
San Diego City College

Ms. Frankie L. Harriss
Vice President for Institutional Effectiveness
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College of Micronesia-FSM

Dr. G.H. Javaheripour
Vice President of Administrative Services
Victor Valley College

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Reading Instructor/Coordinator
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Ms. Susan Kazama
Head Librarian
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Dr. Rachel Mayo
Dean, Education Centers & Online and
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Cabrillo College

Dr. Jamey Nye
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Dr. Rick Santos
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Dr. Leta B. Stagnaro
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Superintendent
Ohlone College

Dr. Angelica L. Suarez
Vice President Student Affairs
Southwestern College

Dr. James Van Tassel
Instructor
Mission College

Summary of the Evaluation Report

INSTITUTION: El Camino College

DATES OF VISIT: October 6-9, 2014

TEAM CHAIR: Dr. Linda L. Lacy
                           Superintendent/President
                           Cerritos College

A team of thirteen professional educators visited El Camino College October 6 through October 9, 2014, for the purpose of evaluating the College's compliance with Accreditation Standards, with Eligibility Requirements and Commission policies: to write an External Evaluation Team Report for consideration by the Commission in reviewing the institution's application for reaffirmation of accreditation: to make recommendations to the college for quality assurance and for increasing institutional effectiveness; and to submit recommendations to the Accrediting Commission regarding the College's accreditation status.

In preparation for the visit, the team chair participated in an Accrediting Commission for Community and Junior Colleges (ACCJC) training session for chairs. Team members attended an all-day training session on September 11, 2014 conducted by Commission personnel, and studied Commission materials designed for visiting teams. In addition, team members reviewed the Institutional Self Evaluation, including the recommendations from the 2008 Comprehensive Visit, Certification of Continued Compliance with Eligibility Requirements, Commission Policies, and other college reports since the last comprehensive evaluation in 2007.

The team chair and the assistant visited the College on August 25, 2014, and met with the Superintendent/President and the Accreditation Liaison Officer. The team chair also visited the El Camino Compton College Education Center on September 30, 2014, and met with the Chief Executive Officer of the Compton Community College District (CCCD), Superintendent/President, and Accreditation Liaison Officer.

Prior to the visit, the team completed written assessments of the College's Self Evaluation Report, prepared lists of individuals and groups with whom they wanted to meet, and began reviewing the evidence cited. The members also began developing questions for College personnel and requests for additional evidence. On the day before the formal visit, the team held an organizational meeting to discuss strategies for interviews, met with the College Accreditation team, and received a tour of the El Camino College campus.

The visiting team began its on-site work on October 7. Team members interviewed over 126 faculty, staff, administrators, students, and board members; conducted three open forums; visited classrooms, learning labs on El Camino College and the Compton Education Center; and reviewed all pertinent documents supporting the Self Evaluation report. The team room was very comfortable and the staff were helpful in assisting members with technology needs.

The visiting team found that the Institutional Self-Evaluation report was concise, well organized, and contained evidence which demonstrated how all Accreditation Standards, Commission policies, and Eligibility Requirements were met. Concerns were voiced that

Compton Center was not discussed in several areas of the report which led the team to have many unanswered questions regarding the structure and relationship with El Camino College. The team conducted several interviews and resolved the majority of its questions. A few team members noted that the numbering of evidentiary documents and the listing of sources of evidence within the document was somewhat confusing. This issue was resolved with supplementary information. It was also noted that areas of the College's Website were outdated.

The history of the institution, its mission, demographic information, research data, educational programs, rubrics for institutional effectiveness, program review, and student learning outcomes were included in the self-evaluation. The visiting team found that the College has responded thoroughly to the previous team's recommendations. The institution's continued accomplishments as they pertain to planning agendas were well documented. The manner in which the institution conducts its program review is currently embedded into the fabric of the institution, and the College collects and utilizes data and research on student achievement and progress throughout the institution's educational programs.

The team found El Camino College to be in compliance with Eligibility Requirements and Commission Policies, only citing a deficiency with regard to ER 19. The College demonstrated evidence that they had submitted follow-up reports to ACCJC in a satisfactory and timely manner.

El Camino College and Compton Education Center have made tremendous progress since the last Accreditation visit by addressing the Standards and deficiencies identified. The team found that Compton Center is aligning with the Standards and is preparing to submit review of Eligibility Requirements to the ACCJC. The ECC Board of Trustees is slated to approve this item at an upcoming board meeting.

The team found that the College has responded to all previous recommendations with the exception of (2008) Recommendation 1. The team has written a recommendation that the College complete its integrated planning cycle; include purposeful dialogue; clearly tie resources to goals; clarify how priorities are decided; and communicate with stakeholders. (See 2014 Recommendation 1 below.)

(2008) Recommendation 1:   As cited in previous (1990, 1996, and 2002) accreditation recommendations the college should complete the full implementation of its process for tracking planning, program review, budgeting, and evaluation process and complete the cycle to assure that all the departments and sites (including the ECC Compton Center) of the college participate in the program review process, and that the results of program review clearly link to institutional planning and the allocation of resources. (I.B.3; I.B.3; II.A.2.e; II.A.2.f; III.B.1; III.B.1.a; III.B.2.a; III.b.2.b)

Introduction

El Camino Community College District was established in 1946 and currently serves the communities of El Segundo, Torrance, Manhattan Beach, Redondo Beach, Hermosa Beach, Hawthorne, Inglewood, and Lennox, which represents approximately 533,000 residents.

In August of 2006 following revocation of former Compton College's accreditation in alignment with the provisions outlined in AB 318, El Camino College signed an MOU which established an educational center within the CCCD. Compton College became El Camino College Compton Education Center. Compton Center serves the communities of Lynwood, Paramount, and Willowbrook and portions of Athens, Bellflower, Carson, Downey, Dominguez, Lakewood, Long Beach, and Southgate.

El Camino College has enjoyed a stable administrative staff. The current Superintendent/President is the fifth superintendent/president serving in that capacity since 1995. Compton Community College District appointed a permanent Center CEO in July of 2013, which was the second since the revocation of their accredited status.

A five-member Board of Trustees oversees El Camino College's policy and fiscal issues. As outlined in AB 318, Compton Community College District has a state appointed special trustee to oversee the fiscal and physical operations of the Compton District in place of an elected Board of Trustees to support the El Camino College Compton Center.

The voters of the El Camino Community College District approved a $394 million facilities bond in 2002 and a $350 million facility bond in 2012. In 2002, the voters of CCCD also approved a $100 million dollar facilities bond. The funds have been utilized to renovate existing facilities, modernize instruction equipment, make necessary health and safety repairs, and complete construction of additional buildings.

The College currently employees 1,150 full-time and part-time faculty teaching transfer and career training courses, which constitute 94 degrees and 87 certificates. El Camino College reported annual enrollment in 2012-13 to be 31,713 students. El Camino College Compton Center reported annual enrollment in 2012-13 to be 13,940 students. Both institutions have experienced enrollment declines in recent years. El Camino College has experienced a decline in enrollment since the 2008-09 academic year and the Compton Center has experienced an enrollment decline since 2010-11 academic year.

El Camino College serves a diverse student body, the most represented ethnicities being 44% Latino, 18% Black, 16% Asian, and 15% White. El Camino College Compton Center's student body make-up is 45% Latino, 37% Black, 8% Asian and 5% White. Females make up 53% of the student population at El Camino College while Compton Center has 63% female population.

Team members found the Institutional Self Evaluation report to be concise and organized, and it contained evidence which demonstrated how Accreditation Standards, Commission policies and Eligibility Requirements were met. Concerns were voiced that Compton Center was not discussed in several areas resulting in many unanswered questions regarding the structure and relationship with El Camino College. It was noted that some evidence was difficult to locate.

The team confirmed that there was broad participation in the development of the report. The majority of the authors and contributors were introduced to the team at the Meet and Greet Reception. Prior to the visit, team members completed all assignments and were well prepared for the visit due in large part to the preparations made by El Camino College.

El Camino was very well prepared for the visit and exhibited great hospitality to the team. The team recognized the quality of students involved in the Student Ambassador program who served as tour guides for the team. The team also recognized the excellent service provided by the police cadets.

The team reviewed the prior Accreditation Recommendations and actions. As the result of the 2008 accreditation visit, El Camino College was placed on Warning with nine recommendations and two Commission Concerns. The following is a synopsis of the processes followed to attain Reaffirmation of Accreditation and removal from Warning status.

In October of 2008, El Camino College (ECC) participated in a comprehensive Accreditation review. In January 2009, the Commission acted to issue the status of Warning to the College based on 9 Recommendations for Deficiency and 2 Commission Concerns. The College was required to prepare two Follow-Up reports; the first was due on April 1, 2009 and the direction of the Commission was to "demonstrate efforts toward resolution" of Recommendations 1 and 3.

The second Follow-Up report was due October 15, 2009 which requested resolution to Recommendations 1, 2, 3, 4, 6, 7, 8, and 9. At its June 2009 meeting, the Commission accepted the April 2009 report but continued the status of Warning. On October 27, 2009, a three-person team visited ECC and on January 29, 2010, the Commission took action to remove the College from Warning and reaffirmed Accreditation based on the Follow-Up report of October 15, 2010, and corresponding visit. The Commission requested that ECC address the resolution of partially fulfilled Recommendation 1, 2, 5, and 6.

In November 2011, ECC submitted a Follow-Up Report and a College visit. The Commission took action in January 2012 requiring an additional Follow-Up report and visit in October 2012. The Commission granted the College additional time to correct deficiencies for "good cause."

A three-member team visited the College on November 14, 2012. The Commission considered the Follow-Up report and the report of the evaluation team in January 2013. The Commission acted to issue Warning and required ECC to submit a Follow-Up Report by October 15, 2013.

On November 14, 2013, a Commission representative conducted a site visit to ECC. At the January 7-10, 2014, Commission meeting, action was taken to remove ECC from Warning.

The visiting team determined that the College has put forth substantial efforts to meet the Accreditation Standards, Eligibility Requirements, and Commission Policies.

Recommendations/Commendations

Recommendations to Address Deficiencies

Recommendation 1: Institutional Effectiveness and Leadership and Governance
In order to meet the Standard and Recommendation 1 from the 2008 Evaluation Report, the team recommends the College complete its integrated planning cycle by ensuring the planning process offers opportunities for purposeful dialogue in which stakeholders participate in the exchange of different points of view and reflections; clearly ties resource allocation to the planning goals; clarifies how priorities are decided and decisions are communicated to stakeholders, leading to genuine communication. The team recognizes that the College has done a great deal of work addressing the previous Recommendation (ER 19, I.B.3, I.B.4, I.B.6, II.A.2.f, II.B.4, III.C.2, III.B.1.a, III.D.1.a, IV.A.3).

Recommendation 2: Financial Resources
In order to meet the Standard, the team recommends that El Camino Compton Educational Center implement the fiscal management plan to assure financial integrity and disseminate dependable and timely information for sound financial decision making (III.D.2).

Recommendation 3: Planning and Decision-Making Processes
In order to meet the Standard, the team recommends that the College implement the planning, governance and decision-making process outlined in board policies and "Making Decisions at El Camino College," a document that explains to the College community the structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation; regularly evaluate the process to ensure integrity and effectiveness; communicate the results of the evaluation; and utilize the results for improvement (I.B.4, I.B.6, IV.A.1, IV.A.2.a, IV.A.3, IV.A.5, IV.B.1.b).

Recommendations for Institutional Improvement

Recommendation for Institutional Improvement 1
In order to increase effectiveness, the team recommends the College complete the development and implementation of measurable objectives for the strategic initiatives, institutional effectiveness outcomes, and student achievement standards (I.B.3, I.B.4, I.B.6, I.B.7).

Recommendation for Institutional Improvement 2
In order to increase effectiveness, the team recommends El Camino Compton Education Center address student access for the diverse population reflected in the Center's service area and student population which ensures that the institution recruits and enrolls diverse students who reflect the community it serves (II.B).

Recommendation for Institutional Improvement 3
In order to increase effectiveness and to ensure that the institution's enrollment management goals are achieved, the team recommends a stronger alignment between the Outreach Plan and the Enrollment Management Plan (II.A.1, II.B).

Recommendation for Institutional Improvement 4
In order to increase effectiveness and in order to ensure equitable access to programs and services to students regardless of location or delivery, the team recommends the College address the provision of essential online support services (electronic student planning module), health services, and expanded wireless capability for students attending the Compton Education Center (II.B, II.B.1, II.B.3.a, III.C).

Recommendation for Institutional Improvement 5
In order to increase effectiveness, the team recommends the College develop and implement a plan to digitize student records currently stored in hard copies, as noted in their actionable improvement plan (II.B.3.f.).

Recommendation for Institutional Improvement 6
In order to increase effectiveness, the team recommends the College coordinate student tutorial and learning programs to ensure uniformity in tutor training and standardize the method of assessment of the effectiveness of their learning support services (II.C.2).

Recommendation for Institutional Improvement 7
In order to increase effectiveness, the team recommends El Camino College Compton Education Center implement the Compton Facilities Master Plan for improvements to aged and non-functional buildings that support the educational plan and provide a physical environment conducive to teaching and learning (III.B.1, III.B.1.b).

Recommendation for Institutional Improvement 8

In order to increase effectiveness, the team recommends the College clarify the mission, scope, and relationship of the College's Technology Committee to its Academic Technology Committee (III.C.1).

Recommendation for Institutional Improvement 9

In order to increase effectiveness, the team recommends that the Board of Trustees complete a process for the selection of a Superintendent/President as stated in Board Policy 2431. (IV.B.1).

Recommendation for Institutional Improvement 10

In order to increase effectiveness, the team recommends the College implement a process for the evaluation of policies and procedures according to an identified timeline and the Board of Trustees revise the policies as necessary (II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d, IV.B.1.b, IV.B.1.e).

Recommendation for Institutional Improvement 11

In order to increase effectiveness, the team recommends the College develop procedures to train fiscal employees to strengthen accounting and fiscal procedures as indicated in each institution's audit findings. (III.D.3)

Commendations

Commendation 1
El Camino College Compton Education Center is to be commended for exceptional leadership and extraordinary efforts of the faculty, staff and administration in addressing institutional challenges and supporting student learning and achievement.

Commendation 2
El Camino College is to be commended for supporting the efforts of El Camino Compton Education Center to ensure continuity of educational services to the Compton community.

Commendation 3
El Camino College is to be commended for the diversity, breadth, and depth of learning support services and vibrant student life.

Commendation 4
El Camino College is to be commended for the remarkable student Ambassador Program and College Police Cadet program. These students represented the College proudly with their level of knowledge, enthusiasm, and individual stories of success.

Commendation 5
El Camino College, particularly members of the Assessment of Learning Committee and College Curriculum Committee, is to be commended for its comprehensive and meaningful work on student learning outcomes development and assessment at the course, program, and institutional levels.

Commendation 6
El Camino College is to be commended for creating an engaging and supportive distance education learning environment that values student learning and success.

Commendation 7
El Camino College is to be commended for exceptional collaboration between librarians and instructional faculty who have instilled information competency skills in all English courses designed to increase student learning and meet Institutional Learning Outcome #6.

EVALUATION OF INSTITUTIONAL RESPONSES TO PREVOUS RECOMMENDATIONS

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

The College met this Recommendation in 2010; however, the team recommends the College complete its integrated planning cycle; include purposeful dialogue; clearly tie resources to goals; clarify how priorities are decided; and communicate with stakeholders.

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

The College has met this Recommendation. A timeline for developing and implementing student learning outcomes was created by the Assessment of Learning Committee, and faculty regularly assess their learning outcomes to make improvements in student learning. The College is on a four-year cycle in conjunction with the program review cycle. The College is communicating the expected student learning outcomes to students via the course syllabi. The visiting team in fall 2013 determined that the College had met this Recommendation and was at the level of proficiency. The 2014 team determined that the College is at the level of Sustainable Continuous Quality Improvement.

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

The College has met this Recommendation. The College has integrated the curriculum review and program review processes. The six-year cycle of review assures the currency of the curriculum. Program review, course review, and curriculum planning are all closely related and linked. Course review reports are updated by the College Curriculum Committee and the Office of Academic Affairs.

Recommendation 4

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

The College has met this Recommendation. El Camino College has implemented Administrative Procedure 4105 that ensures that all courses, regardless of modality, are reviewed and accepted individually. The College Curriculum Committee follows the same process and approval measures. In 2010, the College submitted a substantive change request to acquire approval for the online course offerings. In 2012, approval was granted and areas concerning rigor were resolved. Distance Education (DE) is taken very seriously and the Curriculum Committee certifies that the same standards apply to DE courses as are applied to traditional courses; the College verifies and authenticates students who register in a DE course are the same students who participate in the course; and success rates are regularly analyzed against traditional courses to ensure quality. Instructors are required to have training before they can begin teaching an online or hybrid course.

Recommendation 5

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

The College has met this Recommendation. Student Learning Outcomes assessment is integrated into the self-evaluation component of faculty evaluations that document assessment, reflection, and changes to pedagogy. Faculty members undergoing the comprehensive evaluation process at the ECC Compton Center prepare a portfolio containing a self-evaluation, student learning outcomes, and assessment strategies.

Recommendation 6

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

The College has met this Recommendation. The District has developed five-year financial plans for each site to monitor its revenue and expenditures. The College and Center presented healthy ending balances during the past three fiscal years. Each has established an OPEB trust and funded its UAAL. The Compton Center hired fiscal managers to improve its budget development and fiscal management capacities.

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

The College has met this Recommendation. A staffing plan was written and approved as part of the Master Plan in 2009. The College adheres to hiring guidelines and continues to submit staffing needs via the program review that ties planning to budget allocation. The College is aware of staffing issues it will face in all areas due to retirement and turnover and has analyzed its needs, but continues to face difficulties as Compton Center's enrollment continues to grow, and shows a continual need for staffing. Critical management positions at Compton Center were filled with qualified hires and staffing decisions are reviewed on a regular basis.

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

The College has met this Recommendation. A facilities master plan was developed for El Camino in 1998, updated in 2004, and again in 2008 to include Compton Center. The Master Plan for both sites was update in 2012.

Recommendation 9
The El Camino College Board of Trustees must include in its code of ethics a clearly defined policy for dealing with behavior that violates this code. (IV.B.h)

The College has met this Recommendation. The Board of Trustees on July 20, 2009, adopted a revision to Board Policy 2715, Code of Ethics/Standards of Practice, which includes a clearly defined policy for dealing with behavior that violates this code. The policy has been published on the College website.

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

The College submitted a substantive change proposal in 2010 and has obtained the necessary approvals to address this concern.

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

This concern has been addressed as the College has shortened the timeline of program review from six years to a four-year cycle.

ELIGIBILITY REQUIREMENTS

1. **Authority**
   The evaluation team confirmed that El Camino College is a public, two-year degree granting institution community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the El Camino Community College District Board of Trustees. In August 2006, El Camino College opened the El Camino College Compton Educational Center. All educational programs and services at Compton Center are operated under the direction and legal auspices of El Camino Community College District. El Camino Community College District is accredited by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges.

2. **Mission**
   The evaluation team confirmed that the El Camino mission statement was rewritten in 2007 and approved by the Board of Trustees. The mission statement was revised at the May 2013 planning summit and will be moving through the participatory governance structures and recommended to Board of Trustees for approval. The mission statement is published in several documents and on College's web page.

3. **Governing Board**
   The evaluation team confirmed that El Camino Community College District is governed by a five-member board elected for four-year terms from each of its five trustee areas. A student elected representative has an advisory vote. The California Community College Chancellor has the authority to appoint a Special Trustee for the Compton Community College District. The Special Trustee is given the authority to assume all of the powers of the Compton Community College District Board of Trustees. The Board members do not have any employment, family or personal financial interested related to either the College or the District.

4. **Chief Executive Officer**
   The evaluation team confirmed that the Superintendent/President serves as the chief executive officer of the College and is delegated the authority to administer Board polices and provide oversight of the District.

5. **Administrative Capacity**
   The evaluation team confirmed that El Camino College has sufficient staff with the appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

6. **Operational Status**
   The evaluation team confirmed that El Camino College is operational and actively serves students seeking certificate and degree completion.

7. **Degrees**

   The evaluation team confirmed that El Camino College offers 87 associate degrees. Seventeen of the degrees are transfer degrees approved by the State Chancellor's Office and another five have been submitted for approval. For Fall 2013, 34 percent of students had a goal of "Associate Degree or "Transfer" as a goal upon entry. Very few of ECC courses are not degree applicable or at the transfer level, so the percentage of students enrolled in these courses is 98 percent.

8. **Educational Programs**

   The evaluation team confirmed that the El Camino College degree programs align with the College's mission and that fields of study are aligned with generally accepted practices in degree-granting institutions of higher education. The team also confirmed that programs are of sufficient content and length, are taught at appropriate levels of quality and rigor, and culminate in identified student learning outcomes.

9. **Academic Credit**

   The evaluation team confirmed El Camino College awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Appropriate information about the awarding of academic credit is available to the public in several publications and information sources.

10. **Student Learning and Achievement**

    The evaluation team confirmed that El Camino College defines course, program/degree, and institutional learning outcomes, assesses these student learning outcomes, and engages in meaningful dialogue leading to continuous quality improvement.

11. **General Education**

    The evaluation team confirmed that El Camino College incorporates general education into its degree programs, with a significant emphasis on demonstrated competencies in writing, computation, and other major areas of knowledge. Comprehensive general education outcomes have been developed and encompass a breath of knowledge offered in the general education courses.

12. **Academic Freedom**

    The evaluation team confirmed El Camino College has a Board approved Academic Freedom Policy. The policy was initiated by the Academic Senate in 2013. The policy is designed to ensure that faculty and students are free to examine and test knowledge appropriate to their discipline or major of study.

13. **Faculty**

    The evaluation team confirmed that El Camino College has a sufficient core of qualified faculty with full-time responsibility to meet current needs. El Camino College has 335 full-time instructors and 597 part-time faculty members. The Compton Center employs 83 full-time faculty. Faculty responsibilities include development and review of curriculum and assessment of learning.

14. **Student Services**

   The evaluation team confirmed students are provided appropriate support services that support student learning and development within the context of the institutional mission at El Camino College and Compton Center.

15. **Admissions**

   The evaluation team confirmed that clear, accessible, and consistent admission policies are publicized online, in the College catalog, in the schedule of classes, and in Board policies.

16. **Information and Learning Resources**

   The evaluation team confirmed El Camino College provides students and staff with access to adequate information and learning resources and services to support its mission and all educational programs. The Schauerman Library is open 67.5 hours per week, including Saturdays, with many of the resources available off campus through the Internet. The Library Media Technology Center provides student access to computer resources. The Library-Student Success Center at the Compton Center is open 61 hours per week, including Saturdays.

17. **Financial Resources**

   The evaluation team confirmed the College has a funding base, financial resources which include grants and two separate voter approved bond measures, to adequate support student learning programs and services, to improve institutional effectiveness, and assure financial stability. ECC has maintained a minimum budget reserve for contingencies. The team recommends that El Camino Compton Education Center implement the fiscal management plan to assure financial integrity and disseminate dependable and timely information for sound financial decision making.

18. **Financial Accountability**

   The evaluation team confirmed that the College undergoes annual independent external audits. The firm prepares the audit for the Board of Trustees and note findings, exceptions and recommendations. Key personnel implement findings and recommendations as necessary. Under enabling legislation, Compton Community College District is reviewed every six months by Fiscal Crisis Management Assistance Team to evaluate progress.

19. **Institutional Planning and Evaluation**

   The evaluation team confirmed that the College systematically evaluates and prioritizes recommendations based on annual plans which include ECC mission statement and at least one Strategic Initiative and/or CEO/VP Overarching Priorities. The team recommends the College complete its integrated planning cycle; include purposeful dialogue; clearly tie resources to goals; clarify how priorities are decided; and communicate with stakeholders.

20. **Public Information**

The evaluation team confirmed the College publishes a printed and online catalog every academic year that is accurate and current. It includes the necessary information for students and the public to learn about the College. The Public Relations and Marketing Department works with Academic Affairs to ensure accuracy of the information. The Director of Community Relations chairs a web task force that includes all of the constituent groups to advise necessary changes on the website.

21. Relations with the Accrediting Commission
The evaluation team confirmed El Camino College adheres to the Eligibility Requirements, Accreditation Standards, and policies of the Accrediting Commission and describes itself in identical terms to all of its external accrediting agencies. The College publishes all of the reports submitted to and received from the Commission on its website. El Camino's long term goal is the reaccreditation of the El Camino College Compton Center.

COMMISSION POLICIES COMPLIANCE

Policy on Distance Education and on Correspondence Education

The College ensures that all learning opportunities provided have equivalent quality, accountability and focus on student learning outcomes. The College has adopted Administrative Procedure 4105 Distance Education which outlines the process for development, implementation, and evaluations of courses. The review and approval of new and existing distance education courses follows the curriculum approval procedures outlined in Board Policy 4020, Program, Curriculum and Course Development. In 2010, the College submitted a substantive change proposal for the approval of additional courses that constitute 50 percent or more of a program offered though a mode of distance electronic delivery. Consistent with federal regulations, the College authenticates and verifies that students who register in a distance education or correspondence education courses are the same students who participate in and complete the course or program and receives the academic credit.

Policy on Institutional Compliance with Title IV

The College withdrew from participation in the Federal Direct Loan Program effective for the 2013-14 Award Year because the two-year and three-year Official Cohort Default Rates had risen significantly in recent years. The College continues to monitor and communicate with previous student loan recipients to help manage the official cohort default rates.

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

The College complies with all regulatory and legal practices related to recruitment and admissions. The Office of Outreach and School Relations coordinates the recruitment efforts. The Public Relations & Marketing Department produces and disseminates professional communications using a wide variety of mediums. The College's accredited status is accurately and prominently reflected on the College Accreditation Web page.

Policy on Institutional Degrees and Credits

The team found evidence that the College conforms to the accepted minimum program length awarded for achievement of student learning for an associated degree. Administrative Procedure 4025 and the Curriculum Handbook provide information regarding implementation of this requirement.

Policy on Institutional Integrity and Ethics

The College has policies and has demonstrated practices that exhibit integrity and high ethical standards in the management of its affairs. The College has adopted policies and procedures with regard to academic freedom, student's rights and responsibilities, student academic honesty, and standards of conduct. Policies also guide the decision-making processes and behavior of the trustees. The College has also demonstrated that information

shared with the public is clear, accurate, and consistent. The College has been responsive to the external accreditation agencies, including the Commission.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

The team verified that the College does not contract responsibilities for programs or services with any non-regionally accredited organizations.

Standard I – Institutional Mission and Effectiveness
Standard IA – Mission

General Observations

El Camino College and Compton Educational Center's mission statement is defined as, "El Camino offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

Findings and Evidence

The mission statement was developed from an assessment of the community's needs and regional workforce considerations. The College offers educational (certificates and degree) programs and services which include career technical education and degrees granting programs, community education, transfer programs and workforce training. Daytime and evening courses are offered in both face-to-face and online learning settings. The College demonstrates commitment to student learning by providing vast learning supporting services that assist students attain their academic goals. The institution established student learning programs and services for students in the areas of basic skills, general education, career technical, and workforce training. These align with the mission statement. There is college-wide commitment to student learning. There is evidence of conversations about student learning at the department, division, and college-wide levels. Topics of conversations include discussions of SLOs assessments and survey results. (I.A).

The mission statement is discussed and reviewed at yearly planning summits; the summits are by invitation and include participation from constituency groups and student governance. The mission statement expresses commitment by the institution. In regards to institutional planning, the College conducts annual and comprehensive program review and conducts program SLOs (PSLOs) and course SLO assessments and reporting. The institutional effectiveness research department conducts surveys to assess the needs of the student population; the assessment can lead to the exploration and creation of special programs or support service programs (I.A.1).

Surveys are used as institutional effectiveness assessment tools and are administered to both students and employees. The mission is also assessed in the surveys. Campus climate surveys are administered every three years. Evidence reviewed include the 2010 El Camino and Compton Center Employee Campus Climate surveys, 2013 El Camino and Compton Center Employee Campus Climate surveys, 2012 Distance Education Satisfaction Survey, and Feb 19-21, 2012 Public Opinion Strategies (I.A.1).

The mission statement clearly emphasizes the offering of quality, comprehensive educational programs and services that will ensure educational success from the students of the diverse community.

Board Policy 1200 supports the mission statement and was approved in 2007 and revisited in 2010. The mission statement and strategic initiatives are visited during the April Planning

Summit. The mission statement was reaffirmed at the June 2013 and April 2014 Planning Summit. The institution continues to discuss the mission statement in depth (I.A.2).

The mission statement appears in the major publications including the fall 2014 class schedule, College website, catalog, employee business cards, and board agendas. However, during a self-guided campus walking tour, the team could not find evidence of any posting of the mission statement in classrooms or around campus. (I.A.2).

The institution reviews the mission statement on a regular basis. The mission statement and strategic initiatives are visited during the April Planning Summit. The mission statement was reviewed in 2010 and reaffirmed at the June 2013 Planning Summit and as part of the Educational Master Plan. The institution continues to discuss the mission statement in depth. The College Collegial Consultation Committees vet modifications to the mission statement. As reflected in the Executive Summary of the April 2014 Planning Summit, a revision of the current mission statement was done. Meeting minutes demonstrate that the proposed revision is still pending approval by the College Planning Council and Board of Trustees. Review of the August 18, September 8, September 15, September 22, and September 29, 2014 College Council Committee Minutes indicate that the revised mission statement has not been reviewed nor vetted (I.A.3).

The College's mission statement is central to the institutional planning and decision-making process. The mission statement is central and influences the master plan, the ILOs, and strategic plan, which focuses on student success and is tied to planning and resource allocation (budgeting). The El Camino College (ECC) Planning Summit is an annual college-wide event that brings together stakeholders from all areas of the College and Center to evaluate and provide feedback on various aspects of the planning process. The mission statement and strategic initiatives are central to the dialogues held at these summits. It is evident that Shared Governance Committees know and comprehend the mission statement and are involved in ensuring that the learning resource services align with the element of the mission statement that states, "…offers quality, comprehensive educational programs and services…" (I.A.4).

Conclusion

The mission statement is approved by the Shared Governance Committees and the Board of Trustees; the mission statement is reviewed regularly and revised if necessary.

The College meets the Standard.

Recommendations

None.

Standard I – Institutional Mission and Effectiveness
Standard IB – Improving Institutional Effectiveness

General Observations

El Camino College is dedicated to producing, supporting, and measuring student learning with emphasis on improving. Dedication to serving students was evident in dialogue with students both on the campus and graduates encountered in the community, all of whom cited quality learning experiences and a pride in their institution. Though the College measures student learning, it has been engaged in a consultation process to establish institution-set standards and develop measurable strategic initiatives which has only just been completed.

The College has not been fearful to implement alternative technologies for increased efficiency and effectiveness of assessing student learning and assessing both non-academic and academic program performance. Though technologies and processes have changed multiple times within a narrow time frame, personnel were positive about the changes. Academic programs are following a clearly defined process for program reviews but non-academic programs lack similar consistency, and some are not adhering to the established cycle. Integrated plans have been generated, however the College has not completed the planning cycle.

Findings and Evidence

Evidence for ongoing, collegial, self-reflective dialogue about continuous improvement of student learning and institutional processes is found in the work of committees, through the development of institutional plans, and in the annual planning summits. The College has a large committee structure providing opportunities for students, staff, faculty, and administrators to dialogue. The structure includes five collegial consultative committees, four area councils, fifteen division councils, and seven advisory committees. Additionally, the College has a Consultative Council at Compton Center with two committees of the council—Institutional Effectiveness (IE) and Planning and Budget (PBC)—and eight operational committees (I.B.1, I.B.2, I.B.4).

Committee minutes, when posted to the website, offer evidence of dialogue leading to improvement of forms, templates, learning outcomes, learning outcomes assessment, measurable objectives, strategic initiatives, and processes. The team encourages timely posting of approved committee minutes to better inform the College community. The Annual Planning Summit provides a venue for discussing strategic initiatives, analyzing student achievement data, and ways to measure achievement of strategic initiatives. Much evidence exists for broad-based participation; however, stakeholders expressed a gap in feedback. Recommendations are generated through broad-based participation and consultation processes. Rationale for final decisions are not broadly communicated (I.B.1, I.B.2, I.B.4).

There is evidence the College sets goals to improve its effectiveness consistent with its stated mission. The College is committed to achieving institutional goals, evidenced by strategic initiatives linked throughout the planning and budgeting processes. The College does not

have measurable objectives to assess attainment of strategic initiatives. Direct measures have been proposed and are under review through the consultation process. Institutional Research & Planning (IRP) must tease through individual annual plans entered into PlanBuilder to manually aggregate strategic initiative activities for indirect measures of achievement and resource allocation requests. An *Annual Plan Newsletter* is distributed to the college community. The newsletter contains highlights, a description of the planning process, and a table listing the number of strategic initiatives utilized in unit plans with total dollars requested to fund initiatives.

The College is migrating plans and program reviews to TracDat, allowing for direct links to strategic initiatives and simplified reporting through automatic aggregation. The target date for migration is the end of October 2014. Until measurable objectives are in place, such reports will not yield direct goal achievement data. During interviews with College committees and employees, awareness of strategic initiatives was prevalent and they were frequently cited as the basis for resource allocations in annual plans as approved by the vice presidents and the Planning & Budgeting Committee (PBC). Less understood and referenced was progress towards achieving strategic initiatives and integrated plan goals and progress (I.B.2).

As stated in the Self Evaluation report, the College evaluates its educational effectiveness through its six Institutional Learning Outcomes (ILOs). ILOs are assessed one-two per year, on a four-year cycle, with results reviewed by the Assessment of Learning Committee (ALC) and by faculty, staff, and leadership at large. The ALC has led positive changes in the quality and quantity of learning assessments for improvement at course, program and institutional levels. Reports are provided on the College's SLO Web page where one can also find a wealth of student learning assessment resources, information, and data evidencing a robust student learning assessment culture at the College. (I.B.2)

Through a collegial process and from analyses of existing student achievement data, IRP has developed measurable institutional effectiveness outcomes, student achievement outcomes (institution-set standards), midpoint milestones, and aspirational student achievement goals for the Strategic Plan 2015-2020. The consultation process is complete and included review by College Council, PBC (both locations), Academic Senate (both locations), Council of Deans, Strategic Planning Committee, and Student Success Advisory Committees. Approval was obtained from the Academic Senate on September 16, 2014. The institutional effectiveness outcomes, standards, and aspirational goals will be presented to the Board during the October 2014 meeting for approval and implementation through the revision of Board Policy 1200. IRP will publish the institutional effectiveness outcomes, student achievement standards, aspirational goals, and goal achievement data to the website following Board approval (I.B.2, I.B.4, I.B.5).

IRP has staff serving on PBC (both locations), Council of Deans, Institutional Effectiveness Committee (Compton Center), Academic Program Review Committee, and the Student Services Program Review Committee (both locations). The director of IRP serves as the management liaison to College Council. Adding a planning and researcher lens to committees ensures members consider the importance of data in decision-making and

increase effectiveness in articulating goals from which the institution can readily measure achievement. The Institutional Research & Planning Web page provides much data including annual factbooks, survey results, student achievement and success data, research reports, regional data, program reviews, planning information, Accreditation information and reports, and an IRP blog. Campus interviews evidence IRP is actively reaching out to constituents to share data to inform decisions, generate measurable goals, and affect improvements (I.B.1, I.B.2, I.B.4, I.B.5).

Institutional Research was expanded to include a planning function, and is now Institutional Research & Planning. The focus on planning with continued progress is evident. The College has in place planning and assessment processes that are linked to the College mission, strategic initiatives, and Comprehensive Master Plan. The process consists of cycles of program review, curriculum review, outcomes assessment, and annual planning. Planning is linked to budgeting through program review and the strategic initiatives. In addition to the cyclical planning processes, Compton Community College District uses a Fiscal Management Assistance Team to provide fiscal advice, management assistance, and to identify strengths and weaknesses associated with fiscal and management responsibilities of the Compton District (I.B.3).

Despite having an integrated planning process in place, the College reports that program review recommendations are not uniformly serving as a basis for objectives and funding requests in annual program plans. There is also a need to develop and implement consistent resource prioritization criteria that are used to evaluate requests by their support of mission, strategic initiatives, existing plans, and student learning and achievement goals (I.B.3, I.B.4).

The College has made numerous changes to its planning processes trying different software such as CurricuUNET, PlanBuilder, and TracDat to achieve efficiencies and effectiveness. Intervals between software implementation were brief. CurricuNET proved to be an ineffective technology for program reviews and the College returned to a paper template. The paper template and program review process for academic programs has undergone continuous review, yielding an Academic Program Review Packet with a template and instructions. Using the packet, template, and feedback from the Academic Program Review Committee, faculty work towards consistency and quality for program reviews. A return to paper program reviews for non-academic programs has not yielded similar consistency of process, quality, or adherence to the established cycle. Program review recommendations are to inform program plans, unit plans, area plans, and vice presidential prioritization for resource allocation (I.B.6, I.B.7).

For budgeting purposes, each program unit and area has an annual plan located in PlanBuilder that describes the program, strengths, challenges, and both short- and long-term goals. Goals are linked to at least one of the College's strategic initiatives. Associated objectives are concrete plans to progress under each initiative. Program review is conducted on a four-year cycle. Though academic programs have a robust and ever improving program review process facilitated by the Academic Program Review Committee, some non-academic programs have failed to complete program reviews according to the established four-year cycle. It is unclear how these programs are tracking progress towards meeting goals,

outcomes, and strategic initiatives or how vice presidents and PBC are able to justify resource priorities and allocations for these programs (I.B.3, I.B.4, I.B.5, I.B.6, I.B.7).

The College collects, interprets, and distributes a comprehensive set of institutional assessment results at the institution, program, and course levels. This information is available on the College website, through consultative groups, the President's Cabinet, and the Board of Trustees.

Student Services programs are assessed through the program review process to determine how effectively they contribute to student achievement and goal completion. Program participants are compared with non-participants to determine the degree to which each program is associated with comparatively higher achievement. Successful course completion, persistence, and goal completion data such as transfers are reported. The College also evaluated institutional quality in terms of student learning and quality of services through Program Learning Outcomes (PLOs) and Service Area Outcomes (SAOs) for Student Services and Administrative Services (I.B.4, I.B.5, I.B.7).

The College has established regular schedules to review effectiveness of it mission, strategic initiatives, programs, plans, and planning processes. Mission, vision, and values are reviewed every four years in preparation for the five-year review of strategic initiatives. The Comprehensive Master Plans are to be reviewed every five years. Program reviews were shortened from six- to four-year cycles in order to improve alignment with the six-year curriculum review cycle. Career and Technical Education programs submit a brief mid-cycle review where a series of questions are addressed. Learning outcomes are assessed on a four-year cycle. Annual Summits offer a larger forum for invited participants to dialogue on increasing effectiveness of mission, strategic initiatives, plans, and the planning process (I.B.6, I.B.7).

Academic program review and student learning assessment have clearly defined processes and established mechanisms for assessing quality and effectiveness with clear evidence improvements have been implemented. Less clear are how evaluation mechanisms for non-academic program review, various institutional plans, strategic initiatives, and integrated plans have directly contributed to improvement in programs and services (I.B.6, I.B.7).

Conclusion

The College has ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The institution has set goals to improve effectiveness consistent with stated purposes. Goals are articulated to institutional members who work collaboratively towards their achievement. Documented assessment results and matters of quality assurance are communicated to appropriate constituents. In order to improve, the College should complete the development and implementation of measurable objectives for the strategic initiatives, institutional effectiveness outcomes, and student achievement standards. Directly measurable goals will allow institutional members, and the public, the capacity to more effectively assess progress towards goal attainment and better inform decisions for increased institutional effectiveness.

The College should ensure all established cycles are consistently followed. Some non-academic program reviews are more than a year outstanding. And, as these are to form the basis for resource allocation recommendations, a gap is created for informed decision-making.

The process for resource allocation and prioritization is not clearly defined between program reviews and the various institutional and integrated plans. There is no evidence demonstrating how the vice presidents or the Planning and Budgeting Committees utilize established priorities to inform recommendations for resource allocations. The College needs to complete the integrated planning cycle ensuring it is broad-based; and offers opportunity for purposeful dialogue in which all stakeholders can participate in the exchange of different points of view and reflection. The College has not clearly tied resource allocation to the planning goals or clarified how priorities are determined. Resulting decisions should be communicated to stakeholders in an effort to foster genuine communication.

The College does not fully meet the Standard.

Recommendations

Recommendation 1: Institutional Effectiveness and Leadership and Governance
In order to meet the Standard and Recommendation 1 from the 2008 Evaluation Report, the team recommends the College complete its integrated planning cycle by ensuring the planning process offers opportunities for purposeful dialogue in which stakeholders participate in the exchange of different points of view and reflections; clearly ties resource allocation to the planning goals; clarifies how priorities are decided and decisions are communicated to stakeholders, leading to genuine communication. The team recognizes that the College has done a great deal of work addressing the previous Recommendation (ER 19, I.B.3, I.B.4, I.B.6, II.A.2.f, II.B.4, III.C.2, III.B.1.a, III.D.1.a, IV.A.3).

Recommendation 3: Planning and Decision-Making Processes
In order to meet the Standard, the team recommends that the College implement the planning, governance and decision-making process outlined in board policies and "Making Decisions at El Camino College," a document that explains to the College community the structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation; regularly evaluate the process to ensure integrity and effectiveness; communicate the results of the evaluation; and utilize the results for improvement (I.B.4, I.B.6, IV.A.1, IV.A.2.a, IV.A.3, IV.A.5, IV.B.1.b).

Recommendation for Institutional Improvement 1
In order to increase effectiveness, the team recommends the College complete the development and implementation of measurable objectives for the strategic initiatives, institutional effectiveness outcomes, and student achievement standards (I.B.3, I.B.4, I.B.6, I.B.7).

Standard II – Student Learning Programs and Services
Standard IIA – Instructional Programs

General Observations

El Camino College has effectively addressed several recommendations for the Standard since its last Accreditation visit and is to be commended for the work accomplished to meet Accreditation Standards in the areas of learning outcomes. As shown in their Planning Model, the College is constantly evaluating its courses, programs, and mode of delivery. Action Plans resulting from program review are prioritized and vetted through the division, the vice presidents, Planning and Budget Committee and the Superintendent/President. Plans align to their mission statement and Strategic Initiatives.

Other general observations regarding El Camino College's self-evaluation on Standard II.A. include: 1) descriptive sections of the College's approach to and enactment of the Accreditation Standard, 2) straightforward Standard evaluative sections with applicable examples in support of the institution's assessment, 3) specific and impactful Actionable Improvement Plan items that represent targeted work to promote organizational effectiveness.

Findings and Evidence

The College offers high-quality instructional programs that lead to degrees, certificates, employment, or transfer. There are multiple programs that meet the diverse needs of students. For example, the College offers accelerated math and English programs, First Year Experience, and Honors programs. Students can take face-to-face classes as well as online and hybrid course offerings. To ensure quality, courses and programs are systematically assessed. Faculty are involved at multiple levels with the curriculum process through the Division Curriculum Committee and College Curriculum Committee.

Impressively, without a department chair structure, faculty within departments share the responsibility for updating and assessing curriculum and work cohesively to ensure they are offering high-quality programs. This well-established curriculum process has been very successful at El Camino College, resulting in curriculum that aligns closely with the College's stated mission. Before curriculum is developed in the area of Career and Technical Education, faculty and administrators complete a needs assessment and coordinate with regional partners to ensure that programs will be viable. The College has made significant infrastructure and equipment investments to support its current CTE offerings; however, the College should consider enhancing outreach efforts for its CTE programs (II.A.1).

Through the Institutional Research & Planning office, the College collects and disseminates data on student success metrics. Departments and divisions use this data for program planning and improvement. Faculty members continually assess course and program student learning outcomes, a process facilitated by the Assessment of Learning Committee. The College has devoted considerable resources to the assessment process, including assessment facilitators who work one-on-one with faculty to complete effective and meaningful course

and program assessments. The results from the 2012 Accountability Reporting for Community Colleges (ARCC) Report performance indicators show that El Camino College students are progressing, graduating, and transferring at higher rates than in the past. The College has initiated a Student Success Task Force to address student success issues (II.A.1.a).

El Camino College utilizes various delivery systems and modes of instruction to meet its students' learning needs. Students can take face-to-face classes as well as online and hybrid course offerings using the Etudes learning management system. Faculty must receive training and be certified before teaching online and hybrid courses, and the faculty evaluation process for online instructors emphasizes topics such as regular and substantive contact and online teaching best practices. Online offerings are based on student performance, enrollment, and the relationship to the current curriculum and semester schedule.

New online courses are reviewed by the Distance Education (DE) Office, and faculty members receive recommendations on course content and design as needed to ensure that course content matches the course outline of record and that course design and practice follow generally accepted design standards for distance education. The DE Office follows the standards in the ECC Principles of Best Practice form approved by the Distance Education Advisory Committee in the fall of 2009. These principles follow nationally recognized best practices in distance education course design and practice (II.A.1.b).

Using TracDat, the College has created an effective infrastructure to provide support for the SLO development and assessment process at the course, program, and institutional levels. The College provides release time for three Campus SLO Coordinators and provides hourly stipends for faculty facilitators to work for each division. Compton Center has one faculty SLO Coordinator and two facilitators. The Assessment of Learning Committee (ALC) recently completed a thorough mapping of G.E. Student Learning Outcomes to the Institutional Learning Outcomes. With recent updates to Institutional Learning Outcomes, the ALC is planning to repeat this mapping process. The ALC provided numerous examples of meaningful course and program improvements resulting from the assessment process. Although the College has not completed a full assessment cycle using TracDat, preliminary results indicate the assessment process is working effectively in support of high-quality educational programs (II.A.1.c).

The College offers a wide variety of instructional programs including collegiate, developmental, and pre-collegiate courses and programs, community education, short-term training courses and programs, and programs for international students. The College's International Students Program serves students from 65 different countries. The College also offers short-term training classes through the Industry and Technology Division. Short-term training courses are a collaboration between industry advisory committee members and faculty in the discipline. The College also addresses the diverse needs of the surrounding community with the Business Training Center (BTC) and its Community Education Program. ECC's Planning Model allows for a sustained and thorough vetting of courses and programs. The data gathered from the review process influences planning and allows the College to make adjustments and improvements to maintain the quality of its programs (II.A.2).

ECC has clearly defined processes for curriculum development and assessment. Faculty have primacy in establishing and improving instructional courses and programs. Courses, programs, certificates and degrees are evaluated during Academic Program Review. The template provided to departments engaging in the program review process includes an evaluation of enrollment statistics, course scheduling, success and retention rates for face-to-face and online classes, degrees and certificates and department success rates. The departments evaluate the data provided by Institutional Research & Planning and make recommendations for the program. The Academic Program Review Committee also reviews the evaluations and recommendations made in the program review document. When courses have not been offered for five or six semesters, the College Curriculum Committee places them in inactive status to ensure that the College catalog offers an accurate representation of courses being offered (II.A.2.a).

El Camino College relies on faculty expertise and advisory committee input in identifying and assessing competency levels and measurable student learning outcomes (SLOs). The Division Curriculum Committee and College Curriculum Committee in consultation with the Assessment of Learning Committee (ALC) ensure that course SLOs are measureable and that they align with PLOs and ultimately ILOs. The College does a very effective job supporting course and program-level assessment through the ALC. The College Curriculum Committee systematically reviews class schedules to ensure that students have a clear pathway to certificates and degrees. The College systematically and effectively evaluates learning at the course, program, and institutional levels (II.A.2.b).

Dialogue concerning the quality of instruction and the appropriate breadth, depth, rigor, sequencing, and time to completion occurs as part of the curriculum development process. The Curriculum Handbook outlines the procedure for initiating new and revised curriculum. The curriculum development process ensures that all courses and programs conform to Title 5 regulations and are of appropriate breadth, depth, rigor, sequencing, and time to completion. The program review process covers eight areas. The first four areas offer the opportunity for faculty to reflect on the current state of the program.

Faculty reflect on the mission of the department as a whole; data given to them by Institutional Research & Planning discussing grade distributions, enrollment rates, course sequencing and time to completion; and the Curriculum and Student Learning Outcomes for the program. Program review data sets include data on student success, retention, section offerings, and progression rates. This information is used by the department to evaluate appropriate course offerings each semester and the number of sections offered. Through the curriculum development process, faculty determine if a course is at the collegiate or pre-collegiate level. Faculty maintain primacy in curriculum development and assessment but work collegially with division deans to offer high quality programs leading to degrees, certificates, employment, or transfer (II.A.2.c).

El Camino College uses delivery modes and teaching methodologies that meet the diverse needs of students. The College offers numerous professional development activities on effective teaching practices. New faculty participate in the New Faculty Academy focusing

on student support services, meeting the diverse needs of students, and using multiple teaching methodologies. The College has done very effective work in the area of distance education, creating clear guidelines and best practices recommendations for effective online instruction. Notably, instructors teaching online and hybrid courses must complete DE training before being assigned a course. The College clearly emphasizes quality in its DE offerings. A thorough review of DE offerings revealed engaged students, regular and substantive contact between faculty and students, and innovative teaching strategies. The Institutional Research & Planning office tracks and reports on student success metrics in online courses, and departments use this data to address deficiencies and improve online instruction (II.A.2.d).

The institution effectively evaluates all courses and programs through an ongoing and systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. This process begins at the department level and moves up through the unit-level, so the division dean can work closely with faculty to determine the most effective class schedules to meet students' needs. Institutional Research and Planning assists with the collection and analysis of data related to SLO assessment and program review.

The components of the program review include a comprehensive description; analysis of student achievement, demographic and enrollment data; curriculum and degree/certificate analysis; analysis of student learning outcomes assessments and recommendations; facilities, equipment, technology and staffing needs; CTE programs respond to an additional set of questions focused on market analysis, student outcomes, preparation for employment, and licensure and job placement. Members of the College Curriculum Committee stated that program discontinuance is not a very common process, so there might be a need to complete a more focused review of certificate and degree offerings to ensure that programs created in the past are still relevant (II.A.2.e).

El Camino College has processes for integrated planning and systematic evaluation aligned with its Strategic Initiatives and comprehensive Master Plan. These processes are driven by the College's mission, Strategic Initiatives and ILOs. Planning begins at the department level which feeds to the division plan, resulting in recommendations to the vice presidents who discuss division needs and make final recommendations to the Superintendent/President. It is unclear how the results of the integrated planning processes and decisions are communicated back to all constituencies in a meaningful way that encourages feedback and ongoing dialogue (II.A.2.f).

El Camino College utilizes unbiased, validated measures of student learning. With the new reading exam developed by reading faculty, the English department and Institutional Research & Planning office are working together to validate the tests and ensure that the exit exams are unbiased. El Camino College awards units of credit based on a student's achievement of the learning objectives that are noted in the approved Course Outline of Record. El Camino College meets the standard of awarding credits based on student's achievement of the course's stated learning objectives. Units of credit awarded meet Title 5 section 55002.5 regulation and are reviewed by the College Curriculum Committee in a

timely manner. Units of credit awarded are also consistent with instructional policies that reflect equivalencies in higher education. (II.A.2.g and h)

The Curriculum Committee requires that all courses have clearly stated SLOs based on measurable objectives contained within the Course Outline of Record. The College seeks to create learning outcomes with meaningful assessments by ensuring that student achievement of learning outcomes are directly linked to student success in their courses at ECC. Credit for individual classes, degrees, and certificates are therefore awarded based upon successful student performance in all College courses, thus achieving the stated learning outcomes of El Camino College. Institutional dialogue about what learning is expected of students earning a degree or certificate are ongoing, reflecting both program outcomes as well as ILOs (II.A.2.g, II.A.2.h, II.A.2.i).

El Camino College requires a component of general education (GE) in all academic and vocational degree programs. The College Curriculum Committee has a well-defined process for designating particular courses as GE applicable. The Assessment of Learning Committee has mapped all GE outcomes to the respective courses in each GE area to ensure that students are meeting the intended SLOs. As evidenced in Board Policy 4025 Philosophy for Associate Degree and General Education, the College has engaged in deep and ongoing dialogue about what it means for a student to earn two-year College degree.

The College catalog section titled, "Philosophy for Associate Degree and General Education" provides a clear rationale for general education. The College Curriculum Committee has a well-defined and effective process for determining where courses fit into the general education pattern; however, the committee also relies strongly on the recommendation of the program faculty. The College has completed an assessment cycle on all of its Institutional Learning Outcomes which encompass GE outcomes. The College has identified an actionable improvement plan to "combine aggregated course and program GE area assessment data with other stand-alone ILO assessment methods to deliver comprehensive assessment data for analysis and possible actions (II.A.3, II.A.3.a, II.A.3.b).

El Camino College fosters in students recognition of what it means to be an ethical human being and citizen. The Community and Personal Development Institutional Learning Outcome strongly addresses what it means for a student to be an ethical human being and an effective citizen as well as how to appreciate cultural diversity. Strands of this ILO are woven in GE course offerings across multiple disciplines. Additionally, the service learning component of "First Year Experience" directly relates to this ILO (II.A.3.c).

Degree requirements are clearly outlined in the College catalog with respect to both general education and major. Students are given three general education patterns from which to choose, and each degree offered lists at least 18 units of coursework in the major under the "El Camino College Major Requirements" heading for all disciplines in which a degree is currently offered. The College's commitment to focused study is likewise reflected in both its definition of the associate degree and in Board Policy 4025 (II.A.4).

El Camino College offers over 33 career and technical education programs which lead to degrees and certificates. CTE programs at El Camino College work closely with regional advisory committees to ensure students graduate with the necessary professional competencies and technical skills. The two-year program review process encourages constant updates and improvements to CTE programs.

El Camino College was one of ten community colleges participating in the pilot CTE Employment Outcomes Project in 2012 to address the lack of data on the impact of CTE programs. The College partnered with the RP Group, the Bay Area Community College Consortium, and practitioners from around the state to develop a universally available survey methodology to provide information on employment outcomes for students who have participated in career technical education (CTE) programs at California community colleges. The pass rates from the external licensure and certification bodies indicate that students in vocational and occupational programs are prepared for the fields they are entering (II.A.5).

Descriptions of programs and courses are printed in the El Camino College catalog. The printed catalog is available at the bookstore for purchase and is also available at no cost online in PDF and Flipbook format. The PDF document is accessible to students through a direct link on the ECC website and a link on the class schedule Web page. Information provided to current and prospective students includes clear and accurate information about educational courses and programs and transfer policies. Faculty, classified staff, and administrators participate in updating the catalog on an annual basis. (II.A.6)

All division offices are required to maintain a copy of current course syllabi and to ensure the inclusion of SLOs. El Camino College likewise maintains comprehensive articulation agreements with a number of public and private colleges and universities, including out-of-states and historically black colleges and universities. These agreements are created through the cooperative efforts of the College's Articulation Officer, its faculty, and the faculty and articulation staff at the receiving institutions. Although no programs have been discontinued in recent years, the College has developed a program discontinuance policy recently approved by the Board (II.A.6, II.A.6.a, II.A.6.b).

El Camino College provides informational, easy-to-use, and accessible publications that support the College's mission statement, strategic goals and branding efforts. Many board policies are over ten and even twenty years old and, therefore, may need updating or review, including the policy on selecting a College Superintendent/President (II.A.6.c).

Academic freedom is addressed in Board Policy 4030 and in the 2013-2014 College catalog and is available on the College website. Additionally, the faculty bargaining unit contract addresses academic freedom and its limitations. The policy on academic freedom makes it clear teaching carries responsibilities as well as rights. Accuracy, objectivity, and respect of dissenting opinion are emphasized: A faculty member shall have the freedom to examine or endorse unpopular or controversial ideas either in classroom teaching or in discussions with students as is appropriate to the course content or in academic research or publication, while recognizing the responsibility to be accurate, objective, and respectful of others.

El Camino College's academic honesty expectations are published in Board Policy 5500 Academic Honesty and Standards of Conduct. Consequences for academic dishonesty can be found in Administrative Procedure 5520 Student Discipline and Due Process Procedure. Students seeking to appeal a disciplinary action resulting from an accusation of academic dishonesty may do so by following the due process disciplinary procedures found in Administrative Procedure 5520. Board Policy 5500 and Administrative Procedure 5520 are available on the College website and in the 2013-2014 College catalog. Additionally, excerpts from Board Policy 5500 and Administrative Procedure 5520 regarding academic dishonesty are included in the class schedules. Board Policy 3430 Prohibition of Sexual and Other Forms of Harassment provide evidence of the District's commitment to equal access and opportunity for all and maintaining a safe, harassment-free work environment.

Prohibited behavior of faculty, methods of filing a complaint, and complaint resolution are discussed in Article 22, Section 14 of the bargaining agreement between the El Camino College Federation of Teachers, Local 1388 and the District. All employees of the District are expected and required to conduct themselves in a manner which is appropriate to an academic environment and are not to engage in any prohibited behavior–that is, behavior which is demeaning, offensive, intimidating, or physically threatening to any other employee in the College community. Also included in Article 22, section 14c of the bargaining agreement as prohibited faculty behavior, is sexual harassment and discriminatory harassment. Unacceptable classified staff performance and potential disciplinary action for such behavior is discussed in Article 23, Section 1 of the bargaining agreement between the El Camino Classified Employees, Local 6142 and the District (II.A.7, II.A.7.a, II.A.7.b, II.A.7.c).

Conclusion

With the exception of II.A.2.f., the College meets the Standard.

Recommendations

See Recommendation 1: Institutional Effectiveness and Leadership and Governance

Recommendation for Institutional Improvement 2
In order to increase effectiveness and to ensure that the institution's enrollment management goals are achieved, the team recommends a stronger alignment between the Outreach Plan and the Enrollment Management Plan (II.A.1, II.B).

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

General Observations

El Camino College offers comprehensive student services to a diverse population of learners throughout the educational pathway, which includes most core services at Compton Center. The College utilizes technology to provide students with several online support services through the student portal (MyECC) which include access to online transactions and information on financial aid, grades, transcripts, College email, parking, and registration. Other online support services include Ask El Camino (instant answer service), e-Brochure (personalized student information), NetTutor, counseling appointment scheduling, and limited e-Counseling (via email exchange). The College is moving forward with the implementation of an enhanced online orientation to be implemented this fall 2014. Additionally, the College is one of the pilot colleges through the California Community College's Chancellor's Office for the development of a system online educational planning module, yet the College does not currently have an online system that provides students with educational planning options.

The College utilizes a student-centered delivery model of student services through the linking of critical student support programs under the SSTARS (Student Success Transfer and Retention Services) program which is categorized into the following five areas: Counseling/Matriculation, Categorical Programs, Learning Communities, and Academic Support Services and other student services. Further, the College supports a rich diversity of support services such as First Year Experience, Honors Transfer Program, MESA, Student Athlete Independent Learning (SAIL), Women in Industry and Technology (WIT), Puente Project and Project Success.

Student Services is engaged in a regular cycle of program review every four years, with annual program/department plans, service area outcomes assessment, and planning. In spring 2013, the student services departments, offices, and programs changed from using Student Learning Outcomes to a Service Area Outcomes (SLOs to SAOs) as they more effectively reflected the work being done in these areas.

The integrated planning cycle is made functional at all levels of the planning process, starting with the annual plans originating with the programs/departments, and proceeding through the appropriate divisions, areas, President's Cabinet, and ending with the Planning and Budget Committee (PBC). At each level of the process, needs are prioritized through inclusive dialogue with members that comprise the respective areas. Requests are closely aligned with the seven strategic initiatives. The prioritization results are widely communicated through the key stakeholders on the PBC, and information is also posted on the College website.

Findings and Evidence

The College recruits and admits diverse students consistent with its mission. The College is actively engaged in student equity efforts to ensure that strategies are implemented to close

achievement gaps within traditionally underrepresented groups. As part of assuring access to El Camino College, the Office of Outreach and School Relations is engaged in robust activities with local high schools (public, private, non-traditional) and community organizations, and has established a remarkable student ambassador program that is comprised of approximately 32 students who represent the College in these efforts. Though the College has an Enrollment Management Plan, a link to the outreach plan needs to be developed to ensure that college enrollment goals are intentionally achieved (II.B).

The College provides a catalog with the requisite information to meet the Standard. The catalog is provided to students in the College bookstore and on the College website in PDF and Flipbook format. To accommodate curriculum changes that occur outside of the publication cycle, an addendum is posted to the website for accuracy. Of special note is the use of the Flipbook format for the catalog, as a user friendly feature. Additionally, there are several publications that include key information regarding policies, procedures, and regulations that are pertinent to students, such as the College website and schedule of classes.

College policies and procedures are posted on the website. A key finding in reviewing the policies and procedures relevant to student services is that several policies and procedures do not appear to have been reviewed in more than 10 years, such as Administrative Procedures 5020, 5035, 5050, 5110, 5506. As such, it will be important for the College to explore and implement efforts for regular cycle of review for policies and procedures as well as a vehicle for communication to students (II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d).

At Compton Center, the student population reflects the diverse population served by the Center but not for all groups. In 2012-2013, African American and Latino students represented the largest ethnic groups at the Center with African-Americans comprising 38% of the student population and Latino students comprising 45% of the student population. Yet, the ethnic composition of the communities served by the Compton Center are composed of 22% African American and 70% Latino. Consequently, the College is in the process of launching the student equity planning efforts to address any disparities identified through the appropriate research (II.B, II.B.3.a).

The College demonstrates a commitment to the provision of comprehensive, equitable, and reliable student support services to a diverse population of learners, which includes most core services at Compton Center. Given the unique relationship with Compton Center, it is important to note that the funding for many of the state categorical programs is directly provided by educational site (El Camino College and Compton Community College District), along with the required reporting. Additionally, the team found that the center does not currently provide health services on site. As it relates to federal financial aid, the funding is provided through El Camino College, and a system has been developed to effectively disburse funds to Compton students. There is evidence of collaborative efforts between the respective student services programs that include joint retreats for EOPS, Financial Aid, and bi-monthly area meetings with all student services managers (II.B, II.B.3.a.).

Given that the College offers a substantial distance education program that includes 13 certificate programs, 10 Associate Degrees, and 4 Associate of Science degrees, and General

Education programs, it is important to note that the College utilizes technology to provide students with the major online support services such as Ask El Camino, e-Brochure, NetTutor, online counseling appointments, transcript service, financial aid, library resources, and social media. Through the student portal (MyECC), students are provided with online registration, email, parking, transcript request service, and job placement. Noteworthy are the Ask El Camino service, in which students can obtain immediate information to their inquiries; an e-Brochure that allows students to personalize the services they needs; and the catalog's availability in Flipbook format. (II.B.3.a)

The College recognizes the need to finalize the implementation of an enhanced online orientation, e-counseling, and electronic student planning system. Further, students are provided the Online Readiness Assessment and the Distance Education Student Handbook that serves as a guide to students new to navigating an online environment. There is evidence that evaluation of student technology needs and student satisfaction with online services is occurring. The Distance Education Advisory Committee appears to be leading the discussion on addressing policies and procedures regarding student authentication, effective contact, and student success rates in online courses versus onsite.

Although students attending Compton Center have access to the same online student support services, it is noteworthy to indicate that counselors at Compton Center are utilizing an online student education plan that students from Compton Center can access through myECC. Of concern is that although students have access to online support services, the institutional technology impacts their ability to obtain effective wireless service (e.g., limited wireless access). (II.A.1.b, II.B.3.a, II.B.1, II.B.2.a, II.B.3.a, III.C,1,c).

El Camino College assures the quality of student support services through engagement in regular cycle of program review, assessment, and program improvement. Additionally, several categorical programs follow the California Community College's Chancellor's Office review process. The program review process incorporates results from several student surveys designed to obtain feedback on level of student satisfaction, campus climate, and student engagement (CCSSE). Through the Student and Community Advancement Committee which serves both El Camino and Compton Center, the quality of program reviews for the area are vetted. Dialogue focused on program enhancement is occurring at the department, unit, area, cabinet, and Planning and Budgeting Committee levels. The team found that although this dialogue and process is occurring at the various levels in student services, communication on prioritization outcomes and funding decisions taking place at the PBC needs to be improved (II.B.4).

In an effort to identify the diverse student learning support needs, the College utilizes a variety of methods for assessment that include the administration of several survey instruments such as the Community College Survey of Student Engagement (CCSSE), campus climate surveys, student satisfaction surveys and the review of service area outcomes. Of concern, however, are the results of the 2014 CCSSE for both El Camino and Compton Center that indicate that "just over 50% of students indicated that they use computer labs and academic advising *Sometimes* or *Often*, the top two in usage." It would benefit the College and its students to find way to further investigate why students are not

utilizing some services to ensure access and success for all students (II.B.3).

The College provides a wide variety of programs and opportunities for students to encourage personal and civic responsibility; intellectual, aesthetic, and personal development; student leadership; and appreciation of diversity. The wide selection of clubs and organizations provided for students to find a space of belonging at the College is impressive. The College has many avenues for student engagement and development by hosting over 60 clubs. Commendable College practices and activities include the publication and dissemination of a list of language translators to assist students in their native language. Another example is the Diversity Conference, supported by the Title III Graduation Initiative, held in September 2012. The conference included sessions focused on returning veterans, LGBTQ students, Women of Color and Hip Hop pedagogy. Further, the Student Development Office hosted a Social Justice Fair and partnered with community based organizations with the purpose of bringing awareness of various social justice issues (II.B.3.b, II.B.3.d).

Student life at Compton Center is spearheaded by the Student Life and Athletics Office and the Associated Student Body (ASB). As part of a recent change, the Director of Student Life position, and Athletic Director were combined to create the Director of Student Life and Athletics. The new director will commence his new assignment in October 2014. As part of the program review process, the need for a student activities coordinator was identified and this position will be filled in fall 2014. This position will provide direct support to student clubs and organizations. Student Life seems to be reinvigorated with the existence of 9 student clubs, and 3 new clubs in the process of being developed. The team learned that the ASB president meets with the CEO on a monthly basis and student representation on College committees is included (II.B.3.b, II.B.3.d).

There is evidence that the College provides comprehensive counseling services to students at all educational sites with access provided to day and evening students. Express counseling services are also available. For convenience, students may schedule an appointment using an online scheduling system. Currently, the College is engaged in identifying options for online counseling options. Student feedback is sought through a variety of methods that include point of service surveys, student satisfaction surveys, program reviews and SAOs. Of special note are the results of the 2012-2013 point of service survey for the counseling department that noted "90 percent of the respondents rated their satisfaction with services received from the program being visited as "good" or "excellent."

Of interest was that only 20 percent of the respondents noted that they would use online counseling; whereas, 90 percent indicated that they were open to online services. It will be important for the College to further explore the reasons for students' lack of interest in online counseling. Additionally, the College website prominently announces the extended counseling hours for students. The counseling department website also includes the posting of SAOs. The College offers several sections of human development courses that focus on the development of student success skills (1 and 3 unit sections). There is evidence that these courses are offered at both El Camino College and Compton Center (II.B.1, II.B.3.c).

The College conducts validation studies for assessment tests (ACCUPLACER, ESL Writing

Sample, and Chemistry placement test) through the office of Institutional Research & Planning. The studies focus on disproportionate impact based on language, age, gender, disability, and ethnicity. Faculty is engaged in an examination of content validity for the various instruments and all placement instruments are current in validation studies and approved by the CCC Chancellor's Office. (II.B.3.e)

The College maintains student records both electronically and in hard copy formats. The Institutional Technology Department ensures that appropriate backup is conducted on all systems containing student records (Datatel, and Hershey Imagining). The College also maintains secure remote locations for student files. The College has taken steps to increase the security of student transcripts by only accepting transcripts that are sent electronically or by mail directly to the College. Other steps taken include the use of "security transcript paper" which includes the signature of the director for Admissions and Records (II.B.3.f).

The College evaluates student support services and provides evidence that they contribute to student learning outcomes. The Self Evaluation report notes that in spring 2013, the student services departments, offices, and programs switched from using Student Learning Outcomes to a Service Area Outcomes (SLOs to SAOs) as they more effectively reflected the work being done in these areas. There is evidence that SAOs have been developed for most programs and services, with information being entered into TracDat system and departmental web pages. The team learned that the student services programs are engaged in migrating all SAO information into TracDat with a completion timeline of October 2014.

There is evidence that the results of SAO assessments have led to program improvement. Examples provided include changes implemented as part of the Financial Aid Satisfactory Academic Progress workshops, and at Compton Center, the development of mandatory orientation to increase the student understanding of the online registration system (MyECC). Additionally, there is evidence that needs identified through the program review process have been financially supported as part of the link with budget. Examples include the funding of the Student Ambassador program, director of the Center for Applied Competitive Technologies (CACT) program, and the restructure of the credit and non-credit offerings in CACT (II.B.4.).

Conclusions

In an effort to increase educational access, the College, through the Office of Outreach and School Relations, is engaged in robust activities with local high schools (public, private, non-traditional), community. However, a stronger link between the Enrollment Management Plan and the Outreach plan needs to be developed to ensure that College enrollment goals are intentionally achieved.

The College assures equitable access to students at El Camino College by providing appropriate, and comprehensive student services for all students. Given the significant distance education program, the College provides several online student support services. However, although the College is currently working on an enhanced online orientation and is serving as a pilot College for the implementation of an online student planning module, it

currently does not have those services online. It will be important for the College to assure that these services are provided to the online student population. This is not the case at Compton Center, where counselors are utilizing an online education planning module. At the Compton Center, there is a lack of technological infrastructure that impacts the students' ability to effectively access online support services (e.g., limited wireless access). It was also noted that access to health services is not provided on site. Further, the center is beginning its student equity planning efforts. One of the areas of focus will be the significant gap in participation rates by ethnicity in comparison to the communities served by the College.

Student services is engaged in a regular cycle of program review, assessment, and program improvement. Student services staff and faculty are engaged in dialogue focused on assessing program effectiveness that include student feedback (e.g., variety of surveys, SAOs). The team found that although this dialogue and process is occurring at the various levels in student services, communication on prioritization outcomes, and funding decisions taking place at the PBC needs to be improved.

The institution has taken steps to ensure the security of student records (electronic and hard copy). It will be important for the College to develop and implement a plan to digitize records currently stored in hard copies, as noted in their actionable improvement plan. (II.B.3.f.)

College policies and procedures are posted on the website. However, in reviewing the policies and procedures relevant to student services, there are several policies and procedures that have not been reviewed in more than 10 years, such as Administrative Procedures 5020, 5035, 5050, 5110, and 5506. As such, it will be important for the College to explore and implement efforts for regular cycle of review for policies and procedures as well as a vehicle for communication to students.

The College does not fully meet the Standard.

Recommendations

See Recommendation for Institutional Improvement 2

Recommendation for Institutional Improvement 3
In order to increase effectiveness, the team recommends the College address student access for the diverse population reflected in the College's service area and student population (with particular focus on the Compton Education Center), which ensures that the institution recruits and enrolls diverse students who reflect the community it serves (II.B).

Recommendation for Institutional Improvement 4
In order to increase effectiveness and in order to ensure equitable access to programs and services to students regardless of location or delivery, the team recommends the College address the provision of essential online support services (electronic student planning module), health services, and expanded wireless capability for students attending the Compton Education Center (II.B, II.B.1, II.B.3.a, III.C).

Recommendation for Institutional Improvement 5

In order to increase effectiveness, the team recommends the College develop and implement a plan to digitize student records currently stored in hard copies, as noted in their actionable improvement plan (II.B.3.f).

Recommendation for Institutional Improvement 10

In order to increase effectiveness, the team recommends the College implement a process for the evaluation of policies and procedures according to an identified timeline and the Board of Trustees revise the policies as necessary (II.B.2.a, II.B.2.b, II.B.2.c, II.B.2.d, IV.B.1.b, IV.B.1.e).

Standard II – Student Learning Programs and Services
Standard IIC – Library and Learning Support Services

General Observations

The Library and Learning Support Services are well established and contribute significantly to student learning. Library services include: the Learning Resources Unit (LRU) comprised of the Schauerman Library, the Music Library, the Learning Resources Center, and the Library-Student Success Center at Compton Center. All students have access to tutoring, computer labs, and media materials within the Schauerman Library building. Customized tutoring is provided in several locations by a variety of areas for students in particular academic programs. Learning Support Services include: Writing Center, Tutoring Center, LMTC, Reading Success Center, Foreign Language Lab, MESA program for Science students, and the Math Study Center. At Compton Center, the newly built Library-Student Success Center opened in April 2014 and provides tutoring and academic support services.

The College uses a variety of assessment to evaluate their effectiveness in ensuring that students learn. The College has Student Learning Outcomes, Student Area Outcomes, and Administrative Unit Outcomes. In certain areas, the results have been evaluated and requests were made through the program review process. As a result of the program analysis, purchases such as NetTutor for online tutoring, funding for an electronic bulletin board, and the purchase of the Westlaw database were made as a result of planning tied to resource allocation.

Findings and Evidence

Library

The Schauerman Library is open 65.5 hours per week; the Music Library 64.5 hours per week and the Library-Student Success Center at Compton is open 61 hours per week. The Schauerman Library houses a collection of 100,000 volumes and 12,000 ebooks that are sufficient to support the diverse needs of its student learners. The Compton Center has 40,000 books and 70,000 ebooks. There are 7 full-time librarians, 7 part-time librarians, and 15 full-time classified staff at ECC.

Students have 24/7 access to electronic resources through the El Camino College library website or through the Compton Center website by logging in through the respective library websites. Materials may be, but are not frequently requested from other libraries via interlibrary loan. Reference service is available in person or available via email through the Ask-a-Librarian service. All students are able to view video tutorials about accessing databases on or off campus, databases to select for research, or how to research case law. Student Learning Outcomes, surveys, faculty input, a library advisory committee and an assessment committee are methods used to gain input to assess the effectiveness of the services.

The Schauerman Library has 42 full-text online databases, and the Compton Center library has 41 online databases that are sufficient in quantity, currency, and depth to supplement the

print collection and provide access to distance learners. Surveys, usage statistics, and curriculum needs are factors that are used to determine the selection of databases. The library also works closely with the faculty to develop the book and ebook collection. The library utilizes professional tools to improve the collection including CHOICE Reviews, professional literature and publications, faculty and student requests for material, and library-faculty liaison relationships with each academic department. The librarians publicize and update the faculty of new services, policies, and programs. (II.C.1, II.C.1.a, II.C.1.c).

Learning Support Services
The Reading Success Center, Writing Center, Math Study Center, Tutoring Center, the METAS program, and the Foreign Language lab operate independently of each other with various hours, and are located in different buildings throughout the College campus. Online tutoring is available through NetTutor and is available 7 days a week, for approximately 84 hours (II.C.1, II.C.1.c).

The site visit confirmed that the College has a wide variety of services and multiple access points for tutoring. The College is to be commended for the diversity and wide array of learning support services; however, the College should assess the need for a more formal coordination of the services and a standardized method to assess the effectiveness of their learning support. The lack of coordination and communication between the LRU, Compton Center, and the various units that provide learning services may be confusing for students and present challenges for planning and resource allocation.

Training of tutors also varied, although there is a Tutor Training 200 one-unit course that is offered by the LRU Tutoring Center. Some tutors are shared between centers. A standardized method of collecting student sign-in hours for tutoring was clearly never formalized as evidenced by the way students sign in for service: manual sign-in that is verified, unverified manual sign-in sheets, or through a standalone computer database. Some labs/centers created a manual database to validate against student information and to assess the learning and retention of an individual while others collected daily logs, but did not do anything further with the student information. In over half of the centers/labs, there was discussion that there used to be a Windows based check-in system that recorded usage and login information, and was used to assess student retention and persistence. Unfortunately, that system was never replaced once it was removed (II.C.1, II.C.1.d).

The library provides a variety of ongoing instruction to enable students to develop skills in information competency. The librarians provide instruction in multiple formats: specialized instruction tailored to meet requirements for course assignments, online instruction and lunch lab sessions, research guides that are developed in collaboration with other faculty, the Embedded Librarian pilot project, and two 1-unit course offerings. Librarians work with faculty to provide orientations and teach course specific library instruction focusing on information competency skills. The library runs over 100 sessions per semester and also provides instruction to over 3,000 students online. The two 1-unit courses: "Introduction to Library Skills" and "Library Research Using the Internet" classes are offered every semester. The Library Research course is also offered as a mid-semester, online Distance Education course. The LRU collaborates with the Humanities Division and all English assignments

have a "consistency agenda" for students to use at least one book, one website, and one ECC database article. This ensures that students utilize a variety of resources and are able to evaluate the resources available to determine how best to incorporate the material into their project or paper.

El Camino College has been proactive in ensuring that students are proficient in information competency. Information competency was assessed in spring 2013, and the survey results show that the need for information competency is very strong. As a result, the College adopted Institutional Learning Outcome #6 for Information and Technology Literacy in 2010. This ILO will be evaluated every four years. To improve information competency, a pilot project the "Embedded Librarian" that teamed five Humanities faculty with three librarians was created as a result of the need for additional research instruction. These decisions reflect the library's commitment to developing skills in information competency (II.C.1.b).

Distance Learning students are supported with equal access to physical and online library services. Students are also able to subscribe to the campus Twitter account or YouTube channels, and to 'like' the campus or library Facebook page to get College information. The College uses Etudes, a course management system for its distance learning courses (II.C.1.c).

Maintenance and security of the library and other learning support services comes under the Maintenance and Operations Department for Compton Center. The Learning Resources Unit walks the entire facility every six months to note areas that need improvement. Security cameras were installed in 2010, and there is an alarm system for the LRU. All books and materials are secured by an electronic book detection system. There is a 3M security gate as well as two senior citizens who volunteer to monitor the exit gate. Security also walks through the areas on a regular basis (II.C.1.d).

Contracts exist for many online database services, online subscriptions, reciprocal borrowing and agreements from two local, four-year campuses. The College participates in a variety of state and regional consortia that are beneficial in affording the College access to shared resources that are significantly more cost effective. There is documented evidence of formal agreements that provide services at a consortium pricing and these services are evaluated annually by usage statistics, currency of the information, and depth (II.C.1.e).

The library used a number of assessment tools to evaluate their services, including program review, student surveys, pre and post tests, Google analytics, and clickers to gain student feedback. Evidence of evaluation is reviewed on a regular, ongoing basis and discussed in the annual program review. Student surveys that were administered in 2011 and 2013 show that the Library and Learning Support services utilized the data as a basis for assessment and improvement (II.C.2).

The team confirmed that many of the Learning Support Services use a variety of methods, including usage statistics, surveys, and service area outcomes to evaluate their services. While some of the Learning Resource Centers correlate their student check-in data and hours to student success, others do not because as cited earlier, the majority of the process is a

manual log-in that is inconsistently tracked, therefore making it difficult to assess if learning is being achieved, how services are being offered, or how to determine the areas that need improvement. (II.C.2)

Conclusion

The evidence and documentation show there is heavy demand for the Library and Learning Support Services. See recommendation to improve effectiveness.

The College meets the Standard.

Recommendations

Recommendation for Institutional Improvement 6
In order to increase effectiveness, the team recommends the College coordinate student tutorial and learning programs to ensure uniformity in tutor training and standardize the method of assessment of the effectiveness of their learning support services (II.C.2).

Standard III – Resources
Standard IIIA – Human Resources

General Observations

El Camino College has a well-defined process for the selection of faculty, administrators, and classified positions. The College employs qualified personnel to support programs and services. Since 1990, with periodic updates, minimum qualifications are derived from state standards, in discussion with the academic senate, and board of trustees.

The human resources department screens applications for diversity, participates in planning processes, and provides opportunities for professional development. Classified job descriptions are reviewed and agreed upon by the El Camino Classified Employee (ECCE) prior to Board of Trustees approval.

The hiring practices include a two-tiered process that involves assurance of minimum qualifications, screening committee with qualified faculty, and an Equal Employment Opportunity representation. Applicant's potential contribution to the institutional mission and goals is examined in the process.

Findings and Evidence

Job descriptions and specifications are clearly and publically stated on the human resources Web site, CCC Registry, and Higher Ed Jobs. The College uses the discipline lists of the Board of Governors and collaborates with discipline faculty and the academic senate. Positions are advertised per minimum working days standards set for the respective position. (III.A.1.a)

Faculty and administration assure that minimum qualifications are met. For distance education instruction, additional certification from Etudes is offered through the staff development office. The process assures that distance education faculty undergo training sessions. Deans can inspect course Web sites and online learning platforms. There is a checklist for course requirements that must be met for any online offering.

Bargaining agreements and board policies ensure systematic evaluation of all personnel. Following negotiations, the 2012-2015 faculty agreement includes evaluations of student learning outcomes. There are evaluation schedules for full-time, probationary, and part-time faculty that involve self-evaluation, peer evaluations, student evaluations, and a conference panel including dean and peer evaluation for review. There are performance evaluations for administrators and supervisors using multiple measures to assure effectiveness in performing their duties. Counselors and librarians are required in their evaluation to discuss their work on service area outcomes. Most division deans also incorporate support for SLOs in their goals which are then reviewed during their evaluations. Tutoring staff, who support faculty in the classroom, are hourly, at will employees and are not evaluated. If their performance is not satisfactory, their employment contract is not renewed. (III.A.1.b, III.A.1.c).

Student Learning Outcomes (SLOs) activities involve faculty, tutors, and others involved in their production in departments with the assistance of SLO Facilitators and SLO Coordinators. Full-time faculty have the primary responsibility for development course and program SLOs, and assessment rubrics. Faculty are required to include approved SLOs in course syllabuses and participate in the assessment of course and program SLOs during the designated assessment timeline. Faculty self-evaluation and the bargaining agreement with faculty involves evaluating student participation and the continued improvement of instruction and the SLOs. Regular evaluations processes enforce SLO implementation, monitoring, and improvement. The 2012-2015 faculty agreement includes the evaluation of SLOs in the self-evaluation process for faculty. (III.A.1.c)

ECC's vision statement requires employees to "work together to create an environment that emphasizes people, respect, integrity, diversity, and excellence." The 5 core values that reflect the institution are people, respect, integrity, diversity, and excellence. The College has a written code of ethics found in Board Policy 2715 Code of Ethics and Standards of Practice, and the Academic Senate adopted the American Association of University Professors (AAUP) code of professional conduct. Additionally, Compton Center in fall 2012 presented a faculty ethics training session to address ethics standards and policies of the institution. The College fosters ethical conduct through appropriate personnel training and professional development activities (III.A.1.d).

The College reviews and updates policies under models developed by the Community College League of California. The Superintendent/President's office serves as the repository of all board policies. Human resources has updated 90 percent of all personnel management policies and administrative regulations. Fair hiring practices are governed by policies and procedures including 7100 Commitment to Diversity, 7120 Recruitment and Selection, 7130 Nepotism, and 3410 Non-Discrimination (III.A.3).

All board policies are available online. Hiring managers are provided with checklists ensuring fair and consistent policy practices. All hiring committee members are given a set of written procedure to follow as well as a Statement of Confidentiality to read and acknowledge. Compton Community College District has clearly defined and clarifies roles for special trustee and administration relative to recruitment, hiring, evaluation, and dismissal of employees (III.A.3.a).

College records are maintained and located in the Human Resources Department in a secure and confidential manner (III.A.3.b).

The College is compliant with Title IX and observes board policies on diversity and non-discrimination. To promote and monitor, the College conducts a campus climate survey every two years. There is a grievance procedure in Federation Agreement, article 22 and Classified Agreement. Recent data reveals that College personnel are satisfied in regard to diversity and equal treatment on campus (III.A.4).

In October 2012, the College hosted a "Diversity Conference- Strategies for Change," which was presented by several campus programs. Awards are given for diversity initiatives at the

campus and state level. In-service training promotes diversity and equity on campus. Development days for classified and faculty sharpen student services and instructional skills concerning equity and diversity. Staff surveys support that they work in a respectful environment. The College collects campus morale surveys on a regular basis (III.A.4.a).

The College continues its commitment to equal opportunity for all through hiring practices, advertisements, and hiring committee group diversity. The College data support racial and ethnic and female demographic data. (III.A.4.b).

Board Policies 1200, 3410, 3430, 5200, 5506, 7100, 1600, and 3410 demonstrate that the College subscribes and advocates for integrity in the treatments of its administration, faculty, staff, and students (III.A.4.c).

The College provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. Annually, the Professional Development program oversees 350 to 400 activities, which are evaluated immediately afterwards (III.A.5).

The Professional Development Program is designed for all employees, faculty, management and staff at ECC and ECC Compton Center. Faculty participate in 24 hours of professional development in lieu of instruction each year. Periodic comprehensive needs assessment are conducted for all levels (III.A.5.a).

The College evaluates professional development events by soliciting feedback from attendees immediately following each activity. In addition, SurveyMonkey is now used to collect data. A professional Development Evaluation Needs Assessment survey was conducted in spring 2011 and used for program planning in spring 2012. Results were used to improve programs and services (III.A.5.b).

Human resource planning is a collaborative process of continual evaluation of policies, needs, and effectiveness of human resources conducted by managers, program review, and faculty prioritization, which are tied to the College's goals. The College's Staffing Plan is incorporated into the Education Master Plan (III.A.6).

Conclusion

The College meets the Standard.

Recommendations

None.

Standard III – Resources
Standard IIIB – Physical Resources

General Observations

The El Camino Community College District facilities consist of two primary sites, El Camino College and El Camino College Compton Education Center. El Camino College is located on 126 acres within an unincorporated section of Los Angeles County. The ECC campus consists of 35 buildings totaling more than 1.2 million gross square feet in size and includes 10 parking lots that provide more than 5,000 parking spaces, outdoor athletic facilities, horticulture gardens and a green house, and a construction technology lab.

The Compton Center is located on 88 acres in the City of Compton. The Compton campus includes 29 buildings totaling more than 261,324 assignable square feet and includes outdoor athletic facilities, parking, and extensive gardens and green space. The El Camino College Compton Center is the property of the Compton Community College District.

In addition to the two campus sites, The College's Fire Academy is located in Inglewood. There is one building with a fire training tower and one additional building which includes a classroom and two offices. This facility is used by the College's firefighting program. The Business Training Center is located in the Hawthorne; this facility provides a base for a number of contract education services.

The College uses the 2012-2017 El Camino College District's Comprehensive Master Plan and the Five-Year Capital Construction Plan for long-range planning and implementation and to evaluate how effectively the College meets the needs of its program and services. Included within the comprehensive master plan is the 2012 Facilities Master Plan updates for the both El Camino College and Compton Center. In terms of its facilities inventory, the El Camino College campus exceeds the state recommend capacity for classroom and laboratory standards while Compton Center needs to improve its capacity ratios for instructional media and laboratories.

Findings and Evidence

The El Camino campus provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services. The Compton Center provides a safe learning environment, however, several of the instructional and student services buildings need to be reconstructed or renovated, and vacated buildings need to be demolished to support the instructional programs and student services. Both campuses maintain and care for the landscaping surrounding the buildings, which creates a gathering and informal learning area for their students (III.B.1, III.B.1.a.).

The College's Police Department provides services seven days a week, 24 hours a day, 365 days a year at both campuses. The Office of Safety and Health and the Colleges Police Department strive to ensure and maintain a secure working and learning environment. The College has implemented emergency preparedness training, makes safety materials

accessible to students, staff and faculty, and most recently implemented an Active Shooter Training which was held on the El Camino Campus. The College has in place, Nixle, an emergency notification system that provides emergency notifications via text message. The College also has in place an Assessment and Management of Safety (AIMS) team and a Behavior Assessment Team that assess, guides, and provides proactive interventions to resolve behavioral issues before a campus crisis develops. It is unclear how these two teams interact related to campus safety, threat, and behavioral assessment (III.B.1.b).

Physical resource planning, building, replacement and maintenance are the responsibility of two divisions: Facilities and Planning Services (FPS) at ECC and Facilities Planning and Operations (FPO) at Compton Center. These divisions function separately with minimal collaboration on planning and/or processes. The College assures effectiveness of their facilities planning and construction in a variety of ways: input from campus groups, involvement of the building users in the design process, and review of project plans by operations and maintenance staff. The Facilities Steering Committees on each campus, which have representation from all major constituency groups, considers facilities projects and provides advice and recommendations to the Superintendent/President and/or Compton CEO. Although a process exists to identify facilities and equipment needs at the division and department level in Plan Builder, this process is not consistently utilized (III.B.1.a III.B.1.b).

The College is proactive in providing a safe and healthful environment for students, staff and guests. The College addresses accessibility issues throughout its buildings, classrooms, and student laboratories to meet Americans with Disabilities (ADA) requirements. All new construction and renovations projects include discussion and planning for ADA compliance (III.B.1.b).

The College uses the process of program review to assess how well its physical resources support programs and services, and to identify facility and equipment deficiencies. Although this process exists, the College acknowledges that consistent utilization of this process is not taking place. Facilities are also assessed by a process of detailed inspections and analysis of conditions. The information collected is maintained on the state-wide community college system, FUSION. The database is used to prioritize needs and develop funding strategies (III.B.1.a, III.B.2).

Long-range capital planning is guided by the FMPs which supports the College's Strategic Initiative F, "Support facility and technology improvements to meet the needs of students, employees, and the community," and the Five-Year Capital Construction Plan. The FMPs provide a guide for future campus development and provide a blueprint for the placement of future facilities, the renovation of existing facilities, and site improvements. The Facilities Master Plans are based on the College's 2012 Educational Master Plans and addresses current and projected needs through the year 2020. When considering the total cost of ownership for facilities renovations and equipment purchases, the College considers initial costs, operating costs, and the time value of money (II.B.2.a).

The Five-Year Capital Plans serve as a mechanism for funding allocation and is based on the comprehensive FMPs. The ECC College has successfully passed two General Obligation

Bonds, Measure E $394 million in 2002, and Measure EE $350 million in 2012 for capital construction, renovation and improvement projects on the El Camino College site. The Compton Community College District successfully passed general obligation bond, Measure CC for $100 million in 2002, and has on the November 2014 ballot Measure C, a $100 million general obligation bond. Bond Oversight Committees are in place to monitor the bond projects and to ensure the public that funds are being used appropriately (III.B.2.a, III.B.2.b).

Conclusions

The El Camino Campus physical resources, including facilities, equipment, land and other assets are designed to support student learning programs and services. The Compton Center has identified significant needs to reconstruct and renovate instructional and student services buildings to provide sufficient learning environments. Program review is used to integrate physical resource planning with institutional planning however, the College has noted the need to modify the planning tool, Plan Builder, and to improve consistency in divisions and departments utilizing the planning process. Long-range capital improvement projects are identified in the Facilities Master plan and linked with the Educational Master Plan and the Institutions Comprehensive Master Plan.

With the exception of III.B.1.a., the College meets the Standard.

Recommendations

See Recommendation 1: Institutional Effectiveness and Leadership and Governance

Recommendation for Institutional Improvement 7
In order to increase effectiveness, the team recommends El Camino College Compton Education Center implement the Compton Facilities Master Plan for improvements to aged and non-functional buildings that support the educational plan and provide a physical environment conducive to teaching and learning (III.B.1, III.B.1.b).

Standard III – Resources
Standard IIIC – Technology Resources

General Observations

El Camino Community College District has made a significant commitment to the use of technology. Technology at El Camino Community College District is overseen by the vice president of administrative services. The College utilizes two standing technology committees: The Technology Committee and the Academic Technology Committee, which is a subcommittee of the Academic Senate. These two committees collaborate with Information Technology Services (ITS) to support student learning programs and services and to improve institutional effectiveness. The Technology Committee provides high level, strategic direction and planning, while the Academic Technology Committee provides specific student and faculty recommendations. Both committees collaborate to prepare an annual update to the College's technology plan that integrates with the educational master plan. However, mission, scope, and primacy for the two committees is muddled (III.C).

Findings and Evidence

The institution assures the technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. The vice president of administrative services confirmed the support staff are adequately trained and are responsive to College needs. Several initiatives to upgrade technology (e.g., upgrading from XP to Windows 7) are underway. Staff indicated the College has developed a robust technology infrastructure. Bond construction and renovation projects have included acquisition of new and upgraded technologies.

The El Camino College (ECC) campus network infrastructure is built on accepted best practices to provide sustainable, reliable, and scalable infrastructure. The campus network backbone spans the 100 acre Torrance campus, uses three geographically adjacent rings of fiber, and terminates at the redundant, central core Cisco Nexus series 7000 routers housed within the campus Data Center. The network carries both voice and data traffic to each building. Network gear can manage traffic speeds up to 10Gbps across the switched backbone. Backbone bandwidth is leveraged to provide managed WiFi connectivity within, and in some cases, outside buildings. The core Data Center houses the campuses highly virtualized (over 80%) server farm supporting many campus applications and the Student Information System (SIS) high performance computing resources (III.C.1, III.C.1.c).

Through centralized architecture the College effectively manages performance, security, and maintenance. The El Camino College Campus and Compton Center are connected by three dedicated T-1 circuits (approximately 4.5Mbps) for administrative processes between campuses. Both campuses use high bandwidth Internet Service Provider (ISP) connections from CENIC (Corporation for Education Network Initiatives in California) for internet connectivity, and both campuses use a 1Gbps primary with a failover connection. This network supports the needs across the College and the center (III.C.1, III.C.1.c).

A college-wide upgrade from Windows XP to the Windows 7 operating system is complete. The upgrade eliminated security issues associated with the April 2014 termination of Windows XP security updates and technical support. The College takes a standardized approach to end user computers, purchasing Dell computers under a five-year warranty plan. These computers are refreshed and cycled out in batches on an ongoing basis. El Camino College and Compton Center have one full time webmaster. The webmaster reports to the Public Relations division responsible for the content using a Content Management System (CMS). The web page is hosted by ITS at El Camino College-Torrance. The evaluation team noted web page content was outdated. The College uses Ellucian's Colleague as its Enterprise Resource Planning (ERP) program. ITS staff indicated technology services, professional support, facilities, hardware, and software utilized are serving the institution by enhancing operations and effectiveness (III.C.1.a, III.C.1.c).

The institution provides quality training in the effective application of its information technology to students and personnel. College employees affirmed the Professional Development Office provides comprehensive technology training and professional development opportunities for all employees. Essential, effective training successfully transitioned employees from Windows XP to Windows 7. Technology training workshops are offered each semester. Training provided by the Professional Development Office has received high marks of satisfaction from both faculty and staff. Additionally, for students, training is available in various labs across the College. The Team was impressed with the Financial Aid Lab, which is available specifically to assist students in completing Federal Financial Aid Form (III.C.1.b).

The ECC and CEC library automation systems still operate independently, and it was unclear if this has been reviewed for effectiveness as noted in the 2008 team report. College data systems are secure both virtually and physically and utilize an industry acceptable system for reliability and emergency backup. Data are backed up nightly and professionally on Storage Area Network (SAN) drives at a secure, vaulted, off site facility sufficient distance from the fault line (III.C.1.c).

The Comprehensive Master Plan contains an integrated Technology Plan informed by the Educational Plan. The Technology Plan was developed through the Technology Committee with input from a subcommittee, the Academic Technology Committee. The plan has eight guiding principles, seven prioritization principles, and three project design principles developed from an examination of trends, projections, and forecasts. The plan acknowledges stabilized funding has been problematic and is necessary to support a regular upgrade cycle. Technology and utility infrastructure necessary to support both existing and future facilities at the Compton Center, as articulated in Phase 1 of the Compton Community College District: 2012 Facilities Master Plan Update, has been completed (III.C.1.d, III.C.2).

The Technology Committee and Academic Technology Committee collaborate with ITS to support student learning programs and services to improve institutional effectiveness. The ITS division conducts an annual technology plan review and makes budget allocation requests through PlanBuilder. Budget allocations are prioritized through the vice presidents and submitted to the Planning and Budgeting Committee (III.C.1, III.C.1.d, III.C.2).

However, the team could not determine how the integrated planning process related to the technology plan and how the College systematically assesses the effective use of technology resources, using the results of the evaluation to close the planning cycle and provide the basis for improvements (III.C.2).

Conclusion

With the exception of III.C.2, the College meets the Standard.

Recommendations

See Recommendation 1: Institutional Effectiveness and Leadership and Governance

See Recommendation for Institutional Improvement 4

Recommendation for Institutional Improvement 8
In order to increase effectiveness, the team recommends the College clarify the mission, scope, and relationship of the College's Technology Committee and its Academic Technology Committee (III.C.1).

Standard III – Resources
Standard IIID – Financial Resources

General Observations

The ECC and Compton Education Center (CEC) develop and operate on independent budgets and financial reports. Assembly Bill 318 delineates the relationship between ECC and Compton wherein ECC provides academic and student services support to Compton Center. ECC's budget was approximately $124.5 million and Compton center submitted a budget of approximately $31.2 million. ECC and Compton Center budgets provided ending balances in excess of required 5% that will support the educational needs of each entity. The ECC Planning Model, which integrates planning and resource allocation, guides planning at the College and the center. ECC and Compton Center have established (ECC has fully funded) irrevocable trusts for Other Post Employment Benefits (OPEB) in response to GASB 43/45 requirements.

Findings and Evidence

Constituencies have multiple appropriate opportunities to participate in the development of institutional plans and budgets through institutional standing committees, collegial consultation committees, advisory committees, and program planning. After recommendations from program plans are prioritized by division administrators, faculty and staff, the PBC reviews the area plan priorities presented by the area vice presidents. The CEC process mirrors the ECC process in terms of recommendations starting from program plans, but the CEO and VP review all budget recommendations before moving them forward for review by the ECC President and then final consideration by the Special Trustee. The plans, projects, and appropriations are prioritized by the administration at the College and Center respectively and are subsequently reviewed by constituency groups and committees (III.D.1.).

A detailed calendar guides the budget development process. Planning and Budget Committee (PBC), the administrative teams, Consultation Council, and the Board of Trustees (BOT) participate in different stages of the budget development. In 2012 ECC revised a Comprehensive Master Plan that was developed in 2008, which provides a framework for future funding of programs through 2017. Compton Center developed a similar plan in 2012 (III.D.1.a.).

The College's mission guides the ECC Planning Model through strategic initiatives, which incorporate the details of master plan and ongoing evaluation in areas such as curriculum, program review, and outcome assessment. In the heart of the planning model lies the evaluation of institutional effectiveness. The College conducts ongoing evaluation of its resources and expenditures through a mid-year review of its fiscal performance. The evaluation provides feedback for the faculty, staff, program managers, and administrators in amending their plans for the upcoming fiscal year. Department heads, deans, and administrators prioritize the requests. The prioritized list of program reviews are reviewed and approved by the Institutional Effectiveness Committee. (III.D.1.b.)

The annual financial planning process is a cyclical process that begins each October and concludes the following September upon approval of the adopted budget. Budget workshops in May and September provide additional information to the constituency groups. Mandatory program reviews with established submission deadlines from the programs to the deans and respective vice presidents provides for an inclusive and data driven planning process (III.D.1.d.)

A study of CCSF-311 reports indicates relatively large ending balances for ECC and Compton Community College District. ECC ending balances have been approximately 20% of its annual budget for the fiscal years 2011/12. Compton District ending balances has been approximately 17% during the same period. While the ending balances of each fiscal year closely approximates the beginning balances of the following fiscal year for ECC, Compton District's respective ending and beginning balances vary by large margins. Compton Center's annual financial audit reports for fiscal years 2010/11 and 2011/12 also references "significant deficiencies" regarding internal controls and fiscal accountability. The cause for the variances were explained as reinstatements identified by the administrators to balance the Due To/Due From entries from prior fiscal years. While Compton District has made significant investments in hiring a chief business officer and a director of accounting, the variance in respective balances reported on the CCSF-311 reports continue.

Eight significant deficiencies were identified in the ECC 2010/11 financial audit report. Three of these findings were reported as partially resolved or unresolved in the 2011/12 financial audit report. Four significant deficiencies were identified in the ECC 2011/12 audit; a few of which were reported as partially resolved or unresolved from the 2010/11 financial audit report. Fiscal year 2012/13 financial audit reports were provided to the team during the campus visit. ECC's 2012/13 audit report did not identify any findings.

Twenty-six significant deficiencies were identified in the Compton District 2010/11 audit report. Thirteen significant deficiencies were identified in the Compton District 2011/12 audit of which eight were reported as "improved" and one unresolved from the 2010/11 financial audit report. Five audit findings were identified for Compton District's 2012/13 financial report of which three are repeated (unresolved) items from the previous fiscal year.

The ECC financial and performance audit reports for the Measure E general obligation bond did not indicate any deficiencies for the reported fiscal years.

Generally, the deficiencies identified for either institution related to federal and state requirements. While a number of the identified efficiencies might be considered as "minor issues," there are quite a few items that pertain to staff training and appropriate fiscal accountability in processing and maintaining records (III.D.2.a, III.D.2.b, III.D.2.e).

ECC and Compton District have established irrevocable trust for OPEB in accordance to GASB 43/45 requirements. Available records indicated that ECC has fully funded its $22.2 million Actuarial Accrued Liability. Per the November 20, 2013 minutes of Compton District's Retirement Board of Authority (RBOA), the College has funded $250,000 of its

$15.4 million unfunded actual accrued liability. ECC and Compton District commission actuarial studies as required by GASB standards and identify resources for the OPEB Annual Required Contributions within the respective expense budgets (III.D.3.c, III.D.3.d).

Conclusion

ECC and Compton District have adequate resources to support student learning programs and services and improve institutional effectiveness. A planning process facilitates integration of planning to resource allocation. ECC and Compton District have established and funded OPEB trusts as required by the GASB standards and budget appropriate amount of funds to meet their ARC requirements. ECC and Compton District must develop procedures to train the respective employees in order to strengthen the accounting and fiscal procedures as indicated in each institutions audit findings.

With the exception of III.D.1.a and III.D.2, the College meets the Standard.

Recommendations

See Recommendation 1: Institutional Effectiveness and Leadership and Governance

Recommendation 2: Financial Resources
In order to meet the Standard, the team recommends that El Camino Compton Education Center implement the fiscal management plan to assure financial integrity and disseminate dependable and timely information for sound financial decision making (ER 17, III.D.2).

Recommendation for Institutional Improvement 11
In order to increase effectiveness, the team recommends the College develop procedures to train fiscal employees to strengthen accounting and fiscal procedures as indicated in each institution's audit findings. (III.D.3)

Standard IV – Leadership and Governance
Standard IVA – Decision-Making Roles and Processes

General Observations

El Camino College has had to address many recommendations since its last accreditation visit. Nevertheless, it is evident that the decision-making process must be integrated into all College endeavors. Policies have been established to ensure that this integration is consistent with the College mission statement and to guarantee quality of both instructional and non-instructional services. The document *Making Decisions at El Camino* describes the process in greater detail in which constituent groups work together to bring forward their ideas to the planning process and work together towards implementation. Board Policy 2510 defines the roles of the Board of Trustees, Academic Senate, staff, students, and administration.

There are various venues used for governance. Foremost among these is the College Council. This committee meets once a week and is chaired by the College president and is attended by administration, employees, and students, all of whom participate in the planning and decision making process. The results of the various governance processes are reported throughout the campus through e-mail, the President's Newsletter, and committee minutes. The Board of Trustees, College Council, and the Planning and Budgeting Committee annually evaluate their role in the governance process. Results are published in meeting minutes.

Findings and Evidence

El Camino College has established policies to guarantee the quality of both instructional and non-instructional services. Board Policy 2510 defines the roles of the Board of Trustees, Academic Senate, staff, students, and administration. The College's Statement of Values and Strategic Initiatives enable the College to identify institutional values, set and achieve goals, learn, and improve (IV.A, IV.A.3).

The College Strategic Initiatives demonstrate the direction the College will take to achieve its commitment to excellence. These initiatives are clearly stated and can be easily understood by all College employees. Although it is not clear from the Self Evaluation and team visit that all College employees are able to state the College values and initiatives as well as understand their role in helping the College achieve its goals, it is certain that most College faculty can, in general terms, articulate the Strategic Initiatives because of their work in curriculum and program review (IV.A.1).

Information about the College's performance is circulated and made available to all employees through collegewide publications such as the "President's Newsletter" and through committee meeting minutes. Campuswide publications are distributed at regular times through e-mail and hardcopies. Most information is made available through committee meeting minutes posted on committee websites. Many of the committee websites are difficult to find due to the fact that they are posted on one webpage that links off the President's website. The College needs to develop an easier path to committee sites. A few committees, such as Planning and Budget and College Council, have kept their posting of minutes up to

date. A larger majority of committees have outdated websites, such as Enrollment Management, which last posted its minutes on August 15, 2013. It was noted that this committee was inactivated in fall 2013 which should be noted on the cite.Once the collegial consultation committee websites are found, documents that are needed for making decisions can be found. Planning and Budgeting documents were easy to access. However, non-collegial consultative committee information that needs to be accessed in order to make informed decisions is difficult to find. This could hamper making informed decisions in the planning process (IV.A.1).

Institutional leaders have created ample opportunities for employees to be empowered and innovative. There are a variety of committees in place to help foster institutional innovation and excellence, such as Academic Senate. The College has a Professional Development Office that provides faculty and staff the opportunity to update their technological skills, read current research, and train to facilitate student success. Student, program, and institutional outcomes are the major venue for faculty and staff to forward ideas for institutional improvement. The results of these outcomes are realized in changes in programs and course curriculums. However, results of the College Climate Survey administered in 2013 show that, on a scale of 5, an average of 3.51 employees felt it was important that a climate of innovation and change is present on campus, but only 2.45 agreed that this was happening (IV.A.1, IV.A.2, IV.A.2.b).

Another area addressed in the survey was communication. The overall results showed that although the College felt that effective communication was important, the perception was effective communication on campus was still not as good as it should be (IV.A.3).

In the spring of 2012, the Academic Senate expressed dissatisfaction with the effectiveness of the College's consultation process. It was felt that the existing governance structures at the time were not all inclusive of faculty input. As a result, the Senate passed a resolution of no confidence in the consultation process on the Torrance campus. This resolution was supported by a 13-page document citing supporting evidence. The resolution did not show a lack of confidence in one person, but a lack of confidence in how the legally mandated process of collegial consultation was being handled (IV.A.2.a, IV.A.2.b, IV.A.3).

As a result, the document "Making Decisions at El Camino" was developed through constituent input. This document has become the operational manual for institutional governance at El Camino College and assures that discussion, planning, and implementation take place. The document outlines the duties and responsibilities for each of the College constituent groups that enable them to develop ideas for improvements in their areas of responsibility. The document's philosophy states, "By including campus constituents in decision-making, there is a greater understanding and acceptance of decisions, a greater commitment to their implementation, and an understanding of and commitment to the goals and objectives of the organization. Shared decision-making promotes trust, cooperation, a team identity, and coordination of efforts." Since "Making Decisions at El Camino" has only recently been adopted, there has not been enough time to fully implement the process; therefore, effective communication has not been fully established. (IV.A.2, IV.A.3, IV.A.5).

The documentation of the College's past Accreditation history shows integrity in its relationship with Commission and expediency in its response to the recommendations that were cited by the Commission. The College has posted all of its Self Evaluation documents and letters received from the Commission on its website for the public to view. The College works hard to ensure that its qualities and effectiveness is accurate. (IV.A.4)

As stated in the College's Self Evaluation, the Planning and Budgeting Committee has conducted an annual self-evaluation since 2005 and has posted the results. However, the team was unable to find evidence that all committees have gone through a self-evaluation process and have used the results to make improvements to the operations of the committee. However, on page 27, VII Communication states "The College Council will review and evaluate its operations and all other committee, council and task force operations annually." It also states, "The College Council, Academic Senate, and all other designated collegial consultations committees, councils, and task forces will communicate with College constituents through the promulgation of widely distributed minutes." (IV.A.3, IV.A.5)

Conclusion

Good communication is the key to good leadership and governance. The College is striving to ensure that its leadership, faculty, students, staff and administration have a process in which to dialog that reflects participatory governance.

The College does not fully meet the Standard.

Recommendations

Recommendation 3: Planning and Decision-Making Processes
In order to meet the Standard, the team recommends that the College implement the planning, governance and decision-making process outlined in board policies and "Making Decisions at El Camino College," a document that explains to the College community the structures, relationships and philosophy for making inclusive, data-driven and well-communicated decisions through collegial consultation; regularly evaluate the process to ensure integrity and effectiveness; communicate the results of the evaluation; and utilize the results for improvement (I.B.4, I.B.6, IV.A.1, IV.A.2.a, IV.A.3, IV.A.5, IV.B.1.b).

Standard IV – Leadership and Governance
Standard IVB – Board and Administrative Organization

General Observations

The El Camino Community College District governing board is an elected Board of five trustees, charged with representing the public interests in 10 constituency areas. Eliminating the "at large" to "by-trustee area" representation has helped with trustee area size imbalance. The governing board is an independent policymaking body capable of reflecting public and constituent interests in board activities and decisions. Board members have no employment, family, ownership, or other personal financial interest in the institution.

The Board adheres to a conflict of interest policy, a code of ethics, and a statement of economic interest policy, all of which assures that any interests are disclosed and that they do not interfere with the impartiality of governing body members or outweighs the greater duty to secure and ensure the academic and fiscal integrity of the institution. The Board is responsible for selecting and evaluating the Superintendent/President and delegates power and authority to the Superintendent/President to lead the district. The Board is responsible for establishing district policy and the Superintendent/President is responsible for administering the policies once adopted by the Board of Trustees.

The El Camino Community College District Board and administrative organization is complicated by the fact that in August 2006, following revocation of the accredited status of the Compton Community College District, the El Camino Community College District Board of Trustees approved a memorandum of understanding (MOU) between El Camino Community College District and Compton Community College District, establishing the El Camino Compton Education Center. The MOU provides for El Camino College to establish the center in the Compton district service area, with the primary intent to reestablish an independently accredited college.

The Compton District is led by a Chief Executive Officer, who reports to the Special Trustee. The State Chancellor of Community Colleges appointed a Special Trustee to oversee the fiscal and physical operations of the Compton Community College District in place of the former elected Board of Trustees of the District. All legal authority of the former elected Board of Trustees of Compton Community College District has been completely removed; however, they are still paid $2,000 for conference and other expenses and a $240 per month stipend. According to the Board President, the Compton Center application for Accreditation is currently in its third draft. The ECC President has indicated that the Eligibility Requirements for Compton Center are scheduled to be presented the ECC Board of Trustees at an upcoming board meeting.

The El Camino Community College District Governing Board has established Board Policies 1000 to 7700 to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Board Policies are made available to the public on the College's web page. In reviewing the policies and procedures relevant to student services (Chapter 5), it was determined that there are several policies and procedures

that have not been reviewed in more than 10 years (example is AP 5020, 5035, 5050, 5110, 5506). It will be important for the college to explore and implement efforts for regular cycle of review for policies and procedures as well as a vehicle for communication to students.

Findings and Evidence

Board Policy 2431, specifically, calls for the Board to "establish a search process" to fill a vacancy in the Superintendent/President position. While the Self Evaluation states (p. 208) that a specific process will be developed, the team found no evidence that this has been completed. The College's Self Evaluation report includes a recommendation that, "the Board developed a specific process for selecting a new president" (p. 208). Board Policy 2435 establishes criteria related to the evaluation of the Superintendent/President. It also states that the Board shall conduct an evaluation of the Superintendent/President at least annually (IV.B.1).

In terms of the evaluation of the Superintendent/President, both the Board President and the College Superintendent/President informed the team that the Superintendent/President is continuously evaluated and provided evidence of Board Agendas that include a closed session item "Public Employee Performance Evaluation: Superintendent/President." A further document provided by Superintendent/President indicates that the Superintendent/President was evaluated in closed session more than 40 times by the Board of Trustees over the last six years (IV.B.1.).

The Board is an elected body that reflects the public interest in its activities and decisions when implementing Board Policy 2200. The Board meeting minutes indicate that once the Governing Board reaches a decision, it acts as a single body in the best interest of the district. The Governing Board has adopted a policy of elections by Trustee area in Board Policy 2100 (IV.B.1.a).

The Board has established policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services. These policies are adopted, revised, added to, or amended according to the provisions of Board Policy 2410 (IV.B.1.b).

Board Policy 2510 explicitly states, "The Board is the ultimate decision-maker in those areas assigned to it by state and federal laws and regulations." Additionally, Board Policy 2200 – Board Duties and Responsibilities, includes the Board's responsibilities, including educational quality, legal matters, and fiscal responsibilities (IV.B.1.c).

The Board publishes the policies and administrative procedures specifying the number of members, governing board duties, responsibilities, structure, and operating procedures, as well as other Board Policies. These are accessed by members of the report and community at large on the Board of Trustees website (IV.B.1.d).

The Board acts in a manner consistent with its policies and administrative procedures. The schedule for the systematic review of board policies and administrative procedures is covered by Board Policy 2410 (IV.B.1.e).

The Board has a program for Board development and new member orientation which is outlined in Board Policy 2740. The team was informed that new Board members are required to attend the Community College League of California (CCLC) orientation and training for new Board members (IV.B.1.f).

Board Policy 2745, states that, "The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning. To that end, the Board establishes goals and evaluates its performance on the previous year's goals. In its October meeting the Board goals are re-presented for the previous year and a questionnaire is completed for discussion of those goals at the November meeting. At the November and December meetings, the Board establishes its goals for the subsequent year" (IV.B.1.g).

Board Policy 2715 establishes a Code of Ethics. At its July 20, 2009 meeting, the Board of Trustees adopted a revision to Board Policy 2715, Code of Ethics/Standards of Practice, which includes a clearly defined policy for dealing with behavior that violates this code. The Policy has been published on the College website (IV.B.1.h).

The Board has demonstrated that it is informed and involved with the Accreditation process. Board Policy 3200 states that, "The Superintendent/President shall keep the Board informed of approved accrediting organizations and the status of Accreditations" (IV.B.1.i).

Board Policy 2431, specifically, calls for the Board to "establish a search process" to fill vacancy in the Superintendent/President position. While there is a reference in the Self Evaluation (p. 208) that a specific process will be developed, the team found no evidence that it has been completed. Since the current Superintendent/President has given notice of his separation from the District, a current process should be developed. Board Policy 2435 establishes criteria related to the evaluation of the Superintendent/President. It also indicates that the Board shall conduct an evaluation of the Superintendent/President at least annually (IV.B.1, IV.B.1.j).

The Superintendent/President has primary responsibility for the College and ensures that the College implements Board Policies and Administrative Procedures relevant to the operation of the College. The Superintendent/President delegates authority to the Vice Presidents of the College and to the CEO of Compton Center. The Superintendent/President is involved in hiring of all administrators, whose job descriptions are designed and structured relative to the purpose, size, scale, and complexity of the organization (IV.B.2, IV.B.2.a).

Board Policy 1200 expresses El Camino College's mission, philosophy, values, guiding principles, and strategic initiatives. The mission, philosophy, values, guiding principles, and strategic initiatives are widely communicated in print, including in the monthly Board meeting agendas, in the College catalogue, and in the minutes of various campus committees. The Superintendent/President also communicates these values, goals, and priorities in a variety of

ways, including at the semester-opening Flex Day, in the "President's Newsletter," and on the College website. These values, goals, and strategic directions are reviewed annually at the El Camino College (ECC) Planning Summit. This collegewide Planning Summit brings together a collegial process where research information from Institutional Research & Planning provides data and research analysis on external and internal conditions (IV.B.2.b).

Under Board Policy 7113, the Board delegates to the Superintendent/President the primary responsibility to "lead, direct, and supervise the College, and administer programs and operations in compliance with legal requirements and policies." The Superintendent/President works to assure the practices of the College are consistent with the mission of the College and aligns the implementation of statutes and regulations of the governing board (IV.B.2.c).

In accordance with Board Policies 6200 and 6300, the Superintendent/President assumes primary responsibility for the assurance of sound fiscal policies and procedures in the budget planning and implementation for the district. An indication of the Superintendent/President's overarching fiscal policy and responsibility is that the College has an estimated budget reserve of about 15 percent. This is a significant accomplishment, coming out of several years of economic downturn and budget austerity (IV.B.2.d).

The Superintendent/President maintains communication with the external communities served by the College. However, the team heard significant testimony across the College by faculty, staff, and administrators that the College Superintendent/President did not communicate effectively with the internal College community (IV.B.2.e).

Conclusion

In reviewing the policies and procedures relevant to student services (Chapter 5), it was determined that there are several policies and procedures that have not been reviewed in more than 10 years, such as Administrative Procedures 5020, 5035, 5050, 5110, and 5506. It will be important for the College to explore and implement efforts for regular cycle of review for policies and procedures as well as a vehicle for communication to students.

Further, the team heard significant testimony across the College by faculty, staff, and administrators that the College Superintendent/President did not communicate effectively with the internal College community.

The College does not fully meet the Standard.

Recommendations

See Recommendation 3: Planning and Decision-Making Processes

See Recommendation 4: Board and Administrative Organization

Recommendation for Institutional Improvement 9

In order to increase effectiveness, the team recommends that the Board of Trustees complete a process for the selection of a Superintendent/President (IV.B.1).

Appendix H: Checklist for Comprehensive External Evaluation Teams Evaluating Compliance with Federal Regulations and Commission Policies

(in addition to what is specifically evaluated within the language of Accreditation Standards)

NOTE: This checklist will become part of the external evaluation team report.

The team should place a check mark next to each item when it has been evaluated. For each category, the team should also complete the conclusion check-off and insert appropriate narrative to alert any concerns or noncompliance areas.

Public Notification of an Evaluation Visit and Third Party Comment

✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.

✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.

✓ The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Standards and Performance with Respect to Student Achievement

✓ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.

✓ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

✓ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.

_____ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. *Pending Board Approval of Institutional Effectiveness Outcomes.*

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion Check-Off (mark one):

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

✓ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

The institutional effectiveness outcomes was slated for Board Review and Approval during the October 2014 meeting.

Credits, Program Length, and Tuition

✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).

✓ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).

✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).

✓ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.

✓ The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Transfer Policies

✓ Transfer policies are appropriately disclosed to students and to the public.

✓ Policies contain information about the criteria the institution uses to accept credits for transfer.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

___ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

___ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Distance Education and Correspondence Education

✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.

✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).

✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.

See below The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.

✓ The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Conclusion Check-Off (mark one):

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

At El Camino Compton Center improvement is needed.

Student Complaints

✓ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.

✓ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.

✓ The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.

✓ The institution posts on its website the names of associations, agencies and govern mental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

✓ The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Conclusion Check-Off (mark one):

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

___ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

___ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments:

Title IV Compliance

✓ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

✓ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

✓ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.

✓ The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Conclusion Check-Off:

✓ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

_____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: