Peer Review Team Report

El Camino College
16007 Crenshaw Boulevard
Torrance, California 90506

This report represents the findings of the Peer Review Team that conducted a virtual visit to El Camino College from September 28 to October 1, 2020. The Commission acted on the accredited status of the institution during its January 2021 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Dr. Whitney Yamamura
Team Chair

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Summary of Evaluation Report

INSTITUTION: El Camino College

DATES OF VISIT: September 28-October 1, 2020

TEAM CHAIR: Whitney Yamamura

A ten member accreditation team conducted a virtual visit to El Camino College from September 28 through October 1, 2020 for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and US Department of Education (USDE) regulations.

ACCJC's decision to conduct virtual visits for the Fall 2020 comprehensive reviews was based upon the Commission's authority to implement flexibilities to accreditation processes and practices afforded by the federal government in response to the COVID-19 pandemic. Specifically, the U.S. Department of Education's March 17, 2020 guidance, as well as all updates, permitted accreditors to perform virtual site visits for institutions as long as the accreditor follows up with an onsite visit in a reasonable amount of time to meet the statutory and regulatory requirements (though not necessarily a full peer-review site visit).

Consistent with on-site visits, and in accordance with the Guide for Conducting Virtual Visits: An Addendum for Peer Review Team Chairs, Team Members, and Colleges that ACCJC provided to team chairs, peer reviewers, and colleges being reviewed, the virtual peer review team visit to El Camino College relied on an engaged and interactive format, conducting multiple interviews with college representatives, participating in team meetings to discuss findings, and conducting the required campus forums. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement.

In preparation for the visit, the team chair attended via Zoom a team chair training workshop on August 4, 2020 and held a pre-visit meeting with the college CEO on August 19th, 2020. The entire peer review team received team training provided by staff from ACCJC via Zoom on September 3, 2020.

The peer review team received the college's self-evaluation document (ISER) and related evidence several weeks prior to the Team's virtual college visit. Team members found the ISER to be a comprehensive, well written, document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The Team confirmed that the ISER was developed through broad participation by the entire College community including faculty, staff, students, and administration. The Team found that the College provided a thoughtful ISER. The College also prepared a Quality Focus Essay.

Prior to the virtual visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. During the visit, on September 28th, 2020, team members spent the afternoon discussing their initial observations and their

preliminary review of the written materials and evidence provided by the College. The college kicked off the virtual visit by hosting a Zoom meeting between the Team and the College's campus leadership, including student leader and board member representatives. During the visit, team members met with approximately 110 faculty, administrators, classified staff and students in formal meetings, group interviews and individual interviews. Additionally, team members met with the President of the Board of Trustees from the College. The Team held two open forums, which were well-attended, and provided the College community and others to share their thoughts with members of the evaluation team. The Team thanks the College staff for coordinating and hosting the virtual visit meetings and interviews, and ensuring a smooth process which held high standards for the integrity of the peer review process.

The Team wishes to highlight several areas of note where El Camino College excels:

- Program Review Process: The Team was impressed by the authentic peer review and technical assistance throughout the program review process. The Academic Program Review Committee members were genuinely engaged and interested in supporting a deep analysis of each program. The time commitment and dedication was very impressive.

- Planning Process: The Team was impressed by the robust documents, measures, and evaluation included in the College planning process. The Planning webpage is an exemplar of how to organize planning and assessment resources. It was clear that the College pursues continuous improvement in its processes.

- On-line Student Support: The Team notes the College's detailed plans and efforts to transform the service delivery from a transactional, paper-based process to a more intentional, sustainable, and modernized model of face-to-face and online support for students. This was all the more remarkable due to the abrupt transition to remote operations as a result of the COVID-19 pandemic, hastening the College's plan to implement online service delivery from an original implementation timeline of 18 months to only weeks.

- Fiscal Stability: The Team notes the College's planning and budgeting of resources enhances its fiscal stability. This is manifest in high bond ratings, low risk rating of default as evaluated by independent third parties. The College has accumulated substantial reserves to meet financial emergencies and unforeseen occurrences, which can sustain the College through anticipated funding cuts. The College has strong internal controls in accounting and for purchasing transactions. The College has significantly funded its retirement obligations.

- Student Engagement in Leadership and Governance: The Team notes students are empowered to express themselves and their opinions are valued in governance processes. Student voices are sought both from elected student leaders and through student surveys which support the College in innovation leading to institutional excellence. The College's culture supports students speaking up, as was evident in the college-wide forums.

Major Findings and Recommendations of the Peer Review Team Report

Team Commendations

Commendation 1:

The Team commends the College for its excellent coordination of various professional development efforts for faculty, classified professionals, administrators, and student leaders and for providing opportunities for leadership and innovation. (III.A.14 & IV.A.1)

Team Recommendations

Recommendations for Compliance:

None.

Recommendations to Improve Quality:

Recommendation 1:

In order to improve institutional effectiveness, the Team recommends that the College cultivate a consistent, institutional approach to the analysis and use of disaggregated achievement and learning outcomes data for subpopulations of students (I.B.6).

Recommendation 2:

In order to improve institutional effectiveness, the Team recommends the College ensure consistent regular and substantive interaction in courses offered via distance education modalities (II.A.7, Policy on Distance Education and Correspondence).

Recommendation 3:

In order to improve institutional effectiveness, the Team recommends that the College enhance the regular assessment of Board Policies for Board consideration. (IV.C.7)

Introduction

El Camino College was first established on June 30, 1946 to serve the South Bay community. From its early inception as El Camino Junior College, initially serving 450 students through a repurposed World War II army barracks, the College has expanded to serve more than 34,500 students and has nearly 200 certificate and degree programs. In 2018-19 the College awarded 3,700 degrees and certificates.

In August 2006, the El Camino Community College District (ECCCD) supported its neighbor, Compton Community College District (CCCD), in its quest to reestablish its accredited status. ECCCD partnered with CCCD for 13 years to support the required improvements necessary to regain independent accreditation for Compton College. Compton College celebrated the culmination of years of work when it was reaccredited in 2019 and separated from ECCCD.

To prepare for the COVID-19 pandemic, the College created a task force. This proved to be prescient. The taskforce consulted faculty in Biology and other areas to enhance its planning. The taskforce surveyed students to learn about their concerns and issues. The College suspended instruction in March of 2020 to prepare for the transition to remote operations. Laptops were issued to faculty and staff. The Food pantry was enhanced. The College engaged in intensive training to support faculty switching to remote instruction. Plans to increase on-line services for students were accelerated. The College offered compensation and funding to convert classes to distance education format. The College expended $3 million in CARES Act funds in direct aid to students, additionally 2000 laptops and hot spots were distributed to students. The Team compliments the College for planning and transitioning to remote operations. Through interviews of the College's faculty, staff, and administrators, it was noted that despite the abrupt and disruptive shift to remote operations for a majority of the College's departments, they were proud of the College's overall success in spite of the challenges encountered.

Currently, the College coordinates its operations and responses to the pandemic with the faculty health coordinator, risk manager and public information officer. The College's value of planning carries over to preparation for the relaxation or end of social distancing requirements. The College is examining options for smart classrooms based on social distancing, hybrid classes especially with regard to lecture/lab courses.

The College chose two QFE projects. Revise outcome statements, alignment grids, and assessment protocols for select SLOs and SAOs. Create PLOs for Guided Pathways meta-majors.

The College Institutional Self-Evaluation Report (ISER) accurately portrays the mission, vision, and values of the institution. This was validated by individual and group interviews as well as the community forums. Students, faculty, staff, administrators, governing board members, and the community at-large were authentic in their care, dedication and commitment to the success of the College. There was a strong sense of community, and collaboration in leadership, governance, strategic planning, and innovation that is reflected throughout the College culture. This was evidenced by the many insights and warm regards shared by students, faculty, staff, administrators that attend, work and/or have attended El Camino College.

Eligibility Requirements

1. **Authority**
   The Team confirmed the College is authorized to operate as a degree-granting institution per California Education Code §70902, which dictates that all community colleges "shall be under the control of a board of trustees" and that the governing board must establish policies and procedures for the operations and academic standards of the college. The Team also confirmed that the District's accreditation was reaffirmed by ACCJC/WASC in January of 2015 and that El Camino College is recognized as institutions of higher education by the U.S. Department of Education.

   The College meets the Eligibility Requirement.

2. **Operational Status**
   The Team confirmed that the College is operational and provides educational programs and services to approximately 31,235 (2018-19). Courses and services are delivered both on-site and online.

   The College meets the Eligibility Requirement.

3. **Degrees**
   The Team confirmed a substantial portion of the educational offerings at the College are programs that lead to degrees, many of which are two years in length. A significant proportion of the students are enrolled in such programs.

   The College meets the Eligibility Requirement.

4. **Chief Executive Officer**
   The Team confirmed the College has a Superintendent/President who is the Chief Executive Officer of the District. The Superintendent/President is appointed by the Board of Trustees and serves as the administrator who has been delegated authority to administer Board Policies, Administrative Procedures, and provides leadership for the overall operations of the College in planning, budgeting, personnel, and institutional effectiveness.

   The College meets the Eligibility Requirement.

5. **Financial Accountability**
   The Team confirmed that the College annually undergoes external financial and performance audits and posts the audit reports to the College's public website. The audits are conducted by a certified public accountant. As a part of the audits, El Camino College demonstrates compliance with federal requirements.

   The College meets the Eligibility Requirement.

Checklist for Evaluating Compliance with
Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC Standards may address the same or similar subject matter. The Team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of an Peer Review Team Visit and Third Party Comment

Evaluation Items:

☒	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.

Narrative:

The College posted a link on its accreditation webpage to a third-party comment form that goes directly to ACCJC. No third-party comments were received by the Commission, prior to the site visit. The College Institutional Self-Evaluation Report (ISER) was approved by the Board of

Trustees in July 2020 and posted on the College accreditation webpage. Five public forums were held, including opportunity for public comment. The College demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third-party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

☒	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	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. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
☒	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. (Standard I.B.3, Standard I.B.9)
☒	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. (Standard I.B.4)

[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.

Narrative:

The College established Institution-Set Standards (ISS) for student achievement, including course success rates; numbers of degrees, certificates, and transfers; job placement; licensure; and CTE completion rates. ISS for each program are included in program review. The College addresses steps it will take if performance falls below the standard through program review. Institution-Set Standards are regularly reviewed by College constituents and reported to the Board of Trustees. The College demonstrates compliance with the Commission's policy on *Standards and Performance with Respect to Student Achievement.*

Credits, Program Length, and Tuition

Evaluation Items:

☒	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
☒	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). (Standard II.A.9)
☒	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
☒	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
☒	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.

Narrative:

The College applies good practice in higher education when assigning credit hours and determining program lengths. This is applicable to classroom, lab, clinical practice, and distance education programs. Tuition is consistent across degree programs and clock hour conversions to credit hours align to the Department of Education's conversion formula. Finally, College practices align with the Commission Policy on Institutional Degrees and Credits.

<u>Transfer Policies</u>

Evaluation Items:

☒	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
☒	Policies contain information about the criteria the institution uses to accept credits for transfer. (Standard II.A.10)
☒	The institution complies with the Commission *Policy on Transfer of Credit*.

[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.

Narrative:

The College policies and information regarding transfer are available to students on the College website and in the catalog. To evaluate and grant transfer credit, College faculty, counselors, students, and staff determine general education, major and transfer requirements. When appropriate, course descriptions and Course Outlines of Record are reviewed to determine where a course is equivalent.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
☒	The institution demonstrates regular and substantive interaction between students and the instructor.
☒	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
☒	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
☐	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)

☐	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:	
☒	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
☒	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.
☐	The college does not offer Distance Education or Correspondence Education.

Narrative:

The College has established policies that clearly define and require regular and substantive contact between students and instructors, and reviews distance education courses during the regular faculty evaluation process. The Team noted the College's strategic strengthening of professional development opportunities, resources, and support for distance education faculty & students and its efforts to update and clarify the College's distance education plan, policies and procedures in the recent past. However, when the Team reviewed the sample of twenty-one Spring 2020 Distance Education classes, it found that the courses reviewed do not consistently

demonstrate regular and substantive interaction between students and the instructors, as articulated in the College's distance education policies.

The Team confirmed that for distance education courses, the College demonstrates comparable learning support services and student support services to those enrolled in face-to-face courses using online tutoring, online counseling, a live Canvas helpdesk, and library support. The Team confirmed that access to online courses through the student portal ensures that enrolled students are the participants. The College does not offer correspondence education.

Recommendation 2:
In order to improve institutional effectiveness, the Team recommends the College ensure consistent regular and substantive interaction in courses offered via distance education modalities (II.A.7, Policy on Distance Education and Correspondence).

Student Complaints

Evaluation Items:

☒	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 seven 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 governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
☒	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.

Narrative:

The College 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. Changes were done to capturing the complaints from paper-based to an electronic system through Maxient. The complaints are reviewed regularly and if patterns are seen, the College has provided professional development for faculty and staff. Data of complaints is also disaggregated to look for disproportionate impact. The review of the website does show compliance with posting of names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

☒	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
☒	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
☒	The institution provides required information concerning its accredited status.(Standard I.C.12)

[Regulation citations: 602.16(a)(1))(vii); 668.6.]

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.

Narrative:

The College exhibits integrity and responsibility in advertising, student recruitment, and representation of accredited status through the publishing of comprehensive program information in its catalog, information related to cost and support services on its website, and simple access to its accreditation information, one click from the main website page. Published information is accurate and timely.

Title IV Compliance

Evaluation Items:

☒	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. (Standard III.D.15)
☒	If applicable, 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. (Standard III.D.15)
☒	If applicable, 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. (Standard III.D.15)

☒	If applicable, 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. (Standard III.D.16)
☒	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.

Narrative:

The College ensures all the guidelines and procedures for financial aid eligibility through BP 5130. External annual audits are performed annually and through reviewing the audits, there was one finding related to financial aid in 2017-2018 that was addressed in a timely manner and was accepted by USDE. Last year's audit had no findings.

The student loan default rate is provided as a 3-year average and the College withdrew from making available Direct Loans between 2014-2019 as a concern for staying below 30% default rate. Even though they withdrew from the program for that period, they continued to maintain a contract with a default rate prevention group to assist in maintaining a CDR below 30%. The College joined in the participation of the William D. Ford Direct Loan Program again in 2019 and currently the CDR is well below 30%.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:
El Camino College communicates its mission through a Mission Statement, Vision, and Statement of Values. The combined impact of the three statements clearly outlines the College's broad educational purposes, its commitment to prioritize student learning and achievement and to provide innovative and comprehensive programs and services for its community. The statement identifies its "diverse communities" as both its intended population and the community it serves. The mission is codified in BP 1200. It is regularly reviewed by the College and was most recently amended in 2019. The College employs a comprehensive use of data to inform decision-making and support its mission. Six Strategic Initiatives outline the ongoing work of the College in meeting its mission and provide specific performance indicators to measure progress.

Findings and Evidence:
The Team reviewed the College Mission and found that it appropriately describes the Institution's broad educational purposes, comprehensive educational programs, and commitment to learning and achievement. The mission statement refers to its intended student population and the community it serves through the phrase "collaboration with our diverse communities" which is also referenced in the College's Statement of Values (diversity). The additional statements of vision and values support the Mission Statement and amplify the College's commitment and priorities (I.A.1).

The College demonstrates its robust use of data to measure how the mission is accomplished. The Office of Institutional Research and Planning publishes student demographics annually to illustrate the student population. Annual goals of completion, unit accumulation, transfer, and employment are measured against baselines. The College publishes data dashboards as well as campus climate survey results that include a 93%+ rating of the mission elements from employees and students. Learning outcomes assessments are well-documented and include plans for improvement. The college catalog and Academic Affairs home page include details of the multiple programs offered by the College (I.A.2).

The Team reviewed ECC's Strategic Initiatives, website, and other documents and found the College demonstrates a strong alignment of programs and services with its Mission. Institutional planning and decision-making are also linked to the Mission and informed by program review and learning outcomes assessment. Course and program learning outcomes are directly mapped to institutional learning outcomes in a model of assessing, documenting, and planning improvement. The College links program recommendations to the Strategic Initiatives and the Planning and Budgeting Committee employs a rubric to align budget requests with the Mission, Strategic Initiatives, and program review (I.A.3).

The College publishes its Mission with its Vision and Values Statement in multiple places, including the President's page, college catalog, and Community News. It is reviewed every four

years by the College, receiving its most recent revision in 2019 (I.A.4).

Conclusion:
The College meets the Standard.

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:
El Camino College demonstrates sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement. College committees engage in collegial, authentic consultation, including rich student engagement. Learning outcomes are assessed for all programs and services and are embedded in program review, which initiates the College planning process. An Annual Planning Summit provides the opportunity for collegewide analysis of assessment and achievement data, Institution-Set Standards, and discussion of strategic plans. College planning is robust. Its program review process is exemplary in the engagement of a broad committee of peers that provides assistance and feedback to each program and identifies issues that have institutional relevance. The College disaggregates and publishes data for student subpopulations in reports and dashboards. These data are used to analyze programs to a degree; however, the Team did not find evidence of consistent, cohesive use of disaggregated data to develop mitigation strategies and evaluate their efficacy.

Findings and Evidence:
The Team found that College constituents engage in sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Discussions and actions to improve student learning and achievement are developed in multiple campus committees, including Academic Senate, the Equity Committee, the Program Review Committee, the Assessment of Learning Committee (ALC), and the Associated Students Organization (ASO). Institutional effectiveness indicators are measured and presented annually to the Board of Trustees. Continuous improvement is further supported by the development of meta-majors for a Guided Pathways model and advisory committee recommendations for program improvement (I.B.1)

The College defines student learning outcomes for all programs and services and assesses them regularly. ECC developed timelines, rubrics, and signature assessments for its ILOs. The Assessment of Learning Committee (ALC) reviews learning outcomes and aligns CLOs, PLOs, SAOs, and ILOs. Assessment outcomes are integrated into program review where faculty analyze them along with achievement data. SLO facilitators coordinate assessment activities in divisions. The ALC shared examples of how discipline faculty share best practices with other faculty identified through the assessment process. The College reviews its processes regularly to ensure authentic, continuous improvement (I.B.2).

The Team reviewed ECC's published institution-set standards (ISS) and found that they are appropriate to the Mission. The College reviews and discusses the Standards and licensure passage rates in its annual Planning Summit. The institution-set standards inform the Enrollment

Management Plan and the Student Equity Plan. An annual presentation is made to the Board of Trustees. The College measures and publishes achievement data annually. The Team suggests that the College consider standardizing the way licensure pass rates are labeled and easily located on the website for students and potential students (I.B.3).

The College developed an analysis structure that incorporates achievement data, including quantitative and qualitative findings, and assessment to support student learning and achievement. The processes of the Institution are developed to incorporate broad engagement from all constituencies who provide feedback and recommendations related to strategies. Assessment data is incorporated into each program review, where it is combined with student achievement data to provide a holistic analysis of student learning and achievement at the program level, which informs the College planning process (I.B.4).

The Team reviewed the use of program review and evaluation of goals, objectives, student learning outcomes and student achievement in accomplishing the College Mission. They found that the program review process serves as the foundation of the institution's planning process and provides specific analysis to program personnel as well as general findings that impact the institution. Each program and service area are scheduled for full program review every four years. The Team applauds the authentic and rich engagement of the Academic Program Review Committee in providing technical assistance and peer feedback to every program throughout the program review cycle and encourages the continued efforts of assessing and improving what is already a model process (I.B.5).

The Team reviewed the College dashboards and Student Equity Plan and interviewed multiple committees to understand how the institution disaggregates and analyzes learning outcomes and achievement data for subpopulations of students. The Team found that the College disaggregates some learning outcomes at the ILO level, including the identification of potential remedies for equity gaps. Achievement data are disaggregated and reported on the College dashboards, in the Student Equity Plan and are included in some documents. In other cases, the Team found only aggregate data were reported and therefore did not see evidence of how disaggregated data informed the development or evaluation of interventions for subpopulations. As a result performance gaps and resultant strategies to remedy those gaps were not consistently present in program reviews and other relevant plans of the College. The College has a Director of Student Equity, an Equity Committee, and a variety of special programs aimed at reducing equity gaps; however, the Team did not find adequate evidence of a consistent, institution-wide approach to disaggregated data analysis for subpopulations that informs resource allocation or how mitigation strategies are developed and evaluated (I.B.6).

The Team reviewed planning documents and meeting minutes and found the evaluation of College policies and practices to be robust, including the evaluation of instructional programs, student and learning support services, resource, management, and governance processes. Program review is a comprehensive analysis of programs and service areas every four years. Regular evaluation of the program review process is conducted by the Academic Program Review Committee. The six governance bodies conduct regular self-evaluations and the College holds a regular planning summit to evaluate practices, including survey results to evaluate the efficacy of the planning and evaluation process. Handbooks are regularly reviewed and updated

and planning is informed by the institution's policies and procedures (I.B.7).

The College has developed a comprehensive process of assessment and evaluation and broadly communicates the results with stakeholders. The Team reviewed multiple reports of learning outcomes assessment, student achievement, and governance evaluation. Vision Goals and Time to Degree reports are regularly published. The Academic Senate has a standing agenda item for discussing outcomes assessment. Discussion of learning outcomes and student achievement are discussed in the college wide planning summits to establish a shared understanding of the Institution's strengths and weaknesses and to set priorities (I.B.8).

The College has developed a strong, cohesive planning structure to support continuous, broad based, systematic evaluation and planning. Resources include planning calendars, leading and lagging indicators, master plans, and Local Vision Goals as well as professional development and planning activity evaluations. Plans detail how assessment and student data will be used to support learning and achievement. The College addresses planning through three broad processes: program review, annual planning, and budget planning. Program review is the foundation of rich and authentic planning to accomplish the College Mission and improve institutional effectiveness and academic quality. An institution-wide Annual Planning Summit is held each year to review data and develop short-term goals to achieve the College Strategic Initiatives. Budget planning is developed to support institutional priorities. A relatively new website serves as a repository for all planning documents. The Team was impressed by the robust cycle of planning and evaluation at the College (I.B.9).

Conclusion:
The College meets the Standard.

Recommendation 1:
In order to improve institutional effectiveness, the Team recommends that the College cultivate a consistent, institutional approach to the analysis and use of disaggregated achievement and learning outcomes data for subpopulations of students (I.B.6).

I.C. Institutional Integrity

General Observations:
El Camino College ensures that communication of information to all internal and external stakeholders is done with clarity, accuracy, and integrity. The Mission and key performance indicators for student achievement and learning are easily accessed on the College website. The catalog is published electronically as well as in a PDF version for students and potential students, including detailed information about programs and services. The total cost of attending El Camino College is accessible on the website, including tuition, textbook costs, and other costs. The College maintains policies related to academic honesty, academic freedom, codes of conduct, and personal conviction. Accreditation information is current and easily found on the website. The College is committed to high quality education, student achievement and student learning and prioritizes these goals in its mission and in its budget development.

Findings and Evidence:

The Team reviewed the College website, dashboards, and reports and found that information is clearly and accurately shared with students, prospective students, and the public. The College reviews information regularly, including its key performance indicators, demographics, and information related to student support. The ECC website was revised in 2017. Accreditation information is easily found from the homepage (I.C.1).

The College implemented an online catalog for students and prospective students with precise, accurate, and current information, including a corresponding curriculum system in 2019. The College also produces a PDF version of the catalog. Students now have access to a searchable online catalog to find information about facts, requirements, policies, and procedures (I.C.2).

The Team reviewed evidence related to the assessment of student learning and achievement and found multiple examples of current information in the dashboards and published reports. The information is available to current and prospective students and the public where they can review data related to academic quality at the College. The College has established a robust process for documenting and sharing student data (I.C.3).

The Team reviewed certificates and degrees listed in the College catalog and found that descriptions include purpose, content, requirements, and expected learning outcomes. The catalog is organized by program with clear information related to program requirements (I.C.4).

The Team reviewed institutional documents and found multiple examples of current policies, procedures, and publications. The Planning webpage of the Institutional Research and Planning Office publishes all college plans and documents. The College discusses its policies at its Annual Planning Summit and throughout the year in its governance committees to ensure integrity in its mission, programs, and services (I.C.5).

The Team reviewed evidence on the College website and found accurate information regarding the total cost of education, including tuition, fees, and other expenses, including living expenses. The College provides a searchable class schedule that includes textbook costs (I.C.6).

The College publishes policy that asserts its support for institutional and academic integrity. The policy, last reviewed and updated in 2015, clearly describes the commitment to academic freedom and responsibility. The policy is clear in its support of intellectual freedom for all constituencies, including faculty and students (I.C.7).

The College publishes clear policy outlining its commitment to honesty, responsibility and academic integrity. It also has formal procedures that include definitions of student behavior that do not align with its value of academic honesty and due process steps to be taken for violation of the Standards of Student Conduct (I.C.8).

The Team reviewed College policy related to the difference between personal conviction and professionally accepted views in a discipline and found the policy appropriately outlines this requirement. The College underscores its importance through an agreement between the institution and the faculty union that details the ability of faculty to share unpopular or controversial ideas. It also lists exceptions that cross into personal conviction (I.C.9).

The College publishes its Student Code of Conduct and other policies related to conduct on the website and in the College catalog. Examples of syllabi also include links to the Student Code of Conduct. Additional policies specifically address harassment, an Institutional Code of Ethics, and sexual and gender-based misconduct (I.C.10).

ECC does not operate in any foreign locations (I.C.11).

The Team reviewed an abundance of evidence attached to the Institutional Self-Evaluation Report as well as the College accreditation webpage and found evidence of compliance with Eligibility Requirements, Accreditation Standards, Commission policies, and guidelines. The page includes the College Self-Evaluation Report, Commission letters, and opportunities for third party comment. The College demonstrates its compliance and timely response to institutional accreditation responsibilities (I.C.12).

The Team reviewed evidence related to external accrediting agencies for Nursing, Radiologic Technology, and other programs and found the institution demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It represents itself consistently with all external agencies and communicates changes in its accredited status to the Commission, students and the public (I.C.13).

The Team found that the College is committed to high quality education, student achievement and student learning and that these priorities are paramount to other financial or external interests. The College budget report to the Board of Trustees highlighted actions taken to improve high quality education, student achievement and student learning in the outline of expenditures (I.C.14).

Conclusion:
The College meets the Standard.

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:
El Camino College (ECC) is a comprehensive community college, offering basic skills, pre-collegiate, general education, and career technical education (CTE) courses with the goals of preparing students for college level coursework, career entry, job skill development for incumbent workers and transfer to four-year colleges. The College has thoroughly identified its intended student population and has developed and implemented services and programs to adequately meet the needs of its students. The College's offerings are diverse with a wide range of transfer, CTE, noncredit, dual enrollment, and community education programs. When needs are identified to better serve students, the College has been successful in creating targeted programs to meet these needs.

Findings and Evidence:
The team found that the College has developed, implemented, and sustained academic programs and support services sufficient in size and breadth to support its students at all of its locations. The College uses established and effective policies and practices to develop and maintain academic programs and related policies, relying on collaborative decision-making to ensure currency and rigor of said programs. All instructional programs are offered in fields of study consistent with ECC's mission and are thoroughly reviewed through faculty-driven approval processes that include the Academic Senate and the College Curriculum Committee before final approval by the board and the Chancellor's Office. The College has developed a comprehensive array of academic, vocational, and noncredit programs to serve a diverse student population. The College ensures that instructional programs meet the standards appropriate to higher education by using its established review and approval process. New program proposals require that program leaders address questions about the program's ability to meet student needs, its relationship to general education requirements, and its fit with the objectives of the California Community College system. The College Curriculum Committee, a subcommittee of the Academic Senate at ECC, is responsible for ensuring that instructional content and methods of instruction meet appropriate standards and are aligned with the mission. The College Curriculum Committee includes a faculty chair and faculty representatives from each academic division. Full-time and part-time faculty work with their division representatives to develop and revise course content and prerequisites. (II.A.1)

Faculty improve courses, programs, and instructional services through program and curriculum review, with all instructional programs undergoing a complete review every four years. The program review process includes reflection and analysis of learning outcomes and captures programmatic improvement plans and functions through the oversight of the Academic Program Review Committee and the Academic Program Review Template. Further, the College has established an annual training program for all faculty who will be leading a program review. The College defines standards for student achievement and assesses its performance against those standards. The institution publishes each program's expected student learning and any

program-specific achievement outcomes. The team examined evidence of regular and systematic assessment and discussion of achievement data; ECC is able to demonstrate to the public and potential students that those who complete programs at the College are achieving identified outcomes and that the standards for student achievement are being met. (II.A.2)

As set in policy (AP 3250) and in the Learning Outcomes and Assessment Handbook, the College has established and comprehensive protocols for establishing and assessing learning outcomes. ECC uses a data management system called Nuventive to assist with the data collection and reporting. Learning outcomes are identified through the College's established curriculum-approval process and are included both on course outlines and syllabi. The College's efforts on assessment appear to be coordinated by the Assessment of Learning Committee. The College meets this standard and has highlighted the need to revise outcome statements and assessment protocols in its Quality Focus Essay as an area for future improvement. (II.A.3)

The College uses established governance structures to appropriately distinguish between pre-collegiate and college-level curriculum and clearly communicates these through the catalog. As part of this process, the College Curriculum Committee reviews content and skill alignment to establish appropriate prerequisites. The College has moved from a prerequisite to a support course model to facilitate timely completion of college-level courses as part of its broader response to California's AB 705 that was designed to accelerate completion of college-level math and English. Although not discussed in the ISER, interviews during the site visit verified that ECC believes these changes have had an impact on student success and completion. (II.A.4)

Consistent with locally established curriculum requirements (AP 4100) as well as requirements set by the California Community College system, the College's degrees and programs are of appropriate length, breadth, rigor, and sequencing. All degrees require the completion of 60 semester units, of which 18 units are dedicated to general education requirements that conform to generally-accepted norms in higher education, including those established by the ACCJC. The College has also responded to state requirements to improve transfer to California State University campuses by developing Associate Degrees for Transfer that are aligned with statewide curriculum and expectations. Also consistent with local policy and requirements from the Chancellor's Office, all degrees include focused study of at least 18 units in a major or interdisciplinary core as well as associated general education requirements. Through compliance with the Program and Course Approval Handbook (CCCCO) and the local Curriculum Committee Handbook, program proposals are reviewed to ensure that programs reflect theories and practices appropriate to the certificate or degree level. (II.A.5, II.A.13)

ECC monitors time-to-completion data along with relevant information such as program prerequisites and course fill rates in an effort to improve class scheduling. As part of this effort, the College has increased distance education offerings to increase scheduling options for students. ECC monitors unit accumulation data as part of the Vision for Success and has also capitalized on the Guided Pathways initiative to build program maps. At the time of this writing, the College is planning to use these maps to further refine and improve class scheduling in terms of time to completion. Based on interviews during the site visit, the Team found that ECC has authentically engaged with the Guided Pathways initiative to improve time-to-completion

through program mapping and through meta-majors (the latter is described in the QFE under Action Project #2). (II.A.6)

ECC regularly reviews the effectiveness of its service to students through distance education surveys, campus climate surveys, and student representation on committees to actively work to improve instruction to support student success. The College serves a diverse community and has implemented changes to continually improve its service to students. The College has numerous processes related to distance education development, program review, and curriculum approval to ensure proper vetting of instructional modalities. The College supports distance education and has clear and appropriate training expectations in place for faculty who teach online. Additionally, ECC has implemented relevant and innovative programs to support students and improve equity such as the Student Outcomes Transformation Program and Student Equity Re-envisioned. As it relates to the regular and substantive interaction and as noted elsewhere in this report, the College has clear expectations and policies around distance education course content and teacher training, it includes guidance on how to establish regular and effective contact in an online environment, and it establishes methods to authenticate student identity. However, when the Team reviewed the sample of twenty-one Spring 2020 Distance Education classes, it found that the courses reviewed do not consistently demonstrate regular and substantive interaction between students and the instructors, as articulated in the College's distance education policies. (II.A.7)

The College administers department-wide exams in nursing and chemistry. In these programs, exams are developed across the departments and evaluated regularly against external standards. The College uses Accuplacer for ESL placement and follows California law (AB 705) for English and math placement. (II.A.8)

ECC awards credit for courses, degrees and certificates based on student attainment of learning outcomes in accordance with norms of higher education. These norms include sampling of student attainment of SLOs based on CORs. Course credit in given accordance with state codes and ECC Board policy and ECC follows federal standards for clock-to-credit hour conversions. (II.A.9)

ECC has clearly stated transfer of credit policies in APs (Administrative Procedures) and BPs (board policies). These are available on its website on the schedule of classes, college catalog, and at the Counseling Office and Transfer Center. The College has implemented articulation agreements with a variety of four-year colleges and universities and local high schools. The college articulation officer ensures collaboration between ECC faculty and staff and the various schools and these articulation agreements are reviewed regularly. (II.A.10)

The College has established institution-level learning outcomes (ILOs) in five areas: Critical Thinking, Communication, Community and Personal Development, and Information Literacy. ECC has also ensured that the College's program-level learning outcomes (PLOs) align with these ILOs. The College assesses learning outcomes at the course, program, and institution level on a four-year cycle and results are used to inform program improvements. (II.A.11)

ECC has a general education policy which aligns with the Chancellor's Office model curriculum and adheres to IGETC and California State university breadth requirements. The College has clearly stated board policy 4025 and AP 4025, which are available online. The College's catalog clearly lists all the general education criteria for an associate degree. The College's general education requirements have been faculty-developed (the College Curriculum Committee works with the Colleges articulation officer to review and select these courses). (II.A.12)

ECC's programs include focused study in at least one area of inquiry or in an established interdisciplinary core (e.g., Cal State university requirements and IGETC). The College catalog lists all program descriptions, and all of these include focused study in at least one area of inquiry or discipline. The College's Curriculum Committee ensures that their programs reflect theories and practices appropriate for the degrees or certificates awarded. (II.A.5, IIA.13)

ECC ensures that its students who have completed career-technical degrees and/or certificates meet employment standards and are prepared for external licensure and certifications. It has advisory committees for its CE (Career Education) programs and is a member of the Los Angeles/Orange County Regional Consortium (LAOCRC) of the California Community Colleges. These committees meet yearly with CE faculty to ensure that their respective programs' SLOs and PLOs are aligned with industry standards and changes. The CE programs are reviewed fully every four years with a mid-cycle (two-year) supplemental report. (II.A.14)

ECC has clear procedures to eliminate programs (BP 4021 and AP 4021) and includes a process so students in these programs can complete their programs in a timely manner with minimum disruption. The College also has clear policies (BP 4020 and AP 4022) when significant revisions are made to program requirements. Of note, the College recently discontinued a program (horticulture) and followed procedures to ensure that all horticulture majors were informed well in advance (3 years) and were given a clear, six-semester schedule of which horticulture classes would be offered by the College. In addition, the College provided information about other community college horticulture programs (and the driving distance from ECC for each one). (II.A.15)

ECC has a clear, formal process for regularly evaluating the effectiveness of its courses and programs. All courses, degrees, certificates and majors are reviewed by faculty every six years, vocational courses are reviewed every two years. The results of outcomes assessment influences curriculum review, program review, and annual planning. (II.A.16)

Conclusion:
The College meets the Standard.

See Recommendation 2.

II.B. Library and Learning Support Services

General Observations:
El Camino College provides sufficient Library and Learning Support Services aligned with its mission. These support services include the Library, Learning Resources Center (Tutoring Hub,

including Writing Center, and Computer Lab), Special Resource Center (disabilities), Distance Education, and Media Services, under the umbrella of the Library and Learning Resources (LLR) Division. Services for traditional on-campus and distance education students are evaluated regularly through program review, usage statistics, and student and faculty surveys. The Library is part of the Community College League of California for consortium collections and maintains necessary agreements with outside vendors to provide essential resources and services.

Findings and Evidence:
The College supports student learning and achievement through providing services and resources at Schauerman Library, Music Library, Learning Resources Center, Tutoring Hub, student computer labs, Distance Education department, and Media Services department. Services include access to the Library's print and online collections, reference and instructional services, tutoring services, computer access and printing, and disability services for distance education and on-campus students. The recently hired outreach librarian promotes services to underserved students to ensure equity of service. The Team appreciates that the college LMS (Canvas) includes links to the Library on all course pages. The Embedded Librarian Program provides collaboration between librarians and instructional faculty to provide library instruction. (II.B.1)

Since its physical closure in Spring 2020, the Library has focused on addressing faculty and students' online needs. Librarians work with faculty to find substitutes for course reserves, create library instruction modules, and provide Zoom sessions for synchronous and asynchronous classes. Also, the Library is circulating devices to students, including 1700 new laptops and 2000 hot spots. The Team recognizes that the Library has been proactive in its practices before the Spring disruption and expanded existing initiatives. (II.B.1)

The College provides face-to-face and online tutoring. The Team was impressed with the tutor training process. Tutors must complete Tutor Training 200, the one-credit course, and 25 hours of tutoring to obtain a College Reading and Learning Association certificate. The College also offers NetTutor, online tutoring for students. Along with most other California community colleges, the Library recently migrated to Alma and Primo by Ex Libris, a library service platform (LSP) and library discovery service. This move intends to better integrate with other campus systems and better support students transferring to college campuses using the same LSP. (II.B.1)

The College relies on faculty and learning support services professionals' expertise to ensure the selection and maintenance of educational equipment and materials to support student learning and achieve the College mission. Faculty and staff of the LLR Division meet monthly at library faculty meetings and LLR Division council meetings. All academic divisions have an attached library liaison. LLR Division faculty and staff serve on various leadership councils and committees, including the Council of Deans, Academic Senate, College Curriculum Committee, Distance Education Advisory Committee, Assessment of Learning Committee, and Program Review Committee. The Library has a representative on the College Curriculum Committee to ensure that the current collection supports or will support new offerings. The Learning Resource Center collaborates with instructional faculty to select educational equipment and materials for student use through the annual planning process. The Library collaborates with the college Information Technology Services to support student computing and system needs. (II.B.2)

The College conducts regular evaluations of the Library and learning support services. Library assessment activities include annual student and faculty satisfaction surveys, student focus groups and interviews, annual service area and collection statistics, annual program planning, information literacy instruction assessments, and benchmarking comparisons with other libraries. Recently, the Library has created a policy task force to review all policies at least every three years. The Library assesses Student Learning Outcomes within library instruction sessions, embedded librarian program, and campus-wide assessment of Information Literacy, Institutional Learning Outcome #4. The Library uses data collected from SLO assessments and surveys to evaluate the print and online collections. Also, the academic division reviews include assessments of Library and learning support programs and services. The Team was impressed with the two-year evaluation of the NetTutor program and how the data was disaggregated and analyzed for both online and on-campus students. (II.B.3)

As a member of the Community College League of California (CCLC) consortium, the College cooperatively buys the Library's electronic resources. The CCLC ensures that all resources meet the California state requirements related to accessibility and user privacy, and quality of content and platform interface. The Library provides interlibrary loan services through agreements with partner libraries. As a member of the Online Education Initiative, the College offers online tutoring through NetTutor. The College has a formalized contract with Pharos for the Library's managed print services. (II.B.4)

Conclusion:
The College meets the Standard.

II.C. Student Support Services

General Observation:
The College provides a wide variety of student services programs to enhance and support student achievement. The quality and effectiveness of the programs are measured through program review and Service Area Outcomes (SAOs). Additionally, program usage reports, surveys and Community College Survey of Student Engagement (CCSSE) reports are used to further evaluate the programs and improve services. Co-curricular programs and athletics are provided for students and policies and procedures are in place to assure compliance.

Findings and Evidence:
Program review for student services is conducted every four years. The College has established a Student Services Program Review Committee with representation from different departments in student services, including a student representative. A template of the program review was reviewed and the template does ask for appropriate reflection of the programs and improvements based on those reflections. Student surveys are incorporated into the program review and samples of programs reviews from departments showed that the student voice is incorporated. While student services metric tools for program review include student data that is disaggregated, the Team would encourage a consistent process to address disaggregated data to evaluate the programs and address any disproportionate impact that may be seen in services and programs. (II.C.1)

The Team also found evidence of the use of Service Area Outcomes for program improvement and connections to the ISLOs through the Community and Personal Development ISLO. Student services also conducts regularly scheduled campus climate surveys, CCSSE, SENSE and business process analysis to improve their services and the feedback has provided improvement in technology that help student experience, such as CampusLogic for Financial Aid processing and packaging, NetTutor to provide online tutoring support, Online Counseling, as well as expansion of basic need services. The Team compliments the College on the improvement of technology and onboarding processes in student services to better support students. (II.C.2)

The College strives to provide equitable access to all students by offering appropriate, comprehensive and reliable services regardless of service location or delivery method and provides information on those services to current and prospective students in different ways. The College provides programs such as Project Success, Puente Project, First Year Experience (FYE), EOPS/CARE, CalWORKs, Guardian Scholars, The Opportunity Project (TOP) and Knowledgeable, Engaged and Aspiring Students that support students who have been historically marginalized. Also, of note is their Special Resource Center that provides resources to students with special needs. Evidence of services for distance learning was provided, and a review of the website showed that the institution has incorporated a chatbot as well as Cranium Cafe that allows for online appointments and video chat for the major services of the college. (II.C.3)

A review of the evidence and website showed that the College provides a variety of co-curricular programs and activities for the students and appropriate procedures, policies and handbooks are in place to guide the operations of such programs. The policies and audits also show that the College has appropriate control of the finances of the co-curricular programs and student organizations. The evidence provided showed 20 active clubs and student leaders are provided with many professional development opportunities, including workshops, conferences, and retreats, as well as opportunities to represent students in different governance and operational committees within the institution. (II.C.4)

The College provides extensive counseling services through 18 programs to support student development and success. Counseling appointments are available online and face-to-face and students are able to make appointments online with a week in advance for general counseling. Structures, including catalog, course schedule, and website, are in place to communicate accurate and timely information to students on graduation and transfer requirements. Starfish, a software that provides degree planning and early alert, is used for education plans and degree information for the students and those are developed by the counselor. A faculty Academy is provided to train new counselors but also the Student Services Counseling Division provides an extensive four day training to all new full-time and adjunct counselors. (II.C.5)

The College's board and administrative policies specify the student qualifications appropriate for its programs and its mission statement. Information on admission and degree requirements are listed both on the website and catalog. (II.C.6)

The College has changed practices to meet state mandates based on AB 705 for English and Math assessment and uses multiple measures for student placement and Accuplacer for ESL (II.C.7)

The College adheres to and publishes BP 5040 and AP 5040, Student Records, Directory Information and Privacy, regarding maintenance and security of student records. BP 3310 Records Retention and Destruction and AP 3310 Records Retention and Destruction establish processes for the release of student records as well as retention and destruction of student records. The Admissions website publishes the College's adherence to FERPA under its Admissions website. The College maintains a back-up server on campus for daily backup of records, and a full back up off-campus each weekend with incremental updates daily through a contract with Iron Mountain for offsite backup in the event of a natural disaster. (II.C.8)

<u>Conclusion:</u>
The College meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:
El Camino College has effective and innovative practices, policies and procedures around human resource management, training and recruitment. It has maintained a proper level of staffing while striving to achieve the goal of 75 percent of all instruction taught by full-time faculty. The College has done an excellent job of developing various plans pertaining to Standard III. Specifically, El Camino College has formidable plans related to staffing; equal employment opportunities; equity, diversity and inclusion; and professional development.

Finding and Evidence:
El Camino College has defined processes for hiring faculty, administrators, and classified staff through board policies, administrative procedures and the collective bargaining agreement for academic employees. The Team observed that vacant positions, including minimum qualifications and selection procedures, are published through the public website. Minimum qualifications for faculty and academic administrators are established through the Minimum Qualifications for Faculty and Educational Administrators in California Community Colleges handbook and the El Camino College's Local Minimum Qualifications list. Minimum qualifications for other positions are reviewed to ensure alignment with the mission and goals of the institution (III.A.1).

El Camino College ensures that faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed, by defining these requirements in the job announcements, and subsequently screening for minimum qualifications by both HR and the hiring committee. Although faculty job descriptions do not specifically call out development and review of curriculum or assessment of learning, job announcements clearly outline both aspects of the job. The Team verified that faculty evaluation criteria includes curriculum review, assessment of learning, professional activities and currency and depth of knowledge of the subject. The College has a defined process for evaluating faculty in online instruction (III.A.2).

The Team found evidence that administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. The recruitment process for administrators and staff is initiated with a job announcement that clearly delineates the duties, responsibilities, and requirements of the position. The Team verified that the job announcement includes the applicant's ability to contribute to the mission of the College. (III.A.3).

The Team verified that El Camino College follows an administrative procedure for minimum qualifications and equivalencies. A transcript showing that appropriate courses were successfully completed at an accredited college or through an appropriate non-US/foreign institution is considered as conclusive evidence of equivalency. Candidates with foreign degrees are asked to

provide an equivalency statement from a certified transcript evaluation service, verifying the degree equivalency to that of an accredited institution within the US (III.A.4.).

The College employs established procedures for faculty, classified, police officers and administrators and managers performance evaluations, including well-defined evaluation criteria and improvement action plan to address deficiencies. In addition, the institution provides regular training to assist the managers with the evaluation process. The transition to Reviewsnap evaluation platform has streamlined the review process. All procedures are done in a timely manner to assess that faculty, administrators, and other staff are meeting the required standards for their assigned duties. The Team found evidence that most, but not all, performance evaluations are conducted on a regular basis as required to ensure employees' performance meets the requirements of the College in order to achieve its mission and goals. Approximately 85 percent of evaluations are currently performed on schedule, and the majority of late evaluations are for classified employees. The Team verified that the College is committed to addressing the backlog in this area. The new software allows tracking progress on all performance evaluations, which has already raised the awareness of the backlog. HR will be using the backlog data as a part of management evaluations to reemphasize the importance of this task. The Team encourages the College to sustain its completion of evaluations of all employees. (III.A.5).

Standard III.A.6 is no longer applicable.

El Camino College has a long-term staffing plan that shows past, future, and current forecasts for staffing. The College strives to have 75 percent of all instruction taught by full-time faculty and to continue to meet the state-set faculty obligation number. Faculty hiring prioritization process, program reviews, and enrollment trends and departmental staffing plans determine the level and composition of faculty positions to be recruited annually (III.A.7).

The Team found evidence that the College includes its part-time faculty members in various campus events, college functions, and professional development activities. Part-time faculty have representation on the academic senate board. Adjunct faculty hiring, evaluation and reemployment procedures and conditions are laid out in the El Camino College Federation of Teachers bargaining agreement (III.A.8).

The College's staffing plan provides a great roadmap for addressing future staffing challenges. The Team verified that the College follows the process in its staffing plan and discusses the need to evaluate each position (classified, confidential, temporary, etc.) as it becomes vacant to ensure that it meets the needs of the College. Based on the staffing plan, El Camino College has employed a sufficient number of classified staff in recent years, ranking among the top two colleges of similar size in the state. (III.A.9).

According to the College's staffing plan document, El Camino College has employed a sufficient number of educational administrators and classified confidential staff in recent years ranking among the top 2-3 colleges of similar size in the state. The staffing plan discusses the past, current and future trends for all employee groups including educational administrators and classified confidential employees (III.A.10).

The Team verified that El Camino College establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review following the CCLC recommendations. These documents are published on the College's public website and thus are easily accessible. Revisions to all board policies and procedures undergo collegial consultation review prior to board approval. The Team found evidence that the College has established processes and venues allowing employees and community members to provide feedback (formal or informal complaints) regarding various issues including how personnel policies and procedures are applied (III.A.11).

The Team found evidence that through its policies and practices, El Camino College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College has an impressive 2019-2022 Equal Employment Opportunity (EEO) Plan, which describes the processes for handling complaints alleging violation of the EEO regulations, unlawful discrimination, or harassment. Members of a hiring committee must receive EEO training within the previous 12 months. Both student and employee climate surveys conducted in 2018 confirm the College's commitment to equity and inclusion. Lastly, El Camino College has a board policy in place, affirming its commitment to diversity. (III.A.12).

The Team verified that El Camino College has adopted the Institutional Code of Ethics that includes a section regarding the consequences of violations of the procedure. In addition, the College has a board policy on code of ethics/standards of practice for the District's board members, which also includes a section pertaining to violations of the board policy (III.A.13).

The Team found evidence that the College plans for and provides all personnel with appropriate opportunities for continued professional development. El Camino College has an exemplary Professional Development and Learning Program Plan in place that allows faculty, classified and management professional development groups to coordinate their efforts, which in turn allows all groups to benefit from professional development opportunities as they become available. The program utilizes special software (Cornerstone LMS) that tracks all professional development activities and conducts surveys to assess their effectiveness. Programs are developed in consultation with the respective employee groups' professional development committees. El Camino College has created an award-winning ECC People, Respect, Integrity, Diversity, Excellence (PRIDE) program to empower faculty, staff and managers across the college community to be enthusiastic, innovative and creative leaders, ready to help the College achieve its mission. The program has recruited a total of 23 classified staff, 20 faculty, and 23 administration members. The College has developed a special program for faculty that identifies teaching and learning needs and replicates best pedagogy and andragogy practices among faculty. El Camino College uses surveys and other means of assessment to develop training programs for the college employees (III.A.14).

The Team found evidence that El Camino College has established procedures to ensure confidentiality and privacy of personnel records. The College is in the process of transitioning from paper-based documents to electronic document format. All employees have access to their personnel file in accordance with bargaining unit agreements (III.A.15).

Conclusion:

The College meets the Standard.

Commendation:
The Team commends the College for its excellent coordination of various professional development efforts for faculty, classified professionals, administrators, and student leaders and for providing opportunities for leadership and innovation. (III.A.14 & IV.A.1)

III.B. Physical Resources

General Observations:
El Camino College relies on its Facilities Master Plan (FMP) for replacement, renovation and construction of its buildings and other physical resources. The FMP is an integral part of the District's Master Plan and is integrated with the Education Master Plan. Funding for major capital projects comes from two bond measures. Other projects are addressed during the annual resource allocation cycle. The College communicates with and engages its constituents regularly through presentations, study sessions and a collegial consultation through various committees. The College has an effective work order system that allows members of the campus community to identify and communicate deficiencies to the facilities department. El Camino College utilizes climate surveys as another feedback mechanism related to facilities conditions. Overall, El Camino College has policies, procedures and practices in place to assure that the physical resources of the institution are sufficient and support the College in attaining its goals and mission.

Finding and Evidence:
El Camino College ensures safe and sufficient physical resources at all locations where it offers programs through the Facilities Steering Committee, FMP, Comprehensive Master Plan, safety reports, campus safety training, and routine inspections. Annual Security Report provides a comprehensive overview of campus safety, statistical data regarding crime, and information regarding safety and security measures in place. According to the College's facilities inventory, the District has 32 buildings with the oldest buildings built in 1952 and the most recent buildings built in 2019. The FMP and the two bond measures issued by the College provide the roadmap and resources needed for the sufficiency of physical resources. The Team found evidence that the information related to physical resources is presented to the campus community and the Board of Trustees on a regular basis. The campus has an interactive map that shows all major construction projects and pathways which further enhances safety on campus. The Facilities department utilizes a work order system to identify and address deficiencies related to the physical plant. In addition, the College utilizes climate surveys to assess and address any deficiencies that might be identified by the campus community (III.B.1).

The Team verified that El Camino College relies primarily on its FMP and the two bond measures to plan, upgrade, and build its physical resources. The FMP is an integral part of the District's Comprehensive Master Plan thus linking the physical resource planning to educational goals and the mission of the campus. The annual planning process is the mechanism by which the institution ensures program and service needs, and determines equipment upgrade, replacement, and service. The Team verified that the College has replacement plans for major equipment (e.g. vehicles, facilities equipment) as a part of its operational budget. For new

construction projects the user groups of the buildings are involved to ensure effective utilization and continuing quality necessary to support the related programs and services. The College has a Campus Design Standards Handbook that ensures consistency and efficiency during construction projects. The College has a draft "Design Standards Handbook" utilized for construction projects. To enhance utilization and the continuing quality necessary to support its programs and services and achieve its mission the Team encourages the College to complete all sections of the Design Standards Handbook and make it accessible to the College Community (III.B.2).

El Camino College updates its FMP every five years, which provides an opportunity to conduct a comprehensive evaluation of facilities on campus. The Team verified that the College has transparent, participatory review processes in place to evaluate and address deficiencies of physical resources during its annual cycle. The Facilities Steering Committee reviews the analysis of existing conditions, capacity loads, enrollment data and projections, new state mandates and program initiatives, evaluated a series of development options and makes decisions that lead to the establishment of FMP recommendations (III.B.3).

The College's FMP plan evaluates campus capital projects and ensures they include projections of the total cost of ownership, which is defined in the plan. The Team found evidence that El Camino College has linked education master planning with facilities planning through an integrated planning process (III.B.4).

Conclusion:
The College meets the Standard.

III.C. Technology Resources

General Observations:
El Camino College provides and maintains effective technologies in support of its programs and services. The College has a comprehensive planning process that links technology resources allocation to long-term and short-term planning thus contributing to achieving its goals and mission. The Technology Master Plan serves as the main document setting the strategic direction of the college in the area of information technology. The College has a robust training program for both employees and students. Safeguards are in place to protect the technology infrastructures, data and applications.

Finding and Evidence:
El Camino College provides appropriate and adequate technology resources in support of its programs as evidenced by employee and student surveys, program reviews, Technology Master Planning (TMP), and collegial consultation through the College Technology Committee, the Academic Technology Committee and other fora. The College protects its technology resources through the deployment of critical security services and equipment aimed at data protection, reduced cyber threats and increased user safety (e.g. Windows 10 implementation, firewall deployment, Domain Name System (DNS) protection, vulnerability scanning, log aggregation, cyber-hygiene user training, and cloud-based Firewall). The College uses many different applications to support its management and operational functions, academic programs, teaching and learning and support services. The College has made significant investments in its technical

infrastructure (such as wireless network, Internet circuits, firewalls, network core switches, server and storage infrastructure, security enhancements) (III.C.1).

El Camino College continuously plans to ensure that technology infrastructure, quality, and capacity are adequate and serve the needs of its programs and services through the Strategic Plan, the TMP, and the program review process. The College's Strategic Plan includes a Strategic Initiative to "enhance infrastructure, services, and resources related to facilities and technologies to maintain a highly flexible learning and working environment" with an objective to "utilize up-to-date technology to support College programs that meet the needs of students, faculty, staff, and the community." The TMP delineates institutional needs, opportunities and challenges, and provides specific goals and objectives to address them. The Team found evidence that College is implementing a TMP objective to establish a five-year Life Cycle Replacement to ensure a smooth continuous equipment replacement process to maintain the institution's capabilities and inventory to meet its growing and evolving needs. The Team verified that the Life Cycle Replacement plan was under review with finalization expected in spring 2021. The Team encourages completion and implementation of the plan. The College utilizes its annual budget and planning process to identify the technology needs of all areas of the campus (III.C.2).

The College's technology resources are implemented and maintained to assure reliable access, safety, and security at all of the locations where courses/programs/services are offered. The College is in the process of developing a full disaster recovery plan as a part of its TMP which will further enhance the security of data. The TMP also includes a 5-year road map for information security with a full review scheduled in 2020. (III.C.3).

El Camino College provides appropriate technology instruction and support for its employees and students. Training for employees takes place in collaboration with the Professional Development and Learning department. Training needs are identified based on periodic surveys. Student training is provided through the required new student online orientation via the LMS. Online Readiness Tutorials are provided to students taking online courses (III.C.4).

El Camino College has appropriate policies and procedures guiding the appropriate use of technology in the teaching and learning processes. The College has plans to establish additional policies and procedures to regulate the use of administrative software. The College is in the process of establishing necessary additional policies and procedures to guide the appropriate use of technology and the team encourages the completion of the process. (III.C.5).

Conclusion:
The College meets the Standard.

III.D. Financial Resources

General Observations:
El Camino College has extensive and in-depth planning documents in place that enable the College to link resource allocation to short-term and long-term planning for both operation and

strategic purposes. The College has multiple board policies and administrative regulations that guide financial management and budget preparation. The College maintains a high level of visibility of its financial information through the collegial consultation process and through regular presentations to the campus constituencies and the Board of Trustees. Various financial audits document the integrity of the College's financial practices and strong internal control systems. The College has a low-risk Fiscal Crisis & Management Assistance Team (FCMAT) rating for solvency and maintains healthy reserves to ensure fiscal stability.

Finding and Evidence:
The Team verified that El Camino College plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The College has a strong financial position as evidenced by its 20 percent reserves and low risk rating for insolvency according to FCMAT. The College has a comprehensive planning process that leads to resource allocation. The College's Comprehensive Master Plan covers Education Master Plan, human resources (Staffing Plan), physical resources (Facilities Master plan) and technology resources (Technology Plan). The process and annual resource allocation decisions are communicated campus-wide through various means of communication (III.D.1).

The College has a comprehensive process that integrates financial planning with institutional planning on both strategic and operational levels. The budget timeline is set and communicated clearly in accordance with the related board policies and administrative procedures. Operational needs are identified through program reviews with major needs rolling up to long-term strategic initiatives. The resource request prioritization process includes collegial consultation with various planning groups utilizing ranking rubrics that emphasize and encourage planning in support of the mission, goals and objectives of the College. This process includes regular updates of program reviews. The budget, including the recent changes in the Student Centered Funding Formula (SCFF), is clearly presented to the board and the constituency groups of the college in a timely manner. In addition periodic financial reports are provided to the board (III.D.2).

El Camino College follows the board policies and administrative regulations around financial planning and budget development. These guiding documents contain set timelines and a requirement for collegial consultation to ensure the transparency of the process. The Planning and Budget Committee makes multiple presentations to the campus community and the Board of Trustees throughout the year, which provides the campus community ample opportunities to participate in the financial planning and budget development process (III.D.3).

El Camino College establishes a realistic assessment of financial resource availability annually and using five-years projections. The College also regularly assesses its expenditure requirements as a part of the budget development cycle. Regular reports are provided to the Board of Trustees and constituents containing key performance data. Given the new funding formula used by the state (SCFF), the College has adopted a conservative approach in resource allocation. Business partnerships, Foundation, grants information is shared with the Board of Trustees and constituents and assessed as a part of institutional planning (III.D.4).

The College uses an Enterprise Resource Planning software that ensures strong internal controls in accounting and purchasing transactions with large contracts requiring approval by the Board

of Trustees. Regular reports to the Board of Trustees and constituents ensure the transparency of the purchases and contracts thus enhancing the control systems. El Camino College conducts annual financial audits, which include an assessment of internal controls over financial reporting and compliance (III.D.5).

The College maintains a high degree of credibility and accuracy of financial documents, including budget workshops and presentations, by presenting those documents to the Board of Trustees and college constituents throughout each academic year for public scrutiny. The thoroughness of the budgeting process provides an accurate reflection of the budget needed to achieve the District's goals for student achievement. In addition, the District submits required revenue and expenditures reports to the state on a quarterly basis. The annual financial audits contain a section for reconciliation between annual financial and budget reports with audited financial statements (III.D.6).

The College responds to audit findings in a comprehensive and timely manner. The fiscal year 2015-16, 2016-17, and 2018-19, audits did not contain any exceptions. Fiscal year 2017-18 contained one audit finding. The finding concerned financial aid and was addressed and corrected within one year, as noted in the 2019 annual audit. Audit documents are shared with the campus community and the Board of Trustees in an open and transparent manner (III.D.7).

The District's financial and internal control systems are evaluated and assessed for validity and effectiveness through annual audits (external and internal). The program review schedule for the Administrative Services area includes evaluation for the Fiscal Services department. The College is in the process of migrating its administrative unit program reviews to a new system and updating the evaluation schedule and templates (III.D.8).

El Camino College maintains a 20 percent reserve annually in excess of the six percent level required by the board policy. The College is considered low-risk for insolvency according to FCMAT. In addition, the College participates in a joint power authority for its property, liability and worker's compensation insurance coverage. The College has the appropriate policies and procedures in place to ensure proper reserves are maintained (III.D.9).

The College practices effective oversight of its finances as evidenced by various audits, organizational structures and public presentations. El Camino College Foundation has an investment policy in place. The Citizens' Bond Oversight Committee oversees the Measure E bond (III.D.10).

El Camino College has an established practice to review its long-term revenue and expenditure projections with both its constituents and executive leadership to provide a reasonable expectation of financial solvency. The College has established special funds for long-term liability payments for STRS and PERS and Other Post-Employment Benefits (OPEB) (III.D.11).

The College has established an irrevocable trust for OPEB in accordance with GASB 75 and funded 80 percent of the OPEB liability. It conducts an actuarial study every two years to document, support and/or inform the level of contribution that the College should make to the trust (III.D.12).

El Camino College has no locally incurred debt other than the Measure E GO bonds for which repayment is guaranteed out of local property tax revenues. The College has a board policy that sets the parameters for debt management if it were to occur in the future. El Camino College has identified revenue streams within its budget to pay STRS, PERS and OPEB obligations in a manner that does not adversely affect the financial condition of the institution (III.D.13).

The College relies on the Los Angeles County Office of Education for most banking activities with plans in place to utilize the county services for all banking activities. The foundation financial information undergoes an annual audit along with other auxiliary funds and grants of the College and the audit statements are published on public websites. The Board of Trustees oversees and approves all banking transactions (III.D.14).

El Camino College's three-year default rate is within federal guidelines. Several annual audits are conducted regarding financial aid. There have been no material findings assessed by these agencies with respect to the College's administration of Title IV or federal financial aid (III.D.15).

The College ensures contractual agreements are consistent with its mission and goals through executive review and assessments of the contracts with the superintendent/president having delegated authority to sign certain contracts. The College has policies and procedures governing contract processes which constrain appropriate provisions to maintain the integrity of the institution and the quality of its programs (III.D.16).

Conclusion:
The College meets this Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:
El Camino College has clearly articulated its decision-making processes and the roles and responsibilities for the college's constituents – faculty, staff, administration, and students – in the college's planning processes, which are well-documented in various board policies, administrative procedures, and planning manuals. It is evident to the Team that El Camino College's decision-making is inclusive, and the College leadership has ensured that decisions are widely communicated to the College's constituents.

Findings and Evidence:
The Team found that El Camino College is a mission-driven institution whose leadership inspires faculty, staff, and administrators from all areas and levels to contribute to the growth of the College. For example, El Camino College's leadership encourages this innovation and institutional excellence from all employees through its ECC PRIDE leadership training program, which uses a design-thinking framework for transforming the campus culture. Indeed, the Team found that many participants from this program have gone on to develop initiatives and programs at the College or have become more involved in the college's governance. The Team compliments the College for creating a leadership development program that is innovative and has contributed positively to the mission of the College. (IV.A.1)

Students are included in these shared governance committees, and the College's *Making Decisions at El Camino College, 2020-2025* planning manual notes, "Students are key stakeholders in the collegial consultation process and their participation is highly valued." This participation is facilitated primarily through its Associated Students Organization (ASO), which appoints its representatives to shared governance committees and task groups. The *Making Decisions at El Camino College, 2020-2025* planning manual also outlines the academic matters that students have a unique stake in, from grading to student fees. In speaking with the College's student leaders, it is evident that the students not only feel empowered to advocate for themselves, but also that the College's leadership values the student voice. ASO student leaders participate in various leadership opportunities provided by both the College and external organizations (e.g. SSCCC, Men of Color Conference, A2MEND). One student leader described the College as "student-forward." (IV.A.1)(IV.A.2)

The roles in institutional governance are clearly defined in BP 3101: Administrative Organization, and *The Academic Senate Handbook*. The College "establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes" clearly in BP 2510 and AP 2510, and the ECC Academic Senate has clearly articulated its role in College planning in its *Academic Senate Handbook*, which notes that faculty, "exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise." There is ample evidence that decision-making and decisions "are documented" through various board policies as well as documents like *Making*

Decisions at El Camino College. (IV.A.2)(IV.A.3)

The College has several policies and documents that "ensure the appropriate consideration of relevant perspectives" and "decision-making aligned with expertise and responsibility," including BP 2510, *The Academic Senate Handbook,* and their planning manual *Making Decisions at El Camino College.* The development of institutional planning documents, such as the 2017-2022 Comprehensive Master Plan (CMP), is inclusive and open, as evidenced by the Planning Summit, and the planning cycle is clearly articulated in both the CMP and BP 3250: Institutional Planning. For example, BP3250 states, "The Superintendent/President shall ensure that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning that involves appropriate segments of the college community." The Team found ample evidence that the College adheres to this Board Policy and that all college constituents have a clearly defined and substantial role in institutional planning. (IV.A.3)(IV.A5)

The roles and responsibilities of administration and faculty in curriculum approval are clearly defined in BP 4020: Program, Curriculum and Course Development, which dictates that curriculum procedures are developed jointly by the Academic Senate and the Vice President of Academic Affairs. The minutes from division and curriculum committee meetings adequately demonstrate division and college-level approval procedures. The Team found that the College Curriculum Committee has effective curriculum review processes in place and that the curriculum approval process is inclusive, as both the Vice President of Academic Affairs (voting member) and the ASO-appointed student representative (non-voting) sit on the committee. (IV.A.4)

El Camino College has systematic participative processes that are used to assure effective planning and implementation. Board Policy 2510 and Administrative Procedure 2510 clearly describe the college's shared governance framework and decision-making processes. This is confirmed in the College's *Making Decisions at El Camino College, 2020-2025* planning manual, which describes the college's data-driven and iterative planning process and delineates the roles and responsibilities of the college's collegial consultation committees. The Team found ample evidence that the College is inclusive in its decision-making and that it adheres to its policies governing shared governance. The Team found a culture of transparency where decisions are clearly and widely disseminated to the campus community. (IV.A.6)

The College's ISER mentions "leadership roles, governance, and decision-making policies, procedures, and processes are regularly evaluated to ensure their effectiveness." The College's shared governance committees also undergo yearly self-evaluations, and their *Making Decisions at El Camino College, 2020-2025* planning manual is updated every five years. The Team confirmed that the College evaluates their institutional planning and shared governance framework. (IV.A.7)

Conclusion:
The College meets the Standard.

See Commendation 1.

IV.B. Chief Executive Officer

General Observations:
The College's President/Superintendent is the chief executive officer (CEO). The CEO effectively leads the institution in planning, organizing, budgeting, and staffing. The CEO delegates authority appropriately, is responsible overall for guiding the College to improve teaching and learning, and accreditation. She guides the implementation of statues and regulations, and policies of the Board of Trustees and administrative policy, and also communicates effectively with the communities served by the College.

Findings and Evidence:
Board Policy (BP) 2430 Delegation of Authority to Superintendent/President and Administrative Policy (AP) 2430 Delegation of Authority to Superintendent/President stipulate that the president has the ultimate responsibility for the administration of the College. BP 3100 requires the Superintendent/President to establish the general duties of employees within the District and shall establish organizational charts that delineate the lines of responsibility. The CEO provides effective leadership and engages in appropriate delegation of authority as president/superintendent demonstrated by the exemplary planning processes of the college. (IV.B.1) (IV.B.2)

BP 3250 describes the president's role in ensuring that the District has and implements a broad-based, comprehensive, systematic, and integrated system of planning and must be collegial and based on institutional effectiveness research. Further, it states that planning and budgeting be linked. The College engages in Planning Summits last convening in 2016 and 2018 led by the CEO. It uses goals set by the California State Chancellor's Vision for Success and sets college standards as evidenced in the Student Achievement Data and Institution-set Standards section of the ISER. The president's duties as stated in the job description lists responsibilities that include the planning, evaluating and improving instruction. BP 2430 requires the president to perform the duties listed in the job description. (IV.B.3)

BP 3200 states that the president has the primary leadership role for accreditation. AP 3200 specifies the inclusion of faculty, staff, students and administrator in accreditation. The College Council was consulted on the creation of the ISER and college-wide forums were held to provide input. (IV.B.4)

The president ensures that all regulations, statutes, and board policies are implemented at the College. The planning processes of the college tie to the College's mission and policies. Board Policy references California Education Code when applicable to indicate alignment with state law. BP 6100 and 6300 require the president to comply with Education Code, state regulations and Board Policy with regard to fiscal matters. (IV.B.5)

The president communicates in a variety of ways, including newsletters, news releases, open office hours, ECC Factbook, State of the College addresses, President's Breakfasts, and Town Hall meetings. The President's Breakfast convenes area K-12 superintendents and principals. The Town Hall meetings include the general public. The College also issues press releases as a means to inform the communities it serves. (IV.B.6)

Conclusion:
The College meets the Standard.

IV.C. Governing Board

General Observations:
The El Camino Community College District Governing Board's policies and administrative procedures are in line with the Accreditation Standards regarding the Board's responsibilities, duties, and relationship with the Superintendent/President. The Board has delegated operations of the college to its Superintendent/Presidents and it relies on the recommendations of its collegial consultation committees on changes to college policies and processes. The Board also engages in annual self-evaluations and acts as a collective entity in its goals and decisions.

Findings and Evidence:
The El Camino Community College District Governing Board holds primary authority over and responsibility for policies and procedures in Board Policy (BP) 2410 which also outlines an inclusive process of collegial consultation in the development and revision of Board Policy and Administrative Procedures. (IV.C.1)

The Team also confirmed in its interviews that the Board acts as a collective entity even after contentious votes. Several Board Policies, 2100, 2200, 2345, 2710, and 2715 ensure the Board remains an independent, policy-making body that values the District's commitment to the public's trust and the community's expectation for educational quality. The ECCCD Board of Trustees has adopted board policies that give them ultimate oversight over the quality of the College's programs and services, and the ultimate responsibility for providing them with the necessary resources to support the College mission, as confirmed in BP 2410 and 2200 (IV.C.1)(IV.C.2)

The ECCCD Governing Board has very clear board policies that dictate the hiring, evaluation, and reporting structure of the Superintendent/President. BP 2431 asserts that the Board of Trustees will "establish a search process to fill the vacancy. The process shall be fair and open and comply with relevant regulations." The ISER includes evidence that both these board policies are adhered to. (IV.C.3)

The Board has approved of policies that ensure that the Board is an independent, decision-making body that represents the best interests of the public, as demonstrated in BP 2100, 2200, and 2345. The Board has policies that give them ultimate authority over educational quality, legal matter, and finances. (IV.C.4)(IV.C.5)

The Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures as evidenced in BP 2010, 2100, 2200, 2330, and 2410. (IV.C.6)

The board minutes include the approval of board policies, as recommended by their shared governance process. The Board engages in a first and second readings of all board policies after

they have gone through the collegial consultation process, which is initiated by the College Council, undergone by the college's shared governance bodies, and ultimately finalized by the College Council. While the District does have an informal process for reviewing its policies, the Team did not find a schedule or other mechanism for regular review by the College or Board. Fifteen policies (nine percent of all Board policies) had not been reviewed for at least fifteen years, some of which directly impact students' educational experiences. The College's official Board Policy Review List also demonstrates policies have not been reviewed in several years. The Team acknowledges that the College is moving to a new software program for managing board policies and administrative procedures, which was disrupted by the pandemic and that the Academic Senate is formalizing a process for reviewing academic policies. The team noted progress and efforts in this area, and the college will further benefit by formalizing mechanisms that ensure ongoing and regular review cycles. (IV.C.7)

BP 2200 gives the Board ultimate responsibility for monitor[ing] institutional performance and educational quality. The Team found that the Board conducts first and second readings for the College's planning documents and that the College leadership regularly conducts presentations on student success and academic quality at Board meetings. BP 2200 and 4020 describe the Board's responsibility for ensuring the institution is accomplishing its goals for student success. As demonstrated in board minutes, the Team confirms that the Board does regularly review key indicators for student learning and achievement. The Team confirmed that all board policies and institutional plans come to the Board for first and second readings. (IV.C.8)

BP 2100 dictates that Board members are elected to four-year terms and that "Terms are staggered so that, as nearly as possible, one half of the trustees shall be elected at each trustee election." BP 2740 includes board study sessions, and the Board has delegated new board member training to its Superintendent/President and to outside professional organizations. (IV.C.9)

The Board engages in annual self-evaluation per BP 2745. The District's institutional research department provides the Board with an annual self-evaluation survey that gauges the Board's effectiveness, accomplishments, and areas of improvement, which is then discussed at the Board's annual planning retreat. The Team examined the Board's survey process and confirmed that the Board discusses its self-evaluation at an annual retreat. (IV.C.10)

The ECCCD Governing Board has also established policies that align with Accreditation Standards. This includes Board Policies 2715 which includes its policy for dealing with trustee behavior that violates its code of ethics. (IV.C.11)

BP/AP 2430: Delegation of Authority to Superintendent/President states, "The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action". The Board evaluates the CEO annually per BP 2430, and sets the CEO's employment contract. The Board minutes from Feb. 19, 2020, confirm that this annual evaluation takes place. (IV.C.12)

BP 3200 directs the Superintendent/President to "keep the Board informed of approved

accrediting organizations and the status of accreditations." This BP clearly outlines the Board's role in accreditation. The Feb. 21, 2017 Board minutes indicate that the board approved ECC's Accreditation Midterm Report and the Team confirmed in its interviews that the Board was kept abreast of the accreditation self-evaluation report. (IV.C.13)

Conclusion:
The College meets the Standard.

Recommendation 3:
In order to improve institutional effectiveness, the Team recommends that the College enhance the regular assessment of Board Policies for Board consideration. (IV.C.7)

Quality Focus Essay

The ACCJC's Guide to Institutional Self-Evaluation states the function of the Quality Focus Essay (QFE) as "the opportunity for member institutions to be innovative and to propose new ideas and projects that will improve student learning and/or student achievement at the institutional level." Colleges are asked to "identify two or three areas of need or areas of interest that arise out of the institutional self-evaluation and that focus on student learning and student achievement." The Team reviewed the QFE identified in the College's ISER. The Team acknowledges the collaborative process the College underwent through to identify the QFE projects designed to improve institutional effectiveness in assessing student learning and student achievement. The College identified two action projects:

      (1) Revision of outcome statements, alignment grids, and assessment protocols for select course-level student learning outcomes (SLOs) and service area outcomes (SAOs) in select academic disciplines and student services units; and,

      (2) Development of program-level learning outcomes (PLOs) for each of the Guided Pathways meta-majors and implementation of a pilot round of assessment and planning.

These projects are slated to begin fall 2020 and conclude by Spring 2024 and Spring 2025, respectively. The first project is designed to review and update the College's SLOs, with one objective of "developing equity-minded signature assessments and standardized scoring rubrics to promote more meaningful comparison of student achievement data across multiple sections assessing the same outcome statement." Another objective of this project is to integrate student services SAOs and assessments to ensure student service delivery is equitable and supports the College's ILOs. One noteworthy outcome the College anticipates that this project will have is to improve student equity by having larger sample sizes so that student data may be disaggregated and gaps in student achievement can be more readily identified. The College plan and timeline for the revision of specific SLO and SAO statements is well detailed and thoughtful, with work beginning in fall 2020 and completion targeted for spring 2024.

The second project supports the College's efforts to implement the Guided Pathways framework and its seven meta-majors. The goal of this project is to develop equity-minded program-level outcomes (PLOs) for each of the meta-majors and pilot the assessment of the new PLOs, with the overarching goal to improve student outcomes and achievement. Of note in this project is the proposed integrated model for meta-major PLOs which will take a more holistic approach and comprehensive approach to assessing program level outcomes. The College proposes to evaluate courses across a variety of disciplines within each meta-major, as well as the student support services provided to improve student outcomes and achievement reflected in the four pillars of Guided Pathways. The College developed a thoughtful and comprehensive action plan and timeline for this work, with efforts beginning in fall 2020 and concluding in spring 2025.